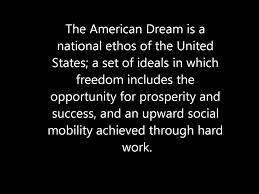
English I

Week 4

September 5-9

[](https://www.google.com/imgres?imgurl=https://i.ytimg.com/vi/cSdIDZ8BM2c/maxresdefault.jpg&imgrefurl=http://i1os.com/?jdU97TOmvVs.video&docid=yUlHgwhtS9DMdM&tbnid=JtCi4jawo4wQDM:&w=1440&h=1080&itg=1&bih=651&biw=1366&ved=0ahUKEwic3JnHs_nOAhXE7yYKHbkXAEY4ZBAzCAooCDAI&iact=mrc&uact=8)

***Of Mice and Men***, a [novella](https://en.wikipedia.org/wiki/Novella) written by author [John Steinbeck](https://en.wikipedia.org/wiki/John_Steinbeck), was published in 1937. The title of this text is taken from [Robert Burns](https://en.wikipedia.org/wiki/Robert_Burns)' poem "[To a Mouse](https://en.wikipedia.org/wiki/To_a_Mouse)", which read: "The best laid schemes o' mice an' men / Gang aft agley". (The best laid schemes of mice and men / Often go awry.)

**Knowing what you know about George, Lennie, the Great Depression…..why is this title appropriate? Do you need to look up any diction for before you answer this?**

Although this is a required reading in many schools, *Of Mice and Men* has been a frequent target of [censors](https://en.wikipedia.org/wiki/Censorship) for vulgarity and what some consider offensive and racist language; consequently, it appears on the [American Library Association](https://en.wikipedia.org/wiki/American_Library_Association)'s list of the *Most Challenged Books of 21st Century*.

Do you think it is appropriate to ban literature because of controversial content or language? How is this another shout-out to Realism?

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CCSS:

* I can Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11–12 topics, texts, and issues*, building on others’ ideas and expressing their own clearly and persuasively.

c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

* I can cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
* I can determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
* I can read closely and find answers explicitly in text and answers that require an inference
* I can thoroughly support both explicit and inferential questions by analyzing an author’s words and determining multiple pieces of textual evidence that strongly support those questions.
* I can determine how specific details in the text reveal and continually refine a theme.
* I can analyze how complex characters develop over the course of the grade-appropriate text, interact with other characters, and advance the plot of a text or develop the theme.
* I can analyze how specific word choices build upon one another to create a cumulative impact on the overall meaning and tone of a text (i.e., denotative, connotative, figurative)
* I can determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
* I can analyze the context of various texts and determine how language choice affects meaning, style, and comprehension.

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Monday **NO SCHOOL-LABOR DAY**

Tuesday (IP) Independent reading/reading log

(IP) Journal writing/setting (off of PowerPoint Slide)

(AS) Check chapter 2 Vocabulary OMAM

(GP) Characterization packet

(GP) Read aloud chapter 3 OMAM

**\*HWK: Complete chapter 3 OMAM SG and 1 WHAM & SLAM--explain**

Wednesday (IP) Independent reading/reading log

(GP) Daily Language

(DI) Characterization: go over terms/note taking in class (direct, indirect, explicit, implicit)/note taking in class from power point

**\*HWK: read half of chapter 4 OMAM**

Thursday (IP) Independent reading/reading log

(IP) Journal writing/characterization

(DI) Characterization (power point)

* How characters move the plot
* Complex characters/how they develop
* Multiple motivations
* Round vs. Flat
* Dynamic/Static

**\*HWK: Complete chapter 4 OMAM; assessment chapters 3 & 4 OMAM**

Friday (IP) Independent reading/reading log

(GP) Daily Language

(AS) Chapters 3 & 4 OMAM assessment

**\*HWK: Introduction to theme and symbol handout**

**\*\*Looking Ahead- OMAM theme and symbol**

[](https://www.google.com/imgres?imgurl=http://i1.cpcache.com/product_zoom/688419605/of_mice_and_men_robert_burns_best_laid_quote_w.jpg?color%3DBlack%26height%3D460%26width%3D460%26padToSquare%3Dtrue&imgrefurl=http://quotesgram.com/quotes-about-men-and-height/&docid=UCFqkVBWw2GohM&tbnid=FMyfuSfWNXiY2M:&w=460&h=460&bih=651&biw=1366&ved=0ahUKEwi7m6n8tPnOAhXB7CYKHeZ6DHMQMwhnKEQwRA&iact=mrc&uact=8)