

Crime and Punishment

A unit for 10th grade students

Designed by Jessica Hagans and Kate Phillips

Rationale

“Crime and punishment” is a six-week unit designed for tenth-grade English students and developed around two main literary works. The first is Reginald Rose’s three-act play, *Twelve Angry Men*. The second is John Steinbeck’s novella, *Of Mice and Men*, which is already a part of the tenth grade curriculum in many public schools. *Of Mice and Men* is often taught in the middle of a unit examining the American Dream, but we want students to explore the novella in a new way. We want to instill in our students a sense of inquiry that compels them to think about situations and texts in ways they might normally avoid. Crime and the punishment that sometimes follows are not new subjects for many high school students. They grow up watching television news and reading magazines and newspapers, both of which reinforce the amounts of crime and types of punishment that exist in our society. Students are also subject to punishment and rules from guardians, teachers, and society in their own lives. In this unit, we will assist students in acquiring the ability to make their own decisions about whether a punishment fits a certain crime and also to argue for or against a particular point of view. Students will produce a culminating text in the form of a persuasive essay in which they will argue for their beliefs about the crime and punishment elements in *Of Mice and Men*.

This unit is designed for students in Gwinnett County, Georgia, a community northeast of Atlanta. While many schools in the area are still predominantly white, there are an abundance of cultures represented in Gwinnett. Though our main concentration is on the idea of crime and punishment, tolerance is a subject that comes up whenever these

issues are discussed. We want to challenge students not only to integrate the idea of tolerance when thinking about guilt or innocence, but also to incorporate tolerance into their everyday lives. We want to make this unit relevant to all the students we will teach. To do this, our unit will include a short story, a novel, and a play.

We plan to take a multi-genre approach to the unit in which we use texts from a variety of sources. We also want to encourage students to think critically and to critically inquire about the issues raised in the literature. We want students to appreciate literature in many different forms, not just in the pages that exist between the covers of a novel. We will use Steinbeck's novella and also the movie *Of Mice and Men* to illustrate the many differences between the written word and the spoken word. We will also read much of *Twelve Angry Men* aloud in class as it is a play and written to be performed. We will use Shirley Jackson's *The Lottery*, which is usually available in high school anthologies, to further explore some issues surrounding crime and punishment. Ultimately, we hope students will gain an insight into important aspects of our society and employ the inquiry skills they have acquired when later examining societal issues.

We know this is a large amount of reading, but we feel confident that tenth graders will rise to the challenges placed before them. Tenth grade is a year where students are transitioning from the introductory feel of ninth grade literature to the junior year, the year many educators view as the most challenging year in high school. We feel that by pushing students to become more mature regarding issues outside the classroom, they will respond to the literature in more mature ways. High expectations are critical in a high school unit that encourages students to challenge their assumptions about the situations they encounter. We have these high expectations because, "Students tend to

learn as little or as much as their teachers expect. Teachers who set and communicate high expectations to all their students obtain greater academic performance from these students than do teachers who set low expectations,” (Wong & Wong, 2001).

One way to prepare students for the culminating persuasive essay is to provide them with the needed scaffolding exercises throughout the unit. “Theories of discourse, inquiry, learning, and teaching are useless if we cannot invent the activities that will engage our students in using, and therefore learning, the strategies essential to certain writing tasks,” (Hillocks 1995). We will provide activities, beginning with an open-ended prompt (discussed later), examining how a courtroom works, and then using these activities to write a persuasive essay exploring whether the characters in *Of Mice and Men* should be punished and, if so, how and why. There are two deaths in the novella and students will demonstrate their argument skills and acquired knowledge of the text in their papers and then explore the text in a new way when we hold our mock trial in class.

As we scaffold assignments, we want to create a process-based approach to the writing required in this unit. Students will work through a variety of assignments with the end results being the writing assignment, the persuasive essay, and then the mock trial. Student choice is an integral part of the process. Education experts agree with this notion including Julia Shalhope Kalnin who says, “Process-based teaching acts on the theory that to empower students teachers must give them voice by giving them choice,” (Freedman et al, 1999). Since class time will only allow for one trial, the students will vote on which character they want to try. This trial will take place just after the persuasive essay is due. In this manner, students will be able to use the persuasive skills they have learned while researching and writing their essay in a more realistic way.

We will open the unit with a writing prompt in which students will be able to think about whether they view certain actions as crimes. The students will first read the prompt and then write about how they feel. We will then split students into small groups where they can begin to debate the issue according to how they viewed the prompt. This activity will culminate with a class discussion in which students will present their views and hear from other students who agree or disagree with their opinions.

After the initial prompt and ensuing discussion, we will move the class into an examination of Rose's *Twelve Angry Men*. This is a play built around the premise that a person is innocent until proven guilty. This is a very important idea for sophomores to learn as they explore this issue in high school classes such as civics and government. Students of this age are sometimes quick to judge a person's actions without taking time to weigh both sides of the situation. We want them to acquire the skills to adopt the idea of "innocent until proven guilty" when examining another person's actions. This also incorporates the idea of being tolerant of each situation without a rush to judge. Using the knowledge gained while studying Rose's play, students will be ready to apply their knowledge to the various other texts the unit employs.

Many of the unit's texts draw upon adult situations and language and we want to be prepared for any objections to the material that may arise. We do not expect much objection from the school administration as we are using works on the approved reading lists by most districts. We will also have a discussion with our students regarding the content and language in the novella before starting it. This way, we can prepare the students for what they will be reading. Many people who oppose *Of Mice and Men*, however, oppose it because of Steinbeck's use of racial slurs and profanity. Year after

year, because of these objections, *Of Mice and Men* is placed on banned book lists. We feel that the content in the novella far outweighs the criticism of it. The National Council of Teachers of English agrees. Field representative Charles Suhor is quoted as saying,

“‘First of all, the book is a classic and one of the most widely taught in the country.’ He said books such as *Of Mice and Men* should be considered as a whole rather than for their individual parts. Students should be alerted beforehand about the language and be provided with context, he said, adding that Steinbeck’s own condemnation of racism is apparent through the treatment of characters who are racist in the book,” (Loda, 2003).

We have high expectations of our students and feel they are mature enough to handle the adult situations and language in the work. *Of Mice and Men* is also typically included in the tenth grade curriculum and thus many high schools have class sets of the novella.

The book encourages readers to think about issues of tolerance and friendship and although this unit does not specifically focus on those issues, students may bring them up. Our classroom will be a forum for students to think openly about the issues and voice their concerns about the novel. Our scaffolding activities, though, will be directed toward the culminating persuasive essay and the in-class trial.

We want to challenge our students with this unit, but we realize that the students we teach do not all want the same things out of life. Some will go on to college, some will work for their parents’ businesses, some will get jobs in the community, and some will stay at home with their children, among a host of other options. The skills employed when creating a persuasive essay and participating in a mock trial will be skills that students can make use of no matter their path in life. For the students who will go on to college, many will be required to persuade a college admissions board as to why they should be admitted. For the students who want to work with the public sector, public speaking and debate skills are necessary to inform those people with whom the students

will come into contact. For the parents who stay home with their children, the children will constantly be asking their parents to explain societal issues. People who can back up their opinions with support from a text, a fact, or an experience will be better prepared to take on the inquiring mind of a child. No matter which path our students choose to take in life, knowing how to effectively persuade another person of their point of view is an essential skill to have.

We want students to come away from the “crime and punishment” unit with a better sense of who they are and a better ability to express what they believe. We want to teach them the processes involved in arriving at a conclusion about a given subject. We do not want to teach them what to think. This being said, we also do not want them to come to a conclusion without first looking at all the options. Instead, we want to offer students some tools that will enable them to look at a situation, assess the components of that situation, and then employ the steps they have learned to examine the situation. After they have done all of this, they should be able to inform others as to what they believe and have proof to back it up. This is the key to the persuasive essay and the key to providing their own rationales to any situation they may encounter on whichever path they travel.

Bibliography

Freedman, S.W., E.R. Simons, J.S. Kalnin, A. Casareno. (1999). *Inside City Schools: Investigating Literacy in Multicultural Classrooms*. NY: Teachers College Press.

Hillocks, G. Jr. (1995). *Teaching Writing as Reflective Practice*. NY: Teachers College Press.

Loda, R. (2003). *Unit 5 to discuss complaints concerning Steinbeck novel*. Retrieved October 15, 2003, from:

http://www.pantograph.com/stories/100803/new_20031008020.shtml

Wong, H. K., & Wong, R. T. (2001). *How to be an Effective Teacher: The First Days of School*. Mountain View, CA: Harry K. Wong Publications, Inc. Lesson Plans

Materials:

Short story:

Shirley Jackson's *The Lottery*

Play:

Reginald Rose's *Twelve Angry Men*

Novella:

John Steinbeck's *Of Mice and Men*

Crime and Punishment Goals

1. Courtroom Trial
2. Persuasive Essay

1. Courtroom Trial

Students will most likely be called for jury duty in their lives and will need a basic understanding of how the court system works. They will also have to learn debate skills in order to effectively argue their point of view. This skill will be built upon in their culminating text, the persuasive essay. Students' goal is to demonstrate knowledge of the main text *Of Mice and Men*, demonstrate persuasive skills, and actively participate in the trial.

- A. Students will apply prior knowledge (gained through study of *12 Angry Men*) of courtroom participants (ie: prosecutor, defense attorneys, jury, judge, etc.).
- B. Students will perform character analyses throughout the unit which will assist them with the in-class trial and the persuasive essay.
- C. Students will research the text to provide validity for putting a character on trial.
- D. Students will find textual support for their defense.
- E. Students will apply prior knowledge of charges against a suspect (involuntary vs. voluntary manslaughter and 1st degree murder)

2. Persuasive Essay

Knowing how to write a persuasive essay is a useful tool for tenth graders to learn. This type of writing is important because it is used in many professions, college programs, etc. Students' goal is to write a coherent persuasive essay that includes the following areas:

- A. Students will write a thesis where they introduce the main point they will be developing in their essay.
- B. Students will develop a set of claims.
- C. Students will support these claims with evidence from the text.
- D. Students will address the opposing viewpoint.
- E. Students will refute the opposing claims.
- F. Students will write a conclusion evaluating their thesis and providing implications for society.
- G. Students will learn to use the peer review process.

Daily Plans

Week One

Monday

- 5 min Attendance, housekeeping
 40 min “A Crime of Passion” activity (Appendix A)
 5 min Continue assignment to day two

Tuesday

- 5 min Attendance, housekeeping
 10 min Wrap up “A Crime of Passion” activity
 20 min Begin reading “The Lottery” by Shirley Jackson.
 The teacher or a student volunteer will begin reading the first four or five paragraphs out loud. Students will then be asked to make their own predictions regarding what “The Lottery” is about focusing on the title and the paragraphs read. Students will have a few minutes to write down their predictions and then to discuss with the students around them. Teacher may call on student volunteers to voice their predictions to the class (time depending).
 15 min Homework- Finish reading “The Lottery” for the next day’s class. Go over “Mark my word” assignment. (Appendix B)

Wednesday

- 5 min Attendance, housekeeping
 30 min Discussion activity
 Students will discuss the difference between their predictions and what actually happened in the story. Students may have some of their own questions to bring to the class discussion. Some example discussion questions follow:
 - Why do you think Old Man Warner thinks discontinuing the lottery is such a bad idea?
 - How do you think this tradition came about?
 - Why do you think the town continues to hold the lottery each year?
 - Why do you think the townspeople continue to live in this community?
 - Why do they go along with the process each year?
 - What would you do if you lived in this town and your family member “won the lottery?”
 10 min Introduce *Twelve Angry Men*—*Twelve Angry Men* is a play where jurors must determine one man’s guilt or innocence. We will spend a couple of

minutes going over the following terms and concepts and then pick up with them the next day. Premeditated homicide? Reasonable doubt? Unanimous verdict? Innocent until proven guilty?

5 min Homework- Read first half of act 1 of *Twelve Angry Men* (pages 1-10)

Thursday

5 min Attendance, housekeeping

40 min Dramatic interpretation of first half of act one of *Twelve Angry Men*. Teacher will ask for volunteers or pick students to act out parts of act one. This will enable students to “see” the play, as it is sometimes hard to muddle through the stage directions, etc. while reading at home.

5 min Homework- Read rest of act 1 of *Twelve Angry Men* (pages 11-19)

Friday

5 min Attendance, housekeeping

35 min Dramatic interpretation of second half of act one of *Twelve Angry Men*.

10 min Homework- Prediction Journal (Appendix C)

Write a journal entry (at least one page) where you predict what will happen in the rest of *Twelve Angry Men*. Use details from beginning, middle and end of act one, proving to me that you have read the text and then using it in your prediction. You may use quotes, character traits, etc. as needed. This is in lieu of a quiz. If everyone can prove to us that they are reading, then we will continue with the Prediction Journal. If it appears that the class is not reading, then this Prediction Journal will change to a quiz at the beginning of class each day over the previous night’s homework.

Week Two

Monday

5 min Attendance, housekeeping

5 min Journal check—teacher will walk around class and check to see if students have done their journal entries.

38 min Begin Act 2 of *Twelve Angry Men*. Dramatic interpretation with different readers than previous days.

2 min Homework—finish Act 2 of *Twelve Angry Men*.

Tuesday

5 min Attendance, housekeeping

30 min Discussion of Act 2 of *Twelve Angry Men*. (Classes will be given a decision as to whether they would prefer to answer the questions in groups or would rather hold the discussion as a whole class.)

- Which juror do you feel closest represents who you would be in the deliberation room and why?

- Assuming that the boy on trial is guilty, what should his punishment be?
- Why do you think Juror #3 feels so strongly about the guilt of the boy on trial?
- What is the significance of Juror #3's final comment at the end of Act 2?
- Predict what you think the outcome of the deliberations will be.

13 min

Begin Act 3 of *Twelve Angry Men*.

2 min

Homework—finish Act 3 of *Twelve Angry Men*. Bring in two questions, two comments, or two important quotes from the play to share with the class. They also need to find two major turning points in the play that they feel have a significant impact on the verdict of the jury. We will base our discussion on these items tomorrow.

Wednesday

5 min

Attendance, housekeeping

35 min

Discussion of *Twelve Angry Men* based on the previous night's homework assignment. Each student will have brought to class with them either two questions, two comments, or two significant quotes and two turning points in the play. They may use any section of the play. This will be a whole class discussion where students will try to make a decision as to whether the jurors offered us enough proof for their decision. Teacher will also make the point that the students have learned the importance of knowing how a jury deliberates and how the process happens.

10 min

Homework (journal #3) In their prediction journals, students will write about the differences in their predictions and the actual outcome of the play.

Thursday

5 min

Attendance, housekeeping

5 min

Journal check

28 min

Introduce *Of Mice and Men*—teacher will discuss John Steinbeck's background and background of *Of Mice and Men*. (Appendix D provides teacher information on this.) We will also discuss the reasons that the book has typically been banned. These include language, the representation of people with disabilities, and the use of the word "nigger." Discuss the tone of the novella and how the language is indicative of the tone and also how the novella would be different if the characters did not use swear words.

10 min

Read aloud first few pages in *Of Mice and Men*.

2 min

Homework—finish CH 1 in *Of Mice and Men*.**Friday**

5 min

Attendance, housekeeping

- 43 min Discussion of the novella—We will begin class by asking questions about the first chapter. Students will participate by answering questions and asking questions of their own. The following are examples:
- Where is the novella set?
 - What is the relationship between George and Lennie?
 - How do you think the relationship between George and Lennie will play out over the course of the novella?
- 2 min Homework—Read 1st half CH 2 in *Of Mice and Men*.

Week Three

Monday

- 5 min Attendance, housekeeping
- 35 min Art activity--Kids will separate into pairs and work with any art medium of their choice to creatively depict the relationship between Lennie and George. Examples of this could be writing a poem, performing a skit, drawing a picture, performing a still-scene in front of class, etc.
- 10 min Homework—finish CH 2 in *Of Mice and Men*.
Explain journal/quiz for tomorrow. Expanding on the idea of the prediction journal, we will also use the journal to assess whether students have done the reading. Students will prove that they have read by providing us with a summary journal (without using book) with specific information on the previous two chapters. Students will need to provide information from the beginning, middle, and end of chapters one and two. (idea adapted from Dr. Peter Smagorinsky)

Tuesday

- 5 min Attendance, housekeeping
- 10 min Summary journal/quiz #4 (Even though this is a journal, we will be collecting it when students are finished.)
- 33 min Students will present their character-relationship art rendering today. Each pair of students will have a maximum of 2 minutes to present.
- 2 min Homework—Read 1st half of CH 3 in *Of Mice and Men*.

Wednesday

- 5 min Attendance, housekeeping (return journal #4)
- 43 min Talk about body biography/divide into groups with 4-5 members/ begin brainstorming/ choose a character for BB (Appendix E)
- 2 min Homework—finish CH 3 in *Of Mice and Men*.

Thursday

- 5 min Attendance, housekeeping
- 43 min Work on body biographies in groups.
- 2 min Homework—read 1st half CH 4 in *Of Mice and Men*.

Friday

5 min	Attendance, housekeeping
18 min	Finish body biographies.
25 min	Students will present body biographies in front of the class. Each group will have 3-4 minutes to present their body biography to the class.
2 min	Homework—Finish CH 4 in <i>Of Mice and Men</i> .

Week Four

Monday

5 min	Attendance, housekeeping
10 min	Summary journal/quiz #5 (teacher will collect when students are finished).
15 min	Character analysis/discussion of body biographies. We will be facilitating a discussion of the similarities and differences from each groups' body biography. This discussion will demonstrate to students that through their body biographies they have analyzed their character.
18 min	Journal #6—Students will reflect on their body biography. Using quotes/information from the class discussion, students will write a character analysis on the character of their choice including his/her traits, state of mind, actions, emotions, motivations, etc. in paragraphs in their journals.
2 min	Homework—Read CH 5 in <i>Of Mice and Men</i> and finish journal entries.

Tuesday

5 min	Attendance, housekeeping (return Journal #5)
5 min	Journal check for journal #6.
38 min	Assign persuasive essay and discuss the rubric with students. (Appendix F) The rest of this time will be devoted to in-class reading or students may begin their papers.
2 min	Homework—Finish book and begin drafting ideas for paper.

Wednesday

5 min	Attendance, housekeeping
10 min	Summary journal/quiz #7 (teacher will collect when students are finished).
33 min	Explain/begin writer's workshop. This part of the class will be devoted to informing students about writer's workshop and what is expected of them during it. Students will need to come to class ready to work on their essays for the next few days. It is a time to work on papers, conference with the teacher, and ask peers to help them review their papers. (Peer review will be further explained on Thursday.)
2 min	Homework—work on rough draft of persuasive essay.

Thursday

5 min	Attendance, housekeeping (return journal #7)
5 min	Mini Lesson—run-on sentences.
10 min	Explain peer review process. (Appendix G)

- 28 min Writer’s workshop in class. Students who have completed parts of their rough draft may receive passes to media center to type paper.
- 2 min Homework—work on rough draft. Students must have three well-developed paragraphs by Friday for the peer review process.

Friday

- 5 min Attendance, housekeeping
- 5 min Mini Lesson—fragment sentences.
- 38 min Peer review. (Appendix G)
- 2 min Homework—prepare to work on essay in computer lab on Monday. Bring in a disk. Complete paper so lab time will be productive.

Week Five

Monday

- 5 min Attendance, housekeeping
- 43 min Writer’s workshop in computer lab.
- 2 min Homework—finish essay, due tomorrow at beginning of class.

Tuesday

- 5 min Attendance, housekeeping
- 5 min Collect persuasive essays. Attach peer review and rough draft to back of final draft.
- 15 min Explain courtroom procedures for in-class trial. (Appendix H)
- 15 min Give out classroom trial rubric and go over what is expected of each participant. (Appendix I)
- 10 min Pick character from *Of Mice and Men* to put on trial and pick participants

Wednesday

- 5 min Attendance, housekeeping
- 15 min Explain verdicts. (Appendix J)
- 25 min Trial preparation.
- 5 min Homework—defense attorney(s), prosecuting attorney(s), main character, and witnesses trial mini-papers due tomorrow. Defense attorney(s), prosecuting attorney(s) individual assignments due tomorrow.

Thursday

- 5 min Attendance, housekeeping
- 40 min Trial preparation.
- 5 min Collect defense attorney(s), prosecuting attorney(s), main character, and witnesses (can be handwritten) trial mini-papers at end of class. Collect defense attorney(s), prosecuting attorney(s) individual assignments.

Friday

- 5 min Attendance, housekeeping

5 min	Return mini-papers and individual assignments at beginning of class.
35 min	Trial preparation.
5 min	Homework—prepare for trial on Monday and Tuesday.

Week Six

Monday

5 min	Attendance, housekeeping
45 min	Trial

Tuesday

5 min	Attendance, housekeeping
45 min	Trial

Wednesday

5 min	Attendance, housekeeping, collect individual assignments from trial.
5 min	Journal #9 explanation The journal entries during the movie will be a series of entries wherein the students compare their readings of the novella with the movie. They might decide to write about how a scene in the movie was different than they imagined it while reading the novella. They might choose to discuss how the lighting affects the way they feel during a scene. They might choose to write about how the characters' expressions denote what they are feeling without the character actually saying anything. They may pick a topic and follow it for two days or they may do one per day. Student ideas are fine, but will need teacher approval. Each journal entry should be 2-3 paragraphs.
38 min	<i>Of Mice and Men</i> movie/ Journal #9
2 min	Homework—no homework, unless journal entry is not finished.

Thursday

5 min	Attendance, housekeeping
43 min	Watch <i>Of Mice and Men</i> / Journal #10
2 min	Homework—put journal together, due at beginning of class tomorrow. Jury mini-paper and notes taken during trial due tomorrow.

Friday

5 min	Attendance, housekeeping, collect journals (Journal entries 1-10)
5 min	Collect jury mini-paper and individual assignments from trial (except witnesses who will have already been awarded points while they were on the stand).
40 min	Finish watching <i>Of Mice and Men</i> .

Appendix A

A Crime of Passion?

Directions: Read the following passage carefully. After reading, answer the questions below on a separate sheet of paper. Be prepared to discuss your thoughts.

In Europe, a woman was near death from a special kind of cancer. There was one drug that the doctors thought might save her. It was a form of radium that a druggist in the same town had recently discovered. The drug was expensive to make, but the druggist was charging ten times what the drug cost him to make. He paid \$200 for the radium and charged \$2,000 for a small dose of the drug. The sick woman's husband, Heinz, went to everyone he knew to borrow the money, but he could only get together about \$1,000 which is half of what it cost. He told the druggist that his wife was dying and asked him to sell it cheaper or let him pay later. But the druggist said: "No, I discovered the drug and I'm going to make money from it." So Heinz got desperate and broke into the man's store to steal the drug for his wife.

Questions:

1. Do you agree or disagree with Heinz's actions? Why?
2. Do you agree or disagree with the druggist's actions? Why?
3. What would you have done in Heinz's situation?
4. What would you have done in the druggist's situation?
5. Has Heinz committed a crime?
6. Should Heinz be punished? If so, how?

Passage borrowed from: W.C. Crain. (1985). *Theories of Development*. Prentice-Hall. pp. 118-136.
Activity developed by Jessica Hagans & Kate Phillips

Appendix A (cont.)

Teacher directions: Introductory activity for *Crime and Punishment* unit

Jessica Hagans

Kate Phillips

There are three parts to this introductory activity for the *Crime and Punishment* unit.

Part 1: (10 minutes)

First, we will give each student the above handout and allow the students 10 minutes to complete the activity on their own.

Part 2: (20 minutes)

Students will separate into groups of 4-5 to discuss their answers to the questions. The students will form groups and discuss the questions. We have planned this unit for the beginning of the semester. Therefore, we will use a somewhat arbitrary method of group formation. We will ask the students to count off in numbers from 1-4 (or 1-5 depending on class size). Then we will assign places in the room for each group to move to. We will make sure that each group's members are facing each other. We will walk around to ensure that each student is participating. Since this will be the first group activity of the year, we will also make an evaluation as to how this particular group process works. We will not assign roles for this activity but will ask the students to take notes for the upcoming class discussion. We want to get a feel for how our students work in groups. We will try other grouping methods as the year progresses.

Part 3: (Remainder of class time- approx. 20 minutes)

After small group work, we will put the students into either a "U" shape or a circle to promote the feeling of a whole group discussion, rather than a teacher-led discussion. The teacher's role in the discussion will be to read the questions and to try to prompt the students into participating and explore the issues on a deeper level. We plan to facilitate the discussion rather than lead it.

If the students are still exploring ideas and offering insights, we will allow the day one activity to continue onto day two, but we will finish it up day two and definitely introduce the unit.

Appendix B

Mark My Words...

Name:	Title of story: Author:	
Word:	I think:	Definition:
Word:	I think:	Definition:
Word:	I think:	Definition:
Word:	I think:	Definition:
Word:	I think:	Definition:

Students will be responsible for “bookmarking” activities throughout the unit. (We will go over the other bookmarking activities as the unit progresses.) This activity “Mark My Words” is really a during-reading strategy designed to assist students in adding new words to their vocabularies. It is also a way for them to focus on the story and to use context clues to figure out meaning. Third, it can help students stay focused on the reading task before them.

Word: Students write down a word they are unfamiliar with.

I think: Students use context clues to make a prediction of the word definition.

Definition: Students use a dictionary to define the word.

Appendix B (cont.) Mark My Words... Handout for class

Name:	Title of Story:	Author:
Word:	I think:	Definition:
Word:	I think:	Definition:
Word:	I think:	Definition:
Word:	I think:	Definition:
Word:	I think:	Definition:

Appendix C

Prediction Journal Explanation

(This page is for teacher use.)

The Prediction Journal will be used throughout the Crime and Punishment unit to assess student's comprehension of texts and completion of homework and in-class assignments. We do not want to fall into the habit of using reading quizzes to assess student's knowledge. We are much more interested in helping students develop their critical thinking skills and would rather assess this. These journals will be used to assess whether they have read and to see what they are taking from the readings we do throughout the unit. For these reasons, students will need to approach the Prediction Journal with a beginning, middle and end strategy. This means that when the teacher is done reading the journal, she needs to see that the students have indeed read and thought about the whole reading assignment.

Prediction Journal grading

√ Student writes at least one full page on topic.

√+ Student demonstrates knowledge of text using at least 2 of 3 criteria (beginning, middle and end).

+ Student demonstrates knowledge of text using all 3 criteria.

Appendix D John Steinbeck and *Of Mice and Men* background

***Of Mice and Men* Factsheet**

Background to *Of Mice and Men* by John Steinbeck

John Steinbeck was born in Salinas, California in 1902. His most famous books were written in the 1930s and 1940s, and are set in California. They deal with the lives and problems of working people. Many of the characters in his books are immigrants from Mexico or from other parts of the United States who went to California looking for work or a better life.

John Steinbeck 1902 – 1968

The Setting in *Of Mice and Men*

Of Mice and Men is set in the farmland of the Salinas valley, where John Steinbeck was born and which he knew all his life. Steinbeck's father owned land in the area, and as a young man Steinbeck had worked as a farm hand. The ranch in the story is near Soledad, which is south-east of Salinas on the Salinas river. Weed is nearby. The countryside described at the beginning of the book, and the ranch itself, would have been very familiar to John Steinbeck.

Migrant Farm Workers

By the time that *Of Mice and Men* was published almost half of America's grain was harvested by huge combine harvesters. Five men could do what would have taken 350 men a few years earlier. George and Lennie are some of the last of the migrant farm workers. Huge numbers of men traveled the countryside between the 1880s and the early 1930s harvesting wheat. They earned \$2.50 or \$3.00 a day, plus food and very basic accommodation. During the 1930s, when there was very bad unemployment in the United States, agencies were set up under the New Deal to send farm workers to where they were needed. George and Lennie got their works cards from Murray and Ready's, one of these agencies.

The American Dream

From the 17th Century, when the first settlers arrived, immigrants dreamed of a better life in America. People went there to escape from persecution or poverty, and to make a new life for themselves or their families. They dreamed of making their fortunes in the goldfields. For many the dream became a nightmare. The horrors of slavery, of the American Civil War, the growth of towns with slums as bad as those in Europe, and the corruption of the American political system led to

Appendix D (cont.) Steinbeck and *Of Mice and Men* background

many shattered hopes. For the American society as a whole the dream ended with the Wall Street crash of 1929. This was the start of the Great Depression that would affect the whole world during the 1930s. However the dream survived for individuals. Thousands made their way west to California to escape from their farmlands in the mid-West. George and Lennie dreamt of their 'little house and a couple of acres.' The growing popularity of cinema was the last American Dream for many, Curley's wife was one: 'Coulda been in the movies, an' had nice clothes.'

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<http://www.englishresources.co.uk/workunits/ks4/fiction/ofmicemen/llshort/factsheet.html>

Appendix E

Body Biography

Your group (consisting of 4-5 members) has been given a piece of butcher paper. Your first assignment is to trace the outline of a human body on the sheet. Second, your group needs to pick a character from Steinbeck's *Of Mice and Men* to represent in the body biography. The purpose of your assignment is to creatively depict the character of your choice.

You must include the following:

- 1) a review of the significant events in the novel
- 2) visual symbols
- 3) three important quotes that explain your character in some way
- 4) two to three quotes attributed to your character that show the character's personality

Suggestions:

- 1) **Placement**—Carefully choose the placement of your text and artwork. For example, where would your character's heart be? How big or how small would it be?
- 2) **Backbone**—We often discuss whether someone has a strong or weak backbone. What type of backbone does your character have? How could you illustrate it?
- 3) **Virtues and vices**—What are your character's most admirable/deplorable qualities? How can you visualize these?
- 4) **Color**—Color is an important aspect of any piece of art. What colors do you associate with your character? How can you work these into your biography?
- 5) **Symbols**—What objects can you use to represent your character or his/her traits?
- 6) **Inner/outer self**—What does your character look like on the surface versus what he/she is actually like on the inside?
- 7) **Changes**—How does your character change throughout the novel? How can you depict this?

This assignment allows for a world of possibilities....be creative and have fun!!

Appendix F

Persuasive Essay Assignment

DUE DATE: _____

During the last few weeks, we have been participating in a unit based on the ideas of crime and punishment. John Steinbeck's *Of Mice and Men* deals heavily with the idea of crime, but Steinbeck avoids the issue of punishment. Your assignment for this essay is to describe your character's crimes and to decide upon a punishment for the character you choose to write about.

You have three writing prompts to choose from.

1) Is Lennie insane? What is your proof? Should he be punished? If so, how should he be punished? Was his ultimate "punishment" fair?

2) Do George's actions prove that he acted in the "heat of the moment?" Why or why not? Is there anything in the novel that could lead you to believe that George would eventually commit the ultimate act of betrayal? Are George's actions justified? Should he be punished for his actions? Why or why not? If so, how?

3) Choose your own topic based on the ideas of crime and punishment in the novel. Must be approved by teacher.

Remember- This is a persuasive essay. The writing should clearly include your voice and should not just copy what the text says. Your essay should include claims and opposing viewpoints for your claims. Use the text as your "proof" for your ideas. You may quote passages or paraphrase them. You must include at least three textual supports for your ideas.

This paper will be double-spaced, 12-point Times New Roman, and must be a minimum of 2 full pages in length.

The rubric is on the back of this page.

Appendix F (cont.)

Persuasive Essay Rubric

CATEGORY	Excellent	Good	Average	Poor
Content (60%)	~Clear well-focused thesis. ~Well-developed body paragraphs with at least 3 supports from text. ~Logical arguments and reasoning are apparent. (57+pts)	~Clear thesis. ~Well-developed body paragraphs with 2 supports. ~Logical arguments and reasoning are apparent. (53pts)	~Clear thesis. ~Well-developed body paragraphs with 1 support. ~Logical arguments and reasoning are apparent. (47pts)	~Unclear thesis. ~Body paragraphs lack development and/or lack textual support. ~Logical arguments and reasoning are not apparent. (41pts)
Introduction (10%)	~The introduction is inviting, states the main topic, and previews the structure of the paper. (9+pts)	~The introduction clearly states the main topic and previews the structure of the paper, but is not particularly inviting to the reader. (8pts)	~The introduction states the main topic, but does not adequately preview the structure of the paper, nor is it particularly inviting to the reader. (7pts)	~There is no clear introduction of the main topic or structure of the paper. (6pts)
Conclusion (10%)	~The conclusion is strong, sums up the argument, and is convincing to the reader. ~Writer makes connection to real world situations. (9+pts)	~The conclusion is strong but not completely convincing. ~Writer attempts to make connection to real world situations. (8pts)	~The conclusion is recognizable, but does not tie up several loose ends or convince the reader. ~Writer includes real world situation that does not tie into paper. (7pts)	~There is no clear conclusion. The paper just ends. ~Writer makes no attempt to connect with real world situation. (6pts)
Transitions (10%)	~A variety of thoughtful transitions are used. They clearly show how ideas are connected. (9+pts)	~Transitions clearly show how ideas are connected, but there is little variety. (8pts)	~Some transitions work well; but connections between other ideas are unclear. (7pts)	~The transitions between ideas are unclear or nonexistent. (6pts)
Grammar & Spelling (10%)	~Writer demonstrates mastery of grammar concepts learned during unit (run-on sentences and fragment sentences). (9+pts)	~Writer attempts to use grammar concepts learned during unit. ~Writer uses some grammar concepts learned during unit correctly, but not others. (8pts)	~Writer attempts to use grammar concepts learned during unit, but does not use any of them correctly. (7pts)	~Writer fails to use grammar concepts learned during unit. (6pts)

**Teacher's note: (would not appear on student rubric)--This rubric was designed to emphasize content in student writing. If a student scores in the A range for content, but does not do exceptionally well on the other categories, the student could still earn a B on his paper. This is also true in reverse. If a student does poorly on content, but excels in style and grammar, the highest grade he can earn is a C.

Appendix G

Peer Review Questions

1) After reading the introduction, can you clearly tell what the paper is going to be about?

Yes _____ No _____ What is it about?

2) Does the paper support the introduction? Yes _____ No _____

How? _____

3) Is there a well-developed thesis? Yes _____ No _____

What is the thesis?

4) Does the writer support their claims with 3 examples from the text? Yes _____

No _____ Underline them in the paper.

5) Does the writer include the opposing viewpoint for his or her claims?

6) Transitions--does the paper progress logically? Yes _____ No _____

If not, what suggestions would you make to the writer to create "flow" in his or her essay?

7) What is the writer trying to persuade you of?

8) Can you hear the writer's voice in the paper? Yes _____ No _____

Turn this page over and answer the questions on the back.

Appendix G (cont.) Peer Review

9) Does the conclusion tie-up the writer's claims? Yes _____ No _____
How?

10) Are you persuaded of the writer's viewpoint? Why or why not? If not, what could the writer do to improve his or her argument?

11) Does the writer have any fragment sentences? Yes _____ No _____ Make suggestions on essay for changes.

12) Does the writer have any run-on sentences? Yes _____ No _____ Make suggestions on essay for changes.

Appendix H

Courtroom Procedures

Order of the court:

- 1.) Prosecution opening statement
- 2.) Defense opening statement
- 3.) Prosecution calls first witness
- 4.) Defense cross-examines witness
- 5.) Repeat steps 3 and 4 until both sides rest.
- 6.) Prosecution delivers closing statement
- 7.) Defense delivers closing statement
- 8.) Jury deliberates
- 9.) Jury reads their decision

Additional Rules

- 1.) Attorneys should stand when addressing the court.
- 2.) Questioning by opposing attorney should not be interrupted except with the word "objection" and, if requested by the court, a brief statement as to the nature of the objection. The judge has the right to *sustain* (attorney who is questioning witness must move on to a new question) or *overrule* (attorney who is questioning witness is allowed to continue his/her line of questioning).
- 3.) Opening statement—the defense and the prosecution will each have 3-5 minutes to state briefly what they expect their evidence to prove.
- 4.) Closing statement—the defense and the prosecution will each have 3-5 minutes to sum up their case.
- 5.) When questioning a witness, the surname of the witness should be used with the appropriate title (Mr., Ms., Mrs., Dr., etc.).
- 6.) Witnesses shall be treated with fairness and consideration. They should not be shouted at or abused in any manner.

Appendix I

Classroom Trial Rubric

Participants	Paper (25 points) min 1-pg, 2-spaced	Participation (15 points**)	Individual assignment (10 points)
Defense Attorney (1 or 2 students)	~Must provide reasoning used during case ~Must include 10 textual supports	~Shows up for trial ~Turns in paper on time.	~Provide list of witnesses to be called during trial
Prosecuting Attorney (1 or 2 students)	~Must provide reasoning used during case ~Must include 10 textual supports	~Shows up for trial ~Turns in paper on time.	~Provide list of witnesses to be called during trial
Jury (remainder of class)	~Summary of how each member arrived at verdict. ~Agree/disagree with outcome and why ~Must include 10 reasons, from text or trial, why agree/disagree	~Shows up for trial ~Turns in paper on time. ~Participates during deliberation	~Takes notes during trial. (approx. 1 page to be turned in at end of trial... informal notes)
Main Character (1 person)	~Must provide paper pleading for innocence (as murder defendants cannot plead guilty) ~Must include 10 textual supports	~Shows up for trial ~Turns in paper on time.	~Summary of how they are feeling during the trial (approx. 1 page, could be notes taken as trial is progressing or a reflection on the process... informal)
Witnesses (number of students will vary according to attorneys' decisions)	~Must provide paper from point of view of the witness ~Must include 10 textual supports	~Shows up for trial ~Turns in paper on time.	~Must use textual evidence when on the stand, but can exaggerate a bit as to how character may have been feeling, etc.

**Participation grade for excused absences will be negotiated on an individual basis. (This caveat will not appear on student rubric, but is for teacher information.)

Paper grade—completed paper counts as 15 points. Each textual support counts as one additional point. (Therefore a complete paper counts as 15 and 10 textual supports counts as 10 points, making a perfect score of 25).

Participation—Turning in the paper counts as 5 points. Each day of the trial counts as 5 points. (Therefore, turning in your paper and attending both days of the trial is a perfect score of 15.)

Individual assignment—If assignment is completed, 10 points will be given. For witnesses, their 10 points will be given if they cite any textual evidence on the stand.

Appendix J**Verdict Descriptions**

First degree murder: causing the death of another person with either the intent or knowledge that the conduct will cause death and with premeditation. Premeditation is often described as 'malice aforethought,' meaning that you probably considered the consequence of your conduct for at least a second before you committed the act.

Voluntary manslaughter: occurs when a person intentionally kills another person after "adequate provocation;" that is, there has been action that was sufficient to incite an "ordinary person" to "sudden and intense passion" such that he or she loses self control. It should be noted that the time between provocation and the killing should not be long enough for the passion to have cooled off.

Involuntary manslaughter: occurs in only two cases. The first is when someone is killed due to criminal negligence, and the second is when someone is killed during the commission of another crime, where the intent was not to cause bodily injury or death.