

Meden School Curriculum Planning							
Subject	English	Year Group	9	Sequence No.	2	Topic	Of Mice and Men

Retrieval	Core Knowledge	Student Thinking
What do teachers need retrieve from students before they start teaching new content ?	What specific ambitious knowledge do teachers need teach students in this sequence of learning?	What real life examples can be applied to this sequence of learning to development of our students thinking, encouraging them to see the inequalities around them and 'do something about them!'
<p>Week 1:</p> <p>Q1. What do you know about American history?</p> <p>Q2. What does the word 'migrant' mean?</p> <p>Q3. What might the American Dream be?</p>	<p>Week 1:</p> <p>Introduction to the novel and context.</p> <ul style="list-style-type: none"> ○ The concept of the American Dream https://www.bushcenter.org/catalyst/state-of-the-american-dream/churchwell-history-of-the-american-dream.html ○ Historical context: The Great Depression and 1930s America https://www.britannica.com/event/Great-Depression ○ 'The Dust Bowl' https://www.history.com/topics/great-depression/dust-bowl ○ California as the 'Golden State' https://statesymbolsusa.org/symbol-official-item/california/state-nickname/golden-state ○ Ranch and migrant workers' experiences https://www.loc.gov/collections/todd-and-sonkin-migrant-workers-from-1940-to-1941/articles-and-essays/the-migrant-experience/ ○ John Steinbeck's own life https://www.steinbeck.org/about-john/biography/ ○ Treatment of minorities 	<p>For each section of the story and for the context learned, teachers should press students to consider the moral implications and teaching of each; asking - what does this tell me about the human condition? How does this link to our society in the present day?</p> <p>Consider the constant theme of cycles and characters that are trapped in cycles: teachers can then hook into making links to the modern world (homelessness and crime, the connection between wealth and power, being defined by social class and the hereditary nature of class/poverty).</p> <p>Can also consider female characters and their wider representation in fiction, making links to gender constructs and ideas around binary labels.</p>

<p>Week 2:</p> <p>Q1: What was the Great Depression?</p> <p>Q2: What is the American Dream?</p> <p>Q3: Who was John Steinbeck?</p> <p>Week 3:</p> <p>Q1: What is a novella?</p> <p>Q2: What is fraternity?</p> <p>Q3: How were George and Lennie presented in the opening? List three</p>	<p>https://www.loc.gov/exhibits/civil-rights-act/segregation-era.html</p> <p>https://www.thoughtco.com/womens-rights-1930s-4141164</p> <ul style="list-style-type: none"> ○ Skills- (Topic sentences/ evidence/ selecting key words + explanation/ layers of meaning/ writing about context) <p>Week 2:</p> <p>Reading Chapter 1 and introduction to setting and main characters.</p> <ul style="list-style-type: none"> ○ Explicit teaching of the word 'novella' https://www.britannica.com/art/novella ○ Explicit teaching of the term 'cyclical structure' – link to Y8 ○ Steinbeck setting: analysing language and tone ○ Fraternity and companionship: explicit teaching of these terms (https://www.merriam-webster.com/dictionary/fraternity) and analytical exploration of the theme through George and Lennie's portrayal ○ Skills- (Topic sentences/ evidence/ selecting key words + explanation/ layers of meaning/ writing about context) ○ <p>Week 3:</p> <p>Reading Chapter 2: introduction to Curley's wife and other secondary characters (Candy, Curley)</p> <ul style="list-style-type: none"> ○ Explore idea of femininity and how it is used https://www.sciencedirect.com/topics/social-sciences/femininity ○ Explicit teaching of term 'patriarchy' https://www.sciencedirect.com/topics/social-sciences/patriarchy ○ Gender constructs and stereotypes within these introduction of Curley/Curley's Wife/Slim ○ Explicit teaching of the term 'toxic masculinity' – application to the contrasting characters Curley/Slim ○ Further context about the American Dream, applying to characters on the ranch https://www.bushcenter.org/catalyst/state-of-the-american-dream/churchwell-history-of-the-american-dream.htm ○ Skills- (Topic sentences/ evidence/ selecting key words + explanation/ layers of meaning/ writing about context) 	<p>Students can explore these ideas in a contemporary fashion - tracing them through to today to consider how the lessons in OF Mice and Men are still lessons for us today.</p>
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<p>adjectives for each.</p> <p>Week 4:</p> <p>Q1. What does 'patriarchy' mean?</p> <p>Q2. What are some of the gender stereotypes for males/females?</p> <p>Q3. What is the American Dream?</p> <p>Week 5:</p> <p>Q1: What is 'meritocracy'?</p> <p>Q2. Who was Slim? Describe him in three words.</p>	<p>Week 4:</p> <p>Continuing to explore Chapter 2: focusing on presentation of Slim.</p> <ul style="list-style-type: none"> ○ Explicit teaching of term 'meritocracy' ○ https://www.merriam-webster.com/dictionary/meritocracy ○ Applying the idea to Slim and considering the hierarchy and character dynamics on the ranch ○ Considering power and lack of it – starting to touch on issue on oppression and minorities ○ Practice assessment- how is the character of Slim presented in chapter 2? Skills- (Topic sentences/ evidence/ selecting key words + explanation/ layers of meaning/ writing about context) <p>Week 5:</p> <p>Reading Chapter 3: Candy's dog. Exploring key themes e.g.</p> <ul style="list-style-type: none"> ○ Human nature and weakness in society – link to the Great Depression and the monetisation of humanity (the ability to work making a person more or less valuable) ○ Foreshadowing as a method in this text that will reoccur later ○ Tension and how Steinbeck creates/builds up through language and structure ○ Explicit teaching of metonym - a word or phrase used in place of another with which it is closely associated. (e.g. using 'voices' instead of men to provide ambiguity and build tension.) ○ Repetition of 'silence' and use of auditory imagery ○ Skills- (Topic sentences/ evidence/ selecting key words + explanation/ layers of meaning/ writing about context) <p>Week 6:</p> <p>Reading Chapter 4: Crooks' room.</p> <ul style="list-style-type: none"> ○ Oppression due to race: ○ https://www.loc.gov/classroom-materials/united-states-history-primary-source-timeline/great-depression-and-world-war-ii-1929-1945/race-relations-in-1930s-and-1940s/ ○ Considering what it means to be an 'outsider' ○ Explicitly teach the concept of 'otherness' and the impact this has on Crooks and his interactions with the other characters 	
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<p>Q3. Who was at the top of the hierarchy on the ranch? Who was at the bottom?</p>	<ul style="list-style-type: none"> ○ Consideration of Steinbeck’s intentions with regards to presenting Crooks, the only black character, in this way ○ Analysing the other ‘outsider’ characters who converge on the room in this chapter and considering pity and empathy – why are they ‘othered’? ○ Skills- (Topic sentences/ evidence/ selecting key words + explanation/ layers of meaning/ writing about context) 	
<p>Week 6:</p> <p>Q1: Why is Candy weak?</p> <p>Q2: What is foreshadowing?</p> <p>Q3. List one way in which Steinbeck creates tension in this chapter.</p>	<p>Week 7:</p> <p>Reading Chapter 5: analysis of climactic point of text.</p> <ul style="list-style-type: none"> ○ Consider peaceful setting and juxtaposition with violent killing ○ Considering the use of auditory imagery to signify danger ○ Cyclical structure – Lennie killing mouse, puppy https://www.bbc.co.uk/bitesize/guides/zthwnbk/revision/3 ○ Consider sympathetic reading of Curley’s wife and feminist lens to view the character – analysing description after death https://www.huffpost.com/entry/im-not-a-tart-the-feminis_b_5587422 	
<p>Week 7:</p> <p>Q1. What is empathy?</p> <p>Q2. Why was</p>	<p>Week 8:</p> <p>Chapter 6: analysing the ending.</p> <ul style="list-style-type: none"> ○ Considering structure (Chapter 1 v Chapter 6 parallels) ○ Analysing themes of loss, grief, friendship, death (literal and metaphorical) ○ Discussion of moral philosophy and ethics – Eleanor Nelson and the Trolley problem to facilitate discussion about George’s decision to kill Lennie https://www.youtube.com/watch?v=yg16u_bzjPE ○ https://www.merriam-webster.com/words-at-play/trolley-problem-moral-philosophy-ethics#:~:text=The%20trolley%20problem%20is%20a,to%20kill%20just%201%20person.&text=Trolley%20problem%20is%20the%20name,experiment%20in%20philosophy%20and%20psychology. ○ Considering cyclical structure and Steinbeck’s message ○ Skills- (Topic sentences/ evidence/ selecting key words + explanation/ layers of meaning/ writing about context) 	

<p>Crooks an outsider? Q3. Who else was an outsider? List the reason for each.</p>	<p>Week 9:</p> <p>Practising skills for assessment using extracts:</p> <ul style="list-style-type: none"> o Students completing analysis of character and of language, o practising linking in wider knowledge of whole text to prepare them for the end of unit assessment <p>1) Curley's wife opening description- characterisation 2) Lennie/Curley fight- Curley's characterisation</p> <ul style="list-style-type: none"> o Practice to include modelling and practice of Skills- (Topic sentences/ evidence/ selecting key words + explanation/ layers of meaning/ writing about context) 	
<p>Week 8:</p> <p>Q1: What is juxtaposition? Q2: What is a cyclical structure? Q3: What is feminism? How can we apply it to Curley's wife?</p>	<p>Week 10:</p> <p>Continued practising of skills using extracts</p> <ul style="list-style-type: none"> o Students completing analysis of character and of language, o practising linking in wider knowledge of whole text to prepare them for the end of unit assessment <p>1) Candy- characterisation 2) Lennie- characterisation</p> <ul style="list-style-type: none"> o Practice to include modelling and practice of Skills- (Topic sentences/ evidence/ selecting key words + explanation/ layers of meaning/ writing about context) <p>Week 11:</p> <p>Assessment</p> <p>Extract based</p> <p>Starting with this extract, how does Steinbeck present outsiders in 'Of Mice and Men'?</p> <p>Write about:</p> <ul style="list-style-type: none"> • How Steinbeck presents outsiders in the extract. • How Steinbeck presents outsiders in the novel as a whole. 	
<p>Week 9:</p> <p>Q1: What is Steinbeck'</p>	<p>Week 9:</p> <p>Extract based</p> <p>Starting with this extract, how does Steinbeck present outsiders in 'Of Mice and Men'?</p> <p>Write about:</p> <ul style="list-style-type: none"> • How Steinbeck presents outsiders in the extract. • How Steinbeck presents outsiders in the novel as a whole. 	

<p>s message? Q2: What parallels did we see throughout the novella? Q3: What is foreshadowing?</p> <p>Week 10:</p> <p>Q1: What is the American Dream? Q2: What are migrant workers? Q3: What can you remember about Steinbeck and how might this context be applied to the text?</p> <p>Week 11:</p>	<ul style="list-style-type: none"> o Enabling students to analyse how key themes are crafted across whole texts and consider why characters are significant in preparation for GCSE. Assessment will test Practice to include modelling and practice of Skills- (Topic sentences/ evidence/ selecting key words + explanation/ layers of meaning/ writing about context) 	
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<p>Q1: What is a parallel? Q2: What is cyclical structure? Q3: What can you remember about gender constructs ?</p>		
Week	Key question	Practice
1	<p>What is the American Dream</p> <p>What was life like in 1930's America?</p>	<p>Paragraph summarising America in 1930's</p>

	What do you know about John Steinbeck and his life?	Paragraph/bullet points of Steinbeck bio Timeline of key events
2	What is a novella? How does Steinbeck describe the setting at the start of the novella?	Analytical paragraph - How does Steinbeck describe the setting at the start of the novella? Consider language and tone. (Focus on page 1-2 and consider sensory language/imagery/foreshadowing)
3	What is meant by the term 'patriarchy'? What is meant by the term 'femininity' and what are gender constructs? What further context is relevant to the story? What can we learn about the characters in Chapter 2?	Paragraph summarising ideas learned around gender constructs (key vocab to include 'patriarchy', 'masculinity and femininity' 'stereotypical')

		<p>Analytical paragraph on first impressions of characters (Topic sentences/ evidence/ selecting key words + explanation/ layers of meaning/ writing about context)</p> <p>What do we learn about the characters on the ranch in Chapter 2?</p> <p>Candy – page 20 Curley – page 22-23</p>
4	<p>What is meritocracy?</p> <p>Who has power on the ranch and who does not?</p> <p>What is oppression and where do we see it in the text?</p>	<p>Practice assessment – analytical paragraphs on Slim.</p> <p>How does Steinbeck present the character of Slim in Chapter 2?</p> <p>Page 37-38</p> <p>Skills - (Topic sentences/ evidence/ selecting key words + explanation/ layers of</p>

		meaning/ writing about context)
5	<p>What is foreshadowing?</p> <p>What is human nature and how can it be applied to the events with Candy's dog?</p> <p>How is tension built up in that scene?</p>	<p>Analytical paragraph – looking at tension in Chapter 3 and how Steinbeck creates/builds up through language and structure</p> <p>How is tension created in Chapter 3 and to what effect?</p> <p>Page 54-55</p>
6	<p>What were race relations like at the time in which the novella is set?</p> <p>Which characters are outsiders and why is this?</p> <p>How is pity evoked for the outsiders?</p>	<p>Summarising paragraph about the 'outsiders' in the novella and the various reasons behind this (linking to context and using key vocab 'prejudice' 'oppressed' 'patriarchy')</p>
7	<p>What is a climax in a story's structure?</p> <p>What is cyclical structure?</p>	<p>Analytical paragraph:</p> <p>How does the structure of the novella interest</p>

	<p>How does Steinbeck create sympathy for Curley's Wife?</p>	<p>the reader? Page 95-111. Focus particularly on the start and the end of the chapter and include in the paragraph key vocab: 'climax', 'tension' and 'cyclical structure'</p> <p>Analytical paragraph on Curley's wife with a feminist reading How does Steinbeck create sympathy for Curley's Wife? Page 104-105</p>
8	<p>What is the effect of the ending?</p> <p>How is it structured?</p> <p>What is Steinbeck's message?</p>	<p>Paragraph comparing Chapter 1 and Chapter 6 parallels – analysing language and considering the effect How are Chapter 1 and Chapter 6 similar and what is the significance of the differences? Chapter 1 – page 1-18 Chapter 6 – page 112-120</p>

9	<p>Practice for assessment with random extracts and questions e.g:</p> <p>How is Curley's wife presented in her introductory description?</p> <p>How is Curley presented in the fight extract?</p>	<p>Analytical paragraph as assessment practice – focusing on an extract. Model with teacher then produce own.</p> <ul style="list-style-type: none"> • How is Curley's wife presented in her introductory description? Page 34-35 • How is Curley presented in the fight extract? Page 70-72
10	<p>Continued practice with random questions - practising linking in wider knowledge of whole text to prepare them for the end of unit assessment</p> <ol style="list-style-type: none"> 1) Candy- characterisation 2) Lennie- characterisation <p>Practice to include modelling and practice of Skills- (Topic sentences/ evidence/ selecting key words + explanation/ layers of meaning/ writing about context)</p>	<p>Analytical paragraph as assessment practice, this time building in links across the novella and context. Model with teacher then produce own.</p> <ul style="list-style-type: none"> • How does Steinbeck

		<p>present the character of Candy and to what effect? Teacher to choose extract then consider/make links with the students across the text.</p> <ul style="list-style-type: none"> • How does Steinbeck present the character of Lennie and to what effect? Teacher to choose extract then consider/make links with the students across the text.
11	Assessment:	

	<p>Starting with this extract, how does Steinbeck present outsiders in 'Of Mice and Men'?</p> <p>Write about:</p> <ul style="list-style-type: none"> • How Steinbeck presents outsiders in the extract. • How Steinbeck presents outsiders in the novel as a whole. <p>Practice to include modelling and practice of Skills- (Topic sentences/ evidence/ selecting key words + explanation/ layers of meaning/ writing about context)</p>	<p>Analytical paragraphs answering this question using top sen/evi/ expl, making links across the novella and writing about context</p> <p>Starting with this extract (from Chapter 4), how does Steinbeck present outsiders in 'Of Mice and Men'?</p> <p>Write about:</p> <ul style="list-style-type: none"> • How Steinbeck presents outsiders in the extract. • How Steinbeck presents outsiders in the novel as a whole.
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