

Of Mice & Men



novel study

Unit Contents

- 6 Reading Response Comprehension Assignments
- 6 Reading Response Analysis Assignments
- 6 Close Reading Assignments
- 6 Argumentative Writing Tasks
- Pre-Reading Activities & Readings
- 6 Mini-Quizzes – Check for Understanding
- 2 Quizzes & 1 Final Literary Assessment
- 6 Vocabulary Crossword Puzzles
- 6 Vocabulary Quizzes
- Final Project & Essay Choice Board
- Anticipation Guide
- Instructional Pacing Guide
- Digital Links for Google Drive™
- Answer Keys for ALL Resources!

Reading Response A

Of Mice & Men

Reading Response A: Chapter 1

Name: _____

1. What two characters do we meet in the first chapter? Provide textual evidence to support.

2. Where does the story take place? Where do George and Lennie stay the night? Explain with textual evidence.

3. What does Lennie keep in his pocket? What does George make him do with it? Explain with textual evidence.

4. Describe Lennie's physical appearance. Support with textual evidence.

5. Describe George's physical appearance. Provide textual evidence to support.

6. Where are George and Lennie going the next day? Why? Provide textual evidence to support.

➤ 6 Assignments –
1 per Chapter

➤ Comprehension
Questions

➤ Prompts Require
Textual Evidence

➤ Common Core-
Aligned Material

Reading Response A

7. When Lennie gets in trouble, where does he say he will go? Support with textual evidence.

8. What does George want Lennie to remember? Provide textual evidence to support.

9. What dream or story does George tell Lennie? Support with evidence from the text.

10. What animal does Lennie want to have? Why? Support with textual evidence.


Visualize the Text

Directions: Identify an example of figurative language or imagery from the reading that helps you visualize the text. In the space below, draw the image the figurative language or imagery creates. Include the quote and page number.

Quiz:

- Visualization Section – Figurative Language
- Accommodate for ALL Learners
- Great for Small Group or Rotation Models
- Rigorous Materials

Reading Response B

Of Mice & Men 	Reading Response B: Chapter 1 Name: _____
1. What is Chapter 1 mostly about? Summarize with key details and support with textual evidence.	
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2. Where does the novel take place? What mood does this setting create in the first chapter? Explain at least two aspects of the setting and support with textual evidence.	
<hr/> <hr/> <hr/> <hr/>	
3. Characterize George. What kind of person is he? How do you know? Support with textual evidence.	
<hr/> <hr/> <hr/> <hr/>	
4. Characterize Lennie. What kind of person is he? How do you know? Support with textual evidence.	
<hr/> <hr/> <hr/> <hr/>	
5. Describe the relationship between George and Lennie. Analyze the power dynamic between them. Support with textual evidence.	
<hr/> <hr/> <hr/> <hr/>	
6. Why does Lennie keep a mouse in his pocket? How does the mouse die? What does the mouse's death reveal about Lennie? Support with evidence from the text.	
<hr/> <hr/> <hr/> <hr/>	
7. What societal conflict do the men face? How does it affect them? Explain at least three ways it affects George and Lennie and support with evidence from the text.	
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➤ 6 Assignments – 1 per Chapter

➤ Analysis & Critical Thinking Questions

➤ Prompts Require Textual Evidence

➤ Stimulate Class Discussion

Reading Response B

8. What is George's main conflict? What kind of conflict is this? How does it affect him? Support with evidence from the text.

9. Why did George and Lennie lose their last job? How might this brief flashback foreshadow events to come? Support with textual evidence.

10. Analyze the dream George recounts. How is George's version of the dream different from Lennie's? What might the dream symbolize to **both** men? Explain and support with textual evidence.

11. What two things does George try to make Lennie remember? Why does George want Lennie to remember these two things? Do you think Lennie will remember? Why or why not? Support with evidence from the text.

Critical Connection

Directions: Based on this reading, identify a reference, description, or statement that relates to the time period the story takes place *and* makes you curious. What question(s) does what you identified raise for you? What else would you like to learn about this history?

Textual Evidence	Questions

Quiz:

- Critical Connections Section – Historical Thinking
- Use for Differentiation
- Google Slides™ Links – Pre-made Text Boxes for Students
- Answer Keys

Close Readings

Of Mice & Men

Close Reading: Chapter 1

Name:

Dialogue Activity

Directions: The conversations between characters in *Of Mice and Men* create a unique reading experience. For this exercise, you will choose a dialogue-heavy passage in Chapter 1. Write the dialogue on the left. Then, rewrite the passage in without any slang or cursing. Finally, answer the questions that follow and be ready to discuss your thoughts!

Example

Novel Dialogue

"Ain't a thing in my pocket," Lennie said cleverly.
 "I know there ain't. You got it in your hand. What you got in your hand – hidin' it?"
 "I ain't got nothin', George. Honest."
 "Come on, give it here."

Revised Dialogue

"I do not have anything in my pocket," Lennie said cleverly.
 "I know there isn't anything in your pocket. You have it in your hand. What do you have in your hand – what are you hiding?"
 "I do not have anything, George. I'm being honest."
 "Please give it here."

Novel Dialogue (Page _____)

Revised Dialogue

Close Readings

Dialogue Analysis

1. What is the main idea of the dialogue excerpt you chose? Support with textual evidence.

2. What is the tone of your dialogue selection? How does the author create that tone? Support with textual evidence.

3. How does the tone change when the dialogue is revised? Why might the tone change? Support with textual evidence.

4. Which type of dialogue do you like better – the original or the revised? Why? Support with textual evidence.

5. How does the dialogue affect your perception of the characters and the time period? Support with textual evidence.

6. Do you believe Steinbeck's dialogue enhances or detracts from the story? Explain your stance and support with textual evidence.

7. Steinbeck's use of offensive language has resulted in the book being banned. Do you agree or disagree with banning *Of Mice and Men*? Why? Support with textual evidence.

- Dialogue, Setting, Character, Conflict, Theme, Symbol
- Rigorous & Creative Tasks
- Accommodate for ALL Learners
- Text-Based Questions & Analysis

Argumentative Tasks

Of Mice & Men

You Be the Judge: Chapter 1 – Dialogue Debate

Name: _____

JUDGE:

TRIAL DATE:

CASE #: JS15739C

The People vs. John Steinbeck

Directions: After studying the dialogue in *Of Mice and Men* and discussing the pros and cons of Steinbeck's use of less-than-formal speaking, it is now your turn to pass final judgement. For the final judgment, you will argue one side of the the following question. Write an argumentative statement and support your claim(s) with 2-3 clear reasons and textual evidence. Use the checklist to guide your writing and additional paper if needed.

Does Steinbeck's use of informal language enhance or detract from the story?

Argumentative Writing Checklist

<input type="checkbox"/> Introduce claim(s) <input type="checkbox"/> Acknowledge counterclaim(s) <input type="checkbox"/> Support claims with textual evidence	<input type="checkbox"/> Use transitions/clauses to clarify relationship between claims, counterclaims, and evidence	<input type="checkbox"/> Write concluding statement <input type="checkbox"/> Concluding statement supports argument
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- “You Be the Judge”
Debatable Prompts
- Stimulate Class Discussion
- Argumentative Writing
- Great for Rotation Model & Centers

Assessments

➤ 6 Mini-Quizzes
– 8 Questions
per Chapter

➤ Google Forms
for Easy
Grading

➤ Common Core-
Aligned
Materials

➤ Check for
Understanding

Of Mice & Men 🐭 Name:

Reading Check 1: Chapter 1

1. Where does the story take place in this chapter?
2. Where are George and Lennie going the next morning?
3. What does George want Lennie to do when they meet the boss?
4. What does Lennie keep in his pocket?
5. What animal does Lennie *really* want to own so he can pet it?
6. Why did George and Lennie have to leave the last job they were at?
7. Summarize the “story” that George tells Lennie. What is it about?
8. What does George want Lennie to do if he gets in any trouble?

Of Mice & Men 🐭 Name:

Reading Check 2: Chapter 2

1. What does Lennie forget to do?
2. What two lies does George tell the boss?
3. Who is Curley? What sport is he good at?
4. What does the swamper suggest about Curley's wife?
5. What does Lennie want to do after he meets the people on the ranch?
6. What does Carlson want to do with Candy's dog?
7. What surprises all the men about George and Lennie?
8. What does Lennie ask George to get for him?

Assessments

Of Mice & Men

Quiz 1: Chapters 1-3

Name: _____

SECTION I: Order the following events of the novel in chronological order

- _____ - Slim gives Lennie a puppy while George explains what happens in Weed.
- _____ - Curley fights Lennie for smiling at him, but Lennie ends up crushing his hand.
- _____ - George and Lennie meet Curley, and George is worried that they will fight.
- _____ - George and Lennie spend the night sleeping outside and talking about their dream.
- _____ - Carlson convinces Candy to let him shoot his dog.

SECTION II: Mark true statements with a T, and false statements with an F

- _____ - George and Lennie left Weed because they stole money from their boss.
- _____ - Lennie tries to hide a dead mouse in his pocket so he can pet it.
- _____ - Candy offers to give George money so he can join their dream of owning a farm.
- _____ - After the fight with Lennie, Curley agrees to say he got his hand caught in a machine.
- _____ - While George wants a farm and to live off the land, Lennie wants puppies to pet.

SECTION III: Multiple-choice

1. _____ Which aspect of the setting has the **greatest affect** on the characters?
 - a. The culture of violence on the ranch
 - b. The difficulty of farm work
 - c. The loneliness of ranch life
 - d. The discrimination of women
2. _____ Which best describes the point of view of the novel?
 - a. First person from Lennie's perspective
 - b. Second person
 - c. Third person limited to George's perspective
 - d. Third person omniscient
3. _____ What is the most likely reason that Candy allows Carlson to shoot his dog?
 - a. Candy does not have a good argument to prove why his dog should live
 - b. Candy is too weak to stand up against the more powerful and respected men
 - c. Candy does not want his dog to suffer anymore and will get a new one from Slim
 - d. Candy wants to join George's plan and knows he cannot bring his dog with him
4. _____ Which of the following is a conflict that George **does not** face in these chapters?
 - a. George struggles to get Lennie to remember things
 - b. George hates Curley and is afraid they will fight
 - c. George wants to have a farm of his own but is too poor
 - d. George insults Curley's wife and gets in trouble with the boss

➤ 2 Novel Quizzes – 1 per Half of Book

➤ Depth of Knowledge Questions

➤ Use for Assessment or Practice

➤ Essay Choice Board

Assessments

Read the following passage and answer questions 6-10 that follow.

Multiple-Choice: Section II

They swung their heads toward the door. Looking in was Curley's wife. Her face was heavily made up. Her lips were slightly parted. She breathed strongly, as though she had been running.

"Curley ain't been here," Candy said sourly.

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. And her eyes traveled from one face to another. "They left all the weak ones here," she said finally. "Think I don't know where they all went? Even Curley. I know where they all went."

Lennie watched her, fascinated; but Candy and Crooks were scowling down away from her eyes. Candy said, "Then if you know, why you want to ast us where Curley at?"

She regarded them amusedly. "Funny thing," she said. "If I catch any one man, and he's alone, I get along fine with him. But just let two of the guys get together an' you won't talk. Jus' nothing but mad." She dropped her fingers and put her hands on her hips. "You're all scared of each other, that's what. Ever' one of you's scared the rest is goin' to get something on you."

After a pause Crooks said, "Maybe you better go along to your own house now. We don't want no trouble."

"Well, I ain't giving you no trouble. Think I don't like to talk to somebody ever' once in a while? Think I like to stick in that house alla time?"

Candy laid the stump of his wrist on his knee and rubbed it gently with his hand. He said accusingly, "You gotta husban'. You got no call foolin' aroun' with other guys, causin' trouble."

6. _____ Which of the following best describes Candy's tone toward Curley's wife?
 - a. Scornful
 - b. Puzzled
 - c. Respectful
 - d. Bemused
7. _____ What is the deeper meaning of the following statement: "They left all the weak ones here..."?
 - a. The statement highlights Curley's wife's ability to understand how the world works against her
 - b. The statement highlights Curley's wife disrespectful personality
 - c. The statement highlights the men's loneliness because the other men do not respect them
 - d. The statement highlights the discrimination the men face due to either their physical, mental, or racial identities
8. _____ Which theme **cannot** be readily be seen in the above passage?
 - a. Weakness
 - b. Loneliness
 - c. Violence
 - d. Discrimination
9. _____ How does the setting of the above passage affect the characters in the **entire novel**?
 - a. Crooks' room generally makes the characters uncomfortable because of prejudice and racial discrimination
 - b. Crooks' room makes the other men and Curley's wife feel entitled and powerful because they can tell others what to do
 - c. Crooks' room creates a mood of honesty where the men can discuss their hopes and dreams
 - d. Crooks' room makes the characters feel bad for the discrimination Crooks' faces
10. _____ What conflict do the men face in the above passage and how does it affect them?
 - a. The men suffer from loneliness, which makes them eager to engage in conversation
 - b. The men make plans for a better future, which makes them excited about their prospects
 - c. The men defend themselves against Curley's wife's insults, which makes them feel weak
 - d. The men avoid interacting with Curley's wife, which makes them angry and withdrawn

➤ Final Literary Assessment

➤ Answer Keys

➤ Google Forms™ Links for ALL Resources

Vocabulary

Of Mice & Men

Chapter 1: Vocabulary in Context Practice

Name: _____

Directions: Fill in the blank with the correct vocabulary word.

1. On one side of the river the golden foothill slopes curve up to the strong and rocky Gabilan Mountains, but on the valley side the water is lined with trees – willows fresh and green with every spring, carrying in their lower leaf junctures the [remains] of the winter's flooding; and sycamores with mottled, white, _____ limbs and branches that arch over the pool.

2. George _____. "Lady, huh? Don't even remember who that lady was. That was your own Aunt Clara..."

3. Lennie hesitated, backed away, looked wildly at the brush line as though he _____ running for his freedom.

4. "Jesus Christ," George said _____. "Well- look, we're gonna work on a ranch like the one we come from up north."

5. But Lennie made an elaborate _____ of innocence.

6. On one side of the river the golden foothill slopes curve up to the strong and rocky Gabilan Mountains, but on the valley side the water is lined with trees-willows fresh and green with every spring, carrying in their lower leaf junctures the _____ of the winter's flooding; and sycamores with [speckled] white, recumbent limbs and branches that arch over the pool.

7. George stared _____ at the water. The rims of his eyes were red with sun glare.

8. "Awright," he said _____. "Gi'me that mouse!"

9. He looked across the fire at Lennie's _____ face, and then he looked ashamedly at the flames.

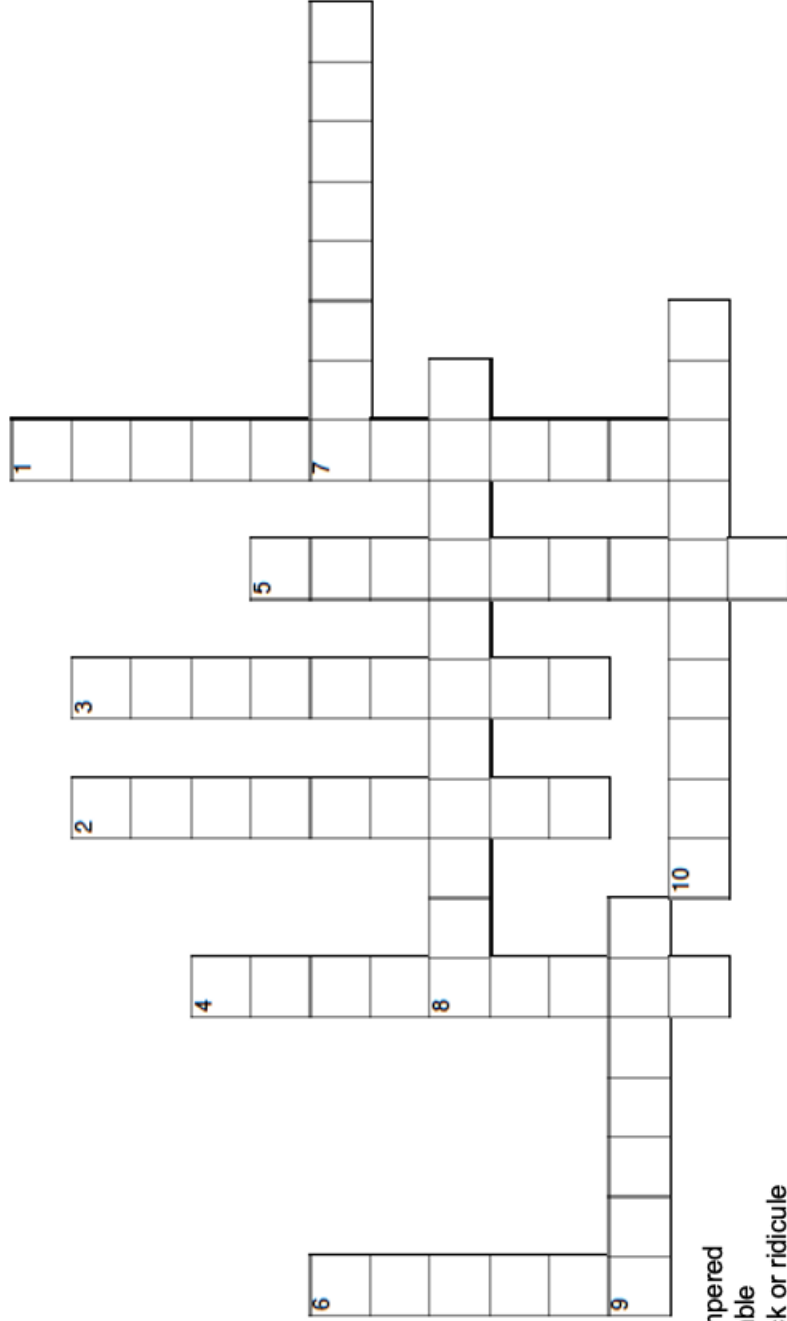
10. George's hand remained outstretched _____.

**Debris – Recumbent – Morosely – Resignedly – Brusquely – Pantomime –
Contemplated – Imperiously – Scoffed – Anguished**

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- 6 Vocabulary Lists - Word Location
- Google Forms for Easy Grading
- 6 Vocabulary-in-Context Assignments
- Multi-Model & Engaging

Name: _____



ACROSS

- 7 Sullen or ill-tempered
- 8 Antonym: Humble
- 9 Synonym: Mock or ridicule
- 10 Having accepted something unpleasant

DOWN

- 1 They _____ which house to buy for over a week. When they finally made their decision, the house was sold to another family the day before.
- 2 Antonym: Polite
- 3 An exaggerated movement or expression
- 4 She gave me an _____ look when I told her I had lost my job and we might have to move out of our house.
- 5 Synonym: Lying down or prone
- 6 Synonym: Litter or waste

WORD BANK: ANGUISHED, BRUSQUELY, CONTEMPLATED, DEBRIS, IMPERIOUSLY, MOROSELY, PANTOMIME, RECUMBENT, RESIGNEDLY, SCOFFED

Vocabulary

- Use Synonyms, Antonyms, Definitions
- Determine Correct Usage in Context
- 6 Crossword Puzzles
- Graphic Organizers & Activity

Vocabulary

➤ 6 Vocabulary Quizzes – Check for Understanding

➤ Use for Centers or Rotation Model

➤ Answer Key & Google Slides™ & Forms™ Links

Of Mice & Men

Chapter 1: Vocabulary Check
Name: _____

SECTION I: Match the correct definition, synonym, or antonym with the correct word

1. _____ Imperiously	a. Synonym: Commanding or overbearing
2. _____ Anguished	b. Definition: Scattered pieces of waste or remains
3. _____ Contemplated	c. Synonym: Consider or ponder
4. _____ Recumbent	d. Antonym: Cheerful
5. _____ Debris	e. Definition: Growing close to the ground

SECTION II: Fill in the blank


1. The boss _____ at his employee's proposed plan to make the office work hours more flexible. He dismissed the idea with a wave of his hand.
2. The family dog stared _____ at its owners as they packed their suitcases for vacation. The dog just knew he would not be going with them and was devastated.
3. The sales employee _____ answered my questions, so I decided to leave that instance and not buy a thing.
4. When her children have sore throats, she tells them to _____ what they want so they do not have to speak.
5. After trying to convince his professor he deserved a higher grade on the project, the professor refused to change it. So he accepted the grade _____.

PANTOMIME – MOROSELY – RESIGNEDLY – SCOFFED – BRUSQUELY

Pre-Reading Topics

- “To a Mouse” Poem Analysis
- Idioms Activity
- Ranch Life in the 1930’s
- John Steinbeck & “The Harvest Gypsies”
- American Dream Activity & Nonfiction Reading
- The Great Depression Nonfiction Reading
- Migrant Workers of the West Nonfiction Reading
- Photography of Dust Bowl Refugees Activity
- Music of the Dust Bowl Troubadour

Pre-Reading Activities

Of Mice & Men 		"To a Mouse" Poem Analysis	
		Name: _____	
Scots Version			
Directions: Read the following poem by Robert Burns. In the space to the right, rewrite the poem in your own words (i.e. Modern English). Then, answer the questions that follow.			
<i>On Turning up in Her Nest with the Plough, November, 1785</i>			
Wee, sleeket, cowran, tim'rous beastie, O, what a panic's in thy breastie! Thou need na start awa sae hasty, Wi' bickerin brattle! I wad be laith to rin an' chase thee Wi' murd'ring pattle!	➡	_____ _____ _____ _____	
I'm truly sorry Man's dominion Has broken Nature's social union, An' justifies that ill opinion, Which makes thee startle, At me, thy poor, earth-born companion, An' fellow-mortal!	➡	_____ _____ _____ _____	
I doubt na, whyles, but thou may thieve; What then? poor beastie, thou maun live! A daimen-icker in a thrave 'S a sma' request: I'll get a blessin wi' the lave, An' never miss 't!	➡	_____ _____ _____ _____	
Thy wee-bit housie, too, in ruin! It's silly wa's the win's are strewin! An' naething, now, to big a new ane, O' foggage green! An' bleak December's winds ensuin, Baith snell an' keen!	➡	_____ _____ _____ _____	
Thou saw the fields laid bare an' waste, An' weary Winter comin fast, An' cozie here, beneath the blast, Thou thought to dwell, Till crash! the cruel coulter past Out thro' thy cell.	➡	_____ _____ _____ _____	
That wee-bit heap o' leaves an' stibble Has cost thee monie a weary nibble! Now thou's turn'd out, for a' thy trouble, But house or hald, To thole the Winter's sleety dribble, An' cranreuch cauld!	➡	_____ _____ _____ _____	
But Mousie, thou art no thy-lane, In proving foresight may be vain: The best laid schemes o' Mice an' Men Gang aft agley, An' lea'e us nought but grief an' pain, For promis'd joy!	➡	_____ _____ _____ _____	
Still, thou art blest, compar'd wi' me! The present only toucheth thee: But Och! I backward cast my e'e, On prospects drear! An' forward tho' I canna see, I guess an' fear!	➡	_____ _____ _____ _____	

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➤ 7 Activities to Build Background Knowledge

➤ Variety of Materials – Poem, Music, Images

➤ Nonfiction Readings with Questions

Pre-Reading Activities

Of Mice & Men

Idioms of a 1930's Ranch
Name: _____

Directions: The characters in *Of Mice and Men* use words or phrases that may sound “old fashioned” or “odd” to us, especially since the novel takes place in the 1930's. We're going to preview these words or phrases that frequently show up in the novel, determine their meaning in the book, and see if we can make a connection to today!

- _____ = an expression or phrase that is not interpreted literally but has figurative sense. These can vary based on culture, country, or time period. Read the examples below and think about what the phrases *really* mean!
 - Example: It costs an arm and a leg. → It is expensive.
 - Example: Don't let the cat out of the bag. → Don't tell the secret.
 - Example: They always bite off more than they can chew. → It is too much to handle.

Sentence	Actual Meaning in Novel	Equivalent Today
"The hell with the rabbits." (6)		
"That means we'll be bucking grain bags, <u>bustin' a gut</u> ." (9)		
"You gonna give me that mouse or do I have <u>to sock you</u> ?" (10)		
"You keep me <u>in hot water</u> all the time." (12)		
"You ain't gonna <u>put nothing over on me</u> ."		
"They come to a ranch an' <u>work up a stake</u> ..." (15)		

➤ Flexible Implementation

➤ Can Be Used While Reading Novel

➤ Generate Excitement Prior to or While Reading

Pre-Reading Activities

Of Mice & Men

Great Depression Reading

Name: _____

The Great Depression

After World War I, the United States experienced a time of unprecedented economic growth and prosperity. The “Roaring Twenties” was a period when America’s wealth more than doubled. Almost anyone that had a penny to spare invested in the stock market. However, as the stock market grew, employment and production were declining. The country’s agriculture industry was suffering from drought and low food prices. Also, investments in the stock market became worthless as investors panicked and began selling off shares. Finally, the stock market crashed in October 1929, kicking off the Great Depression.



Unemployed men queued outside a soup kitchen opened in Chicago. Image used under license from shutterstock.com

With the collapse of the economy, people lost money, jobs, investments, and homes. Unemployment skyrocketed as businesses decreased production and had to fire workers. Suddenly, many people did not even have enough money to buy food. Homelessness and hunger were rampant. At its worst, unemployment reached 25%.

As the U.S. struggled to recover, Americans elected Franklin D. Roosevelt (FDR) president. FDR immediately took steps to address and resolve economic issues as well as ease the pain and suffering of the people. FDR passed new legislation that aimed to prevent such a disaster from ever happening again. He also worked to create programs that would create new jobs to greatly ease unemployment. Despite the government’s efforts to pull the economy out of the depression, it still faced many obstacles. The Great Depression effectively endured until the start of World War II in 1939, which instigated military mobilization. Industrial production of war materials increased and enlistment into the army decreased unemployment rates as the United States prepared for and entered the war in 1941.

The United States was not the only country experiencing economic disaster during the 1930’s. Countries around the globe felt the effects of America’s economy’s collapse. Specifically, European countries underwent their own economic downturns as a result.

Germany faced a unique set of challenges during this time. As the Great Depression spread throughout Europe, the crisis weakened Germany’s economy because countries tried to collect debt payments owed from WWI reparations. With the economy faltering, the German people became increasingly dissatisfied with the government. Eventually this dissatisfaction manifested itself in the choice to back another leader, Adolf Hitler, a choice that led to a series of events culminating in the outbreak of World War II.

- Standards-aligned – Informational & History Texts
- Answer Key & Google Slides™ & Forms™ Links
- Make Connections Between Texts

American Dream Project

Of Mice & Men

American Dream Project: Overview

Name: _____

Steinbeck's *Of Mice and Men* can be considered, in part, a commentary on the American Dream. Although his take on the dream may be harsh and bleak, the hope and optimism of the dream keeps his characters going when faced with challenging obstacles. The American Dream Project is going to guide you through a study of the dream to understand its complexity, its beauty, and the reality of its achievability. The project has several parts, which are listed below. Review the parts and get ready to immerse yourself in a study of the American Dream!

1. News Study of the American Dream

- Read news articles about the American Dream
- Analyze how the American Dream is defined
- Compose an essay explaining findings about the state of the American Dream today

2. American Dream Interviews

- Learn and develop interview skills
- Conduct interviews with a variety of people to study the American Dream of real people
- Analyze interview findings

3. American Dream Photography

- Take portrait photographs of interviewees to capture the spirit of the American Dream
- Take live-action photographs to capture the American Dream in action
- Create portfolio of artwork

4. American Dream Song/Poem

- Use research, interviews, and the music of the Dust Bowl to create a song/poem that captures an aspect of the American Dream
- Highlight hope and optimism, struggles, or the fluidity of the dream
- Focus on an individual and their story

5. American Dream Podcast

- Use elements of the project – research, music, poetry, interviews – to create a podcast episode
- Tell a story about the American Dream through broadcast
- Listen to American Dream episodes and enjoy learning about the dream


➤ News Study & Research

➤ Interviews & Photography Project

➤ American Dream Poem & Podcast

➤ Cross-curricular Learning

American Dream Project

Of Mice & Men

American Dream Project: Photography Activity
Name: _____

Portrait Photography: Famous Artist Study

What is it? Portrait photography, or portraiture, is photography of a person or group of people that shows the expression, personality, or mood of the subject. The focus is usually on the subject's face but can sometimes include the body and background.

Photographers to know:

- Paul Strand (1890-1976)
- Man Ray (1890-1976)
- Dorothea Lange (1895-1965)
- Zoe Strauss (1970-present)
- Annie Leibovitz (1949-present)

Directions: Research three of the photographers above. Fill out the organizers to begin thinking about portraiture.

Artist: _____

How would you describe their portraiture style?

What do you like about it?

Artist: _____

How would you describe their portraiture style?

What do you like about it?

Artist: _____

How would you describe their portraiture style?

What do you like about it?

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- Foster Critical Thinking
- Connect to Themes in the Novel
- Google Slides™ Links for Google Drive™
- Answer Keys for Applicable Resources

Teaching Resources

Implementation Notes

The close reading resources give your students numerous opportunities to develop their comprehension and analysis skills while reading *Of Mice and Men*. The questions will challenge students to engage in close readings and allow for differentiation to meet the needs of your all learners. The following are suggestions for implementation and use.

- **Reading Response A: Comprehension**
 - Depending on the grade and level of your students, use the assignments in the following ways:
 - Whole group mini-lessons
 - Small group pull-out lesson/instruction
 - Rotation model – independent center or small group work
 - Independent review post-reading
 - Homework
 - The assignments provide an excellent opportunity to engage in close reading while having students practice comprehension skills.
 - The assignments can also be used as a consistent homework assignment to prepare students for the next class. Students can read and complete the comprehension guide at home, and then engage with the literary analysis assignments in class.
 - Feel free to complete some of the questions as a class then release more responsibility to the students for the rest.
- **Reading Response B: Analysis**
 - Depending on the grade and level of your students, use the assignments in the following ways:
 - Whole group mini-lessons
 - Small group pull-out lesson/instruction
 - Rotation model – independent center or small group work
 - Independent review post-reading
 - Homework
 - The assignments provide an excellent opportunity to *deeply* engage with the reading while having students practice essential literary skills.
 - Feel free to complete some of the assignments as a class then release more responsibility to the students for the rest.
 - If you are short on time, consider selecting a couple of questions and use as a springboard for discussion.
- **Critical Connections Section:** In this graphic organizer, students will identify historical references, events, or descriptions. Then, they will generate questions about these references. The exercise can serve as a way for students to ask clarifying questions, spark a discussion about the time period and the author's presentation of history, or become a student-generated research project at the end of a unit of study. Use the section in a way that suits the needs of your learners!
- **Discussion Questions**
 - These questions can be used as a way for students to synthesize the entire novel while sharpening their literary skills. They can be used as a springboard for discussion, an essay, or another culminating activity.
- **Accommodations**
 - The comprehension (Reading Response A) and analysis (Reading Response B) assignments naturally enable differentiation. They can be used to accommodate the needs of all your learners. The following suggestions are ways in which the both assignments can be adjusted for students.
 - Limit the number of questions to answer. Instead of 8 questions, consider assigning 4-5 as not to overwhelm students. In this case, half of the questions can be completed in numerous different ways: at home, in class, whole class, small group, independently, etc.
 - Comprehension assignments can be used as independent work while analysis assignments can be utilized for direct instruction, whole group discussion, small group pull-outs, or other models that use guided instruction.
 - The visualization and critical connections sections can also be expanded or simplified depending on the student. For instance, you could ask for more than one example or question or ask some students for an explanation of their thinking.
 - If you are assigning different sets of questions to students, the A and B labels are intentionally discrete, which will allow you to respectfully guard your students' privacy.
- **Standards Covered**
 - RL.9.1, 2, 3, 4, 5, 6, 10

➤ 5-WEEK Unit
with
Implementation
Suggestions

➤ Standards
Alignment

➤ Pacing Guide

➤ Implementation
Notes for All
Resources

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