

## Of Mice and Men Unit Taxonomy Overview Guide

	Knowledge	Comprehension	Application	Analysis	Creative Thinking	Critical Thinking
<b>1920's-1940's</b>	What do you know about migrant workers in Southern California in the 1930's?  - KWHL	Interpret what the characters' slang words mean.  -vocabulary exercise	Show evidence of the hardships of migrant workers based on details in the novel. OR Have you ever experienced similar hardships to those in the novel?  -essay assignment	Distinguish the differences between the characters in <i>The Grapes of Wrath</i> film with those in <i>Of Mice and Men</i> novel.  - film response	Choose one of Dorothea Lange's photographs and write a situation for what might have been going on (this could include a person's thoughts or a dialogue between people).  -essay assignment	What would your belongings be if you were a migrant worker during this time?  -Problematic Situation
<b>Dreams/The American Dream</b>	Identify the major desires of Lennie, George, Candy, Slim, Curley, Curley's wife, and Crooks.  -graphic organizer	Explain why it is important for Lennie to hear George's retellings of their dream.  -journal entry	Demonstrate how Langston Hughes' poem "What happens to a dream deferred" is applicable to the novel.  - in-class assignment	Is the "American Dream" today different than it was for the characters in the book?  -journal entry	What are your dreams for your life? How important is it to you to achieve your dreams?  -Guided Imagery	Justify Candy's frustration when he realizes their plans (dreams) will not materialize.  -essay assignment
<b>Friendship vs. Loneliness</b>	Identify a poem in <i>Out of the Dust</i> about friendship or loneliness.  - small group project	Relate any sad pet-dying experiences. Then, why does Candy feel that he should have shot his own dog rather than having someone else do it for him?  -class discussion	Illustrate (draw) how Candy feels when his dog dies?  -transmediation (novel to art)	After watching sequences from the movie <i>Castaway</i> , compare Tom Hanks' need for a person with Lennie and George's need for a person.  -film response	Compose a soliloquy that George might say on his way to find Lennie at the end of the novel. Include his acceptance of Lennie, his remorse, and his moral internal debate.  -dialogue composition	Evaluate the differences between the idea of loyalty portrayed in the novel (in Lennie and George's relationship) and the loyalty in gangs. Decide if the gang model taints Steinbeck's portrayal of true friendship.  - class discussion
<b>Literary Devices (e.g. foreshadowing, characterization, setting, recurrent images, symbolism)</b>	List the recurrent images as you read.  - class poster (which a class could write on as they read.)	Describe the interactions between Lennie and Curley. Infer what future interactions might be like.  -anticipation guide	Have a student draw a map/illustration while reading Chapter 2. (setting)  - during reading visualization	Discuss the use of recurrent images and symbolism in the novel.  - class discussion	Create a biopoem for one of the major characters in the novel. (characterization)  -Biopoem	Decide whether Candy's loss of his dog as a foreshadowing element contributes to the impact at the end of the novel.  - journal entry
<b>Steinbeck's Purpose</b>	Identify Steinbeck's theory of literature (purpose of writing) from his Nobel Prize Acceptance Speech  -class reading and discussion	Generalize what Steinbeck's purpose might have been (as a class determine at least 5).  -class brainstorming session	Apply the insights from Steinbeck's Nobel Prize Acceptance Speech to your interpretation of the novel.  -journal entry	Analyze the novel based on these possible purposes: to teach about the life of migrant workers, to evoke pity, or to teach a lesson.  - end of unit essay	Create the format for your own novel based upon what you believe Steinbeck's purpose is in writing the novel.  - journal entry	Critique the end of the novel. If you had written it, would you have changed it or would you have written it the same way?  - class discussion
<b>Independent Research</b>	<b>Select a Topic</b>	<b>Develop a Goal</b>	<b>Develop a Plan</b>	<b>Gather Information</b>	<b>Organize Information</b>	<b>Present your Findings</b>