Common Core Standards and Unit Objectives

Overview: SWBAT: apply knowledge of the literary elements explored in Of Mice and Men. They will discuss the similarities and differences between how those elements are developed in short stories and in novels. Setting and characterization will be highlighted. Informational text, artwork, music and videos will illuminate the historical context of the Great Depression and the life of the homeless in California during the 1930’s. There will be cultural and regional connections to Merced, Monterey and the San Joaquin Valley.

Essential Question: Is honor inherent or bestowed?

Common Core Standards
RL -10.2
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.
L.9-10.1
Demonstrate command of the conventions of Standard English grammar and usage when writing and speaking.
RL.9-10.3:
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.
L.9-10.4
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 9 and 10 grade reading content, choosing flexibility from a range of strategies.
RI.9-10.3
Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

Objectives:
1. Learn about the history of the novel as a literary form
2. Recognize the importance of historical content to the appreciation of setting and character.
3. Identify major and minor characters.
4. Explain that the novel may have more than one plot and explain the multiple plots on “Of Mice and Men”).
5. Recognize the importance of point of view and why it wouldn't be the same story told from someone else's point of view.

SL.9-10.2
Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis content.

SL.9-10.2
Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally), evaluating the credibility and accuracy of each source.

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5. Recognize the importance of point of view and why it wouldn’t be the same story told from someone else's point of view.

Informational Text:
Brother, Can You Spare a Dime? The Great Depression of 1929-1933 by Milton Meltzer
Only Yesterday by Frederick Lewis Allen (excerpts Chapters 12-14)
First Inaugural Speech March 4, 1933 Franklin Delano Roosevelt

Art, Music, and Media
Selected photographs by Dorothea Lange taken for the Farm Security Administration during the Great Depression
http://www.english.illinois.edu/maps/depression/photoessay.htm
Voice from the Dustbowl
Songs of the Great Depression
http://www.library.csi.cuny.edu/dept/history/lavender/cherries.html

Artwork from the Great Depression Era
http://www.english.illinois.edu/maps/depression/artgallery.htm

Academic Vocabulary for Unit

<table>
<thead>
<tr>
<th>Antagonist</th>
<th>Extended Metaphor</th>
<th>Setting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Characterization</td>
<td>Motif</td>
<td>Theme</td>
</tr>
<tr>
<td>Conflict</td>
<td>Parallel plots</td>
<td>Characters: minor and major</td>
</tr>
</tbody>
</table>

Characterization: Direct and Indirect
Activities and Assessments

Textual evidence should be used to support all arguments advanced in seminars and in all essays.

1. Informative/Explanatory Writing:
Select a quotation from one of the characters in “Of Mice and Men” and write an informative/explanatory essay that explains what the quotation reveals about the theme of honor in the book. State your thesis clearly and include at least three pieces of evidence to support it.

2. Informative/Explanatory Writing:
Write an informative essay that compares primary source accounts of the migrants of California with the Steinbeck’s account of life in Soledad, California in the 1930’s. Discuss how novels can reveal dimensions of history even through fiction.

3. Art/Informative/Explanatory Writing:
Select a documentary photograph from the Library of Congress’s Farm Security Administration-Office of War Information Collection (FSA-OWI) website. In a well-developed essay, explain how the image helps illuminate your understanding of life in California during the depression. State your thesis clearly and include at least three pieces of evidence to support it.

4. Speech:
Select a descriptive passage from Of Mice and Men and recite it from memory. Or act out a scene with a partner. This speech should be 2 minutes long.

Seminar Questions

5. Seminar Question and Writing (Argument): Is George Milton an honorable man? Begin the seminar by asking “What is honor?” Please give at least three reason for your answer. Answers will be used in our class blog.

6. Seminar Question and Writing (Argument):
Did migrant workers have any options for a better life? Be sure to include at least three reasons or illustrative examples from the text to support your thesis. Answers will be used in a Socratic Circle.

7. Seminar Question and Writing (Argument)
At one point George imagines what life would be like without Lennie. Why do you think he stays with Lennie instead of going it alone?

8. Oral Presentation:
Describe whether the 1991 film version of ‘Of Mice and Men” is faithful to the novel. Cite evidence for why or why not, explaining why you think the film’s director choose to omit or empha-
size certain events. State your thesis clearly with at least three pieces of evidence to support it.

9. **Art/Oral Presentation (Argument)**
Create a video with several photographs from Dorothea Lange’s or the Library of Congress’s collections.

10. **Informative/Explanatory Writing**
Using the interviews as evidence, write an informative/explanatory essay on the accuracy of John Steinbeck’s portrayal of the issues surrounding the Great Depression and people in the 1930’s.

11. **Grammar and Usage**
Verbs: transitive and intransitive (action, linking) helping
Adjectives: including correct forms of irregular comparative and superlative adjectives; articles; nouns; and pronouns used as adjectives; proper and compound adjectives
Adverbs: of place, time, manner, frequency, manner, duration, degree, reason, adverbs, that modify adjectives, adverbs vs. adjectives (e.g. “fast”); regular and irregular comparative and superlative adverbs

Select three paragraphs from the novel. In one paragraph, highlight each verb and describe what kind of verb it is-- transitive or intransitive. (If transitive, identify the direct object). In the next paragraph, highlight each adjective and identify what type of adjective it is. In the third paragraph highlight each adverb and identify what type it is. (L.9-10.1-10.2)

12. **Mechanics**
Select a newspaper or magazine article and highlight all the commas that are used in a series or for subordinate clauses (L.9-10.1-10.2)

**Of Mice and Men Socratic Seminar Questions**

1. Why does George "take so much trouble for another guy" (p. 21)?
2. Why does George shoot Lennie?
3. Why is the dream recited repeatedly?
4. What does Slim mean when he says, "A guy got to sometimes" (p. 102)?
5. Why does the book begin and end at the pond?
6. Why does Candy feel he should have shot his dog himself?
7. Is Curley's wife to blame for Lennie's death?
8. Why doesn't Slim share in the other men's dreams?
9. Why does Carlson get the last word?
10. What is the meaning of the book's title?
11. Did migrant workers have any options for a better life?
12. Did George do the right thing by shooting Lennie?
Additional Discussion and Study Questions

1. At one point George imagines what life would be like without Lennie. Why do you think he stays with Lennie instead of going on alone? (1)

2. What is the dream that both Lennie and George have? Is it realistic? Explain. (1)

3. What is your opinion of Curley’s wife? Explain. (2)

4. What does Candy fear? (3)

5. What is your opinion of Curley? Explain. (3)

6. Why doesn’t Crooks want Lennie to enter his room? Why does he change his mind? (4)

7. What is your opinion of Curley’s wife? Has your opinion changed since the beginning of the novel? Support your answer with specific information from the book. (4)

8. What was Curley’s wife’s dream? (5)

9. What are George’s last remarks to Lennie? And why does George repeat a story that has been told so many times before? (6)

10. Explain the meaning of the closing lines of the story. What do the lines reveal about Curley and Carlson?
TEXT #1

Synopsis of “Only Yesterday by Frederick Lewis Allen“ (1933)

In the beginning of chapter one of only yesterday by Frederick Lewis Allen, he starts his story off by giving the viewers a description of how the United States has been transformed from 1919 to the 1930s. Mr. & Mrs. Smith are the characters illustrated in the story, who's live in being portrayed as a couple in 1919. Women were modest during this time in history. The typical women would have long stockings, long hair and usually wore a dress. Preparing and take care of chores around the house, while the men who's role were to be the leaders of the household. The newspapers that were popular and most accurate during this time were the New York Tribune and the Chicago Tribune. Sports were considered to be interesting to men back then as they are today. Baseball and Boxing were the main two. Golf and Tennis were coming along, but wasn't as popular yet. The cost of living, food, vehicles and other accessories in life were going up tremendously, this would become known as the period of inflation. Everybody were looking out for themselves and trying to make a profit wherever they could. They roads for transportation were not that great either during the early 1900's.

Chapter two takes place on November 11th, 1918. The president of the United States, who was Woodrow Wilson would sent a message to fellow Americans relieving them by saying "The war is over". This would be the beginning of the new era, although life would still be centered around the war. The opportunity for people to make money was more obvious. With the soldiers being back from war and parades and everything in celebration, it would soon be over with much of the population looking for work. Strikes, Lay-offs would cause controversy. It was considered to be as evil as the red scare intended to be. Questions were being asked and people wanted answers after the war. Wilson had a lot of power and deter-
mined a lot of peoples lives. Henry Cabot Lodge an Intellectual leader of the Republi-
cans who had a seat in the senate had power as well and stated that they were equal with the president in making treaties. Lodge opposed Wilson is most events that they both participated in. Wilson would later veto the senate and get reelected as president of the united states. Wilson would eventually die as a bitter man.

Chapter three talks about the Red Scare began during the United States participation in WW I. Red Scare was also known as a revolution that would destroy property, church, home, marriage, civility, and the American way of life.

In April 1919, a large-scale plot to mail thirty six bombs to a variety of prominent Americans was uncovered most of them was a successful attempt on attorney general Palmers house in Washington. The strikes become more intense, not knowing if they were radical, only knowing that they were organized. The fighting began to erupt over workers pay and hours. With long hours and low pay being a big issues, most workers began to petition and go on strike. Forcing companies to reorganize they benefits and pay scales. The strike were becoming hostile and people began to be arrested for anything and everything. Racism was an issue against Blacks, Jews, and the Roman Catholics. The creation of the Ku Klux Klan did not make life any easier for anybody. Stirring up issues and making racism one of the main focus points in history during this period of time. Mobs would be formed and become unstoppable continuing attacks out upon groups of people as well as the clans did.

Chapter four talked about the changes that were occurring. The Red Scare failed to spread. The nation was focused on peace and there were big changes happening, no time for worries. Americans became obsessed with sports with the invention of radio. The first broadcast took place November 2, 1920. As sports were on the rise other sports took a business approach to things. Golf and Tennis became more serious. In the Beauty pageants women became to were more revealing clothes. Showing more of their bodies off. As the bombing were still talk, they were not a big issue in America. Foreign countries looked at America with a bad reputation.
Chapter five is about the revolution in manners and morals. Focusing with worries on the morals of the younger generation. How men and women should act, dress and respect one other in society. Music became more risqué and the dancing style became more sexual. The younger generation became a topic of concern from coast to coast. Dancing was a subject of issue in house and churches across the United States. Laws against the way women dressed became an issue for older women. Some placed blame on the war for the cause of the way the younger generation was acting in society.

Women began to make housework much lighter. Women started to reach out and educate themselves and work in environments that were suppose to be for men. Advertisement for women were more noticeable. They began drinking and smoking cigarettes. This was the area for freedom and women became more revealing in every aspect of life.

Chapter seven focuses on Coolidge prosperity, although it proven that Coolidge did not do much in his time in office. There were some good things that were done. The creation of Henry Ford and his Model T were a big invention in step forward in the automobile industry. Advertisement brought competition in all industries and sales. Companies began to hold contest to attract customers. Higher education and people going to college increased. With the ability to compete for better jobs and high pay, people was willing to go to college in better themselves. Coolidge had religion in everything that he attempted to do, as stated before not much was done during his time.

Chapter eight The Ballyhoo Years talked about Coolidge prosperity as the unparalleled rapidity to millions of people. Newspaper became very popular, everybody was interested in what was being printed. In the early 1920's crossword puzzles were a big hit and would eventually die out in the mid 1920's. Sports were still on the rise and count attention of millions of fans. Golf was become popular and the World series for baseball broke all records for sporting events with crowd attendance. Boxing was also a great success in attendance and with play by play on the radio, which allowed viewers and people who couldn't be attendance a much better in-depth picture. Instead of waiting for the results to be posted in the newspaper. The early twenties were a time for hero's and by the end of the twenties hero's were no longer valued.

Chapter nine The Revolt of the highbrows talks about publication in reform. Mentioning that the most powerful personal influence in this whole generation is a edu-
cated person. Hemingway released a series of books that reflected the views of minority's in the United States. Art began to have less censorship on it work, providing people more freedom to express themselves. Americans start owning its own identity.

Chapter ten Alcohol and Al Capone talks about the eighteenth amendment. Alphonse Capone was a multi-millionaire who ruled the streets of Chicago. Prohibition was the main concern with government in this period of time. What the government intended to do, we do not know if it worked. Capone as boosting liquor, and hijacking others for goods to keep his industries up and running. His gang was willing do anything and seemed to be unstoppable. Words cannot describe how bad the gangs were during the period of time.

Chapter eleven Home Sweet Florida talks about the interest for ordinary man and women dropped after the hurricane. With Coolidge prosperity a new opportunity was approaching the area. Florida became more of a vacation area. People were throwing their savings and money into real-estate in Florida.

Chapter twelve The Big Bull Market talks about how Coolidge prosperity gave the business man a new chance in American life. Carrying the working citizens of the United states and watching them throw their money into real-estate in Florida, which had no market. This market watched the federal reserve lower interest rates and do all it could to persuade people. People were lead to believe, but only to be let down by false perception. The states would go from poverty to toil. The over population of automobiles and darting airplanes throughout the skies. This couldn't hide the facts from what had and what is going on.

Chapter thirteen the crash is talking about the stock market crash. It quickly recovered but did a lot of damage in the short amount of time that it was down. Many people invested in the stock market putting their savings into the system in return of a much more profitable outcome, but end up losing it all. The banks were buying shares to create stability in the market. With the Big Bull Market gone was the prosperity going. Americans had to adjust their lifestyles and come up with new ideas and many people had to go back to work to survive during this time.
Chapter fourteen Aftermath: 1930-31 showed that change had taking place and it showed from the time of Post war decade to 1931. All the problems and overcoming the struggles that faced America. From Coolidge to the stock market crash there so much tragedy that had to be dealt with during this time.

MLA Citation:"Only Yesterday." 123HelpMe.com. 09 Nov 2012

TEXT #2

Listen to the Music and Watch a Video
http://youtu.be/eih67rlGNhU

“Brother Can You Spare a Dime?”

Once I Built A Railroad, Made It Run
Made it race against time
Once i built a railroad, now it's done
Brother can you spare a dime?
Once I built a tower to the sun
Brick and rivet and lime
Once I built a tower, now it's done
Brother can you spare a dime?
Once in khaki suits
Gee, we looked swell
Full of that yankee doodle de dum
Half a million boots went slogging through hell
I was the kid with the drum
Say don't you remember, they called me al
It was al all the time
Say don't you remember, I'm your pal!
Buddy can you spare a dime?
Once I built a railroad, made it run
Made it race against time
Once I built a railroad, now it's done
Brother can you spare a dime?
Once I built a tower to the sun
Brick and rivet and lime
Once I built a tower, now it's done
Brother can you spare a dime?

Once in khaki suits
Gee, we looked swell
Full of that yankee doodle de dum
Half a million boots went slogging through hell
I was the kid with the drum
Say don't you remember, they called me al
It was al all the time
Say don't you remember, I’m your pal!
Buddy can you spare a dime?
I AM certain that my fellow Americans expect that on my induction into the Presidency I will address them with a candor and a decision which the present situation of our Nation impels. This is preeminently the time to speak the truth, the whole truth, frankly and boldly. Nor need we shrink from honestly facing conditions in our country today. This great Nation will endure as it has endured, will revive and will prosper. So, first of all, let me assert my firm belief that the only thing we have to fear is fear itself—nameless, unreasoning, unjustified terror which paralyzes needed efforts to convert retreat into advance. In every dark hour of our national life a leadership of frankness and vigor has met with that understanding and support of the people themselves which is essential to victory. I am convinced that you will again give that support to leadership in these critical days.

In such a spirit on my part and on yours we face our common difficulties. They concern, thank God, only material things. Values have shrunken to fantastic levels; taxes have risen; our ability to pay has fallen; government of all kinds is faced by serious curtailment of income; the means of exchange are frozen in the currents of trade; the withered leaves of industrial enterprise lie on every side;
farmers find no markets for their produce; the savings of many years in thousands of families are gone.

More important, a host of unemployed citizens face the grim problem of existence, and an equally great number toil with little return. Only a foolish optimist

Yet our distress comes from no failure of substance. We are stricken by no plague of locusts. Compared with the perils which our forefathers conquered because they believed and were not afraid, we have still much to be thankful for. Nature still offers her bounty and human efforts have multiplied it. Plenty is at our doorstep, but a generous use of it languishes in the very sight of the supply. Primarily this is because the rulers of the exchange of mankind's goods have failed, through their own stubbornness and their own incompetence, have admitted their failure, and abdicated. Practices of the unscrupulous money changers stand indicted in the court of public opinion, rejected by the hearts and minds of men.

True they have tried, but their efforts have been cast in the pattern of an outworn tradition. Faced by failure of credit they have proposed only the lending of more money. Stripped of the lure of profit by which to induce our people to follow their false leadership, they have resorted to exhortations, pleading tearfully for restored confidence. They know only the rules of a generation of self-seekers. They have no vision, and when there is no vision the people perish.

The money changers have fled from their high seats in the temple of our civilization. We may now restore that temple to the ancient truths. The measure of the restoration lies in the extent to which we apply social values more noble than mere monetary profit.

Happiness lies not in the mere possession of money; it lies in the joy of achievement, in the thrill of creative effort. The joy and moral stimulation of work no longer must be forgotten in the mad chase of evanescent profits. These dark days will be worth all they cost us if they teach us that our true destiny is not to be ministered unto but to minister to ourselves and to our fellow men.

Recognition of the falsity of material wealth as the standard of success goes hand in hand with the abandonment of the false belief that public office and high political position are to be valued only by the standards of pride of place and per-
sonal profit; and there must be an end to a conduct in banking and in business which too often has given to a sacred trust the likeness of callous and selfish wrong-doing. Small wonder that confidence languishes, for it thrives only on honesty, on honor, on the sacredness of obligations, on faithful protection, on unselfish performance; without them it cannot live.

Restoration calls, however, not for changes in ethics alone. This Nation asks for action, and action now.

Our greatest primary task is to put people to work. This is no unsolvable problem if we face it wisely and courageously. It can be accomplished in part by direct recruiting by the Government itself, treating the task as we would treat the emergency of a war, but at the same time, through this employment, accomplishing greatly needed projects to stimulate and reorganize the use of our natural re

Hand in hand with this we must frankly recognize the overbalance of population in our industrial centers and, by engaging on a national scale in a redistribution, endeavor to provide a better use of the land for those best fitted for the land. The task can be helped by definite efforts to raise the values of agricultural products and with this the power to purchase the output of our cities. It can be helped by preventing realistically the tragedy of the growing loss through foreclosure of our small homes and our farms. It can be helped by insistence that the Federal, State, and local governments act forthwith on the demand that their cost be drastically reduced. It can be helped by the unifying of relief activities which today are often scattered, uneconomical, and unequal. It can be helped by national planning for and supervision of all forms of transportation and of communications and other utilities which have a definitely public character. There are many ways in which it can be helped, but it can never be helped merely by talking about it. We must act and act quickly.

Finally, in our progress toward a resumption of work we require two safeguards against a return of the evils of the old order; there must be a strict supervision of all banking and credits and investments; there must be an end to speculation with other people's money, and there must be provision for an adequate but sound currency.
There are the lines of attack. I shall presently urge upon a new Congress in special session detailed measures for their fulfillment, and I shall seek the immediate assistance of the several States.

Through this program of action we address ourselves to putting our own national house in order and making income balance outgo. Our international trade relations, though vastly important, are in point of time and necessity secondary to the establishment of a sound national economy. I favor as a practical policy the putting of first things first. I shall spare no effort to restore world trade by international economic readjustment, but the emergency at home cannot wait on that accomplishment.

The basic thought that guides these specific means of national recovery is not narrowly nationalistic. It is the insistence, as a first consideration, upon the interdependence of the various elements in all parts of the United States—a recognition of the old and permanently important manifestation of the American spirit of the pioneer. It is the way to recovery. It is the immediate way. It is the strongest assurance that the recovery will endure.

In the field of world policy I would dedicate this Nation to the policy of the good neighbor—the neighbor who resolutely respects himself and, because he does so, respects the rights of others—the neighbor who respects his obligations and respects the sanctity of his agreements in and with a world of neighbors.

If I read the temper of our people correctly, we now realize as we have never realized before our interdependence on each other; that we can not merely take but we must give as well; that if we are to go forward, we must move as a trained and loyal army willing to sacrifice for the good of a common discipline, because without such discipline no progress is made, no leadership becomes effective. We are, I know, ready and willing to submit our lives and property to such discipline, because it makes possible a leadership which aims at a larger good. This I propose to offer, pledging that the larger purposes will bind upon us all as a sacred obligation with a unity of duty hitherto evoked only in time of armed strife.

With this pledge taken, I assume unhesitatingly the leadership of this great army of our people dedicated to a disciplined attack upon our common problems.
Action in this image and to this end is feasible under the form of government which we have inherited from our ancestors. Our Constitution is so simple and practical that it is possible always to meet extraordinary needs by changes in emphasis and arrangement without loss of essential form. That is why our constitutional system has proved itself the most superbly enduring political mechanism the modern world has produced. It has met every stress of vast expansion of territory, of foreign wars, of bitter internal strife, of world relations.

It is to be hoped that the normal balance of executive and legislative authority may be wholly adequate to meet the unprecedented task before us. But it may be that an unprecedented demand and need for undelayed action may call for temporary departure from that normal balance of public procedure.

I am prepared under my constitutional duty to recommend the measures that a stricken nation in the midst of a stricken world may require. These measures, or such other measures as the Congress may build out of its experience and wisdom, I shall seek, within my constitutional authority, to bring to speedy adoption.

But in the event that the Congress shall fail to take one of these two courses, and in the event that the national emergency is still critical, I shall not evade the clear course of duty that will then confront me. I shall ask the Congress for the one remaining instrument to meet the crisis—broad Executive power to wage a war against the emergency, as great as the power that would be given to me if we were in fact invaded by a foreign foe.

For the trust reposed in me I will return the courage and the devotion that befit the time. I can do no less.

We face the arduous days that lie before us in the warm courage of the national unity; with the clear consciousness of seeking old and precious moral values; with the clean satisfaction that comes from the stern performance of duty by old and young alike. We aim at the assurance of a rounded and permanent national life.

We do not distrust the future of essential democracy. The people of the United States have not failed. In their need they have registered a mandate that they want direct, vigorous action. They have asked for discipline and direction un-
der leadership. They have made me the present instrument of their wishes. In the spirit of the gift I take it.

In this dedication of a Nation we humbly ask the blessing of God. May He protect each and every one of us. May He guide me in the days to come.

**TEXTS #6, #7, and #8**

**Music and Art**

**Songs of the Great Depression**

[http://www.library.csi.cuny.edu/dept/history/lavender/cherries.html](http://www.library.csi.cuny.edu/dept/history/lavender/cherries.html)

**Photo Essays: Dorothea Lange**

[http://www.english.illinois.edu/maps/depression/photoessay.htm](http://www.english.illinois.edu/maps/depression/photoessay.htm)

**Voices from the Dust Bowl**

Writing Assignments

Lesson #1

Argumentative Writing: Scaffolding of Writing

1. Theme assignment

Lesson in Ancillary materials

2. Found Poem Assignment

Lesson in Ancillary Materials

3. Informative/Explanatory Writing:

select a quotation from one of the characters in “Of Mice and Men” and write an informative/explanatory essay that explains what the quotation reveals about the theme of honor in the book. State your thesis clearly and include at least three pieces of evidence to support it.

Lesson #2
Argumentative Writing: Scaffolding of Writing Assignments

Lesson #1

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Lesson in Ancillary materials

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Select a quotation from one of the characters in “Of Mice and Men” and write an informative/explanatory essay that explains what the quotation reveals about the theme of honor in the book. State your thesis clearly and include at least three pieces of evidence to support it.

Lesson #2

Argumentative Writing: Scaffolding of Writing Assignments

1.

2.
3. Informative/Explanatory Writing:
Write an informative essay that compares primary source accounts of the migrants of California with the Steinbeck’s account of life in Soledad, California in the 1930’s. Discuss how novels can reveal dimensions of history even through fiction.

Lesson #3
Art/Informative/Explanatory Writing:
Select a documentary photograph from the Library of Congress’s Farm Security Administration-Office of War Information Collection (FSA-OWI) website. In a well-developed essay, explain how the image helps illuminate your understanding of life in California during the depression. State your thesis clearly and include at least three pieces of evidence to support it.

Lesson #4
Speech:
Select a descriptive passage from Of Mice and Men and recite it from memory. Or act out a scene with a partner. This speech should be 2 minutes long.

Lesson #5
Seminar Questions

5. Seminar Question and Writing (Argument): Is George Milton an honorable man? Begin the seminar by asking “What is honor?” Please give at least three reasons for your answer. Answers will be used in our class blog.

6. Seminar Question and Writing (Argument):
Did migrant workers have any options for a better life? Be sure to include at least three reasons or illustrative examples from the text to support your thesis. Answers will be used in a Socratic Circle.

7. Seminar Question and Writing (Argument)
At one point George imagines what life would be like without Lennie. Why do you think he stays with Lennie instead of going it alone?
Lesson #6

8. Oral Presentation:
Describe whether the 1991 film version of "Of Mice and Men" is faithful to the novel. Cite evidence for why or why not, explaining why you think the film’s director choose to omit or emphasize certain events. State your thesis clearly with at least three pieces of evidence to support it.

Lesson #7

9. Art/Oral Presentation (Argument)
Create a video with several photographs from Dorothea Lange’s or the Library of Congress’s collections

Lesson #8

10. Informative/Explanatory Writing
Using the interviews as evidence, write an informative/explanatory essay on the accuracy of John Steinbeck’s portrayal of the issues surrounding the Great Depression and people in the 1930’s.

Lesson #9

11. Grammar and Usage
Verbs: transitive and intransitive (action, linking) helping
Adjectives: including correct forms of irregular comparative and superlative adjectives; articles; nouns; and pronouns used as adjectives; proper and compound adjectives
Adverbs: of place, time, manner, frequency, manner, duration, degree, reason, adverbs, that modify adjectives, adverbs vs. adjectives (e.g. “fast”); regular and irregular comparative and superlative adverbs

Select three paragraphs from the novel. In one paragraph, highlight each verb and describe what kind of verb it is-- transitive or intransitive. (If transitive, identify the direct object). In the next paragraph, highlight each adjective and identify what type of adjective it is. In the third paragraph highlight each adverb and identify what type it is. (L.9-10.1-10.2)

Lesson #10

12. Mechanics
Select a newspaper or magazine article and highlight all the commas that are used in a series or for subordinate clauses (L.9-10.1-10.2)
Lesson #11
Of Mice and Men Socratic Seminar Questions

1. Why does George "take so much trouble for another guy" (p. 21)?
2. Why does George shoot Lennie?
3. Why is the dream recited repeatedly?
4. What does Slim mean when he says, "A guy got to sometimes" (p. 102)?
5. Why does the book begin and end at the pond?
6. Why does Candy feel he should have shot his dog himself?
7. Is Curley's wife to blame for Lennie's death?
8. Why doesn't Slim share in the other men's dreams?
9. Why does Carlson get the last word?
10. What is the meaning of the book's title?
11. Did migrant workers have any options for a better life?
12. Did George do the right thing by shooting Lennie?