

MANCHESTER COLLEGE
Department of Education

LESSON PLAN by: Emily Katona

Lesson: Lesson #3 Of Mice and Men, Characters Length: 40 minutes

Age or Grade Intended: 10th Grade Sophomores

Academic Standard(s):

9-10.RL.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Performance Objectives:

In groups, students will analyze a specific character in *Of Mice and Men* with 100% participation.

In groups, students will discuss their information with the class about their characters, sharing all of their information they found.

Assessment:

In this lesson, students will get into groups to discuss a specific character by drawing a picture of the character, creating four details about the character in their own words and picking a line from the text that they think best describes the character. A major part of this novel is the character relationships, and I want to make sure the students understand the characters and have a good idea of what they are like. I think this background will help them understand their actions throughout the book. While they are doing this activity, I will be walking around the room making sure the students stay on task and are all participating. To help them with organization, I will give them graphic organizers that they can use to describe each character. I will also have each group present their work to the class and discuss what they found, and I will collect their work in order to give them a grade. I will make sure they have done each section that I have asked them to with a proper amount of information about the character. They should have a brief description of the character (around four details about the character), a quote from the book that best fits that character, and a visual depiction of what they think the character looks like.

Advanced Preparation by Teacher:

I will need to make sure I have paper and colored pencils for the activity that the students are doing. I will need to have printed graphic organizers for each student before class begins. I will also need to make the checklist in order to keep track of my students' participation.

Procedure:

Introduction/Motivation:

When students sit down for class, I will ask them, “What do you think about the story so far?” (Blooms; Comprehension) “What do you think about the characters?” (Blooms; Comprehension) “If you had to cast the movie for this novel, who would you have play Lennie? What about George?” (Blooms; Synthesis) I will further explain, “Today, we are going to take a closer look at the characters involved in this novel. It is important to understand our characters because this novel centers around relationships and the actions we take for the ones we care for. We have to take a closer look at our characters in order to understand their actions.”

Step-by-Step Plan:

1. First, I will begin the lesson by asking, “What characters have we been introduced to so far in this novel?” (Blooms; Knowledge) I will then write these characters’ names on the board. As we come up with new characters, I will ask such questions about the characters such as, “Where do we first see this character?” (Blooms; Comprehension) “Who is this character?” (Blooms; Knowledge). I will then ask, “Out of these characters, which ones do you find most interesting? Why do you find these characters interesting?” (Blooms; Evaluation).
 - a. Through this discussion, we will discuss the plot and what happened in the chapter as well. By asking the students questions about the characters, I can see where they are in the novel and see what we need to really focus on.
2. As we are deciding which characters are the ones we would like to focus on, I will circle their names on the board. I will make sure that these characters are included:
 - a. Lennie, George, Candy and Curley.
3. I will then explain to the students, “Today, we are going to focus on these characters. I am going to put you in groups (Gardner; Interpersonal). Each group will be assigned one character and they will be in charge of describing the character. You have to draw what you believe the character looks like, (Gardner; Visual Spatial) write a brief description about the character. You will use the graphic organizer provided by putting your character’s name in the middle and writing the descriptions of the character in the outside sections. (Gardner; Linguistic) and pick a quote from the novel that best describes this character.”
4. I will then put them into groups and give each group a character to focus on. Since there are four characters, there should be about four groups.
5. After giving the students enough time to finish their task, I will have them come back together as a whole group. I will have each student present their characters to the class, having them explain their choices. **They must also read aloud the quote they chose and explain why they think that quote fits that character. (Read aloud strategy)**
6. After each group presents their information, I will open the group to discussion. I will ask the students about each character, asking them questions like:

- a. “What do you think Lennie looks like? What else can we say about Lennie? What do we think about Lennie and George’s relationship?” (Blooms; Analysis) “What do you think is going to happen to Lennie and George?” (Blooms; Comprehension) “How does their relationship influence the choices they make in the novel?” (Blooms; Analysis)

Closure:

After we have finished discussing the characters as a whole group, I will have each group hand in their activity. I will pass out a cause and effect chart that deals with the actions of the characters and what effects they have in the novel. I will explain that they must fill out the sheet as they read the novel and will turn the sheet in on the last day we talk about the novel. They are to find at least one action from each character listed and the effect it has in the story. They will be responsible for actions from Lennie, George, Curley, Curley’s wife, and another character of their choice. I will then tell them that their homework is to read the next chapter of the novel, and to pay close attention to the characters we just discussed and their actions in the novel.

Adaptations/Enrichment:

For a student with ADHD:

Since my students will be working in small groups, it could be very easy for a student with ADHD to become distracted. I will need to make sure that this student will be in a group of students that will not distract him as much and will help him stay on task. I can also make sure my directions are given verbally and written down, that way the student will have what they need to do in front of them. The graphic organizer should help the students stay organized with their descriptions. I can give them a checklist that they can mark off each task as they complete it, so they can see that they are finishing their assignment. If I notice the student is becoming restless or distracted, I will ask him/her to take a break, maybe get their groups supplies, so they can get up and take a break. I think the peer work will be very beneficial for a student with ADHD because, if they are paired with the right student, they can help motivate the student and help them stay on task.

Checklist:

Draw the character

Write a description

Find a quote from the character

Self-Reflection:

Do my students have a deep understanding of the characters?

Did they seem engaged in the activities?

What can I change to make my lesson more effective/engaging?

Did my students enjoy the tasks they had to accomplish?

Cause and effect T-Chart

****Please be specific in your description of the character's actions and the effect it had.
Include what character you are talking about.**

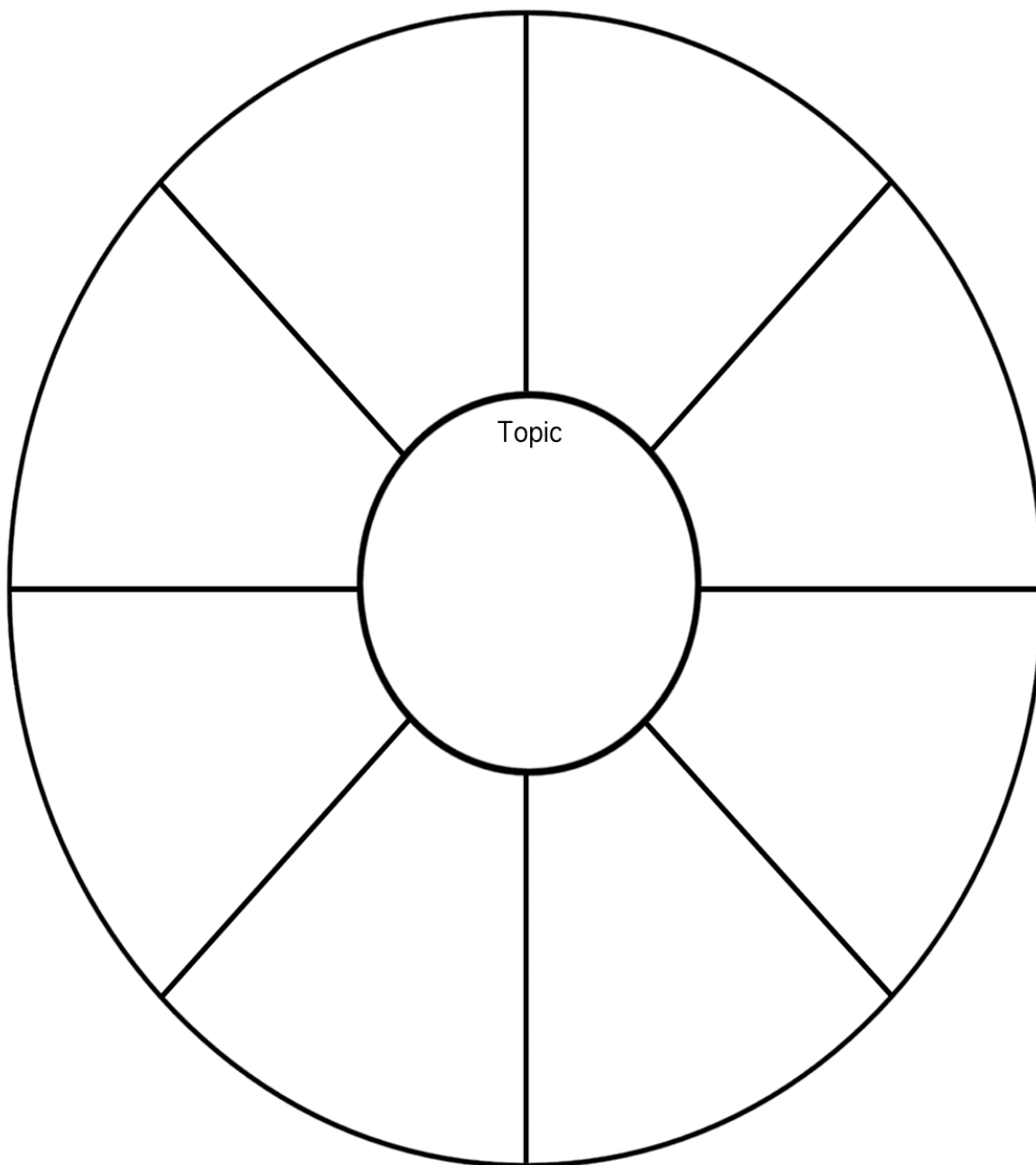
Characters Actions	Effect

Name _____



edHelper.com

Date _____



Some examples for the Cause and effect chart:

Lennie: Action: He was inappropriate with a woman at the last job they were at.

Effect: Lennie and George had to look for another job, which is how they ended up at Curley's farm.

Some acceptable descriptions of each character:

Lennie: A very strong, very large man. Much bigger than George. Is "slow" and has a hard time knowing what his strength is. Loves animals, but is sometimes accidentally rough with them.

George: A tiny, sharp eyed man. He feels a responsibility for Lennie, and takes care of him as much as he can. A witty man, and very protective of Lennie. Always telling him what to do.

Curley: Very stern boss. Does not seemed like by many of the people in the novel.

Candy: A very old farmhand. Wants to share the dream of having his own farm with Lennie and George. Has a very old dog, and has a hard time letting him go.