Of Mice and Men

Original Unit written by
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Karl Meiner, Maggie Michaels, 2006

Edited by
Kelly J. Gomes, 2010
Introduction to the Revision

This revision focuses on the original guide’s concentration on social and economic power in *Of Mice and Men*, and the development of related themes through characterization. As the original introduction (included below for easy reference) states, this is not a comprehensive guide for an entire unit, but is a streamlined set of steps toward the literary analysis and Socratic seminar.

In this revision, a pre-assessment will provide early data on students’ skills, and the literary analysis prompts have been tiered to meet the needs of a variety of students. The data, and your knowledge of your students, will inform your choices for the activities, variations, and prompts chosen. You will also find additional supports or variations in the ELL, TAG, and Special Ed sections at the end of most lessons.

Additionally, due to the content of the novella, a parental opt-out letter can be located in the original curriculum guide.
Introduction

John Steinbeck develops a rich commentary exploring the balance of social and economic power in his novella Of Mice and Men. The characters that populate his story, through deeds and dialogue, are vivid exemplars of people who have power and those who do not. Cast against the stark and restrictive backdrop of a Depression-era migrant work farm, Steinbeck’s familiar creations provide many opportunities to develop student writing. This unit is designed to furnish teachers with exercises that will scaffold a theme-centered literary analysis written by their students. It also provides opportunities to create a narrative piece using the same primary themes.

In developing the writing exercises, we made a conscious effort to place the student at the heart of the power theme. While the story takes place seventy years in the past, students are encouraged to use their own stories to frame their understanding of Steinbeck’s social commentary. Power is bestowed upon and stripped from people depending on their gender, race, education, and economic class. Curley’s Wife is denigrated by the men on the work farm. She is, in their words, “a tramp”; a lascivious troublemaker best avoided. At the same time, her race and economic status provide her cultural capital which she, periodically, wields as a weapon against characters like Crooks (a poor African American). Similarly, our students occupy different positions of power at different times. As students and teens, they are subordinate to the adults who share their world. In their peer groups, and in the hallways of their schools, they find themselves in an ever-changing landscape of social power as they grow and mature.

Of Mice and Men presents students with an outstanding example of how carefully crafted language can elevate one’s written work. For instance, we encourage teachers to use Steinbeck’s remarkable penchant for creating vivid setting as a model for effective word choice. Thus, while the writing exercises utilize the power theme as a launching point, we also incorporate specific strategies for developing thesis, using sensory imagery to enhance word choice, and supporting student assertions through properly cited quotations. You will also find revision and editing strategies that encourage students to refine their sentence structure.

It is helpful to understand a novel with respect to its author’s biography and its setting. As such, our ‘essential questions’ frame several activities which highlight how exploring Steinbeck’s life and America circa the 1930s can bolster student comprehension and writing. In parsing one of our essential questions, we provide a model activity which encourages students to consider and discuss their own experiences against the thematic content of Steinbeck’s story. Similarly, we have included an activity which utilizes some of Dorothea Lange’s archetypal photographs of the Depression to both provide a historical context and give students a visual prompt for narrative quick writes.

This is by no means a comprehensive guide for developing an entire unit on Of Mice and Men. Rather, the unit’s primary purpose is to use the novella’s abundant exploration of social power structures to develop specific expository and narrative student samples. In the process, we believe, students will gain a more complete appreciation for the novel’s subtext while developing their own meta-strategies for reading, writing and revising. The appendix provides accompanying activities that can be used in a larger unit exploration of Steinbeck’s work. Go and tend your wee little rabbits.
### Of Mice and Men Curriculum Guide Planning Template

#### Stage 1 – Desired Results

<table>
<thead>
<tr>
<th>Priority Standards (4-5 only): Number and brief summary</th>
<th>Understandings</th>
<th>Essential Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.09 Identify and analyze the development of themes</td>
<td>Students will understand ...</td>
<td>How does Steinbeck’s commentary on the balance of social and economic power still apply to our world today?</td>
</tr>
<tr>
<td>10.18.1 Develop a thesis</td>
<td>How to write a social commentary</td>
<td>How do these themes continue to shape our world and our understanding of each other?</td>
</tr>
<tr>
<td>10.18.2 Support a position with precise and relevant examples and evidence</td>
<td>The definition of Social Capital</td>
<td>What is our responsibility to our fellow man?</td>
</tr>
<tr>
<td>10.18.7 Document sources using appropriate citation format</td>
<td>The role that gender, race, education, class, and language play in determining the distribution of power in society</td>
<td>How are themes conveyed through character?</td>
</tr>
<tr>
<td>10.16.3 Provide transitions to link paragraphs</td>
<td>Students will know...(facts and knowledge)</td>
<td></td>
</tr>
<tr>
<td>10.16.2 Create an organizing structure</td>
<td>Elements of a literary analysis thesis statement</td>
<td>Create a thesis statement</td>
</tr>
<tr>
<td>10.16.4 Variation in sentence structure, length, beginnings, to add interest to text</td>
<td>Elements of a strong literary analysis essay</td>
<td>Develop, and correctly cite support for the thesis statement</td>
</tr>
<tr>
<td>10.17 Conventions</td>
<td>The historical context (Great Depression) of the novel</td>
<td>How to analyze themes in a work of literature</td>
</tr>
</tbody>
</table>

#### Stage 2 – Assessment Evidence

<table>
<thead>
<tr>
<th>Culminating Assessment:</th>
<th>Other Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literary Analysis Essay: How character and imagery inform the theme in <em>Of Mice and Men.</em></td>
<td>Silent Discussion</td>
</tr>
<tr>
<td></td>
<td>Thematic Posters</td>
</tr>
<tr>
<td></td>
<td>Haves and Have Nots Observation Journal</td>
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<td></td>
<td>Socratic Seminar</td>
</tr>
</tbody>
</table>
### Stage 3 -- Learning Plan *Of Mice and Men*

<table>
<thead>
<tr>
<th>Activity Title</th>
<th>Priority Standards</th>
<th>This Guide</th>
<th>Original Guide</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson #1: Essential Question</td>
<td>10.09 Identify and analyze the development of themes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesson #2: Haves and Have Nots Observation Journal</td>
<td>10.13.4 (PPS) Draw from both primary and secondary sources to gather information</td>
<td>10</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>10.06 Compare and contrast information on the same topic, making perceptive connections</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesson #3: Carousel Gathering Evidence Strategy</td>
<td>10.13.4 (PPS) Draw from both primary and secondary sources to gather information</td>
<td>11</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>10.10.17 (PPS) Analyze the way in which a work is related to themes and issues of its historical period</td>
<td></td>
<td></td>
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<tr>
<td>Lesson #4: Thematic Posters</td>
<td>10.18.1 Develop a thesis</td>
<td>13</td>
<td>24</td>
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<tr>
<td></td>
<td>10.18.2 Support a position with precise and relevant examples and evidence</td>
<td></td>
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<tr>
<td></td>
<td>10.09 Identify and analyze the development of themes</td>
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<tr>
<td>Lesson #5: Pre-Assessment</td>
<td>10.18.1 Develop a thesis</td>
<td>14</td>
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<td></td>
<td>10.18.2 Support a position with precise and relevant examples and evidence</td>
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<tr>
<td></td>
<td>10.09 Identify and analyze the development of themes</td>
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<tr>
<td>Lesson #6: Developing Thesis Statements &amp; Prompts</td>
<td>10.18.1 Develop a thesis</td>
<td>19</td>
<td>19</td>
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<tr>
<td>Lesson #7: Creating Streamlined Quotes &amp; Embedding Quotes Activity</td>
<td>10.18.7 Document sources using appropriate citation format.</td>
<td>21</td>
<td>26</td>
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<tr>
<td></td>
<td>10.18.2 Support a position with precise and relevant examples and evidence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesson #8: Transition/Topic Sentence Workshop</td>
<td>10.16.3 Provide transitions to link paragraphs</td>
<td>22</td>
<td>32</td>
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<tr>
<td></td>
<td>10.16.2 Use organizational structures</td>
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<tr>
<td>Lesson #9: Peer Review for Thesis &amp; Topic Sentences</td>
<td>10.18.1 Develop a thesis</td>
<td>25</td>
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<tr>
<td></td>
<td>10.16.2 Use organizational structures</td>
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<tr>
<td>Lesson #10: The colon &amp; Semicolon Workshop</td>
<td>10.16 Sentence Structure</td>
<td>26</td>
<td>41</td>
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<td></td>
<td>10.17 Conventions</td>
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<tr>
<td>Lesson #: 11</td>
<td>Connecting: Observation Journals and <em>Of Mice and Men</em></td>
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<tr>
<td><strong>10.13.4 (PPS)</strong> Draw from both primary and secondary sources to gather information</td>
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<tr>
<td><strong>Lesson #: 12: Socratic Seminar Using Essential Questions and Essays</strong></td>
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<td><strong>10.09 Identify and analyze the development of themes</strong></td>
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<tr>
<td><strong>10.16.2 (PPS) Actively solicit another person’s comment or opinion</strong></td>
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<tr>
<td><strong>10.16.1 (PPS) Display appropriate turn-taking behaviors</strong></td>
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<td><strong>10.16.3 (PPS) Offer one’s own opinion assertively without dominating &amp; give reasons in support of opinion</strong></td>
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<tr>
<td><strong>10.16.5 (PPS) Volunteer contributions &amp; respond when solicited</strong></td>
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<tr>
<td><strong>Culminating Assessment: Literary Analysis</strong></td>
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<tr>
<td><strong>10.09 Identify and analyze the development of themes</strong></td>
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<tr>
<td><strong>Lesson #: 13 Unit Reflection</strong></td>
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<td><strong>10.09 Identify and analyze the development of themes</strong></td>
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<tr>
<td><strong>Resources</strong></td>
<td>46</td>
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</tbody>
</table>
Academic Vocabulary

The vocabulary used extensively in this unit on *Of Mice and Men*:

Theme
Social capital
Social commentary
Inequity
Gender
Social class
Analysis
Thesis
Evidence

Citations
MLA format
Topic Sentence
Transition/transitional
Quotations
Embedded Quotes
Blocked Quotes
Paraphrased Evidence
Streamlined

Content Background Knowledge:

The American Dream
Migrant
Immigrant
Great Depression
Wall Street crash
Dust Bowl
FDR’s New Deal – work cards
Lesson #1: Essential Questions

*Duration: 80 minutes  
*Priority standards:  
10.09 Identify and analyze the development of themes

*Brief overview of lesson:  
Students explore the idea of social capital and the themes of the novel by first exploring the immediate society of school.

*Materials needed:  
Student Handout: “What is social commentary?” and “Social Capital in School”  
Journals/notebooks

Key vocabulary:  
Social commentary  
Social capital  
Theme  
Inequity  
Gender  
Social class

Addressing Essential Question(s):  
How does Steinbeck’s commentary on the balance of social and economic power still apply to our world today?  
How do these themes continue to shape our world and our understanding of each other?  
What is our responsibility to our fellow man?  
How does an author communicate themes through setting and character?

Hook/Anticipatory Set:  
Journal write:  
How do gender, race, ability, and class issues shape the way we view others and interact with others in the larger world? Think locally and globally.

*Steps/Procedures:  
1. Journal write from above  
2. Distribute the “What is Social Commentary” handout. Read, explain, check for understanding.  
3. Read “Social Capital in School” with your class. Then, in the space provided, give students an opportunity to make a list of what groups of people have power in their school, which groups have less power, and things students do to gain power.  
4. Have students share their ideas with the class. Make a running list of the ideas and “chunk” them into themes. Be careful to note which themes will parallel those found in the book (friendship, loneliness, inequities, race, class, etc.).  
5. Ask students to return to their journal write. Now, they should add a quickwrite that explores the social divisions within their school. What is unfair and needs to be changed? What could they do to improve these conditions?  
6. Have students share in small groups.
7. Share one piece from each group out to the whole class.
8. Ask students to read the first three essential questions for the unit to frame their journey through the book.
   - How does Steinbeck’s commentary on the balance of social and economic power still apply to our world today?
   - How do these themes continue to shape our world and our understanding of each other?
   - What is our responsibility to our fellow man?

Closure:
During Step 8 above, inform students that they will be capturing evidence of these themes in their Observation Journals. They will also be returning to these prompts and questions at the end of the unit in a Socratic seminar.

Strategies for ELL students:
- Concept maps: social capital, inequity, theme.
- Provide prompts ahead of time with sentence starters to allow for extra processing time.
- Provide sentence frames to help students form the necessary language to express their ideas during the writing and discussion portions of the lesson:

  ______ is unfair and needs to be changed because ____________________.

  A person’s __________ should not be looked down upon because ____________.

  When we look negatively at a person’s ______________, we create a situation in which ____________________________________________.

  ____________________ shapes our society by ________________________________.

  _____________________ effects the way we interact with other people because ________________________________________.

Strategies for TAG students:
- Students look for examples of these inequities in the current newsmedia to bring in and share with each other and the whole class.

Modifications for students with special needs:
- Use the sentence starters from the ELL section to support these learners.
What is a “Social Commentary”?

A Social Commentary expresses an opinion on the nature of a given society. Generally, these commentaries reveal a desire to implement a change which promotes justice or well-being for the greater community. In *Of Mice and Men*, John Steinbeck explores a number of themes [a main idea or unifying subject that can be found throughout your reading] which help develop our understanding of a larger social commentary. As you read, be careful to pay attention to points in the story where Steinbeck makes references to: friendship, gender, the “American Dream”, physical or mental disabilities, race, and money.

Social Capital in School

Authors very often write social commentaries based upon their own life experiences. Your immediate community is comprised of your home, your neighborhood, and your school. Inside the school, there is a mini-culture that is student created. Very often, your teachers and other adults find that they are ‘on the outside’ of this mini-culture. As students, you experience social conditions which we are not privy to. What are some of the social norms of your student culture? That is, how is student culture organized? What groups of students have the most influence in your school? Which students seem to have less influence in your school? What does a person have to do to gain a position of influence in your school? Take a few minutes to make three lists. Under each category, list as many people that you can which fit. For example, under “Have Influence”, you might list “honors students” or “extremely tall people”. For “Have Less Influence”, you’d want to list people that don’t seem to have as much cultural capital (social influence). Under the last column list ways that you see other students, including yourself, gain social capital. How do kids gain influence or power over other kids?
Lesson#2: “Haves” and “Have Nots” Observation Journals

**Duration:** 20 minutes + ongoing

**Priority Standards:**
10.09 Identify and analyze the development of themes
10.06 Compare and contrast information on the same topic, making perceptive connections

**Brief overview of lesson:**
Students gather information from the world to observe the presence of power dynamics and social and cultural capital. See lesson plan on page 14 of the original curriculum guide.

**Materials Needed:** Observation Journal instructions from page 15 of the original curriculum guide.

**Key vocabulary:**
“Haves”
“Have nots”
Observation

**Addressing Essential Question(s):**
How does Steinbeck’s commentary on the balance of social and economic power still apply to our world today?
How do these themes continue to shape our world and our understanding of each other?
Lesson #3: Carousel: A Gathering Evidence Strategy

*Duration: 70 minutes

*Priority standards:
10.13.4 (PPS) Draw from both primary and secondary sources to gather information
10.10.17 (PPS) Analyze the way in which a work is related to themes and issues of its historical period

*Brief overview of lesson:
Students move through three phases of gathering evidence to build background knowledge. They will look at images from the period, then read about 1930s history, the book’s setting, migrant workers, and the idea of the American Dream. The lesson ends with synthesis of the information gathered. Refer to the lesson plan on page 9 of the original curriculum guide.

*Materials needed:

Images from the time period (Dorothea Lange photographs, Hollywood promotional photos from The Thin Man series, unemployment statistics, etc.).

Some of these are available within the History Alive! Curriculum materials. You may have access to this through your textbook room or a Social Science colleague.

Observation sheet and student handouts from page 10-12 of the original curriculum packet.

Key vocabulary:
The American Dream
Migrant
Immigrant
Great Depression
Wall Street crash
Dust Bowl
FDR’s New Deal – work cards

Strategies for ELL students:
- These students might benefit from modifications to the text portions of the student handouts. Vocabulary can be pulled out and defined for them in the margins.
- In part one, a graphic organizer for collecting observations will narrow the task:

<table>
<thead>
<tr>
<th>Image background – setting</th>
<th>Clothing Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faces and Body Language</td>
<td>Mood/Feeling of the image</td>
</tr>
</tbody>
</table>
**Strategies for TAG students:**
- Students can be given more challenging texts for Part 2.
- Like ability grouping may be used to enhance the opportunity for synthesis/discussion.

**Modifications for students with special needs:**
- See ELL section.
- Students with mobility & vision issues should be considered when designing the space used for the carousel.
Lesson#4: Thematic Posters

Duration: 30 minutes

Priority Standards:
10.09 Identify and analyze the development of themes

Brief overview of lesson:
Students work in groups to gather evidence in support of one of the themes of the novel. Students will need to have read several pages of the novel for this lesson to work well.

Materials Needed: Refer to the lesson plan and supporting materials in pages 24-25 of the original curriculum guide.

Key vocabulary:
Theme (and the language of specific themes)

Addressing Essential Question(s):
How does an author communicate themes through setting and character?

Strategies for ELL students:
- Provide page numbers on which quotes fitting the themes are located.
- Provide a list of quotes with page numbers and have students select the appropriate quotes from the list.
- Have students create a web to map the theme instead, or prior to, having them write out the quotes.

Strategies for TAG students:
- Consider like ability grouping for this activity.
- Consider mixed ability grouping so that these students can guide the evidence gathering.

Modifications for students with special needs:
- Provide page numbers on which quotes fitting the themes are located.
- Provide a list of quotes with page numbers and have students select the appropriate quotes from the list.
- Have students create a web to map the theme instead, or prior to, having them write out the quotes.

Closure:
Students will be using the gathered information for their pre-assessment. Later in the unit, students will return to the thematic posters and layer on information about characters and how they are representative of the themes.
Lesson #5: Pre-Assessment for *Of Mice and Men*

*Duration:* 25 minutes

*Priority standards:* (numbers only)
10.18.1 Develop a thesis
10.18.2 Support a position with precise and relevant examples and evidence
10.09 Identify and analyze the development of themes

*Brief overview of lesson:* Using the thematic posters evidence, individuals create a thesis statement and provide evidence in paragraph form as a pre-assessment of these skills.

Alternatively, use a previous literary analysis to assess thesis and support, and use this one mainly to assess the ability to analyze the development of themes (10.09).

*Materials needed:*
texts
chart pack or poster paper
markers/pens
notebooks/journals

Key vocabulary:
Theme (and the language of specific themes)
thesis

Addressing Essential Question(s):
How does an author communicate themes through setting and character?

*Steps/Procedures:*
1. Inform students that they will be drafting a short piece of writing as a pre-assessment for skills they will later demonstrate in the unit. Let them know that this pre-assessment will help the teacher tailor instruction to meet their needs.
2. Provide students with the student directions. Note that the directions purposefully don’t provide a lot of explanation, as this is a pre-assessment of skills to later be taught. Encourage them to do their best.
3. Teacher collects these and records student scores on the above standards as pre-assessment which will be used to tier the writing instruction.

Closure:
Students should continue to think about and gather evidence for these themes during reading.

Strategies for ELL students:
Sentence frames can be provided, but as this is a pre-assessment, it may be more appropriate to provide sentence frames as part of the targeted tiered instruction later.
Strategies for TAG students:
Later, these students may, in lieu of some of the writing workshops, can be researching a secondary source for their essay, or focusing on MLA citation format.

Modifications for students with special needs:
Sentence frames can be provided, but as this is a pre-assessment, it may be more appropriate to provide sentence frames as part of the targeted tiered instruction later.
Pre-Assessment Student Directions *Of Mice and Men*

Use the information from your group’s completed theme poster to help you write about one of the themes in the novel.

Create a **thesis statement** about one of the themes. Support that statement with a 2-3 **paragraphs** that include at least three examples from the text. In your examples, try to include **direct quotes** as well as **paraphrased** examples. Use an additional sheet of paper, or the back, if you need more room.
### Scoring Guide: *Of Mice and Men* Literary Analysis Pre-Assessment

<table>
<thead>
<tr>
<th>Priority Standard</th>
<th>Exceeds (6-5)</th>
<th>Meets (4-3)</th>
<th>Does Not Yet Meet (2-1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.18.1 Develop a thesis</td>
<td>Thesis statement provides the context of author and title of the work. The statement clearly identifies the big idea of the paper and suggests the forthcoming subtopics. The thesis is engaging and thought-provoking.</td>
<td>Thesis statement provides the context of author and title of the work. The statement clearly identifies the big idea of the paper and suggests the forthcoming subtopics.</td>
<td>Thesis statement is unclear or incomplete. It is missing all or part of the required components. Thesis may be overly broad or ambiguous.</td>
</tr>
<tr>
<td>10.18.2 Support a position with precise and relevant examples and evidence</td>
<td>The writing contains specific examples from the text and connects them to the thesis. This connection is made clear, and the writing begins to analyze the evidence rather than simply informing. Student uses MLA format for in-text citations.</td>
<td>The writing contains specific examples from the text and connects them to the thesis. This connection is made clear to the reader.</td>
<td>The writing contains one or no clear examples from the text. The examples may be paraphrased, but no direct quotes are attempted.</td>
</tr>
<tr>
<td>10.09 Identify and analyze the development of themes</td>
<td>The writing begins to examine the theme presented and makes clear connections between the evidence and the theme. The writing moves beyond listing to analysis.</td>
<td>The writing begins to examine the theme presented and makes clear connections between the evidence and the theme.</td>
<td>The writing does not make a connection to the theme in a consistent and clear manner. It may be unclear how the evidence supports the theme.</td>
</tr>
</tbody>
</table>

**After your pre-assessment has been returned by your teacher:**

1. What do you think you are doing well so far?

2. What are you going to focus on improving?
<table>
<thead>
<tr>
<th>Student</th>
<th>10.18.1 Develop a thesis</th>
<th>10.18.2 Support a position with precise and relevant examples and evidence</th>
<th>10.09 Identify and analyze the development of themes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>E  M  D  N/E</td>
<td>E  M  D  N/E</td>
<td>E  M  D  N/E</td>
</tr>
<tr>
<td>EX. Abbot</td>
<td>4.5</td>
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</table>
Lesson #6: Developing Thesis Statements

*Duration:* 60 minutes over two class periods
*Priority standards:*
10.18.1 Develop a thesis

*Brief overview of lesson:*
Students receive prompts for the culminating assessment and begin developing and revising thesis statements. See lesson plan on pages 19-23 of the original curriculum guide.

*Materials needed:*
“Wall of Theses” student handout (page 21-22 of original guide).
Tiered prompts (in this guide)
Thesis statement examples (page 19 of original guide, or create your own)
Chart pack or butcher paper

**Key vocabulary:**
Thesis

Addressing Essential Question(s):
How does Steinbeck’s commentary on the balance of social and economic power still apply to our world today?
How are themes conveyed through character?

*Steps/Procedures:*
See lesson plan on pages 19-23 of the original curriculum guide.
When students are working on peer review, it might be best to establish same-prompt groups.

**Strategies for ELL students:**
- Sentence frames for thesis statements:

  In ___________________’s novella ___________________, the character __________ best represents the theme of ____________________ because _______________________________________.

**Strategies for TAG students:**
While these students most likely met and exceeded this standard on the pre-assessment, they still have a need to develop a thesis statement for their paper. The prompt for these students is more sophisticated, so time should still be allotted here. These students might benefit from working in same-prompt groups.

- Provide several examples of more sophisticated thesis statements and have the students analyze their craft and effectiveness. If students read outside articles earlier in the unit, they can turn to those and investigate the stated and implied theses within.
Modifications for students with special needs:

- Sentence frames for thesis statements:

  In ___________________’s novella _____________________, the character __________ best represents
  the theme of ____________________ because
  _________________________________________________________________.

Tiered Prompts for Literary Analysis

After your pre-assessment, and with your knowledge of students’ individual skill levels, choose
from the prompts below to find the appropriate prompts for groups of students. The prompts are
arranged from least to most complex.

1. Write an essay that analyzes Steinbeck’s use of characterization in *Of Mice and Men* to establish
   one of the themes in the novella (focus on one character). Support your opinion using evidence
   from the readings in class as well as our discussions. In this essay, also focus on transitioning
   from one idea to the next and using strong words and details.

   Example: How does the characterization of Curley’s wife establish the theme of “the pain of
   loneliness”?

2. Write an essay that analyzes Steinbeck’s characterization of multiple characters in *Of Mice and
   Men* to establish one of the themes in the novella. Support your opinion using evidence from the
   readings in class as well as our discussions. In this essay, also focus on transitioning from one
   idea to the next and using strong words and details.

   Example: How does the characterization of multiple characters thread throughout the novella the
   theme of “the pain of loneliness”?

3. Write an essay that analyzes Steinbeck’s use of characterization in *Of Mice and Men* to illustrate
   role of power in society. Expand your analysis to include evidence of social capital in today’s
   society. Support your opinion using evidence from the readings, your observation journal and t-
   chart notes, as well as our discussions. In this essay, also focus on transitioning from one idea to
   the next and using strong words and details.

   Example: How does Steinbeck use Curley’s wife to illustrate his ideas about discrimination in society,
   and how is this discrimination apparent in today’s society?
Lesson #7: Creating Streamlined Quotes and Embedding Quotes

*Duration: 45 minutes
*Priority standards:
10.18.7 Document sources using appropriate citation format.
10.18.2 Support a position with precise and relevant examples and evidence.

*Brief overview of lesson:
Students discover rules for using brackets and ellipses in quotes, and then practice streamlining quotes before moving to their own essay material. Additionally, students review the purposes/procedures for embedded and blocked quotes and practice embedding quotes.

*Materials needed:
Creating Streamlined Quotes (parts one and two) student handouts (pages 29 & 30 of original guide)
“A Smart, Sassy, and Visible Way to Teach Embedding Quotes” guide (page 27 of original guide)
“Quotes – Embedded/Blocked/Paraphrased” handout for each student (page 26 of original guide)
Student evidence for the essay, or a draft of the essay.

Key vocabulary:
Quotations
Embedded Quotes
Blocked Quotes
Paraphrased Evidence
Streamlined

*Steps/Procedures:
See lesson plans in original guide on pages 28 and 27.
Alternatively, see page 8-11 of the Resources for Literary Analysis guide

Closure:
Students should continue to draft their essay with this new knowledge.
Lesson #8: Transition/Topic Sentence Workshop

*Duration: 20 minutes + drafting time
*Priority standards:
10.16.3 Provide transitions to link paragraphs
10.16.2 Create and organizing structure

*Brief overview of lesson:
Students learn to tie their transitional, or topic, sentences in a paragraph back to their thesis.

*Materials needed:
“From Checker Boards to Roosters” model essay (on pages 32-33 of the original guide) for each student
Highlighters
Student drafts

Key vocabulary:
Topic Sentence
Transition/transitional

*Steps/Procedures:
See lesson plan on page 31 of original guide.

Closure:
Students revise their own essays.

Strategies for ELL students:
• Provide a list of common transition words and phrases (in addition, on the other hand, etc.) from the Write Source Grade 10 pages 592-593 (or other writer’s handbook).
• These students may benefit from a paragraph format workshop, using TOPFEC or TISAS.

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<td><strong>T</strong></td>
<td>Topic Sentence with transition</td>
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<td>Information/Context</td>
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<td><strong>S</strong></td>
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<td><strong>A</strong></td>
<td>Analysis or explanation of support</td>
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<td><strong>S</strong></td>
<td>Summary sentence</td>
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</tbody>
</table>
Strategies for TAG students:
  • Within this activity, there is room for students to create more sophisticated, less formulaic, transitional statements. These students can again look at strong professional models to emulate.

Modifications for students with special needs:
  • Provide a list of formulaic transition words (in addition, on the other hand, etc.) from the Write Source or other writer’s handbook
  • These students may benefit from a paragraph format workshop, using TOPFEC or TISAS.
## TISAS Analysis Paragraph Frame

Text: ________________________

<table>
<thead>
<tr>
<th>T</th>
<th>Topic Sentence with transition</th>
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</thead>
<tbody>
<tr>
<td>I</td>
<td>Information/Context</td>
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<td>S</td>
<td>Support/Evidence</td>
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<tr>
<td>A</td>
<td>Analysis or explanation of support</td>
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<tr>
<td>S</td>
<td>Summary sentence</td>
</tr>
</tbody>
</table>
Lesson #9: Peer Review for Thesis and Topic Sentences

*Duration: 30 minutes

*Priority standards:
10.18.1 Develop a thesis statement
10.16.3 Provide transitions to link paragraphs
10.16.2 Create and organizing structure

*Brief overview of lesson:
Students identify & mark the elements in their own paper and then utilize a focused peer review. See lesson plan on page 37 of original guide.

*Materials needed:
Student essays
Colored pencils - optional

Key vocabulary:
Thesis statement
Topic/transitional sentence

*Steps/Procedures:
See lesson plan on page 37 of original guide.

Closure:
Revision of student essays.
Lesson #10: The colon & Semicolon Workshop

*Duration: 30 minutes
*Priority standards:
10.16.4 Variation in sentence structure, length, beginnings to add interest to text
10.17 Conventions

*Brief overview of lesson:
Students investigate rules of colons and semicolons, apply this knowledge to their own writing, and then review/revise their papers for inclusion.

*Materials needed:
Copies of “Behold! The Colon and Semicolon” worksheet (on page 43 of the original guide).

Key vocabulary:
Colon
Semicolon

*Steps/Procedures:
See lesson plan on page 41-42 of the original curriculum guide.

Closure:
Revision of student papers.

Strategies for ELL students:
- Use the pre-assessment writing as a guide to individualizing punctuation lessons.
- As an alternate lesson, have students use the “Seventh Sense: Why Punctuation Matters” activity (on page 44-45 of the original curriculum guide).
- Use the Write Source or HOLT to have students focus on the uses of simpler punctuation, such as commas.

Strategies for TAG students:
- This is a perfect opportunity for students to use punctuation as an extension of style and craft, as opposed to solely using punctuation as a tool for reader comprehension.

Modifications for students with special needs:
- Use the pre-assessment writing as a guide to individualizing punctuation lessons.
- As an alternate lesson, have students use the “Seventh Sense: Why Punctuation Matters” activity (on page 44-45 of the original curriculum guide).
- Use the Write Source or HOLT to have students focus on the uses of simpler punctuation, such as commas.
Lesson #11: Connecting: Observation Journals and Of Mice and Men

*Duration: 45 minutes
*Priority standards:
10.13.4 (PPS) Draw from both primary and secondary sources to gather information

*Brief overview of lesson:
Students use their Observation Journals and the theme evidence from Of Mice and Men to organize connections on the themes. This is in preparation for the Socratic seminar lesson.

*Materials needed:
Student Observation Journals
T-Chart graphic organizer

Key vocabulary:
T-Chart

Addressing Essential Question(s):
How does Steinbeck’s commentary on the balance of social and economic power still apply to our world today?
How do these themes continue to shape our world and our understanding of each other?

*Steps/Procedures:
1. Group students into groups of 4-5.
2. Provide the T-Chart Organizer and explain the layout of the organizer.
3. In their groups, students discuss one idea at a time and organize their examples on the chart.
4. Groups share out one or two particularly interesting notes from their work with the whole class, while others add these notes to their charts.
5. Inform students that a Socratic Seminar is approaching. Individually, they should take their group notes, and their personal experience, and write in their notebooks:
   a. Observations & new insights into these connections
   b. Thoughts about Steinbeck’s commentary on the balance of social and economic power, and how this still applies to our world today?
   c. How these themes continue to shape our world and our understanding of each other.

Closure:
Students will use their notes to pre-think about input during the seminar.

Strategies for ELL students:
- Provide sentence starters for the writing (and therefore speaking) portions:

When we look negatively at a person’s ______________________, we create a situation in which ________________________________________________________________.
________________________ shapes our society by _____________________________.
__________ effects the way we interact with other people because ________________.

An example of how ________________ happens today, is ________________.

Like in *Of Mice and Men*, the theme of ________________ still exists today because ________________.

- Students can practice speaking their ideas with a partner or with the teacher ahead of the Socratic Seminar.

**Strategies for TAG students:**
- Students can pre-read other outside non-fiction texts on these ideas and be asked to bring those ideas into this conversation and the Socratic Seminar.

Some possible sites for articles:

**Social Capital Research** [http://www.socialcapitalresearch.com](http://www.socialcapitalresearch.com)

**Infed** [http://www.infed.org/biblio/social_capital.htm#definitions](http://www.infed.org/biblio/social_capital.htm#definitions)

[http://www.mtholyoke.edu/acad/intrel/ipe/friedman.htm](http://www.mtholyoke.edu/acad/intrel/ipe/friedman.htm)

**Modifications for students with special needs:**
- Use the sentence starters from the ELL section to provide linguistic support for their ideas.
- Students can practice speaking their ideas with a partner or with the teacher ahead of the Socratic Seminar.
Name______________________________

T-Chart Notes: Connecting Observation Journals and *Of Mice and Men*

<table>
<thead>
<tr>
<th><em>Of Mice and Men</em></th>
<th>Observation Journals</th>
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<tbody>
<tr>
<td>Race</td>
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<td>Social Class</td>
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<td>Other</td>
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Lesson #12: Socratic Seminar

*Duration: 50-80 minutes, depending on teacher preference, student experience, and block schedule*

*Priority standards:*
10.09 Identify and analyze the development of themes

10.16.2 (PPS) Actively solicit another person’s comment or opinion
10.16.1 (PPS) Display appropriate turn-taking behaviors
10.16.3 (PPS) Offer one’s own opinion assertively without dominating & give reasons in support of opinion
10.16.5 (PPS) Volunteer contributions & respond when solicited

*Brief overview of lesson:*
Students will use their comparison charts, reflection from the previous lesson, and personal ideas to participate in a Socratic seminar.

*Materials needed:*
Socratic Seminar Documents

Key vocabulary:
Socratic
Discussion vs. debate

Addressing Essential Question(s):
How does Steinbeck’s commentary on the balance of social and economic power still apply to our world today?
How do these themes continue to shape our world and our understanding of each other?
What is our responsibility to our fellow man?

Steps/Procedures:
Depending on the teacher’s and the students’ experience with Socratic Seminar, some of the initial setup and definition of Socratic seminar procedures may not be needed. Refer to the teacher instructions portion of the materials to determine the need for these in your classroom.

If students have previously participated in Socratic seminar:

1. Set up chairs in one or two circles.
2. Project the essential questions.
3. Briefly review the guidelines (“Pointers” and “Roles” sections of the instructions) with the students. Optional: Outer circle observers may use the tally sheet to gather data about a particular classmate(s) participation.
4. Remind them that pauses and stiffness of discussion is normal at first, and that natural discussion leaders will emerge.
5. Step back into the facilitator role (you might want to make notes on participation) and let students run with the discussion, stepping in only to encourage or restart the discussion.
6. If you are using two circles, switch the groups at an appropriate time.
7. Wrap up the discussion and ask students to complete the individual reflection piece.

Closure:
The teacher may want to reflect on students’ skills publicly. For example: I observed several people who were conscious of inviting others to speak, and only a few instances of interruption. I really enjoyed the way you were able to take the idea of ____ to ______.

Strategies for ELL students:
- Use the sentence stems from the pre-write and from the Socratic Seminar Instructions to provide students with a linguistic frame for their ideas.
- Allow students to practice speaking with a partner before the seminar.
- Perhaps for a first session, students can stay in the outer circle in an observation role, moving to a speaking role the next time there is a discussion.

Strategies for TAG students:
- The nature of this type of discussion allows for students to self-differentiate.
- Prepare students for a leadership role in the discussion. If they have done outside reading in the earlier lessons, they should be guided to include that research into the discussion whenever possible.

Modifications for students with special needs:
- Use the sentence stems from the pre-write and from the Socratic Seminar Instructions to provide students with a linguistic frame for their ideas.
- Allow students to practice speaking with a partner before the seminar.
- Perhaps for a first session, students can stay in the outer circle in an observation role, moving to a speaking role the next time there is a discussion.
Socratic Seminar
A Reading and Discussion Strategy

Description:
Based on the Socratic method, the primary functions of this strategy are to encourage respectful patterns of dialogue and to gain a deeper understanding of the text. **SOCRATIC SEMINAR** is a dialogue, not a debate. It is designed to help students develop higher order thinking skills through discussion, questioning and efforts to define abstract concepts like truth, justice, beauty and equality.

Guidelines:
**SOCRATIC SEMINAR** can be used with part of a longer expository text (social studies, health, science) to explore a particular question. It can be used on a short piece as the main discussion. The seminar discussion is based on a text that the entire class has read, and the seminar question comes directly from that text. Depending on the study habits of the students, the teacher may assign the reading as homework or read it together in class.

A critical guideline is that, if you have never tried a **SOCRATIC SEMINAR** before, during your prep period you might visit a colleague who is having one. Otherwise, read all of the information about this strategy several times. Be aware that it takes several tries with a class before it really starts to fall into place.

Advance Preparations:
1) The ideal size for **SOCRATIC SEMINAR** is 13-15 students. Since that size is a rare amount in most schools, here are several options for how to set up the classroom prior to a seminar. *Adapt the seminar steps, handouts and procedures to the option you choose.*

• **Option One** — Set up the room with two concentric circles.
  — The inner circle should have 13-15 desks, including one for the teacher to fill the role of facilitator. The role for students in the inner circle is to discuss the text and the seminar question(s). Leave one empty desk in the inner circle — a hot seat for anyone in the outer circle to come and ask a burning question or to make a burning comment. The person in the hot seat must leave after the comment is made so that another person may come in.
  — The outer circle should have the rest of the desks set up facing the backs of the inner circle. The role of the outer circle is to observe students in the inner circle as they discuss. Therefore, the outer circle is engaged in analysis of the discussion itself. (See Tally Sheet handout.)

• **Option Two** — Set up the chairs in one huge circle and allow all students to discuss the seminar question(s). Some students feel left out by Option One
above, so Option Two is a possible solution. Its success depends on how much students listen respectfully to a speaker. After discussion of the seminar question(s), all students also participate in the analysis of the discussion process. This option allows everyone in the seminar to see one another and helps to develop a community of talkers and listeners in class. Students are graded on their advance preparation for the seminar, not on discussion. They do not HAVE to talk.

• **Option Three** — Set up the chairs in one huge circle. Have students count off ONE-TWO, ONE-TWO. Students who are ONE’s will discuss; students who are TWO’s will observe the discussion, performing the duties of the outer circle in Option One above. No one sits with a back to someone else; a sense of community may more easily be fostered in this setting. When students become more comfortable with the seminar format after 2-3 experiences with it, switch the roles of discusser and observer after 10 minutes so that all students do both during the period. **Hint:** Observers are assigned someone across from them, not next to them.

2) The facilitator/teacher prepares potential questions for discussion. Ideally, the class comes up with the one central abstract question. The teacher has backup questions ready.

3) Students are instructed to read the piece the night before the seminar. They need copies to mark up, or need to use binder paper as substitute space for margin notes. Students are instructed to mark up the piece as follows (see student handout):

• Underline unfamiliar words. Try to figure out what they mean.

• Write down questions that occur to you about things you don’t understand, or about things you want to discuss.

• Underline things you think are particularly important, and write why in the margin.

• Write notes about what the reading section makes you think of, perhaps another text or event in your life.

• Write your personal reaction to the text, whether you agree or disagree with the authors and why.

• In the margin write a short paraphrase of any sentence or concept that seems more difficult. This way you will be able to remember it more easily later.
On the day of the seminar — STEPS:
1) The room is arranged in one or two circles, depending on which option above that the teacher has chosen.

2) Students take up positions in the circle(s), either randomly or by teacher assignment.

3) Using the Student Handout on Socratic Seminar, the teacher and students review orally the procedures and roles that will be used.

4) For 10-20 minutes the seminar occurs. The time limit depends on the group and how well the seminar progresses. Timing may be more critical during the class' first effort.

Post-Seminar/The Critique:
Choose the seminar critiquing activity that works for you —

• For 10-15 minutes students process in writing how the seminar went. (See handout EVALUATION of DISCUSSION.)

• Ask every member of the seminar to think of both a positive aspect of the seminar and an aspect of the seminar which could be improved. Then go around the circle and ask each person to share one, or both, of their observations. This works with both inner and outer circles as well as a full class circle.

• Combine both the written and discussion methods above. How much you can accomplish depends on how long the period is. Feedback and debriefing works best if it happens directly after the seminar. Collect the pre-seminar written work, the evaluative written work and tally sheets.

Variations, Other Activities and CIM Spinoffs:
1) Before starting the actual seminar, have the entire class write on two questions and then have half the class discuss one question while the other half watches. After 10 minutes or so, switch who is discussing and who is observing and discuss the other question. This will only work if there is enough left for the second group to discuss.

2) After the seminar and its debriefing is completed, using the seminar’s central question as a topic, have students write an expository or persuasive essay. Take this through the writing process and then turn these writings into CIM speeches.
SOCRATIC SEMINAR

GOALS:
• To engage in dialogue, not debate, about abstract concepts
• To be able to disagree politely with one another
• To reason collectively and build on each other’s ideas
• To refine your abstract thinking and logical reasoning
• To analyze a group discussion

PROCEDURES to use as you read the material the night before Socratic Seminar.
• Underline unfamiliar words. Try to figure out what they mean.

• Write down questions that occur to you about things you don’t understand, or about things you want to discuss.

• Underline things you think are particularly important, and write why in the margin.

• Write notes about what the passage makes you think of, perhaps another text or event in your life.

• Write your personal reaction to the text, whether you agree or disagree with the author and why.

• Write a short paraphrase in the margin by any sentence or concept that seems more difficult. This way you will be able to remember it more easily later.

Some DEFINITIONS:

• DIALOGUE — An exchange of ideas in which there is no intention to reach a decision.

• DISCUSSION — An exchange of ideas in which there is an intention to reach a decision or conclusion.

• DEBATE — An interplay wherein one idea is proved correct and all opposing viewpoints are undermined.

• DEGRADE — An attack on another individual or concept through insult or challenge.
POINTERS to follow during Socratic seminar:

• Use “I” messages.
Examples: I disagree because...
I believe that...
What I’ve heard so far is...

• Wait until others have spoken before you speak again.

• Speak to each other, not the facilitator who is busy taking notes.

• Invite others to speak.
Examples: Susana, what do you think?
Damon, I saw you nod your head. Do you agree?

• Summarize every 7-10 minutes.

• Ask each other questions and follow up questions.
Examples: Could you explain....?
What do you think...?
I didn’t hear all that. Could you repeat it?

• RESPECT each other.

• Be open to changing your mind.
• Build on each other's ideas.

• USE the text to prove your point.

• Make connections with other material or with your own life.

• Listen to each other.

• Remember that there might be lulls in discussion. This is okay until someone comes up with another idea.

• Come back to the main question.

• You may pass if called on to speak, except during the seminar critique.
• There is no ONE right answer.

FINAL POINTER —
When we discuss our dialogue process, tell us what you saw and heard rather than sharing your judgment about someone’s actions or words. Give feedback that will help your classmates become better at discussions, not hurt their feelings or silence them.

Student Handout Socratic Seminar — page 6
ROLES for Members of Inner and Outer Circles:

• **Discussion Group** — Discuss the question(s) and use the text to support your answers. If you do not have a new point to say, it’s okay to summarize, or ask a question, or make a connection with your own life or something else you have read. Build off something that someone else said. If you have spoken a lot, try being silent or ask a question of someone you haven’t heard from.

• **Observation Group** — Your role is essential. Getting better at discussion requires paying attention to the process. Your feedback will help the discussion get better next time. Each student in the outer circle will be assigned to observe the person directly in front of you in the inner circle. Use the tally sheet to help you focus. But listen to the entire dialogue and not just your subject. You are primarily an observer, but if you are just dying to say something, you may get up and move to the hot seat in the inner circle. Wait to be recognized, then add your comment and return to your observation seat in the outer circle.

• **Facilitator** — The teacher acts as facilitator. But I will not call on students to speak; you call on each other. My task is to take notes on the dialogue, so my head will be down much of the time. Occasionally I will ask you to go around the circle and explore the meaning of something else you have brought up. I may also stop the discussion periodically and ask you to summarize what has been said. At the end of the discussion I will ask you to reflect on how the seminar went.
EVALUATION OF DISCUSSION

Consider the following elements of the seminar:

relevance
deepth
logic
questions that probe participation variety of viewpoints
citation of text
synthesis
clarity
responding
scope
respect

1. Observers and Participants:
Write a 1/2-page evaluation about how the group did, considering the criteria above and the goals of Socratic Seminar. Think also about the following—

Did the conversation make sense?
How deep did it go?
Were there any missed opportunities to go further?
Did people respond well to each other?
What kinds of questions were asked?
Did everyone participate?
Were their different points of view?
Was the text cited often?
Were connections to personal lives made?
Were you satisfied with conclusions reached?
What did you learn from listening?
Did the dialogue lead you to change your mind about anything?

2. Write another 1/2 page as observer or participant.

Observers: Looking at the tally sheet and goals of seminar and above criteria—how did your subject do? Discuss her/his strengths and any suggestions you might have.

Participants: Recall your own observations and participation. Scan your observer’s tally sheet. Discuss your involvement, reflecting on the criteria and questions above. Include what you could do next time to improve your participation or discussion skills.
**Socratic Seminar Teacher Record Sheet**

**Directions:** Use the tally sheet below to record the number of contributions made by each participant. Record more detailed notes in the space provided when students
- connect different students’ ideas,
- relate to bigger ideas or previous texts and discussions,
- ask questions that cause students to think more deeply about their theories, and/or
- make irrelevant or inappropriate comments.

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<th>Name</th>
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**Notes:**
Socratic Seminar Student Tally Sheet

**Directions:** Use the tally sheet below to record the number of contributions made by the student(s) you are observing. Place a mark in the “Tallies” column each time the participant:
- connects different students’ ideas,
- relates to bigger ideas or previous texts and discussions,
- asks questions that cause students to think more deeply about their theories, and/or
- invites/encourages others to speak

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Culminating Assessment: *Of Mice and Men* Literary Analysis

Assignment
Tiered Prompts for Literary Analysis

After your pre-assessment, and with your knowledge of students’ individual skill levels, choose from the prompts below to find the appropriate prompts for groups of students. The prompts are arranged from least to most complex.

4. Write an essay that analyzes Steinbeck’s use of characterization in *Of Mice and Men* to establish one of the themes in the novella (focus on one character). Support your opinion using evidence from the readings in class as well as our discussions. In this essay, also focus on transitioning from one idea to the next and using strong words and details.

Example: How does the characterization of Curley’s wife establish the theme of “the pain of loneliness”?

5. Write an essay that analyzes Steinbeck’s characterization of multiple characters in *Of Mice and Men* to establish one of the themes in the novella. Support your opinion using evidence from the readings in class as well as our discussions. In this essay, also focus on transitioning from one idea to the next and using strong words and details.

Example: How does the characterization of multiple characters thread throughout the novella the theme of “the pain of loneliness”?

6. Write an essay that analyzes Steinbeck’s use of characterization in *Of Mice and Men* to illustrate role of power in society. Expand your analysis to include evidence of social capital in today’s society. Support your opinion using evidence from the readings, your observation journal and t-chart notes, as well as our discussions. In this essay, also focus on transitioning from one idea to the next and using strong words and details.

Example: How does Steinbeck use Curley’s wife to illustrate his ideas about discrimination in society, and how is this discrimination apparent in today’s society?
Culminating Assessment Scoring Guide: *Of Mice and Men* Literary Analysis

After drafting your essay and revising for transitions, topic sentences, streamlined and embedded quotes, and punctuation, use the scoring guide on the back to highlight or underline the score you believe you have achieved. Attach the marked scoring guide to your essay when you turn it in.

Write any additional necessary notes about your essay here:

<table>
<thead>
<tr>
<th>Priority Standard</th>
<th>6-5 Exceeds</th>
<th>4-3 Meets</th>
<th>2-1 Does Not Yet Meet</th>
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</thead>
<tbody>
<tr>
<td>10.09 Identify and analyze the development of themes</td>
<td>The writing examines the theme presented and makes clear connections between the evidence and the theme. The writing moves beyond listing to analysis.</td>
<td>The writing begins to examine the theme presented and makes clear connections between the evidence and the theme. There may be some inconsistency in the strength of the analysis.</td>
<td>The writing does not make a connection to the theme in a consistent and clear manner. It may be unclear how the evidence supports the theme.</td>
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<tr>
<td>10.18.1 Develop a thesis</td>
<td>The thesis is clear and engaging, and allows for the examination of specific evidence related to the prompt.</td>
<td>The thesis may be somewhat limited, but works at the basic level.</td>
<td>Thesis may be absent, overly broad, or unclear.</td>
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<tr>
<td>10.18.2 Support a position with precise and relevant examples and evidence</td>
<td>The thesis is well supported with a range of evidence, including direct quotations and paraphrasing from the text.</td>
<td>The amount or range of evidence could use expanding, but overall, the piece is convincing.</td>
<td>The evidence is limited or not fully explained. The piece is not convincing.</td>
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<tr>
<td>10.16.2 Create an organizing structure</td>
<td>The order and structure are very strong and skillfully move the reader through the text. The sequencing is effective, with an engaging introduction, well-developed body paragraphs, smooth and effective transitions, and a satisfying conclusion. Organizational flow is enhanced by transitions between all elements.</td>
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<tr>
<td>10.16.3 Provide transitions to link paragraphs</td>
<td>The order and structure are adequate and move the reader through the text. The sequencing is effective, but may be too obvious. There is a technically competent introduction, developed body paragraphs, and an appropriate conclusion. Transitions are present to assist the reader.</td>
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<td>10.16.4 Variation in sentence structure, length, beginnings, to add interest to text</td>
<td>The writing flows. Sentences are well-crafted, with strong and varied structures and lengths.</td>
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<td>10.18.7 Document sources using appropriate citation format</td>
<td>Quotations from the text are nearly seamlessly embedded within the writer’s sentences. Appropriate MLA format is used for in-text citations and the work(s) cited.</td>
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<td>10.17 Conventions</td>
<td>The writing demonstrates strong control of standard conventions. Sophisticated use of conventions enhances communication.</td>
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<tr>
<td>10.16.2 Create an organizing structure</td>
<td>The order and structure are possibly attempted, but inconsistent or inadequate. It may or may not be possible to identify the introduction, body and conclusion. There is little paragraphing, and transitions are few or absent.</td>
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<tr>
<td>10.16.3 Provide transitions to link paragraphs</td>
<td>There are significant problems with the writer’s attempts to cite quotes. The works cited page is missing or contains major formatting problems.</td>
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<tr>
<td>10.16.4 Variation in sentence structure, length, beginnings, to add interest to text</td>
<td>The writing tends to be mechanical. Awkward constructions force the reader to slow down and reread. Demonstrates a limited awareness of how to vary sentence patterns.</td>
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<tr>
<td>10.17 Conventions</td>
<td>The writing demonstrates limited control of standard conventions and significant errors impede readability &amp; understanding.</td>
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Lesson #13: Unit Reflection

*Duration: 20 minutes or as homework

*Brief overview of lesson:
Students reflect on their learning from this unit.

*Materials needed:
Student Guiding Question handout

Addressing Essential Question(s):
How does Steinbeck’s commentary on the balance of social and economic power still apply to our world today?
How do these themes continue to shape our world and our understanding of each other?
What is our responsibility to our fellow man?
How are themes conveyed through setting and character?

*Steps/Procedures:
1. Handout student directions.
2. Student reflections may be collected, or may be added to student portfolios.

Strategies for ELL students & Modifications for students with special needs:
Provide sentence stems and/or frames for students.
Simplify questions into smaller chunks.
Of Mice and Men Unit Reflection
Student Handout

Please respond to the following questions in paragraph form:

1. Looking back at your pre-assessment scores and your final essay scores, in what areas did you improve? In what area(s) is there room for your writing to grow? (Be specific in addressing the skills assessed.)

2. Return to your initial journal write (How do gender, race, ability, and class issues shape the way we view others and interact with others in the larger world? Think locally and globally.). Think about your response and our work with the unit essential questions (How does Steinbeck's commentary on the balance of social and economic power still apply to our world today? How do these themes continue to shape our world and our understanding of each other? What is our responsibility to our fellow man? How are themes conveyed through setting and character?) What new learning or insights do you have now?
Resources for *Of Mice and Men*

- Creating Effective Titles Lesson – pages 34-35 of original curriculum guide
- The Seventh Sense: Why Punctuation Matters - pages 44-45 of original curriculum guide
- Sensory Imagery and Active Verbs Lesson - pages 38-40 of original curriculum guide
- A Cinematic Connection: *What’s Eating Gilbert Grape?* – Appendix of original curriculum guide
- Steinbeck Biography - Appendix of original curriculum guide