Olivia Ernst

Mrs. House/ Ms. Smart

English 2H, Period 5

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Prompt One: *Women as a Marginalized Group during the Great Depression*

In the novel, *Of Mice and Men*, John Steinbeck's portrayal of women as the root of all problems and with no feelings parallels to history's view of women. In the novella, George warns Lennie about problems that could be associated with getting involved with Curley's wife. George warns, "Don't you take a look at that bitch. I don't care what she says and what she does. I seen 'em poison before, but I never seen no piece of jailbait worse than her" (Steinbeck 32). George is telling Lenny to avoid any problems on the ranch by simply ignoring Curley's wife. Curley's wife is being depicted as a problem and not so much as a human being with feelings. Pulling away from the novel, in history, women have been portrayed in the same way. An article states, "Simply fire the women, who shouldn't be working anyway, and hire the men. Presto! No unemployment. No relief rolls. No depression." The speaker claims that women should not be working and there would be no depression if all women would just quit their jobs. In history, women have been portrayed as the problem of the Great Depression and society does not consider that women are people too and cannot simply "just quit their jobs". People were searching for a scapegoat in the Great Depression and unfortunately, women were chosen to fill that role.

The Prompts

Prompt 1	How does John Steinbeck's *Of Mice and Men* consider traditionally marginalized populations? Analyze how these people (women, people of color, the elderly, or poor) are represented within the novella and compare how Steinbeck's representation of these people differs from how these people were actually perceived within the time period. What can be inferred from the treatment of these groups (or their absence) in the novel? **TS:** State Argument/Restate Prompt(How are the marginalized characterized; what can be inferred from the treatment of these groups?) **S:** Lead in, evidence of Steinbeck's representation **M:** Interpretation of evidence (optional; do 2 matters if your lead-in is really strong) **Ma:** Significance, connect back to topic sentence. **S:** Transition away from Steinbeck's representation to a comparison with history using a primary source. **M:**Interpretation of evidence (optional; do 2 matters if your lead-in is really strong) **Ma:** Significance, connect back to topic sentence. **CS:** Ultimately, what can be inferred from the treatment or absence of this group in the novel?
Prompt 2	What impact would the fact that Steinbeck wrote this during the Depression have on its reception by the two audiences it portrays: the migrant workers and the ranch owners? Analyze how **either** the migrant workers **or** the ranch owners are represented in the novella **(pick one)** and assess how **either group** would have responded to his or her characterization within the novella. **TS:**State Argument/Restate Prompt (How are migrant workers/ranch owners represented, and how would this affect their reception of the novel?) **S:** Lead in, evidence of Steinbeck's representation. **M:**Interpretation of Steinbeck's representation (optional; do 2 matters if your lead-in is really strong) **Ma:** Significance, connect back to topic sentence. **S:** Transition away from Steinbeck's representation to the audience's response using a primary source (another quotation from *Of Mice and Men* would also work here). **M:** Interpretation of evidence **Ma:** Significance, connect back to topic sentence. **CS:** Ultimately, what can be inferred about the audience response to Steinbeck's novella?
Prompt 3	Who was Steinbeck's intended audience, and what was he trying to say to them? Identify the intended audience of Steinbeck's *Of Mice and Men* and discuss what Steinbeck's intended message to this audience may have been. **TS:** State Argument/Restate Prompt (Identify the message and to whom the message was intended) **S:** Lead in, evidence of Steinbeck's message. **M:** Interpretation of Steinbeck's message. **Ma:** Significance, connect back to topic sentence. **S:** Transition away from Steinbeck's message to Steinbeck's intended audience. Use a primary source to indicate how this audience may have responded (another quotation from *Of Mice and Men* would also work here). **M:** Interpretation of evidence. **Ma:** Significance, connect back to TS. **CS:** Ultimately, how may this audience have responded to Steinbeck's message?

	5	4	3	2	1	M
Topic Sentence 5	The topic sentence demonstrates masterful understanding of breadth: the topic sentence is general enough to express the paragraph's overall subject, but specific enough that the reader can understand the paragraph's main subject and point WITHOUT reading ahead. The topic sentence addresses the prompt.	The topic sentence demonstrates skilled understanding of breadth: the topic sentence is general enough to express the paragraph's overall subject, but specific enough that the reader can understand the paragraph's main subject and point WITHOUT reading ahead. The topic sentence addresses the prompt.	The topic sentence demonstrates proficient understanding of breadth: the topic sentence is general enough to express the paragraph's overall subject, but specific enough that the reader can understand the paragraph's main subject and point WITHOUT reading ahead. The topic sentence addresses the prompt.	The topic sentence demonstrates developing understanding of breadth: the topic sentence may be too general or specific. The reader may not understand the paragraph's main subject and point. The topic sentence may or may not address the prompt.	The topic sentence demonstrates inadequate understanding of breadth: the topic sentence is be too general or specific. The reader cannot easily understand the paragraph's main subject and point. The topic sentence may or may not address the prompt.	No topic sentence is present.
Says 5	Content: TE's quote is relevant and thoroughly proves the TS. Format: Quotations	Content: TE is a relevant quote that effectively proves the TS's claim. Format: Quotations are cited	Content: TE (paraphrased or quoted) proves the TS; however, the chosen TE is somewhat	Content: TE (paraphrased or quoted) attempts to prove the TS; however, the chosen TE is not	Content: TE is either not present or is not relevant to the TS. Format:Quotations may or may not	Content: No textual evidence is present. Format:No MLA citations are present.

	are cited using MLA formatting. Lead-in: The writer's argument is improved as a result of the lead-ins used.	using MLA formatting. Lead-in: Lead-ins briefly provide relevant background information about the content, subject, and/or speaker.	vague. Format: Quotations may or may not be cited using MLA formatting. Lead-in: Lead-ins provide background info that is slightly irrelevant or unnecessary	completely relevant or effective. Format:Quotations may or may not be cited using MLA formatting. Lead-in: Lead-ins are attempted but are awkwardly written and may cause confusion	be cited using MLA formatting. Lead-in: Lead-ins are attempted by do more harm than good & obscure meaning	Lead-in: Lead-ins are not used and quotes are "plopped" into the paragraph.
Means/Matters 5	There is a clear and thorough explanation of both what the TE is saying and also a clear explanation of how it proves the TS. The "matters" offers in-depth analysis & thought-provoking insight.	There is a clear explanation of not only what that TE is saying, but also how it proves the TS. Both "means" and "matters" relate back to the TE & TS.	The explanation (M/M) is present, but the way it is explained is overly simple and/or lacks clarity.	There is an attempt at an explanation of the TE, but the way it is explained sounds repetitive or somewhat unclear or is under developed. The analysis may also get off topic/lose focus.	There is an insufficient amount of means/matters which causes the chunk to feel more like a summary and less of an analysis.	No interpretation of the quotation is present. No analysis is present.

Comments:
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