

The Warriner School Subject Curriculum Map



Subject: English	Year Group: Year 9	Unit: Exploring Identity – ‘Of Mice and Men’ and selected poetry.
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Unit objectives: The students will study the concept of identity (relating to gender, age, disability, and race) through the core text of ‘Of Mice and Men’ and selected poetry.

Context for study:

During KS2, students will have had access to novel study (with different titles chosen individual primary schools). However, the focus is likely to be on characterisation and comprehension. In Year 7 and 8, the students begin to build up their skills in selecting evidence, interpreting the evidence, and considering authorial intentions/methods. The students also consider genre and the literary tradition. In this unit, the students also acquire the added recognition of how context (in this case, the 1930s Depression and Dust Bowl) can influence the writer’s choices as well as the reader’s interpretation. As Year 9s, this will lay the foundations of core knowledge and skills required for the English Literature course in studying a post-1914 novel.

Sequence of learning: *Knowledge content - list of statements of what students should know by progressing through this unit (identify key tier 2/3 vocabulary in bold)*

- Know that **migrant workers** experienced extreme hardship during the 1930s in the United States, travelling from farm to farm in search of employment.
- Know that the **Dust Bowl** of the 1930s was a period of extreme drought that destroyed acres of farmland, forcing white farmers to sell their land.
- Know that George and Lennie are the **protagonists** of the novel and fit into the category of **migrant workers**.
- Know that the Salinas Valley in California attracted many **migrant workers** during this time.
- Know that the **American Dream** refers to the idea that one’s wealth and success depends upon one’s own abilities and hard work, not on a rigid class structure.
- Understand the ways in which the play “West side Story” depicts the challenges and opportunities of the **American Dream**.
- Understand that George and Lennie are motivated by the **American Dream** but that they are unlikely to achieve their goals.
- Know that the verb ‘**marginalise**’ means to be insignificant or peripheral and can be applied to many people living on the ranch.
- Know that there has been a traditional **bias** against women in literature as most writers were male.
- Understand that Curley’s Wife’s name is a reflection of the **gender bias** of the era and that is why Steinbeck does not give her a name.
- Understand that during the 1920s and 1930s, women were **discriminated** against – they were blamed for the Depression, scorned upon for seeking employment and discouraged from seeking higher education.
- Know that **misogyny** literally translates to ‘woman-hater’ and can be witnessed in the treatment of Curley’s Wife in the novella.
- Understand that the **misogynistic** views of Curley’s Wife should not be automatically seen as the views of Steinbeck.
- Understand the links that can be made between Curley’s Wife and Miss Havisham.
- Know that Miss Havisham is still a **spinster** as a result of being **jilted** by her fiancé.
- Know that there are traditional female characters in literature – in particular, know the terms of **femme fatale** and damsel in distress.
- Understand how the speaker of ‘Cousin Kate’ fits into the traditional female literary characters.
- Know that **lynching** means to kill (someone) for an alleged offence without a legal trial, especially by hanging.
- Understand that **lynching** emerged as a vicious tool of racial control to re-establish **white supremacy** and suppress black civil rights.
- Know that the ‘Jim Crow’ laws were used by American states to separate black and white people between 1876-1965.
- Understand that **white supremacy** is exhibited in OMAM through the treatment of Crooks.

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- Know **Half-caste** is a term for a category of people of mixed race or ethnicity. It is derived from the term *caste*, which comes from the Latin *castus*, meaning pure, and the Portuguese and Spanish *casta*, meaning race.
- Understand In the UK, the term '**half-caste**' is an offensive term. The term implies that a person under this denotation is less than that of a 'full race' or 'pure' non mixed-race heritage person owing to their mixed ethnic background.
- Understand that John Agard's own mixed heritage prompted him to write the poem 'Half-Caste'.
- Know that 'Half-Caste' is written in English and Caribbean Creole to demonstrate the two different sides to Agard's heritage.
- Understand that slavery is still a modern-day problem.
- Know that slaves were transported in ships across the Atlantic Ocean and kept in dreadful conditions. **Shackled** in chains, they were packed into the lower decks of the ship in dark, squalid conditions for the length of the unbearably long journey.
- Understand the various connotations of the word '**Limbo**', specifically the religious connotations as well as the Caribbean dance.
- Know that the **limbo** dance is an extended metaphor in the poem to describe the story of the African slaves.
- Understand that Steinbeck uses **symbolism** and animal imagery to foreshadow the ending – the water snake is used to foreshadow the death of Lennie.
- Understand how George faces a **moral dilemma** after Lennie accidentally kills Curley's Wife.
- Understand the arguments for why George is not **culpable** for Lennie's death.
- Understand that Steinbeck presents the theme of loneliness throughout the novella, using central characters such as George, Lennie, Crooks and Curley's Wife.

Possible Misconceptions and adaptive responses to these: *identified through formative assessment/retrieval practice/diagnostic questioning.*

A misapprehension that the views expressed by the characters are the same as the author, John Steinbeck.

Confusion surrounding the narrator of 'Cousin Kate' – there is a tendency to confuse the speaker for Cousin Kate when she is addressing her.

Misunderstanding of the appropriateness of racist terms – students must have it reiterated that offensive terms are no longer condoned in modern society.

Clear and targeted discussion of author's intentions/views.

Modelled reading by the teacher.

Do not move on until the topic is cemented in the minds of the students.

Assessment/Final outcomes: *How will students apply their deep learning in a meaningful way that respects the subject's discipline?*

Summative assessment of understanding – essay response.

An informed written response to the task:

"How is the theme of loneliness presented throughout the novel?"

Literacy and Oracy development opportunities:

Details of high-quality texts, explicit vocabulary teaching, modelled writing, structured talk.

Explicit teaching of Tier 2/3 vocabulary listed above, throughout lessons.

Reading of the novel – modelled reading.

Supporting poetry used to develop key themes associated with gender, race, and identity.

Explicit focus on answering questions in full sentences, employing evidence from the texts.

Regular knowledge and metacognitive checks through students reading out responses.

Writing modelling and paragraph structure provided.

Think-Pair-Share approach.

Mock-trial to facilitate construction of arguments and develop oracy skills.

Expanded success criteria used to support final assessment.

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<p>Students will: demonstrate their skills in selecting evidence from across the text; identify and explain the effect of authorial methods; explore how context influences reading and understanding.</p>	
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