

Lesson Guidance 19	
Grade	9
Unit	1
Selected Text(s)	Of Mice and Men, Chapter 3, pgs 50-65
Duration	Approx 2 days

*Plan with guidance from the **ELA Instructional Expectations Guide***

Learning Goal(s) <i>What should students understand about today's selected text?</i>	
Students will understand how Steinbeck uses the motif of the rabbit to develop the two main characters as well as the themes of the text.	
<u>CCSS Alignment</u>	<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. <u>CCSS.ELA-LITERACY.RL.9-10.2</u> Determine a theme or central idea of a text and analyze in detail 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. <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. <u>CCSS.ELA-LITERACY.W.9-10.9</u> Draw evidence from literary or informational texts to support analysis, reflection, and research.
End of lesson task <i>Formative assessment</i>	Students will work with their groups to answer the following questions: - In this chapter Steinbeck returns to the motif of the rabbits. Candy learns about Lennie and George's plan to buy land and raise rabbits. What is his reaction to this plan? Why do you believe he reacts this way? - In this chapter, Lennie gets into a physical fight with Curley. George encourages Lennie and yells "Get 'im, Lennie." Do you think George exploits Lennie's physical strength? Why or why not?
Knowledge Check <i>What do students need to know in order to access the text?</i>	Background Knowledge - Knowledge of Chapters 1-3 of <i>Of Mice and Men</i> Key Terms <i>(domain specific terms to analyze the text)</i> motif: an idea, symbol, image, or device that occurs multiple times

throughout a text

- **indirect characterization:** the five elements of indirect characterization can be explained using the acronym STEAL - speech, thoughts, effect on others, actions and language

Vocabulary Words *(words found in the text)*

- **reprehensible:** deserving punishment or reproach
- **reverently:** with deep respect
- **bemused:** puzzled, confused or bewildered

Core Instruction

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

Opening Activity:

Ask students to respond to the following review question: Do you believe that Lennie is a violent man?

Content Knowledge:

Check for understanding of the concept of a **motif** and discuss some examples of this as needed. Possible resource for this discussion: [Writing 101: What Is a Motif? - 2022 - MasterClass](#)

Instruct students that today's lesson will briefly touch on the motif of the rabbits and that students should be reflecting on how Steinbeck uses this motif to present his themes. The motif of the rabbits was previously introduced during the reading of Chapter 1. The lesson also requires students to use the skills of **indirect characterization**.

[ELD Tasks and Scaffolds](#)

Shared Reading: Chapter 3, pgs 50-65

Read Part Chapter 3, pgs 50-65 to or with students, tracking for understanding of the plot as it develops. Three main things happen in this chunk of text that are important for understanding the development of the plot:

1. The reader learns that Lennie has taken an interest in playing with Slim's puppies.
2. Candy joins George and Lennie in their plan to buy land.
3. Curley and Lennie get in a physical fight.

Teach the vocabulary words as they appear in the text.

Video Analysis:

After reading the remainder of Chapter 3, instruct students to watch the scene where Candy, Lennie and George form their plan to buy some land. What does this clip reveal about Candy?

[Of Mice and Men clip](#)

[ELD Tasks and Scaffolds](#)

Small Group Writing/Student Discourse:

Students will work with their groups to answer the following questions:

- In this Chapter Steinbeck returns to the motif of the rabbits. Candy learns about Lennie and George's plan to buy land and raise rabbits. What is his reaction to this plan? Why do you believe he reacts this way?
- In this Chapter, Lennie gets into a physical fight with Curley. George encourages Lennie and yells "Get 'im, Lennie". Do you think George exploits Lennie's physical strength? Why or why not?

Formative Assessment:

Students should submit their Student Discourse Questions.

Fluency, Comprehension and Writing Supports

Fluency	Fluency Protocols
Sentence Comprehension	Juicy Sentence Sample Sentence: "His body was bent over to the left by his crooked spine, and his eyes lay deep in his head, and because of the depth seemed to glitter with intensity." (p.67)
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 ELD Tasks and Scaffolds
SpEd Practice	Practices to promote Tier 1 access
MTSS Practices	Practices to promote Tier 1 access
Enrichment	Practices to promote Tier 1 access

