

# POR Of Mice and Men

Content Area: **English Language Arts**  
Course(s): **Language Arts Literacy III**  
Time Period: **1 marking period**  
Length: **1 marking period**  
Status: **Published**

## Unit Overview

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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 in our country 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

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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

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## Understandings

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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**

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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**

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### **Students will know...**

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Students will know...

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

### **Students will be skilled at...**

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Students will be skilled at...

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

## **Academic Vocabulary**

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Great Depression, migrant workers, symbolism, characterization

## **Learning Goal 1**

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Students will analyze the Great Depression and the Dust Bowl while understanding the roles of migrant workers, women, African Americans, and the disabled during this time period in America.

### **Objective 1--(Level 1 & 2)**

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SWBAT:

Analyze John Steinbeck's background, the Great Depression, the Dust Bowl, and the plight of migrant workers by completing background notes and activities.

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|---------------|---|
| 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. |

### **Objective 2--(Level 2)**

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SWBAT:

Identify Steinbeck's use of characterization, setting, conflict, and major themes in the novel by reading, discussing, and completing comprehension questions and activities.

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|---------------|---|
| 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.11-12.4 | 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.) |
| 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.   |

### **Objectiv 3--(Level 2 & 3)**

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SWBAT:

Draw conclusions and make predictions over the course of the novel by discussing plot development.

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.11-12.10a	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 4- -(Level 2)**

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SWBAT:

Determine the definitions to unknown words and understand their usage by completing practice activities.

LA.L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.11-12.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
LA.L.11-12.4.A	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
LA.L.11-12.4.B	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
LA.L.11-12.4.C	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
LA.L.11-12.4.D	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LA.L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

## **Summative Assessment**

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-Reading comprehension quizzes

-End of novel test

-Project

-Essay

## **21st Century Life and Careers**

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CRP.K-12.CRP1

Act as a responsible and contributing citizen and employee.

CRP.K-12.CRP4

Communicate clearly and effectively and with reason.

CRP.K-12.CRP5

Consider the environmental, social and economic impacts of decisions.

## **Formative Assessment and Performance Opportunities**

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

## **Accommodations and Modifications**

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- pre-teach vocabulary
- provide resources for enrichment
- review comprehension
- show documentaries for visual learners
- supply alternate titles with related content
- supply alternative resources for reference
- use of audiobook

## **Interdisciplinary Connections**

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- 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.a

Explain how British North American colonies adapted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government.

SOC.6.1.12.A.1.b	Analyze how gender, property ownership, religion, and legal status affected political rights.
SOC.6.1.12.B.1.a	Explain how geographic variations (e.g., climate, soil conditions, and other natural resources) impacted economic development in the New World.
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.C.8.b	Relate social, cultural, and technological changes in the interwar period to the rise of a consumer economy and the changing role and status of women.
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

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- Of Mice and Men movie