

MANCHESTER COLLEGE
Department of Education

LESSON PLAN by Emily Katona

Lesson: Lesson number 5: The Harness Room Length 40-45 minutes

Age or Grade Intended 10th Grade Sophomores

Academic Standard(s):

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

10.3.4 Analyze characters' traits by what the characters say about themselves in **narration**, **dialogue**, and soliloquy (when they speak out loud to themselves).

Performance Objectives:

Given a worksheet about the interactions between three characters and Crooks, students will discuss how different characters view Crooks with 85% accuracy on the worksheet.

Given a form on Crooks, students will analyze the character using evidence from the text with 85% accuracy on the form.

Assessment:

Before the students work on their worksheets, we will have a discussion about the chapters and the character's interactions. That way, I can see what they understand from the chapter and help them think along the right lines for the worksheets. Then, when they turn in the worksheets, I will grade them with an answer key. I will be looking for if they used evidence from the novel and if they truly grasp the concept of how Crooks is treated because he is African American.

Advanced Preparation by Teacher:

I will need to make sure that I have copies of both worksheets for each student and an answer key that I can use to grade them.

Procedure:

- At the beginning of the class period, I will ask the students to give me a brief summary of what happened in the chapter. I will read them the part of the chapter where Crooks describes his loneliness to Lennie (pg. 72). I will ask them what they noticed about the attitudes toward Crooks and give them some context on how African Americans were treated during the Great Depression.

- We will have a discussion about the chapter, and focus on four characters; Candy, Crooks, Curley's wife and Lennie. We will be looking at how the other characters act around Crooks and why they act differently around him.
- I will ask students to pick a specific scene from the chapter that show the attitudes towards Crooks. We will then have a group discussion about why they treat him differently, focusing on his race and how African Americans were treated during the Great Depression.
- After our discussion, I will pass out the next worksheet about the attitudes towards Crooks and we will work on that together, looking at specific instances from the novel as well.
- Then, I will pass out the worksheet on the attitudes of the different characters, and they will work on that separately.

Closure: I will have the students hand in their worksheets and explain to them that next class we will be taking a break from reading and are going to work on our WebQuest.

Adaptations/Enrichment: Gifted and Talented

During this unit, the class will be doing a lot of discussion about the main characters in the novel, Lennie and George, and their relationship. So far, we have been looking at what kind of relationship they have and what kind of viewpoints they possess. This lesson focused on racial issues in the novel and the next lesson will focus on the Great Depression, which is the time period that the novel is set. The final lessons will focus on George's actions in the novel and if they are justified. I can do many different things to modify my lessons for students who are gifted and talented.

Since some of my lessons are discussion based, I can modify the discussion for gifted and talented students. There is a lot of small group discussion in my lessons, so I can make sure that I group my students in achievement level grouping. I can make sure the gifted and talented students are grouped together, so they can work on higher level of Bloom's questions. Not only would they answer questions about the character's actions, they can look deeper into the text, analyzing the characters as a whole and what they might represent in the novel. For example, they could analyze the significance of Candy and his dog and what he might represent in the novel, instead of just focusing on Lennie and George. This enrichment is beneficial because they are having to use higher levels of Blooms without having to do extra work.

My WebQuest lesson can also be enriched for students with gifted and talented. In my WebQuest, I gave my students options on who they could represent from the Great Depression; a migrant worker from California, a farmer from the Dust Bowl, or a child from a major city during that time period. For my students with gifted and talented, I could have them look up a specific person during the Great Depression, or have them use a child from a major city because they would have to look at the Great Depression from a different angle. They could also pick their own person who they want to focus on, such as an African American or a mother. Giving students options is an effective way to enrich your lesson plans for students who are gifted and talented.

My final lesson plans are going to mainly deal with Lennie and George and the death of Lennie. During this time, I am going to set up the classroom as a sort of court, where they must put George on trial. Some of them will be on George's side, and some of them will have to take the opposite side. In order to enrich this activity for my students who are gifted and talented, I will make sure that they are grouped together. I will give them the side where they would have to use higher levels of Blooms, like the side who must justify George's actions. I think it will be harder

for students to see why George did what he did, and my students who are gifted and talented will have to dig deeper and analyze more on his actions.

I want to make sure that my students who are gifted and talented are challenged and not just given extra work. I think in an English class, students can become challenged by having to analyze deeper and find the underlying themes and messages that may not be apparent to everyone else. I think with this unit they can easily do this through small group discussion and giving them more options in their activities.

Name:

Date:

Crooks

The harness room

The fourth part of the novel takes place in the harness room where Crooks lives.
Re-read the first two pages of the fourth section and find a quotation that shows that Crooks...

...is intelligent:

...is a skilled worker:

...has a low status:

...is segregated from the other men:

Name:

Date:

The Harness Room

Characterization

For these three characters, please write down how they act around Crooks when they are in the harness room. Use evidence from the novel and please explain why you think they are acting this way.

Character: Lennie

Character: Curley's Wife

Character: Candy
