

Lesson Guidance 22	
Grade	9
Unit	1
Selected Text(s)	Of Mice and Men, Chapter 4, pgs 77-83
Duration	Approx 2 days
SENSITIVE LANGUAGE WARNING	

Plan with guidance from the [ELA Instructional Expectations Guide](#)

Learning Goal(s)

What should students understand about today's selected text?

Students will understand how Curley's wife weaponizes her white womanhood to assert her power over Crooks and harass the other men.

CCSS Alignment	<p><u>CCSS.ELA-LITERACY.RL.9-10.1</u> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><u>CCSS.ELA-LITERACY.RL.9-10.3</u> Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p><u>CCSS.ELA-LITERACY.RI.9-10.2</u> Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p><u>CCSS.ELA-LITERACY.W.9-10.9</u> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>
End of lesson task <i>Formative assessment</i>	<p>Ask students to respond to the following question: Is Curley's wife presented as a sympathetic character? Why or why not? Use evidence from the text to support your answer.</p>
Knowledge Check <i>What do students need to know in order to access the text?</i>	<p>Background Knowledge</p> <ul style="list-style-type: none"> • Knowledge of Chapters 1-4 of <i>Of Mice and Men</i> • Understanding of what the land and the rabbits have come to meet to George, Lennie and Candy • Understanding of the legacy of weaponizing white womanhood <p>Key Terms <i>(domain specific terms to analyze the text)</i></p> <ul style="list-style-type: none"> • eye dialect: the use of misspellings that are based on standard pronunciations (sez for says or kow for cow) but are usually intended to suggest a speaker's illiteracy or use of nonstandard pronunciations • characterization: the techniques an author uses to build

understanding of a character

Vocabulary Words *(words found in the text)*

- **scowling**: frown in an angry or bad-tempered way
- **indignation**: anger or annoyance provoked by what is perceived as unfair treatment
- **crestfallen**: sad and disappointed

Core Instruction

Text-centered questions and ways students will engage with the text

Note to Instructor: This chunk of text contains use of the *n* word. Please ensure students are prepared to navigate dehumanizing language when they encounter it in a text.

Opening Activity:

The action in the story feels like it is building to some important event. Ask students to predict what that event might be. What is the climax of this story?

[ELD Tasks and Scaffolds](#)

Content Knowledge:

Activate and build as needed student knowledge of the legacy of white women using their whiteness to gain and assert power over people of color.

Reference and read the following resources as needed:

[How the Karen Meme Confronts History of White Womanhood | Time](#)

[How White Women Use Themselves as Instruments of Terror - The New York Times](#)

[The Weaponization of White Womanhood | On the Media | WNYC Studios](#)

In this particular scene, Curley's wife capitalizes on her whiteness to threaten violence and death to Crooks when she doesn't like what he has to say.

Shared Reading: Chapter 4, pgs 77-83

Note for students that this chunk of text makes use of **eye dialect** while the characters are having emotional conversations.

Read Part Chapter 4, pgs 77-83 to or with students tracking for understanding of conversation between Lennie, Crooks, Candy and Curley's wife. What is Curley's wife's reaction to the plan to buy land? How does Curley's wife treat the men?

Teach the vocabulary words as they appear in the text.

[ELD Tasks and Scaffolds](#)



Formative Assessment:

Ask students to respond to the following question: Is Curley's wife presented as a sympathetic character? Why or why not? Use evidence from the text to support your answer.

[ELD Tasks and Scaffolds](#)

Fluency, Comprehension and Writing Supports

Fluency	Fluency Protocols
Sentence Comprehension	Juicy Sentence Sample Sentence: "She stood still in the doorway, smiling a little at them, rubbing the nails of one hand with the thumb and forefinger of the other." (p.77)
Writing	Pattan Writing Scope and Sequence Quality of Writing: II: Content: C: Select content to achieve purpose D: Write using domain specific vocabulary

Additional Supports

ELD Practices ELD Task and Scaffolds for ELA	Practices to promote Tier 1 access
SpEd Practice	ELA SpEd Practice
MTSS Practices	Practices to promote Tier 1 access
Enrichment	Practices to promote Tier 1 access