

# OF MICE AND MEN

## Lesson Plan: First Encounter (aim: arouse curiosity)

	topic	material	time
class	The class listens to a scene from chapter 1 (page 12 line 3 to page 14 line 24).	audio book read by Gary Sinise	2.5
group	The passage is handed out and read in class. Students read to each other. They are encouraged to ask questions concerning vocabulary they don't understand. Teacher writes the translation of the words the students don't understand on the OHP, walks around and takes notes on pronunciation mistakes.	handout I with passage	10
T	Ask students how they feel about the scene? Is there a special atmosphere to the scene? What words would you use to describe your impression? Teacher collects some words: sadness, strange, calm, sound, tender, nature, movement, size, crazy etc. Some students might find it difficult to explain why they feel the way they do. Tell them that in order to find the answer they have to look at the text.		5
group	Distribute handout II. Ask students to start collecting words and write them under the different headings such as light, movement, calm, sadness...(use some of the words students used to describe the atmosphere of the scene). They are free to add their own headings. Ask students to work on the handout with a partner.	handout II exercise	10
class	Collect the results on the OHP. Teacher points out that the understanding of the text is much richer after having looked at it closely and from different perspectives. Let's put this to the test and listen again!	OHP marker	5
class	Students close their eyes and listen to the audio again.	audio book	2.5
class	Students start reading chapter 1.		time left
home-work	Read chapter 1 just for fun. Reading chapter 2, collect five or more words and expressions related to "poverty". Send collected words to teacher before the next lesson by e-mail.		2

## Lesson Plan Chapters 1 and 2 (social background)

	topic	material	time
T	Show several photographs by Dorothea Lange <ul style="list-style-type: none"> <li>- Migrant Mother 1936</li> <li>- White Angel Bread Line 1932</li> <li>- Demonstration <i>Roosevelt's Hunger Program</i> 1934</li> <li>- Man Beside Wheelbarrow 1934</li> <li>- Family on the Road 1938</li> <li>- Ditched, Stalled, and Stranded 1935</li> </ul>	pictures on OHP	5
T	Teacher puts table with the collected "expressions related to poverty" (see homework) on the OHP. Reads through them.	OHP	2.5
class	With the expressions related to poverty and the pictures in mind, each student writes a short profile of one of the persons in the picture. Who are they? Where are they coming from? Where are they going? What's on their mind?	pictures on OHP	10
T	Provides input on Depression on handout.	handout	
class	Class read handout.		5
group	With the new information the class has got, they write a dialogue between two of the persons they described before. They are asked to use George and Lennie's language.		15
T	Have you noticed how the two speak? Provide examples (including translations in regular English) of the dialect George and Lennie speak on OHP: gonna, kinda, oughta, yeah, I ain't, swell, ya, settin'	OHP	10
home-work	Read chapter 3. Pay particular attention to the characters you encounter. Do you think they are similar to the people you have seen and wrote about today?		2.5

### Lesson Plan Chapter 3

Basic: Chapter 3 has been read as homework

	topic	material	time
T	Topic: characters		1
T	<ul style="list-style-type: none"> <li>- Question: What do you know about the different characters in the book?</li> <li>- T divides class into 5 groups (George, Lennie, Slim, Candy, Curley, Curley's wife): each group gets an overhead transparency with relevant page numbers.</li> <li>- Ss are asked to search for references which describe characters in the text.</li> </ul>	OHP, transparencies, markers	10
groups	<ul style="list-style-type: none"> <li>- Ss produce "wanted poster" for George and Lennie, lonely hearts ad/personal ad from Curley and Curley's wife and a letter of application from Slim and Candy.</li> <li>- Ss use text and draw a portrait of their character</li> </ul>	transparencies, markers	10
class	<ul style="list-style-type: none"> <li>- one person per group has to present the profiles to the rest of the class</li> <li>- Other Ss are asked to amend/ complete if they consider necessary</li> </ul>		10
pairs	<ul style="list-style-type: none"> <li>- Ss are asked to analyze the different relationships between the characters</li> <li>- Ss should also think about the relationships between some characters and their animals (Lennie, Candy, Carlson)</li> </ul>		5
class	<ul style="list-style-type: none"> <li>- discuss results in plenum:</li> <li>- T summarizes findings &gt; draws chart of results on OHP</li> </ul>	OHP, transparency, marker	5
home-work	<ul style="list-style-type: none"> <li>- read chapter 4. Question to ask: Who are the underdogs?</li> </ul>		
			40

## Lesson Plan Chapter 4

Basic: Chapter 4 has been read as homework

	topic	material	time
T	Introduce the topic of prejudicial discrimination (also with respect to the history of slavery / racism in the USA)		5
pairs	<ul style="list-style-type: none"> <li>- discuss the various occurrences of discrimination in the book (race, age, gender, intelligence /state of mind)</li> <li>- discuss how the different forms of discrimination influence the respective characters (Lennie, Candy, Crooks etc.) &gt; How do the characters deal with the fact that they are being discriminated against by others &gt; Ss search for reference in the text</li> <li>- Ss write down their results</li> </ul>		15
class	<ul style="list-style-type: none"> <li>- discuss results in plenum:</li> <li>T summarizes findings on OHP</li> </ul>	OHP, transparency, marker	10
groups	<ul style="list-style-type: none"> <li>- T asks Ss to think about what is going to happen next / a possible ending to the book</li> <li>- SS script a possible continuation in groups of 4</li> </ul>		15
home-work	read chapter 5		
			45

## Lesson Plan Chapter 5

Basic: Chapter 5 has been read in class / homework

Warmers to be included in detailed plan.

	topic	material	time
T	today's topics: women in the book / foreshadowing		
pairs	Women: Women don't get treated very well in the book. Curley's wife doesn't even get a name. in chapter 5 we learn some new things about her though. what are these things? do we change our perception of her because of the new information?	question on OHP	10
class	discuss answers in class: first: red shoes, tramp, tart. sexual temptation. negative. chapter 4: uses her status as white woman to be superior to Crooks. also treats the others disrespectfully. Chapter 5: shows weakness, young girl dreaming of Hollywood. in the end she's a victim.		5
group	role play. groups of six. everybody takes on one character (George, Candy, Crooks, Curley, Slim, Carlson). play out the following discussions in character: how did Curley's wife die? If it was Lennie, what should happen to him? What did you think of Curley's wife?		10
T	foreshadowing: A literary device that has events or descriptions give hints about what will happen later	OHP, transparency	2
class	Foreshadowing: what event foreshadows what other event in chapter 5? -> Lennie killing the puppy.	-	3
pairs	think about the previous chapters. are there other instances of foreshadowing? -> Lennie petting the dead mouse / the rape in Weed / death of Candy's dog / Discuss in class, make table of events with timeline	OHP	10
indiv.	start reading chapter 6. homework alternative: read Burns' poem as preparation for next lesson		5
			45

## Lesson Plan Chapter 6

Basic: Chapter 6 has been read in class / homework  
Warmers to be included in detailed plan.

	topic	material	time
class	reactions to end of novel. sadness? frustration (it ends rather abruptly)? other?		5
class	why does George kill Lennie? how does he do it?		5
pairs	discuss the last sentence. what does it mean? does it show us something about the wider context of the world at the time?		8
group	American Dream: Give groups the term, but do not explain. Let them discuss the term. What could it mean in the novel's context?		10
class	discuss ideas. T gives input on AD if necessary. AD in novel: buy a house, farm / go to Hollywood / personal freedom (not slavery) / ...		10
T	more on AD. either close to book or: hand out excerpts from other novels dealing with AD. (Death Salesman, Catcher Rye, Gatsby etc). groups read summaries, excerpts, prepare short (5min) presentations.		7
			45

Book used

John Steinbeck. *Of Mice and Men*. Reclam (Fremdsprachentexte 1989).