

Of Mice and Men

Content Area: **English Language Arts**
Course(s): **Generic Course**
Time Period: **4 weeks**
Length: **4 weeks**
Status: **Published**

Unit Overview

Through reading the fictional novel *Of Mice and Men*, students will be exposed to the historical context of the socioeconomic, gender, and racial issues that were prevalent during the Great Depression in America. Students can then understand the motivations that drive the characters of the novel and the themes of loneliness, friendship, and responsibility.

Transfer

Students will be able to independently use their learning to...

- Understand the historical context of the novel and relate to other texts
- Identify examples of discrimination, racism, and social inequity.
- Identify examples of characterization, theme, and symbolism in literature.

Meaning

Understandings

Students will understand that...

- there was socioeconomic, gender, and racial discrimination early in American history.
- loneliness and injustice can mentally, emotionally, and physically affect a person and motivate them to treat others differently.
- the qualities of friendship can have profound effects on individuals.

Essential Questions

Students will keep considering...

- What role does each character play in the novel?
- How can character analysis of their actions and motivations lead to an understanding of the themes of loneliness, friendship, responsibility, friendship, and social injustice?
- How are the themes of loneliness, friendship, responsibility, and social injustice relevant to today's society?

Application of Knowledge and Skill

Students will know...

Students will know...

- Historical context of novel
- Plot details
- Character development
- Themes

Students will be skilled at...

Students will be skilled at...

- Reading with fluency and comprehension
- Identifying and examining literary elements

Academic Vocabulary

Great Depression, migrant workers, symbolism, naturalism, characterization, allusion

Learning Goal 1

SWBAT:

Analyze the development of two or more themes or central ideas over the course of *Of Mice and Men*.

Learning Goal 2

SWBAT:

Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact over the course of *Of Mice and Men*.

Objective 1--(Level 1 & 2)

SWBAT:

Analyze how John Steinbeck's background and personal experience influenced the creation of the novel *Of Mice and Men*.

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|---------------|---|
| LA.RI.11-12.1 | Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain. |
| LA.RI.11-12.2 | Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text. |
| LA.RI.11-12.3 | Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. |

LA.RI.11-12.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
LA.RL.11-12.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
LA.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
LA.RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
LA.RL.11-12.6	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
LA.RL.11-12.10a	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.

Objective 2--(Level 2)

SWBAT:

Identify the setting and major characters and analyze Steinbeck's use of characterization in the novel.

LA.RL.11-12.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
LA.RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
LA.RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
LA.RL.11-12.10a	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.

Objective 3--(Level 2)

SWBAT:

- Define unknown vocabulary words to apply to text

LA.L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.L.11-12.5.A	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
LA.L.11-12.5.B	Analyze nuances in the meaning of words with similar denotations.
LA.L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness

level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

LA.RL.11-12.4

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)

Objective 4--(Level 2 & 3)

SWBAT:

- Discuss, draw conclusions, and make predictions about plot development over the course of the novel.

LA.RL.11-12.1

Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

LA.RL.11-12.2

Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

LA.RL.11-12.3

Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

LA.RL.11-12.5

Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

LA.RL.11-12.10a

By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.

Summative Assessment

-Reading comprehension quizzes

-End of novel test

-Project

-Essay

21st Century Life and Careers

Select all applicable standards from the Standards tab.

CRP.K-12.CRP4

Communicate clearly and effectively and with reason.

CRP.K-12.CRP7

Employ valid and reliable research strategies.

CRP.K-12.CRP8

Utilize critical thinking to make sense of problems and persevere in solving them.

CRP.K-12.CRP11

Use technology to enhance productivity.

Formative Assessment and Performance Opportunities

Use the Lists tab.

- Class discussion
- Comprehension questions
- Journal entries/free writes
- Reading quizzes
- Teacher observation
- Vocabulary quizzes

Accommodations/Modifications

- Allow notes during reading checks/ quizzes
- extend time for reading
- pre-teach vocabulary
- provide bulleted information
- provide graphic organizers
- provide study sheets with key words/phrases highlighted
- review comprehension
- show documentaries for visual learners
- supply alternative resources for reference
- use of audiobook

Interdisciplinary Connections

- Alienation of minorities
- Ecological causes of the Great Depression
- Economic causes of the Great Depression
- Geography of California
- Migrant Workers
- Poverty
- Social Class
- The Dust Bowl

SOC.6.1.12.A.1.b

Analyze how gender, property ownership, religion, and legal status affected political rights.

SOC.6.1.12.A.9.a

Analyze how the actions and policies of the United States government contributed to the

Great Depression.

SOC.6.1.12.B.2.a

Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.

SOC.6.1.12.B.9.a

Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression.

SOC.6.1.12.CS9

The Great Depression and World War II: The Great Depression: The Great Depression resulted from government economic policies, business practices, and individual decisions, and it impacted business and society.

Unit Resources

- [Background of The Great Depression](#)
 - [Newsela Articles](#)
 - [Lesson Resources](#)
 - [Steinbeck in the Schools Lesson Plans](#)
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- Of Mice and Men movie