

Joyelle Ball
Of Mice and Men
Novel Unit Planning Guide
Fall 2020

Unit Goal(s): Insert here one to two CCSS that are the goals you are hoping students will become proficient in through the study of this play.

CCSS.ELA-LITERACY.RL.9-10.3

Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

CCSS.ELA-LITERACY.W.9-10.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Unit Objectives: Pulling apart the CCSS above, what daily activities and work will assist your students in meeting this (these) goal (s)? List those objectives here.

Students will identify main events and characters by listing what readers learn in the opening scene.

Students will define *foreshadowing* and predict outcomes based on events of the opening scene by completing a T-chart.

Students will interpret the author's use of voice by rewriting scenes by either using vivid description or sparse dialogue.

Students will analyze character relationships by completing a chart that cites textual references to characterization.

Students will connect historical context to the novel's themes by completing a concept map.

Students will describe the purpose of the theme of dreams in the novel by creating a collaborative Padlet page.

Students will illustrate the relationships of the novel by creating and labeling a "map" of the ranch's ecosystem.

Students will compare the experiences of marginalized characters in the novel by participating in a peer-assessed fishbowl discussion.

Students will connect representations of America in the novel with other representations in art and poetry by annotating and responding in writing to different works.

Students will articulate the motivations of characters by writing an analytical paragraph.

Students will evaluate the ending of the novel by participating in a carousel discussion.

Students will defend their positions about the novel's construction by discussing, asking probing questions, and citing evidence in a Conversation Circle.

Students will identify examples of *Of Mice and Men* as a "playable novel" by watching the 1992 film version and taking notes.

Students will explain the features and characteristics of a "playable novel" by writing a response to their film viewing.

Students will consider issues of the specific and the universal in the novel by responding to quotes and collecting textual evidence.

Students will debate the ranch as "microcosm" by discussing, asking probing questions, and citing evidence in a Socratic Seminar.

Students will organize textual evidence to use in writing by collecting and synthesizing notes from previous writing and discussion.

Students will outline essay prompts by drafting arguments, topic sentences, and commentary.

Students will analyze how a character develops over the course of the novel in relationship to theme or plot by writing an in-class essay.

Essential Class Question the unit addresses: What student question(s) that the class chose for the term will this play address?

What does it mean to live in relationship with one another? How do we interact with those who are different from us?

What are your dreams in life? How will you know when you've reached them?

Formative Assessments: Returning to the Unit Objectives, how will you formatively assess student work on these objectives? (These should occur daily—no less than every other day). Please list them.

Graphic organizers: T-charts, concept map, discussion prep sheet, pre-writing documents, outlines

Writing: quick writes, rewrites of scenes, analytical paragraph, gossip column, in-class essay

Discussions: fishbowl, conversation circle, carousel, Socratic Seminar

FlipGrid responses; annotated texts; Padlet pages; lists

Summative Assessment: What will be the final assessment for this unit? How will it demonstrate that students are proficient in the CCSS chosen as the goal of this unit? How will you check the assessment for validity and reliability?

Students will be asked to write a formal analytical essay in class. They will receive two possible prompts in advance and class time will be spent preparing for their choice of prompt. Students will use their notes, outlines, and texts to write the in-class essay.

Prompts:

- Do you think of the ranch as an ecosystem or as a microcosm? Choose a character **relationship**, analyze its development throughout the story, and argue for how they represent your choice.

- “The best laid plans of mice and men often go awry.” How does this relate to the ending of the novel? Choose a **character** and analyze how their development factors into the plot and to this ending.

Unit Calendar

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Objective:</p> <p>Students will identify main events and characters by listing what readers learn in the opening scene.</p> <p>Anticipatory Set:</p> <p><i>Listen:</i> “Dust Bowl Dance” by Mumford and Sons</p> <p>Identify: character, tone, events</p> <p>Activities:</p> <p><i>Cover: What’s happening in this picture?</i> - What story can you tell from this picture? - Foreground, center, background</p> <p><i>Read Aloud:</i> Read first page out loud</p> <p><i>TPS-Keyhole list activity:</i> what do we see through</p>	<p><i>Reading: pgs. 1-16</i></p> <p>Objective:</p> <p>Students will define <i>foreshadowing</i> and predict outcomes based on events of the opening scene by completing a T-chart.</p> <p>Anticipatory Set:</p> <p><i>Gallery Walk</i> -- groups read and rotate through famous first lines/passages and note questions the line might raise and how it might hint at what might happen later</p> <p>Activities:</p> <p><i>Mini Lesson:</i> Foreshadowing</p> <p><i>Class Discussion:</i> What feeling does foreshadowing create for a</p>	<p><i>Reading: pgs. 16-38</i></p> <p>Objective:</p> <p>Students will interpret the author’s use of voice by rewriting scenes by either using vivid description or sparse dialogue.</p> <p>Anticipatory Set:</p> <p><i>Listen:</i> Steinbeck reading part of his short story “The Snake”</p> <p>Activities:</p> <p><i>Prime for Read Aloud:</i> listen for description and voices, note when five senses are activated</p> <p><i>Read Aloud:</i> pages that introduce the bunkhouse, conversation between ranch hands</p>	<p>Objective:</p> <p>Students will analyze character relationships by completing a chart that cites textual references to characterization.</p> <p>Anticipatory Set:</p> <p><i>Speed Dating Activity:</i> students pair up and spend 2 minutes discussing their impressions of certain characters, they switch partners after each 2 minute period</p> <p>Activities:</p> <p><i>Partners -- Who’s Saying What About Whom? (gossip chart!):</i> students work in pairs to fill out graphic organizer about characters, what we know about them, and how we learn that information (from the</p>	<p>Objective:</p> <p>Students will connect historical context to the novel’s themes by completing a concept map.</p> <p>Anticipatory Set:</p> <p>Classwide game of MASH (game of luck that decides what kind of imaginary luxury you’ll have in the future)</p> <p>Activities:</p> <p><i>Small Groups: Hot Potato</i> -- list prior knowledge re: American Dream, Great Depression, migrant work - Groups list what they already know then pass page to next group - Groups read and add to what other groups have written</p>

<p>the keyhole of these first pages? (and what was on the cover)</p> <p>Introductions to: characters, relationship, rabbit farm story, migrant work</p> <p>Formative Assessment:</p> <p>keyhole list</p>	<p>reader? Why would an author use it?</p> <p><i>Partner Activity:</i></p> <p>Two-Shoe Contract: you hear one shoe drop, the other will eventually follow</p> <p>One side: What are the “first shoes” we have? (use yesterday’s keyhole list)</p> <p>Other side: Predictions -- what do you think the “second shoe” drop might be?</p> <p><i>Class Discussion:</i> share out; differences between foreshadowing and a spoiler?</p> <p>Track predictions over course of reading.</p> <p>Formative Assessment:</p> <p>Two-Shoe Contracts</p>	<p><i>Visualization Activity:</i> five senses of the bunkhouse; What do you see/smell/taste/feel/hear in the bunkhouse? Both imagined and evidenced.</p> <p><i>Independent Writing:</i> (choose one of the following prompts):</p> <p>Rewrite introduction to bunkhouse as show-not-tell (using visualization notes)</p> <p>Rewrite events of the bunkhouse scene as a dialogue (using notes on voice)</p> <p><i>Class Discussion:</i> share out; compare/contrast different styles</p> <p>Formative Assessment:</p> <p>rewrite a scene assignment</p>	<p>narrator or from other characters)</p> <p><i>Class Discussion:</i> share out, clarify and review information</p> <p><i>Snowball Groups:</i> pairs snowball to small groups and talk through their “gossip” columns.</p> <p><i>Class Discussion:</i> What does it mean about our perception of characters when information comes from other characters? Who feels like a credible source? Less credible?</p> <p><i>Independent Writing:</i> Write gossip/tabloid column about one character (he said/she said)</p> <p>(or, FlipGrid option: record a video of yourself as the gossiper--tell your audience all you know about a character and</p>	<p><i>Class Activity:</i> Wallpaper white board with info from Hot Potato lists</p> <p><i>Mini Lesson:</i> migrant work + Great Depression + historical context of <i>OMAM</i></p> <p><i>TPS:</i> What does the text tell us about migrant work life? What do people dream/want in the text?</p> <p><i>Independent:</i> make concept map from info on the board and textual examples connecting concepts with American Dream + migrant work</p> <p>Formative Assessment:</p> <p>concept map</p>
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			<p>how you know it)</p> <p>Formative Assessment:</p> <p>“gossip chart” graphic organizer; gossip column writing (or FlipGrid) assignment</p>	
<p><i>Reading: pgs. 38-66</i></p> <p>Objective:</p> <p>Students will describe the purpose of the theme of dreams in the novel by creating a collaborative Padlet page.</p> <p>Anticipatory Set:</p> <p><i>A/B Partner Storytelling:</i> What’s your dream?</p> <p><i>Discuss:</i> What did your partner look like/sound like while telling you about their dream?</p> <p>Activities:</p> <p><i>Read Aloud:</i> George telling</p>	<p>Objective:</p> <p>Students will illustrate the relationships of the novel by creating and labeling a “map” of the ranch’s ecosystem.</p> <p>Anticipatory Set:</p> <p><i>Hot Seat Questions:</i> What can you not live without? What skill would you bring to apocalyptic survival?</p> <p>Activities:</p> <p><i>Partners:</i> Why do we spend time working in partners?</p> <p><i>Mini Lesson:</i> Steinbeck + symbiosis + ecosystem</p>	<p><i>Reading: pgs. 66-84</i></p> <p>Objective:</p> <p>Students will compare the experiences of marginalized characters in the novel by participating in a peer-assessed fishbowl discussion.</p> <p>Anticipatory Set:</p> <p>Buzz groups: Agree/Disagree questions about experiences of marginalization</p> <p>Activities:</p> <p><i>Prime for Reading:</i> Change of POV coming, think about why, who is in this scene?</p>	<p>Objective:</p> <p>Students will connect representations of America in the novel with other representations in art and poetry by annotating and responding in writing to different works.</p> <p>Anticipatory Set:</p> <p><i>Quick Write:</i> Response to Glenn Ligon’s art piece “Double America”</p> <p>Discussion: What do you think it might mean for there to be two Americas?</p> <p>Activities:</p>	<p><i>Reading: pgs. 84-98</i></p> <p>Objective:</p> <p>Students will articulate the motivations of characters by writing an analytical paragraph.</p> <p>Anticipatory Set:</p> <p><i>Emoji Reaction:</i> Students choose a single emoji to represent their reaction to the ending of the novel.</p> <p>Activities:</p> <p><i>Mini Lesson:</i> Prep for analytical paragraph</p> <p><i>Summary organizer:</i></p>

<p>story about the Rabbit Farm</p> <p><i>Class Discussion:</i> What do you imagine George’s voice sounds like when he tells the story? Why does he repeat the story so often? What effect does it have on its listeners?</p> <p><i>Group Activity:</i> On Padlet, create a “dream board” for <i>OMAM</i> using text, images, and other multimedia elements.</p> <p>Formative Assessment:</p> <p>Padlet pages</p>	<p><i>Group Activity:</i> Draw and label the ranch as an ecosystem. Which are the symbiotic relationships? What do characters offer to/need from one another?</p> <p>Formative Assessment:</p> <p>ecosystem map</p>	<p><i>Read Aloud:</i> pgs. 66-70 (or so), beginning of Crooks’s section</p> <p><i>Group Activity:</i> Groups assigned as Candy, Crooks, and Lennie; list what their character wants, big and small. How does your character relate to the world, fit in with it?</p> <p><i>Fishbowl Discussion:</i> Members from each group participate in an inner circle discussion while the outer circle observes and scribes. Circles will switch. Discussion will focus on sharing about own character and making connections between the others.</p> <p><i>Reflection:</i> Takeaways from discussion? Similarities between characters?</p>	<p><i>Read Aloud:</i> Langston Hughes, “Let America Be America Again”</p> <p><i>Mini Lesson:</i> model annotation, think aloud through 1-2-3 reading of poems</p> <p><i>Modeling/Class Discussion:</i> 1-2-3: 1. Read for personal response. How do you feel/what are you thinking/what questions do you have? 2. Read for <i>tone</i>. What words/lines stand out? What feeling do they give the poem? 3. Read for <i>meaning</i>. What is this saying about America? About the American Dream?</p> <p><i>Independent:</i> 1-2-3 with Langston Hughes’s “Harlem”</p>	<p>Somebody Wanted But So...</p> <p>- Identify motivations/obstacles/consequences for both Curley’s wife and Lennie in this scene.</p> <p><i>Independent Writing:</i></p> <p>Why do you think the events of the scene unfolded as they did? Pick either Curley’s wife or Lennie and write an analytical paragraph that shows the relationship between their motivations and the actions of the scene. Use textual references (and prep documents) for support.</p> <p>Formative Assessment:</p> <p>analytical paragraph</p>
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		<p>Formative Assessment:</p> <p>Fishbowl discussion; reflection</p>	<p><i>Partners:</i> Share experiences with poems.</p> <p><i>Class Discussion:</i> Which characters from <i>OMAM</i> might narrate/relate to these poems? What lines/images describe the “America” of the ranch?</p> <p>Formative Assessment:</p> <p>1-2-3 notes; annotated poems</p>	
<p><i>Reading: finish book; pgs. 99-107</i></p> <p>Objective:</p> <p>Students will evaluate the ending of the novel by participating in a carousel discussion.</p> <p>Anticipatory Set:</p> <p>Affinity mapping: On post-it notes, one word responses (feeling words) to the scene</p>	<p>Objective:</p> <p>Students will defend their positions about the novel’s construction by discussing, asking probing questions, and citing evidence in a Conversation Circle.</p> <p>Anticipatory Set:</p> <p><i>Discussion Warm-Ups:</i> Yes...and/ Opposite Day</p>	<p>Objective:</p> <p>Students will identify examples of <i>Of Mice and Men</i> as a “playable novel” by watching the 1992 film version and taking notes.</p> <p>Anticipatory Set:</p> <p>TPS -- Steinbeck quote about playable novel; responses/ thoughts/ questions</p>	<p>Objective:</p> <p>Students will identify examples of <i>Of Mice and Men</i> as a “playable novel” by watching the 1992 film version and taking notes.</p> <p>Anticipatory Set:</p> <p>Steinbeck trivia</p> <p>Activities:</p> <p>Watch 1992 film</p>	<p>Objective:</p> <p>Students will explain the features and characteristics of a “playable novel” by writing a response to their film viewing.</p> <p>Anticipatory Set:</p> <p>TPS-- Share favorite things about film.</p> <p>Activities:</p> <p>Finish 1992 film</p>

<p>where Lennie kills Curley’s wife</p> <p>Discuss: Why these feelings?</p> <p>Build some sentence frames: I felt ___ because ____.</p> <p>Activities:</p> <p><i>Carousel Group Discussion:</i> Groups rotate through discussion question stations. For each question, they discuss, find and add a quote, and take notes to prepare them for the next day’s Conversation Circle.</p> <p>- How was this ending foreshadowed?</p> <p>- Could the ending have been avoided or do you think it was inevitable? Who do you blame? (Is “blame” an appropriate word?)</p>	<p>Activities:</p> <p><i>Conversation Circle</i> (rehearse Socratic Seminar frames and questions): discuss yesterday’s questions about the ending</p> <p><i>Reflection:</i> self-assessment of discussion participation; key takeaways</p> <p>Formative Assessment:</p> <p>reflection and self-assessment from conversation circle</p>	<p>Activities:</p> <p><i>Mini Lesson:</i> Steinbeck and the playable novel</p> <p>Watch 1992 film</p> <p><i>Note-taking:</i> How does the film show us a “playable novel”?</p>	<p><i>Note-taking:</i> How does the film show us a “playable novel”?</p>	<p><i>Quick Write:</i> How does the film show us a “playable novel”?</p> <p>- Using notes</p> <p>Formative Assessment:</p> <p>Quick write</p>
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<p>- What do you think about George’s decision to kill Lennie? Do you defend or condemn it?</p> <p>- Why does Steinbeck end the story where he begins it?</p> <p>- In what ways might the ending of the novel be seen as redemptive rather than tragic?</p> <p>Formative Assessment:</p> <p>observation of discussion</p>				
<p>Objective:</p> <p>Students will consider issues of the specific and the universal in the novel by responding to quotes and collecting textual evidence.</p> <p>Anticipatory Set:</p>	<p>Objective:</p> <p>Students will debate the ranch as “microcosm” by discussing, asking probing questions, and citing evidence in a Socratic Seminar.</p> <p>Anticipatory Set:</p>	<p>Objective:</p> <p>Students will organize textual evidence to use in writing by collecting and synthesizing notes from previous writing and discussion.</p> <p>Anticipatory Set:</p>	<p>Objective:</p> <p>Students will outline essay prompts by drafting arguments, topic sentences, and commentary.</p> <p>Anticipatory Set:</p> <p><i>Independent:</i> Write yourself one affirmation</p>	<p>Objective:</p> <p>Students will analyze how a character develops over the course of the novel in relationship to theme or plot by writing an in-class essay.</p> <p>Anticipatory Set:</p>

<p><i>Quick Write:</i> Responses to Steinbeck quotes about macrocosm--the "little world" of the ranch</p> <p>Activities:</p> <p><i>Mini Lesson:</i> microcosm + universal/ specific</p> <p><i>Group Activity:</i> Groups prepare for next day's Socratic Seminar by generating questions, collecting textual evidence, and discussing opinions. Students fill out preparation sheet.</p> <p>Formative Assessment:</p> <p>Socratic Seminar prep sheet</p>	<p><i>Discussion Warm-Ups:</i> Rebuttal Tennis/Follow-Up Questions</p> <p>Activities:</p> <p><i>Socratic Seminar:</i> questions about universal vs. specific</p> <p>What is the novel saying about being an American? About being human?</p> <p>Formative Assessment:</p> <p>assessment of Socratic Seminar</p>	<p><i>Listen:</i> "To a Mouse" by Robert Burns -read and discuss poem</p> <p>Activities:</p> <p><i>Mini Lesson:</i> Preparing to Write</p> <p><i>Independent:</i> students identify notes and quotes for corresponding prompts, synthesizing information from previous discussions and writing.</p> <p><i>Partner Brainstorm:</i> partners discuss ideas for essays, one partner acts as scribe to help collect thoughts</p> <p>Formative Assessment:</p> <p>observation of independent and partner work</p>	<p>about yourself in relationship to writing.</p> <p><i>Discuss:</i> Share-out</p> <p>Activities:</p> <p><i>Mini Lesson:</i> Reminders about analytical structure + elements</p> <p><i>Independent:</i> students outline essays (using materials from yesterday) for the two possible prompts for the following day's in-class essay</p> <p><i>Partners:</i> share outlines and brief peer feedback</p> <p>Formative Assessment:</p> <p>in-class observation of outlines/ feedback</p>	<p>Activities:</p> <p><i>In-class essay:</i></p> <p>Using notes (organizers, discussions, quotes, previous writing), choose one of the following prompts and write an analytical essay:</p> <p>-Do you think of the ranch as an ecosystem or as a microcosm? Choose a character relationship, analyze its development throughout the story and argue for how they represent your choice.</p> <p>- "The best laid plans of mice and men often go awry." How does this relate to the ending of the novel? Choose a character and analyze how their development factors in to the plot and to this ending.</p>
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				Summative Assessment: in-class essay
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