

Lesson Guidance 14	
Grade	9
Unit	1
Selected Text(s)	<i>Of Mice and Men</i> : Discussing a Character with a Disability
Duration	Approx 1 day

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

Learning Goal(s)

What should students understand about today's selected text?

Students will discover the appropriate language to use when discussing Lennie. Students will consider why Steinbeck created two main characters with this unique friendship dynamic.

CCSS Alignment	<p>CCSS.ELA-LITERACY.RI.9-10.1 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>CCSS.ELA-LITERACY.RI.9-10.2 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>CCSS.ELA-LITERACY.W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CCSS.ELA-LITERACY.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>
End of lesson task <i>Formative assessment</i>	<p>Ask students to reflect on why Steinbeck introduced a main character with an intellectual disability. While reading the text, it becomes clear to the reader that the friendship George and Lennie have is a real one. How does Lennie's disability impact the relationship and the power dynamic between the two men? Students will return to this question throughout their reading of the novel.</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 the plot thus far <p>Key Terms (<i>domain specific terms to analyze the text</i>)</p> <ul style="list-style-type: none"> central idea: what the text is mainly about <p>Vocabulary Terms (<i>words found in the text</i>)</p> <ul style="list-style-type: none"> intellectual disabilities: [defined throughout the lesson]



- **adaptive skills:** areas are those daily living skills needed to live, work and play in the community. The definition includes 10 adaptive skills: communication, self-care, home living, social skills, leisure, health and safety, self-direction, functional academics, community use and work.
- **Disability Rights Movement:** [defined throughout the lesson]

Core Instruction

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

Note for Instructor: This lesson asks students to reflect on how to discuss people and characters with disabilities. Be sure that students are supported appropriately while doing this work. *[Lesson adapted from Penguin Random House Education's guide to teaching of Mice and Men.](#)

Opening Activity:

Ask students to respond to the following question:

How does George and Lennie's friendship seem to be different from a typical friendship? Is the power dynamic between them evenly balanced?

Content Knowledge:

Lead a brief discussion with students about Steinbeck's characterization of Lennie as intellectually disabled. The purpose of this lesson is to ensure that students know how to respectfully discuss people with disabilities. Pre-teach vocabulary words as needed, being mindful that terms will be used and discussed during the lesson.

Small Group Reading and Writing:

Students need to be aware of correct ways to describe a person with disabilities. Divide the class in half.

Have one half read the section on "Disability Language Guidelines" from the [Fact Sheet of Special Olympics](#).

Have the second half of the class read "[Respectful Disability Language: Here's What's Up!](#)"

Ask students individually to summarize four general rules that they learn from the information sheets and to share their rules in small groups.

Student Discourse:

As a whole class, categorize and develop a set of rules based on these summaries which the class will use while discussing the character of Lennie in the novel.

Formative Assessment:

Ask students to reply to the following prompt:

Ask students to reflect on why Steinbeck introduced a main character with an intellectual disability. While reading the text, it becomes clear to the reader that the friendship George and Lennie have is a real one.

How does Lennie's disability impact the relationship and the power dynamic between the two men? Students will return to this question throughout their reading of the novel.

Fluency, Comprehension and Writing Supports

Fluency	Fluency Protocols
Sentence Comprehension	Juicy Sentence protocol with sample sentence N/A
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	Practices to promote Tier 1 access

References:

[Of Mice and Men](#)

[Intellectual Disabilities](#)

[Respectful Disability Language: Here's What's Up!](#)