

Analysis of Quotes  
(Characterization lesson using *Of Mice and Men*)  
Samohi English 9  
Lesson Link Cycle 1

NOTE: After teaching the lesson and looking at the students' homework, we designed Lesson Link Cycle 2 to take a step back and break down the process of analyzing the quote into stages. We suggest teaching that lesson BEFORE this one!

Lesson:

- 1) Prior Knowledge—we will have taught the parts of an analytic paragraph (topic sentence, introducing the quote, quote and page number, analysis, conclusion) and we will have discussed the need for the ratio of evidence: analysis as 1:2.
- 2) Introduction—we will tell the students that today we are working on writing analysis of evidence, explaining how the quote/evidence supports the topic sentence.
- 3) Demonstration/Discussion—we will pass out a handout and put a copy up on the overhead. #1 is a topic sentence and quotation. Then add a sentence of “weak” analysis (This shows that. . .) and discuss WHY it is weak. Then replace it with a sentence of “strong” analysis and discuss WHY it is strong. Students will copy strong analysis on their copy of the handout.
- 4) Guided Practice—students will practice writing strong analysis for #2—the same topic sentence but a new quotation as evidence. Selected students will put their analysis up on the board and the class will critique the examples vis à vis our discussion in step 3.
- 5) Homework—student will practice their analysis skills with a new topic sentence; one example has evidence already, and the other example asks the student to find his/her own evidence. In both examples, students will write analysis that explains how the evidence supports the topic sentence.
- 6) Differentiating Instruction—kids who finish first can help those who don't understand how to write analysis. Kids who are totally lost can paraphrase the quote and then contrast their task to the analysis modeled by others. Kids who finish early can also go one step further to find additional evidence for the topic sentence.
- 7) Collecting Student Work—we will collect the classwork handout at the end of class. We will also document in writing what students say about their classmates' analysis (on board).
- 8) Future Instruction—we will use the homework to introduce the skill of selecting evidence that lends itself to analysis (as opposed to evidence that says exactly what the writer is trying to prove). Eventually, we will discuss using more than one piece of evidence to support the topic sentence and teach transitions. We will continue to work on creating fuller and more original analysis (perhaps using handout about “5 Things To Do With A Quote.”)

Characterization Paragraph  
*Of Mice and Men*

NAME \_\_\_\_\_

**TOPIC SENTENCE:** Although Lennie is a grown man, he has the mind of a child.

**INTRODUCE EVIDENCE:** For example, at the beginning of the book, George demands to know what Lennie is hiding in his pocket and Lennie answers, " Jus' a dead mouse, George. I didn' kill it. Honest! I found it. I found it dead"(5).

**Step 1: EXPLAIN HOW THE EVIDENCE PROVES YOUR TOPIC SENTENCE :**

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**INTRODUCE THE SECOND PIECE OF EVIDENCE:** Also, when Lennie doesn't get to keep the mouse, he pouts and says to George, "If you don't want me, you only jus' got to say so, and I'll go off and live in those hills right there - right up in those hills and live by myself. An' I won't get no mice stole from me."(13).

**Step 2: EXPLAIN HOW THE EVIDENCE PROVES YOUR TOPIC SENTENCE:**

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Characterization Paragraph  
*Of Mice and Men*

NAME \_\_\_\_\_

**HOMEWORK: Complete the following paragraph, filling in explanation and evidence where needed.**

**TOPIC SENTENCE:** George is more like a parent to Lennie than a friend.

**INTRODUCE EVIDENCE:** For example, George warns Lennie not to drink the stagnant water in the woods: "Lennie. You gonna be sick like you was last night"(3).

**EXPLAIN HOW YOUR EVIDENCE PROVES THE TOPIC SENTENCE:**

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**INTRODUCE THE SECOND PIECE OF EVIDENCE:**

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**EXPLAIN HOW YOUR EVIDENCE PROVES THE TOPIC SENTENCE:**

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