

## **FIVE "E" LESSON PLAN**

Date: October 12, 2004 Unit of Study: Of Mice and Men by John Steinbeck

Standard/Benchmark/Key Component Addressed: Standard 6 Reading and Writing: Students read and experience literature as a record of human experience.

Access Skills/Workplace Competencies: Negotiating, creative thinking, writing, team member

<b>What We Will Do:</b>	<b>Time/Materials/Groups</b>
<p><u>Engage:</u> Teacher takes roll, reads announcements as police officer comes in and aggressively arrests him/her, takes away in handcuffs. (Teacher and officer come back into room after a couple of minutes)</p>	<p>5 minutes Whole group Be sure everything is planned well so the officer comes in on schedule.</p>
<p><u>Explain:</u> Teacher and officer sit with class and talk about the nature of stereotyping and prejudicial behavior. Officer explains how his/her uniform immediately causes both. Solicit discussion from class members on their feelings about policemen. Move discussion to other types of people that we may stereotype including people with visible disabilities.</p>	<p>20 minutes Whole group</p>
<p><u>Explore:</u> Teacher explains that we are going to see how individuals with developmental disabilities are treated today. Have we changed our behaviors from those in George and Lenny's time? Students watch part of documentary, <i>Graduating Peter</i>, and note assumptions that people have about Peter. Divide class into groups of 4 and have them complete chart on people's reactions as well as expectations for Peter. Have students compose 5 myths about people with developmental disabilities.</p>	<p>20minutes Whole group, groups of 4 Have video <i>Graduating Peter</i> with VCR Have chart ready to be completed by groups.</p>

<p><b><u>Elaborate:</u></b> Students now compose an op-ed piece to the editor of the Salinas Valley News explaining about the relationship of Lenny and George and how stereotyping and prejudice caused Lenny's death.</p>	<p>25 minutes Individual work Have students complete for homework if not finished. Use computers if available.</p>
<p><b><u>Evaluate:</u></b> Students share their work and impressions. Do we see instances of prejudice and stereotyping today with people with disabilities? With other people in our country? From seeing other people around the world? How can we be thoughtful about how we think about others? How can we use this information in our school? In our community? As we are exposed to media?</p>	<p>20 minutes Whole group  Collect student charts and papers (if finished); grade with rubric.</p>
<p><b><u>Accommodations/Modifications</u></b> Use pre-reading organizers (e.g., vocabulary, chapter reviews and questions) books on tape if necessary for readers with reading difficulties. Assign scribe for groups. Use computers or alphasmarts.</p>	<p>Whole group Individualized assistance as needed</p>

(Adapted by DS Bassett, 2003)