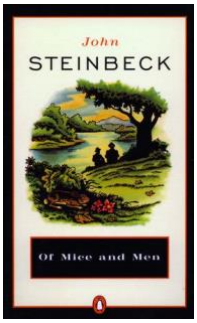
Of Mice and Men

Lesson Plan



ISBN-10	0140177396
ISBN-13	978-0140177398
Author	Steinbeck, John
Publisher	Penguin Books
Copyright	1993
Lexile	630L
Genre	Fiction, Tragedy
Synopsis	George and Lenny, migrant workers in the Salinas Valley of California during the Great Depression, dream of a time when they will have enough money to buy their own farm. Lenny, a mentally retarded young man, unwittingly commits a violent act, leaving George to determine the most humane way for justice to be served.
Themes	Friendship and Companionship
Protagonist	Disabled Male
Note	Over the years, these books have been published in multiple editions. The page numbers in your book may be different than the ones on the lesson plan.
More Information	www.scu.edu/character

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Character Based Literacy Program Lesson Plan
***Of Mice and Men*, Day 1**

Outcomes for Today

Reading Outcomes
CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1
Cite strong and thorough textual evidence 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.

Writing Outcomes
CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes
CCSS.ELA-LITERACY.SL.9-10.2
Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes
CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9
Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.

Change Requires Effort Change is possible. Change requires three things: a vision, a plan and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

Where is the Salinas River? Where is Soledad, California?

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Source: http://pics2.city-data.com/city/maps/fr3254.png
https://www.google.com/maps/place/Soledad,+CA,+USA/@36.424687,-121.3263187,7z/data=!4m2!3m1!1s0x809268df86347e95:0x70474dfe08239d0

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

Introduce 5 important, useful words from today's reading.

glared	timidly	droned	outstretched	lumbered

- Show, say, explain, expand, explode or buzz about the word briefly.
- Show, say and define the word quickly and add to the word wall.

READ

3. Review Review the timeline from the beginning every day.

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Start at the beginning and review the story so far.

- Mention the setting and main character.
- Point to each timeline item as you quickly review it.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

pp. 1-9

Setting	Characters	Pages
the path	two men	2-3
by the Salinas River	Lennie and George	3-9

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the Timeline.

Discuss the reading and add 3-5 events to the timeline.

- Discuss the story to fix *the facts*: who, what, when, where, why.
- Decide on the 3-5 most important events and add these to the timeline.

Students might mention:

- Two men are walking down a path and we learn that their names are Lennie and George.
- Lennie and George stop by the pool to get a drink of water.
- George reminds Lennie that they are going to a ranch to find a job.
- George takes the dead mouse from Lennie.
- Lennie goes back and gets the dead mouse.

6. Map Add to ongoing class activities like a KWL chart or Map: where did the characters go?

- New character information can be added to an Open Mind Portrait.
- An answer can be added to a question from the KWL Chart.
- A new location or change can be added to the map.

Theme Charts

Create a class theme T-chart of "Loneliness and Friendship." Label one side of the chart "Loneliness" and the other side "Friendship." Throughout the story many of the characters express their feelings of loneliness. At the same time, the novel portrays

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examples of companionship. After each chapter, write one example that demonstrates loneliness or companionship.

Create a class theme chart called “Women as the cause of trouble.” Throughout the story women are portrayed in a negative light and are blamed for causing trouble. List each woman that is mentioned in the novel and bullet point examples of how they caused trouble.

EXPLORE

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Why does Steinbeck spend so much time describing the setting?
2. Describe the effect the setting has on the reader.
3. The narrator says that the men are opposites in appearance. In what other ways do George and Lennie seem to be different than one another?
4. Why does Lennie get described as animal-like with paws? How does this description affect our perception of Lennie?
5. What do you think Lennie did in Weed? Why would he be chased out?
6. Why does George talk to Lennie like he’s a child?
7. What is George and Lennie’s occupation?
8. Why did Lennie have a dead mouse in his pocket?
9. What do you think the dead mouse represents?
10. Why do you think George is friends with Lennie?

9. Analyze Analyze the key paragraph.

Key Paragraph pg. 2

“They had walked in single file down the path, and even in the open one stayed behind the other. Both were dressed in denim trousers and in denim coats with brass buttons. Both wore black, shapeless hats and both carried tight blanket rolls slung over their shoulders. The first man was small and quick, dark of face, with restless eyes and sharp, strong features. Every part of him was defined: small, strong hands, slender arms, a thin and bony nose. Behind him walked his opposite, a huge man, shapeless of face, with large, pale eyes, with side sloping shoulders; and he walked heavily, dragging his feet a little, the way a bear drags his paws. His arms did not swing at his sides, but hung loosely.”

EXTEND

10. Write Have each student write a short product based on today’s prompt to connect to the unit theme.

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The author John Steinbeck describes George and Lennie as pure opposites. George also points out how George and Lennie's friendship makes them different from other farmers. Conflict arises between different types of individual and groups because they hold different beliefs and viewpoints. Is it possible to be friends with the "enemy"? **Write an argumentative** paragraph supporting or disproving that people that are different or opposite can be friends. Support your position with three examples.

11. Close Close by extending today's lesson to life and the world.

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1. Describe a friend that is very different than you.
2. How are you able to put aside your differences?

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Character Based Literacy Program Lesson Plan
***Of Mice and Men*, Day 2**

Outcomes for Today

Reading Outcomes
CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1
Cite strong and thorough textual evidence 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.

Writing Outcomes
CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes
CCSS.ELA-LITERACY.SL.9-10.2
Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes
CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9
Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.

Change Requires Effort Change is possible. Change requires three things: a vision, a plan and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

What was the Great Depression?

The Great Depression (1929-39) was the deepest and longest-lasting economic downturn in the history of the Western industrialized world. In the United States, the Great Depression began soon after the stock market crash of October 1929, which sent Wall Street into a panic and wiped out millions of investors. Over the next several years, consumer spending and investment dropped, causing steep declines in industrial output and rising levels of unemployment as failing companies laid off workers. By 1933, when the Great Depression reached its nadir, some 13 to 15 million Americans were unemployed and nearly half of the country's banks had failed. Though the relief and

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reform measures put into place by President Franklin D. Roosevelt helped lessen the worst effects of the Great Depression in the 1930s, the economy would not fully turn around until after 1939, when World War II kicked American industry into high gear. Source: http://www.history.com/topics/great-depression

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

elaborate	anguished	craftily	rhythmically	dimmed

READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

pp. 10-16

Setting	Characters	Pages
By the Salinas River	Lennie, George	10-16

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the Timeline.

Students might mention:

- The men build a fire and make dinner by the river.
- George tells Lennie he wants him to stay with him.
- George tells Lennie the story about the rabbits and their future.
- George tells Lennie to run back to the brush and hide if anything bad happens.

6. Map Add to ongoing class activities like a KWL chart or Map: where did the characters go?

Theme Charts

Create a class theme T-chart of "Loneliness and Friendship." Label one side of the chart "Loneliness" and the other side "Friendship." Throughout the story many of the characters express their feelings of loneliness. At the same time, the novel portrays examples of companionship. After each chapter, write one example that demonstrates loneliness or companionship.

Create a class theme chart called "Women as the cause of trouble." Throughout the story women are portrayed in a negative light and are blamed for causing trouble. List each woman that is mentioned in the novel and bullet point examples of how they caused trouble.

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EXPLORE

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Describe the setting where George and Lennie camp out.
2. George says on page 11 that if he were alone, life would be easier for him. If this is true, then why does George stay with Lennie?
3. Why does George say that he and Lennie have to keep moving?
4. Why does George say that their lives aren't like the lives of other workers?
5. Do you think George really believes this?
6. Describe George and Lennie's dreams for the future.
7. Why do you think George has created a meeting point incase there is trouble?
8. Why doesn't George want Lennie to say anything when they meet the boss?
9. Predict what will happen to Lennie and George.
10. Will they get the ranch of their dreams? Why or why not?

9. Analyze Analyze the key paragraph.

Key Paragraph pg. 14

"George went on. 'With us it ain't like that. We got a future. We got somebody to talk to that gives a damn about us. We don't have to sit in no bar room blowin' in our jack jus' because we got no place else to go. If them other guys gets in jail they can rot for all anybody gives a damn. But not us.'

Lennie broke in. '*But not us! An' why? Because…because I got you to look after me, and you got me to look after you, and that's why.*' He laughed delightedly. 'Go on now, George!'"

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Lennie and George have big dreams for their future. They want to make positive changes in their lives and have hope for a better tomorrow. What are your dreams for the next year? **Write an argumentative paragraph** to convince your parent, teacher or friend that you will achieve your goal. Support your answer by clearly stating three-step action plan.

When answering the question above, consider the following:

- How will you motivate yourself to not giving up.
- What are the things that you will need to do to achieve those goals?
- What are some of the obstacles that might keep you from reaching your goal and how do you plan to overcome those obstacles?

11. Close Close by extending today's lesson to life and the world.

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1. What are your future dreams?
2. Why is it important to keep moving forward in the direction of your dreams?

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Character Based Literacy Program Lesson Plan
***Of Mice and Men*, Day 3**

Outcomes for Today

Reading Outcomes
CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1
Cite strong and thorough textual evidence 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.

Writing Outcomes
CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes
CCSS.ELA-LITERACY.SL.9-10.2
Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes
CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9
Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.

Change Requires Effort Change is possible. Change requires three things: a vision, a plan and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

What do you think is a mental illness?

A mental illness is a medical condition that disrupts a person's thinking, feeling, mood, ability to relate to others and daily functioning. Just as diabetes is a disorder of the pancreas, mental illnesses are medical conditions that often result in a diminished capacity for coping with the ordinary demands of life.
Source: http://www.nami.org/Template.cfm?Section=By_Illness

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

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indicating	inspected	relish	scowled	deliberately

READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

pp. 17-22

Setting	Characters	Pages
the bunk house	Lennie, George, the old man, the boss	17-22

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the Timeline.

Students might mention:

- George and Lennie arrive at the ranch for work and are given bunks.
- The old man tells George and Lennie about the ranch and the boss.
- Lennie and George explain to the boss why they were late.
- The boss becomes suspicious of Lennie and George because George does all of the talking for Lennie.

6. Map Add to ongoing class activities like a KWL chart or Map: where did the characters go?

Theme Charts

Create a class theme T-chart of "Loneliness and Friendship." Label one side of the chart "Loneliness" and the other side "Friendship." Throughout the story many of the characters express their feelings of loneliness. At the same time, the novel portrays examples of companionship. After each chapter, write one example that demonstrates loneliness or companionship.

Create a class theme chart called "Women as the cause of trouble." Throughout the story women are portrayed in a negative light and are blamed for causing trouble. List each woman that is mentioned in the novel and bullet point examples of how they caused trouble.

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EXPLORE

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Describe the new ranch setting.
2. Describe the new boss and ranchers.
3. Why does Lennie always follow George?
4. How do you think the boss will treat Lennie and George? Why?
5. Why does the boss think George is using Lennie?
6. Do you agree with the boss that George is taking advantage of Lennie? Why or why not?
7. Do you think Lennie is really George's cousin? Why or why not?
8. Why is the boss suspicious of Lennie and George?
9. Why were Geoge and Lennie late?
10. Why doesn't Lennie speak for himself?

9. Analyze Analyze the key paragraph.

Key Paragraph pg. 22

"The boss deliberately put the little book in his pocket. He hooked his thumbs in his belt and squinted one eye nearly closed. 'Say—what you sellin'?'

'Huh?'

'I said what stake you got in this guy? You takin' his pay away from him?'

'No, 'course I ain't. Why ya think I'm sellin' him out?'

'Well, I never seen one guy take so much trouble for another guy. I just like to know what your interest is.' "

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

George and Lennie do everything together and travel to new jobs together. Describe the relationship between Lennie and George in detail. Do you think Lennie would be able to survive without George? **Write an argumentative paragraph** defending whether you believe Lennie could survive without George or not. Include three reasons to support your answer.

When answering the question above, consider the following:

- How does George try to protect Lennie?
- Is this relationship one-sided or does George benefit from having Lennie around?
- Does George learn anything or gain anything from having Lennie with him?

11. Close Close by extending today's lesson to life and the world.

1. Describe a time when you depended on a friend for help or a friend depended on you.
2. Was this a healthy friendship? Why or why not?

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Character Based Literacy Program Lesson Plan
***Of Mice and Men*, Day 4**

Outcomes for Today

Reading Outcomes
CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1
Cite strong and thorough textual evidence 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.

Writing Outcomes
CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes
CCSS.ELA-LITERACY.SL.9-10.2
Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes
CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9
Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.

Change Requires Effort Change is possible. Change requires three things: a vision, a plan and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

What is tenant farming?

Tenant farming is an agricultural system in which landowners contribute their land and a measure of operating capital and management while tenants contribute their labour with various amounts of capital and management, the returns being shared in a variety of ways. Payment to the owner may be in the form of a share in the product, or in cash, or in a combination of both. Tenants and their families probably constitute two-fifths of the world's population engaged in agriculture.

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Abuses occur when the landowners' power is excessive and when the tenants are poor or of inferior social status. Since World War II, governments have increasingly acted to improve the condition of tenant farmers. Such measures usually centre on rent limitations, minimum lease periods, and the right of tenants to compensation for capital improvements that they have made
Source: http://www.britannica.com/EBchecked/topic/587122/tenant-farming

Why would it be different for Lennie and George to own their own land, rather than just working for someone else?

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

abruptly	mollified	calculating	gingerly	derogatory

READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

pp. 23-29

Setting	Characters	Pages
the bunk house	Lennie, George, the old man, Curley	23-29

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the Timeline.

Students might mention:

- George scolds Lennie for talking to the boss.
- Curley comes into the bunk and they learn that he is the boss's son.
- Lennie and George talk to the old man about Curley.
- The men talk about Curley's wife.
- George warns Lennie about Curley.

6. Map Add to ongoing class activities like a KWL chart or Map: where did the characters go?

Theme Charts
Create a class theme T-chart of "Loneliness and Friendship." Label one side of the chart "Loneliness" and the other side "Friendship." Throughout the story many of the characters express their feelings of loneliness. At the same time, the novel portrays

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examples of companionship. After each chapter, write one example that demonstrates loneliness or companionship.

Create a class theme chart called “Women as the cause of trouble.” Throughout the story women are portrayed in a negative light and are blamed for causing trouble. List each woman that is mentioned in the novel and bullet point examples of how they caused trouble.

EXPLORE

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Why does George scold Lennie?
2. Why do you think George doesn’t want Lennie to speak?
3. Describe Curley. What is his relationship to the boss?
4. Why is Curley so mean to George and Lennie?
5. Why do you think Curley insist on hearing Lennie talk?
6. Describe the old man.
7. Why is he helping George and Lennie?
8. Why does the old man say that Curley is so hostile towards Lennie? Is this a satisfactory explanation?
9. Why does the old man feel more comfortable after George says something derogatory?
10. Describe Curley’s wife.

9. Analyze Analyze the key paragraph.

Key Paragraph pg. 25

“‘I’ll try to catch him,’ said Curley. His eyes passed over the new men and he stopped. He glanced coldly at George and then at Lennie. His arms gradually bent at the elbows and his hands closed into fists. He stiffened and went into a slight crouch. His glance was at once calculating and pugnacious. Lennie squirmed under the look and shifted his feet nervously. Curley stepped gingerly close to him. ‘You the new guys the old man was waitin’ for?’ ”

EXTEND

10. Write Have each student write a short product based on today’s prompt to connect to the unit theme.

Curley causes a lot of trouble but is never punished by the boss because he is the boss’s son. However, everyone knows life would be easier if Curley got his act together.

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Pretend you are a rancher with George and Lennie. In a letter to the boss, **write an argumentative paragraph** that proves Curley is mistreating other ranchers. Support your argument with evidence from the reading.
When answering the question above, consider the following:

- Is Curley of a higher rank than the other man working there?
- If so, what gives him this higher rank? Does Curley seem to have more power than the other men?
- How does he exert this power?
- Why does his wife become so important to the men?
- Does she threaten how Curley is viewed by the other men? If so, how?

11. Close Close by extending today's lesson to life and the world.

1. When do you feel insecure?
2. What is a healthy way to deal with insecurities?

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Character Based Literacy Program Lesson Plan
***Of Mice and Men*, Day 5**

Outcomes for Today

Reading Outcomes
CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1
Cite strong and thorough textual evidence 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.

Writing Outcomes
CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes
CCSS.ELA-LITERACY.SL.9-10.2
Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes
CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9
Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.

Change Requires Effort Change is possible. Change requires three things: a vision, a plan and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

Where is the American River?

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

nasal	profound	complacently	dousing	intently

READ

3. Review Review the timeline from the beginning every day.

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4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

pp. 30-37

Setting	Characters	Pages
the bunk house	Lennie, George, Curley's wife, Slim, Carlson	30-37
outside	George and Lennie	37

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the Timeline.

Students might mention:

- George continues to warn Lennie about Curley.
- Curley's wife comes to the bunk house.
- Other men come into the bunk house and meet George and Lennie.
- The men all go out for dinner.

6. Map Add to ongoing class activities like a KWL chart or Map: where did the characters go?

Theme Charts

Create a class theme T-chart of "Loneliness and Friendship." Label one side of the chart "Loneliness" and the other side "Friendship." Throughout the story many of the characters express their feelings of loneliness. At the same time, the novel portrays examples of companionship. After each chapter, write one example that demonstrates loneliness or companionship.

Create a class theme chart called "Women as the cause of trouble." Throughout the story women are portrayed in a negative light and are blamed for causing trouble. List each woman that is mentioned in the novel and bullet point examples of how they caused trouble.

EXPLORE

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Why is Lennie so attracted to Curley's wife?
2. Why is George so worried about Lennie's attraction to Curley's wife?
3. Why does Lennie tell George he wants to leave?
4. Do you think George should listen to Lennie? Why or why not?
5. Why do George and Lennie have such an instant dislike for Curley?

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6. Do you think George and Lennie will have better luck here than they have had at other places?
7. What do you think could possibly ruin their success?
8. Describe the other ranchers.
9. How are they similar or different to George and Lennie?
10. How do the men bond in this chapter?

9. Analyze Analyze the key paragraph.

Key Paragraph pg. 32-33

"Lennie cried out suddenly—'I don't like this place, George. This ain't no good place. I wanna get outa here.'

'We gotta keep it till we get a stake. We can't help it, Lennie. We'll get out jus' as soon as we can. I don't like it no better than you do.' He went back to the table and set out a new solitaire hand. 'No, I don't like it,' he said. 'For two bits I'd shove out of here. If we can get jus' a few dollars in the poke we'll shove off and go up the American River and pan gold. We can make maybe a couple of dollars a day there, and we might hit a pocket.' "

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Lennie's instincts seem to be telling him that they should leave the ranch, but George doesn't listen. Pretend you are Lennie, in a letter to George **write an argumentative paragraph** to persuade George that they should leave the farm. Include three reasons to support Lennie's argument.

11. Close Close by extending today's lesson to life and the world.

1. Describe a time that you did or did not listen to your instincts.
2. Do you trust your instincts? Why or why not?

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Character Based Literacy Program Lesson Plan
***Of Mice and Men*, Day 6**

Outcomes for Today

Reading Outcomes
CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1
Cite strong and thorough textual evidence 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.

Writing Outcomes
CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes
CCSS.ELA-LITERACY.SL.9-10.2
Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes
CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9
Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.

Change Requires Effort Change is possible. Change requires three things: a vision, a plan and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

Where is Weed, California?

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Source: http://pics2.city-data.com/city/maps4/frs34.png

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

approval	receptive	nuisance	concealing	scuttled

READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

pp. 38-44

Setting	Characters	Pages
the bunk house	Slim, George, Lennie, Old Candy, Carlson	38-44

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the Timeline.

Students might mention:

- Slim and George talk about Lennie.
- George tells Slim about what happened with Lennie in Weed.
- Slim lets George keep one of his puppies.
- Lennie comes into the bunk house and tries to bring in his puppy.
- The men return to the bunk house.

6. Map Add to ongoing class activities like a KWL chart or Map: where did the characters go?

Theme Charts

Create a class theme T-chart of "Loneliness and Friendship." Label one side of the chart "Loneliness" and the other side "Friendship." Throughout the story many of the

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characters express their feelings of loneliness. At the same time, the novel portrays examples of companionship. After each chapter, write one example that demonstrates loneliness or companionship.

Create a class theme chart called "Women as the cause of trouble." Throughout the story women are portrayed in a negative light and are blamed for causing trouble. List each woman that is mentioned in the novel and bullet point examples of how they caused trouble.

EXPLORE

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. What is a bunk house?
2. Why does Slim think it is so strange for Lennie and George to be traveling together?
3. Do you think George should trust Slim to keep his secret? Why or why not?
4. What does Slim give George?
5. What happened to George and Lennie in Weed?
6. Did Lennie mean to cause harm?
7. Are there any benefits that come from Lennie's being childlike?
8. Are there any negatives/consequences that come from Lennie's being childlike?
9. Do you think George will always be able to protect Lennie?
10. Why does Lennie likes mice and puppies?

9. Analyze Analyze the key paragraph.

Key Paragraph pg. 39

" 'Oh, I dunno. Hardly none of the guys ever travel together. I hardly never seen two guys travel together. You know how the hands are, they just come in and get their bunk and work a month, and then they quit and go out alone. Never seem to give a damn about nobody. It jus' seems kinds funny a cuckoo like him and a smart little guy like you travelin' together.'

'He ain't no cuckoo,' said George. 'He's dumb as hell, but he ain't crazy. An' I ain't so bright neither, or I wouldn't be buckin' barley for my fifty and found. If I was bright, if I was even a little bit smart, I'd have my own little place, an' I'd be bringin' in my own crops, 'stead of doin' all the work and not getting what comes up outa the ground.' George fell silent. He wanted to talk. Slim neither encouraged nor discouraged him. He just sat back, quiet and receptive."

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

It seems that George doesn't mind sharing his personal dreams for the future with Slim, even though he has practically just met Slim. How does Slim convince George that he is

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worthy of his trust? **Write an argumentative paragraph** supporting or disproving that Slim is trustworthy. Provide three reasons to support your position.

11. Close Close by extending today's lesson to life and the world.

1. What type of people do you find trustworthy?
2. Are you trustworthy? why or why not?

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Character Based Literacy Program Lesson Plan
***Of Mice and Men*, Day 7**

Outcomes for Today

Reading Outcomes
CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1
Cite strong and thorough textual evidence 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.

Writing Outcomes
CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes
CCSS.ELA-LITERACY.SL.9-10.2
Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes
CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9
Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.

Change Requires Effort Change is possible. Change requires three things: a vision, a plan and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

Who is the author of this novel, John Steinbeck?

Born on February 27, 1902, in Salinas, California, John Steinbeck dropped out of college and worked as a manual laborer before achieving success as a writer. His 1939 novel, *The Grapes of Wrath*, about the migration of a family from the Oklahoma Dust Bowl to California, won a Pulitzer Prize and a National Book Award. Steinbeck served as a war correspondent during World War II, and was awarded the Nobel Prize for Literature in 1962. He died in New York City in 1968.
Source: http://www.biography.com/people/john-steinbeck-9493358

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2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

quiver	subdued	casually	apologized	squirmed

READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

pp. 45-51

Setting	Characters	Pages
the bunk house	George, Lennie, Old Candy, Carlson, Slim, Whit	45-51

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the Timeline.

Students might mention:

- Slim tries to convince Candy to put his old dog out of its misery.
- Carlson shoots Candy's dog.
- Lennie goes to the barn to sleep with the puppies.
- The men talk about Curley's wife.

6. Map Add to ongoing class activities like a KWL chart or Map: where did the characters go?

Theme Charts

Create a class theme T-chart of "Loneliness and Friendship." Label one side of the chart "Loneliness" and the other side "Friendship." Throughout the story many of the characters express their feelings of loneliness. At the same time, the novel portrays examples of companionship. After each chapter, write one example that demonstrates loneliness or companionship.

Create a class theme chart called "Women as the cause of trouble." Throughout the story women are portrayed in a negative light and are blamed for causing trouble. List each woman that is mentioned in the novel and bullet point examples of how they caused trouble.

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EXPLORE

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Describe Old Candy's dog.
2. Why do the men say that Old Candy should shoot his dog?
3. Do you think Old Candy should shoot his dog? Why or why not?
4. Why does Candy let Carlson shoot his dog?
5. Does Candy want Carlson to shoot the dog? Why doesn't Candy stop Carlson?
6. Why is George worried about Curley's wife?
7. What trouble could she cause?
8. Why does Lennie go to the barn?
9. Do you think Lennie connects better with humans or animals? why?
10. Predict what will happen next.

9. Analyze Analyze the key paragraph.

Key Paragraph pg. 47-48

" 'I don't see no reason for it,' said Carlson. He went to his bunk, pulled his bag from underneath it and took out a Luger pistol. 'Let's get it over with,' he said. 'We can't sleep with him stinkin' around in here.' He put the pistol in his hip pocket.

Candy looked a long time at Slim to try to find some reversal. And Slim gave him none. At last Candy said softly and hopelessly, 'Awright—take im.' He did not look down at the dog at all. He lay back on his bunk and crossed his arms behind his head and stared at the ceiling."

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Slim tries to convince Candy to put his old dog out of its misery, in the end, Carlson shoots Candy's dog.**Write an argumentative paragraph** supporting or disproving that Carlson should kill Old Candy's dog. Support your position with three reasons.
When answering the question above, consider the following:

- Do you think Candy wants Carlson to shoot his dog?

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- If not, then why does he let Carlson?
- Why don't the other men stand up against Carlson and stand up for Candy and his dog?
- What does this say about the relationships among the men?
- Does Old Candy's age mean that he is taken less seriously by the other men?

11. Close Close by extending today's lesson to life and the world.

1. Describe a time when you had to make a tough decision.
2. How did you decide?
3. Who supported you?

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Character Based Literacy Program Lesson Plan
***Of Mice and Men*, Day 8**

Outcomes for Today

Reading Outcomes
CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1
Cite strong and thorough textual evidence 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.

Writing Outcomes
CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes
CCSS.ELA-LITERACY.SL.9-10.2
Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes
CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9
Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.

Change Requires Effort Change is possible. Change requires three things: a vision, a plan and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

What is a theme?

Major and minor themes are two types of themes that appear in literary works. A major theme is an idea that a writer repeats in his work, making it the most significant idea in a literary work. A minor theme, on the other hand, refers to an idea that appears in a work briefly and gives way to another minor theme.
Source: http://literarydevices.net/theme/

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

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sarcastically	admiringly	stake	subsided	entranced

READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

pp. 52-58

Setting	Characters	Pages
the bunk house	George, Whit, Lennie, Carlson, Curley	52-58

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the Timeline.

Students might mention:

- The men invite George to Susy's.
- Curley comes into the bunk house looking for his wife.
- The other men go to see if anything happens between Curley and Slim.
- Lennie and George talk after the other men leave.
- George tells Lennie the story about their stake again.

6. Map Add to ongoing class activities like a KWL chart or Map: where did the characters go?

Theme Charts

Create a class theme T-chart of "Loneliness and Friendship." Label one side of the chart "Loneliness" and the other side "Friendship." Throughout the story many of the characters express their feelings of loneliness. At the same time, the novel portrays examples of companionship. After each chapter, write one example that demonstrates loneliness or companionship.

Create a class theme chart called "Women as the cause of trouble." Throughout the story women are portrayed in a negative light and are blamed for causing trouble. List each woman that is mentioned in the novel and bullet point examples of how they caused trouble.

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EXPLORE

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. What is Susy's?
2. Why isn't Lennie invited to Susy's?
3. Why doesn't Carlson look at Candy when he comes back?
4. Describe the relationship between Curley and his wife.
5. Describe the relationship between Curley's wife and Slim.
6. Why does Lennie ask George to tell the story about their future if Lennie already knows it by heart?
7. What does Lennie mean when he says they will live off "the fatta the lan" on page 57?
8. Why is it important for George and Lennie to have their own land?
9. Why do you think it is difficult for ranchers to own their own land?
10. Predict what will happen next.

9. Analyze Analyze the key paragraph.

Key Paragraph pg. 57

"Lennie watched him with wide eyes, and old Candy watched him too. Lennie said softly, 'We could live offa the fatta the lan'.'

'Sure,' said George. 'All kin's a vegetables in the garden, and if we want a little whisky we can sell a few eggs or something, or some milk. We'd just live there. We'd belong there. There wouldn't be no more runnin' round the country and gettin' fed by a Jap cook. No, sir, we'd have our own place where we belonged and not sleep in no bunk house.' "

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

George retells Lennie about their future dreams living on their own land where they could harvest their own garden. This story brings comfort to Lennie. **Write an argumentative paragraph** explaining how repeating this story bring comfort to George and Lennie. Provide three personal examples or three examples from the novel on how imagining a better future is comforting and encouraging.

11. Close Close by extending today's lesson to life and the world.

1. Describe a story you like repeating.
2. Why do you repeat this story?

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Character Based Literacy Program Lesson Plan
***Of Mice and Men*, Day 9**

Outcomes for Today

Reading Outcomes
CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1
Cite strong and thorough textual evidence 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.

Writing Outcomes
CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes
CCSS.ELA-LITERACY.SL.9-10.2
Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes
CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9
Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.

Change Requires Effort Change is possible. Change requires three things: a vision, a plan and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

Why aren't there very many women in the novel, Of Mice and Men?

The ratio of men and women in *Of Mice and Men* (9:1) is true to the time. Ranch workers were almost entirely male. While the number of married women in the work force actually increased by 50 percent between 1930 and 1940, those were primarily factory and clerical jobs. Thirty-six percent of working wives entered domestic and personal services, while another twenty percent were in apparel and canning factories. And a fact that still lingers today: women made less money than men for the same job. In 1939, the median salary of a male teacher was $1,953 a year, while female teachers received $1,394.

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The one woman in *Of Mice and Men*, Curley's Wife, doesn't work. She's isolated on the ranch, spending her days wandering, objectified by the men who view her only as a sex symbol. Hungry for the company of women, the men of the ranch frequent local prostitutes.
Source: https://www.seattlerep.org/Plays/1011/MM/DeeperLook/Tensions

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

reprehensible	suspiciously	reverently	appreciation	solemnly

READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

pp. 59-65

Setting	Characters	Pages
the bunk house	Lennie, George, Carlson, White, Slim, Curley	59-65

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the Timeline.

Students might mention:
• Candy offers to go in with Lennie and George to buy the land.
• The three men talk about their plan to buy the land.
• The men return from the barn.
• Curley becomes angry with the men and turns his anger towards Lennie.
• Curley attacks Lennie and George tells Lennie to fight back. Lennie crushes Curley's hand.

6. Map Add to ongoing class activities like a KWL chart or Map: where did the characters go?

Theme Charts
Create a class theme T-chart of "Loneliness and Friendship." Label one side of the chart "Loneliness" and the other side "Friendship." Throughout the story many of the characters express their feelings of loneliness. At the same time, the novel portrays examples of companionship. After each chapter, write one example that demonstrates loneliness or companionship.

Create a class theme chart called "Women as the cause of trouble." Throughout the story women are portrayed in a negative light and are blamed for causing trouble. List

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each woman that is mentioned in the novel and bullet point examples of how they caused trouble.

EXPLORE

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Why is Lennie and George's dream of the stake so appealing to others?
2. Do you think George and Lennie should accept Candy's offer?
3. Why is George so amazed that their plan could really come true?
4. Why is Candy afraid of not being able to work?
5. Why does Candy say he should have shot his own dog?
6. Do you agree with Candy? Why or why not?
7. Why does George become angry?
8. Why do you think George takes out his anger on Lennie?
9. Describe the conflict between Curly, George, and Lennie.
10. Why did Lennie crush Curly's hand?

9. Analyze Analyze the key paragraph.

Key Paragraph pg. 60

"He said miserably, 'You seen what they done to my dog tonight? They says he wasn't no good to himself nor nobody else. When they can me here I wisht somebody'd shoot me. But they won't do nothing like that. I won't have no place to go, an' I can't get no more jobs. I'll have thirty dollars more comin', time you guys is ready to quit.' "

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Curley becomes angry and takes it out on Lennie. George tells Lennie to fight back. What happens to Lennie once George tells him to fight back? Do you think it is dangerous that Lennie cannot seem to control his anger once it is released? Should Lennie be punished for something he does when he is controlled by his anger? **Write an argumentative paragraph** defending whether you believe Lennie should be punished or not. Include three reasons to support your answer.

11. Close Close by extending today's lesson to life and the world.

1. Have you ever had an experience where you feel like you are out of control? Explain this experience.
2. How do you maintain your control?

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Character Based Literacy Program Lesson Plan
***Of Mice and Men*, Day 10**

Outcomes for Today

Reading Outcomes
CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1
Cite strong and thorough textual evidence 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.

Writing Outcomes
CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes
CCSS.ELA-LITERACY.SL.9-10.2
Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes
CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9
Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.

Change Requires Effort Change is possible. Change requires three things: a vision, a plan and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

What were race relations like for African Americans on the ranch during the 1930's America?

The problems of the Great Depression affected virtually every group of Americans. But no group was harder hit than African Americans. By 1932, approximately half of black Americans were out of work. Racial violence escalated in the South, and in the North whites called for blacks to be fired as long as there were white workers in the dole line.

On the ranch in the play, the workers have imposed their own segregation: Crooks is forced into isolation, and he lives alone in a room in the stable. The use of the

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'N' word further illustrates the racism present at the time.
Source: https://www.seattlerep.org/Plays/1011/MM/DeeperLook/Tensions

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

intensity	aloof	fawning	disarming	apprehension

READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

pp. 66-72

Setting	Characters	Pages
the harness room	Crooks, Lennie	66-72

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the Timeline.

Students might mention:

- Lennie seeks Crook's light and goes to talk to him.
- Crooks talks to Lennie.
- Lennie tells Crooks about the rabbits.

6. Map Add to ongoing class activities like a KWL chart or Map: where did the characters go?

Theme Charts
Create a class theme T-chart of "Loneliness and Friendship." Label one side of the chart "Loneliness" and the other side "Friendship." Throughout the story many of the characters express their feelings of loneliness. At the same time, the novel portrays examples of companionship. After each chapter, write one example that demonstrates loneliness or companionship.

Create a class theme chart called "Women as the cause of trouble." Throughout the story women are portrayed in a negative light and are blamed for causing trouble. List each woman that is mentioned in the novel and bullet point examples of how they caused trouble.

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EXPLORE

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Why does Crooks have more possessions than the other men?
2. Why do the other men have only what they can carry?
3. Why does Crooks sleep in the harness room?
4. What does this say about the relationships between different races in this novel?
5. Why does Crooks think George likes having Lennie around?
6. Do you think Crooks is right? Why or why not?
7. Why does Crooks like torturing Lennie with the idea that George won't come back?
8. How does Crooks treat Lennie? Are they friends?
9. What would Lennie do if he were separated from George?
10. What does Lennie share with Crooks?

9. Analyze Analyze the key paragraph.

Key Paragraph pg. 70-71

"Crooks laughed again. 'A guy can talk to you an' be sure you won't go blabbin'. Couple of weeks an' them pups'll be all right. George knows what he's about. Jus' talks, an' you don't understand nothing.' He leaned forward excitedly. 'This is just a nigger talkin', see? You couldn't remember it anyways. I seen it over an' over—a guy talkin' to another guy and it don't make no difference if he don't hear or understand. The thing is, they're talkin', or they're settin' still not talkin'. It don't make no difference, no difference.' His excitement had increased until he pounded his knee with his hand. 'George can tell you screwy things, and it don't matter. It's just the talking. It's just bein' with another guy. That's all.' He paused."

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

When talking to Lennie, Crooks says that it's good just to have someone to talk to whom you can trust not to "go blabbin'." Do you think it is important to have someone in your life that you can trust? Why or why not? **Write an argumentative paragraph** that proves comradeship helps comfort people through a tough time. Support your claim with three examples from the reading or from your own life.

11. Close Close by extending today's lesson to life and the world.

1. Describe someone in your life whom you trust.
2. What are the kinds of things that you might tell that person?
3. What makes them trustworthy?

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Character Based Literacy Program Lesson Plan
***Of Mice and Men*, Day 11**

Outcomes for Today

Reading Outcomes
CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1
Cite strong and thorough textual evidence 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.

Writing Outcomes
CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes
CCSS.ELA-LITERACY.SL.9-10.2
Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes
CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9
Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.

Change Requires Effort Change is possible. Change requires three things: a vision, a plan and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

How did sharecropping impact African American farmers?

Sharecropping had come to dominate agriculture. Black families would rent small plots of land, or shares, to work themselves; in return, they would give a portion of their crop to the landowner at the end of the year.

While sharecropping gave African Americans autonomy in their daily work and social lives, and freed them from the gang-labor system that had dominated during the slavery era, it often resulted in sharecroppers owing more to the landowner (for the use of tools and other supplies, for example) than they were able to repay. Some blacks managed to acquire enough money to move from sharecropping to renting or owning

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land by the end of the 1860s, but many more went into debt or were forced by poverty or the threat of violence to sign unfair and exploitative sharecropping or labor contracts that left them little hope of improving their situation.
Source: http://www.history.com/topics/black-history/sharecropping

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

scornful	sullenness	conceal	brutally	breathless

READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

pp. 72-79

Setting	Characters	Pages
the harness room	Crooks, Lennie, Candy, Curley's wife	72-79

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the Timeline.

Students might mention:

- Crooks and Lennie talk about George and Lennie's stake.
- Candy comes to the harness room looking for Lennie.
- Crooks says he will contribute money for the land.
- Curley's wife comes looking for Curley and she starts talking with the men.
- Candy tells Curley's wife about their plans for the land.

6. Map Add to ongoing class activities like a KWL chart or Map: where did the characters go?

Theme Charts
Create a class theme T-chart of "Loneliness and Friendship." Label one side of the chart "Loneliness" and the other side "Friendship." Throughout the story many of the characters express their feelings of loneliness. At the same time, the novel portrays examples of companionship. After each chapter, write one example that demonstrates loneliness or companionship.

Create a class theme chart called "Women as the cause of trouble." Throughout the story women are portrayed in a negative light and are blamed for causing trouble. List

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each woman that is mentioned in the novel and bullet point examples of how they caused trouble.

EXPLORE

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Why would Crooks want to go in on the land?
2. What could he gain from joining the other men in buying the land and building their farm?
3. Why does Crooks initially doubt that George and Lennie will succeed in their plan?
4. What makes him change his mind?
5. Do you think it is a good idea for George and Lennie to have so many other people involved in their dreams for the future? Why or why not?
6. Do you think it's a good idea for Crooks to join George and Lennie? Why or why not?
7. What do you think could go wrong with their plan?
8. Why do you think Candy is looking for Lennie?
9. How is George changing throughout the novel?
10. Predict what will happen next.

9. Analyze Analyze the key paragraph.

Key Paragraph pg. 74

" 'You're nuts.' Crooks was scornful. 'I seen hunderds of men come by on the road an' on the ranches with their bindles on their back an' that same damn thing in their heads. Hunderds of them. They come, an' they quit an' go on; an' every damn one of 'em's got a little piece of land in his head. An' never a God damn one of 'em ever gets it. Just like heaven. Ever'body wants a little piece of lan'. I read plenty of books out here. Nobody ever gets to heaven, and nobody gets no land. It's just in their head. They're all the time talkin' about it, but it's jus' in their head.' "

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

This novel, aside from the few appearances from Curley's wife, is largely about the relationships between men. When Lennie and George arrive, many of the men are surprised that they have been traveling together. Do you think that men should be able to form close relationships? Are George and Lennie an exception to this rule? **Write an argumentative paragraph** defending whether you believe men can form close relationships. Include three reasons to support your answer from the novel or from your own life.

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11. Close Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world.

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Character Based Literacy Program Lesson Plan
***Of Mice and Men*, Day 12**

Outcomes for Today

Reading Outcomes
CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1
Cite strong and thorough textual evidence 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.

Writing Outcomes
CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes
CCSS.ELA-LITERACY.SL.9-10.2
Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes
CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9
Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.

Change Requires Effort Change is possible. Change requires three things: a vision, a plan and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

What was American culture like in the 1930s?

During the Depression, most people did not have much money to spare. However, most people did have radios–and listening to the radio was free. The most popular broadcasts were those that distracted listeners from their everyday struggles: comedy programs like Amos 'n' Andy, soap operas and sporting events. Swing music encouraged people to cast aside their troubles and dance. Bandleaders like Benny Goodman and Fletcher Henderson drew crowds of young people to ballrooms and dance halls around the country. And even though money was tight, people kept on

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going to the movies. Musicals, “screwball” comedies and hard-boiled gangster pictures likewise offered audiences an escape from the grim realities of life in the 1930s.
Source: http://www.history.com/topics/1930s

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

ego	appraisal	subsided	scowled	tenement

READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

pp. 80-86

Setting	Characters	Pages
the harness room	Candy, Lennie, Curley’s wife, Crooks	80-83
the barn	Lennie, Curley’s wife	84-86

RESPOND

5. Timeline Agree on the facts in today’s reading and list the 3-5 most important on the Timeline.

Students might mention:

- Curley’s wife threatens Crooks.
- George returns and the men go back to the bunk house.
- Lennie accidentally kills his puppy.
- Curley’s wife comes to talk to Lennie.

6. Map Add to ongoing class activities like a KWL chart or Map: where did the characters go?

Theme Charts

Create a class theme T-chart of “Loneliness and Friendship.” Label one side of the chart “Loneliness” and the other side “Friendship.” Throughout the story many of the characters express their feelings of loneliness. At the same time, the novel portrays examples of companionship. After each chapter, write one example that demonstrates loneliness or companionship.

Create a class theme chart called “Women as the cause of trouble.” Throughout the story women are portrayed in a negative light and are blamed for causing trouble. List

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each woman that is mentioned in the novel and bullet point examples of how they caused trouble.

EXPLORE

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Why does Curley's wife make Crooks so mad?
2. How does Curley's wife respond to Crooks?
3. How does Curley's wife get power over Crooks?
4. Why wouldn't anyone believe Candy or Lennie about Curley's wife framing Crooks? Why wouldn't they be taken seriously?
5. Why does Crooks back out from helping with George and Lennie's ranch?
6. Do you think this is a good idea? Why or why not?
7. What happened to Lennie's puppy?
8. What do you think Lennie can do to have more self control?
9. Where does George go in this chapter?
10. Predict what will happen next.

9. Analyze Analyze the key paragraph.

Key Paragraph pg. 80

"Crooks stood up from his bunk and faced her. 'I had enough,' he said coldly. 'You got no rights messing around in here at all. Now you jus' get out, an' get out quick. If you don't, I'm gonna ast the boss not to ever let you come in the barn no more.'

She turned on him in scorn. 'Listen, Nigger,' she said. 'You know what I can do to you if you open your trap?'

Crooks stared hopelessly at her, and then he sat down on his bunk and drew into himself.

She closed on him. 'You know what I could do?'

Crooks seemed to grow smaller, and he pressed himself against the wall. 'Yes, ma'am.' "

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Curley's wife comes into the barn while the men are away and threatens Crooks. How is Curley's wife described? Do you think Steinbeck means to represent all women in the character of Curley's wife? **Write an argumentative paragraph** defending whether you believe Steinbeck means to represent all women in the same type of character.
When answering the question above, consider the following:

- How does Curley's wife disrupt the relationships among the men?
- Why do you think we never learn her name?
- What does she represent?

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11. Close Close by extending today's lesson to life and the world.

1. Describe your past pets. How did you take care of them?
2. If they have passed away, how did they die?

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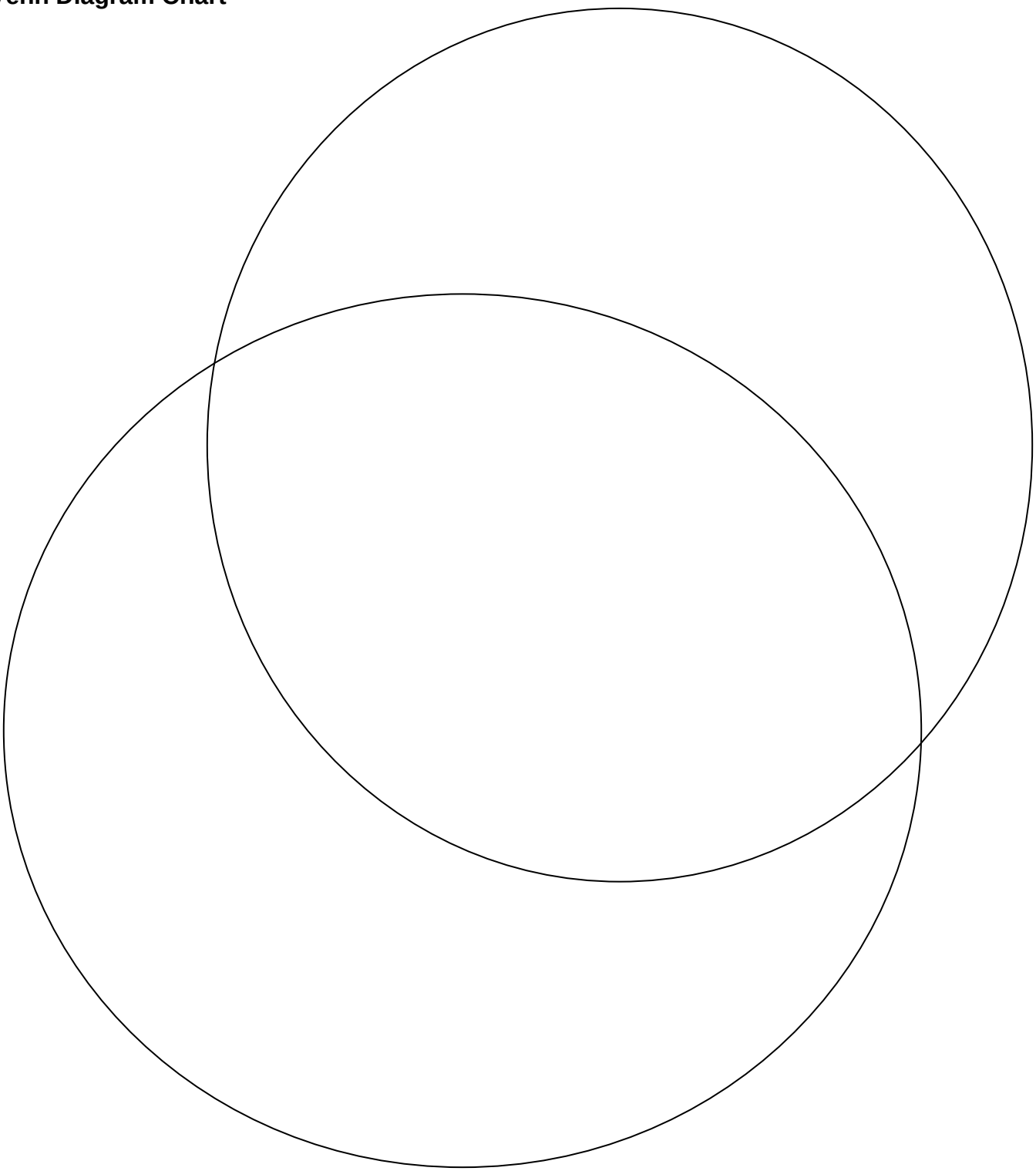
6g6 Venn Diagram Chart



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Character Based Literacy Program Lesson Plan
***Of Mice and Men*, Day 13**

Outcomes for Today

Reading Outcomes
CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1
Cite strong and thorough textual evidence 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.

Writing Outcomes
CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes
CCSS.ELA-LITERACY.SL.9-10.2
Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes
CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9
Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.

Change Requires Effort Change is possible. Change requires three things: a vision, a plan and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

What is the significance of the title of this novel?

The title of the book comes from a poem by the 18th century Scottish poet Robert Burns. It is about a mouse which carefully builds a winter nest in a wheat field, only for it to be destroyed by a ploughman. It is written in Scots *dialect*.

The best laid schemes o' mice an' men
Gang aft a-gley,
An' lea'e us nought but grief an' pain,
For promised joy!
(The best laid schemes of mice and men

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Often go wrong
And leave us nothing but grief and pain,
Instead of promised joy!)

The mouse had dreamed of a safe, warm winter and is now faced with the harsh reality of cold, loneliness and possible death. There is a parallel here with George and Lennie's joyful fantasy of a farm of their own, and its all-too-predictable destruction at the end of the story. Perhaps it is also meant to suggest to us how unpredictable our lives are, and how vulnerable to *tragedy*.
Source:
http://www.bbc.co.uk/schools/gcsebitesize/english_literature/prosemicemen/3prose_mice_men_themerev1.shtml

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

consoled	soothingly	confided	earnestly	contorted

READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

pp. 87-93

Setting	Characters	Pages
the barn	Lennie, Curley's wife	87-93

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the Timeline.

Students might mention:
• Curley's wife wants to talk to Lennie.
• Curley's wife tells Lennie about the life she could have had.
• Curley's wife lets Lennie touch her hair.
• Lennie panics and won't let go of Curley's wife's hair.
• He breaks her neck.

6. Map Add to ongoing class activities like a KWL chart or Map: where did the characters go?

Theme Charts
Create a class theme T-chart of "Loneliness and Friendship." Label one side of the chart "Loneliness" and the other side "Friendship." Throughout the story many of the characters express their feelings of loneliness. At the same time, the novel portrays

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examples of companionship. After each chapter, write one example that demonstrates loneliness or companionship.

Create a class theme chart called "Women as the cause of trouble." Throughout the story women are portrayed in a negative light and are blamed for causing trouble. List each woman that is mentioned in the novel and bullet point examples of how they caused trouble.

EXPLORE

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Why does Curley's wife want to talk to Lennie?
2. What do Lennie and Curley's wife talk about?
3. Is the life of Curley's wife better than the lives of the workers? Why or why not?
4. Why do you think Curley's wife feels safe telling secrets to Lennie?
5. What could be dangerous for Lennie about being alone with Curley's wife?
6. Why does Curley's wife let Lennie touch her hair?
7. Why doesn't Lennie let go of her hair?
8. Do you think Lennie is a murder?
   Why does Lennie get so angry when Curley's wife starts to scream?
9. Predict what will happen next.

9. Analyze Analyze the key paragraph.

Key Paragraph pg. 91

"She struggled violently under his hands. Her feet battered on the hay and she writhed to be free; and from under Lennie's hand came a muffled screaming. Lennie began to cry with fright. 'Oh! Please don't do none of that,' he begged. 'George gonna say I done a bad thing. He ain't gonna let me tend no rabbits.' He moved his hand a little and a hoarse cry came out. Then Lennie grew angry. 'Now don't,' he said. 'I don't want you to yell. You gonna get me in trouble jus' like George says you will. Now don't you do that.' And she continued to struggle, and her eyes were wild with terror. He shook her then, and he was angry with her. 'Don't you go yellin',' he said, and he shook her; and her body flopped like a fish. And then she was still, for Lennie had broken her neck."

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Curley's wife tells Lennie about the life she could have had and lets him touch her hair. Lennie panics and won't let go of Curley's wife's hair and eventually breaks her neck. **Do you think Lennie deserves to be punished for what he did to Curley's wife?**

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Write an argumentative paragraph **defending whether you believe Lennie deserves to be punished for murdering Curley's wife?**
When answering the question above, consider the following:

- Does it matter if he didn't mean to kill her?
- How much does intention weigh on guilt?
- Do you think that because someone doesn't mean to do something bad, they shouldn't be punished for it?

11. Close Close by extending today's lesson to life and the world.

1. Describe a time when you intended to do something nice and it went terribly wrong.
2. How did you fix the situation?

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Character Based Literacy Program Lesson Plan
***Of Mice and Men*, Day 14**

Outcomes for Today

Reading Outcomes
CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1
Cite strong and thorough textual evidence 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.

Writing Outcomes
CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes
CCSS.ELA-LITERACY.SL.9-10.2
Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes
CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9
Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.

Change Requires Effort Change is possible. Change requires three things: a vision, a plan and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

What is involuntary manslaughter?

Involuntary manslaughter usually refers to an unintentional killing that results from recklessness or criminal negligence, or from an unlawful act that is a misdemeanor or low-level felony (such as DUI). The usual distinction from voluntary manslaughter is that involuntary manslaughter (sometimes called "criminally negligent homicide") is a crime in which the victim's death is unintended.
Source: http://criminal.findlaw.com/criminal-charges/involuntary-manslaughter-overview.html#sthash.0a1LJmUL.dpuf

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2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

reassure	lynched	sulkily	viciously	sorrow

READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

pp. 93-100

Setting	Characters	Pages
the barn	Candy, George, Curley, the other men	93-98
by the Salinas River	Lennie	99-100

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the Timeline.

Students might mention:

- Candy comes looking for Lennie and finds the body of Curley's wife.
- Candy goes and gets George and tells him about Curley's wife.
- The other men come and find the body of Curley's wife.
- Curley goes into a rage when he finds his wife dead.
- The men go after Lennie and Lennie goes to the hiding place.

6. Map Add to ongoing class activities like a KWL chart or Map: where did the characters go?

Theme Charts

Create a class theme T-chart of "Loneliness and Friendship." Label one side of the chart "Loneliness" and the other side "Friendship." Throughout the story many of the characters express their feelings of loneliness. At the same time, the novel portrays examples of companionship. After each chapter, write one example that demonstrates loneliness or companionship.

Create a class theme chart called "Women as the cause of trouble." Throughout the story women are portrayed in a negative light and are blamed for causing trouble. List each woman that is mentioned in the novel and bullet point examples of how they caused trouble.

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EXPLORE

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Who finds Curley's wife first?
2. Describe the scene where Curley finds his wife.
3. Why does George want Lennie to be locked up instead of letting him run away?
4. Why does George lose hope in the dream of the ranch?
5. Do you think Lennie should be shot?
6. Will George be able to protect Lennie now? Why or why not?
7. Should he protect Lennie? Why or why not?
8. Where does Lennie hide?
9. How is the setting by the river different from the setting at the ranch?
10. Predict what will happen next.

9. Analyze Analyze the key paragraph.

Key Paragraph pg. 95

"George still stared at Curley's wife. 'Lennie never done it in meanness,' he said. 'All the time he done bad things, but he never done one of 'em mean.' He straightened up and looked back at Candy. 'Now listen. We gotta tell the guys. They got to bring him in, I guess. They ain't no way out. Maybe they won't hurt 'im.' He said sharply, 'I ain't gonna let 'em hurt Lennie. Now you listen. The guys might think I was in on it. I'm gonna go in the bunk house. Then in a minute you come out and tell the other guys about her, and I'll come along and make like I never seen her. Will you do that? So the guys won't think I was in on it?' "

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Candy comes looking for Lennie and finds the body of Curley's wife. He then goes and gets George. Pretend you are Candy. **Write an argumentative paragraph** explaining you are anger at Curley's wife. What does her death represent for Cany? Is he justified in feeling that anger? Why doesn't he feel angry with Lennie? Include three reasons to support your answer.

11. Close Close by extending today's lesson to life and the world.

1. Can you remember a time in your life when one of your dreams seemed to be lost?
2. How did you react to this loss?

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Character Based Literacy Program Lesson Plan
***Of Mice and Men*, Day 15**

Outcomes for Today

Reading Outcomes
CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1
Cite strong and thorough textual evidence 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.

Writing Outcomes
CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes
CCSS.ELA-LITERACY.SL.9-10.2
Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes
CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9
Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.

Change Requires Effort Change is possible. Change requires three things: a vision, a plan and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

What is a migrant farmer?

A migrant farmer is a person who moves from place to place to get work, especially a farm laborer who harvests crops seasonally.
Source: http://dictionary.reference.com/browse/migrant+worker

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

retorted	belligerently	frantically	monotonously	dutifully

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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

pp. 101-107

Setting	Characters	Pages
by the Salinas River	Lennie, George	101-107

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the Timeline.

Students might mention:

- Lennie imagines Aunt Clara talking to him.
- George meets Lennie by the river.
- Lennie asks George to tell him about the ranch again.
- George shoots Lennie in the back of the head.

6. Map Add to ongoing class activities like a KWL chart or Map: where did the characters go?

Theme Charts

Create a class theme T-chart of "Loneliness and Friendship." Label one side of the chart "Loneliness" and the other side "Friendship." Throughout the story many of the characters express their feelings of loneliness. At the same time, the novel portrays examples of companionship. After each chapter, write one example that demonstrates loneliness or companionship.

Create a class theme chart called "Women as the cause of trouble." Throughout the story women are portrayed in a negative light and are blamed for causing trouble. List each woman that is mentioned in the novel and bullet point examples of how they caused trouble.

EXPLORE

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Describe Lennie's hallucination.
2. Who is Aunt Clara?

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3. Where does George find Lennie?
4. If you were George, what would you do in this situation?
5. Do you think George should try to help Lennie or should leave him on his own?
6. Why does Lennie want George to repeat the things they used to say about the future? Why is this comforting to Lennie?
7. Do you think George could have prevented Lennie from getting into trouble, or do you think something like this would have happened anyway?
8. Can Lennie be held accountable for his actions? Why or why not?
9. Why does George kill Lennie?
10. Do you think George will be punished for this crime?

9. Analyze Analyze the key paragraph.

Key Paragraph pg. 106

"Lennie said, 'I thought you was mad at me, George.'

'No,' said George. 'No, Lennie. I ain't mad. I never been mad, an' I ain't now. That's a thing I want ya to know.'

The voices came close now. George raised the gun and listened to the voices.

Lennie begged, 'Le's do it now. Le's get that place now.'

'Sure, right now. I gotta. We gotta.'

And George raised the gun and steadied it, and he brought the muzzle of it close to the back of Lennie's head. The hand shook violently, but his face set and his hand steadied. He pulled the trigger. The crash of the shot rolled up the hills and rolled down again. Lennie jarred, and then settled slowly forward to the sand, and he lay without quivering."

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

George meets Lennie by the river and tells him about the ranch again. George shoots Lennie in the back of the head. Write an argumentative paragraph **defending whether you believe George was justified in shooting Lennie?** Write a second argumentative paragraph **defending whether you believe George should be punished for killing Lennie? Include three reasons to support your answer for each paragraph.**

When answering the question above, consider the following:

- Did George kill Lennie to protect him or to punish him?
- Why does George choose to shoot Lennie in the back of the head? Is this cowardly, or was George trying to protect Lennie from feeling pain?

11. Close Close by extending today's lesson to life and the world.

1. Describe a time when you helped a friend in trouble.
2. How did you make the situation better or worse?

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