



Subject: English	Classes: Year 10	Unit title: Of Mice and Men
Year Level: 10	Term: Autumn 1	Duration: 7 weeks

	Unit Plan Overview
Focus statement: By the end of this unit, students will know and understand the context, plot, themes/ideas of 'Of Mice and Men', along with Steinbeck's use of form, language, structure and characterisation. They will also learn how to write well-structured analytical paragraphs (following the What/How/Why structure) and how to plan and write an analytical essay on a character/setting/theme.	
Assessment Focus	

At the end of the unit students will KNOW: (Declarative knowledge)		At the end of the unit students will be able to DO: (Procedural knowledge/skills)
• The storyline of <i>Of Mice and Men</i> • The context of the story (in particular, the links between the text and 1930's America). • Ideas about literary form • Key ideas about each character, including the symbolic role of each. • A range of relevant Tier 2/Tier 3 vocabulary – see below. • Steinbeck's authorial methods - foreshadowing, allegory, tragedy • Themes: dreams, loneliness/companionship, discrimination/prejudice, death, fate and nature.		• How to annotate a text. • Write W/H/W paragraphs independently • Plan and write a chronologically structured essay based on a whole text. • Be able to track a character's progression across a whole text and within an extract • Choose apt and relevant quotations to embed in sentences and support their viewpoints. • Make connections between <i>Of Mice and Men</i> and their prior learning from Year 8 (e.g. the five universal themes)
Assessment Criteria (character-based essay)	Y9 1. Use of embedded quotation. 2. Quality of inference 3. W/H/W paragraph structure 4. Annotate extracts	



	5. Technical terminology/vocabulary 6. Context
Essential Vocabulary	Week 1: biblical allusion, idyllic, juxtaposition, colloquial language, protagonist Week 2: volatile, objectify, foreshadowing, patriarchal, oppression Week 3: antagonist, hamartia, insensitive, hostility, thwarted, Week 4: prejudice, discrimination, (human) hierarchy, cynical, outcast Week 5: antithesis, unobtainable (unobtainability), aloof, fragility, fate Week 6: tragedy, symbolism, allegory, cyclical, dramatic irony Recap words from previous unit - words highlighted in yellow (Animal farm, Blood Brothers)



HOMEWORK CONTENT	
	Year 9 homework
Week 1	
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	



Week 7	
Week 8	
Week 9	

Lessons	Content	Resources
Week 1 w/c 6th September 4 lessons	Lesson 1: - Go through English expectations with the class. - Reintroduce the term 'context' - what does it mean? Why is it important? How does it help our understanding of a play/novel? - Show an image - get students to make a list of inferences in their book, thinking about what 1930's society was like. - Learn about the context (found in booklet) and answer questions - The Great Depression, life of Migrant farmers, The American Dream, Oppression/discrimination in 1930's America (age, gender, disability, race). - Reflection - what do they still not understand? What 1 piece of information did they learn today that they didn't know before? Lesson 2: - Complete 1 minute drawings (biblical allusion, idyllic, juxtaposition, colloquial language, protagonist) - Retrieval quiz on context from previous lesson - Show front covers - get students to make inferences based on the different images. - Introduce students to the character tracker - fill this in as you read. - Read Chapter 1 - page 3-18 - Answer questions in Chapter 1 in exercise books - Reflection questions	Booklet PPT



	Lesson 3: • Starter: complete the sentence stems (biblical allusion, idyllic, juxtaposition, colloquial language, protagonist) • Finish Chapter 1 (if necessary) • Introduce WHAT/HOW/WHY - get students to see how much they remember in terms of structure. • Focus question for the next 2 lessons: How does Steinbeck present the setting in the opening of 'Of Mice and Men'? • Annotate the opening setting of OMAM - think about idyllic imagery, biblical references, foreshadowing. Lesson 4: • Starter - plot retrieval questions • Frayer model - juxtaposition • Introduce quote explosion - write quotations in their books with space around it. Follow the numbers - help with the writing structure of a W/H/W. Complete this as a class - first time • Focus on writing W/H/W to this question: How does Steinbeck present the setting in the opening of 'Of Mice and Men'? • Teacher model W/H/W (must use ticklist - model to them how to use this in the I-model) • 'We' model as a class • 'I' model - students independently write 1 paragraph on their own.	
Week 2: w/c 13th September 3 lessons	Lesson 5: • Complete the 'Frayer model' for idyllic. • Focus question: How does Steinbeck present George and Lennie in the opening of 'Of Mice and Men'? • Quotation explosions - students write down the list of quotations (may need to print for your class) • I/WE/YOU - quotation explosions - first example has been done for them. Model using the numbers - this will aid a W/H/W paragraph. • Visualiser - last 3 quotations (independent) - take a student's book and get students to add more ideas onto their own work. Lesson 6:	



	• Complete the vocabulary - 1 minute drawings (volatile, objectify, foreshadowing, patriarchal, oppression). This has been introduced so they can link these words to chapter 2 in the next lesson. • Focus question: How does Steinbeck present George and Lennie in the opening of 'Of Mice and Men'? • Write W/H/W using their quote explosions from last lesson (must use ticklist - model to them how to use this in the I-model) • Teacher to model • 'We' model - as a class, pick a quotation about George and write on this together using the structure. • 'I' model - independently write on Lennie. • Visualiser feedback - take 2 students' books and give targets based on the checklist on the lesson slides. Library lesson (1 lesson a fortnight)	
Week 3: w/c 20th September 4 lessons	Lesson 7: • Complete sentence stems (volatile, objectify, foreshadowing, patriarchal, oppression). • Retrieval quiz • Character tracker - remind students to fill this in as new characters are introduced and as characters develop/change. • Read page 19-22 • Focus question: What does the setting of The Bunkhouse tell you about the lives of itinerant workers? • Annotate extract on Bunkhouse (there are questions to support this on the slides) • Teacher to model W/H/W • Students to write W/H/W independently • Continue reading Chapter 2 Lesson 8: • Frayer model - objectify • Introduce context (oppression in 1930's society) - age/race/discrimination/gender - this can be linked to CW and Candy. Questions and information (as seen on the slides) are in the booklet. • Finish reading Chapter 2 (where you left off last lesson)	



	• Questions on Chapter 2 - to be answered in their exercise books. • Annotate extract on Curley's Wife (in booklet) - focus question: How does Steinbeck present Curley's Wife in Chapter 2? • Plenary - discussion questions Lesson 9: • Frayer model - oppression • Explode two quotations on Curley's Wife - this will help them prepare for their W/H/W paragraphs. One as a class; then get them to choose 1 from the extract last lesson • Focus question: How does Steinbeck present Curley's Wife in Chapter 2? • I, WE, YOU modelling - again, use the tick list and show students HOW to use this when writing. • Visualiser feedback • Plenary - reflect on how well they think they have done and what parts of the task challenged them the most. Lesson 10: • Starter: character questions (add adjectives to their character tracker table). • 1 minute drawings (antagonist, hamartia, insensitive, hostility, thwarted (by society)). • Read Chapter 3 - page 39-50 • Comprehension questions - answer in exercise books.	
Week 4: w/c 27th September 3 lessons	Library lesson (1 lesson a fortnight) Lesson 11: ASSESSMENT PREPARATION Lesson 12: ASSESSMENT PREPARATION	



Week 5: w/c 4th October 4 lessons	ASSESSMENT WEEK - need to complete assessment lessons on the same day - time to revise for assessment for later on in the week. (TBC) Lesson 13: • Complete the vocabulary/sentence stems • Introduce the concept of toxic masculinity - explicitly teach. Apply this to OMAM and other real life examples (relevant with Curley's character when they annotate fight scene). • Continue reading chapter 3 - page 50-65 • Comprehension questions - answer in exercise books. Lesson 14: • Starter quiz • Frayer model - Hamartia • Introduce the focus question: How does Steinbeck present the theme of violence and conflict? • Annotate extract 5 in the booklet • Write 2 W/H/W paragraphs (independently) - provide feedback that will help for their assessment. Targets should be linked to the ticklist. Lesson 15: Assessment day? Lesson 16: • Vocabulary - 1 minute drawings (prejudice, discrimination, (human) hierarchy, cynical, outcast). • Reminder of context - racism in 1930's America • Read Chapter 4 (page 66-76) - just before Curley's Wife enters • Add adjectives to the character tracker table on Crooks - aloof, lonely, an outcast etc. • Comprehension questions - answer in exercise books • Show the song Strange Fruit (Billie Holiday) - what does this tell us as the reader about what life was like for African Americans? Questions on this too.
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	● Begin to annotate extract 6. Focus question: How does Steinbeck present ideas about prejudice and discrimination?	
Week 6: w/c 11th October 3 lessons	Lesson 17: ● Complete the sentence stems - (prejudice, discrimination, (human) hierarchy, cynical, outcast). ● Finish annotating extract 6 ● Write 2 W/H/W paragraphs. Focus question: How does Steinbeck present ideas about prejudice and discrimination? Make sure students are using the ticklist. ● Continue reading (page 76-82) ● Complete the comprehension questions in exercise books ● Copy out the table - different types of prejudices. Fill in with examples from the novella. Lesson 18: ● Starter - hierarchy - putting the characters in order of power. ● Frayer model - outcast ● Read Chapter 5 - page 83-97 ● Answer comprehension questions ● Discussion questions - get students to express their feelings about Lennie's death. Did George do the right thing? ● Annotate extract 7. Focus question: How is Curley's Wife presented in Chapter 5? ● Ticklist - tick when they have completed each step of the extract. Library lesson (1 lesson a fortnight)	



Week 7: w/c 18th October 4 lessons	Lesson 19: • Vocabulary - 1 minute drawings (antithesis, unobtainable, aloof, fragility, fate) • Explode quotations - Curley's Wife extract 7 - choose one that they will use for W/H/W • Write 1 W/H/W independently • Complete table - how has CW changed from chapter 2 - 5? Get students to think about how the reader is supposed to feel towards CW. • Read Steinbeck's letter -mindmap ideas about how he wanted CW to be presented as. • Plenary: complete the sentence stems on CW's character. Lesson 20: • Complete sentence stems (antithesis, unobtainable, aloof, fragility, fate) • Frayer model - fragility • Read Chapter 6 (only short) • Answer comprehension questions in exercise books Lesson 21: • Complete 1 minute drawings (tragedy, symbolism, allegory, cyclical narrative, inevitable) • Annotate extract 8. Focus question: How is nature being portrayed in Chapter 6? • Write two W/H/W paragraphs independently • Visualiser feedback • Plenary - complete sentence stems - embed more of the vocabulary (next set of sentence stems are not as specific to OMAM). Lesson 22: • Complete sentence stems (tragedy, symbolism, allegory, cyclical narrative, inevitable) • Frayer model: tragedy • Themes - reestablish what they are	
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| | <ul style="list-style-type: none">● Complete the grid (may need to print this off for your class) - talk through the key themes and ideas linked to each theme. Get students to fill out the table by linking the themes to the character/plot. One example has been completed for them.● Reflection - which theme do they consider to be the most important in understanding Steinbeck's key ideas in OMAM.● Final task - choose 4 statements. Decide which statements you think explain what Steinbeck was trying to show in his novella. | |
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Unit plan created by HJa

Date for Review / Evaluation: [Click here to enter a date.](#)

Unit Review: (names of teachers present)

Strengths:

Recommendations: