

INTENT: Aims of the Unit

- For students to explore how social and historical context can influence the meaning of a text.
- Students will explore the 1930s, the Great Depression, Dust Bowl and migration of itinerant workers in the USA.
- To explore hierarchies and marginalisation within society.
- Students will develop understanding of major themes (dreams, loneliness, desperation) and how they contribute to the understanding of a text.
- Students will explore characterisation and traits, and how parallels and antithesis are created.
- Students will explore terminology such as animal imagery, antonyms, synonyms, metaphors, similes and allusions.
- To analyse how an author uses both language and structural features for deliberate effects. And how to develop this into longer analytical writing.
- To explore how an author uses symbolism within a novel.
- For students to make their own inferences regarding characters, plot, and structure, with a big focus on comprehension.
- To compare parallel scenes within the novel and analyse the significance of these scenes.
- To use the novel and its ideas as a springboard for writing challenges once a fortnight. These are both descriptive/narrative based and transactional.
- Student with practice reciprocal reading tasks: prediction, clarify, questioning and summarising.

IMPLEMENTATION: Knowledge and delivery

- Each lesson has an overarching ‘big question(s).’ These are shared with students in the front of their resource booklet and should be referenced by teachers at the start of the lesson as well as at key moments within the lesson. Some of these questions may span a series of lessons.
- Teachers should familiarise themselves with the Knowledge Organiser as well as ‘Of Mice and Men’ and will benefit from extra research into the 1930s, including: the stock market crash, the Dust Bowl, the Great Depression, Objectification of women, segregation, racism and bear-baiting.
- The Knowledge Organiser should be given to students at the start of the unit and weekly self-quizzing homeworks allocated on specific sections.
- The Tier 2 and Tier 3 vocabulary that has been picked out (on the Knowledge Organiser) should be explicitly taught at the start of each lesson as a ‘vocabulary builder’ depending on what ‘big question’ is being covered. We use the model of defining the word, providing examples, students identifying correct and incorrect usage, applying the term to their own experiences, and then using the word in their own sentences. It should then be explored in the context used by the writer when the students come across it whilst reading.
- When reading the novel, the teacher may choose to read out loud themselves or get students to read. The ‘popcorn’ method of reading is encouraged whereby a minimum and maximum amount is given and students ‘popcorn’ + another classmate after they have read. The teacher should model and encourage different methods of fluent reading: tone, pitch, volume,

IMPACT: Assessment

Students will receive multiple choice quizzes throughout the unit on the information from the Knowledge Organiser - this will ensure that they are retaining knowledge and embedding it in their long-term memories.

Students will answer comprehension questions throughout the scheme to ensure understanding of plot, character, and techniques. They will focus on reciprocal reading tasks: predict, question, clarify and summarise.

The unit will culminate with students writing a response in their purple assessment books – this will be an extract question that may focus on any of the characters or themes in the novel. Students will be expected to write a series of analytical paragraphs focused on the What/How/Why structure, there should be a decent connection to context and ambitious vocabulary.

The impact of this unit will hopefully influence students understanding how a text is influenced by its socio-historical context (this then assisting them when it comes to ACC and Macbeth later on). They will also question what factors determine social hierarchies, whether the powerless are a target of the powerful and whether fate or our own actions determine our future. This unit should have a heavy focus on marginalisation within society and the unobtainable nature of dreams. Students should build up their ability to write analytical paragraphs, all while working on the following skills: deduction, inference and comprehension.

intonation and encourage students to do the same.

- Due to the difficulty of the concepts within the novel, the teacher may spend extra time using reciprocal reading: predict, clarify, question, and summarise. This process should be modelled for some of the key extracts in the student resource booklet.
- Teacher may need to stop at key points to inform students on connections between the characters/moments and socio-historical context. They may also want to refer to themes or allusions being reflected in the text.
- The teacher will use the visualizer to annotate key terminology, devices and techniques used by key characters during key scenes in OMAM. This process will be modelled, and the students will follow suite. This will train pupils to then independently identify devices/word classes when needed.
- For the delivery of the linked writing challenges. Students should read the task, discuss as a class. Then ideas should be generated as a class and recorded on the whiteboard to ease cognitive load and model the planning process. The criteria should be defined with examples provided as necessary on the whiteboard.
- Students should be developing their analytical skills throughout the unit. We encourage that students use the what, how and why method of analysis and some students may benefit from using the PETAL structure in their analytical paragraphs. The teacher should model this process before students are expected to write their own. We recommend using the 'I do' 'we do' then 'you do' approach.
- Students will be constantly answering reading and retrieval questions to ensure their knowledge of plot and characters is retained throughout the scheme.

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| <p>Year 8 pupils will have studied Allusions as the first module of year 7 which should assist them in locating allusions and underlying themes within the text. They will also have studied Animal Farm in year 8 and will have encountered characterisation/authors use of language and structure and how to start analysing a text. Students will have also had the chance to consider how social/historical context influence a text – which is an essential skill to then understanding Of Mice and Men.</p> <p>Students will learn about pre-WWII in history prior to the unit. This will help pupils understand the basics, such as the Great Depression, and life between the world wars.</p> <p>Students in year 7 and 8 have completed fortnightly writing challenges from the start of the year so their stamina should be building throughout the year and techniques/ vocabulary used in these earlier challenges should be revisited to ensure they are being retained in students' Long-Term Memories.</p> <p>Analytical skills will assist pupils as they move forward into GCSE level texts such as ACC, Blood Brothers, Macbeth and the poetry unit. By practicing reciprocal reading tasks they will become more independent in regards to reading, it will also allow them to achieve a more holistic view of a text.</p> | | |
| Key Vocabulary | | Wider Learning |
| <p style="text-align: center;"><i>Tier 2: High frequency / Multiple meaning</i></p> <p>Patriarchal, Itinerant, marginalise, segregation, racism, objectify, desperation, prosperous, isolation, hierarchy, agriculture, hesitated, morosely, imprisonment, pugnacious, puerile, prestige, admiration, disdain, discrimination, American Dream.</p> | <p style="text-align: center;"><i>Tier 3: Subject related.</i></p> <p>Colloquialism, antithesis, animal imagery, foreshadowing, symbolism, inference, antonym, synonym, allusion, metaphor, analyse, predict, clarify, question, summarise, comprehension, tragedy, cyclical structure, theme, parallel.</p> | <p>SMSC / RWCM / CEIAG</p> <p>Writing challenges will aid writing communication – along with the analysis of certain extracts. Reading questions will be constantly included to improve reading skills, along with practising reading for fluency and thus improving understanding. (Please see implementation.)</p> <p>Students will learn about societal hierarchies as well as marginalised members of societies. This should enable</p> |

See knowledge organiser and booklet for definitions.

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pupils to explore the idea of objectification, segregation, and racism and consider to what extent it still exists in present society.

BIG QUESTION:

How does socio-historical context contribute to the understanding of a text?

What is the social and historical context behind *'Of Mice and Men'*?

How does Steinbeck use the allusion of the Garden of Eden?

How does Steinbeck present the characters, Lennie and George?

How is Steinbeck's *'Of Mice and Men'* connected to Robert Burns *'To a Mouse'*?

What is the American Dream and how is it presented in *'Of Mice and Men'*?

How does Steinbeck present the bunk house?

BIG QUESTION:

What factors determine social hierarchies?

What is Steinbeck's method of characterisation?

How does Steinbeck present Curley's Wife and portray woman of the 1930s?

How does Steinbeck present Slim?

What is a hierarchy and how is it portrayed on the ranch?

How does Steinbeck create suspense and tension in *'Of Mice and Men'*?

BIG QUESTION:

Are the powerless a target of the powerful?

How does Steinbeck utilise symbolism and present marginalised characters?

What are antonyms and synonyms and how do they contribute towards analysis?

How does Steinbeck present Lennie and George's dream farm?

What is animal imagery and how is it utilised by *'Of Mice and Men'*?

What is segregation and racism and how is it presented in *'Of Mice and Men'*?

BIG QUESTION:

Is it fate or our own actions that determine our future?

How does Steinbeck present the theme of loneliness?

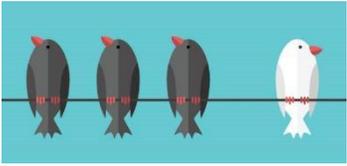
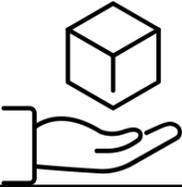
How does Steinbeck present tragedy and the inevitability of fate?

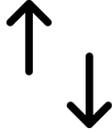
How does Steinbeck foreshadow the tragic death of Curley's Wife?

How does Steinbeck present the fragility of human dreams?

What is a cyclical structure and how is it presented in *'Of Mice and Men'*?

| 1. Key Characters | 2. Key Context | 3. Context Vocabulary | 4. General Key Vocabulary |
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| George – A migrant worker who protects and cares for Lennie. George dreams of one day owning his own land. | John Steinbeck was born in Salinas, California in 1902. He had worked as a labourer on a farm. | Itinerant Worker (noun): a temporary worker, particularly for tiring and demanding manual labour. | Degrade (verb): To cause people to feel that they or other people have no value; to destroy the quality of something. |
| Lennie – a mentally handicapped, large and strong migrant worker. His enormous strength and his enjoyment from petting soft animals are a dangerous combination. | October 29, 1929 Wall Street Crash. This triggered the Great Depression. | American Dream (noun): the ideal by which equality of opportunity is available to any American, allowing the highest aspirations and goals to be achieved. | Prosperous (adjective): having financial success, good fortune or wealth. |
| Candy – Sometimes called 'the swamper'. He is an old handyman who lost his hand. He fears he will eventually be fired. | The 1930s were years of mass unemployment, particularly in agriculture. By 1932 over 10 million were out of work. | Discrimination (noun): When a person or group of people is treated unfairly compared to others (usually due to race, sex or religion). | Tragedy (noun): an event causing great suffering, destruction, and distress, such as a serious accident, crime, or natural catastrophe. |
| Curley – Son of the ranch owner. He is a mean, jealous guy who picks fights with bigger guys on the ranch. | Millions of people migrated away from the Dust Bowl region in the Midwest, many to California. | Marginalise (verb): to treat someone or something as if they are not important. | Solitary (adjective) existing alone. |
| Curley's Wife – The only character in the novel with no name. She taunts and provokes the ranch hands into talking with her, an action that infuriates Curley. | Woman in the 1930s has just got the vote, however majority were expected to primarily be homemakers and mothers. | Segregation (noun): keeping one group of people apart from another and treating them differently (usually due to race, sex or religion). | Antithesis (noun): a person or thing that is the direct opposite of someone or something else. |
| Crooks – the black stable worker who cares for the horses. A symbol of racial injustice and loneliness on the ranch. | Racism was common in the southern states, due to a history of slavery and the Jim Crow laws. | Patriarchal (adjective): a system in which men (patriarchs) have power and control. | Colloquialism (noun): a word or phrase that is not formal or literary and is used in ordinary conversation. |
| Slim – The leader of the mule team whom everyone respects. Slim becomes an ally to George and Lennie. He is compassionate and insightful. | The name of the novel is inspired by 'To a Mouse' by Robert Burns. | Objectify (verb): to treat a person like an object or tool, as if they had no feeling, emotions or rights. | Hierarchy (noun): a group of people or things arranged in order of rank. |
| 5. Symbolism | 6. Terminology | | |
| <p>George and Lennie's Farm. The farm George and Lennie hope to own is a symbol of the American Dream. It is an idyllic utopia that is unobtainable to the men who suffered through the Great Depression.</p> <p>Candy's Dog. Candy's dog represents the fate awaiting anyone who has outlived their purpose as well as marginalised members of society. His death supports a cruel natural law that the strong will dispose of the weak. This foreshadows later events in the novel.</p> <p>American Society. Each character represents a type of person in American society and often one that is a victim of discrimination. For example, Crooks is discriminated for his race, Curley's wife for her gender; Candy for his old age, etc.</p> | Animal Imagery – whereby animal attributes are imposed upon non-animal objects and humans | Antonym a word or phrase with the opposite meaning to another (e.g bad and good.) | |
| | Foreshadowing – to give an indication of what is to come. | Synonym: a word or phrase that means exactly or nearly the same as another. | |
| | Symbolism – the use of symbols to represent ideas or qualities. | Metaphor: a direct comparison not using 'like' or 'as'. | |
| | Inference: a conclusion reached on the basis of evidence and reasoning. | Allusion: an expression designed to call something to mind without mentioning it explicitly. | |
| 7. Steinbeck's Arguments and Themes: | <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  Predict </div> <div style="text-align: center;">  Clarify </div> <div style="text-align: center;">  Question </div> <div style="text-align: center;">  Summarise </div> </div> | | |
| <ul style="list-style-type: none"> Steinbeck encourages us to empathise with the plight of migrant workers and all of the marginalised citizens. The novella explores the human need for companionship and the tragedy of loneliness. Steinbeck reveals the predatory nature of mankind: the powerless are targeted by the powerful. Steinbeck explores the tension between fate and the fragility of human dreams.  | | | |

| Word | Student-friendly Definition | Visual/ etymology / morphology | Two example sentences | Question to build understanding... |
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| Patriarchal (a) | A system in which men (patriarchs) have power and control. |  | Most ancient societies were patriarchal in nature. Most patriarchal societies rely on males for filling roles of major influence, such as military command, politics, and industry. | Do you think our society could still be classed as patriarchal today? |
| Marginalise (v) | To treat someone or something as if they are not important. | It comes from the Medieval Latin ' <i>marginalis</i> ' which means located at or near an edge. | Marginalised communities suffer the greatest inequalities in health care. Women often play a secondary role or are completely marginalised in many different societies. | Do you believe it is acceptable to marginalise women in society? |
| Segregation (n) | Keeping one group of people apart from another and treating them differently. (usually due to race, sex or religion). | From the Latin segregat- ' <i>separated from the flock</i> ', from the verb segregare, from se- ' <i>apart</i> ' + greg- ' <i>flock</i> '. | The civil code caused there to be segregation in bathrooms, libraries, schools, restaurants and many other places. Racial segregation has generally been outlawed worldwide. | Is there a situation in society where segregation could be considered acceptable? |
| Discrimination (n) | When a person or group of people is treated unfairly compared to others. (usually due to race, sex or religion). |  | The law prohibits discrimination when hiring. The sixty-year-old man took the company to court for age discrimination . | Can you think of any examples of discrimination in either a novel, TV show or film? |
| Objectify (v) | To treat a person like an object or tool, as if they had no feeling, emotions or rights. |  | The rich in this city tend to objectify the poor and make it seem as if they are less than human. The boy's mother refused to let him listen to songs that objectify women or portray them in a negative way. | We often talk about women being objectified but can you think of a time that you've witnessed a man be objectified ? |
| Degrade (v) | To cause people to feel that they or other people have no value; to destroy the quality of something. | From Latin <i>degradare</i> , from de- ' <i>down, away from</i> ' + Latin gradus ' <i>step or grade</i> '. | Punishments were intended to humiliate and degrade the prisoners. Staying in the barn with the horses instead of with the men in the bunkhouse degraded the social status of the stable hand. | What actions could possibly degrade someone's social standing in society? |
| Prosperous (a) | Having financial success, good fortune or wealth. | From the Latin <i>prosperus</i> ' <i>doing well</i> '. | It was incredibly difficult to become prosperous during the Great Depression. The country had good railway communications and a prosperous trade. | What kinds of things can stand in the way of becoming prosperous ? |

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| Solitary (a) | Existing alone. | Middle English: from Latin solitarius, from <i>solus</i> 'alone'. | In Dickens' 'A Christmas Carol' the main character Scrooge is described as being ' solitary as an oyster'. The prisoners weren't allowed to communicate with one another, instead they were kept in solitary cells. | Why is it damaging for people to be kept in solitary confinement? |
| Antithesis (n) | A person or thing that is the direct opposite of someone or something else. |  | Love is the antithesis of hate. Slavery is the antithesis of freedom. | What is the antithesis of arrogance? |
| Hierarchy (n) | A group of people or things arranged in order of rank. | From the Greek <i>hierarkhia</i> which means 'sacred ruler' | Some countries have risen up against oppressive hierarchies formed by their governments. When the country went into a depression, it impacted those lower in the social hierarchy first. | Do you think that we need hierarchies for society to function? |