



Title Year 8 Of Mice and Men
Grades: C,D & E

Number of weeks (between 6&8)	Content of the unit	Assumed prior learning (tested at the beginning of the unit)
<p>A 6 week unit of work</p>	<p>Students learn how to make informed personal responses, use quotes to support points. They will show understanding between texts and the contexts they were written in. They will learn to analyse the language and structure. The unit provides various Reading, Speaking and Listening Assessment opportunities, the final Reading assessment asks students to respond to one exam style question based on an extract.</p>	<p>Students will have gained knowledge from year 7, of the literary devices used in texts and will be able to build on previous learning – sub story, PEE, writer’s purpose and readers thoughts.</p>
Assessment points and tasks	Written feedback points	Learning Outcomes (tested at the end and related to subject competences)
<p><u>Mid-Term Assessment:</u></p> <p>How does Steinbeck present Crooks as an outsider.</p> <p>Write about:</p> <ul style="list-style-type: none"> • How Steinbeck presents the character of Crooks • How Steinbeck uses the character of Crooks to explore racism <p><u>End of term Assessment:</u></p> <p>How does Steinbeck present Curley’s wife as a good and bad character?</p> <p>Write about:</p> <ul style="list-style-type: none"> • How Steinbeck presents the character of Curley’s Wife at the beginning, middle and end • How Steinbeck uses the character of Curley’s wife to explore ideas about women 	<p>Formal teacher feedback provided in lessons 10 and 19.</p>	<p><u>Understanding</u></p> <ul style="list-style-type: none"> • I can read a paragraph and highlight relevant information that relates to the focus • I can use textual references to support the comments I make about texts • I can comment on the genre of the text • I can identify the factual details used in a text • I can identify and explain the factual details used in a text • I can use short quotations to support insightful comments about the text • I can highlight the main points in a paragraph and briefly summarise it in the margin <p><u>Language Analysis</u></p> <ul style="list-style-type: none"> • I can recognise the closed word classes used in a sentence and comment on their effect • I can recognise the main verb in a sentence and comment on its effect • I can recognise the adjectives used in a sentence and comment on its effect • I can recognise the tense of the main verb in a sentence and comment on its effect • I can recognise the concrete nouns used in a sentence and comment on their effect • I can recognise the adverbs used in a sentence and comment on their effects • I can recognise the abstract nouns used in a sentence and comment on their effect



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		<ul style="list-style-type: none">• I can recognise the noun phrases used in sentences <p><u>Analysis of Structure and Form</u></p> <ul style="list-style-type: none">• I can identify the use of poetic features in a text e.g. alliteration, personification• I can recognise the compound sentences in a paragraph and comment on their effect• I can recognise simple sentences in a paragraph and comment on their effect• I can recognise complex sentences in a paragraph• I can identify and explain the effect of presentational features used in a text <p><u>Comparison and Links</u></p> <ul style="list-style-type: none">• I can comment on the social and historical contexts of a text• I can comment on the biographical and literary contexts of a text• I can link details of the text to the biographical and literary context• I can link details of the text to the social and historical context• I can compare the main meanings expressed in different texts <p><u>Spelling</u></p> <ul style="list-style-type: none">• I can spell words with inflectional endings e.g. -ed, -ing• I can spell 'closed words' correctly e.g. pronouns, determiners <p><u>Punctuation</u></p> <ul style="list-style-type: none">• I can use exclamation marks judiciously• I can use commas to separate items in a list• I can follow the conventions of dialogue e.g. use of speech marks, a new line for a new speaker• I can use apostrophes to mark singular possession <p><u>Grammar</u></p> <ul style="list-style-type: none">• I can write simple sentences with a subject and verb• I can use the correct verb agreement in my writing• I can use the correct subject-verb agreement in my writing
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		<ul style="list-style-type: none"> I can write compound sentences consisting of two simple sentences
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Lesson	Clear learning intentions	Clear success criteria	Hook	Presentation of content	Guided practice	Independent practice (homework)	Closure
1.	KQ: Can I understand social and historical context of the novel.	All Will understand the events in 1930's. Most Will be able to predict based on the context. Some Explain the implications of the social/cultural context.	SPaG Settler: Students will look at the pictures during 1930's and identify possible themes that will occur in the novel.	Introduction into the background of the author, and context and setting of the book. Students will look at the great depression and how this affected the people at the time. They will then look at the various covers of the book and analyse what they see, what they can infer and the possible characters that will appear in OMAM.	Issues will be discussed as a class.	Research information about Steinbeck and his views on society at the time the novel was written.	Can you predict what the novel will be about?
2	KQ: Can I understand the description of Soledad?	All Will understand the meaning of Soledad and how the opening is tranquil. Most Explain the effect of the opening description. Some Analyse the extract to explain the effect of Eden.	SPaG Settler: Students look at a picture that depicts the opening scene and annotate: What do you see? What questions do you have? What do you infer?	Students will discuss the opening scene of the novel and discuss what it could be compared to, i.e. garden of Eden. Students will annotate the extract.	Points to draw out while reading: <ul style="list-style-type: none"> tranquillity of setting timelessness of scene Obvious importance of nature as a backdrop to the action. 		Bearing in mind the social and historical context, predict how 'Eden' may soon change.



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3	KQ: Can I distinguish the difference between the two characters?	<p>All Will understand some difference in George and Lennie.</p> <p>Most Will make inferences based on the description of George and Lennie</p> <p>Some Will be able to analyse using quotes to compare the characters.</p>	<p>SPaG Settler:</p> <p>Students will have an image of a big person (which represents Lennie) and annotate the personality traits of this person.</p>	<p>Read the novel and discuss the description of the two characters.</p> <p>While a student reads the extract, two students will act out the character of Lennie and George, based on the description.</p> <p>They will then write a PEE paragraph consolidating their understanding through the discussion.</p>	<p>Points to draw out:</p> <ul style="list-style-type: none"> • The dynamics of George and Lennie’s relationship – parent/child/friend • Humour, tenderness, • How George needs Lennie too. • Identify the features of their dream. • How their dream fits in with the American historical context <p>The ominous nature of George’s direction to Lennie to look around and know where to hide if he is in trouble.</p>		Why is the relationship between Lennie and George important?
4	KQ: Can I write a PEE paragraph on Lennie’s character?	<p>All Will be able to write relevant point and find a quotation</p> <p>Most Explain the effect of the quote in detail</p> <p>Some Analyse and zoom into words to explain Lennie’s character</p>	<p>SPaG Settler:</p> <p>Scenarios will be given to students. They are to discuss what they would do in the same situation.</p>	<p>Students will discuss and annotate the dialogue between George and Lennie.</p> <p>Students will write a PEE paragraph on Lennie’s character and Steinbeck’s purpose.</p>	<p>Discuss the animal characteristics attached to Lennie and what this may tell us about him.</p>		PEER assessment of PEE paragraph.



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5 & 6	KQ: Can I understand the role of women in 1930's and Steinbeck's portrayal of this?	<p>All Will understand the role of women.</p> <p>Most Can make justified inferences about Curley's wife.</p> <p>Some Will explain and analyse the role of Curley's wife and the views held by the men.</p>	<p>SPaG Settler:</p> <p>Descriptions of Curley's wife will be put on the table: what can you infer about each quote.</p>	<p>Information sheets on role of women.</p> <p>Read the novel with the appearance of Curley's wife.</p> <p>Significance of light and dark in the 'rectangle of sunshine was cut off'</p> <p>What are our first impressions of Curley's wife?</p> <p>How has Steinbeck portrayed her: good or bad and why?</p>	Discuss the quote as a class	Write a diary entry from Lennie's POV on his view of Curley's Wife?	How does Curley's wife comply with the views men held of women?
7	KQ: Can I understand how the roles Slim and Curley represent the roles of hero and villain?	<p>All Understand the difference between heroes and villains.</p> <p>Most Will relate the concept of heroes and villains to Slim and Curley.</p> <p>Some Can relate the idea of power and status to Slim and Curley and explain how and why Slim has gained the status.</p>	<p>SPaG Settler:</p> <p>Use 5 adjectives to describe both Slim and Curley.</p>	<p>In pairs – students have met both Curley and Slim by the end of the chapter.</p> <p>Task: Explain how they represent the villain and the hero figures.</p> <p>Look at:</p> <ol style="list-style-type: none"> 1) What they say and how they address others 2) What their movements and gestures reveal 3) What others think about them 4) Their status or power over other men. 	Whole class – discussion of students' first impressions of Slim.		<p>Why do you think Steinbeck portrayed Slim in this way?</p> <p>How do you think he gained this power/status?</p>



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8 & 9	KQ: Can I understand the relationship Crooks has with the other characters?	<p>All Understand the theme of racism and its importance in the play.</p> <p>Most Understand and explain who the outsiders are in the novel and why they are so.</p> <p>Some Will explain writer's purpose in terms of the outsider.</p>	<p>SPaG Settler:</p> <p>Name four characters so far in the novel that could be said to be outsider and give a brief comment about why they are an outsider.</p>	<p>In pairs list what we learn about Crooks.</p> <p>List each of the items Steinbeck describes and note what these items reveal about Crooks' character.</p> <p>What extra information have we learnt about Crooks and Lennie during their conversation?</p> <p>How much power / status does Crooks have? What future does he have?</p>	<p>Points to draw out:</p> <ol style="list-style-type: none"> 1) Crooks' similarity to Lennie and Candy and Curley's wife – all outsiders; 2) His desire to also share in the dream. 3) The timely interruption again of Curley's wife. Ominous that she comes in between the migrants and their dream. 4) What Curley's wife says and thinks of her husband. 5) The way she treats Crooks and the way she can get away with it. 6) Why Crooks retracts his wish to join them in buying the farm. 	<p>Research about Racism in 1930's and how this has been tied to the novel and Crooks character.</p>	<p>Would Crooks life be better without the Great Depression, or the same?</p>
10 & 11	KQ: Can I write a practice essay?	<p>All Will understand the format of the essay and use quotes.</p> <p>Most Will be able to use PEE paragraphs and explain with depth.</p> <p>Some Will analyse the quote in their explanation to a show a thorough understanding.</p>	<p>SPaG Settler:</p> <p>What is the role of Crooks character?</p>	<p>Crooks is described as "proud, aloof man. He kept his distance and demanded other people kept theirs."</p> <p>How does Steinbeck present Crooks as an outsider.</p> <p>Write about:</p> <ul style="list-style-type: none"> • How Steinbeck presents the character of Crooks. • How Steinbeck uses the character of Crooks to explore racism. 	<p>Discuss the following bullet points</p> <ol style="list-style-type: none"> 1) How Crooks is forced to live differently to the other workers on the ranch; 2) Why he was hostile to Lennie to begin with and how this changes; 3) What he has in life to keep him going; <p>Discuss possible bullet points with the class and model an essay plan.</p>		<p>Self-Assess: WWW and EBI their views on the essay.</p>



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12 & 13	KQ: Can I develop my ideas about Curley's Wife and analyse her character?	<p>All Will understand how the character of Curley's wife has developed.</p> <p>Most Understand how Steinbeck creates sympathy for her character through death.</p> <p>Some Understand and explain why Steinbeck depicted Curley's wife in this way and its purpose, in relation to context.</p>	<p>SPaG Settler:</p> <p>What are the other sides we see of Curley's wife – how has our view of her has changed.</p>	<p>In pairs– Discuss how was Curley's wife's death not entirely unexpected (foreshadowing, her appearance as a sign of conflict, the way she was spoken about / treated.</p> <p>Whose viewpoint of her to date had we heard? (The men's) How was this different to the reality?</p> <p>Note down descriptions of her / things that she says which lead us to have more sympathy for her.</p> <p>Read from 98 – end chapter Who do we feel sorry for at the end of this chapter? Sorriest for? Least sorry for?</p>	<p>Look back at the description of Curley's wife in death. Discuss how she appears different to previous appearances.</p>		<p>Who is responsible for her death?</p>
14	KQ: Can I understand Curley's wife's behaviour within her cultural context?	<p>All Understand the role of women in the book.</p> <p>Most Will understand the purpose of Miss Luce's letter and relate back to Curley's wife.</p> <p>Some Analyse the letter and explain why these views (from letter) were not apparent in the novel.</p>	<p>SPaG Settler:</p> <p>In a two column grid, list all the positive and negative things about Curley's wife, including all the things the men call her through the novel.</p>	<p>Extend discussion with comments on the way women are presented in the novel. The only other women are whores or Aunt Clara (matronly figure).</p> <p>In pairs students to discuss what Steinbeck says of the character and whether or not this surprises them.</p> <p>Individually - Write two lists – things that Steinbeck says that they already knew, another to list what they have learnt from the letter about Curley's wife that they didn't already know.</p>	<p>Draw out, the fact that we don't hear Steinbeck's view of her, only the other men's, until she dies at the end.</p> <p>Display and hand out copies of Steinbeck's letter to Miss Luce.</p>	<p>Draw a picture of Curley's wife and annotate with all her attributes using quotes to support this.</p>	<p>For the second list, students pair up to investigate the novel read so far and see where evidence for the new information can be located.</p>



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15	KQ: Can I explore the theme of isolations and loneliness?	<p>All Understand the theme of loneliness and isolation in the novel.</p> <p>Most Explain who is most affected by loneliness/isolation in the novel.</p> <p>Some Analyse the quotes and explain the importance of the friendship between George and Lennie and why it is so significant till Lennie's death.</p>	<p>SPaG Settler: What is the importance of having family and friends?</p>	<p>Discuss instance of how and where characters feel lonely and isolated. Significance as a theme?</p> <p>Pairs identify 5 characters that are lonely or isolated. For each of the characters come up with 5 statements.</p> <p>Pairs swap their identified characters and statements with another pair. They must find quotes for each of the 25 statements.</p>	<p>Explain the nearest town is called Soledad, which means loneliness in Spanish. Discuss why Steinbeck chose to name the town this?</p>		<p>What is the difference between George and Lennie and everyone else on the ranch?</p>
16	KQ: Can I explore the theme of dreams in the novel?	<p>All Understand the importance of dreams.</p> <p>Most Explain the importance of dreams in the novel.</p> <p>Some Analyse writer's purpose and analyse quotes in relation to dreams.</p>	<p>SPaG Settler: Discuss the theme of dreams. Pupils list the characters that have dreams in the novel, and state briefly what they are.</p>	<p>In pairs – pupil work through the dream sheet, filling in what the character's dream was and how they have been spoilt.</p> <p>In pairs, find quotations for 3 of the characters, to show their dream.</p>	<p>Share feedback, of starter, on board, pupils adding to their own lists.</p>		<p>What is the importance of having a dream?</p> <p>Why do the characters have dreams?</p>



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17	KQ: Can I understand and explain the themes that affect Curley's wife?	<p>All Understand the themes the novel.</p> <p>Most Explain the importance of Curley's wife and her role.</p> <p>Some Analyse writer's purpose in portraying Curley's wife in this way.</p>	<p>SPaG Settler: What is the importance of Curley's wife?</p>	<p>Although Curley's Wife is not wholly likeable, she does have some positive qualities. She gives Lennie the attention that he craves and strives to be accepted by the men. Using what you know about her, plan an essay in response to the following question:</p> <p>Do you sympathise with Curley's Wife at the end of the novel? Why?</p>	<p>Discuss the role of Curley's wife.</p>		<p>Do you think she deserved to die in the end? What is the importance of friendship in the novel?</p>
18	KQ: Can I find relevant quotes about Curley's wife and analyse them?	<p>All Will find quotes that show Curley's wife development at the beginning, middle and end.</p> <p>Most Will explain in detail which quotes show Curley's wife positivity and negatively- how and why.</p> <p>Some Will zoom into the quotes to show in depth engagement with Curley's wife.</p>	<p>SPaG Settler: Students will draw a table and in pairs note down the good and bad in Curley's wife?</p>	<p>Students will revisit the theme of women in the novel and the themes that surround Curley's wife.</p> <p>They will then discuss in groups whether they believe she is a good or a bad character.</p> <p>Students will then find quotes and analyse aspects in the novel where she may be deemed as good and places where she may be seen as bad.</p> <p>What is the importance of portraying her this way?</p>	<p>Aspects about Curley's wife will be discussed a class.</p> <p>Extracts where the quotes are to be found will be handed out to the students.</p>	<p>Prepare quotes in relation to Curley's wife both of which portray her as a good and a bad character, in preparation for their assessment.</p>	<p>It is ironic that Steinbeck portrays Curley's wife finally 'free' only in death.</p> <p>What is he saying about society and their treatment of women?</p>



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19 & 20	KQ: Can I write my assessment on Curley's Wife?	<p>All Will understand the essay question and use appropriate quotes.</p> <p>Most Will be able to use PEE paragraphs and explain with depth showing understanding and refer to context throughout the essay.</p> <p>Some Will analyse the quote in their explanation to a show a thorough understanding and engagement with text referring to writer's purpose.</p>	SPaG Settler: Revise material for assessment.	<p>How does Steinbeck present Curley's wife as a good and bad character?</p> <p>Write about:</p> <ul style="list-style-type: none">• How Steinbeck presents the character of Curley's Wife at the beginning, middle and end.• How Steinbeck uses the character of Curley's wife to explore ideas about women.			<p>Self-Evaluate the essay, how they think it went and what they found difficult.</p> <p>Self-predicted grades, students will write down what they realistically think they will get.</p>
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