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## Unit Plan for *Of Mice and Men*, Driven by Essential Questions

**Unit:** *Of Mice and Men*

**Day:** 1-2

**Essential Question:** What was John Steinbeck's historical context?

### I. Learning Objectives:

Students will view PBS documentary *Riding the Rails* and complete a study guide that goes with the film (in order to focus on important information regarding the Great Depression, the Dust Bowl, and migrant workers).

### II. MA Framework Standards:

4, 9, 11, 13, 19, 23, 26

### III. Assessment Methods:

discussion [wrap-up], summarizers, study guide notes

### IV. Learning Activities:

- **Activating Activity:** [Do-Now Journals]
  - 1.) *What do you know about homelessness today? What are some of the reasons for homelessness? Why do you think people were homeless in the 1930s? Would teenagers have different reasons for being homeless than adults, both in the past and today?*
  - 2.) *What do you think of when you hear the word "hobo"? How do you define hobo? Are there still hobos today?*
- **Lesson Segment 1:** Chart what students already know on a big piece of chart paper. Display. Introduce students to *Riding the Rails*.
- **Students Will:** View *Riding the Rails* and take notes on the study guide provided.
- **Summarizing Activity:** *Write a diary entry or letter from the point of view of a teenager during the 1930s who has run away to ride the rails. Explain why you left and what you are experiencing. What are your hopes? What are your fears?*

**V. Homework:** Finish diary entry.

**VI. Reflection:**

## LESSON PLAN

**Unit:** *Of Mice and Men*

**Day:** 3

**Essential Question:** Who was John Steinbeck, and what does his Nobel Acceptance Speech reveal about his beliefs concerning writing?

### **I. Learning Objectives:**

Students will view a short biography of John Steinbeck, read his Nobel Acceptance Speech, and discuss the author's beliefs concerning writing.

### **II. MA Framework Standards:**

1, 2, 8, 9, 12, 13, 19, 26

### **III. Assessment Methods:**

discussion, summarizer

### **IV. Learning Activities:**

- **Activating Activity:** [Do-Now Journals] *“Man himself has become our greatest hazard and our only hope.” Write a response to this quote. What do you think the writer is saying here? How is this statement true or relevant to our world today?*
- **Lesson Segment 1:** Discuss student writing. What do they think this quote means? When you have heard from everyone, let them know it was a line from John Steinbeck's Nobel Prize Acceptance speech. But before they read this speech, they're going to see a short biography of him.
- **Students Will:** View the DCS biography of John Steinbeck.
- **Lesson Segment 2:** Share other tidbits about Steinbeck's personality that you learned when you went to CA this summer. Distribute his acceptance speech.
- **Students Will:** Take turns reading the speech aloud in class. Discuss.
- **Summarizing Activity:** Biopoem: John Steinbeck

**V. Homework:** none

**VI. Reflection:**

## LESSON PLAN

**Unit:** *Of Mice and Men*

**Day:** 4

**Essential Question:** What will we be focusing on during our reading of *Of Mice and Men*, and what comprehension tools are necessary for success in this unit of study?

### II. MA Framework Standards:

4, 8, 11, 12, 23

### III. Assessment Methods:

summarizing activity

### IV. Learning Activities:

- **Activating Activity:** [Do-Now Journals] . . .
- **Lesson Segment 1:** Distribute Character Webs. (Names of characters, spaces for descriptions)
- Vocabulary lists. Spaces for test dates.
- Test study guide. Walk them through this.
- Moral themes sheet. Let them know about literary analysis paper, and how this whole unit is geared toward teaching them to write formal, literary analysis papers, that these skills will also be used when they write their research papers. Walk them through the questions, ideas.
- **Summarizing Activity:** *What comprehension tools did you find most useful to you when you read The Odyssey? How about Romeo & Juliet? Is there anything in particular that helps you remember important information or prepare for unit tests that you will continue to use as you read other books?*

**V. Homework:** none

**VI. Reflection:**

## LESSON PLAN

**Unit:** *Of Mice and Men*

**Day:** 5

**Essential Question:** How does Steinbeck's short story "Johnny Bear" deal with some of the main themes of *Of Mice and Men*?

**I. Learning Objectives:** Students will read "Johnny Bear" as a class, and will chart passages dealing with themes common to *Of Mice and Men*.

**II. MA Framework Standards:**

1, 2, 9, 11, 12, 19, 23

**III. Assessment Methods:**

discussion

**IV. Learning Activities:**

- **Activating Activity:** [Do-Now Journals] *Write about a time when you were unkind to someone mentally or physically disabled, or you witnessed someone else being unkind to a mentally or physically disabled person. Describe what happened, and how you felt at that time.*
- **Lesson Segment 1:** Allow students to share. Then explain the background of "Johnny Bear" (i.e., Steinbeck's inspiration). Be sure to let them know that this story was a precursor to *Of Mice and Men*.
- **Students Will:** Read the story aloud.
- **Lesson Segment 2:** Pair students up with learning buddies and have them identify and chart as many themes as they recognized in "Johnny Bear".
- **Students Will:** Share ideas/themes with the class. Student scribe writes contributions on chart paper (which is to be hung on the wall and added to during the course of the unit).
- **Summarizing Activity:** *Having read and learned a bit about Steinbeck in the past few days, and now having read one of his short stories, what is your first impression of him as an author? Did the subject matter of the story surprise you at all after having read his Nobel Acceptance Speech? Why or why not?*

**V. Homework:** (something to do with vocabulary)

**VI. Reflection:**

## LESSON PLAN

**Unit:** *Of Mice and Men*

**Day:** 6

**Essential Question:** How does John Steinbeck incorporate naturalism into his writing?

### I. Learning Objectives:

Students will read the first two paragraphs of the text *Of Mice and Men*, highlight naturalistic elements, and illustrate and label the setting described by those elements.

### II. MA Framework Standards:

1, 2, 4, 9, 12, 15, 19

### III. Assessment Methods:

labeled illustrations

### IV. Learning Activities:

- **Activating Activity:** [Do-Now Journals] *Draw a map of a favorite outdoor retreat you enjoy. Why do you like this particular natural setting? How does it change, depending on the time of day or time of year you go there? When do you go to this place?*
- **Lesson Segment 1:** Solicit student responses. Segue into naturalism. (Make certain it is defined on chart paper – visible – for students.) Distribute photocopies of the first two paragraphs of the book. Highlighters. Tell students you are going to read these two paragraphs aloud, and you'd like for them to highlight words and phrases that provide naturalistic details.
- **Students Will:** Share their highlighted passages. Mark up a transparency copy on the OHP, and indicate that students are to do the same. Ask, "What sort of a setting is this? Is it one like the place you described in your activator today? Is it a place you would enjoy camping at? How about if you were on the run? Would this be a safe spot to hide away from the world?"
- **Summarizing Activity:** Explain that part of appreciating naturalistic details is being able to visualize them. Show model illustrations of the first two paragraphs, and tell students you want them to illustrate the scene and label each naturalistic detail. Then, at the bottom of the page, they are to write a sentence in which they explain why John Steinbeck's description can be considered naturalistic.

**V. Homework:** finish illustrations

**VI. Reflection:**

## LESSON PLAN

**Unit:** *Of Mice and Men*

**Day:** 7

**Essential Question:** How does John Steinbeck make use of parallelism, sentimentalism, diction, and foreshadowing in his writing?

### I. Learning Objectives:

Students will read and record examples of parallelism, sentimentalism, diction, and foreshadowing from the first chapter of *Of Mice and Men* on a chart.

### II. MA Framework Standards:

2, 4, 8, 9, 12, 15, 19, 23

### III. Assessment Methods:

charts

### IV. Learning Activities:

- **Activating Activity:** [Do-Now Journals] (vocabulary activity)
- **Lesson Segment 1:** Go over vocabulary answers. Introduce concepts of parallelism, sentimentalism, diction, and foreshadowing. Have each defined and illustrated with examples on separate sheets of chart paper. Explain the purpose of today's reading: to locate examples of each literary device and to chart them. (This chart will serve as a study guide for the test!)
- **Students Will:** Read the first chapter of the book and identify passages containing parallelism, sentimentalism, and foreshadowing in their notes. They will also stop frequently to discuss the characters of Lennie and George, as well as the relationship between the two characters. (Update character web with descriptive details.)
- **Summarizing Activity:** *George's relationship with Lennie is much more complicated than Lennie's relationship with George. How far do you agree with this statement?*

**V. Homework:** Read pp. 17-20 (If you haven't gotten to page 17 in class, then students are to read from wherever you stopped as a class, all the way through page 20.)

### VI. Reflection:

## LESSON PLAN

**Unit:** *Of Mice and Men*

**Day:** 8

**Essential Question:** How does a writer correctly integrate passages from a text into his/her own writing?

### **I. Learning Objectives:**

Students will practice integrating passages from the text, using the correct MLA format and the preview, present, react formula.

### **II. MA Framework Standards:**

8, 12, 15, 19, 20, 23

### **III. Assessment Methods:**

quote sandwiches

### **IV. Learning Activities:**

- **Activating Activity:** [Do-Now Journals] *Describe George and Lennie's new home, using quotes from last night's reading to support your writing.*
- **Lesson Segment 1:** Introduce the concept of previewing, presenting and reacting whenever writers integrate quotes into sentences of their own. Show them the proper way to cite sources (author, pg #). *[It would be best if you use small quotes from the first chapter. Make the preview, present, react process very short and simple, so they'll feel like they can do this. On the worksheet include questions that call for the use of the provided quotes.]*
- **Students Will:** Answer the questions concerning chapter one, using quotes from the text to support their answers. They will be expected to properly cite sources.
- **Summarizing Activity:** *Make corrections to your activator answer, and then in one or two sentences explain WHY you made these modifications.*

**V. Homework:** Read pp. 20-28

**VI. Reflection:**

## LESSON PLAN

**Unit:** *Of Mice and Men*

**Day:** 9

**Essential Question:** How does John Steinbeck incorporate the theme of power vs. powerlessness in *Of Mice and Men*?

### I. Learning Objectives:

Students will role play skits in which they will either experience a position of authority and power, or one of subordination and powerlessness. During a debriefing discussion, they will talk about what it felt like to be in these roles. They will also compare their experiences with those of the characters in *Of Mice and Men*.

### II. MA Framework Standards:

1, 2, 8, 11, 12, 18, 19, 20

### III. Assessment Methods:

role playing, journal entries, discussion

### IV. Learning Activities:

- **Activating Activity:** [Do-Now Journals] *Write about a situation in which you were powerless, when you had no control and had to obey someone else's orders. How did this situation make you feel at the time? What do you think the person "in power" in that situation was feeling or thinking?*
- **Lesson Segment 1:** (Do not solicit student responses. You want the ideas/ thoughts/ etc. going on in their heads so it will influence the role playing they do.) Explain that the purpose of today's lesson is to explore the theme of power vs. powerlessness, which was a huge component of all of Steinbeck's writing. He always wanted to show what it was like to be the underdog. Today they will have the opportunity to role play situations in which they will either have power or be powerless. At the end of their role-playing, the class will discuss each situation. Goal: empathy.
- **Lesson Segment 2:** Show images from hip-hop performances, ads, etc. which depict power and powerlessness. Ask them if they can identify the source of power in each image. What is the image's message? Look at ads that show big guys with anorexic girls, ones in which certain people are empowered and others not, the way some buildings are meant to represent power, some cars power (Hum-V). Show them images of power from the past. What did the Romans do to intimidate others? Medieval warriors/kings? What did power look like throughout the ages – in China, or with the Nazis? What images of power persist in our media? World? School? **Discuss.**
- **Summarizing Activity:** Bring it down home. Ask students, "In what ways do we see power and powerlessness acted out in *Of Mice and Men*?" Brainstorm a list of ideas. Have students add them to their theme charts. Be sure to simultaneously add them to the chart on the wall. Show them one of your own, in case they need a jump start. How about images that indicate power/powerlessness (Curley's high heeled boots, interior vs. exterior spaces...)

V. Homework: Read pp. 28-37

VI. Reflection:

LESSON PLAN

Unit: *Of Mice and Men*

Day: 10

Essential Question: Where do we see evidence of regionalism and the theme of individual vs. community in *Of Mice and Men*?

I. Learning Objectives:

Students will look at various images depicting individuals and communities of people, and decide whether or not each image relays a positive image of individuals/communities or a negative image. They will then analyze different passages of the text in order to determine whether or not Steinbeck was painting a positive or negative picture of individuals and communities.

II. MA Framework Standards:

1, 2, 4, 8, 11, 12, 15, 19, 26

III. Assessment Methods:

collect worksheets

IV. Learning Activities:

- **Activating Activity:** [Do-Now Journals] (Define regionalism and have students brainstorm a list of textual details that indicate usage of regionalism in *Of Mice and Men*.)
- **Lesson Segment 1:** Go over student responses.
- **Lesson Segment 2:** Introduce the concept of today's lesson: theme exploration re: individuals vs. community. Ask them to take out a sheet of paper and to draw the following grid:

<b>Individuals +</b>	<b>Individuals -</b>
<b>Communities/groups +</b>	<b>Communities/groups -</b>

Explain that you will show them a series of numbered photographs. For each photograph, they are to decide whether the image relays a positive or a negative message about individuals or communities. We will discuss them afterward, so they shouldn't talk the first time through.

- **Lesson Segment 3:** Go through the slides and ask the class to announce the verdict. Stand up for positive; remain seated for negative. Ask students to explain why they made the choices they did.
- **Summarizing Activity:** Distribute a worksheet with quotes/descriptions from the text. In groups, have students decide whether Steinbeck is saying something positive or negative about individuals/communities. Have them explain why for each one. At the bottom of the page, have them commit. Which one was Steinbeck rooting for: the individual or the community? What evidence do you have of this? **[Collect!]**

V. Homework: Read pp. 38 – 43

VI. Reflection:

## LESSON PLAN

Unit: *Of Mice and Men*

Day: 11

**Essential Question:** Is euthanasia excused or condemned in the episode with Candy's dog?

### I. Learning Objectives:

Students will read the episode in which Candy's dog is killed, and will discuss whether or not Steinbeck excuses or condemns the act, supporting their arguments with textual evidence.

### II. MA Framework Standards:

1, 2, 4, 8, 11, 12, 19

### III. Assessment Methods:

discussion

### IV. Learning Activities:

- **Activating Activity:** [Do-Now Journals] *Agree or disagree with each of the following statements, and give reasons for your opinions:*
  1. *If one has an animal, one has a responsibility to put it out of its misery if it becomes too old or sick to be any good.*
  2. *Mercy-killing (euthanasia) should be legalized for human beings.*
  3. *People who are no good to society, but rather, who are a burden to society, should be euthanized to spare both them and society a waste of time and tax dollars.*
- **Lesson Segment 1:** Discuss.
- **Lesson Segment 2:** Explain the purpose of today's reading. They are going to have a class discussion in which they argue that Steinbeck excuses euthanasia or condemns it in the reading. So, as you read to them today, they need to be jotting down page #s and paragraphs/lines that indicate that Steinbeck supports/opposes euthanasia.
- **Lesson Segment 3:** Read pp. 44-49.
- **Students Will:** Discuss Steinbeck's point of view (as they see it in the text).
- **Summarizing Activity:** *When Carlson first suggests the idea of euthanizing Candy's dog to Slim in chapter two, there is a moment when Slim is listening to Carlson's argument, and George is watching Slim. Reread the second paragraph at the top of page 36. Why do you think George stares so intently at Slim? And what do you think that slow ringing of a triangle in the background – a ringing that grows louder and louder and then stops – is really symbolizing?*

V. Homework: Read pp. 50-54

VI. Reflection:

## LESSON PLAN

**Unit:** *Of Mice and Men*

**Day:** 12

**Essential Question:** What role do dreams play in *Of Mice and Men*?

### I. Learning Objectives:

Students will read about Candy cashing in on “the dream” and will complete a Venn diagram that compares the role of dreams in *Romeo and Juliet* to the role it seems to be playing in *Of Mice and Men*.

### II. MA Framework Standards:

1, 2, 8, 9, 11, 12, 19, 23

### III. Assessment Methods:

Venn diagrams; discussion

### IV. Learning Activities:

- **Activating Activity:** [Do-Now Journals] *One author once wrote about dreams. He said, “Don’t part with your illusions. When they are gone you may still exist, but you cease to live” (Swift qtd. Doan 88). What do you think he means by this? Do you agree or disagree with him? Why?*
- **Lesson Segment 1:** Discuss quote.
- **Lesson Segment 2:** Explain reason for reading today: to determine the role the dream plays in this book. Have students draw Venn diagram. Label one side *Romeo & Juliet* and the other *Of Mice & Men*. Solicit their ideas about the various roles dreams played in *Romeo & Juliet*. (Have this Venn diagram on chart paper so you can hang it on the wall under the theme section.)
- **Lesson Segment 3:** Read pp. 55-61
- **Students Will:** Get up and discuss ideas about dreams with learning buddies.
- **Lesson Segment 4:** Add student ideas to Venn diagram.
- **Summarizing Activity:** Have students add page numbers and ideas to their theme charts. Update theme charts.

**V. Homework:** Read pp. 62-65

**VI. Reflection:**

## LESSON PLAN

**Unit:** *Of Mice and Men*

**Day:** 13

**Essential Question:** What vocabulary words (from all units of study) do you remember?

### **I. Learning Objectives:**

Students will play a game of TABOO that features updated vocabulary from *Of Mice and Men*, as well as vocabulary from previous units, in order to review.

### **II. MA Framework Standards:**

4

### **III. Assessment Methods:**

TABOO

### **IV. Learning Activity:**

- **Activating Activity:** [Do-Now Journals] (vocabulary mini-quiz)
- **Lesson Segment 1:** Exchange books. Give vocabulary answers.
- **Students Will:** Play vocabulary TABOO.

**V. Homework:** Study for vocabulary chapters 1-3 quiz.

### **VI. Reflection:**

## LESSON PLAN

**Unit:** *Of Mice and Men*

**Day:** 14

**Essential Question:** How does a person's setting define them?

### **I. Learning Objective:**

Students will write a one-paragraph description of their bedrooms, including as much sensory detail as possible, in preparation for tomorrow's lesson on setting as characterization.

### **II. MA Framework Standards:**

19

### **III. Assessment Methods:**

typed room descriptions

### **IV. Learning Activities:**

- **Activating Activity:** [Do-Now Journals] (vocabulary mini-quiz)
- **Lesson Segment 1:** Vocabulary ch. 1-3 quiz
- **Lesson Segment 2:** Explain room description assignment and the essential question. Students are to type up a detailed description of their rooms, including as many sensory details as possible. This description is due at the end of class.
- **Students Will:** Go to the computer lab and type room descriptions.

**V. Homework:** Finish typing room description.

**VI. Reflection:**

## LESSON PLAN

**Unit:** *Of Mice and Men*

**Day:** 15

**Essential Question:** What can we learn about a person, judging by the setting they inhabit?

### I. Learning Objectives:

Students will read and circulate room descriptions and try to determine (as groups) who each description belongs to, using setting details as clues.

### II. MA Framework Standards:

2, 4, 8, 12, 15

### III. Assessment Methods:

discussion input

### IV. Learning Activities:

- **Activating Activity:** [Do-Now Journals] *The things we own tell a lot about who we are. Someone who owns a lot of music and musical instruments is clearly interested in playing and listening to music. Someone with a lot of video games is usually interested in spending his/her time gaming. An athlete might possibly subscribe to Sports Illustrated, have posters of famous athletes pinned to the wall, and a lot of sports equipment. Think about the things you own. What do they say about you?*
- **Lesson Segment 1:** Explain the concept of the room descriptions identification activity. We want to see if we can match settings with personalities. Work as groups.
- **Lesson Segment 2:** Show two student paragraphs. Analyze as a class. Then show the Crooks description. Analyze.
- **Lesson Segment 3:** Read answers.
- **Summarizing Activity:** (essential question) = ticket out of class

**V. Homework:** Read pp. 66-67

**VI. Reflection:**

## LESSON PLAN

Unit: *Of Mice and Men*

Day: 16

**Essential Question:** How does loneliness affect the characters in *Of Mice and Men*?

### I. Learning Objectives:

Students will read Crook's take on loneliness and will chart how it affects various characters in the text.

### II. MA Framework Standards:

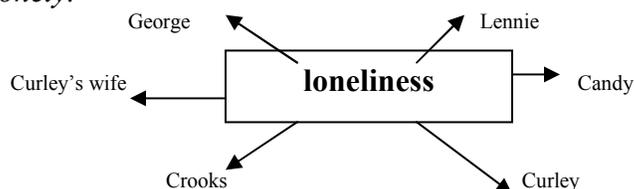
1, 2, 8, 11, 12, 19, 23

### III. Assessment Methods:

discussion; loneliness graphic organizer

### IV. Learning Activities:

- **Activating Activity:** [Do-Now Journals] Respond to the following quote: "The biggest disease today is not leprosy or cancer. It's the feeling of being uncared for, unwanted – of being deserted and alone" (Mother Teresa).
- **Lesson Segment 1:** Explain the purpose of today's reading: to discover the affects of loneliness on the characters in *Of Mice and Men*. Read pp. 68-74.
- **Students Will:** Spend time charting references to loneliness on their theme charts with a learning buddy.
- **Summarizing Activity:** Draw a diagram in which you depict all of the characters who suffer from loneliness in this book. Write a sentence beside each character, that explains why they are lonely.



**V. Homework:** Read pp. 74 – 83

**VI. Reflection:**

## LESSON PLAN

**Unit:** *Of Mice and Men*

**Day:** 17

**Essential Question:** How does Steinbeck depict racism in *Of Mice and Men*?

### I. Learning Objectives:

Students will view a segment of the documentary *The N Word* and will discuss Steinbeck's treatment of racism in *Of Mice and Men*.

### II. MA Framework Standards:

1, 2, 4, 5, 8, 9, 11, 12, 15, 19, 26

### III. Assessment Methods:

discussion

### IV. Learning Activities:

- **Activating Activity:** [Do-Now Journals] *Agree or disagree with the following statement, and give reasons for your opinion: "Crooks has his own room, furniture, and books, hence, he is better off than the other ranch hands. He is not a victim of racism."*
- **Lesson Segment 1:** Solicit student ideas.
- **Lesson Segment 2:** Explain why you are showing film clip of *The N Word*. After the film, the class will discuss Steinbeck's portrayal of racism in the text. Is he embracing racism, or making a statement against it? What role is Crooks playing in this book? Was Steinbeck racist?
- **Students Will:** Discuss reactions to the film, and ideas about racism in *Of Mice and Men* (Have them use textual evidence as much as possible!!!).
- **Summarizing Activity:** Add ideas concerning racism (quotes, etc.) to theme charts.

**V. Homework:** Read pp. 74-83

**VI. Reflection:**

## LESSON PLAN

**Unit:** *Of Mice and Men*

**Day:** 18

**Essential Question:** How are the literary elements of realism and repetition utilized in chapter five of *Of Mice and Men*?

### I. Learning Objectives:

Students will note realistic elements and repeated words/phrases in chapter five and analyze their affect on the chapter's tone.

### II. MA Framework Standards:

1, 2, 4, 8, 12, 15, 19, 23

### III. Assessment Methods:

class notes (chart of realistic elements and repeated words/phrases)

### IV. Learning Activities:

- **Activating Activity:** [Do-Now Journals] *Think of a popular song that repeats a particular line over and over again. What song is it, and what line is repeated over and over again? Why do you think the song artist chooses to repeat this line? What does repetition in a song or a poem or a story do? What is its purpose?*
- **Lesson Segment 1:** Solicit student responses.
- **Lesson Segment 2:** Explain realism to students (defined on chart paper w/ example). Have students fold their papers in half. On one side write “realistic elements” and on the other write “repeated words/phrases”. Tell them that as you read today, they are to look for any realistic elements that fit the definition on the board. They are to jot down those words and pg. #s. Likewise, if they notice a particular word or phrase being repeated, they should write it down in the other box. Read pp. 84 – 93 to students.
- **Students Will:** Share their notes with a learning buddy. Add to their own notes.
- **Summarizing Activity:** Discuss students notes. **Collect notes!**

**V. Homework:** Read pp. 93-98

**VI. Reflection:**

## LESSON PLAN

**Unit:** *Of Mice and Men*

**Day:** 19

**Essential Question:** Who is Curley's wife?

### I. Learning Objectives:

Students will discuss Curley's wife, write a letter that explains her character and how she should be played by an actress, and read Steinbeck's original letter to the actress Ms. Luce, to understand his intentions when he created Curley's wife.

### II. MA Framework Standards:

1, 2, 8, 11, 12, 19, 20, 23

### III. Assessment Methods:

student discussion & letters

### IV. Learning Activities:

- **Activating Activity:** [Do-Now Journals] *Curley's wife is a complicated and fascinating character. The men on the ranch constantly refer to her in a derogatory and sexual way. This is partly because she is the only woman, partly because they fear her as the boss' wife and partly because this is the way she has learned to communicate. What do you think of her? Are the men right to think of her as they do?*
- **Lesson Segment 1:** Discuss student responses to activator. Bring in questions concerning sexism from the theme chart.
- **Students Will:** Write letters to the actress playing the part of Curley's wife. Explain that the actress playing Curley's wife in the original Broadway production had problems understanding her character. Students are to write a letter to this actress explaining the background to the character and how she should be played.
- **Lesson Segment 2:** Students share letters.
- **Lesson Segment 3:** Distribute Steinbeck's letter to Ms. Luce and read it aloud to the class.
- **Summarizing Activity:** Before collecting student letters (to be added to their writing portfolios), ask that they take a moment to write a reflection at the bottom of the page. How different were their ideas to Steinbeck's? Do they feel that they understand her character now? How does this new understanding of Curley's wife alter the meaning of the story for them?

**V. Homework:** Vocabulary Sentences (Show them how they should make certain the sentence indicates the word's meaning.)

### VI. Reflection:

## LESSON PLAN

**Unit:** *Of Mice and Men*

**Day:** 20

**Essential Question:** How does Steinbeck utilize symbolism to set the tone in the last chapter?

### I. Learning Objectives:

Students will read the last chapter of the book, and analyze Steinbeck's use of symbolism to create a certain tone in the first paragraph of the last chapter.

### II. MA Framework Standards:

1, 2, 4, 8, 12, 15, 19

### III. Assessment Methods:

discussion, student notes

### IV. Learning Activities:

- **Activating Activity:** [Do-Now Journals] *How should this book end, in your opinion?*
- **Lesson Segment 1:** Explain symbolism & tone to students. Have their proper definitions defined and displayed. Distribute photocopies of the first paragraph of the last chapter. Tell students they are going to analyze it for its symbolism and figure out what tone is set for the whole chapter in this first paragraph. Walk them through this process, just as you done when you've read it to classes before. Only now, annotate a copy at the front of the room, and indicate to students that they should do the same.
- **Lesson Segment 2:** Read the rest of the book aloud to students.
- **Summarizing Activity:** While students are still "in the moment", have them write a post-it note email to John Steinbeck. "Dear Mr. Steinbeck, I just finished reading your book *Of Mice and Men* and..." Indicate that they are to put their names on the back of the sticky note (for credit), and stick it to a designated chart paper.

**V. Homework:** Read Elizabeth McMurray's literary analysis essay on *Of Mice and Men*, and highlight passages you want to discuss in a Socratic discussion tomorrow. Write notes/questions in the margins. Agree and disagree with her. These notes **will** be read by me when I grade them for their participation in Socratic discussion.

### VI. Reflection:

## LESSON PLAN

**Unit:** *Of Mice and Men*

**Day:** 21

**Essential Question:** What is Elizabeth McMurray's point concerning appearances vs. reality in *Of Mice and Men*?

### **I. Learning Objectives:**

Students will discuss a work of literary analysis on *Of Mice and Men*, as well as any other reactions they have to the text.

### **II. MA Framework Standards:**

1, 2, 4, 8, 11, 12, 19

### **III. Assessment Methods:**

homework preparation, peer assessment, self-assessment, my notes of Socratic discussions

### **IV. Learning Activities:**

- **Activating Activity:** [Do-Now Journals] *In your opinion, was George a responsible human being and friend in the end, or did he take the easy way out?*
- **Lesson Segment 1:** Socratic Discussion [re: homework reading]
- **Lesson Segment 2:** At some point – when Socratic discussions begin to wane – introduce the concept of euthanasia. Justifiable? Morally wrong?
- **Summarizing Activity:** self-assessment questions (on the back of the Socratic discussion rubric):
  1. What did we do well with as a class during this Socratic discussion?
  2. What do we need to work on as a class?
  3. Give yourself a grade and tell me why you think you deserve this grade.

**V. Homework:** Study vocabulary from chapters 4-6; quiz tomorrow

**VI. Reflection:**

## LESSON PLAN

**Unit:** *Of Mice and Men*

**Day:** 22

**Essential Question:** What is a good formula for writing a strong introduction paragraph?

### **I. Learning Objectives:**

Students will use the MoBaThBlue formula to write the introduction paragraph for their literary analysis essays.

### **II. MA Framework Standards:**

19, 20, 23

### **III. Assessment Methods:**

introduction paragraphs

### **IV. Learning Activities:**

- **Activating Activity:** [Do-Now Journals] *Take a moment to look over your theme chart. What theme did you pick to explore in your literary analysis paper? Do a free write on that theme. Don't edit your thoughts or try to sound smart. Just write on that theme, and all of the ways you saw it playing out in the book. Don't worry about spelling or punctuation. Just write everything that comes to mind, as quickly as you can. Fill the page. Don't stop until you get to the bottom of the page!*
- **Lesson Segment 1:** Vocabulary quiz (make it matching, so they can do it quickly!)
- **Lesson Segment 2:** Walk students through the MoBaThBlue formula.
- **Summarizing Activity:** (quiz): essential question

**V. Homework:** no homework

**VI. Reflection:**

## LESSON PLAN

**Unit:** *Of Mice and Men*

**Day:** 23

**Essential Question:** Why does Robert Burns' poem "To a Mouse, On Turning Her Up In Her Nest With the Plough" provide such a fitting title for the book *Of Mice and Men*?

### I. Learning Objectives:

Students will read, annotate, and teach Robert Burns' poem to each other in order to determine why it provides such a fitting title for the book *Of Mice and Men*.

### II. MA Framework Standards:

1, 2, 3, 4, 6, 8, 9, 10, 11, 12, 14, 15, 19, 23

### III. Assessment Methods:

student teaching

### IV. Learning Activities:

- **Activating Activity:** [Do-Now Journals] *Describe a time when you planned something and worked hard to accomplish your goal, only to have it utterly destroyed by someone or something else. How did it feel to see all of your hard work go down the drain?*
- **Lesson Segment 1:** Solicit a few student activators.
- **Lesson Segment 2:** Introduce the poem "To a Mouse..." Explain its context, and the purpose of today's lesson. Let students know that you will walk them through the first two stanzas of the poem, and then each group will be assigned a stanza to teach the rest of the class.
- **Students Will:** Annotate their copies of the poem, read their assigned stanza, prep an OHP for student teaching, and take notes on their peers' teaching.
- **Summarizing Activity:** (answer essential question at the bottom of class notes: turn both in)

**V. Homework:** none

**VI. Reflection:**

## LESSON PLAN

**Unit:** *Of Mice and Men*

**Day:** 24

**Essential Question:** How does one outline a literary analysis paper?

### **I. Learning Objectives:**

Students will outline their literary analysis paper, including topic sentences and quotations from the three required sources.

### **II. MA Framework Standards:**

8, 9, 11, 12, 13, 19, 20, 22, 23, 24

### **III. Assessment Methods:**

student outlines

### **IV. Learning Activities:**

- **Activating Activity:** [Do-Now Journals] *Have you ever used or written an outline before? If so, when and for what purpose? What do you know about the rules of doing outlines? If you have never done this before, what do you think outlines are for?*
- **Lesson Segment 1:** Solicit student responses. Show them the framework for an outline (OHP). Have students copy their introduction paragraphs onto the outline. Then, based on what they have in their blueprints, guide them to setting up their topic sentences in each II, III, IV spot. After the topic sentences, show them the A, B, C format for putting quotes (with correct page citations) onto the outline.
- **Lesson Segment 2:** Give students a packet that has: an explanation and a model of MoBaThBlue, a model paper outline, an explanation of conclusion paragraphs, and a correct works cited page. Go over it with them in the last seven minutes of class. Tell them they are to use the packets as they write their papers.

**V. Homework:** literary analysis paper (due in one week)

**VI. Reflection:**

## LESSON PLAN

**Unit:** *Of Mice and Men*

**Day:** 25-29

**Essential Question:** What is chamber theater, and how does one adapt a prose text into a chamber theater script?

### I. Learning Objectives:

Students will write a chamber theater script from a scene in *Of Mice and Men*, rehearse performing the scene with their group members, and act out their scene in a chamber theater production for the class.

### II. MA Framework Standards:

1, 2, 8, 10, 12, 15, 18, 19, 20, 23

### III. Assessment Methods:

self-assessment, peer-assessment, my notes, scripts, performance

### IV. Learning Activities:

- **Activating Activity:** [Do-Now Journals] *What are some things you learned about successful acting when you acted out a scene or adaptation of Romeo and Juliet? What are some things about your own acting that you know you need to improve? What do you already do very well?*
- **Lesson Segment/Day 1:** How to on chamber theater & chamber theater script-writing
- **Lesson Segment/Day 2:** Script-writing
- **Lesson Segment/Day 3:** Rehearsal
- **Lesson Segment/Days 4 & 5:** Performances
- **Summarizing Activity:** self & group assessments

**V. Homework:** literary analysis papers (DUE ON DAY 28!)

### VI. Reflection:

## LESSON PLAN

**Unit:** *Of Mice and Men*

**Day:** 30-32

**Essential Question:** How does a the most modern film adaptation of the book compare to the text itself?

### I. Learning Objectives:

Students will view the newest film version of *Of Mice and Men*, and discuss its merit as an adaptation: How true to the text is it? Were characters depicted correctly? What scenes were omitted? To what effect? What were the strengths of this adaptation? Weaknesses?

### II. MA Framework Stanadards:

26

### III. Assessment Methods:

Post-film discussion

### IV. Learning Activities:

- **Activating Activity:** [Do-Now Journals] *Why do you think people often say, "The book was better than the film?" Have you ever experienced this?*
- **Lesson Segment 1:** Solicit student responses.
- **Lesson Segment 2:** View film
- **Summarizing Activity:** Wrap-up discussion.

**V. Homework:** Study for the test.

### VI. Reflection:

## *Of Mice and Men* Test Study Guide

### I. Literary Elements

Make certain you can distinguish the following literary elements in a text. Test questions feature excerpts from *Of Mice and Men*, and you will be expected to identify the literary element each excerpt utilizes.

tone	setting	diction	symbolism
naturalism	realism	repetition	parallelism
sentimentalism	regionalism	foreshadowing	

### II. Vocabulary

Use the following 36 vocabulary words in your conversations and in your writing to integrate them into your vocabulary. You will be expected to complete sentences by using the correct vocabulary words.

pugnacious	bridled	complacently	derogatory
mollified	ominously	archly	brusquely
junctures	debris	lumbered	imperiously
recumbent	morosely	derision	scuttled
wryly	reprehensible	cowering	apprehension
tattered	sullenness	averted	meager
contemptuously	consoled	writhed	bewildered
scudded	jarred	belligerently	scornfully
monotonous	sluggishly	jeering	sulkily

### III. Themes & Motifs

Be able to explain how each of the following themes and motifs is exhibited in *Of Mice and Men*.

friendship & moral responsibility	sexism
racism	individuals & community
euthanasia	power vs. powerlessness
loneliness	migrant workers
the Great Depression & the Dust Bowl	dreams
appearances vs. reality	

### IV. Quotes

During the course of reading, studying, analyzing, enacting and viewing parts of this text, we pay special attention (and take notes on) important passages. Often these short passages or lines are significant to larger themes in *Of Mice & Men*. It is your responsibility to do **all** of the reading so you are aware of the significance of these quotes. The test features a series of quotations and asks that you identify a.) the speaker and b.) the context in which they were spoken.

### V. Open Response

You will choose one of the following questions to answer, using textual support to uphold your thoughts. (Note: If you choose #1, you will be provided with a copy of the poem on the day of the test. If you choose #2, the passage for analysis will be given to you on the day of the test. This reading skill will be practiced and explained in class, so please keep your notes.)

1. Read Robert Burns' poem "To a Mouse, On Turning Her Up In Her Nest With the Plough" and explain why it provides such a fitting title for the book *Of Mice and Men*. Use quotes from the poem to support your argument.
2. Read the following passage and identify its tone. Explain why you think this passage evokes this tone by picking out specific words and phrases to substantiate your thoughts.