

John Steinbeck's

Of Mice and Men

Scheme of Work for Key Stage 3

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Teacher's Introduction

I originally designed these resources to be used with Key Stage Three classes because it seemed a shame to drop such an enjoyable text from the curriculum because it was no longer available as a Key Stage Four text.

Students have always connected strongly with the characters of Lennie and George, making this a moving but accessible text for younger as well as older students. Steinbeck's careful use of description, realistic dialogue and clever structuring provides plenty of opportunities for developing students' analytical skills in advance of their GCSE years. Furthermore, the scheme of work (SOW) includes lots of activities to improve students' creative writing and speaking and listening.

The resources include a sequence of lesson-by-lesson Powerpoints, overall SOW, individual lesson plans and a resources booklet (worksheets) that can be printed off and photocopied for students in part or as accompanying booklets.

Lessons are skills-focused and include clear and helpful success criteria so that students can successfully reflect on their learning within and between lessons, as well as enabling teachers to measure progress over time.

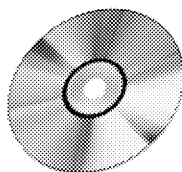
This resource is cross-referenced to the following text: Pearson Longman, second revised edition (without notes) *Of Mice and Men* by John Steinbeck (ISBN 9780582827646). ZigZag Education is not affiliated with Pearson Longman in any way nor is this publication authorised by, associated with, sponsored by or endorsed by Pearson Longman or unless explicitly stated on the front cover of this publication. All page numbers in the resources refer to this edition.

I really hope you and your students enjoy using the resources and learning about this ever-popular novella.

August 2017

Digital Format!

All lesson plans, PowerPoint presentations and accompanying worksheets for each individual lesson in the SOW are provided electronically on the accompanying CD. To use on a school network, the entire contents of the CD needs to be copied and pasted into an accessible location.



Providing easy access to all resources is a HTML menu:

Access All Menu

Location: **index.html**



This menu, designed primarily for teacher use, includes links to everything provided on the CD – allowing you to easily select what you need when preparing your lessons.

Lesson	Description	Resources
Lesson 1	Teacher's Introduction and Overview of Text	Lesson 1
Lesson 2		Lesson 2
Lesson 3		Lesson 3
Lesson 4		Lesson 4
Lesson 5		Lesson 5
Lesson 6		Lesson 6
Lesson 7		Lesson 7
Lesson 8		Lesson 8
Lesson 9		Lesson 9
Lesson 10		Lesson 10
Lesson 11		Lesson 11
Lesson 12		Lesson 12

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Register your email address to receive any future free updates* made to this resource or other English resources your school has purchased, and details of any promotions for your subject.

* resulting from minor specification changes, suggestions from teachers and peer reviews, or occasional errors reported by customers

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Overview Scheme of Work

PPT	Objective	Resources	
1	To use devices to create deliberate effects.	<ul style="list-style-type: none"> Worksheet 1.1 – Noun Phrases Worksheet 1.2 – Devices Worksheet 1.3 – Describing a Setting 	Worksheet 1.2 for less-able students. Similarly, the scheme 10 would also be for students to half of this scheme hopefully encourage community work.
2	To create interesting description to engage and inform readers.	<ul style="list-style-type: none"> Worksheet 2.1 – Precise Description Worksheet 2.2 – Describing a Character 	The success criteria also need to be a list of quotes, words.
3	To build ideas when creating a character, including a 'backstory'.	<ul style="list-style-type: none"> Worksheet 3.1 – Structural Devices Worksheet 3.2 – Creating a Backstory 	The success criteria also need to be a list of quotes, words.
4	To understand how small gestures, expressions, habits and verbal tics affect readers' thoughts and feelings.	<ul style="list-style-type: none"> Worksheet 4.1 – Body Language Worksheet 4.2 – Candy and the Boss 	You'll need to be more skilful to embed short skills level of the
5	To understand how recognisable antagonists are created through a careful choice of vocabulary.	<ul style="list-style-type: none"> Worksheet 5.1 – Introduction to Uriah Heep Worksheet 5.2 – Investigating Uriah Heep 	The longer extract reduce this, decrease the lesson and longer period of
6	To use body language, dialogue and symbolism to hint that a character is an antagonist.	<ul style="list-style-type: none"> Worksheet 6.1 – Creating an Antagonist Worksheet 6.2 – Symbolism 	Encourage students building on previous writing.
7	To signal the direction of my writing between and within paragraphs.	<ul style="list-style-type: none"> Worksheet 7.1 – Seven Signals Worksheet 7.2 – Transitional Words 	Wherever possible strengths and weaknesses, this, but other the lesson and
8	To understand how writers create tension and suspense, building to a climax.	<ul style="list-style-type: none"> Worksheet 8.1 – Suspense Worksheet 8.2 – Steinbeck's Use of Suspense 	The success criteria The success criteria

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PPT	Objective	Resources	
9	To use a full range of punctuation, including commas, to create suspense.	<ul style="list-style-type: none"> Worksheet 9.1 – Comma Corners Worksheet 9.2 – Using Commas 	Commas, and o students' writing beforehand ex commas. The n students under or cannot be us therefore need clause, subordi (and perhaps g be useful). The
10	To vary sentences to create a climactic passage of writing.	<ul style="list-style-type: none"> Worksheet 10.1 – Grammar Worksheet 10.2 – Rewrite the Fight! Worksheet 10.3 – Identify the Types of Sentences 	The resources f the Powerpoint lesson.
11	To revise the settings, characters and events of the novel.	<ul style="list-style-type: none"> Worksheet 11.1 – Film Tracking 	The film is rated
12	To understand how details and language choices can imply layers of ideas to readers.	<ul style="list-style-type: none"> Worksheet 12.1 – Implying Ideas about Crooks 	It might also be into their book extracts. The s
13	To understand how monologues, as well as dialogue, can affect readers' thoughts and feelings.	<ul style="list-style-type: none"> Worksheet 13.1 – Monologues Worksheet 13.2 – Crooks' Monologues Worksheet 13.3 – Notes on Monologues 	Make sure stud and their prese each, so make l fill the time bu depending upo However, it's li extra 10 minute presentations o this lesson, the
14	To understand how texts are influenced by, and reflect, the contexts in which they are written.	<ul style="list-style-type: none"> Worksheet 14.1 – Racism Worksheet 14.2 – Racism in the Novella 	The success cri term 'zooming 'zooming out' the writer's pos

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PPT	Objective	Resources	
15	To understand how Steinbeck is a writer in the genre of realism and naturalism.	<ul style="list-style-type: none"> Worksheet 15.1 – Genre Worksheet 15.2 – Mini-Essay 	PEEL is the commonly used acronym for students that it is a helpful guide restricted to any area of the paragraph as a whole. The paragraph is largely as very short, often one sentence. The effects of key words from the paragraph (between regularly using very short sentences, however) is a refined and clear teaching, as well as a good example of LAYER/LINK sections of the paragraph. The areas referenced in the novel are organised in the novel as a whole, introducing, or reviewing, PEEL is a variety and success – before the lesson, slide 4 will order into an envelope. You could do this activity in their books then you'll need to order by clearly numbering the third statement – Steinbeck's touch her hair – needs to be included it so that it can be out of control physical strength novel. This is an opportunity are to blame for the violence and distrust by so many of the might cite this as evidence the Steinbeck's focus on Lennie as star and her appearance in the
16	To understand how Steinbeck's structural choices can hint at his overall purposes.	<ul style="list-style-type: none"> Worksheet 16.1 – Structuring Events 	
17	To understand how to identify the most important ideas from a section of text.	<ul style="list-style-type: none"> Worksheet 17.1 – Identifying Important Details Worksheet 17.2 – One-Word Quotes 	The success criteria outlined ability profile of your class.
18	To understand how Steinbeck structures the novel to end where it begins, and why he chooses to do this.	<ul style="list-style-type: none"> Worksheet 18.1 – Back to the Brush Worksheet 18.2 – Circular Endings 	The key vocabulary for Task ability profile of your class.

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PPT	Objective	Resources	
19	To revise the settings, characters and events of the novel.	<ul style="list-style-type: none"> Worksheet 19.1 – Film Tracking 	The film is rated PG but parents should be aware of some violence.
20	To create a successful role-play through deliberate choices of tone, gesture and movement.	No worksheets are required for this lesson	The role-play has been given time to write and rehearse their scripts off by heart. The teacher will observe and provide feedback.
21	To perform a successful role-play.	<ul style="list-style-type: none"> Worksheet 21.1 – Role Play 	It would be useful for students to complete their post-it review after the role-play.
22	To write as a character, creating a clear viewpoint with developed and imaginative detail.	<ul style="list-style-type: none"> Worksheet 22.1 – Planning Worksheet 22.2 – Creative Writing 	This final writing task should be produced in Lesson 1 so that students have time to revise and edit.

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Lesson 1

Objective: to use devices to create deliberate effects.

Lesson Plan

Lesson Topic	Steinbeck's use of language
Learning Outcomes	By the end of the lesson/session students will be able to 1. define and use noun phrases 2. identify and use a range of literary devices 3. embed understanding of Steinbeck's description of creative writing

Time	Resources	Activity Notes	Differentiation
Starter 10 min	Powerpoint Worksheet 1.1 – Noun Phrases	<ul style="list-style-type: none"> Teacher outlines the task. Teacher gives answers later. 	<ul style="list-style-type: none"> Outcome
Task 1 5 min	Copies of the novella	<ul style="list-style-type: none"> Read chapter one, page 1 to the end of the first paragraph on page 2. 	<ul style="list-style-type: none"> Targeted questions
Task 2 15 min	Powerpoint Worksheet 1.2 – Devices	<ul style="list-style-type: none"> Teacher outlines the task. Teacher circulates, observes and guides learning. Class discussion about devices as teacher reveals examples. 	<ul style="list-style-type: none"> Outcome Supportive feedback from teacher Targeted questions
Task 3 25 min	Powerpoint Worksheet 1.3 – Describing a Setting	<ul style="list-style-type: none"> Teacher outlines the task. Teacher circulates, observes and guides learning. 	<ul style="list-style-type: none"> Outcome (success criteria differentiated) Supportive feedback from teacher
Plenary 5 min	Powerpoint	<ul style="list-style-type: none"> Teacher outlines the task. Teacher can get feedback from students. 	<ul style="list-style-type: none"> Outcome

Teacher's Instructions

Worksheet 1.2 for Task 2 is challenging so the list of devices might need to be reduced. Slide 6 on the Powerpoint presentation would also need to be adapted if this is the case. The criteria could be simplified for less-able students and slides 8 and 10 would also need to be adapted. The best ways to embed understanding is for students to attempt to use their knowledge of devices in their writing. The first half of this scheme of work regularly includes creative writing tasks, therefore encourages students to see themselves and Steinbeck as part of a writing community and skills.

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Lesson 2

Objective: to create interesting description to engage a

Lesson Plan

Lesson Topic	Introduction to the characters of Lennie and George
Learning Outcomes	By the end of the lesson/session students will be able to 1. understand the importance of precise description 2. identify and use a range of literary devices 3. embed understanding of Steinbeck's characters into their own creative writing

Time	Resources	Activity Notes	Differentiation
Starter 10 min	Powerpoint Worksheet 2.1 – Precise Description	<ul style="list-style-type: none"> Teacher outlines the task. Teacher gives answers later. 	<ul style="list-style-type: none"> Out
Task 1 20 min	Copies of the novella	<ul style="list-style-type: none"> Read chapter one, from the second paragraph on page 2 to the top of page 11. 	<ul style="list-style-type: none"> Targeted questions
Task 2 25 min	Powerpoint Worksheet 2.2 – Describing a Character	<ul style="list-style-type: none"> Teacher outlines the task. Teacher circulates, observes and guides learning. 	<ul style="list-style-type: none"> Out (success criteria difficult) Support offered to teachers
Plenary 5 min	Powerpoint	<ul style="list-style-type: none"> Teacher outlines the task. Teacher can get feedback from students. 	<ul style="list-style-type: none"> Out

Teacher's Instructions

The success criteria could be simplified for less-able students and slides 6 and 8 would be removed. The silhouettes are in the pack of worksheets (2.1) as are a list of quotes, which could be stuck into their books.

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Lesson 3

Objective: to build ideas when creating a character, in

Lesson Plan

Lesson Topic	Structural devices
Learning Outcomes	By the end of the lesson/session students will be able to 1. have an increased familiarity with structural devices 2. identify and use a range of literary devices 3. embed understanding of Steinbeck's organisational structure in their creative writing

Time	Resources	Activity Notes	Differentiation
Starter 10 min	Powerpoint Worksheet 3.1 – Structural Devices	<ul style="list-style-type: none"> Teacher outlines the task. Teacher gives answers later. 	<ul style="list-style-type: none"> Outcomes
Task 1 20 min	Copies of the novella	<ul style="list-style-type: none"> Read chapter one, from the top of page 11 to the end of the chapter on page 18. 	<ul style="list-style-type: none"> Targeted questioning
Task 2 25 min	Powerpoint Worksheet 3.2 – Creating a Backstory	<ul style="list-style-type: none"> Teacher outlines the task. Teacher circulates, observes and guides learning. 	<ul style="list-style-type: none"> Outcomes (success criteria difficult) Support offered to teachers
Plenary 5 min	Powerpoint	<ul style="list-style-type: none"> Teacher outlines the task. Teacher can get feedback from students. 	<ul style="list-style-type: none"> Outcomes

Teacher's Instructions

The success criteria could be simplified for less-able students and slides 8 and 9 w

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Lesson 4

Objective: to understand how small gestures, expressions and verbal tics affect readers' thoughts and feelings.

Lesson Plan

Lesson Topic	Identifying quotations that reveal characterisation
Learning Outcomes	By the end of the lesson/session students will be able to 1. understand how body language and dialogue affect characterisation 2. identify useful quotations 3. embed understanding of Steinbeck's characterisation through notes about Candy and the Boss.

Time	Resources	Activity Notes	Differentiation
Starter 5 min	Powerpoint Worksheet 4.1 – Body Language	<ul style="list-style-type: none"> Teacher outlines the task. Teacher gives answers later. 	<ul style="list-style-type: none"> Outcome
Task 1 25 min	Copies of the novella	<ul style="list-style-type: none"> Read chapter two, from page 19 to halfway down page 27. 	<ul style="list-style-type: none"> Targeted questions
Task 2 20 min	Powerpoint Worksheet 4.2 – Candy and the Boss	<ul style="list-style-type: none"> Teacher outlines the task. Teacher circulates, observes and guides learning. Teacher can get feedback from students. 	<ul style="list-style-type: none"> Success criteria Support by the teacher
Plenary 10 min	Powerpoint	<ul style="list-style-type: none"> Teacher outlines the task. Teacher can get feedback from students. 	<ul style="list-style-type: none"> Outcome

Teacher's Instructions

You'll need to explain how using lots of very short quotes, including one-word quotes and block quotes. Students might need explicit teaching of how to embed short quotes depending on the experience and skills level of the class.

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Lesson 5

Objective: to understand how recognisable antagonists are created through a careful choice of language.

Lesson Plan

Lesson Topic	Steinbeck's use of antagonists
Learning Outcomes	<p>By the end of the lesson/session students will be able to:</p> <ol style="list-style-type: none"> 1. understand how body language and dialogue are used to create characters 2. understand how Steinbeck presents Curley's character 3. have an increased familiarity and confidence with the texts 4. perceive links between texts of different times and writers' methods

Time	Resources	Activity Notes	Differentiation
Starter 10 min	Powerpoint Worksheet 5.1 – Introduction to Uria Heep	<ul style="list-style-type: none"> • Teacher outlines the task. • Teacher elicits from students the ways that writers can use body language and dialogue to bring characters to life. 	<ul style="list-style-type: none"> • O
Task 1 20 min	Powerpoint Worksheet 5.2 – Investigating Uria Heep	<ul style="list-style-type: none"> • Teacher reads extract to class then outlines the task. • Teacher circulates, observes and guides learning. • Class discussion about devices as teacher reveals examples. 	<ul style="list-style-type: none"> • O • S • of • the • te • Te • co
Task 2 10 min	Copies of the novella	<ul style="list-style-type: none"> • Read chapter two, from halfway down page 27 to halfway down page 30. 	<ul style="list-style-type: none"> • Te • co
Task 3 10 min	Powerpoint	<ul style="list-style-type: none"> • Teacher outlines the task. • Class discussion about devices as teacher reveals examples. 	<ul style="list-style-type: none"> • O • Te • co
Plenary 10 min	Powerpoint	<ul style="list-style-type: none"> • Teacher outlines the task. • Teacher can get feedback from students. 	<ul style="list-style-type: none"> • O

Teacher's Instructions

The longer extract on Uria Heep is two A4 pages long so you might wish to edit it to suit the ability profile of your class. Alternatively, this section of the lesson and the activity (5.2) could be expanded into a longer period of time if you wished to do so.

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Lesson 6

Objective: to use body language, dialogue and symbolism
character is an antagonist.

Lesson Plan

Lesson Topic	Steinbeck's use of symbolism
Learning Outcomes	By the end of the lesson/session students will be able to 1. understand and be able to define symbolism 2. understand how Steinbeck presents Curley's Wife 3. embed understanding of Steinbeck's character into their own creative writing

Time	Resources	Activity Notes	Differentiation
Starter 10 min	Powerpoint	<ul style="list-style-type: none"> Teacher outlines the task. Teacher elicits from students ideas about examples of symbolism in dreams. 	<ul style="list-style-type: none"> Copy
Task 1 10 min	Copies of the novella	<ul style="list-style-type: none"> Read chapter two, from halfway down page 30 to the bottom of page 35. 	<ul style="list-style-type: none"> Task
Task 2 10 min	Powerpoint	<ul style="list-style-type: none"> Teacher outlines the task. Class discussion about devices as teacher reveals examples. 	<ul style="list-style-type: none"> Copy Task
Task 3 20 min	Powerpoint Worksheet 6.1 – Creating an Antagonist	<ul style="list-style-type: none"> Teacher outlines the task. Teacher circulates, observes and guides learning. 	<ul style="list-style-type: none"> Copy Sign of the te Task
Plenary 10 min	Powerpoint Worksheet 6.2 – Symbolism	<ul style="list-style-type: none"> Teacher outlines the task. Teacher can get feedback from students. 	<ul style="list-style-type: none"> Copy

Teacher's Instructions

Encourage students to look back on their earlier creative writing with a view to building on it as well as reflecting on how to improve their creative writing.

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Lesson 7

Objective: to signal the direction of my writing between paragraphs.

Lesson Plan

Lesson Topic	Organising the direction of writing between and within paragraphs
Learning Outcomes	By the end of the lesson/session students will be able to: 1. have an increased familiarity with how writers signal the direction of their writing 2. identify and use a range of structural devices 3. embed understanding of Steinbeck's organisational techniques in their own creative writing

Time	Resources	Activity Notes	Differentiation
Starter 10 min	Powerpoint Worksheet 7.1 – Seven Signals	<ul style="list-style-type: none"> Teacher outlines the task. 	<ul style="list-style-type: none"> Oral
Task 1 25 min	Copies of the novella	<ul style="list-style-type: none"> Read chapter three, from the top of page 36 to page 47. 	<ul style="list-style-type: none"> Task cards
Task 2 20 min	Powerpoint Worksheet 7.2 – Transitional Words	<ul style="list-style-type: none"> Teacher outlines the task. Teacher circulates, observes and guides learning. 	<ul style="list-style-type: none"> Oral Signposting Use of the task cards Task cards
Plenary 5 min	Powerpoint	<ul style="list-style-type: none"> Teacher outlines the task. Teacher can get feedback from students. 	<ul style="list-style-type: none"> Oral

Teacher's Instructions

Wherever possible, give students time to read each other's writing and discuss it. The peer assessment gives students opportunities to do this, but other occasions naturally during the course of the lesson and can be encouraged.

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Lesson 8

Objective: to understand how writers create tension and to a climax.

Lesson Plan

Lesson Topic	Steinbeck's use of suspense
Learning Outcomes	By the end of the lesson/session students will be able to 1. have an increased familiarity with the ways writers create tension 2. identify useful quotations 3. understand how Steinbeck creates suspense and how this affects the future for George and Lennie on the farm

Time	Resources	Activity Notes	Differentiation
Starter 15 min	Powerpoint Worksheet 8.1 – Suspense	<ul style="list-style-type: none"> Teacher outlines the task. 	<ul style="list-style-type: none"> Oral
Task 1 25 min	Copies of the novella	<ul style="list-style-type: none"> Read chapter three, from the bottom of page 47 to halfway down page 58. 	<ul style="list-style-type: none"> Task cards
Task 2 15 min	Powerpoint Worksheet 8.2 – Steinbeck's Use of Suspense	<ul style="list-style-type: none"> Teacher outlines the task. Teacher circulates, observes and guides learning. 	<ul style="list-style-type: none"> Oral Small groups Task cards
Plenary 5 min	Powerpoint	<ul style="list-style-type: none"> Teacher outlines the task. Teacher can get feedback from students. 	<ul style="list-style-type: none"> Oral

Teacher's Instructions

The success criteria for the starter activity is on slide 3 and is the list of Five Top Tips. Task 2, identifying quotes, is represented by slide 5.

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Lesson 9

Objective: to use a full range of punctuation, including suspense.

Lesson Plan

Lesson Topic	The role of punctuation in creating mood and pace
Learning Outcomes	By the end of the lesson/session students will be able to 1. have an increased familiarity with the ways writers use punctuation 2. use commas accurately for a variety of purposes 3. embed understanding of how Steinbeck creates mood and pace in their students' own creative writing

Time	Resources	Activity Notes	Differentiation
Starter 10 min	Powerpoint Worksheet 9.1 – Comma Corners	<ul style="list-style-type: none"> Teacher outlines the task. 	<ul style="list-style-type: none"> Oral
Task 1 20 min	Copies of the novella	<ul style="list-style-type: none"> Read chapter three, from halfway down page 58 to halfway down page 67. 	<ul style="list-style-type: none"> Task cards
Task 2 25 min	Powerpoint Worksheet 9.2 – Using Commas	<ul style="list-style-type: none"> Teacher outlines the task. Teacher circulates, observes and guides learning. 	<ul style="list-style-type: none"> Oral Small groups Task cards Task cards
Plenary 5 min	Powerpoint	<ul style="list-style-type: none"> Teacher outlines the task. Teacher can get feedback from students. 	<ul style="list-style-type: none"> Oral

Teacher's Instructions

Commas, and over-using them through comma-splicing, are behind many errors in writing. This lesson needs to expand this lesson, or include a lesson beforehand explicitly teaching and when not to use – commas. The most effective way to teach punctuation is through students understandably find it very difficult to understand *why* the punctuation is used. Explicit teaching of punctuation, including commas, will therefore need students to understand the subject, main verb, main clause, subordinate clause, coordinating conjunction, (and perhaps grammatical terms such as object, pre- and post-modification would be useful in this lesson (Lesson 10) teaches grammar explicitly.

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Lesson 10

Objective: to vary sentences to create a climactic passage

Lesson Plan

Lesson Topic	Varying sentences
Learning Outcomes	<p>By the end of the lesson/session students will be able to:</p> <ol style="list-style-type: none"> 1. have an increased familiarity with grammatical 2. use varied sentences accurately for a variety of 3. embed understanding of how Steinbeck varies students' own creative writing

Time	Resources	Activity Notes	Differentiation
Starter 10 min	Powerpoint	<ul style="list-style-type: none"> Teacher outlines the task. 	<ul style="list-style-type: none"> Oral
Task 1 10 min	Powerpoint Printed copies of slide 4 or Worksheet 10.1 – Grammar	<ul style="list-style-type: none"> Teacher explains the four sentence types using slide 4, then outlines the task using slide 5. 	<ul style="list-style-type: none"> Oral Supportive Oral Task
Task 2 15 min	Copies of the novella	<ul style="list-style-type: none"> Read chapter three, from halfway down page 58 to halfway down page 67. 	<ul style="list-style-type: none"> Task Group
Task 3 20 min	Powerpoint Worksheet 10.2 – Rewrite the Fight!	<ul style="list-style-type: none"> Teacher outlines the task. Teacher circulates, observes and guides learning. 	<ul style="list-style-type: none"> Oral Supportive Oral Task Task
Plenary 5 min	Powerpoint Worksheet 10.3 – Identify the Types of Sentences	<ul style="list-style-type: none"> Teacher outlines the task. Teacher can get feedback from students. 	<ul style="list-style-type: none"> Oral

Teacher's Instructions

The resources for the starter activity (the Pac-Man grammar game) are on slide 4 presentation. You'll need to print these as needed in advance of the lesson. Blue (worksheet 10.3) to different places in the classroom. The four students acting as the classroom. The student acting as 'Pacman' starts in one of the corners of the cards (worksheet 10.3) to some of the students sitting down. Students should read 'Pacman' has to work out what type of sentence is being read out. The answer is holding the card can confirm if 'Pacman' is correct.

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Lesson 11

Objective: to revise the settings, characters and events

Lesson Plan

Lesson Topic	Revision through film
Learning Outcomes	By the end of the lesson/session students will be able to: 1. revise the significance of settings 2. revise who's who 3. revise the key events so far

Time	Resources	Activity Notes	Diff
Starter 5 min	Powerpoint	<ul style="list-style-type: none"> Teacher outlines the task. 	•
Task 1 50 mins	Worksheet 11.1 – Film Tracking Copy of 1992 film directed by Gary Sinise	<ul style="list-style-type: none"> Teacher outlines the task. Watch the film to the end of the section where George cleans up Lennie's face after the fight with Curley. 	• • •
Plenary 5 min	Powerpoint	<ul style="list-style-type: none"> Teacher outlines the task. Teacher can get feedback from students. 	•

Teacher's Instructions

The film is rated PG but parent guide websites recommend age 13+.

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Lesson 12

Objective: to understand how details and language choices convey ideas of ideas to readers.

Lesson Plan

Lesson Topic	Zooming in on Steinbeck's language
Learning Outcomes	By the end of the lesson/session students will be able to: 1. remember key details about Crooks' character 2. select helpful quotations 3. infer various ideas about Crooks' life and personality

Time	Resources	Activity Notes	Differentiation
Starter 5 min	Powerpoint	<ul style="list-style-type: none"> Teacher outlines the task. 	<ul style="list-style-type: none"> Oral
Task 1 5 min	Copies of the novella Slide 5 on Powerpoint	<ul style="list-style-type: none"> Read chapter four, the description of Crooks' room on page 73 and slide 5. 	<ul style="list-style-type: none"> Task cards
Task 2 15 min	Powerpoint	<ul style="list-style-type: none"> Teacher outlines the task. Class discussion about Crooks' room and what is inferred. Teacher circulates, observes and guides learning. 	<ul style="list-style-type: none"> Oral Small group Support of the teacher Task cards
Task 3 5 min	Copies of the novella Slide 7 on Powerpoint	<ul style="list-style-type: none"> Read chapter four, the description of Crooks himself and the start of his dialogue with Lennie on page 73 and slide 7. 	<ul style="list-style-type: none"> Task cards
Task 4 20 min	Worksheet 12.1 – Inferring Ideas about Crooks Powerpoint	<ul style="list-style-type: none"> Teacher outlines the task. Class discussion about Crooks' appearance and dialogue, and what is inferred. Teacher circulates, observes and guides learning. 	<ul style="list-style-type: none"> Oral Small group Support of the teacher Task cards
Plenary 10 min	Powerpoint	<ul style="list-style-type: none"> Teacher outlines the task. Teacher can get feedback from students. 	<ul style="list-style-type: none"> Oral

Teacher's Instructions

It might also be useful to print off and make copies of slides 5 and 7 for students so they can highlight key quotes and make useful notes around the extracts. The success criteria is on slide 8.

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Lesson 13

Objective: to understand how monologues, as well as of readers' thoughts and feelings.

Lesson Plan

Lesson Topic	Steinbeck's use of monologues
Learning Outcomes	By the end of the lesson/session students will be able to: 1. remember key ideas about monologues 2. work successfully in a group 3. infer various ideas about Crooks' life and personality

Time	Resources	Activity Notes	Differentiation
Starter 10 min	Worksheet 13.1 – Monologues Powerpoint	<ul style="list-style-type: none"> Teacher outlines the task. 	<ul style="list-style-type: none"> Open-ended questions
Task 1 15 min	Copies of the novella	<ul style="list-style-type: none"> Read chapter four, from near the end of page 74 to near the end of page 81. 	<ul style="list-style-type: none"> Open-ended questions
Task 2 10 min	Worksheet 13.2 – Crooks' Monologues Powerpoint slides 7-12 printed off and put into the middle of poster-sized papers	<ul style="list-style-type: none"> Teacher outlines the task. Teacher circulates, observes and guides learning as students work in groups. 	<ul style="list-style-type: none"> Open-ended questions Open-ended questions
Task 3 20 min	Worksheet 13.3 – Notes on Monologues Powerpoint slides 7–12	<ul style="list-style-type: none"> Teacher outlines the task. Students present their ideas about their group's monologue by Crooks. Other students make notes during presentations. 	<ul style="list-style-type: none"> Open-ended questions Open-ended questions
Plenary 5 min	Powerpoint	<ul style="list-style-type: none"> Teacher outlines the task. Teacher can get feedback from students. 	<ul style="list-style-type: none"> Open-ended questions

Teacher's Instructions

Make sure students maintain a sense of pace and purpose in both their group work and presentations. There are six presentations to see, lasting three minutes each, so make it very clear that presentations have to meaningfully fill the time but not go over it. Encourage the use of stopwatches (or mobile phones depending upon school policy) as stopwatches while working and rehearsing. As these presentations will take more than 20 minutes, so an extra 10 minutes has been added to Lesson 14 so that two more presentations could be seen. (A minimum of four presentations should be seen this lesson, therefore.)

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Lesson 14

Objective: to understand how texts are influenced by, and the contexts in which they are written.

Lesson Plan

Lesson Topic	Social and economic context of 1930s America
Learning Outcomes	By the end of the lesson/session students will be able to: 1. remember key vocabulary about racism 2. identify helpful quotes 3. link ideas about Crooks' life and personality to the text

Time	Resources	Activity Notes	Differentiation
Finish presentations 10 min	Worksheet 13.3 – Notes on Monologues Powerpoint slides 7–12 for Lesson 13	<ul style="list-style-type: none"> Teacher outlines the task. Students present their ideas about their group's monologue by Crooks. Other students make notes during presentations. 	<ul style="list-style-type: none"> • • •
Starter 15 min	Worksheet 14.1 – Racism Powerpoint	<ul style="list-style-type: none"> Teacher outlines the tasks. There are two parts to this starter activity. 	<ul style="list-style-type: none"> •
Task 1 15 min	Copies of the novella	<ul style="list-style-type: none"> Read chapter four, from near the end of page 74 to near the end of page 81. 	<ul style="list-style-type: none"> •
Task 2 15 min	Worksheet 14.2 – Racism in the Novella	<ul style="list-style-type: none"> Teacher outlines the task. Teacher circulates, observes and guides learning. 	<ul style="list-style-type: none"> • • •
Plenary 5 min	Powerpoint	<ul style="list-style-type: none"> Teacher outlines the task. Teacher can get feedback from students. 	<ul style="list-style-type: none"> •

Teacher's Instructions

The success criteria for Task 2 is on slide 7. It can be helpful to students to use the close language analysis and identifying key details, and 'zooming out' to refer to the text as a whole, such as contextual factors and the writer's possible purposes.

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Lesson 15

Objective: to understand how Steinbeck is a writer in the realist and naturalism.

Lesson Plan

Lesson Topic	Realism and naturalism
Learning Outcomes	<p>By the end of the lesson/session students will be able to</p> <ol style="list-style-type: none"> 1. have an increased familiarity with terms such as 'genre' and 'naturalism' 2. use PEEL to structure paragraphs within a mini-essay using short quotes throughout sentences rather than resorted to 3. begin to consider the significance of contextual factors on the purposes

Time	Resources	Activity Notes	Differentiation
Starter 10 min	Powerpoint Worksheet 15.1 – Genre	<ul style="list-style-type: none"> Teacher outlines the task. 	<ul style="list-style-type: none"> OS
Task 1 45 min	Powerpoint Worksheet 15.2 – Mini-Essay	<ul style="list-style-type: none"> Teacher outlines task. [Students will need at least five minutes to look back through their notes for quotes and an opportunity to add new quotes/ideas before starting the mini-essay.] Teacher circulates, observes and guides learning. 	<ul style="list-style-type: none"> OS OS OS
Plenary 5 min	Powerpoint	<ul style="list-style-type: none"> Teacher outlines the task. Teacher can get feedback from students. 	<ul style="list-style-type: none"> OS

Teacher's Instructions

PEEL is the commonly used acronym POINT – EVIDENCE – EXPLAIN – LAYER/LINK. It is a helpful guide but the EVIDENCE (i.e. quotes and references) should not be resorted to at the beginning of a paragraph but should be weaved throughout the sentences and the paragraphs as the POINT / topic sentence really begins after the POINT / topic sentence and carries on, largely as very short quotes, but occasionally as longer 'coat-hanger' quotes where the effects of key words from the text are picked apart in more detail. This balance between regularly using very short quotes and longer quote (not as block quoting, however) is a refined skill and takes time and is helped by explicit and clear teaching, as well as any supplementary model examples. The LAYER/LINK sections of the PEEL paragraph could, and perhaps should, include references to the novella and could easily lead students into considering how the novella as a whole. With all this in mind, it might be necessary to include a lesson on PEEL paragraphs – with a particular focus on how to use quotes with more variety beginning Lesson 15. There is a slide in the Powerpoint presentation for this lesson which you could have up on the board as a prompt for students as they write their

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Lesson 16

Objective: to understand how Steinbeck's structural choices serve his overall purposes.

Lesson Plan

Lesson Topic	Steinbeck's organisation
Learning Outcomes	By the end of the lesson/session students will be able to: 1. understand how Steinbeck organises events leading to Curley's Wife 2. identify helpful quotes 3. begin to consider the writer's overall purposes (2)

Time	Resources	Activity Notes	Diff
Starter 15 min	Powerpoint Worksheet 16.1 – Structuring Events	<ul style="list-style-type: none"> Teacher outlines the task. 	•
Task 1 20 min	Copies of the novella	<ul style="list-style-type: none"> Read chapter five, from page 92 to near the end of page 101. 	•
Task 2 10 min	Powerpoint	<ul style="list-style-type: none"> Teacher outlines the task. Teacher circulates, observes and guides learning. 	• • •
Task 3 10 min	Powerpoint	<ul style="list-style-type: none"> Teacher outlines the task. Teacher circulates, observes and guides learning. 	• • •
Plenary 5 min	Powerpoint	<ul style="list-style-type: none"> Teacher outlines the task. Teacher can get feedback from students. 	•

Teacher's Instructions

Before the lesson, slide 4 will need to be printed off, photocopied, cut up, then put in an envelope. You might wish to ask someone else to do this time-consuming task for you. This activity can be done in groups or pairs but if you want the students to stick these events into their own envelope for every student in the class. [Students can correct their order by clearing up during the feedback session after the task.] In slide 7, the third statement – Steinbeck's Curley's Wife causes her own death by letting Lennie touch her hair – needs to be dealt with carefully. It is a statement of misogyny. I have deliberately included it so that it can be openly discounted – Lennie is a puppy after all and his out of control physical strength has been foregrounded pre-emptively throughout the novel. This is an opportunity to counter the ideas frequently encountered that women are to blame for the violence enacted against them. Because Curley's Wife is distrusted by so many of the characters, and because of her flirtatious behaviour, so there is no evidence that she is to blame for her own death, which is not supported by Steinbeck. It is a dangerous man or his sensitive treatment of her dream to be a film star and her

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Lesson 17

Objective: to understand how to identify the most important section of text.

Lesson Plan

Lesson Topic	Steinbeck's use of language (zooming in)
Learning Outcomes	By the end of the lesson/session students will be able to: 1. identify helpful quotes 2. embed one-word quotes into own sentences 3. understand how Steinbeck presents the reaction

Time	Resources	Activity Notes	Differentiation
Starter 5 min	Powerpoint Worksheet 17.1 – Identifying Important Details	<ul style="list-style-type: none"> Teacher outlines the task. 	<ul style="list-style-type: none"> OS
Task 1 15 min	Copies of the novella	<ul style="list-style-type: none"> Read chapter five, from near the end of page 101 to the end of the chapter on page 108. 	<ul style="list-style-type: none"> TS
Task 2 15 min	Powerpoint Worksheet 17.2 – One-Word Quotes	<ul style="list-style-type: none"> Teacher outlines the task. Teacher circulates, observes and guides learning. 	<ul style="list-style-type: none"> OS TS TS
Task 3 20 min	Powerpoint	<ul style="list-style-type: none"> Teacher outlines the task. Teacher circulates, observes and guides learning. 	<ul style="list-style-type: none"> OS TS TS
Plenary 5 min	Powerpoint	<ul style="list-style-type: none"> Teacher outlines the task. Teacher can get feedback from students. 	<ul style="list-style-type: none"> OS

Teacher's Instructions

The success criteria outlined on slides 10 and 11 might need to be adapted depending on your class.

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Lesson 18

Objective: to understand how Steinbeck structures the it begins, and why he chooses to do this.

Lesson Plan

Lesson Topic	Steinbeck's organisation of the novella as a whole
Learning Outcomes	By the end of the lesson/session students will be able to: 1. understand how Steinbeck organises the ending 2. give ideas about why Steinbeck chooses to end 3. embed understanding of key vocabulary

Time	Resources	Activity Notes	Differentiation
Starter 10 min	Powerpoint Worksheet 18.1 – Back to the Brush	<ul style="list-style-type: none"> Teacher outlines the task. 	<ul style="list-style-type: none"> Oral
Task 1 20 min	Copies of the novella	<ul style="list-style-type: none"> Read chapter six, from page 109 to page 118. 	<ul style="list-style-type: none"> Task
Task 2 15 min	Powerpoint Worksheet 18.2 – Circular Endings	<ul style="list-style-type: none"> Teacher outlines the task. Teacher circulates, observes and guides learning. Class discussion about why Steinbeck chooses to structure the novella around a series of deaths. 	<ul style="list-style-type: none"> Oral Small group Task
Task 3 10 min	Powerpoint	<ul style="list-style-type: none"> Teacher outlines the task. Teacher circulates, observes and guides learning. 	<ul style="list-style-type: none"> Oral Small group Task
Plenary 5 min	Powerpoint	<ul style="list-style-type: none"> Teacher outlines the task. Teacher can get feedback from students. 	<ul style="list-style-type: none"> Oral

Teacher's Instructions

The key vocabulary for Task 3, outlined on slide 9, might need to be changed depending on the level of your class.

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Lesson 19

Objective: to revise the settings, characters and events

Lesson Plan

Lesson Topic	Revision through film
Learning Outcomes	By the end of the lesson/session students will be able to: 1. revise the significance of dreams 2. revise naturalism's focus on ordinary life 3. find evidence to prove Lennie's death is premeditated

Time	Resources	Activity Notes	Diff
Starter 5 min	Powerpoint	<ul style="list-style-type: none"> Teacher outlines the task. 	•
Task 1 50 mins	Worksheet 19.1 – Film Tracking Copy of 1992 film directed by Gary Sinise	<ul style="list-style-type: none"> Teacher outlines the task. Watch the film from the end of the section where George cleans up Lennie's face after the fight with Curley to the end of the film. 	• • •
Plenary 5 min	Powerpoint	<ul style="list-style-type: none"> Teacher outlines the task. Teacher can get feedback from students. 	•

Teacher's Instructions

The film is rated PG but parent guide websites recommend age 13+.

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Lesson 20

Objective: to create a successful role-play through delivery of tone, gesture and movement.

Lesson Plan

Lesson Topic	Role-play
Learning Outcomes	By the end of the lesson/session students will be able to: 1. work successfully in groups 2. create a script for a role-play

Time	Resources	Activity Notes	Differentiation
Starter 5 min	Powerpoint	<ul style="list-style-type: none"> Teacher outlines the task. 	<ul style="list-style-type: none"> Oral
Task 1 5 min	Powerpoint Stickers	<ul style="list-style-type: none"> Teacher outlines the task. Teacher circulates, observes and guides setting up of groups and assigning roles. 	<ul style="list-style-type: none"> Task cards
Task 2 45 min	Powerpoint Copies of novella	<ul style="list-style-type: none"> Teacher outlines the task. Teacher circulates, observes and guides learning. [This is an extended period of time for group work so you'll want to set mini-deadlines for finishing the scripts and rehearsing them.] 	<ul style="list-style-type: none"> Oral Supportive Task cards
Plenary 5 min	Powerpoint Post-it notes	<ul style="list-style-type: none"> Teacher outlines the task. Teacher can get feedback from students. 	<ul style="list-style-type: none"> Oral

Teacher's Instructions

The role-play has been given two lessons – Lessons 20 and 21 – so that students can create and rehearse their role-plays based on the novella. Many students will want to perform. They may even want to bring in some props and costumes!

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Lesson 21

Objective: to perform a successful role-play.

Lesson Plan

Lesson Topic	Role-play
Learning Outcomes	By the end of the lesson/session students will be able to 1. work successfully in groups 2. perform a successful role-play

Time	Resources	Activity Notes	Differentiation
Starter 10 min	Powerpoint (Warm ups)	<ul style="list-style-type: none"> Teacher outlines the tasks. 	<ul style="list-style-type: none"> •
Task 1 10 min	Copies of students' own scripts	<ul style="list-style-type: none"> Teacher outlines the task. [Dress rehearsals.] Teacher circulates, observes and guides learning. 	<ul style="list-style-type: none"> • • •
Task 2 35 min	Powerpoint Worksheet 21.1 – Role Play	<ul style="list-style-type: none"> Teacher reads extract to class then outlines the task. Teacher circulates, observes and guides learning. 	<ul style="list-style-type: none"> • • •
Plenary 5 min	Powerpoint Post-its	<ul style="list-style-type: none"> Teacher outlines the task. Students hand post-it reviews to each other. 	<ul style="list-style-type: none"> •

Teacher's Instructions

It would be useful for students to have a copy of slide 6 or Worksheet 21.1 so that they can give reviews of one other student in a focused way with clear success criteria.

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Lesson 22

Objective: to write as a character, creating a clear view developed and imaginative detail.

Lesson Plan

Lesson Topic	Creative writing
Learning Outcomes	By the end of the lesson/session students will be able to 1. use a range of literary devices 2. understand how to plan carefully 3. develop ideas in an extended piece of creative writing

Time	Resources	Activity Notes	Differentiation
Starter 5 min	Powerpoint	<ul style="list-style-type: none"> Teacher outlines the task. Teacher gives answers later. 	<ul style="list-style-type: none"> Outcomes
Task 1 10 min	Powerpoint Worksheet 22.1 – Planning	<ul style="list-style-type: none"> Teacher outlines the task. Teacher circulates, observes and guides learning. 	<ul style="list-style-type: none"> Target questions
Task 2 35 min	Powerpoint Worksheet 22.2 – Creative Writing	<ul style="list-style-type: none"> Teacher outlines the task. Teacher circulates, observes and guides learning. 	<ul style="list-style-type: none"> Outcomes (success criteria differentiated) Support offered to teachers
Plenary 10 min	Powerpoint	<ul style="list-style-type: none"> Teacher outlines the task. Facilitate an atmosphere of enjoyment as some will want to volunteer to read their favourite sections of their work aloud to the class. 	<ul style="list-style-type: none"> Outcomes

Teacher's Instructions

This final writing task should provide a clear means of comparison to the writing task in Lesson 1 so that progress over the course of time – this half-term – can be measured.

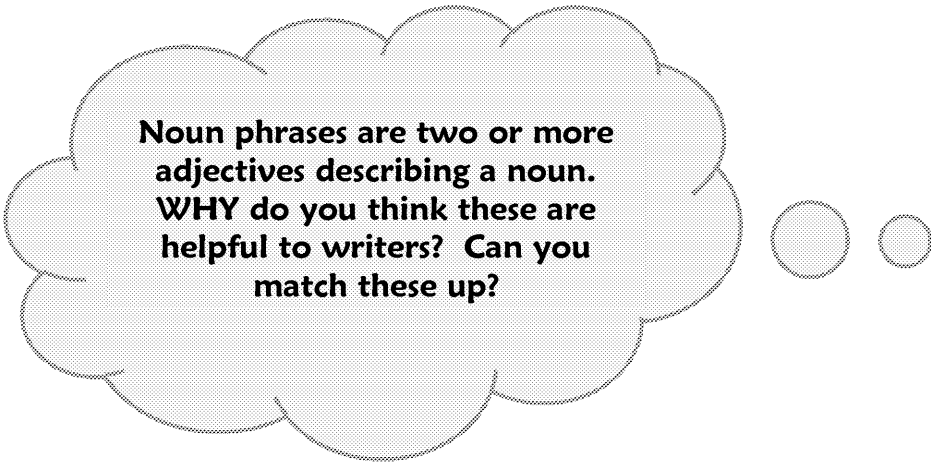
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Worksheet 1.1 – Noun Phrases

Objective: to understand how to use devices to create



Noun Phrases		
Noun		
sycamores		strong and
the Salinas river		little grey, s
Gabilan mountains		deep and so
leaves		mottled, wh
rabbits		deep and g

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Worksheet 1.2 – Devices

Objective: to understand how to use devices to create

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On one side of the river the golden foothill slopes curve up to the Gabilan Mountains, but on the valley side the water is lined with willows and green with every spring, carrying in their lower leaf junctures the water of winter's flooding; and sycamores with mottled, white, recumbent branches that arch over the pool. On the sandy bank under the trees the crisp that a lizard makes a great skittering if he runs among the brush to sit on the sand in the evening, and the damp flats show the night tracks of 'coons, and with the spreadpads of dogs from the split-wedge tracks of deer that come to drink in the dark.

There is a path through the willows and among the sycamores where boys coming down from the ranches to swim in the deep pool, and tramps who come wearily down from the highway in the evening to the water. In front of the low horizontal limb of a giant sycamore tree, lit by many fires; the limb is worn smooth by men who have sat on it.

Evening of a hot day started the little wind to moving among the trees. It climbed up the hills toward the top. On the sand banks the rabbits lay on gray sculptured stones. And then from the direction of the state came the sound of footsteps on crisp sycamore leaves. The rabbits hurried. The stilted heron labored up into the air and pounded down river.

-  **noun phrases**
-  **verbs**
-  **repetition**
-  **lists**
-  **similes**
-  **metaphors**
-  **personification**
-  **semantic field of colours**
-  **(pattern)**
-  **sounds**
-  **rich, extended vocabulary**

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Worksheet 1.3 – Describing a Setting

Objective: to understand how to use devices to create a setting

Today's task is building towards...

- improving your vocabulary
 - creating deliberate effects on your readers
 - using some devices too, especially noun phrases
-
- Stick the photos into the middle of a page in your book.
 - Using your imagination and a thesaurus (plus a dictionary to check any new words to describe these photos).
 - Write what level/grade your last piece of creative writing achieved in a circle.
 - Stick the success criteria into your book for your next step.
 - Write a detailed description of this setting.



Success Criteria

Devices in Creative Writing

- ✓ using a variety of different devices
- ✓ avoiding clichéd and over-used phrases (being original)
- ✓ using devices to engage and entertain my readers
- ✓ using figurative devices (similes, metaphors, personification)
- ✓ using phonological devices (to create sound effects and rhythm)
- ✓ using punctuation

Today I will focus on...

WWW...

EBI...

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Worksheet 2.1 – Precise Descriptions

Objective: to understand how to create interesting descriptions and inform readers.

Stick your silhouettes at the top of two different pages. In pairs, decide WHICH of the descriptions below you think fit with which silhouette. Write down the correct description under the correct silhouette.

Precise descriptions help your readers guess characters' personalities.

Descriptions:

- quick, dark of face, with restless eyes and sharp, strong features
- a thin, bony nose
- large, pale eyes
- the way a bear drags its paws
- snorting into the water like a horse
- he said sharply
- dabbled his big paw in the water
- drank from his hand with quick scoops
- imitated
- stared morosely
- a delighted smile
- obeyed
- like a terrier who doesn't want to bring a ball to its master
- snapped his fingers sharply
- blubbing like a baby

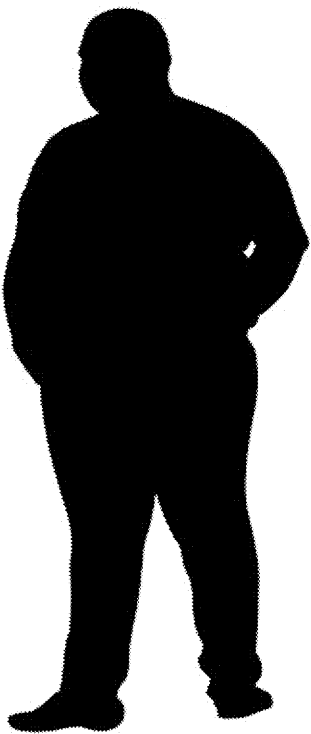
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Worksheet 2.2 – Describing a Character

Objective: to understand how to create interesting descriptions and inform readers.

Today's task is building towards...

- improving your vocabulary
 - creating deliberate effects on your readers
 - using some devices too, especially precise description and similes to describe a character's personality
-
- Choose one of the images below and stick your chosen character into the notebook.
 - Using your imagination and a thesaurus (plus dictionary to check any new words) to describe this character.
 - Draft some original similes to describe your character.
 - Stick the success criteria into your book for your next step.
 - Write a detailed description of this character.



Success Criteria

Devices in Creative Writing

- ✓ using a variety of different devices
- ✓ avoiding clichéd and over-used phrases (being original)
- ✓ using devices to engage and entertain my readers
- ✓ using figurative devices (similes, metaphors, personification)
- ✓ using phonological devices (to create sound effects)
- ✓ using punctuation

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Worksheet 3.1 – Structural Devices

Objective: to understand how to build ideas when creating a story, including a 'backstory'.

WHICH devices help your readers to learn about what's happening in the past or the present or the future of your story? Match up the devices on the right to the tenses on the left.
(Some can help with more than one area!)

FUTURE

dialogue

foreshadowing

PRESENT

interior monologue

flashback

PAST

description of current setting

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Worksheet 3.2 – Creating a Backstory

Objective: to understand how to build ideas when creating a character, including a ‘backstory’.

Today’s task is building towards...

- improving your vocabulary
 - creating a ‘backstory’ for your character by recalling past events, an interior monologue, or a flashback
-
- Re-read your description of your character from the last lesson.
 - Using your imagination, note down at least three ideas about the most important events that happened to your character in the past.
 - Stick the success criteria into your book for your next step.
 - Build on your description of your character by including things he/she says, his/her thoughts about the past and memories, or a flashback into the past. Give your character a name.

Success Criteria

Devices in Creative Writing

- ✓ using a variety of different devices
- ✓ avoiding clichéd and over-used phrases (being original)
- ✓ using devices to engage and entertain my readers
- ✓ using figurative devices (similes, metaphors, personification)
- ✓ using phonological devices (to create sound effects and rhythm)
- ✓ using punctuation

Today I will focus on...

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Worksheet 4.1 – Body Lang

Objective: to understand how to create small gestures and verbal tics to quickly affect your readers' thoughts

Match up these small gestures, expressions, habits and verbal tics with the relevant feelings or personalities...

biting your lip

standing over

raising eyebrows

starting sentences with bossy verbs

rubbing hands

staring

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Worksheet 4.2 – Candy and the

Objective: to create small gestures, expressions, habits that quickly affect your readers' thoughts and feelings.

Look back over pages 19-20.
Fill in your worksheet with short quotes.

Candy	Thoughts
Small Gestures	
Expressions	
Habits	
Verbal Tics	

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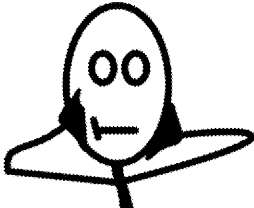


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<p>ANGRY Scowl. Slam things about. Fold arms. Point.</p> 	<p>SHOCKED Raise eyebrows. Put hands over mouth. Put hands on head.</p> 	<p>CONFUSED Look around. Scratch head. Scratch nose.</p> 
<p>NERVOUS Look at watch. Bite lip. Bite nails. Rub hands.</p> 	<p>THOUGHTFUL Purse lips. Scowl. Hold hands against chin.</p> 	<p>SORRY Head on hands. Hands on face. Hands in front of face.</p> 

Worksheet 5.1 – Introduction to L

Objective: to create a recognisable antagonist through vocabulary.

Look at this tiny extract (from a novel by Charles Dickens) where the protagonist, David Copperfield, talks to the antagonist, Uriah Heep... How is **DIALOGUE** used to hint that Uriah is a wicked character? Write your answers below.

'I am well aware that I am the umblest person going,' said I modestly; 'let the other be where he may. My mother is an umble person. We live in a numble abode, Master Copperfield, much to be thankful for.'

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Worksheet 5.2 – Investigating U

Objective: to create a recognisable antagonist through vocabulary.

- Now let's read this extract from the novel together.
- Highlight/underline any description of Uriah Heep that hints to you that he is a wicked character – an antagonist. Look out for verbal tics, habits and expressions.
- Then we'll discuss what we find...

Uriah Heep – extract from *David Copperfield* by Charles Dickens

But, seeing a light in the little round office, and immediately feeling myself attracted towards Uriah Heep, who had a sort of fascination for me, I went in there instead. I found Uriah reading a great fat book, with such demonstrative attention, that his lank forefinger followed up every line as he read, and made clammy tracks along the page (or so I fully believed) like a snail.

'You are working late tonight, Uriah,' says I.

'Yes, Master Copperfield,' says Uriah.

As I was getting on the stool opposite, to talk to him more conveniently, I observed that he had not such a thing as a smile about him, and that he could only widen his mouth and make two hard creases down his cheeks, one on each side, to stand for one.

'I am not doing office-work, Master Copperfield,' said Uriah.

'What work, then?' I asked.

'I am improving my legal knowledge, Master Copperfield,' said Uriah. 'I am Practice. Oh, what a writer Mr. Tidd is, Master Copperfield!'

My stool was such a tower of observation, that as I watched him reading or exclamation, and following up the lines with his forefinger, I observed that and pointed, with sharp dints in them, had a singular and most uncomfortable contracting themselves—that they seemed to twinkle instead of his eyes, with all.

'I suppose you are quite a great lawyer?' I said, after looking at him for some

'Me, Master Copperfield?' said Uriah. 'Oh, no! I'm a very umble person.'

It was no fancy of mine about his hands, I observed; for he frequently ground other as if to squeeze them dry and warm, besides often wiping them, in a handkerchief.

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'I am well aware that I am the umblest person going,' said Uriah Heep, modestly, wherever he may. My mother is likewise a very umble person. We live in a narrow street in Copperfield, but have much to be thankful for. My father's former calling was a lawyer, and he is now a lawyer.

'He is a partaker of glory at present, Master Copperfield,' said Uriah Heep. 'I am very thankful for. How much have I to be thankful for in living with Mr Wickfield?' I asked Uriah if he had been with Mr Wickfield long.

'I have been with him, going on four year, Master Copperfield,' said Uriah, carefully marking the place where he had left off. 'Since a year after my father's death, I have been thankful for, in that! How much have I to be thankful for, in Mr Wickfield's house, where he has given me my articles, which would otherwise not lay within the umble means of a poor lawyer's office.'

'Then, when your articulated time is over, you'll be a regular lawyer, I suppose?' 'With the blessing of Providence, Master Copperfield,' returned Uriah.

'Perhaps you'll be a partner in Mr Wickfield's business, one of these days,' I said. 'I am agreeable; and it will be Wickfield and Heep, or Heep late Wickfield.'

'Oh no, Master Copperfield,' returned Uriah, shaking his head, 'I am much too umble for that. He certainly did look uncommonly like the carved face on the beam outside the door, but his humility, eyeing me sideways, with his mouth widened, and the creases in his forehead, made me feel that I was not to be trusted.'

'Mr Wickfield is a most excellent man, Master Copperfield,' said Uriah. 'If you know it, I am sure, much better than I can inform you.'

I replied that I was certain he was; but that I had not known him long myself, and that my aunt's.

'Oh, indeed, Master Copperfield,' said Uriah. 'Your aunt is a sweet lady, Master Copperfield. He had a way of writhing when he wanted to express enthusiasm, which was very diverting. It diverted my attention from the compliment he had paid my relation, to the throat and body.'

'A sweet lady, Master Copperfield!' said Uriah Heep. 'She has a great admiration for you, Master Copperfield, I believe?'

I said, 'Yes,' boldly; not that I knew anything about it, Heaven forgive me!

'I hope you have, too, Master Copperfield,' said Uriah. 'But I am sure you must have.' 'Everybody must have,' I returned.

'Oh, thank you, Master Copperfield,' said Uriah Heep, 'for that remark! It is very kind of you to know it is so true! Oh, thank you, Master Copperfield!' He writhed himself in the excitement of his feelings, and, being off, began to make arrangements for my visit.

'Mother will be expecting me,' he said, referring to a pale, inexpressive-faced woman who was getting uneasy; for though we are very umble, Master Copperfield, we are not without our own little ways. If you would come and see us, any afternoon, and take a cup of tea, my mother would be as proud of your company as I should be.'

I said I should be glad to come.

'Thank you, Master Copperfield,' returned Uriah, putting his book away upon the table. 'I will stop here, some time, Master Copperfield?'

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I said I was going to be brought up there, I believed, as long as I remained a
'Oh, indeed!' exclaimed Uriah. 'I should think YOU would come into the bus
Copperfield!'

I protested that I had no views of that sort, and that no such scheme was
anybody; but Uriah insisted on blandly replying to all my assurances, 'Oh, y
should think you would, indeed!' and, 'Oh, indeed, Master Copperfield, I sh
certainly!' over and over again. Being, at last, ready to leave the office for t
would suit my convenience to have the light put out; and on my answering
it. After shaking hands with me—his hand felt like a fish, in the dark—he ope
a very little, and crept out, and shut it, leaving me to grope my way back in
some trouble and a fall over his stool.

Small Gestures
Expressions
Habits
Verbal Tics

Now take a moment to 'steal' any
precise words and note these into
our books.

Worksheet 6.1 – Creating an Antagonist

Objective: to use body language, dialogue and symbolism to create an antagonist.

Today's task is building towards...

- introducing an antagonist to act against the character you created
 - hinting what his/her typical personality is like through his/her small gestures, expressions, habits and verbal tics
 - trying to use symbolism
-
- Using your imagination, note down ideas about your new character's typical personality. Remember, he/she is an antagonist.
 - Now note down your new character's small gestures, expressions, habits and verbal tics. Think about how you could use symbolism to hint ideas about your antagonist.
 - Stick the success criteria into your book for your next step.
 - Bring your antagonist into your story (through a door, through a phone call, through a letter, etc.) and bring him/her to life for your readers.

Success Criteria

Characterisation

- ✓ small gestures
- ✓ expressions
- ✓ habits
- ✓ verbal tics
- ✓ dialogue
- ✓ symbolism
- ✓ using punctuation

Today I will focus on...

WWW...

EBI...

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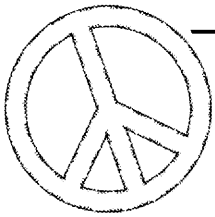
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Worksheet 6.2 – Symbolism

Objective: to use body language, dialogue and symbolism to identify the protagonist and antagonist.

Match the abstract to the concrete symbol



peace

innocence

ambition

danger

introspection

look

tr

the

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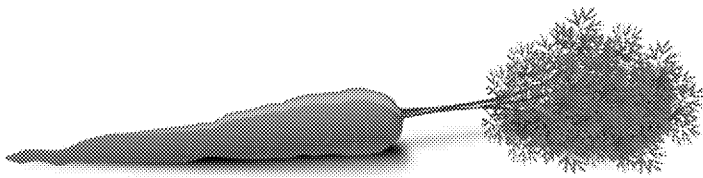
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Worksheet 7.1 – Seven Sign

Objective: to signal the direction of my writing between paragraphs.

Here are seven ways to
organise your writing.
You have the time it takes me
to eat my carrot to try to
learn them.



re

longer deso

time

disco

strikingly

clear links be

linking the end
the beginning

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Worksheet 7.2 – Transitional

Objective: to signal the direction of my writing between paragraphs.

Today's task is building towards...

- improving your vocabulary, especially transitional words
- improving your use of paragraphs, using as many of the seven ways to organise your writing as possible
- Stick the success criteria into your book for your next step.
- Get a coloured pen and go back to the start of your writing this term.
- Using your knowledge of the seven ways to organise your writing, and your improvements so far. Make all your improvements clear by using your knowledge of the seven ways to organise your writing (where you want any new paragraphs to go.)

**Transitional words –
stick the list into your book...**

**F A N B O Y
FOR AND NOR BUT OR YET**

Place	Time	State of Mind
in the middle	presently	rather
in front of	from time to time	when
in the distance	at the same time	when
in the foreground	to begin with	which
in the centre	as soon as	though
adjacent to	in the meantime	even
opposite to	in a moment	while
further	suddenly	who
beyond	immediately	who
nearby	quickly	if
wherever	finally	unless
around	after	lest
alongside	later	as the
amid	lastly	because
beside	until	since
behind	occasionally	as if
across	henceforth	

Success Criteria

Paragraphing

- ✓ using TiPToP
- ✓ leaving a whole line between paragraphs or indenting clearly
- ✓ using // sign when I forget
- ✓ paragraphs
- ✓ creating one-word or one-sentence paragraphs
- ✓ paragraphs for dramatic effect
- ✓ using discourse markers and time
- ✓ creating dramatic final sentences within paragraphs
- ✓ using transitional language
- ✓ clauses

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Worksheet 8.1 – Suspense

Objective: to understand how writers create tension and lead to a climax.

Why does
this fail
to create suspense?

A student walks into the classroom. There is a monster in the classroom. The teacher is alone.

Here are our FIVE TOP TIPS for creating suspense.

1. Let your readers know more about what's going to happen than the character knows.
2. Give physical clues, verbal clues and red herrings.
3. Use a ticking clock or some kind of approaching deadline.
4. Plant an important clue at the start so you can refer back to it.
5. Keep something up your sleeve – try to surprise your readers at the end.

Continue creating suspense in the following paragraph using the tips above.

Inside the classroom, it has killed the teacher. Quietly it waits. The student walks towards the classroom door...

Swap your writing with a partner. Write down what went well and what could be better if (EBI).

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Worksheet 8.2 – Steinbeck's Use of

Objective: to understand how writers create tension and suspense and how they lead to a climax.

How does Steinbeck build tension and suspense between pages 47 and 48 of *Of Mice and Men* with the death of Candy's dog and the future for George and Lennie on this ranch?

Success Criteria

Three key quotes which build tension and suspense –
getting there...



Lots of little quotes which build tension and suspense –
dancing along...



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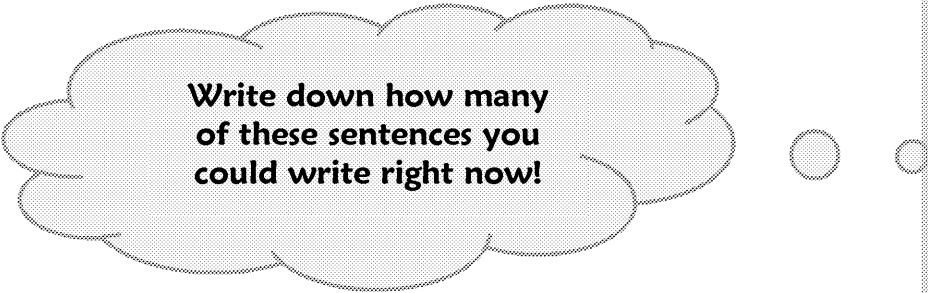
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Worksheet 9.1 – Comma Co

Objective: to use a full range of punctuation, including suspense.

Commas used in parentheses to add in extra information and colourful details. [Comma sandwiches!]	Commas used to separate clauses and foreground the end of its dramatic intensity.
Commas used in a list to create a quicker pace and a sense of excitement as the sentence builds to a climax.	Commas used in the middle of sentences that start with a conjunction.



**Write down how many
of these sentences you
could write right now!**

Pick ONE of the examples of using commas that you decided you could use. Share this with the other people in our class who have chosen the same example of using commas. Write your own example. Gather together in a corner.

Pair up with someone in your corner and try writing your type of sentence using commas.

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Worksheet 9.2 – Using Comma

Objective: to use a full range of punctuation, including comma, to create suspense.

Today's task is building towards...

- using last lesson's Five Top Tips to create suspense
- using a greater range of punctuation, especially commas, for different effects
- Continue your narrative, creating tension and suspense then building to a climax
- Stick the success criteria into your book for your next step.
- Get a coloured pen and improve the punctuation in this section of writing by adding in more commas and other punctuation to create deliberate effects upon your readers.

, , ! ? ... () ,

Peer Assessment

Commas

- ✓ no comma splicing
- ✓ using commas in the middle of sentences that begin with subordinate clauses
- ✓ using commas after discourse markers and time clauses
- ✓ using commas in parentheses (comma sandwich)
- ✓ using commas for dramatic effect

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Worksheet 10.1 – Grammar

Objective: to vary sentences to create a climactic passage

Four types of sentences:

A Simple Sentence = just **one** main clause.

For example: *The **measure** of intelligence is the ability to change.* (Albert Einstein)
[SUBJECT] [BEING VERB] [OBJECT]

A Compound Sentence = at least **two** main clauses joined by a **FANBOYS**.

For example: *I always wanted to be somebody **but** I should have been more specific.* (Lily Tomlin)

A Complex Sentence = **one** main clause and **at least one** subordinate clause.

For example: ***Whether you believe you can do a thing or not**, you are right.*

A Compound-Complex Sentence = **at least two** main clauses and **at least one** subordinate clause.

For example: ***I stopped believing in Santa Claus** when my mother took me to school and **he** asked for my autograph.* (Shirley Temple)

A compound-complex sentence is a complex sentence with a FANBOYS added on to another clause.

Now you try! Write different types of sentences about what happened when the kitten met the hedgehog.

- Write a simple sentence.
- Write a compound sentence.
- Write a complex sentence beginning with the word 'When...'
- Write a complex sentence using commas in parentheses.
- Write a compound-complex sentence.

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Worksheet 10.2 – Rewrite the

Objective: to vary sentences to create a climactic passage

In a freak accident, all copies of the novella have been accidentally destroyed except one. Unfortunately, the page describing the fight between Lennie and George is damaged. From the fragments that remain, rewrite this climactic episode using the following sentences as you can...

'You tol' me to, George.'

white and shrunk

let go

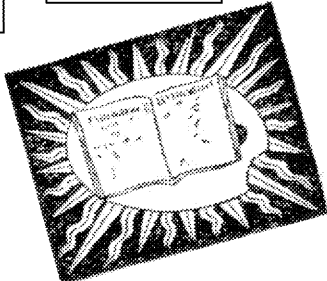
held on

flopping like a fish on a line

Lennie reached

covered with blood

tried to retreat



'Get 'im, Lennie!'

balanced

rage e

attacked his sto

Success Criteria

Grammar

- ✓ subject and verbs must 'agree' (e.g.: I was / you were / he was / she was / it was / they were / this suggests)
- ✓ not mixing tenses accidentally / no random tense changes
- ✓ not over-doing 'and' (or other conjunctions)
- ✓ using FANBOYS to create compound sentences
- ✓ using subordinate clauses to create complex sentences
- ✓ using compound-complex sentences
- ✓ using varied sentence openings
- ✓ using abstract nouns
- ✓ using basic punctuation
- ✓ no comma-splicing

Today I will focus on...

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Worksheet 10.3 – Identify the Types

Objective: to vary sentences to create a climactic passage

What types of sentences are the

George unslung his bindle and dropped it gently on the bank.

George stared morosely at the water.

‘What you got in your hand?’

‘You jus’ stand there and don’t say anything.’

Slowly, like a terrier who doesn’t want to bring a ball back to its master, Lennie approached, drew back, approached again.

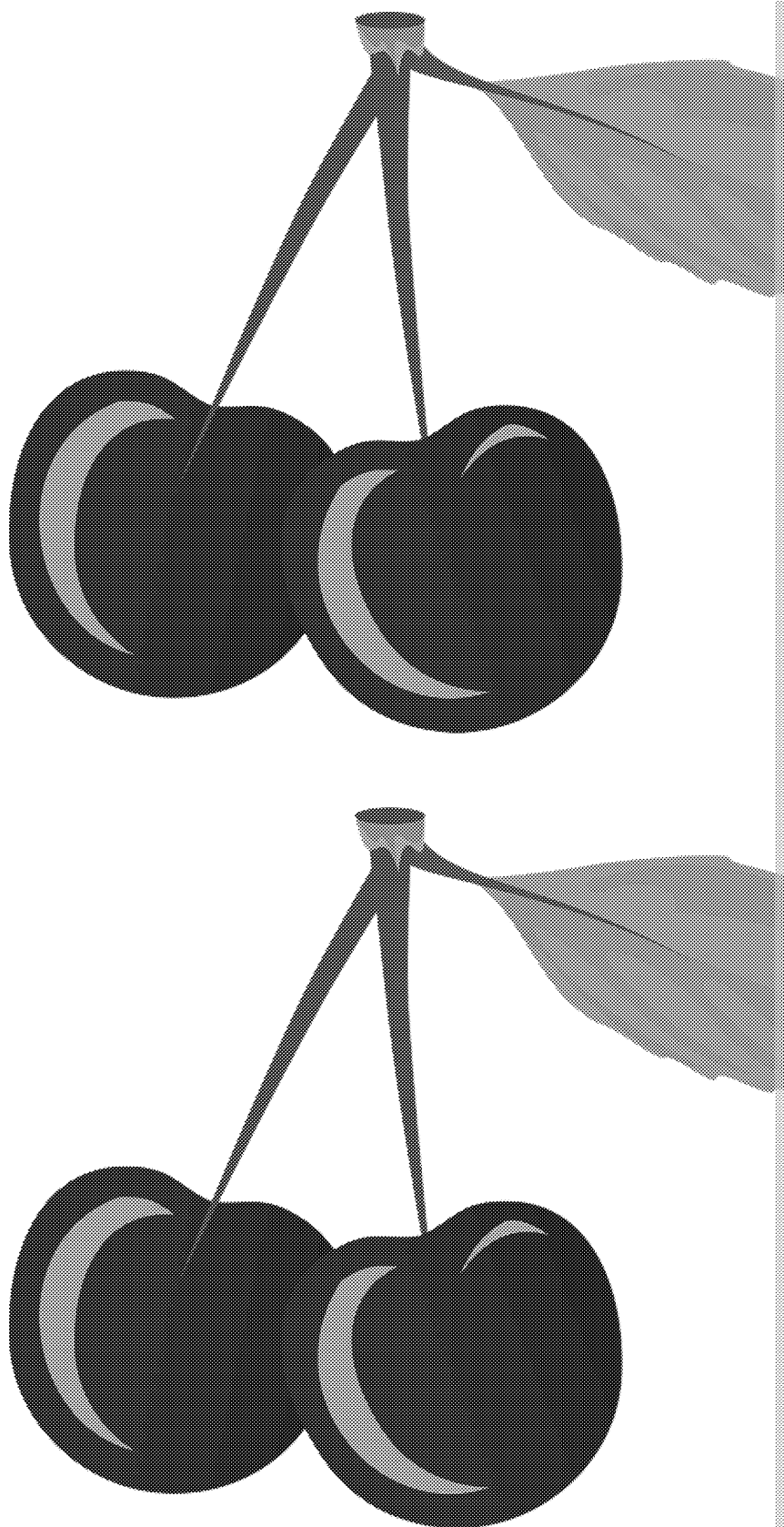
‘When I think of the swell time I could have without you, I go nuts.’

The water is warm too, for it has slipped twinkling over the yellow sands in the sunlight before reaching the narrow pool.

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Maybe ever'body in the whole damn world is scared of each other.

(Of Mice and Men)

Simple

Terror in

(Wuth

It's much better to do good in a way that no-one knows anything about it.

(Anna Karenina)

Complex

*It was a bright
the clocks were*

Co

Finally, from so little sleeping and so much reading, his brain dried up and he went completely out of his mind.

(Don Quixote)

Compound-Complex

*Choose a place
harm – yes, c
you won't do v
stand in it fo
facing*

(A Roo

Comp

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Worksheet 11.1 – Film Track

Objective: to revise the settings, characters and events

Can you fill in the table with ideas about where animals, clothes and doorways seem important?

Film Tracking	Settings	Characters
Animals		
Clothes		
Doorways		

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Worksheet 12.1 – Implying Ideas a

Objective: to understand how details and language choices imply ideas of ideas to readers.

What can you infer about Crooks from his appearance, dialogue and his room?

- His job?
- His habits and routine?
- His past?
- How others treat him?
- How he feels towards others?

Description of Crooks' room	
Quotes	What
Crooks' appearance	
Quotes	What
Crooks' dialogue	
Quotes	What

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Worksheet 13.1 – Monologues

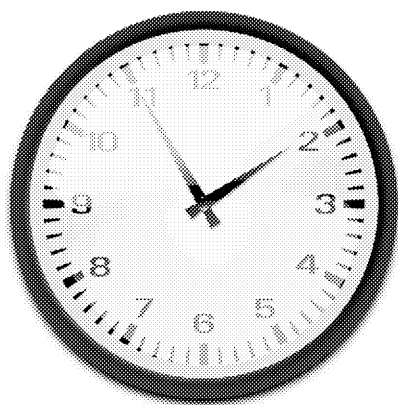
Objective: to understand how monologues, as well as other types of speech, reveal characters' thoughts and feelings.

A monologue is when a character delivers an extended speech. This can take place with other characters present (i.e. within dialogue) but the other speakers will be quiet for a while. Monologues are used in novels, plays, and TV or films. If a character speaks alone on stage during a play, however, this is called a soliloquy. In novels, the writer can also give the readers a character's internal thoughts and feelings (i.e. what's not spoken aloud) and this is called interior monologue. Films and TV do something similar when they use voice-overs so characters can reveal their thoughts to the audience.

This type of speech can serve in a number of ways:

-  it can **forward the plot** by signifying the character's intentions;
-  it can **reveal** information about the **character's thought processes**; and
-  it may simply serve to more fully **flesh out** a character, giving us details about their **past**, for instance.

You have five minutes to learn as much as you can about monologues. Good luck!



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Worksheet 13.2 – Crooks’ Monologue

Objective: to understand how monologues, as well as other forms of writing, reveal the characters’ thoughts and feelings.

Today’s task is building towards...

- improving your understanding of the purposes of monologues
 - improving your understanding of Crooks’ character
-
- Stick your copy of one of Crooks’ monologues into the middle of a double page spread
 - Work with your group to annotate your monologue with ideas about:
 -  where this monologue reveals Crooks’ past / fleshes out his character
 -  where this monologue hints about Crooks’ thoughts and feelings; and
 -  where this monologue reveals Crooks’ typical thought processes and attitudes

Scribble room for my own group’s presentation

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Worksheet 13.3 – Notes on Monologues

Objective: to understand how monologues, as well as other dramatic devices, reveal the characters' thoughts and feelings.

As you hear each group's presentation, make careful notes about Crooks and how we learn about him...

From:
'Crooks leaned forward over the edge of the bunk...'

To:
'...“If I say something, why it's just a nigger sayin' it.”'

From:
'Crooks laughed again. “A guy can talk to you an' be sure you won't go blabbin'...”'

To:
'...It's just bein' with another guy. That's all.” He paused.'

From:
'Crooks said gently, “Maybe you can see now. You got George...”'

To:
'...“I tell ya a guy gets too lonely an' he gets sick.”'

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From:
'Crooks said, "I didn't mean to scare you. He'll come back...'

To:
'...Crooks was looking across the room now, looking toward the window.'

From:
'The stable buck went on dreamily...'

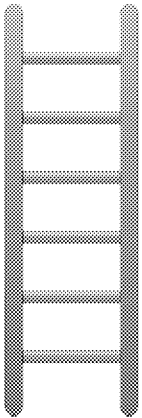
To:
'...white chickens they was.'"

From:
"I seen hunderds of men come by on the road an' on the ranches...'

To:
'...They're all the time talkin' about it, but it's jus' in their head."

Worksheet 14.1 – Racism

Objective: to understand how texts are influenced by, and the contexts in which they are written.



Word Ladder:

- stereotyping
- prejudice
- exclusion
- hierarchy
- segregation
- penury
- disempowerment
- institutionalised (racism)
- microcosm
- disenfranchisement

Contextual d
that were ha
the book was
society, in t
writer

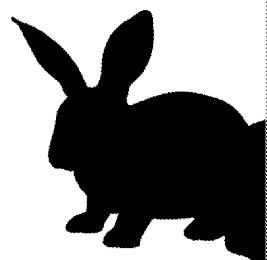
Choose three words
from the **WORD
LADDER** and find out
what these words
mean...

Three words to look up:

- 1)
- 2)
- 3)

In 1930s America, black
people did not have the
same rights as white
people and different kinds
of racism were very
common.

You're going to
images ab
1930s Amer
book is s
images o
of a page



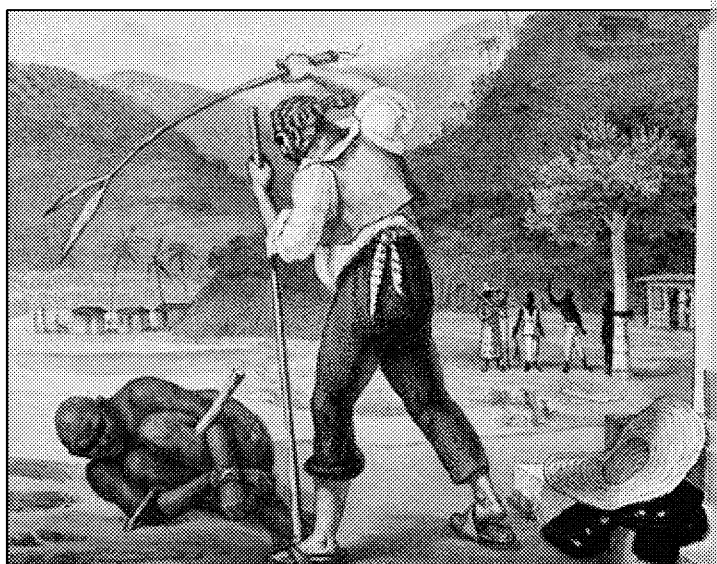
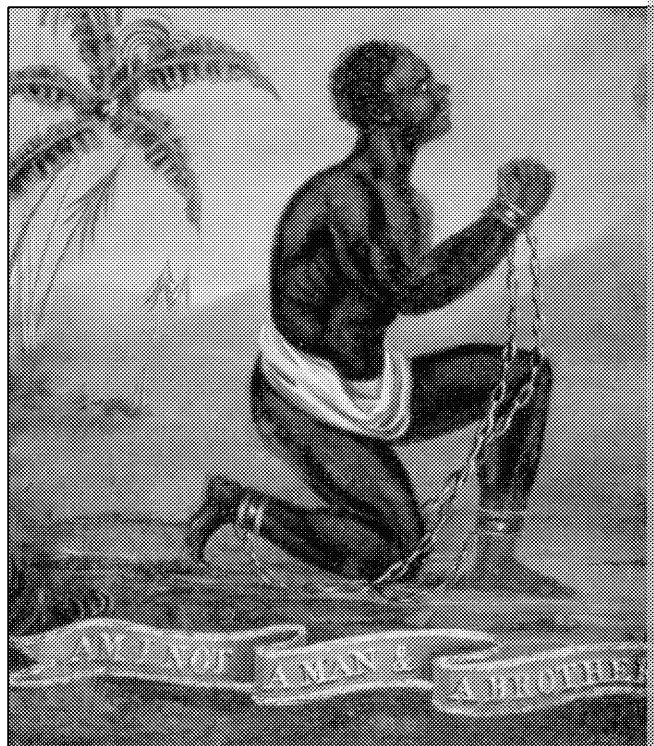
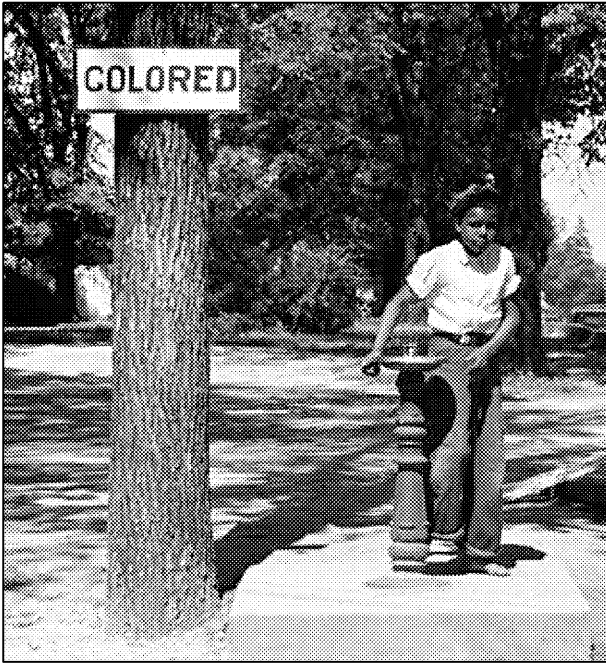
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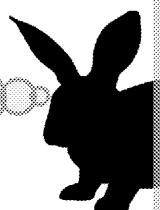
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Choose three words from the
WORD LADDER again.
explain how each word
be used to describe one
of the images on the previous page.

Use **COMPLETE SENTENCES** with all the
required punctuation.
Use the word 'because'.



Words to explain:

- 1)
.....
.....
.....
.....
- 2)
.....
.....
.....
.....
- 3)
.....
.....
.....
.....

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Worksheet 14.2 – Racism in the

Objective: to understand how texts are influenced by, and contexts in which they are written.

Scan-read back through chapter four about Crooks. Find and note down details that reveal different kinds of racism and contextual details about the time.



Success Criteria

Five key quotes – *getting there...*

Lots of little quotes – *dancing along...*

Qu

Stereotyping		Prejudice
Hierarchy	Segregation	Penury
Institutionalised (racism)		Microcosm

Quotes

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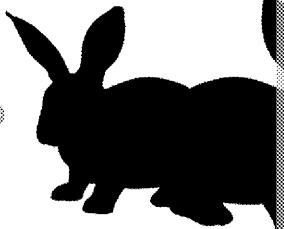


Worksheet 15.1 – Genre

Objective: to understand how Steinbeck is a writer in the genre of realism and naturalism.

Stick the information below
about realism and
naturalism into your book.
You have three minutes to
read and remember as much
of this as you can!

Ste
g



Realism is a type (genre) of writing that wants you to care about the lives of ordinary people.

Of Mice and Men is written in a sub-genre of realism called **naturalism**, which looks at the characters like a scientist, objectively, almost as though they are part of an experiment.

In naturalist novels, the world is a place where the characters have to fight against huge social forces beyond their control such as war or poverty. There is no hope for the characters we care about a happy ending. Instead, the universe, like the animal world, is a place of the fittest.

Not very upbeat, eh? The power of realism, however, is that the characters' feelings and we connect with their suffering rather than turn away from it.

Close your book and try to
tell a partner as much as
you can remember about
realism and naturalism...
Then swap!

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Worksheet 15.2 – Mini-Essay

Objective: to understand how Steinbeck is a writer in the style of naturalism.

This task is building towards...

- improving your planning and preparation before writing a mini-essay.
- Look back through all your notes and quotes in your book so far.
- Using a highlighter, colour the very best notes and quotes to remind you of your mini-essay.
- Try to choose at least 10 quotes that you will definitely use in your mini-essay.
- The title for your mini-essay is:

What do you learn about the character of Crooks, and the theme of isolation, from chapter four?

- Write your mini-essay using PEEL paragraphs.

Success Criteria

Zooming Out

- ✓ exploring what quotes suggest about how the writer wants the reader to feel
- ✓ exploring what quotes suggest about the writer's overall purpose
- ✓ exploring how different readers might react to a text (from different genders, different ages, etc.)
- ✓ exploring the significance of various contexts (settings, history, etc.)
- ✓ using punctuation
- ✓ overall comment at the end
- ✓ moving from zooming in to zooming out

Today I will focus on...

WWW...

EBI...

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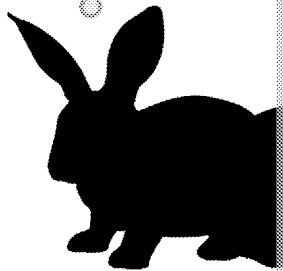
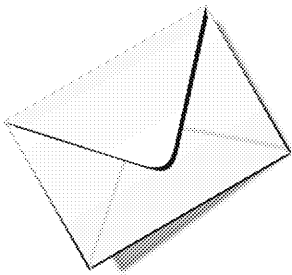


Worksheet 16.1 – Structuring

Objective: to understand how Steinbeck's structural choices serve his overall purposes.

If you were structuring Chapter 5,
what order would you put the
events into to build tension?
Open your envelopes...

Stick
your
happy
build



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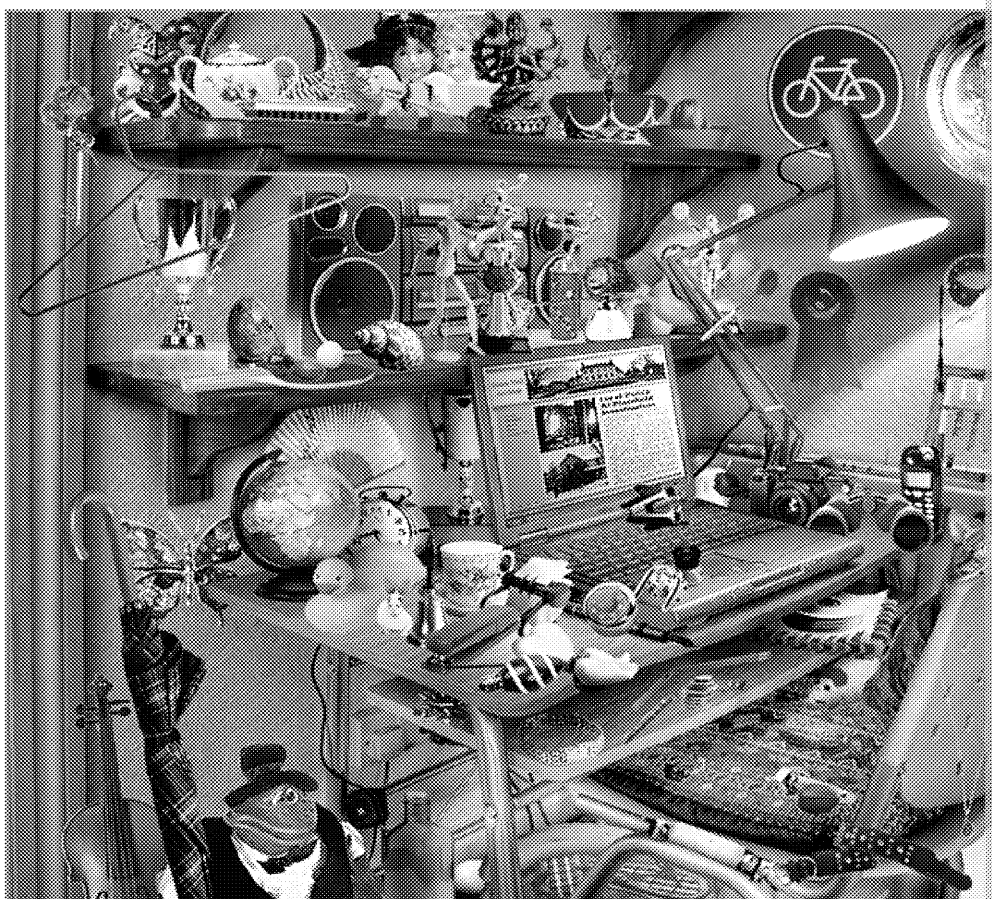


It was Sunday afternoon.	From outside came the clang of horseshoes on playing peg and the shouts of men, playing, encouraging, jeering. But in the barn it was quiet and humming and lazy and warm.	Only Lennie was in the barn.	Lennie sat on the hay and looked at a little puppy that was in the front of the stall.
He unburied the puppy and inspected it, and he stroked it from ears to tail. He went on sorrowfully, 'But he'll know. George always knows.'	Suddenly his anger rose. 'God damn you,' he cried. 'Why do you got to get killed? You ain't so little as mice.' He picked up the pup and hurled it from him.	Lennie got up and brought the puppy back and laid it on the hay and sat down.	Curley's wife came around the end of the stall. She was very quiet that Lennie didn't see her.
'It ain't that so much,' Lennie explained miserably. 'George ain't gonna let me tend no rabbits now. 'Why don't he?' 'Well, he said if I done any more bad things he ain't gonna let me tend the rabbits.'	She moved closer to him and she spoke soothingly. 'Don't you worry about talkin' to me.'	'If George sees me talkin' to you he'll give me hell,' Lennie said cautiously. 'He tol' me so.'	Her face was angry. 'What's the matter with me?' she asked. 'Ain't I got to talk to nobody? Why they think I'm anyways? I'm a nice girl. I don't know I ain't do no harm to nobody.'
She went on with her story quickly, before she could be interrupted.	'Nother time I met a guy, an' he was in pitchers. Went out to the Riverside Dance Palace with him. He says he was gonna put me in the movies. Says I was a natural.'	She looked up at Lennie, and she made a small grand gesture with her arm and hand to show that she could act.	Lennie sat deep in the hay.

Worksheet 17.1 – Identifying Impo

Objective: to understand how to identify the most important section of text.

Let's play WHERE'S THE BUNNY? You'll need to look closely...



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Worksheet 17.2 – One-Word

Objective: to understand how to identify the most important section of text.

Let's make a list of the best one-word quotes from chapter five. (Find the second half of chapter five as well as the first half!)

Find at least 10
one-word
quotes but try
for 20!



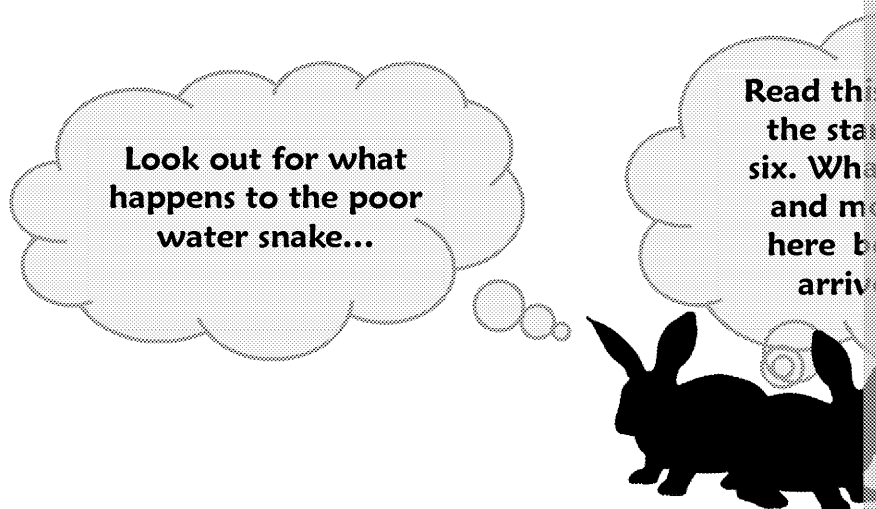
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Worksheet 18.1 – Back to the

Objective: to understand how Steinbeck structures the begins, and why he chooses to do this.



The deep green pool of the Salinas River was still in the late afternoon. Already the sun had left the valley to go climbing up the slopes of the Gabriel Mountains, and the hilltops were rosy in the sun. But by the pool among the mottled sycamores, a pleasant shade had fallen.

A water snake glided smoothly up the pool, twisting its periscope head from side to side; and it swam the length of the pool and came to the legs of a motionless heron that stood in the shallows. A silent head and beak lanced down and plucked it out by the head, and the beak swallowed the little snake while its tail waved frantically.

A far rush of wind sounded and a gust drove through the tops of the trees like a wave. The sycamore leaves turned up their silver sides, the brown, dry leaves on the ground scudded a few feet. And row on row of tiny wind waves flowed up the pool's green surface.

As quickly as it had come, the wind died, and the clearing was quiet again. The heron stood in the shallows, motionless and waiting. Another little water snake swam up the pool, turning its periscope head from side to side. Suddenly Lennie appeared out of the brush, and he came as silently as a creeping bear moves. The heron pounded the air with its wings, jacked itself clear of the water and flew off down river. The little snake slid in among the reeds at the pool's side.

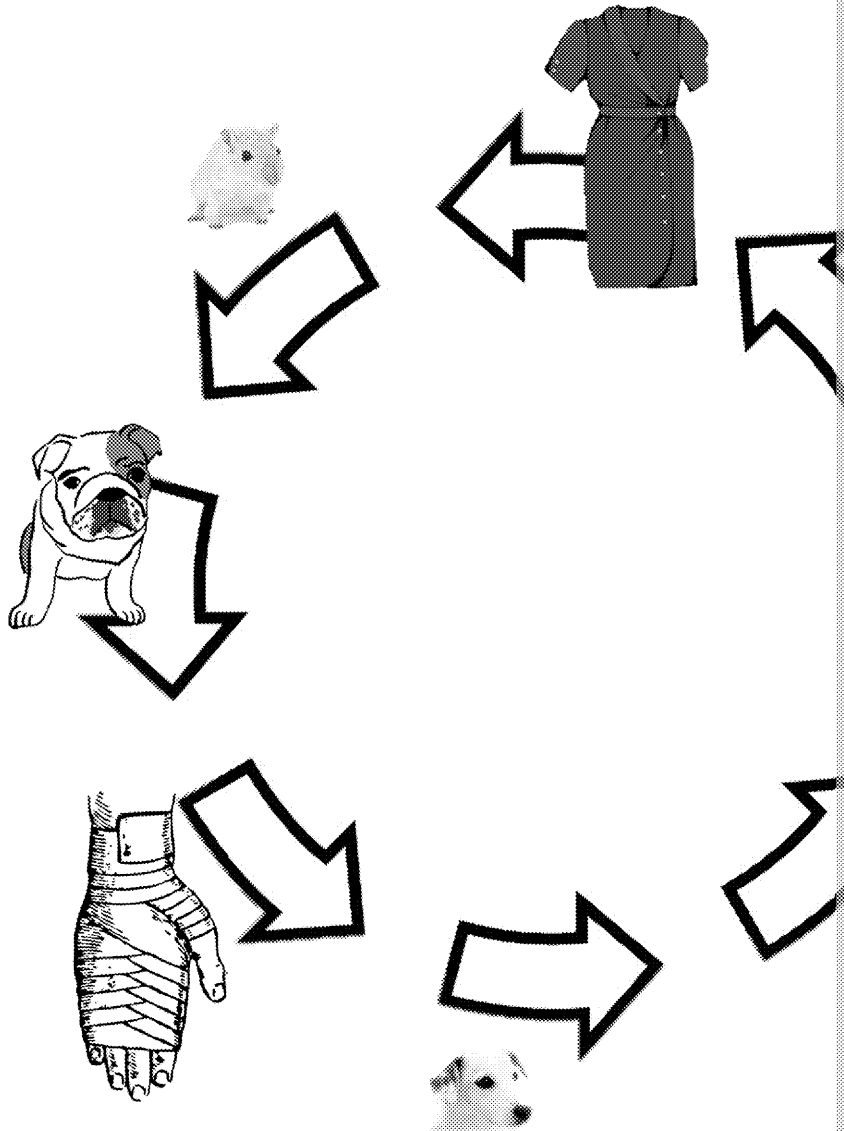
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Worksheet 18.2 – Circular En

Objective: to understand how Steinbeck structures the begins, and why he chooses to do this.



Why does Steinbeck choose to structure the novel as a circle?

Why does he structure the novel around a series of deaths?

In pairs, try to come up with the most convincing reasons you both can...

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Worksheet 19.1 – Film Tracking

Objective: to revise the settings, characters and events

Can you fill in the table with ideas about where ordinary life, dreams and inevitability are revealed?

Film Tracking	Settings	Characters
Ordinary Life		
Dreams		
Inevitability		

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Worksheet 21.1 – Role Play

Objective: to perform a successful role-play

Success Criteria

Grade 2	Grade 3	
<p>😊 I can stay in character and try hard to say things my character would say in a clear, loud voice.</p> <p>My target for next time is:</p> <p>🦋 I need to use different tones of voice more to suggest how my character might be feeling.</p>	<p>😊 I can think about how my tone of voice reveals my character's feelings and take more of a leading role.</p> <p>My target for next time is:</p> <p>🦋 I need to make my performance more convincing and exciting for my audience by using my body language (not just my voice).</p>	<p>😊 I can think about how my tone of voice reveals my character's feelings and take more of a leading role.</p> <p>My target for next time is:</p> <p>🦋 I need to make my performance more convincing and exciting for my audience by using my body language (not just my voice).</p>



Think about this criteria as you're performing to improve your performance

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Worksheet 22.1 – Planni

Objective: to write as a character, creating a clear view with imaginative detail.

Make a detailed plan for your writing...

'Speaker'

- Who am I writing as?
- I am NOT writing as myself. I am writing as George at the end of the novel, (This is called writing in character / in persona.)

Audience

- Who is my imagined audience?
- I have moved to a new ranch and am writing to Slim.

Relationship

- Is the relationship between myself as the 'speaker' and my audience: close, distant and formal?
- My relationship with Slim is intimate: I tell him lots of details. However, I also share my emotions.

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Purposes

- Why am I speaking my thoughts?
- I am writing to let Slim know where I am settled for the time being and to share about the events of the book.

Tones

- What tones of voice would I use?

Content

- What things could I write about?

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Worksheet 22.2 – Creative Writing

Objective: to write as a character, creating a clear view of the world with imaginative detail.

Today's task is building towards...

- improving your vocabulary
 - creating deliberate effects on your readers
 - using some devices, too, such as a flashback or simile
-
- Stick your plan into your book.
 - Using your imagination and a thesaurus (plus dictionary to check any new words) to help you write your piece as if you are George.
 - Draft some sentences using literary devices.
 - Stick the success criteria into your book for your next step.
 - Write George's letter to Slim.

Success Criteria

Devices in Creative Writing

- ✓ using a variety of different devices
- ✓ avoiding clichéd and over-used phrases (being original)
- ✓ using devices to engage and entertain my readers
- ✓ using figurative devices (similes, metaphors, personification)
- ✓ using phonological devices (to create sound effects and rhythm)
- ✓ using punctuation

Today I will focus on...

WWW...

EBI...

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