

Diction and Dialogue Paragraph: Of Mice and Men

Big idea: Language shapes ideas.

Goals: Students type a paragraph answering the question, how effective is John Steinbeck’s development of realism through the use of dialogue? (Remember: you wrote this thesis two weeks ago)

Curricular Competency:

Understand the relationship between an author’s text, context, and make inferences.

Students should do	Students could do	Extension possibilities
__Review <i>Of Mice and Men Diction and Dialogue</i> worksheet (Remember: you completed this two weeks ago) __Select three pieces of dialogue (from the <i>Diction and Dialogue</i> worksheet) as supportive points for the topic __Use short quotes of four to five words of dialogue for each quote	__Describe the characters	__Determine the character’s role __Use juxtapose and elucidate
__Understand the context of the quotes	__Use suitable vocabulary	__Use vocabulary that elevates your idea
__Use PEE paragraph format	__Interpret the quote in your own words (paraphrase)	__Assess the literal and the inferential meaning
__Discuss how the diction affects the message.	__ Interpret the message of the colloquial language	__Assess the message with and without colloquialism

Use the PEE paragraph structure:

Topic sentence

Thesis

Transition

Use the PEE structure (point, example, explain) and integrate supportive quotes. You will write three PEE’s.

Use transitions

Concluding sentence: how successful is Steinbeck in developing his theme and message?

Here is an example of selecting short quotes:

See below one selected piece of dialogue from *Diction and Dialogue* worksheet (completed two weeks ago):

George says to Lennie, “You do bad things and I got to get you out...You crazy son-of-a-b***h.” (11)

To create a *short* quote of 4-5 words, you may choose “You do bad things...” (11) or “...got to get you out” (11)

Score /6

6 Point Criteria:

6 The six may draw upon any number of factors, such as mature style, discussion depth, effective argument, use of literary devices, sophistication of wit, quality of imagination, or level of insight. It exhibits sophisticated use of language.

5 The five displays manipulation of language to achieve a desired effect and exhibits a clear sense of voice and audience. It reflects a strong grasp of the topic. It is organized and demonstrates a command of the conventions of language. Vocabulary and sentence structure are varied and serve the writer’s purpose.

4 The four conveys the writer’s ideas. Assertions are simplistic. Diction and syntax are usually appropriate. Structure is predictable and relatively mechanical. The writing is organized and straightforward; it shows a clear sense of the writer’s purpose. Conventions of language are usually followed.

3 The three features simplistic ideas. Support references the passage. There is a brief connection to a central idea. Some variety in diction and sentence structure is evident. Transitions are in a developing stage. The response may show sense of purpose.