

MANCHESTER COLLEGE
Department of Education

LESSON PLAN by Emily Katona

Lesson: Lesson Plan 8: George's Trial.

Age or Grade Intended: 10th Grade Sophomores

Length: 40-45 minutes

Academic Standard(s):

10.3.3 Evaluate interactions between characters in a literary text and explain the way those interactions affect the plot.

Performance Objectives:

During an in class "trial" for George, students will analyze the final scene of the novel, coming up with what they think should happen to George, coming up with at least three reasons why they think that.

Assessment:

During this lesson, I will be splitting the class into two groups. One group will be arguing why George was right in killing Lennie, and the other will be arguing that George should have done something other than killing Lennie. They will have to discuss as a group their conclusions, and write them down to turn in to me at the end of the class. They will present their conclusions to the class, and they will have to defend their conclusions to the other group, much like a debate. I want the students to see both sides of the argument, and I want them to come up with their own conclusions about what George did. In order to assess them, I will be looking at what they wrote down during their discussion of what they are going to present and also listening to what they present to the class. I will be looking that they have supported their claims with the text and that they have made intelligent statements about what George should have done. I will also have them write two to three paragraphs explaining why they think the last chapter of the novel fits with the relationship of Lennie and George, and if they could change the ending, what would they have happen. They will also turn this in at the end of class and I will grade them.

Advanced Preparation by Teacher:

Most of this lesson is discussion, all the students need is their books, paper and pens or pencils, which is what they have bringing every day to class anyway.

Procedure:

Introduction/Motivation:

At the beginning of class, I will explain to them that today we are not students and teachers; we will be judges of one man's fate. I will ask them, if they had to make an on the spot decision, what would they do to George since he killed Lennie? I will tell them that today some of them will agree with what George did, and others will be on the opposing side, and at the end of class, we will decide together if what George did was right.

Step-by-Step Plan:

1. I will split the class into two groups and assign one group the “For George” side and one group “Against George” side.
2. I will explain that the For George side will have to come up with at least three reasons why George was right to kill Lennie and the Against George side will have to come up with three reasons why he should not have killed Lennie. I will explain the steps that they must accomplish in order to come up with their reasons.
 - a. For each reason, they must use passages from the novel in order to defend their reason.
 - b. They must write down their three reasons with the page numbers of each passage so I will be able to look at them and give them a grade.
 - c. They will have to present their reasons to the class and give their examples, and be ready to defend their decisions.
3. I will remind students that even though we are debating and arguing for our side, we must be respectful of the other side of the argument, and that name calling or foul language will not be permitted. I will also explain that if I feel that the debate is getting out of control, I will end it and they will have to sit quietly for the rest of the period.
4. I will put a T-Chart on the board, with one side saying “For George,” and one side saying, “Against George”. As each group presents one of their reasons, I will write it on their side of the T-Chart, to help keep the sides of the argument organized and help the groups keep track of what the other group has argued.
5. I will give each group about ten to fifteen minutes to discuss on their own their reasoning and find their examples. After the ten to fifteen minutes, I will have them come together as a class again so they can hear the other group. The class debate will probably take fifteen to twenty minutes, depending on how heated it becomes.
 - a. During the debate, I will serve as a mediator between the groups and will also be playing devil’s advocate. I will be asking the groups questions that will push them further and to help them think about the other side, such as:
 - i. “If Lennie was going to be shot by Curley, what other options did George have?”
 - ii. “If George had more time, and Curley wasn’t right on his heels, what else could he have done?”
 - b. These questions will help stimulate the discussion if needed.
6. After the debate, I will write their writing prompt on the board, which is, “How does the final chapter show what Lennie and George’s relationship was like in the novel? If you could change the end of the novel, what would you have happen and why?” I will explain to the students that they will have the rest of the class period to work on this writing assignment. They will have to write at least three FULL paragraphs in order to receive full credit, and I will be looking to see if you use support from the text and what you thought of Lennie and George’s relationship. They will have the rest of the class period to work on their writing assignment, and if they cannot get it finished during that time, they can turn it in next class.

Closure:

I will have the students who are finished with their writing assignment turn them in. If they have not finished, they can turn it in next class. I will explain to the students that next class we will be reviewing for our test over *Of Mice and Men*. They will be getting a study guide and we will play a review game, where we will go over some examples of what kind of questions will be on the test.

Adaptations/Enrichment: Mental Retardation

For this lesson, I will make sure this student is in a group with students who are understanding and will not isolate him/her or make fun of him/her. If this student has a paraprofessional, I will give her a handout/outline of what is going to happen during this class, so that he/she is prepared to help this student work on the assignment. This student may have a hard time coming up with three reasons, so I might have this student focus on one reason, so they do not become overwhelmed. This student will need written and oral directions from me and the paraprofessional in order to succeed in this activity. Their writing assignment will be shorter to help the student accomplish it. They would only focus on one question of the writing prompt, instead of both. Their writing requirement would also be shorter. If orally saying what they think would be easier for them, they could orally tell their paraprofessional, and the paraprofessional could write it down for the student.