

MANCHESTER COLLEGE
Department of Education

LESSON PLAN by Emily Katona

Lesson: Lesson Plan 7: Lennie's Actions.

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:

Through discussion, students will analyze the actions of the characters in the chapter, contributing to the discussion at least two times.

Focusing on Curley's wife, students will analyze what she says about herself through a worksheet, getting at least 85% accuracy on the worksheet.

Assessment:

During this lesson, we are going to discuss the chapter where Lennie kills Curley's wife. The class will have a Fishbowl discussion about the different characters involved, focusing on Lennie's actions and Curley's wife. I will explain to the students that participation in the discussion will affect their grade, and I will have a checklist to mark when they contribute. After the discussion, I will have the students answer some questions on Curley's wife. I want them to see another side of Curley's wife that they might have not thought about when they were reading the chapter. Most of them probably think Curley's wife is a bad person, and this worksheet will look at Curley's wife in another perspective. I will have the students hand in this worksheet so I can grade it with an answer key.

Advanced Preparation by Teacher:

I will need to make sure I have the worksheet copied for every student. I will also need the video clip I will be showing at the beginning of the class.

Procedure:

Introduction/Motivation:

At the beginning of the lesson I will show a clip from the movie *Of Mice and Men* (1939). The clip will be the scene where Lennie kills Curley's wife. After the clip, I will ask the students

to write a paragraph about what they think is going to happen to Lennie at the end of the book and why they think that is going to happen. I will have them turn in their paragraphs so I can see what they think.

Step-by-Step Plan:

1. First, I will have the students give me a summary of what happened in the chapter. This way, I know that they have read the chapter and everyone knows what is going on, so they can discuss it easier.
2. I will explain to the class that we will be having a Fishbowl Discussion about Lennie and Curley's wife. I will explain that a Fishbowl Discussion is where there will be four students in a small circle in the middle of the class while everyone else sits around them in a larger circle. The four people in the middle are the only ones allowed to talk, and once they have said a comment, they will leave the circle and someone will take their place. I will let them know that they need to contribute to the discussion because it will be part of their grade, so everyone will need to go into the middle circle. If I see that no one is heading into the circle, I will call people into the small circle to make sure that everyone has been in the small circle.
3. In order to begin the discussion, I will ask them some leading questions that will open up what we need to talk about. I will write these questions on the board so that they will have a visual of the questions during the discussion.
 - a. Questions: "What do you think of Curley's wife?" "Why do you think she acts the way she does?" "Does Curley's wife have any redeeming qualities?" "Do you feel sorry for Lennie? Why?" "Why do you think Lennie killed Curley's wife? Did he do it on purpose? Could he have done something different?" "What do you think is going to happen to Lennie?"
 - i. We may not get to all of these questions, but I want to make sure we have enough for the discussion and enough for everyone to contribute to the discussion.
4. After the discussion, I will hand out the worksheet about Curley's wife. I will explain to the students what they have to do, which is to look in the text and find examples in the book where Curley's wife shows the different qualities listed on the worksheet. I will let them have the rest of the time in class to work on their worksheet, and if they do not finish they can turn it in the next class.

Closure: I will tell the class that they need to read the end of the book for the next class, and if they did not finish their worksheet, they will need to turn that in as well.

Adaptations/Enrichment: Autism:

Students with autism may be overwhelmed with my directions about the Fishbowl Activity, so after I explain the directions, I will go over to the student and make sure they understand what is going on. I could even give them shortened directions that would not be as overwhelming. When they are in the Fishbowl Activity, I could ask this student questions directly to help them succeed in the discussion, not just ask in general. If I see that they are uncomfortable in the Fishbowl activity, I could have them write down their responses to the questions, so that I still know they are trying to answer the questions about the chapter. I think that having the questions written down for them would be helpful, because they would know what questions were going to be asked and could

be prepared to answer them. If I notice that the student is becoming too uncomfortable or stressed about the situation, I could have them leave the Fishbowl and calm down in the outside circle, and if they felt comfortable, could enter the smaller circle again.