



UNIUNEA EUROPEANĂ



Instrumente Structurale  
2014-2020

Proiect cofinanțat din Fondul Social European - Programul Operațional Capital Uman 2014 – 2020

Axa Prioritară 6: Educație și competențe / Operațiune compozită OS 6.5, 6.6. Îmbunătățirea competențelor personalului didactic din învățământul preuniversitar în vederea promovării unor servicii educaționale de calitate orientate pe nevoile elevilor și a unei școli incluzive

Titlu proiect: „Profesionalizarea carierei didactice - PROF”, Cod proiect: POCU/904/6/25/146587

Beneficiar: Ministerul Educației

Partener 3 - Universitatea „Dunărea de Jos” din Galați - Departamentul pentru Pregătirea Personalului Didactic

Perioada de implementare – 01 aprilie 2021 – 31 decembrie 2023

**A4.1.** Revizuirea/elaborarea și validarea curriculumului național școlar obligatoriu în vederea adaptării la predare- învățare – evaluare în sistem online, pentru nivel liceal

### LIMBA ENGLEZĂ. MODEL ACTIVITATE DE ÎNVĂȚARE ȘI EVALUARE ONLINE:

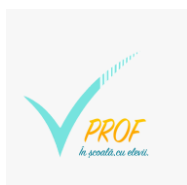
#### "OF MICE AND MEN"

CLASA a X-a, a XI-a (Nivel B1)

#### EXEMPLE DE ACTIVITĂȚI DE ÎNVĂȚARE APLICABILE LA CLASĂ

*\* Please note that Student's activity time is longer than Teacher's activity time, which means that the most part of the activity is done by students, they are actually involved in doing activities, they are not passively attending the lesson.*

<b>Subject:</b> ENGLISH	<b>Teacher:</b> DG	<b>Date:</b>
<b>Group:</b> 10 <sup>th</sup> / 11 <sup>th</sup> grade (16, 17 years old), <b>Number:</b> 25 students	<b>Targets (levels / grades):</b> B1	
<b>SEN + EAL</b>		



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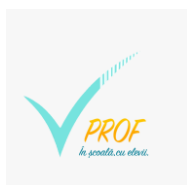
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<b>Topic / Module</b>	JOHN STEINBECK, <i>OF MICE AND MEN</i>	
<b>Previous lesson</b>	INTRODUCTION TO AMERICAN DEPRESSION AND THE WAY IT AFFECTED PEOPLE	
<b>Next lesson</b>	<i>OF MICE AND MEN</i> , continuation of textual study	
<b>Vocabulary</b> ( <i>Key words / new vocabulary</i> )		
<i>New vocabulary: stilted heron (a bird with long neck, thin long legs and sharp beak – related to the stork)</i>		
<i>sycamore (a kind of tree)</i>		
<i>bundle (a little bag attached to a stick)</i>		
<i>Key words: INFER, PREDICT, SUMMARISE, SCAN, SKIM, COMPARE &amp; CONTRAST, MONITOR &amp; CLARIFY</i>		
<b>Learning Objectives</b> <i>(What students will learn in this lesson)</i>	<b>Learning outcomes with differentiation</b> <i>(What students should know, new skills, work produced, activities)</i>	
Understand and critically evaluate the text through:	<b>All</b> - will be able to use some strategies of effective reading of the text for different purposes: (activating, inferring,	



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<ul style="list-style-type: none"> <li>• Reading in different ways for different purposes, summarising and synthesising ideas and information, and evaluating their usefulness for particular purposes</li> <li>• Exploring aspects of characterisation, events and settings, the relationships between them and their effects</li> <li>• Analysing the writer’s choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact on the reader</li> <li>• Consolidating and building on their knowledge of grammar and vocabulary through studying the effectiveness and impact of colloquial speech in the text</li> </ul>	<p><i>monitoring/clarifying, questioning, searching/selecting, summarising, visualising/organising);</i></p> <p><i>- will be able to identify the similarities and the differences between the two characters (physical characteristics &amp; mental abilities) and write down words and expressions denoting the above;</i></p> <p><i>- will be able to identify differences in register - the colloquial style - and render the literary form of the expression in order to evaluate the effect of the language on the reader;</i></p> <ul style="list-style-type: none"> <li>• <b>Most</b></li> </ul> <p><i>- will be able to synthesise and render in their own words the atmosphere described in the beginning of Chapter 1;</i></p> <p><b>Some</b> <i>(to challenge the higher achievers)</i></p> <p><i>- will be able to explore and describe the relationship between the characters and infer / predict how the relationship will determine the course of the plot (possibly how it will evolve further in the plot)</i></p>
<p><b>Assessment opportunities</b></p>	





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- students **will be asked to** respond to texts critically and imaginatively;
- students **will be asked to** select and evaluate relevant textual detail to illustrate and support interpretations
- students **will be asked to** explain how language, structure and form contribute to writers’ presentation of ideas, themes and settings
- **positive verbal feedback will be provided to students throughout the lesson**

### Key Questions

Identify words and expressions which describe the physical appearance of the two men.

Based on the information you have from paragraph 1, write down three words that describe each of the two characters.

Identify words and expressions which describe characters’ behaviour.

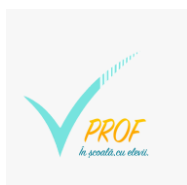
What do we find out **from the first paragraph of text** about the characters? Are they similar or different? In which way are they similar and in which way are they different?

How has this changed **after reading the second paragraph of the text**?

What else do we find out about Lennie **after reading the third paragraph of the text**?

### Opportunities to Develop Literacy

- Speaking – communicate ideas and information to a wide range of audiences and a variety of situations.



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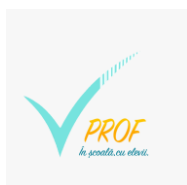
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<ul style="list-style-type: none"> <li>• Listening – listen and respond to the viewpoints and ideas of others.</li> <li>• Comprehension – gain an understanding of unfamiliar information, identify main ideas, events and supporting details.</li> </ul>	
<p><b>Other areas: EDUCATION FOR SUSTAINABLE DEVELOPMENT AND GLOBAL CITIZENSHIP</b></p> <p>PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION (PSHE)</p>	
<p><b>Lesson Starter</b> <b>(5 mins)</b></p>	<ul style="list-style-type: none"> <li>• <b><u>Face-to-face interaction</u></b></li> </ul> <p><b>Ask class if they have a best friend. Is their friend similar or different from them? In which way are they similar/different?</b> (This aims to <b>activate/recall relevant prior information</b> from their memory and connect them to the text and the idea of friendship.)</p> <p>Identify one similarities and one difference between you and your friend.</p> <p>Describe his/her physical appearance.</p> <p>State the reason why you consider him/her your best friend.</p> <p><b>Note down the similarity and the difference stated by your colleague and report to the class.</b></p> <p><b>Pair work – 2 mins</b></p> <p><b>Report – 3 mins</b></p> <ul style="list-style-type: none"> <li>• <b><u>Blended-learning</u></b></li> </ul>



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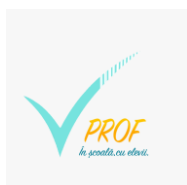
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	<p>Students are encouraged to write down one similarity and one difference between them and their best friends. They are going to use jamboard.google to write down their ideas.</p> <p><b>Procedure:</b></p> <p><a href="https://jamboard.google.com/d/1la0wL_R8dHzsVgocHNkgI9DPxH2NDp6bAxGmG_pL1jo/viewer?f=0">https://jamboard.google.com/d/1la0wL_R8dHzsVgocHNkgI9DPxH2NDp6bAxGmG_pL1jo/viewer?f=0</a></p> <ul style="list-style-type: none"> <li>• <b>Step 1:</b> Students click on the link shared by the teacher.</li> <li>• <b>Step 2:</b> Access the link and read the questions.</li> <li>• <b>Step 3:</b> Students use the side bar of the app (notes, images, text box, etc.) to write down at least one similarity and one difference between them and their best friends.</li> <li>• <b>Step 4:</b> Students share their ideas with the whole class.</li> <li>• <b>Step 5:</b> They state the reason why they consider him/her their best friend.</li> </ul> <p>• <b>Story telling (blended assessment activity)</b></p> <p><i>Students will receive a Youtube link on their mobile phones/ tablets (<a href="https://www.youtube.com/watch?v=yAGIL9cbSSo">https://www.youtube.com/watch?v=yAGIL9cbSSo</a>) to a short mute video called FRIENDSHIP.</i></p> <p><i>In groups of 3, students will watch the video and they will be asked to write a story based on the video, using the vocabulary learned so far. Questions to help them:</i></p> <ul style="list-style-type: none"> <li>• <i>What is the main idea of the video?</i></li> <li>• <i>Can you identify the two laundry clips to any person you know?</i></li> </ul>
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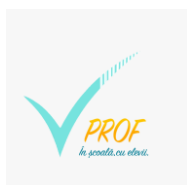
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	<ul style="list-style-type: none"> <li>• <i>How would you define the action of the red clip?</i></li> <li>• <i>Can you think of the proverb in your language suitable for the video?</i></li> </ul> <p><i>At the end of the 3-5 minutes activity, each group will appoint a speaker and they will report back to class.</i></p> <p><i>The stories will be written on small pieces of paper and will be displayed in class for the next week.</i></p> <p><i>This activity helps assessing the newly acquired vocabulary, the fluency in speaking, getting into the main idea of the text to be studied and how students relate to the idea of "friendship".</i></p> <p><i>Note: the activity can be done in class, as the video has no sound.</i></p>	
<p><b>Lesson Core</b> <b>(40 mins)</b></p>	<p><b>Teacher Activity:</b></p> <p><b>1. (18 mins)</b></p> <p>Hand out the text – paragraph 1 - and Appendix 2 and instruct the students to scan the text in order to find words and phrases describing physical appearance of the characters and write them down in row 2, Appendix 2.</p>	<p><b>(Student) Activity</b></p> <p><b>1A. <u>Face-to-face interaction</u></b> <b>(7 mins)</b></p> <p>Students <b>scan</b> the text and take time to fill in the information requested in Appendix 2, row 2.</p> <p>Then <b>students</b> take it in turns to tell the class what they have noted about the characters and discuss the similarities and differences between the characters. They get feedback from their peers. They are encouraged to refer back to the text each time they answer any question in order to justify their answers. The activity aims at <b>comparing and contrasting</b> in order to help students think with clarity and precision and to help them better organise the information from the beginning.</p> <p>Although similar in the way they are dressed, one is huge and</p>



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	<p><b>Questions:</b> What do we find out <b>from the first paragraph of text</b> about the characters? Are they similar or different? In which way are they similar and in which way are they different?</p> <p>Ask students to state any unknown words (expected words: <i>stilted heron, sycamore, bundle</i>)</p>	<p>shapeless; the other small and carefully defined. The larger man, lumbers along heavily like a bear; the other is small and has slender arms and small hands; they also react differently to the pond: the huge one practically immerses himself in the water, snorting it up and drinking in long, greedy gulps. He fills his hat and puts it on his head, letting the water trickle merrily down his shoulders. The slim one, on the other hand, is more cautious, wondering about the quality of the water before he drinks a small sample.</p> <p>Students explain the words (if they know them) or look them up in the dictionary.</p> <p><b>Expected answers:</b></p> <ul style="list-style-type: none"> <li>- <b>heron</b> any of various wading birds with a long neck, long legs, and a long, tapered bill, living along marshes and river banks.</li> <li>- <b>sycamore</b> – a kind of tree</li> <li>- <b>bundle</b> - a little bag attached to a stick</li> </ul> <p style="text-align: center;"><b><u>1B. Blended-learning (10 min)</u></b></p> <p>Students are encouraged to watch the trailer of the movie “Of Mice and Men” and try to figure out the similarities and the differences between the two characters. After that, students</p>
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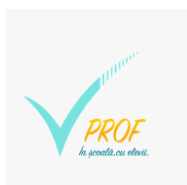
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	<p><b>Question:</b> Using the information in the first paragraph, please find three new adjectives to describe each in point of character and behaviour.</p> <p>=====</p>	<p>follow the steps below in order to complete a gapped-text with words describing the two characters.</p> <p><a href="https://www.youtube.com/watch?v=BQtiStdDaYw">https://www.youtube.com/watch?v=BQtiStdDaYw</a></p> <p><b>Procedure:</b></p> <ul style="list-style-type: none"> <li>• <b>Step 1:</b> Students are encouraged to click on the link shared by the teacher. They may also scan the QR barcode with their phones.</li> </ul> <p><a href="https://learningapps.org/display?v=phgbee3yn23">https://learningapps.org/display?v=phgbee3yn23</a></p>  <ul style="list-style-type: none"> <li>• <b>Step 2:</b> Students read the text and choose the words that best fit the paragraph.</li> <li>• <b>Step 3:</b> Students share their answers with the whole class and correct if necessary.</li> <li>• <b>Step 4:</b> Students find three new adjectives to describe each in point of character and behaviour.</li> </ul>
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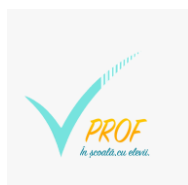
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	<p>=====</p> <p><b>2. (6 mins)</b></p> <p>Teacher hands out paragraph 2 and asks students to skim the first two paragraphs of the text and fill in rows 1, 3 and 4 (Appendix 2).</p>	<p><b><u>1B.1. Blended-learning (10 min) – reading evaluation</u></b></p> <p>Students are invited to read different texts and try to identify the similarities and differences between the characters. <i>They write their answers on a padlet given by the teacher. The teacher gives the students the link to the padlet. There will be two pages created: one for similarities and another one for the differences.</i></p> <p>Expected answers: one of them is <i>quick-witted, clever, curious</i> about things around him, the other is <i>slow, floppy, loose, childish, careless</i>. (This activity aims to <b>help students infer/bring together</b> what is written in the text, what is not written in the text, and what is already known by the reader in order to extract and construct meaning from the text. Students discuss in pairs (2 min) and then report to the whole class (5 mins – 30 secs each pair)</p> <p style="text-align: right;"><b>(8 mins)</b></p> <p>=====</p>
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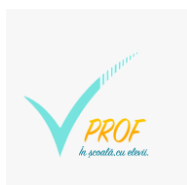
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		<p><b><u>2A. Face-to-face interaction ( 10 min)</u></b></p> <p>Students <b>skim</b> the first two paragraphs, match the names of the characters with their physical description in row 2 and write down information in rows 1, 3, 4.</p> <p>Feedback to class. Students work in groups of 4 and discuss each answer they give.</p> <p>Students provide feedback to their peers. They communicate ideas and information among them and listen and respond to the viewpoints and ideas of others in their groups.</p> <p style="text-align: right;"><b>(2 mins)</b></p> <p>One member of each group reports to the class. Ss in the other groups compare what the student reports with their own answers. They sustain their statements with words and expressions from the text <b>monitoring and clarifying</b> what their peers say, <b>comparing and contrasting</b> in order to clarify and remember the information. This activity asks them to engage in learning dialogues with text, peers, and the teacher through self-questioning and question answering.</p> <p style="text-align: right;"><b>(4 mins)</b></p> <p><b><u>2B. Blended-learning (15 min)</u></b></p> <p>Students are encouraged to work in groups of four. They skim the first two paragraphs and fill in a table. Students follow the steps in order to complete the table.</p>
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	<p><b>Questions:</b></p> <p>What new information do we find out from the second paragraph?</p> <p>Has anything changed from what we know from the first paragraph?</p> <p>=====</p> <p>=====</p> <p><b>3. (10 mins)</b></p> <p>Teacher hands out paragraph 3 and asks students to read it and identify colloquial speech.</p> <p><b>Questions:</b></p> <p>Identify and write</p>	<p><b>Procedure:</b></p> <ul style="list-style-type: none"> <li><b>Step 1:</b> Students are invited to click on the link shared by the teacher.</li> </ul> <p><a href="https://www.evernote.com/client/web?login=true#?an=true">https://www.evernote.com/client/web?login=true#?an=true</a> <b>HYPERLINK</b></p> <p><a href="https://www.evernote.com/client/web?login=true">https://www.evernote.com/client/web?login=true</a> <b>HYPERLINK</b></p> <p><a href="https://www.evernote.com/client/web?login=true">https://www.evernote.com/client/web?login=true</a> <b>HYPERLINK</b></p> <p><a href="https://www.evernote.com/client/web?login=true">https://www.evernote.com/client/web?login=true</a> <b>HYPERLINK</b></p> <p><a href="https://www.evernote.com/client/web?login=true">https://www.evernote.com/client/web?login=true</a> <b>HYPERLINK</b></p> <p><a href="https://www.evernote.com/client/web?login=true">https://www.evernote.com/client/web?login=true</a> <b>HYPERLINK</b></p> <p><a href="https://www.evernote.com/client/web?login=true">https://www.evernote.com/client/web?login=true</a> <b>HYPERLINK</b></p> <p><a href="https://www.evernote.com/client/web?login=true">https://www.evernote.com/client/web?login=true</a> <b>HYPERLINK</b></p> <p><a href="https://www.evernote.com/client/web?login=true">https://www.evernote.com/client/web?login=true</a> <b>HYPERLINK</b></p> <p><a href="https://www.evernote.com/client/web?login=true">https://www.evernote.com/client/web?login=true</a> <b>HYPERLINK</b></p> <p><a href="https://www.evernote.com/client/web?login=true">https://www.evernote.com/client/web?login=true</a> <b>HYPERLINK</b></p> <p><a href="https://www.evernote.com/client/web?login=true">https://www.evernote.com/client/web?login=true</a> <b>HYPERLINK</b></p> <p><a href="https://www.evernote.com/client/web?login=true">https://www.evernote.com/client/web?login=true</a> <b>HYPERLINK</b></p> <p><a href="https://www.evernote.com/client/web?login=true">https://www.evernote.com/client/web?login=true</a> <b>HYPERLINK</b></p> <p><a href="https://www.evernote.com/client/web?login=true">https://www.evernote.com/client/web?login=true</a> <b>HYPERLINK</b></p> <p><a href="https://www.evernote.com/client/web?login=true">https://www.evernote.com/client/web?login=true</a> <b>HYPERLINK</b></p>
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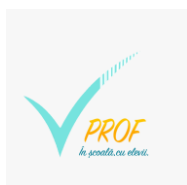
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	<p>down in row 5 colloquial words and expression which the two characters use in their conversation.</p> <p>Why does the writer use informal/colloquial language?</p> <p>“Translate” the dialogue into a formal one. Does it have the same effect on you/the reader? What has changed?</p>	<p><u><a href="https://www.evernote.com/client/web?login=true">HYPERLINK</a></u>  <u><a href="https://www.evernote.com/client/web?login=true">"https://www.evernote.com/client/web?login=true"</a></u>  <u><a href="https://www.evernote.com/client/web?login=true">HYPERLINK</a></u>  <u><a href="https://www.evernote.com/client/web?login=true">"https://www.evernote.com/client/web?login=true"n=ac07d2d2-187f-a059-dd3e-d97362d539d5</a></u> <u><a href="https://www.evernote.com/client/web?login=true">HYPERLINK</a></u>  <u><a href="https://www.evernote.com/client/web?login=true">"https://www.evernote.com/client/web?login=true"</a></u>  <u><a href="https://www.evernote.com/client/web?login=true">HYPERLINK</a></u>  <u><a href="https://www.evernote.com/client/web?login=true">"https://www.evernote.com/client/web?login=true"</a></u>  <u><a href="https://www.evernote.com/client/web?login=true">HYPERLINK</a></u>  <u><a href="https://www.evernote.com/client/web?login=true">"https://www.evernote.com/client/web?login=true"</a></u>  <u><a href="https://www.evernote.com/client/web?login=true">HYPERLINK</a></u>  <u><a href="https://www.evernote.com/client/web?login=true">"https://www.evernote.com/client/web?login=true"</a></u>  <u><a href="https://www.evernote.com/client/web?login=true">HYPERLINK</a></u>  <u><a href="https://www.evernote.com/client/web?login=true">"https://www.evernote.com/client/web?login=true"&amp;</a></u></p> <ul style="list-style-type: none"> <li>• <b>Step 2:</b> Students access the link and choose <b>Home</b> from the toolbar on the left.</li> <li>• <b>Step 3:</b> Choose <b>Recent</b> from <b>Notes</b>.</li> <li>• <b>Step 4:</b> Click on the <b>Skimming the text</b>.</li> <li>• <b>Step 5:</b> Students click on the attachment and download the document.</li> <li>• <b>Step 6:</b> Students read the two paragraphs and decide</li> </ul>
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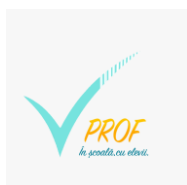
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		<p>what to write in the table.</p> <ul style="list-style-type: none"> <li>• <b>Step 7:</b> Students complete the table with their ideas.</li> <li>• <b>Step 8:</b> Students share their ideas with the whole class.</li> </ul> <p>=====</p> <p><b><u>3A. Face-to-face interaction</u></b></p> <p>Students read through the third paragraph and write down <b>colloquial</b> words and expressions (<b>row 5 in appendix 2</b>).</p> <p>Students should identify reasons such as: it gives us the idea that the characters are not well-educated and refined and they belong to the working class; it may give us deep insights into the writer’s society; it tells us about how people really talk in their real life, so they help a writer to form strong connections with readers; Colloquial expressions impart a sense of realism to a piece of literature which again attracts readers as they identify it with their real life.</p> <p>The activity aims at helping students identify differences in register – the colloquial style vs. the literary form of the expression – and understand why colloquial expressions are used by the writer.</p>
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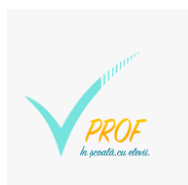
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	<p>=====</p> <p>=====</p> <p><b>4. (6 mins)</b></p> <p><b>Teachers helps students deepen knowledge and understanding of paragraph 3</b></p> <p><b>Question:</b> What do we find out from the last paragraph about the characters and their relationship?</p> <p>Teacher notes down on flipchart students'</p>	<p>They “translate” the dialogue in paragraph 3 into a formal one, replacing colloquial words and expressions identified before with formal language.</p> <p>Then they read the dialogue turned into formal language and discuss how the effect of the language upon the reader changes.</p> <p><b>Expected answers:</b></p> <p>“George?”“Yeah, what ya want?/<i>What do you want?</i>”“Where we goin’, George?/ <i>Where are we going?</i>”“So you forgot that awready, did you?/ <b>So you have already forgotten that, haven’t you?</b> I gotta tell you again, do I/ <i>I have to tell you again, don’t I?</i> Jesus Christ, you’re a crazy bastard!”“I forgot,” “I tried not to forget. Honest to God I did, George.”“O.K.— O.K. I’ll tell ya again/ <i>I will tell you again.</i> I ain’t got nothing to do/ <i>I don’t have anything to do.</i> Might jus’ as well spen’ all my time tellin’ you things and then you forget ‘em, and I tell you again/ <i>I might just as well spend my time telling you things and then you forget them, and tell them to you again.</i>” “Tried and tried/<i>I have tried and tried,</i> but it didn’t do no good/ <i>but it didn’t do any good/ it made no difference.</i> I remember about the rabbits, George.”“The hell with the rabbits. That’s all you ever can remember is them rabbits/<i>You can only remember those rabbits.</i></p> <ul style="list-style-type: none"> <li>To create a <b>natural, or realistic</b>, effect in characters’ dialogue in novels and plays. It shows that they’re working class - or ordinary, or from a particular area or time (working men’s colloquialisms from the 1930s).</li> </ul>
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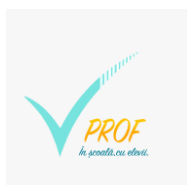
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	<p>answers as key words – in 2 columns (“<i>Characters</i>” and “<i>Relationships</i>”) – and asks students to copy down if they want to.</p>	<ul style="list-style-type: none"> <li>To show straightforward, unpretentious, earnest people speaking. Although these characters are workers without access to big vocabularies or grand philosophies, they can still feel and communicate about the things that really matter.</li> </ul> <p>The activity aims at helping students to identify the effect and impact colloquial speech has upon the reader.</p> <p style="text-align: right;"><b>(10 mins)</b></p> <p><b><u>3B. Blended-learning (10 min)</u></b></p> <p>Students are invited to read the third paragraph and try to identify colloquial words and expressions. Beforehand, teacher gives them examples of colloquial words, i.e. ‘<i>cuz</i>’ (<i>because</i>), ‘<i>What’s up?</i>’ (<i>How are you doing?</i>), ‘<i>Yeah</i>’ (<i>Yes</i>), etc. They may also come up with their own colloquial words used on a daily basis.</p> <p><b>Procedure:</b></p> <p><a href="https://wordwall.net/resource/57118426/of-mice-and-men-colloquial-words-and-expressions">https://wordwall.net/resource/57118426/of-mice-and-men-colloquial-words-and-expressions</a></p> <ul style="list-style-type: none"> <li><b>Step 1:</b> Students access the link shared by the teacher or scan the QR barcode.</li> <li><b>Step 2:</b> Students start the quiz and match the colloquial words with their counterparts.</li> <li><b>Step 3:</b> Students share their results with the whole class.</li> </ul>
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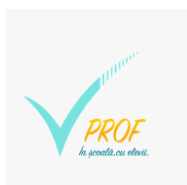
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		<ul style="list-style-type: none"> <li>• <b>Step 4:</b> Teacher explains any unknown words.</li> </ul> <div data-bbox="884 846 1182 1144" data-label="Image"></div> <p>=====</p> <p><b><u>4A. Face-to-face interaction</u></b></p> <p>Frontally, students brainstorm new information they have acquired in paragraph 3 about the characters and about their relationship.</p> <p><b>Expected answers:</b></p> <p>In paragraph 1, when Lennie drops near the pool's edge and begins to drink like a hungry animal, George cautions him that the water may not be good. This advice shows that Lennie is probably retarded and doesn't realize the possible dangers. The same thing is implied and confirmed when Lennie says he forgets things even if he tries to remember them.</p> <p>Their friendship has two sides:</p> <p>George takes care of Lennie, who is childlike and mentally</p>
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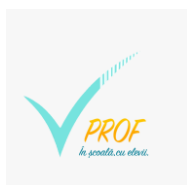
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		<p>handicapped, constantly giving him advice and instructions. Lennie feels like being George’s child, feeling almost guilty for not being able to remember things the way George would like him to.</p> <p>The activity aims at deepening the understanding of the characters and of the relationships between them.</p> <p><b>4A. Blended-learning (10 min)</b></p> <p>Students are invited to reflect upon the relationship between George and Lennie and come up with their opinions.</p> <p><b>Procedure:</b></p> <p><a href="http://linoit.com/users/gabrielatsil/canvases/Of%20Mice%20and%20Men%20-%20Relationships">http://linoit.com/users/gabrielatsil/canvases/Of%20Mice%20and%20Men%20-%20Relationships</a></p> <ul style="list-style-type: none"> <li>• <b>Step 1:</b> Students access the link shared by the teacher.</li> <li>• <b>Step 2:</b> Considering the last paragraph students watch the video for better understanding and try to answer the question on the canvas of the app.</li> <li>• <b>Step 3:</b> Students choose between the sticky notes on the toolbar and write their answers.</li> <li>• <b>Step 4:</b> Students share their opinions with the whole class. Teacher acts as a monitor while students read their notes.</li> </ul> <p><b>(3 mins)</b></p> <p>What do you think about the friendship between the two</p>
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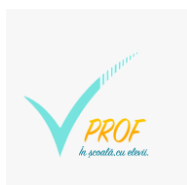
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		<p>characters?</p> <p>Aims at discussing the type of friendship – later on to speak about their own relationships with their friends.</p> <p>Good friend/ Bad friend – think about this and bring examples of life stories (real or fictional) that show one of the two. Tell the class about a moment when you were a good friend and a moment you were a bad friend. It is compulsory to talk about both situations.</p> <p>(This type of activity focuses on the cohesion of the group, better knowledge of each other, see each other’s strengths and weaknesses. This may bring confidence, understanding )</p> <p><b>Assessment activity:</b></p> <p>Flashcards (online)</p> <p>Teacher creates flashcards with some questions from the text on CRAM.COM.</p> <p>Questions:</p> <p>1. The relationship between George and</p>
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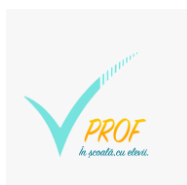
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		<p>Lennie is ...</p> <ol style="list-style-type: none"> <li>2. The relationship between George and Lennie is ...</li> <li>3. George helps Lennie by ...</li> <li>4. Lennie helps George by ...</li> </ol> <p>Link to flashcards: <a href="https://www.cram.com/flashcards/of-mice-and-men-13749047">https://www.cram.com/flashcards/of-mice-and-men-13749047</a></p>
<p><b>Lesson plenary</b></p> <p><i>Review</i> <i>Reflect</i> <i>Recall</i></p> <p><b>(2 mins)</b></p>	<p>The game of flashcards and the questions will help students get a better understanding of the characters and the relationship between them. The activity will also bring into focus the problem of special needs people. Students will be encouraged to be tolerant, helpful and understanding with their peers. The teacher will encourage them to talk about similar situations in their school life.</p>	
<p><b>Role of Teaching Assistant</b></p> <p><i>(If present)</i></p> <p>Supports the less confident students with their written work, especially.</p> <p>Acts as a “floater” to support other <b>students</b> as and when required.</p>		



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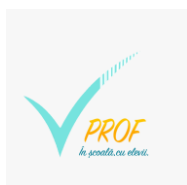
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Works together with the teacher to design special tasks adapted for the students' needs.	
<b>Homework</b> <b>(handouts)</b> <b>(2 mins)</b>	<b>(2 mins)</b>
<p>Choose one of the two tasks:</p> <ul style="list-style-type: none"> <li>You are the driver of the bus which took the two characters up to a certain point. Write a letter to George and <b>apologise</b> for not taking them to the destination and <b>justify</b> your apology. (Use no more than 100 words). (verbal intelligence)</li> <li>Write a dialogue between George and the bus driver that <b>explains</b> the choice of not taking them to their destination. Make sure that the dialogue makes sense! Use 10-12 lines. (interpersonal intelligence)</li> </ul> <p>The homework aims at allowing the students to choose between two different ways to further work on the text depending on their individual dominant intelligence. They will choose any homework they feel they are more confident and comfortable to write.</p> <p><b><u>Blended-learning</u></b></p> <p>Students are given an assignment for the next time. They have to do a group project (3-4 people) in which they will interact with George as characters of the novel. They may well choose between writing a letter to George or making up a conversation with him.</p> <p>Students are encouraged to use applications in which they can record their conversations or letters, i.e. <a href="https://vocaroo.com/">https://vocaroo.com/</a></p>	



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## **WORKSHEETS**

### **Paragraph 1:**

"Evening of a hot day started the little wind to moving among the leaves. The shade climbed up the hills toward the top. On the sand banks the rabbits sat as quietly as little gray sculptured stones. And then from the direction of the state highway came the sound of footsteps on crisp *sycamore* leaves. The rabbits hurried noiselessly for cover. A *stilted heron* labored up into the air and pounded down river. For a moment the place was lifeless, and then two men emerged from the path and came into the opening by the green pool. They had walked in single file down the path, and even in the open one stayed behind the other. Both were dressed in denim trousers and in denim coats with brass buttons. Both wore black, shapeless hats and both carried tight blanket rolls slung over their shoulders. The first man was small and quick, dark of face, with restless eyes and sharp, strong features. Every part of him was defined: small, strong hands, slender arms, a thin and bony nose. Behind him walked his opposite, a huge man, shapeless of face, with large, pale eyes, and wide, sloping shoulders; and he walked heavily, dragging his feet a little, the way a bear drags his paws. His arms did not swing at his sides, but hung loosely. The first man stopped short in the clearing, and the follower nearly ran over him. He took off his hat and wiped the sweat-band with his forefinger and snapped the moisture off. His huge companion dropped his blankets and flung himself down and drank from the surface of the



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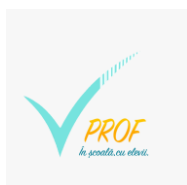
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green pool; drank with long gulps, snorting into the water like a horse. (*John Steinbeck, "Of Mice And Men"*)

## Paragraph 2:

"The small man stepped nervously beside him. "Lennie!" he said sharply. "Lennie, for God's sakes don't drink so much." Lennie continued to snort into the pool. The small man leaned over and shook him by the shoulder. "Lennie. You gonna be sick like you was last night." Lennie dipped his whole head under, hat and all, and then he sat up on the bank and his hat dripped down on his blue coat and ran down his back. "That's good," he said. "You drink some, George. You take a good big drink." He smiled happily. George unslung his *bundle* and dropped it gently on the bank. "I ain't sure it's good water," he said. "Looks kinda scummy."

Lennie *dabbled* his big paw in the water and *wiggled* his fingers so the water arose in little splashes; rings widened across the pool to the other side and came back again. Lennie watched them go. "Look, George. Look what I done." George knelt beside the pool and drank from his hand with quick scoops. "Tastes all right," he admitted. "Don't really seem to be running, though. You never oughta drink water when it ain't running, Lennie," he said hopelessly. "You'd drink out of a gutter if you was thirsty." He threw a scoop of water into his face and rubbed it about with his hand, under his chin and around the back of his neck. Then he replaced his hat, pushed himself back from the river, drew up his knees and embraced them.



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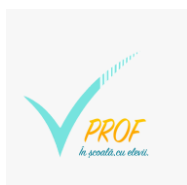
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Lennie, who had been watching, imitated George exactly. He pushed himself back, drew up his knees, embraced them, looked over to George to see whether he had it just right. He pulled his hat down a little more over his eyes, the way George's hat was."

*John Steinbeck, "Of Mice And Men"*

### **Paragraph 3:**

"George stared morosely at the water. The rims of his eyes were red with sun glare. He said angrily, "We could just as well of rode clear to the ranch if that bastard bus driver knew what he was talkin' about. 'Jes' a little stretch down the highway,' he says. 'Jes' a little stretch.' God damn near four miles, that's what it was! Didn't wanta stop at the ranch gate, that's what. Too God damn lazy to pull up. Wonder he isn't too damn good to stop in Soledad at all. Kicks us out and says 'Jes' a little stretch down the road.' I bet it was more than four miles. Damn hot day. "Lennie looked timidly over to him. "George?" "Yeah, what ya want?" "Where we goin', George?" The little man jerked down the brim of his hat and scowled over at Lennie. "So you forgot that awready, did you? I gotta tell you again, do I? Jesus Christ, you're a crazy bastard!" "I forgot," Lennie said softly. "I tried not to forget. Honest to God I did, George." "OK- OK. I'll tell ya again. I ain't got nothing to do. Might jus' as well spen' all my time tellin' you things and then you forget 'em, and I tell you again." "Tried and tried," said Lennie, "but it didn't do no good. I remember about the rabbits, George." "The hell with the rabbits. That's all you ever can remember is them



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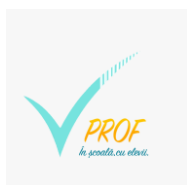
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rabbits. O..K. ! Now you listen and this time you got to remember so we don't get in no trouble. You remember settin' in that gutter on Howard Street and watchin' that blackboard?" Lennie's face broke into a delighted smile. "Why sure, George. I remember that but ... what'd we do then? I remember some girls come by and you says .... you says ""The hell with what I says. You remember about us goin' in to Murray and Ready's, and they give us work cards and bus tickets?""Oh, sure, George. I remember that now." His hands went quickly into his side coat pockets. He said gently, "George .... I ain't got mine. I musta lost it."

*John Steinbeck, "Of Mice And Men"*

## Appendix 1



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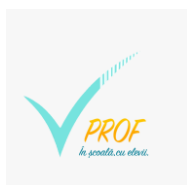
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	Character 1	Character 2
Name		
Words describing physical appearance		
Explain the following words	stilted heron .....  sycamore .....  bindle .....	
Words describing their behaviour		
Register – colloquial words		



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and expressions		
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## WORKSHEET 2

### *Of Mice and Men Summary*

*Of Mice and Men* is a short novel by John Steinbeck about an unlikely pair of migrant workers in California. George and Lennie have little in common, and when most people meet the pair, they question why the two are together. George Milton is a small, smart man, while Lennie Small is large and strong, but has the mind of a child. Lennie's traits make him clumsy and unpredictable, and often get the two men into trouble.

The novel is about friendship, loneliness, and unfulfilled dreams. For George and Lennie, they hope to work hard, and save enough money to have a small farm of their own one day. When the two start at a new ranch, a man named Candy overhears their dream, and offers to throw in a large sum of money if he can join them. For the first time, George and Lennie see their dream within reach.

However, Lennie's developmental disability soon puts the friends in a predicament. Lennie accidentally kills his puppy, then, by chance, kills a woman on the ranch. The woman was the wife of the ranch owner, who had picked a fight with Lennie and lost. The rancher and a mob of enraged men set out to find and kill Lennie. Knowing what the mob will do, reluctantly, George kills Lennie first.



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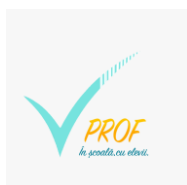
## QUESTIONS:

1. What are the attributes of a good friend?
2. Why are dreams important in life? What are your dreams or goals?
3. What can stand in the way of achieving your dreams?
4. Would you ever hurt someone you love, even if it were the best thing for them?

## Literary conflicts - Activity Overview

Literary conflicts are often taught during ELA units. Building on prior knowledge to achieve mastery level with our students is important. An excellent way to focus on the various types of literary conflict is through storyboarding. Having students choose an example of each literary conflict and depict it using the storyboard creator is a great way to reinforce your lesson!

Conflict is a major recurring element in *Of Mice and Men*. Much of it stems from Lennie's disability.



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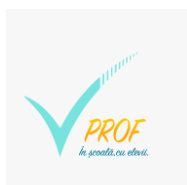
## Examples of Literary Conflict in *Of Mice and Men*

### MAN vs. SELF

George struggles with the decision to kill Lennie.

### MAN vs. SOCIETY

The stable hand is isolated from the men because he is African American. This displays the prejudice of the period, and the cause of his isolation.



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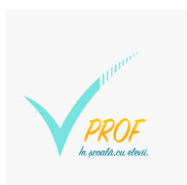
## MAN vs. MAN

Curley attacks Lennie. George tells Lennie it is ok to fight back. This leads to Curley's hand being crushed.

## CHARACTERS ANALYSIS

### Of Mice and Men Character List

NAME	DESCRIPTION
George Milton	One of the main protagonists. He is small, quick, and clever. He takes care of Lennie.
Lennie Small	The other protagonist. He is rather large and childlike. He likes to pet soft things, and is often the cause of trouble.
Candy	A rancher who lost his hand in an accident.



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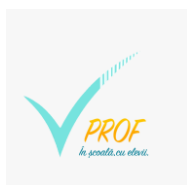
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<b>Curley</b>	The son of the ranch owner who is a self-proclaimed boxer. He picks a fight with Lennie.
<b>Curley's Wife</b>	Curley's lonely housewife who likes attention. She is often seen lurking about the men.
<b>Crooks</b>	The stable hand. He is black, and is isolated from the rest of the ranchers. He sleeps in the barn.
<b>Slim</b>	A strong, sturdy ranch hand who is known as the "Prince".
<b>Carlson</b>	A ranch hand who shoots Candy's dog because it's old and useless.
<b>Aunt Clara</b>	Lennie's aunt, who took care of him before she died.
<b>The Boss</b>	Owner of the ranch, and Curley's father.

As students read, a storyboard can serve as a helpful character reference log. This log (also called a [character map](#)) allows students to recall relevant information about important characters. When reading a novel, small attributes and details frequently become important as the plot progresses. With character mapping, students will record this information, helping them follow along and catch the subtleties which make reading more enjoyable!

For *Of Mice and Men*, a character map helps students remember each member of the ranch, and their nickname! Plus, it provides a reference for discussion about how each character contributes to the theme of isolation.



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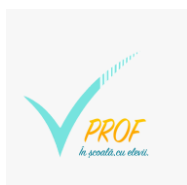
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As a follow-up activity, students can choose characters and play the role in front of the classroom.

## **OTHER EXAMPLES OF ACTIVITIES**

1. Create storyboards that show specific causes and effects from *OMAM*.
2. Create a storyboard about the Great Depression and how it affected America. Think about similar periods in your country's history.
3. Use a storyboard to depict one chapter at a time. Students need to read the story before class or listen to the audiobook ([https://www.youtube.com/watch?v=Car\\_We66TME](https://www.youtube.com/watch?v=Car_We66TME)). The teacher splits the students into groups and each group will relate to one chapter. At the end of the lesson, a group speaker will report to class.



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*Titlu proiect: „Profesionalizarea carierei didactice - PROF”, Cod proiect: POCU/904/6/25/146587*

*Beneficiar: Ministerul Educației*

*Partener 3 - Universitatea „Dunărea de Jos” din Galați - Departamentul pentru Pregătirea Personalului Didactic*

*Perioada de implementare – 01 aprilie 2021 – 31 decembrie 2023*

4. Create a [public service announcement](#) about the Great Depression. The teacher explains the students what a „public service announcement” is. They also discuss, on short, about the great depression. (reminder: this was discussed in the previous lessons).
5. Create a storyboard that depicts what life was like in the 1920-30s. Include fashion, cars, food, and more! As an alternative to this, students can make a project that will be posted online, on the school platform or any platform the teacher indicates.
6. Think about the end of the story! Imagine a different ending! (this can be used as homework, a project-work idea or a screenplay written by the students)
7. Create a poster to illustrate the inner struggle of the main character and the dilemmas he was having.

### **Webliography:**

- <https://www.cram.com/flashcards/of-mice-and-men-13749047>



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- <https://www.storyboardthat.com/lesson-plans/of-mice-and-men-by-john-steinbeck>
- [https://www.youtube.com/watch?v=Car\\_We66TME](https://www.youtube.com/watch?v=Car_We66TME)

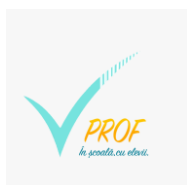
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