**Name: Nicholas DeMayo**

**Lesson Title: “Cultural and Historical Backgrounds of American Dreams”**

**Subject Area and Grade Level: English I Standard or Honors – Grade 9**

**Introduction – Day 2**

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| **Overview of Instructional Plan**  | The primary goal of this lesson is to begin students on a path to synthesis between the characters in *Of Mice and Men* and real-life agricultural laborers. This lesson will set them on the trajectory to complete their final project, where they will analyze various points of view on the American Dream exhibited in the novel and synthesize them with the text’s cultural and historical movements. The first activity in this lesson will acquaint students with multiple perspectives on the subject of immigration reform, directing them to compare and contrast their different points of view and rhetorical purposes in news media. Students will also make claims about the perspective and purpose between writers from three different news publications of different political leanings. The activity is an opener that the class will draw back on later in the lesson as they identify historical perspectives on immigration. In an effort to guide their reading of pp. 77-88 of the text, students will create a character description in a journal and read from *Of Mice and Men* in order to compare characters to real-life migrant workers, looking for elements to put in their formative assessments. The Venn Diagram/Letter to the Editor/Postcard will serve as a formative assessment. Students fill in the Venn Diagram or write from the perspective of a character through a letter or postcard that in order to show Steinbeck’s treatment of the history of migrant agricultural labor. The lesson will conclude with an exit slip where students will connect one character with one historical event or law that would greatly affect that character.  |
| **Content Standard(s)** **(include NC ELA Standards and NCTE Standards)** | 1. NC.ELA.RL.9-10.9: Analyze how an author adopts or adapts source material in a specific work.
2. NC.ELA.RI.9-10.6: Analyze influential documents of historical and literary significance, including how they address related themes and concepts.
3. NC.ELA.SL.9-10.3: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.
4. CCSS.ELA-LITERACY.W.9-10.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
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| **Content Objective(s) Based on Content Standard(s)** | 1. Students will evaluate how persuasive an argument is based on its point of view and rhetorical purposes through “vote with your feet” activity.
2. Students will describe the characters of Crooks, Curley’s wife, Lennie and George through journals and in their Venn diagrams/letters/postcards.
3. Students will analyze how John Steinbeck adapts information about migrant laborers in California into characters in *Of Mice and Men* through Venn diagram/letter/postcards.
4. Students will write from the perspective of a character to demonstrate how laws in the 1930s had an effect on migrant laborers.
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| **Academic Language Function Objective(s)** | Students will be able to **synthesize** descriptions of characters from *Of Mice and Men* to those of real-world agricultural laborers by comparing and contrasting using a Venn Diagram and other artifacts such as a letter to the editor and a postcard. |
| **Additional Language Supports****(e.g., vocabulary, discourse, syntax)** | Vocabulary – Dream, perspective, Great Depression, migrant laborer, opportunityDiscourse – culture, historical, dialogue, descriptionSyntax – Compare, contrast, characterization |
| **Essential Question(s) for Students to Explore** | Unit EQ: How do different people view the American Dream and equality of opportunity? Lesson EQ: How do the characters in *Of Mice and Men* compare to real-life migrant laborers of the 1930s and today? |
| **Prior Knowledge** | Prior to this unit, students will have practiced making claims about a text and sharing them with the class, citing evidence from the text explicitly and from inferences about the text. Students will also have worked on writing character descriptions prior to this unit and have used a Venn Diagram in order to organize their thoughts. Prior to this lesson, students will have defined perspective and located perspectives in different media such as the novel and in songs. Also, students will have identified rhetorical purposes in other media such as speeches prior to this lesson. With perspective and purpose in mind, students will know how to explain some perspectives on the American Dream. |

**Assessment/Accommodation**

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| **21st Century Skills** | **Global Awareness*** Lesson addresses global issue of immigration and its effects on equality of opportunity

**Critical Thinking and Problem Solving*** Lesson allows students to analyze and evaluate major alternative points of view and
* Synthesize and make connections between information and arguments, such as information about the 1930s and Steinbeck’s text about it.
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| **Learning Activity Types** | *Oral-*Speaking*/Production***Evaluating/Critiquing Speech/Production** – Students will evaluate the perspective and rhetorical purpose of different newspaper columns and make claims about which perspective is most convincing.*Pre-Reading***Activating/Generating Knowledge** – Students will activate their prior knowledge about the characters with a character description journal entry before the class reading.*During-Reading***Whole Class Literature Study** – Students will read the text together as a whole class while answering teacher-generated questions.*Post-Reading***Creating Text-Related Artifacts** – Students will create a Venn Diagram from descriptions of characters they draw from the reading, comparing the characters to migrant laborers of the 1930s and today. |
| **Formative Assessment****(attach specific instructions and/or examples)** | **Venn Diagram/Letter to the Editor/Postcard**: Using information gathered in Guided Internet Exploration, students will Students will synthesize the situation of different characters from the text descriptions of real world migrant laborers found in their Internet Exploration. They may demonstrate their synthesis in one of three ways: through a Venn Diagram comparison between one character from the text and an example migrant laborer of 1930s, or a letter to the editor from the perspective of a character arguing for or against Mexican Repatriation, or a postcard from a character to their family explaining how California was similar or different from their expectations. Completing this assessment will give evidence as to how the students are able to explain the cultural/historical influences on perspective and how they are able to cite evidence directly from text. The teacher will then judge how well the students have grasped the historical background of *Of Mice and Men* and how well they can synthesize the author’s work with his historical subject matter with a rubric. Teacher will do a collaborative learning structure if students do not remember the laws and historical events from the Great Depression. **Whole Class Literature Study**: Through answering teacher-generated questions in whole-class literature study, students can see how well they can search a text for descriptions of characters and find pertinent information to answer questions. If students cannot answer questions, teacher will model how to search and annotate a text to answer questions.**Pre-reading Journals and Exit Slips:** Students will write what they already know about a character before reading assignment and after reading assignment and turn them in immediately so that teacher might guide the whole class literature study to challenge student’s understanding or to come back to point out key passages of characterization or dialogue |
| **Summative Assessment (attach specific instructions or examples; include connection to content/language objective)** | The first part of the summative assessment is a “This I Believe” statement about the American Dream written in the perspective of a character in *Of Mice and Men* with a short analysis of events from the text and from history that inspired the statement. Such events might include information gathered from large-class discussion of the reading or from the Internet Exploration activity. The second part of the assessment is for students to write another “This I Believe” statement in their own perspective, citing personal stories and current events such as newspaper articles on the DACA reform debate from the “Vote with your Feet” activity. Each “This I Believe” statement will be between two and three pages in length, not including the short analysis which will be its one to two page paper. The final part of the assessment will be presentation of each student’s own “This I Believe” statement. A learning target for this part of the assessment is for students to create a presentation appropriate for their audience and purpose of their “This I Believe” statement. I will provide three options that students will choose from as the genre for the presentation of their statement, including a movie poster, mixtape and a speech.  |
| **Accommodations****(specific to this lesson and based on specific students: Drew, Paul, & Susana)** | **Drew:** Student will be provided with a synopsis of the material so that he can participate in whole-class literature study. The “vote with your feet” will also be conducive to student’s needs as the teacher will read selected passages aloud for students, rather than have students read. Finally, Drew will not be limited to just the three options for formative assessment but rather have the ability to come up with his own so long as it fits within time and material constraints. **Paul:** Student will be provided with printed out Powerpoint slides and a highlighter for notes during whole-class discussion. During the “vote with your feet” activity, student will be given extra time to go around the room, or can elect to stay in one spot and raise his hand if he becomes fatigued. Lastly, student will be given extra time to complete the formative assessments. **Susana:** Student will be provided with printed out Powerpoint slides with pictures and character maps so as to aid in her reading in English. Further, student will access *Of Mice and Men* on activelylearn.com in order to use its text-to-speech capabilities. While student will complete the same written formative assessments as the other students, she will be asked to orally demonstrate her knowledge of learning objectives outside of class time.  |

**Lesson Plan**

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| **Materials** | 1. Computer/internet/projector
2. Paper/Pencils
3. Google Documents of Venn Diagram/Letter to the Editor/Postcard Instructions
4. A copy of *Of Mice and Men*
5. Internet Exploration Activity Worksheet (from last lesson)
6. Large pieces of paper with “Agree” and “Disagree” written on them
7. Padlet, Activelylearn and Microsoft Powerpoint
8. Printed copies of Powerpoint slides and passages from newspaper columns
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| **Organizational Structures** **(e.g., lecture, whole-class discussion, group work, individual work)** | 1. Partner discussion in the bell-ringer activity
2. Whole-class discussion in the newspaper article perspectives activity and in guided-reading
3. Individual work in filling out the Venn Diagram/Letter to the Editor/Postcard formative assessment and in exit ticket
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| **Bell Ringer/Review Activity** | Students will find the class Padlet question displayed on the board, and they will respond to the Padlet once they get a laptop out. This bell-ringer could be done in a class notebook that is retrieved and turned in after class if no laptops are available. The journal entry prompt will ask “Write everything you know about one character from *Of Mice and Men.* Things you might write about are the character’s race, gender, abilities, social class and relationships to other characters.”(7 min.) |
| **Detailed Activities and Procedures** **(include transitions, time allocations, & supporting theories/principles)** | 1. Students will stand up for the “vote with their feet” as they assess how much they agree or disagree with passages read allowed by the teacher. The passages come from the *Los Angeles Times, Washington Examiner* and *NBC News* on the topic of the discontinuation of DACA (students will have read these articles in the Guided Internet Exploration activity). Students will then be prompted to explain each author’s perspective and rhetorical purpose in writing the article and explain how these features affect how strongly they agreed or disagreed with the author. This discussion will be a whole-class discussion. The purpose of this activity is to review the main arguments from three articles found the last lesson’s Internet Exploration Activity. Students will make their formative assessment from this information (15 mins).
2. Once students return to their seats, instructor will preview the Venn Diagram/Letter to the Editor/Postcard activity instructions and review what students said in the Padlet by having students create partnerships and then share out their character descriptions. (8 min.)
3. Students will the read *Of Mice and Men* pp. 77-88 together as a class with volunteer readers. Instructor will stop the class at key phrases and passages that bring up key talking points such as:
	1. Why does Curley’s wife not take Candy and Lennie’s dream seriously? (pg. 79)
	2. Why does Crooks go silent after Curley’s wife says “you know what I could do?” (pg. 80)
	3. Describe Lennie’s reaction to killing the puppy. Is there anything peculiar about it? (pg. 85)
	4. Compare Curley’s wife’s dream with Lennie, George and Candy’s dream. (pg. 88)
4. Teacher lectures briefly with Powerpoint slides with pictures and character map to increase student understanding of the outcomes of the Mexican Repatriation Act and laws about migrant laborers in the 1930s before their formative assessment (10 min.)
5. Students will open up a copy of the instructions for the Venn Diagram/Letter to the Editor/Postcard activity. They will create their formative assessment right on the Google Doc and share it with the teacher. Building on the character description Padlet and the information from the “vote with your feet” activity and lecture, students will create one of the three artifacts individually (20 min.)
6. Exit Ticket: See prompt below
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| **Closure (include review/reflection and independent practice)** | **Exit Ticket (5 mins)**: Students will create another entry on Padlet where they will connect one character with one historical event or law that would greatly affect that character because of their race, gender, abilities, social class or other component of their description. They will use their Venn Diagram/Letter to the Editor/Postcard to make this connection.  |
| **Alternate Strategies for Re-teaching Material**  | If students have a hard time remembering the important laws for their formative assessments, students will break off into teams of four and do a three minute RallyTable where each partner adds one piece of information that they remembered from the Guided Internet Exploration activity and the lecture, going around in a circle until time is called. Students can do this out loud or on a shared Google Doc.  |
| **References (within this lesson)** | Los Angeles Times – Editorial: Ending DACA was an act of pure cruelty by Trump<http://www.latimes.com/opinion/editorials/la-ed-trump-daca-sessions-congress-20170905-story.html>Washington Examiner – Opinion: For Trump, ending DACA is a political win-win<http://www.washingtonexaminer.com/for-trump-ending-daca-is-a-political-win-win/article/2633599>NBC News - Trump Ends DACA Program, No New Applications Accepted<https://www.nbcnews.com/politics/immigration/trump-dreamers-daca-immigration-announcement-n798686> |

**Attached: Passages from newspaper columns for “vote with your feet” activity, instructions for Venn Diagram, Letter to the Editor and Postcard with rubric and example Venn Diagram and the Powerpoint slides for lecture.**

**Passages for “Vote with your Feet”**

**Do you agree or disagree with the following claims:**

**“There is a fix for this. Congress can and should resurrect the DREAM Act and make it national policy to offer these people a path to legalization. Under the Development, Relief and Education for Alien Minors Act (just as under DACA), participants can’t have had a serious criminal past and must be in school, or have graduated or serve in the military. They can’t pose a threat to public safety or national security. American society and institutions have molded these young men and women; many of them already are productive members of society” (LA Times).**

**“The president apparently lacked the courage himself to stand before the cameras and publicly dash the dreams of hundreds of thousands of people, so Atty. Gen. Jeff Sessions made the announcement in a speech that was low in details and high in praise of his boss” (LA Times).**

**“By delaying the end of DACA for six months, and giving Congress time to pass a bill, Trump for once becomes a champion for the separation of powers. He presents a respect for the Constitution that many in his base appreciate” (Washington Examiner).**

**“Trump has created a win-win situation for himself with the DACA reversal.**

**If Congress succeeds, it's on him -- Trump pushed them to finally take action on legitimately reforming immigration. It would be presented as a much more secure and permanent solution for DACA recipients.**

**If Congress fails, it's on them -- Trump gave them a chance. Trump would still get the blame if there is no DACA legislation, but at least he won't be the only one to blame; Democrats and Republicans in Congress would be dragged down with him too” (Washington Examiner).**

**“‘We are a people of compassion and we are a people of law. But there is nothing compassionate about the failure to enforce immigration laws,’ Sessions said” (NBC News).**

**"’We will resolve the DACA issue with heart and compassion — but through the lawful democratic process — while at the same time ensuring that any immigration reform we adopt provides enduring benefits for the American citizens we were elected to serve,’ Trump said (NBC News).**

**Finding Historical Perspectives**

**For this assignment, you will synthesize (find similarities between) characters from *Of Mice and Men* and real-life migrant workers of the 1930s. Use the character description Padlet, Internet Exploration Activity and class discussion/lecture to help you through the prompt. Please complete your assignment individually and share this Google Doc with your teacher.**

**Choose one of these three tasks to show that you know how the history of migrant labor in California influenced the making of characters in John Steinbeck’s *Of Mice and Men*:**

1. **Make a Venn Diagram comparing one character from the novel to the migrant laborers in California that we learned about in our research (i.e. the Internet Exploration Activity). The area where the circles connect will be the similarities, so consider making this area large if there are a lot of similarities.**

**Venn Diagram**

 **OR**

1. **Write a one-page letter to the editor of a newspaper from the perspective of a character from *Of Mice and Men* that shares that character’s opinion about the Mexican Repatriation Act. Did this law hurt this character? Why? Consider that not all characters from the novel will have the same opinion about the Mexican Repatriation Act of 1929. What factors such as race, gender and social class influence their opinion? Make sure to give your letter a snappy headline that summarizes your character’s opinion.**

**OR**

1. **Write a two-paragraph postcard from the perspective of a character from *Of Mice and Men* to an imagined relative or friend who does not live in California. Talk about the character’s expectations versus the reality of life in California. Be sure to talk about one of the laws or events as if the character experienced the law or event first hand. What effect did the event have on the character? Is living in California a positive experience for the character? What was their reason for moving to California?**

**Scoring Guide**

**√+ I can describe one character from the novel *Of Mice and Men* and compare them to real-life agricultural laborers of the 1930s. I can explain the influence of the Mexican Repatriation Act of 1929 and other laws on migrant labor populations. I can use evidence from *Of Mice and Men* to show how John Steinbeck adopted history into the making of his characters.**

**√- Missing one component from the learning target above**

**— Missing two or more components from the learning target above**

**Example**

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