PURPOSE OF LESSON
The focus of today's lesson is a cooperative learning project, where students will work in groups to create a poster that effectively reflects their assigned topic.

OBJECTIVES:

TSWBAT recall and describe the main ideas of their specific passage and select quotes that support their interpretation of the text assigned by the teacher.

TSWBAT illustrate a representation of their scene by using and analyzing information from the text.

TSWBAT demonstrate their ability to plan and present information in an effective and engaging way.

TSWBAT synthesize their understanding of character, plot, setting, and tone in *Of Mice and Men* by participating in a cooperative learning jigsaw activity.

NJCCC STANDARDS

3.1.12.G.7
3.1.12.G.8
3.1.12.G.11
3.2.12.A.2
3.3 12 B.4

DO NOW / ANTICIPATORY SET

Journal Entry: What is your favorite quote? Why?

ACTIVITIES

1. Re-arrange the classroom prior to class so that desks are in groups of four with nametags for each student on the desk. At each station there will be one poster board, a set of markers or crayons, and an assignment sheet with the appropriate prompt circled. This will allow the teacher to place students in appropriate heterogeneous groups, while also motivating them by getting them excited for a cooperative learning activity.
   - On the back of each student's nametag, will be his or her assigned role in the group. Though each student will be responsible for participating in the group discussion for each part of the project, there will be a different group leader for each aspect of the assignment: Artist, Quote Finder, Time Manager, and Question Leader.

2. Explain directions and field questions.

3. As students work, the teacher will work as a facilitator by visiting each group and checking to see that all members are actively participating in the discussion. The teacher may also ask questions when necessary to help groups that may need extra guidance.

4. Groups will present their posters, and field questions from their classmates. Each group is responsible for choosing which members will present which parts of their topic.
   - Each group will also be responsible for handing in one sheet of paper with the answers to the questions found in their assigned topic. The Question Leader will be responsible for organizing this effort.

5. When all groups are finished presenting, distribute index cards for closure activity.

CLOSURE

Before leaving the classroom, each student will return an index card to the teacher with the following information:

   Name:
   Group Number and Topic:
   Group Role
   One thing that I learned…
   What I liked about my group…
   What (if anything) I did not like about my group..
ASSESSMENT
- Participation (informal)
- Exit Ticket: Constructive participation in group work (formal)
- Group Topic Questions (formal)

MATERIALS
- Poster
- Markers
- *Of Mice and Men*
- Assignment Worksheet
- Index Cards
- Chapter 3 Reading Questions (pass out)

HOMEWORK

Finish Reading Section Three, and complete Section Three Questions
Of Mice and Men
By John Steinbeck
“The best laid schemes o’ mice and men
Gang aft agley [often go wrong]
And leave us nought but grief and pain
For promised joy!”
-from “To a Mouse” by Robert Burns, 1785

Directions: Working in your groups, create a poster that effectively reflects your assigned topic.

All groups must:
1. Create a visual representation of their scene, including at least three quotes from the text to support their visual.
2. Answer all parts of the question in full, either on your poster or on a separate sheet of paper.
3. Present their efforts in an active, engaging manner.

Topic 1 The American Dream: Pages 13-16
- How are George and Lennie different from other ranchers? “Describe” (through pictures, words, and/or quotes) your initial impressions of these characters. What does the farm described here represent to George and Lennie?

Topic 2 Setting: Pages 17-23
- Describe the bunk house at the ranch: How does this compare with the setting described in the first chapter of the book? What, if anything, might this suggest about life on the ranch? Why does George lie to the boss about his relationship with Lennie?

Topic 3 Conflict: Pages 25-29
- What are your initial impressions of Curley? Why do you believe that Curley picks a fight with Lennie? What effect does Curley’s presence have on George and Lennie? What advice does George give Lennie about dealing with Curley? Why? Do you think this is good or bad advice? Explain.

Topic 4 Characterization: 31-37
- Curley and Slim are both described as authority figures on the farm. Compare your initial impressions of both characters: How are they described in the book? How do each of them relate to others on the farm? Can Curley’s wife be considered an authority figure, and if so, to what extent. Consider how she is described in the book.
III. LITERARY TERMS: Be able to define each term and apply each term to the novel.

Theme:

What is a theme of the novel so far?

Imagery:

Foreshadow:

IV. QUESTIONS: answer the following questions on a separate piece of paper. Use complete sentences.

1. What does Slim say he would have done to the dog if he hadn’t given it to Lennie?
2. What does Slim say he finds funny?
3. George says if he were really smart he would be doing what?
4. What is the story behind why Lennie and George travel together?
5. What can the reader infer about Lennie’s childhood and family life?
6. What did George do once that made him stop playing jokes on Lennie?
7. What card game does George play?
8. What does George tell Slim happened in Weed?
9. What sneaky thing does Lennie try to do?
10. What game has the other guys been playing while George and Slim talk?
11. What is Carlson’s problem and what does he tell Candy to do?
12. What reasons does Carlson give for wanting Candy’s dog shot?
13. What does Whit show Slim?
14. What does Carlson say he has?
15. What does Slim tell Carlson to take with him when goes to shoot Candy’s dog? Why?
16. Whit says that George and Lennie must have come to work. What reason does he give?
17. What does Whit invite George to do “tomorrow” night?
18. Why don’t the guys visit Clara’s house instead of Susy’s?
19. Why does George say he will go and get a drink but that he isn’t going to pay for a flop?
20. What is Curley looking for?
21. What does Curley think Slim is doing?
22. What is Slim really doing in the barn?
23. Who has been listening to and finally interrupts George and Lennie’s conversation about the ranch?
24. For what reason would the people sell the ranch for only $600?
25. How did Candy get $250?
26. What is George afraid will happen to them if others find out they are going to buy a ranch?
27. What does Candy tell George he wishes he had done?
28. Why was Lennie smiling?
29. About what does Curley think Lennie smiling about?
30. What happens between Curley and Lennie?