# Making Connections: *Of Mice and Men*

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<th>Name: Mrs. Brill</th>
<th>Subject: English</th>
<th>Grade: 9/10</th>
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## Lesson Title
Connections to *Of Mice and Men* 4: Sense of Community

## Newsela Article
"Military bases build communities, support families" *(1130L)*

## Learning Objective and Essential Questions
A statement(s) about what students will learn from this particular activity.

Students will be able to make connections between the text they are reading and the real world. They will also be able to answer the following **Essential Questions**:

a. How do the communities people live in affect them as individuals?

b. How do you think that George and Lennie's lives would have turned out if they were part of a community?

## Learning Standard
Include the standard that this activity helps teach (i.e., a state standard, a school standard, a common core standard, etc.).

Common Core Standards for English:
- CCSS.ELA-LITERACY.RI.9-10.1
- CCSS.ELA-LITERACY.RI.9-10.2
- CCSS.ELA-LITERACY.RI.9-10.3
- CCSS.ELA-LITERACY.RI.9-10.4
- CCSS.ELA-LITERACY.RI.9-10.5
- CCSS.ELA-LITERACY.RI.9-10.6
- CCSS.ELA-LITERACY.RI.9-10.7
- CCSS.ELA-LITERACY.RI.9-10.8
- CCSS.ELA-LITERACY.RI.9-10.9
- CCSS.ELA-LITERACY.RI.9-10.10
- CCSS.ELA-LITERACY.RI.9-10.11
- CCSS.ELA-LITERACY.RI.9-10.12

## Lesson Content
How will you introduce the lesson to your students? How will you teach them the skills they need to be successful? How will you allow students to practice the skills they learned with Newsela’s Write feature? How will you assess mastery?

This lesson is meant to connect the novel *Of Mice and Men* to the Newsela article.

### Prior Learning:
- Prior to this lesson, students should have learned about what life was like for migrant workers in the United States after the Great Depression (this is a great connection point for History/Social Studies).
- Students should also have read *Of Mice and Men*.

- Answers should be **one paragraph** in length and should include **specific evidence** from both the article and the text to support the ideas expressed (questions can be added to the article itself using the Write feature or can be done on a separate document).
- The answers to the questions will be used as a basis for a class discussion where students will be given the opportunity to share their responses with the class and to also comment on each other’s responses.

### Before reading the article:

a. Do now: Students should discuss what they believe makes up a community and the benefits that people have living in a community. This can be done as a discussion only or as a written prompt then discussed.

### While Reading:

- Highlight connections between article and novel in GREEN.
After reading the article (These questions can be added to the site using the Write feature or they can be done on a separate document):

a. The article discusses how military bases have changed over the last few decades to “provide for the families as well as the warriors”. Why do you think this is important for the soldiers? Use evidence from the article in your response.

b. How do you think the experiences of a Marine could be similar to that of migrant workers in the 1930s? (think about the similar struggles they may have to face)

c. What are these characters lacking in their lives that the military is working to provide for its Marines? Use textual evidence from both pieces in your response.

d. In what ways do you think having a sense of community would affect people like George, Lennie and other characters in the novel? Use textual evidence in your response.

Methods for Sharing Additional Write Responses:
- This can be done as a large group discussion, smaller groups who then share with whole class or in writing as a “dinner party”.

Accommodations
What scaffolds can be included to support learners? Can you anticipate different reading levels for students?

- Varying the reading levels of the article to meet student needs and abilities.
- Offering students the opportunity to work with a partner in answering the additional write questions.
- Reading the article out loud as a class.
- Going over challenging vocabulary/phrases together as the students read if article is used at MAX level.

Extensions
How can you support high level learners? Can you anticipate reading level and Writing Prompt to challenge?

- Increase Reading Level (this is easy to do if the students are reading independently).
- Creative Writing Extension: What do you think the owner of the ranch Lennie and George work at could have done to give the workers a sense of community on his property?