*Of Mice and Men* Unit Plan

**Unit Expectations:**

-Use the basic elements of literature to analyze the novella

-Take reading notes that focus on text content and student analysis

-Build vocabulary

**Grades:**

Self-generated study guide for every chapter

4 annotated articles

2 reading quizzes

1 discussion

1 argumentative paper

1 test

1 mini-project based on multiple intelligences:

|  |  |  |
| --- | --- | --- |
| Project | Mult Intelligence | Partners |
| act out major events with props in 90 seconds | interpersonal | Group of 3 |
| 30 panel comic strip of major events (not very skilled/detailed)  20 panel comic strip of major events (average)  10 panel comic strip of major events (very skilled/detailed) | spatial | Individual |
| trial opening statements from prosecution and defense, evidence, final verdict | logical | Individual |
| team guessing game of characters and events | bodily-kinesthetic | Group of 3 |
| create and record two songs, each one over three chapters | musical | Group of 3 |

**Literary Terms:**

External Conflict: Struggle against an outside force; ex. Man vs man; man vs society

Internal Conflict: Struggle between opposing needs, desires, or emotions within a single character

Dynamic Character: Changes in some important ways as a result of the story’s action

Static Character: Does not change much in the course of the story

Round Character: Has many traits and characteristics

Flat character: One dimensional, stereotypical.

Foreshadowing: Hinting at future events to come

Imagery: Language that appeals to the senses

Setting: the time and place of a literary work.

Theme: The central idea or insight revealed by a work of literature

**Test:**

character matching, true/false with making false statements true, AP-style multiple choice (A-E) two distracters, one answer is the most right, and one completely wrong, quote matching, lit term matching (application), vocabulary

**Test Extra Credit:**

Making practice tests are one of the most effective ways to prepare for a test; therefore, I am offering 3% extra credit for students who create their own individually. The practice test needs to cover the major events and elements from the novel and include the format style listed above. You also need an answer key.

**Study Guide:**

For each chapter you will work in a group to make your own study guide. You will develop your own questions and answers, find major quotes, and compose your own summaries.

**Essential Vocabulary:**

(1) dejected, morose, (2) mollified, pugnacious, (3) derision, bemused, (4) aloof, indignation, (5) writhed, (6) skittered

**Discovered Vocabulary:**

For the novel you will need to find ten words on your own, so 1-2 words per chapter. You will need to copy down the sentence, write the definition, draw a picture, and write antonyms.

**Common Core Standards Addressed**

|  |  |  |
| --- | --- | --- |
| Standard | | When It’s Addressed |
| Reading Standards for Literature | | |
| 1. cite strong evidence to support text analysis | |  |
| 2. determine theme and analyze development | |  |
| 3. analyze how complex characters change, plot advances, theme develops | |  |
| 4. determine meaning of words & phrases, words impact on tone | |  |
| 5. analyze text structure, event order, & how manipulated time create mystery, tension, or surprise | |  |
| 7. analyze subject in two artistic mediums | | Songs over American dream |
| 9. analyze how author draws on & transforms source material | | “To a Mouse” analysis |
| 10. read and comprehend literature | |  |
| Reading Standards for Informational Text | | |
| 1. cite strong evidence to support text analysis | |  |
| 2. determine idea & analyze development | |  |
| 7. analyze subject in two different mediums | |  |
| 8. assess argument, identify good & bad evidence | |  |
| Writing Standards | | |
| 1. write arguments to support claims in analysis |  | |
| 3. write narratives to develop events using good technique, details, & sequences |  | |
| 4. development, organization & style are appropriate to task, purpose, & audience |  | |
| 5. strengthen writing through writing process (drafts) |  | |
| 6. use tech to publish, polish, & update |  | |
| 9. draw evidence from sources to support analysis |  | |
| 10. write over extended and shorter time frames |  | |
| Speaking & Listening Standards | | |
| 1. participate appropriately and analytically in discussions | |  |
| 3. evaluate speaker’s p.o.v., reasoning, evidence, and identify false aspects | |  |
| 4. present info & support claims clearly and logically | |  |
| Language Standards | | |
| 1. demonstrate command of grammar & usage | |  |
| 2. demonstrate command of capitalization, punctuation, & spelling | |  |
| 3. make effective choices for meaning & style | |  |
| 4. determine or clarify meaning of unknown words | |  |
| 5. demonstrate knowledge of figurative language and nuances in meaning | |  |
| 6. acquire and use words; demonstrate independence in finding own words | |  |
| Standards Not Addressed This Unit | | |
| RS for Lit #6 RS for IT #3, #4, #5, #6, #9, #10 WS #2, #7, #8 SLS #2, #5, #6 | | |

**DAY PLANS**

**Day 1 Tues**

annotate article on parent reaction

“Scarlet Ibis”

**Day 2 Wed**

“Scarlet Ibis”

**Day 3 Th**

Preview questions and discussion

Annotate “To a Mouse”

MM ch 1- whole class

**Day 4 Fr**

MM ch 1- whole class

ch 1 study guide - group

**Day 5 M**

MM ch 2 – individual

ch 2 study guide - individual

**Day 6 Tues**

MM ch 3 – partners

Mini-project reminders and work time

**Day 7 W**

MM ch 3 – partners

ch 3 study guide - partners

**Day 8 Th**

MM Quiz ch 1-3

**Friday**

MM ch 4 – whole class

**Monday**

stations

MM ch 4 – whole class

ch 4 study guide - group

**Tuesday**

vocab game

MM ch 5 – individual

ch 5 study guide - individual

**Wednesday**

MM ch 6 – partner

ch 6 study guide - partners

song for discussion example

Homework for discussion: print off and annotate 1 article and 1 song on American dream and write how it connects to novel

**Thursday**

MM Quiz ch 4-6

Class discussion

1) ending

2) blame

3) American dream

**Day 13**

Mini-project work time

**Day 14**

Mini-project presentations

Review

\* Extra credit to make practice test

\* Use of one side of index card on test

**Day 15**

Test

Writing topics

Homework – prewriting

**Day 16**

Go over format and writing

Work on rough drafts

Homework – finish rough draft

**Day 17**

Peer edit

Work on revisions

**Day 18**

Final draft due at beginning of class

Key and Peele

<https://docs.google.com/file/d/0B9-CBH_4iISdYmxyZmJwbFp6RzA/edit?usp=drive_web&pli=1>

ch 1: 1-9 [3 printed] (George & lennie)

ch 2: 10-21 [3 printed] (intro to farm)

ch 3: 22-37 [4 printed] (dog and candy)

ch 4: 38-47 [3 printed] (crook’s room)

ch 5: 48-55 [2 printed] (c’s wife dies)

ch 6: 56-60 [2 printed] (lennie dies)