English American Literature Unit Plan: Experiencing “The Roaring 20s” through *The Great Gatsby* by F. Scott Fitzgerald

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Education Work: Special Methods of English (*The Great Gatsby* Unit Plan)

 As an additional piece I wanted to add to my ePortfolio, I chose to incorporate one of my Education assignments; namely, a four-week unit plan and novel study of *The Great Gatsby* by F. Scott Fitzgerald. Although I ultimately decided to drop my Secondary Education major to pursue graduate studies and teach English at the university level, I still firmly believe that the teaching strategies and coursework I learned from my three years in the College of Education will serve me very well as a future professor. This unit of study is intended for high school freshman at grade level who are just reading this great American novel, and introduces them to the notion of the American Dream as a recurring theme. Through a variety of class lectures, activities, and projects — including a final culminating essay on a “movie review” for the book — I believe this four-week unit plan showcases my ability to design an effective teaching unit for students as a prospective professor.

 In this novel study, I begin by providing students with some social context of Fitzgerald’s life and the cultural fanciness if moral decay of the Roaring 1920s in the United States. From there, we begin a class reading of *The Great Gatsby* together, with students supplementing our in-class reading and activities with homework and a weekly journal as well. Throughout the unit, students will have the opportunity to work on an American Dream PowerPoint presentation together, as well as participate in several class discussions to ask any questions and answer group responses we gather together as a class. Overall, I wanted to include this piece in my ePortfolio because I was very proud of all the hard work I put into the project, and received an excellent score on it as a whole. I believe this demonstrates my ability to create effective lesson plans, organize a long-term schedule that would be required in a college setting, and making learning fun and understandable for students in regards to a novel study or literature unit. I believe my greatest strength in this assignment was my organization and plentiful amount of content I was able to fit in from adapting lesson plans and creating my own. I think the biggest challenge I need to keep in mind is be aware that high school students are not at a college level, and I may have over-planned too much for particular days. Overall, however, I was very pleased with this.

Special Methods of English Final Project

**Title:** English American Literature Unit Plan: Experiencing “The Roaring 20s” through *The Great Gatsby* by F. Scott Fitzgerald

**Grade Level/Students:** High School sophomore level students (approximately ages 15-17), American Literature survey course, 20 general education students (3 ELL, 2 below average, 15 average to gifted)

**Rationale:** When it comes to classic works of American Literature, few readers have farther to look than *The Great Gatsby* by author F. Scott Fitzgerald. It has been named by the “Modern Library Association” as the second greatest novel of all time, and encompasses the important themes of the American Dream, hope, and the reinvention of oneself. The work celebrates the promises of life in an American context that uses Fitzgerald’s crisp style to introduce students to the charm and glitter and charm of the 1920s Jazz Age, as well as the hollowness of the period. Using *The Great Gatsby* as a class text fulfills a reading requirement of authentic American literature as a realistic fiction novel with complex ideas and possibilities for learning.

 This novel should certainly be introduced to students not only for its critically acclaimed and classic status, but for the essential values and messages it offers to readers. *The Great Gatsby* portrays significant symbolism of the American lifestyle in a world that can change people for both the better and the worse. Just as Jay Gatsby works hard throughout the novel to achieve his goal—his American dream—so too do students in high school struggle to find their own sense of self-identity and attain their own goals. However, it is the notion that the means through which those goals or accomplished is just as important as the justified end. While Gatsby does indeed find his “green light” temporarily in the work, his dream is marred by the superficiality of his desire—the love of the materialistic Daisy Buchanan—as he loses his integrity for wealth.

 Lastly, this rationale supports the use of *The Great Gatsby* in the classroom because it provides an opportunity for students to reflect on its themes and characters and apply them to their own lives. Students can not only use the book to learn some prime information about a key time in America’s history (the “Roaring 1920s”), but also come to understand how the values of the decade affected those characters’ own beliefs, attitudes, and actions in the novel. In the process, students will hopefully gather that the American Dream—as well as their own dreams for high school and beyond—is only what they make of them. While learning the practical skills of historical study, character, plot, and setting analysis, as well as individual/group reading, writing, and verbal work via tasks, students should understand what makes a novel “great” and how dreams achieved through illicit means can lead to the moral decay of a person and society.

**Primary Resources** (Rest of needed resources included in daily lesson plans):

* 21 copies of *The Great Gatsby* novel by F. Scott Fitzgerald
* Daily Composition Notebook/Journal

**Overall Unit Goals/Objectives** (Daily objectives listed at the start of each individual lesson)**:**

1. Students will be able to describe the main elements in the biography of author F. Scott Fitzgerald.
2. Students will be able to state the decade in which *The Great Gatsby* takes place, and explain how the “Roaring 1920s” received their name.
3. Students will be able to summarize the values of the 1920s, as well as provide examples of its social corruption, vibrant lifestyle, moral depravity, and materialism from *The Great Gatsby* text.
4. Students will be able to define the notion of the American Dream via an interactive group project.
5. Students will be able to apply the notion of the American Dream to Gatsby’s life and connect the Dream to their own lives over the course of the novel and personal study.
6. Students will be able to analyze how the settings, characters, and plot of *The Great Gatsby* affect the overall novel.
7. Students will be able to distinguish the main themes and messages in *The Great Gatsby* in a contemporary context.
8. Students will be able to examine, write, and ultimately self-assess the value of a work of literature by applying reader response theory and citing textual evidence in a summative essay.

**Basic Calendar to Three Week *Great Gatsby* Unit:**
 **October-November**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Sunday** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** | **Saturday** |
|  | **29**Background on author Fitzgerald via PowerPoint, introduction to time/social context, “Roaring 20s” music | **30**Introduce *The Great Gatsby*, discuss Setting Map, begin reading Ch. 1, start daily journal assignmentsHW: finish Ch. 1 | **31***The Great Gatsby* reading continues with Ch. 2, group discussion Assign American Dream Project with groups and handouts, daily journalHW: finish Ch. 2 | **1**Continue reading of *The Great Gatsby* in class for Ch. 3, Fishbowl discussion and question/responseHW: Complete Ch. 3 and Ch. 4 readings for Monday | **2**American Dream prompt,Engage in class activities, exit slip for student reaction to class lessonHW: Study for Monday’s quiz | **3** |
| **4** | **5**Quiz on *The Great Gatsby* Ch. 1-4, Class time to work on projectsHW: read Ch. 5. | **6**Class read aloud of Ch. 6,Journal work and check, Setting Map checkHW: finish Ch. 6 | **7**Class time to work /finish American Dream Projects (in school library)HW: Read *Great Gatsby* Ch. 7 | **8**American Dream Project Presentation (As many pairs/groups done as possible)HW: Read Ch. 8  | **9**American Dream Project Presentations, start Ch. 9HW: finish reading Ch. 9 | **10** |
| **11** | **12**Class question and answer session, review for Tuesday’s quiz, Assign 2-3 page final assessment “Rating Paper” | **13**Reading quiz on *The Great Gatsby* novel, Collect journals/ Setting MapsHW: Answer project questions and begin paper | **14**In-class conferences on paper, other students will use handouts to help one another with their own workHW: Write paper | **15**In-class viewing of *The Great Gatsby* (1974) film, answer any final questions on papers with studentsHW: Finish papers | **16**Hand in “Rating Paper” (to be graded and discussed on Monday), finish *Great Gatsby* film viewing with students | **17** |
| **18** | **19** | **20** | **21** | **22** | **23** | **24** |
| **25** | **26** | **27** | **28** | **29** | **30** |  |

*Mr. Arciero*

**Unit Overview: *The Great Gatsby* by F. Scott Fitzgerald**

In 1925, *The Great Gatsby* was published and hailed as an artistic and material success for its young author, F. Scott Fitzgerald. It is considered a vastly more mature and artistically masterful treatment of Fitzgerald's themes than his earlier fiction. These works examine the results of the Jazz Age generation's belief in false material values. America at this time experienced a cultural and lifestyle revolution. In the economic arena, the stock market boomed, the rich spent money on fabulous parties and expensive acquisitions, the automobile became a symbol of glamour and wealth, and profits were made, both legally and illegally. Be prepared to join narrator Nick on his unraveling of the mystery behind the “great” Gatsby with our class!

Your Unit Grade for this novel will consist of:

1. Reading Journal 20% (200 points)

2. Setting Map 10% (100 points)

5. The American Dream Project 20% (200 points)

6. Reading Quizzes 20% (200 points/ 2 quizzes @ 100 points each)

7. Final Essay 30% (300 points)

These items all average out to the total 100% (1000 points). Your process work (reading journal, setting map) is a big part of your overall grade (30%), so focus on both process *and* product! I expect only the best because I know you are capable of the best. Let’s work hard, read, write, and enjoy *The Great Gatsby* together! ☺



Day 1 (Monday): Biography of F. Scott Fitzgerald and Introduction to the “Roaring 1920s”

Teacher Name: Ryan Arciero

Date: 29 October 2013

Course: English/Language Arts (American Literature)

Grade Level: 10th Grade Sophomores in High School

Ability Level: Average/General Ranges

1. Materials/Technology Needed:
	1. Writing Utensils/Notebook Paper
	2. Daily English Journals
	3. Dry Erase Board/Markers
	4. PowerPoint Projector
	5. Computer/Speakers
2. Common Core Standards (English/Language Arts):
	1. C.C. 9-10. R.I. 9 Craft and Structure: Analyze how an author draws on experience and transforms material in a specific work (e.g., reflecting a given time period, culture, society).
	2. C.C. 9-10. R.I. 6 Craft and Structure: Determine an author’s point of view or purpose in shaping a text and analyze how an author uses rhetoric to advance that point of view or purpose.
3. Learning Objectives:
	1. Students will be able to identify several key facts/events from the biography of author F. Scott Fitzgerald’s life via a PowerPoint presentation.
	2. Students will be able to describe some of the main elements that characterized the “Roaring 1920s” era in U.S. history, including music, culture, and societal values.
4. Introductory Activity/Hook (5-7 minutes):
	1. I will begin this first day of the week (as well as the new *The Great Gatsby* unit) by performing the initial classroom duties, including welcoming my students and taking attendance. During this time, I will direct the students to a given picture on the board (from the computer projector) for their daily introductory activity. To set them in the mindset of the “Roaring 1920s,” the photo will be of a “flapper” from the era, as well as the time’s jazz music playing. Students will be asked to jot down in their daily journals what they think the “flappers” represented, how the music makes them feel, what they may be studying next, etc. Lastly, I will close this “hook” by asking a few students to share their responses before going over the daily agenda and learning objectives on the board and starting the lesson.
5. Procedures (35-40 minutes):
	1. F. Scott Fitzgerald/”Roaring 1920s” PowerPoint Presentation (30 minutes): Much of today’s class session will not be an immediate immersion into *The Great Gatsby* itself, but to provide a framework beforehand. As such, students will be given a handout of the PowerPoint slides with space for additional note taking beside them—to be saved and studied for a future reading quiz—and to follow along during the presentation. Via an interactive lecture (asking students questions, opinions, comments, etc. throughout), as a class we will examine author F. Scott Fitzgerald’s life and the culture, society, and values of the 1920s decade in the United States. Some key questions to keep in mind:
		1. What was Fitzgerald’s young life like?
		2. How might his youth have affected his later writing?
		3. Who was Zelda Sayre? How did the author’s wife affect his life?
		4. What was the 1920s decade like?
		5. Why was the time called the “Roaring” 1920s?
		6. Describe elements of the Jazz Age and relation to the “Lost Generation.”
		7. What is Modernism?
	2. Class Discussion (5-7 minutes): After the presentation is finished, the teacher will ask students what they thought of the Fitzgerald’s life, as well as any other question, comments, and insights they may have of the “Roaring 1920s.” Teachers might also encourage students to make connections of the author and present from the past to contemporary authors and experiences today.
6. Closure
	1. I would close this first day by either handing out the needed copies of *The Great Gatsby* or reminding students to bring their own copies of the novel tomorrow for class, where we will begin our reading together. I will also ask students to have their daily writing journals handy every day of our unit for responses/questions/ comments to the reading.
7. Assessments
	1. My main assessment this class session is a formative evaluation based on students’ participation and correct responses given in the PowerPoint presentation. Throughout our class lecture and discussion, the teacher should check for student comprehension by noting whether students are taking extra notes on their handouts, raising their hands, and offering valuable insight into the experience. I will also begin class with a formative evaluation by having students jot down their take on the “flappers” and 1920s jazz music. By calling on a few students for their responses and reminding them they will be asked to eventually hand in their journals for grading, they will have incentive to write meaningfully.
8. Accommodations
	1. With 3 ELL and 2 struggling students in my class of 20 students (the others being average to slightly above average), there are some important adaptations I might consider in my lesson to help students learn effectively. The main accommodation I provide is the guided handout of the PowerPoint slides for students. However, for struggling students, I may consider putting in a few additional notes that other students are expected to have written down during the presentation itself to help keep them on task. I would also be sure to speak slowly, clearly, and repeat what I discuss during the lecture to make sure that my ELLs are able following along. On occasion, I might tap one of their desks to let them know I will be calling on one of them soon for a question; in doing so, there will be enough time for them to focus, think, and create a good verbal answer in time. When asking for student responses in the bell-ringer activity and class discussion, I might also consider giving both examples and connections (other genres of music, other authors, other stories we’ve read in class, etc.) to help the ELLs and struggling students make those important links in their learning to better understand.
9. Homework
	1. Since this is the first day of the unit and serves to create a backdrop of author-related, social, and cultural context information for students, there is no official homework. The only instruction that students are given is to bring their copies of *The Great Gatsby* to class tomorrow (Tuesday), have their writing journals on hand every day, and be ready to learn.

Day 2 (Tuesday): Introduction to *The Great Gatsby* and Daily Expectations

Teacher Name: Ryan Arciero

Date: 30 October 2013

Course: English/Language Arts (American Literature)

Grade Level: 10th Grade Sophomores in High School

Ability Level: Average/General Ranges

1. Materials/Technology Needed:
	1. Writing Utensils/Paper
	2. Daily English Journals
	3. Setting Map Handouts
	4. Copies of *The Great Gatsby*
2. Common Core Standards (English/Language Arts):
	1. C.C. 9-10.R.L.10 Range of Reading and Level of Text Complexity: By grade 10, read and comprehend literature, including stories, at the high end of the grades 9–10 text complexity band independently and proficiently.
	2. CC.9-10.R.ST.2 Key Ideas and Details: Determine the central ideas or conclusions of a text reading; trace the text’s explanation or depiction of a process, phenomenon, or concept; provide an accurate summary of the text.
3. Learning Objectives:
	1. Students will be able to read from and state details from a novel (*The Great Gatsby)* out loud via a popcorn reading strategy.
	2. Students will be able to express their opinions and record evidence from a novel for homework through writing via a daily journal and setting map assignment.
4. Introductory Activity/Hook (5-7 minutes):
	1. After initial classroom duties, today’s lesson will begin with students joining with a partner seated next to them to think and share their thoughts together from a prompt on the board. The prompt would be: “Have you read *The Great Gatsby* before? If so, what do you remember from it? Likes? Dislikes? If not, what can you infer about it from the cover, the blurb, or yesterday’s presentation? Discuss.” This will provide students with an opportunity to verbally communicate with one another and get in the mindset of starting to read *The Great Gatsby.* The teacher might also call on some students after the brief paired conversation for some groups to share their experiences with the novel. Lastly, I will direct students to the daily objectives and learning objectives on the board to begin the lesson.
5. Procedures (40-45 minutes)
	1. Popcorn Reading of *The Great Gatsby,* Chapter 1 (30 minutes): The majority of today’s class will revolve around the popcorn reading strategy. Students are asked to take out their copies of the novel and open to Chapter 1. The teacher will begin by reading the first page or so, then say “popcorn” and call on a student, who will then read a paragraph and pass on to the next student (and so on). It is intended that all students will be able to read out loud at least once as everyone follows along. This reading strategy is effective because it requires every student to pay attention in case they are called on next, and highlights the importance of reading by devoting actual class time to the novel itself. The oral reading will continue until the class is well into the chapter and the 30 minute time frame is up.
	2. Explanation of Unit Work—Daily Journal and Setting Map (10-15 minutes): The teacher will first ask students what they think of the beginning of the novel, and if there are any questions/comments. Next, the teacher will pass out the task handouts/rubrics for the two main daily unit assignments: the Journal and the Setting Map. Teachers will go over what is expected of students, how the assignments are designed to help guide and reinforce their reading (as well as be helpful for upcoming quizzes/essays), and the given due dates.
6. Closure
	1. I would close today’s lesson by asking once again if students had any comments/ questions on today’s reading or the Journal/Setting Map assignments. I would then go over the homework that is due tomorrow, as well as let students know that we will continue our reading and discussion of *The Great Gatsby* on Wednesday.
7. Assessments
	1. The primary formative assessment conducted during this class session is the popcorn read-aloud of *The Great Gatsby.* Depending on students’ reading ability, overall interest in the novel, and focus on reading when called on will help me assess if my students are paying attention. To check for prior knowledge, I am using the initial paired discussion (bell-ringer activity) to see where many of my students stand: if most have read the book, if most haven’t, and where their general knowledge on *The Great Gatsby* lies. My other forms of daily formative assessment will be the daily journal and setting map. Depending on the students’ eventual journal entries and labeling of the organizational map, I intend to see how well they are following along in their reading/understanding of the story before the final assessment paper.
8. Accommodations
	1. To adapt my lesson to accommodate the struggling students and ELLs, I have a couple useful forms of differentiated instruction in mind. For the introductory activity, I might consider pairing my ELLs together to help work through their brief discussion at a similar rate, while pairing a struggling student with a more advanced student to help bounce ideas off one another, connect if one has read the novel and one hasn’t, etc. During the popcorn read aloud, I could interject in the popcorn reading at points to casually read a paragraph, then call on a struggling or ELL reader myself (having let them know before class that I will often try to read right before calling on them to help them prepare themselves). During my handing out of the daily unit assignments, I would be sure to speak slowly, clearly, and ask if any students have any questions several times. I also try to accommodate these students by having simple but clearly stated rubrics for their writing journals and setting map activity.
9. Homework
	1. Students will be asked to finish reading Chapter 1 of *The Great Gatsby,* as we will be beginning Chapter 2 tomorrow (Wednesday). They will also be reminded to stay on top of their daily journal and setting map assignments, which are brief but important to their process work and learning. Although the Journal/Setting Map will not be checked every day, I will remind students it is a smart idea to write their journal entries and add to their setting maps right after their reading when it is fresh in their minds so they do not fall behind. Therefore, it is highly recommended that their homework tonight include a journal entry for Chapter 1.

 *Mr. Arciero*

*The Great Gatsby* Reading Journal

**Directions:**

Just as the narrator Nick experiences new people and places in

Northeastern New York in the story, you will also be

chronicling your adventures via a reading journal in your

composition notebook for *The Great Gatsby.* This should

be labeled in your notebook and responses should be

entered after each chapter is completed.

 Your journals will be collected on two dates: **November 6th and November 13th**, so it is important that you stay on track during this novel! Try to write your entry immediately after you finish reading a chapter so that it will be fresh in your mind, thoughts, and words! ☺

**Journal Requirements** (One for each chapter, so nine [9] journals in total):

1. Heading should include the chapter number and page numbers.
2. Paragraph One: Write at least a three sentence chapter summary.
3. For each chapter choose a different character/place/event to focus on for the following (pick ONE of the three). Then:
	1. Name the character/place/event
	2. Choose a line/sentence the best represents the character/place/event, citing in MLA style (Fitzgerald 122).
	3. Write one sentence why you chose this character/place/event.
4. Paragraph Two: Write at least two sentences of your personal response here. There are no right or wrong answers. What did you like? Dislike? Inferences for the next chapter??
5. Choose one quote from a character that stood out to you. Then write one sentence: Why did it stand out? What do you think the quote means?

*Mr. Arciero*

*The Great Gatsby* Reading Journal Rubric (2 Journal Checks @ 100 Points each)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **CATEGORY** | **A (25-23 pts)** | **B (22-20 pts)** | **C (19-17 pts)** | **D-F (16-0)** |  **Total Points** |
| **ORGANIZATION/STRUCTURE**  | Organizational structure is well put together. Headings and questions are clearly written and answered.  | Organizational structure is established; minor lapses present. Missing one of the main requirements. | The structure is minimally complete. Missing two or more of the requirements given in the instructions. | The overall structure is incomplete or confusing. Heading and question statements are missing. |    |
| **FOCUS/CLARITY** | Summary and quotes are clear and supported in a logical way. | Summary and quotes are present, but lacking detail and support. | Summary may be vague. Quotes are not supported well in writing. | Summary is unclear or confusing. Quotes are not present.  |  |
| **CONTENT/****ELABORATION**  | Elaboration consists of specific, developed details that draw from textual evidence in the story.  | Elaboration consists of some specific details from the novel, but could use more depth or page numbers for reference.  | Elaboration consists of general and/or undeveloped details, which may be presented in a list-like fashion.  | Elaboration is sparse; no details to very few details that do not connect text to writing; no page numbers or references |  |
| **READER RESPONSE** | The reader clearly shows understanding to the reading, and provides examples to personal life.  | Reader addresses issues in chapter, but is missing minor details/does not relate to self. | Reader does not address different key issues inside chapter and misses info on character(s). | Reader does not make any effort to show understanding of the chapter; little to no work present. |  |

Total Points: \_\_\_ / 100

Sample Journal Entry: Chapter 1—Pages 1-21

Name: Johnny Appleseed

1. This first chapter shows protagonist Nick Carraway’s background and his traveling to New York to visit his cousin, Daisy Buchanan. He meets Daisy and her husband Tom outside their home. As Nick returns home that first night, he sees a mysterious man from the dock reaching out towards a green light on the other end of the bay.
2. A. I chose the character Daisy Buchanan.

B. “I hope she’ll be a fool—that’s the best thing a girl can hope for in this world, a beautiful little fool” (Fitzgerald 8). I chose this line because I found it very interesting, especially coming from Daisy, who seems a little bit like a pretty yet air-for-brains girl herself. However, while she may put on a dumb front with this line, it may also show that Daisy is smart and knows how to “play the part” in order to get what she wants.

C. I chose Daisy because even though I dislike her character, I find her interesting. I think she tries to act silly, but has really come to the point in life where she feels that as a woman, she can only be a trophy wife to Tom. Daisy does not really act or think for herself; she only cares about what she has, even putting that above her baby daughter.

1. I really like the book so far. I think all the characters, especially Daisy, will have big parts to play. Daisy seems to like Nick very much, but much like she only appears to care about superficial things, I can’t decide yet whether she only likes Nick superficially as well. She certainly does not seem to think for herself much, as she always listens to what her controlling husband Tom has to say.
2. My favorite quote from this chapter was Nick’s first description of Gatsby: “He stretched out his arms toward the dark water in a curious way, and I could have sworn he was trembling involuntarily ... at a little green light at the end of the dock on the opposite end of the bay” (Fitzgerald 20-21). It stood out to me because I thought it was beautifully written and a mysterious line at the same time, and will have a part to play soon, too.

*Mr. Arciero*

Setting Maps Handout/Rubric for *The Great Gatsby*

**Directions**:

 When a reader experiences a novel, many times the characters and plot are viewed as the most important. While this is very true in many ways, the setting (time and place) of a work of a literature is also very important, especially in *The Great Gatsby.* As such, you will be asked to fill out this setting map to help you organize the many locations found within our class reading.

 Your settings should always include: PAGE NUMBERS and a detailed description stating what you feel is important about the specific setting.

 It is a good idea to have your setting map in class every day, as we may read about a particular setting together in class that you can write about then (less homework for you!)

 This will be checked twice throughout our unit: **November 6th and November 13th,** so it is advised you fill out your growing map with new information you read after every chapter! ☺

**Grading Rubric** (2 Setting Map checks @ 50 points each)**:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  Category | 3 Points | 2 Points | 1 Point | Total Points |
| ORGANIZATION/COMPLETION | All sections of the setting map have been filled out completely and thoroughly. | There are 2 – 3 sections of the setting maps that have been left blank. | Almost half or more of the sections in the setting map have been left blank. |  |
| PAGE NUMBERS | There is a page number given for every setting listed; accurate page numbers | There are 2 – 3 page numbers that are incorrect, inaccurate or missing. | Almost half or more of the page numbers are incorrect or missing. |  |
| CONTENT/DETAILS | All descriptions are detailed, accurate, and connect well with the book. | 2-3 of the settings have minor descriptions, missing details | Almost half or more of the descriptions have been left blank. |  |

 Total Points: \_\_\_ / 50

*Mr. Arciero*

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Setting Map – *The Great Gatsby*

|  |  |  |
| --- | --- | --- |
| Setting/Symbol | Page Number | Key Points Description of Setting/Symbol |
| Buchanan’s House | 279 | * “A grand house ... with lavender upholstery ... amidst a sea of gray”
* “A manor ... with a room that bloomed crimson”
 |
| East Egg | 1223 | * “Nicer than West Egg ... well, the people were richer, after all”
* “All done up with fancy lights that lit the sky at night”
 |
| Gatsby’s House | 41 | * “Much finer than the eyesore that was my house”
* “A mansion ... that overlooked the bay”
 |
| Hotel in New York |  |  |
| Jordan’s Aunt’s Apartment |  |  |
| Long Island Sound |  |  |
| Nick’s House |  |  |
| Railroad Tracks | 23 | * “A dusty railroad ... next to a grey road with grey cars speeding past”
 |
| T.J. Eckleburg Billboard | 2324 | * “The yellow, unblinking eyes of T.J. Eckleburg”
* “A pair of enormous yellow spectacles, too ... brooded on over the dumping ground”
 |
| Tom & Myrtle’s apartment |  |  |
| Valley of Ashes | 24 | * “Bounded on one side by a small foul river ... where passengers stared at the dismal scene”
 |
| West Egg |  |  |
| Wilson’s Garage |  |  |

\*\* Partially completed to demonstrate current work/student additions to map at end of first week

Day 3 (Wednesday): *The Great Gatsby* and the Notion of the American Dream

Teacher Name: Ryan Arciero

Date: 31 October 2013

Course: English/Language Arts (American Literature)

Grade Level: 10th Grade Sophomores in High School

Ability Level: Average/General Ranges

1. Materials/Technology Needed:
	1. Writing Utensils/Paper
	2. Daily English Journals
	3. American Dream Project Handouts
	4. Hat for Partner-Picking
	5. Copies of *The Great Gatsby*
2. Common Core Standards (English/Language Arts):
	1. CC.9-10.R.I.3 Key Ideas and Details: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections drawn between them.
	2. CC.9-10.R.I.5 Craft and Structure: Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
	3. CC.9-10.W.HST.10 Range of Writing: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
3. Learning Objectives:
	1. Students will be able to infer what will happen next in a text via a class discussion that promotes critical thinking and the use of context clues.
	2. Students will be able to analyze how an author unfolds a series of events and provides description in a novel by examining text structure within small groups.
	3. Students will be able to apply the American Dream to their own lives via a future PowerPoint project while practicing ongoing daily writing in their journals.
4. Introductory Activity/Hook (10 minutes):
	1. After performing the initial classroom duties, the teacher will begin the lesson by asking how students enjoyed Chapter 1, and if there are any questions/comments so far. The teacher will then start reading aloud Chapter 2 of *The Great Gatsby* text. Students may be reminded beforehand to close their eyes and listen very closely to the language, flow, and sounds of the written words. The teacher should read only for several minutes (likely only covering the first three pages or so). This will prepare students to apply what they learned from that close listening/ reading of the novel to the upcoming discussion/group work. The read aloud of Chapter 2 also sets the stage for the teacher to tell students of the daily agenda/learning objectives on the board before initiating class procedures.
5. Procedures (35 minutes)
	1. *The Great Gatsby* Class Discussion on Inference (10 minutes): The teacher will hold a full class discussion on the concept of inference. Students may be asked to give personal definitions, look in the dictionary, etc. Once the term “inference” has been established, the teacher will ask students to use context clues found in the first few pages of Chapter 2 read aloud in class to guess what will happen next. An example may be that given the description of the dangerous railroad and “grey, speeding cars,” an eventual accident may happen somewhere here on the highway. The teacher can then write some student predictions on the board, and at the end of the novel, see if any of their predictions—even taken just from a close reading of several pages—come true. Student responses should use page numbers for textual support as the teacher encourages students to practice this skill in their future reading.
	2. Group Work on the Development of Text (15 minutes): Once the class discussion is over, the teacher will put the students into groups of four or five (randomly or by class order) for the next activity. Students are once again asked to closely examine the first few pages of Chapter 2 that have been read, but this time to locate specific sentences or lines in the text that show a progression of thought/descriptive structure. For example, Fitzgerald writes in one line about “a railroad half way between West Egg ...” then proceeds to describe “a valley of ashes.” They are to find similar links or connections in the text to learn that good writing is not just separate thoughts, but connected ideas that build on one another. Again, this task (like the previous) encourages students to realize that a lot of study, focus, and conversation can be put into only a few pages of writing, rather than simply rushing through a book for the surface content. Students are to work together to find other examples of how a text progresses through dialogue, prose, and details—no writing is necessary, but underlining the pieces of text is advised. After ten or so minutes, the teacher will call on each group to share their responses (overlap is expected and welcomed). Students will finally be reminded how this logical flow of information and exchange of ideas is important to all forms of writing.
	3. Assigning the American Dream Project (10 minutes): Lastly, the teacher will assign the unit’s main project (not the final summative assessment, however) and distribute the associated handouts. Students are told that as they will soon read, the American Dream is an important part of *The Great Gatsby.* The project will help students apply the American Dream to their own lives by working with a partner to create a PowerPoint presentation for next week (Thursday/Friday). As this is a two-person project, the teacher will walk around with a hat filled with each of the students’ names so that no one is left out in having to choose a partner. The teacher will finish by going over the project’s directions, recording the student partners, and asking if there are any comments/questions.
6. Closure (3-5 minutes):
	1. I would close today’s lesson by asking students to fill out an exit slip to hand in. Taking out a sheet or strip of paper from their writing notebooks, I would have them answer these (very brief) questions:
		1. Name one thing you learned today about inference.
		2. Name one thing you learned today about text structure/development.
		3. Do you have any questions about the American Dream project?
	2. Before the students leave, I would collect their exit slips and remind them of the homework—the daily journal entry and reading *The Great Gatsby* for tomorrow.
7. Assessments
	1. There are several key formative assessments that occur in this class session. The main forms of student evaluation would occur in our activities, namely the class discussion and student group work. The teacher should look to make sure that students are paying attention (e.g., focusing and not sleeping) during the initial read aloud, as well as participating in the class dialogue and group exercise. After asking students some questions/comments about Chapter 1 (verifying if they have read the rest of the chapter), paying attention to given student responses in the activities is key to assessing if students are learning the material. If students give solid definitions and examples of inference as well as textual clues during the development group work, then they are meeting my goals. The exit slip also serves as a form of informal assessment for me to see what my students have learned and if they have any questions on their upcoming partner project.
8. Accommodations
	1. There a few effective adaptations I might consider in this lesson to cater to the needs of the struggling students and ELLs in my class. First, because there are several key activities practiced in today’s lesson, I could adjust the time frames of the exercises (either allot a little more time or transition towards another with less time) to accommodate the students’ learning speed. During my read aloud of the start of Chapter 2, I would be sure to speak very slowly and with clear pronunciation of the words. During the class discussion on inference and group work on development, I could be sure to give enough time to let my special needs students answer, as well as put them into specific groups to help them best succeed. For example, I could pair my three ELLs together with the two struggling students to all work together to come up with examples of text description. I would also be sure as the teacher to be alert to any questioning glances or calls for help throughout the lesson from these students, particularly during the directions of the American Dream project (even considering pairing them with partners who could best assist them, rather than at random).
9. Homework
	1. Students will be asked to complete reading the rest of Chapter 2 of *The Great Gatsby,* as we will begin Chapter 3 tomorrow (Thursday). They will also be reminded that another daily journal (for each new chapter) is expected and will be due for a collection/check next Tuesday, so to strongly consider working on that as well tonight for homework. If students ask whether they should get a head start on their American Dream project, I would suggest that they simply focus on their daily reading/writing now, as there will be time next week to work on the projects together in class.

Sample Journal Entry: Chapter 2—Pages 23-38

Name: Johnny Appleseed

1. This second chapter begins with a dark description contrary to the glamour of the first chapter. The valley of ash and poverty near Mr. Wilson’s home appear gray, poor, and desolate. As Nick continues to get to know the Buchanans and Jordan Baker, they meet the Wilsons, George and Myrtle. After a long train ride, one of their parties is disrupted after Tom breaks Myrtle’s nose.
2. A. I chose to describe the valley of ashes.

B. The line that best represents the valley of ashes is, “bounded on one side by a foul river where passengers on waiting trains near the railroad can stare at the dismal, gray scene” (Fitzgerald 23). I chose this sentence because it clearly describes the desolation of the valley of ashes, and despite the great wealth that surrounds the valley of ashes, within are very poor people and much poverty and sickness.

C. Although the valley of ashes certainly isn’t seen as a positive scene, it did leave a very striking impression on me as a reader. What really stuck out to me was the description of the valley always being watched by the eyes of Doctor T.J. Eckleburg, an ominous billboard that oversees the ashes.

1. As a personal response, I think that the valley of ashes will be a place that will have some important role later on in the novel. What I noticed from Nick’s description is that despite being surrounded by the average West Egg and very wealthy East Egg, the valley of ash is a place of ruin. Even Mr. Wilson, who lives there, is described as a sad, overworked man whose hair has even become as pale and gray as the ash he works in.
2. “Making a short deft movement, Tom Buchanan broke her nose with his open hand.” Although the author makes light of this, I was really taken aback by Tom actively hurting a woman (Myrtle), and it stuck out to me because none of the other characters really did anything afterwards. I think the quote is testament to Tom’s bad character, and that there may be more to Tom’s relationship with Myrtle than meets the eye.



  **The American Dream Project**

The notion (idea or concept) of the American Dream plays a very important role in *The Great Gatsby.* In light of this, you will have the opportunity to demonstrate to the class (with a partner) your definition of and insights toward the American Dream of the past and the present.

**Directions:**

With your assigned partner (chosen by the Omniscient Hat), you will create a 10-15 slide PowerPoint project and present your findings in front of the class on the given question:

 “What is the American Dream?”

Your slides should be organized in the following outline:

1. You and your partner’s definition of the American Dream. How did you come up with your definition? Please explain/elaborate.
2. Answer the question “Is the American Dream a real term or attitude?” Defend your response with detail/examples.
3. A representation of the American Dream in the 1920s (money, status, etc.)
4. A representation of the American Dream today (mansion, record deal, etc.)
5. Comparison between the 1920s and today in regards to the American Dream.
6. What are your (American) Dream(s)? Please share with the class.
7. Do you believe in the American Dream? Is it still a real idea, or is it outdated?

**Requirements:**

* Presentation must be a minimum of two minutes, and no more than four minutes.
* Please hand in a printed version of your PowerPoint slides along with your presentation.
* Both participants (each student) should speak in the presentation. Speaking times would be ideally equal, but make sure that each student speaks for at least one minute!

**Due Date**: **November 8th and November 9th** (All projects must be prepared by Thursday; the order will be chosen by the Omniscient Hat then to be fair, so be ready both Thursday and Friday! ☺)

**Grading Rubric: The American Dream Project**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **CATEGORY**  | **A (50-45 pts)** | **B (44-40 pts)** | **C (39-35 pts)** | **D-F (34-0 pts)** | **Points** |
| **EFFECTIVENESS OF CONTENT/****ORDER OF INFORMATION** | Project includes all needed elements to express content; information is shown in logical order and is highly engaging/effective | Project includes most material listed, lacking in one element; shown in logical order that is effective and mostly engaging | Project is missing several key questions; some information is presented in logical order, somewhat effective in engaging audience | Project is lacking several key elements or more and has little to no logical or effective order |  |
| **CREATIVITY/****ORIGINALITY**  | Presentation shows considerable originality and creativity; work is engaging and personal  | Presentation shows some originality; work may be engaging but not creative/ personal | Presentation shows an attempt at originality and inventiveness on few slides, but less effort involved. | Presentation has little to no creativity; work is not present or simply other’s ideas |  |
| **FORMAT/****MECHANICS** | Presentation has no errors; 10-15 slides are present | Presentation has one or two errors; 10-15 slides are present | Presentation has several errors; at least 8 slides are present | Presentation has many errors; less than 8 slides are present |  |
|  **PRESENTATION/****SPEAKING SKILLS** | Both speakers express ideas very clearly and appear confident; speak clearly for given 2-4 minutes time frame | Speakers express ideas clearly, appear somewhat confident; Speak for at least two minutes during presentation | Speakers express ideas, but miss information or present themselves poorly; at least one minute spent speaking | Speakers do not express ideas well; do not speak for at least one minute during presentation  |  |

 \*\* Each category is worth 50 points @ 4=200 pts

 Total points \_\_\_ / 200

*Mr. Arciero*

**Student Presentation Evaluation (The American Dream Project)**

Group Members Names: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_

Evaluator’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How well prepared were the presenters?

Did the PowerPoint demonstrate key concepts/terms about the American Dream?

Comment on how lively, creative, interesting, and personal this presentation was.

Give two positives and one suggestion for the presenters.

Day 4 (Thursday): Fishbowl Discussion of *The Great Gatsby* and Q & A Session

Teacher Name: Ryan Arciero

Date: 1 November 2013

Course: English/Language Arts (American Literature)

Grade Level: 10th Grade Sophomores in High School

Ability Level: Average/General Ranges

1. Materials/Technology Needed:
	1. Writing Utensils/Notebook Paper
	2. Daily English Journals
	3. Q & A Sheet
	4. Copies of *The Great Gatsby*
2. Common Core Standards (English/Language Arts):
	1. C.C. 9-10.R.L.10 Range of Reading and Level of Text Complexity: By grade 10, read and comprehend literature, including stories, at the high end of the grades 9–10 text complexity band independently and proficiently.
	2. CC.9-10.SL.1.c Comprehension and Collaboration: Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
3. Learning Objectives:
	1. Students will be able to express their opinions and defend their thoughts in a Fishbowl discussion of *The Great Gatsby* text in class
	2. Students will be able to evaluate their own understanding and knowledge of the novel via an oral Q & A session.
4. Introductory Activity/Hook (10 minutes):
	1. I will keep students focused from the very beginning of class via SSI (Sustained Silent Reading) while I perform the initial classroom tasks. Providing students with quality class time to either catch up on their reading or start reading Chapter 3 not only helps students realize that reading is important enough to spend class time doing, but also helps prepare them for today’s activities. After 10 minutes or so have passed, I will direct students to the daily agenda and learning objectives on the board before beginning the lesson.
5. Procedures (30 minutes):
	1. Fishbowl Class Discussion of *The Great Gatsby* (20 minutes): The teacher will then have students move their desks to the corners of the room, so that there is a large space in the classroom. Students will then assemble in a modified version of the Fishbowl strategy discussion, with 10 students standing outside in an outer circle and students (those currently participating in the discussion) standing inside the circle. As the moderator of the conversation, the teacher will instruct the students on the process of the Fishbowl discussion (students tagging in and out, every student must contribute at least one comment/insight, etc.). The teacher will also pose some questions to help encourage student thinking and discussion, with some examples including:
		1. Who exactly is Nick Carraway?
		2. Is Nick a reliable narrator? Why or why not?
		3. Nick calls himself “one of the few honest men left in the world.” Do you agree? Defend your answer.
		4. How would you describe the meeting between Nick and the Buchanans?
		5. What are Tom and Daisy Buchanan like?
		6. Daisy says she hopes her daughter becomes “a beautiful, little fool.” What does this mean?
		7. Is Daisy really as airheaded as she appears? Or is she smart but knows how to “play the game?”
		8. What do you think Gatsby was doing out on the dock the first night Nick visits New York, with his hands extended toward the green light on the opposite end of the bay?
		9. What do you think is the significance of the valley of ashes? The billboard of Dr. T.J. Eckleburg?
		10. What is the relationship between Tom Buchanan and Myrtle? Is it right? Why or why not? Should their different statuses affect their relationship?
		11. What do you think will happen next in the novel? Infer with context clues/background knowledge.

In addition, this Fishbowl strategy is effective because it lends itself to having students get out of their desks and actually moving around the classroom while interacting and communicating with their peers.

* 1. Q & A (Question and Answer) Session (10 minutes): Once the discussion is over and the teacher has the students move their desks back into position, the teacher will hold a brief and fun Q & A session via oral responses and hand-raising. Given where the students have read at this point in the novel, they can be asked a variety of content-related questions (listed after this lesson plan as a resource). Not only will this help refresh their memory and keep them invested in *The Great Gatsby,* but it will also prepare them for their upcoming reading quiz on Monday.
1. Closure (10 minutes):
	1. Today’s lesson would be closed with a summarizing writing activity. Students would be asked to take out a sheet of paper in their notebooks and summarize in a written paragraph or as a bulleted list as much as they can remember from today’s Fishbowl discussion and the Q & A session. This will be collected. I might also inform the students of their reading and journaling homework (which is not due until Monday, the time of their reading quiz), and that tomorrow (Friday) will be not one to miss, as a variety of fun *Great Gatsby*-related activities are in store.

\*\*Sample student response: Today we talked about a lot of things from the first two chapters of *The Great Gatsby.* I learned that Nick Carraway is not just the protagonist and narrator of the story, but that he is an unreliable narrator—one who gives a subjective point of view that is good but can’t necessarily be trusted. I also came to believe during our discussion that Daisy Buchanan is actually a lot smarter than she appears, but only acts pretty and dumb because she doesn’t want to admit to herself that Tom is cheating on her, and she wants to keep her nice things. I believe the valley of ashes signifies the anger and sadness of the poor people who have to watch all the wealth and greediness of the upper class in East Egg. I was a little confused at the relationship between Tom and Myrtle after Tom broke her nose, but I know see that even though the two may be having an affair, he doesn’t respect her like he doesn’t respect Daisy.

1. Assessments:
	1. My two main assessments this lesson are formative evaluations based around the Fishbowl discussion and the question and answer session. Depending on student responses, focus, and ability to correctly debate their opinions drawing examples from the text, I as the teacher could see whether my students understand what they are reading and making connections to the bigger picture surrounding the novel. Throughout the Fishbowl strategy and answer session, I will know that my learning objectives are being accomplished if I see my students actively engaged and performing well in these activities. Another form of formative assessment I provide in this lesson is the closure exercise. Depending on my students’ written responses, I will be able to see whether they are keeping up with the class.
2. Accommodations:
	1. With 3 ELLs and 2 struggling students in my class of 20 students, I might best adapt this particular lesson to best suit their needs by specifically calling on them to provide a response during the class activities. During the Fishbowl discussion, my special needs students may feel intimidated or unprepared to contribute to the class conversation. However, if I as the teacher/moderator am able to provide a solid lead-in (such as starting to answer a question) and then pose the rest of that question to one of those students, they may feel more comfortable and prepared to answer correctly. As for the Q & A session, since I will be calling on students to respond, I might save the easier questions (or ones I know that my ELLs and struggling students understand) for them to answer. Furthermore, although students will be encouraged to jot down the answers to these questions in their notes, I might offer a handout of the Q & A for my special needs students so I know they will have that important information on hand to study for in the future.
3. Homework:
	1. The homework for today is for students to finish reading Chapter 3 and complete Chapter 4 of *The Great Gatsby* by Monday, November 5. As such, there is no homework due for tomorrow (Friday). They will also be reminded to keep on top of their Setting Map and Daily Journal activities. I might also remind them that our first reading quiz will be held in class on Monday, so remember to study hard over the weekend (even rereading the first chapters of *The Great Gatsby* may not be a bad idea).

*Mr. Arciero*

**Question & Answer Session Sample Questions**

Who are we introduced to as the narrator of the book?

* + Nick Carraway

Where is Nick from?

* + Midwest, Minnesota to be exact.

What brings Nick to New York?

* + He works in bonds.

Where does Nick live?

* + Nick lives in a small house in West Egg.

 How does Daisy know Nick?

* + They are cousins.

 Talk about Tom’s affair.

 - Everyone in town knows about the affair, Daisy is aware of it.

 What happens as Nick is watching Gatsby?

* + Gatsby vanishes.

 Who does Nick meet out with Tom and how does he feel about this?

* + Nick meets Myrtle, Tom’s lover, and believes it is wrong for them to be out.

 Where do Nick, Tom & Myrtle go in the city?

* + To Myrtle’s cousin Catherine’s apartment.

 Does Nick recall all events from the party at Catherine’s?

* + No, because he was drunk.

 What happens between Tom and Myrtle as Nick is drunk?

* + Tom hits Myrtle over a fight about daisy; he breaks her nose.

 Who is Myrtle married to and what does he do?

* + Myrtle is married to Wilson who owns a garage.

 What does Catherine say about Daisy that Nick does not agree with?

* + Catherine states that Tom will not divorce Daisy because she is catholic; Nick who is Daisy’s cousin notes that she is not catholic.

 What are some of the speculations that people have about Gatsby’s money?

* + Some say that he is a bootlegger; some say he is a spy during war and others think he has killed someone.

Day 5 (Friday): The American Dream Prompt and *The Great Gatsby* Class Activities

Teacher Name: Ryan Arciero

Date: 2 November 2013

Course: English/Language Arts (American Literature)

Grade Level: 10th Grade Sophomores in High School

Ability Level: Average/General Ranges

1. Materials/Technology Needed:
	1. Writing Paper/Utensils
	2. Dry Erase Board/Markers
	3. Colored Pencils/Markers
	4. *The Great Gatsby* Handout
	5. Poster Paper
	6. Computer/Speakers
	7. (Optional: Copies of *The Great Gatsby)*
2. Common Core Standards (English/Language Arts):
	1. CC.9-10.R.L.2 Key Ideas and Details: Determine a theme or central idea of a text and analyze in detail its development, including how it emerges and is shaped and refined by specific and personal details.
	2. CC.9-10.SL.1 Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions in a creative manner (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
	3. CC.9-10.SL.4 Presentation of Knowledge and Ideas: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
3. Learning Objectives:
	1. Students will be able to apply the notion of the American Dream to their own lives via an introductory writing prompt.
	2. Students will be able to illustrate and explain their responses to given questions on a novel through a variety of visual activities in a group setting.
	3. Students will be able to justify their responses using supporting textual evidence from a novel by verbally expressing their reasoning afterwards.
4. Introductory Activity/Hook (10 minutes):
	1. After greeting my students, I will begin my “hook” by posing these writing prompts on the board: “What is the American Dream? Does the American Dream still exist today? What is your American Dream?” Not only does this connect to the main theme of *The Great Gatsby* (as well as today’s class activities), but it will also prepare students to start thinking about their American Dream projects due next week). Once students have taken 8 or so minutes to write down their responses in their composition journals, I might ask if any students would like to volunteer. If not, I may call on a student or two using the “Omniscient Hat” to share what they wrote. Then I will refer back to the board to go over the written daily agenda and learning objectives before continuing with the lesson.
5. Procedures (35 minutes):
	1. *The Great Gatsby* Descriptive Handout (10 minutes): The teacher will initiate the main activities by distributing a helpful handout of the main characters and symbols from *The Great Gatsby.* This will help refresh students’ memory and put them in the proper state of mind for the upcoming activities (as well as serving as a great review for the class quiz on Monday). Via a “popcorn” strategy, each student will be able to read at least one of the sections on the characters/symbols (the teacher may also assist) until the entire handout has been read covered. Then using the handout as a guide/reference, the teacher will introduce the class to the three main activity stations of the day.
	2. Three-Station Class Activities (20-25 minutes): Students will be paired into groups of three (once again chosen at random with strips of paper with student names by the Omniscient Hat). Each group will then be directed to one of three stations around the room (for the bigger class, there would be multiple sets of these three stations). The groups will have approximately seven minutes at each station to complete each activity that relates to *The Great Gatsby.* During this time, the teacher can have jazz music quietly playing in the room from a computer to have students experience the music of the 1920s period while they work.
		1. The first activity involves students drawing the eyes of T.J. Eckleburg on the given poster paper with markers, colored pencils, etc. This helps bring in a visual element to the exercise; students will also be told (via teacher directions and a direction sheet at each station) to be prepared to defend why they drew the eyes the way they did.
		2. The second station presents a list in which the characters in the novel are set at the left with blank spaces on the right. In those blank spaces, students will be asked to list descriptions of the characters, any connections to modern-day celebrities or family members, other characters in literature, likes, dislikes, etc.
		3. The third station will be an independent writing station with three separate quotes from *The Great Gatsby* listed. Students will be asked to select a quote and free-write on what they believe that quote means to them personally and how it might relate to the novel during the time allotted.
	3. Sharing Responses to Class Activities (10 minutes): The final part of today’s procedures then includes each of the groups sharing some of their work with the rest of the class. Some students will be expected to proudly display their pictures of Dr. J.T. Eckleburg’s eyes and explain why they drew them more darkly, comically, evilly, etc. They will then be asked to present their character lists and describe to the rest of the class some of their portrayals of the characters, as well as any contemporary connections to celebrities/family members/literary characters they have made. Finally, a few students in the groups will be asked to recite their quote and their interpretation of that quote.
6. Closure (5 minutes):
	1. I would close today’s lesson by having students fill out an exit slip to hand in as a reaction to the activities. Taking a strip or sheet of paper from their writing notebooks, I would have them briefly answer these questions:
		1. Name one thing you learned from each of three stations.
			1. J.T. Eckleburg:
			2. Character List:
			3. Quote Free-write:
		2. Did you find today’s activities fun/useful in your learning? Why or why not?
	2. Before students leave, I would collect the exit slips and remind them about their reading homework due Monday and reading quiz at that time as well.
	3. Extra Time Activity: If any extra time was present at the end of the lesson, the teacher might show to students *The Great Gatsby* 1974 film trailer from YouTube (Flapper Music: <http://www.youtube.com/watch?v=ef1p2EIN7l8>.)
7. Assessments
	1. There are several key formative assessments that occur in this class session. The primary forms of student evaluation would consist of the main activities from the procedures, namely the three stations. Depending on student participation, engagement, and response, I could see if students are paying attention and interested while learning the content. After asking along the way if the students have any comments/questions, I would be able to see from their work on the in-class exercises (as well as their shared responses afterwards) whether they learned from the lesson meant to help them review for their upcoming reading quiz. Lastly, I use my exit slip to serve as a final means of informal assessment for students to tell me what they now understand from the activities and whether they found it fun/helpful for them.
8. Accommodations
	1. There are a few useful adaptations I might consider using in this lesson to help accommodate my ELLs and my struggling students. The main accommodation that I already try to provide is the helpful handout; all students can refer to the handout to help them complete the different activities. During the class popcorn reading of the handout, I might first consider only calling on my special needs students when I see that they are prepared to read (whether it be a signal of sorts, or a tap on the desk beforehand to alert them). When I formulate the groups with the Omniscient Hat for the actual activities, I might consider pairing my ELLs with one another so that they can work together on a similar level—and possibly with similar backgrounds—during the process. On a similar note, I could alternatively try pairing one of my struggling students with an average to above average student to help them learn from one another. During the sharing portion of the lesson, I might be sure to call on my students with special needs to see what they in particular have contributed to the exercises. As always, I would also be sure to repeat any directions if necessary, speak slowly and clearly, and adjust the time frames of any of my activities to suit my students’ needs.
9. Homework
	1. Students will be asked to use the review session today to prepare and study for their upcoming reading quiz on Chapters 1-4 of *The Great Gatsby* on Monday. In addition, they are to continue with Thursday’s homework of finishing reading the novel’s Chapters 3 and 4. Although they will not be due until Tuesday, students might also need to be reminded that their first weekly Journal and Setting Map check are also coming up quickly after the weekend.

*Mr. Arciero*

*The Great Gatsby* Handout

***Characters***

**Nick Carraway** -  The novel’s narrator, Nick is a young man from Minnesota who, after being educated at Yale and fighting in World War I, goes to New York City to learn the bond business during the Roaring 1920s, a decade of jazz music, much wealth, and a wild lifestyle. Nick often serves as a confidant for those with troubling secrets. After moving to West Egg, a fictional area of Long Island that is home to the newly rich, Nick quickly befriends his next-door neighbor, the mysterious Jay Gatsby. *The Great Gatsby* is told entirely through Nick’s eyes; his thoughts and perceptions shape and color the story.

**Jay Gatsby** - The protagonist of the novel, Gatsby is a wealthy young man living in a Gothic mansion in West Egg. He is famous for the lavish parties he throws every Saturday night, but no one knows where he comes from, what he does, or how he made his fortune. Nick views Gatsby as a flawed man, but one whose optimism and power to transform his dreams into reality make him “great” despite his dark past.

**Daisy Buchanan** -  Nick’s cousin and a beautiful socialite, Daisy lives with Tom across from Gatsby in the fashionable East Egg district of Long Island. She seems like an airhead now, but behaves superficially to mask her pain at her husband’s infidelity.

**Tom Buchanan** -  Daisy’s immensely wealthy husband. Powerfully built and coming from a socially solid old family, Tom is an arrogant, hypocritical bully. His social attitudes are laced with racism and sexism, and he never even considers trying to live up to the moral standard he demands from those around him.

**Jordan Baker** -  Daisy’s friend, a woman with whom Nick becomes romantically involved. A competitive golfer, Jordan represents one of the “new women” of the 1920s—cynical, boyish, and self-centered. Jordan is beautiful, but also dishonest: she cheated in order to win her first golf tournament and continually bends the truth.

**Myrtle Wilson** -  Tom’s lover, whose lifeless husband George owns a run-down garage in the valley of ashes. Myrtle herself has a willful spirit and desperately looks for a way to improve her situation, including having an affair with the cruel Tom.

**George Wilson** -  Myrtle’s husband, the lifeless but kind owner of a run-down auto shop at the edge of the valley of ashes. George loves Myrtle, and is devastated by her affair with Tom.

#### Symbols

*Symbols are objects, characters, figures, and colors used to represent abstract ideas or concepts.*

##### The Green Light

Situated at the end of Daisy’s East Egg dock and barely visible from Gatsby’s West Egg lawn, the green light represents Gatsby’s hopes and dreams for the future. Gatsby associates it with Daisy, and in Chapter 1 he reaches toward it in the darkness as a guiding light to lead him to his goal. Because Gatsby’s quest for Daisy is broadly associated with the American dream, the green light also symbolizes that more generalized ideal.

**The Valley of Ashes**

First introduced in Chapter 2, the valley of ashes between West Egg and New York City consists of a long stretch of desolate land created by the dumping of industrial ashes. It represents the moral and social decay that results from the pursuit of wealth, as the rich indulge themselves with regard for nothing but their own pleasure in the Roaring 1920s. The valley of ashes also symbolizes the plight of the poor, like George Wilson, who live among the dirty ashes.

**The Eyes of Doctor T. J. Eckleburg**

The eyes of Doctor T. J. Eckleburg are a pair of fading, bespectacled eyes painted on an old advertising billboard over the valley of ashes. They may represent God staring down upon and judging American society as a moral wasteland, though the novel never makes this clear. Instead, throughout the novel, Fitzgerald suggests that symbols only have meaning because characters instill them with meaning. The connection between the eyes of Doctor T. J. Eckleburg and God exists only in George Wilson’s sad mind. This lack of concrete significance contributes to the unsettling nature of the image. Thus, the eyes also come to represent the unknown of the world and the way in which people invest objects with meaning.

*Mr. Arciero*

*The Great Gatsby* Activity Station #1: The Eyes of Dr. T.J. Eckleburg

Overlooking the valley of ashes is a billboard engraved with the eyes of Dr. T.J. Eckleburg. They are described as this in the novel: “Blue and gigantic—their retinas one yard high. They look out no face, but instead, from a pair of enormous yellow spectacles which pass over a non-existent nose ... His eyes, dimmed a little by the many paintless days under the sun and rain, brood on over the solemn dumping ground” (Fitzgerald 23). A vivid description, isn’t it? Now it’s your turn to draw the eyes of Eckleburg on the poster provided. Keep this description in mind as well as what you know from your handout. Confer with your group on how/why you will draw the eyes as you do, and be prepared to share the reasoning behind your drawing! ☺ Go forth, artists!

*The Great Gatsby* Activity Station #3: Quote Prompt and Free-Write

Here are three of the most well-known quotes from Fitzgerald’s novel. Please choose a quote and conduct a seven or so minute free write on what you feel the quote means. You can relate the quote to your own life, history or contemporary times, or the novel itself. Be creative, and don’t let your pen/pencil stop moving. If you feel inclined to share some/all of your quote response when we take a look at our work at the end, that would be great! ☺ Write on, authors!

“I hope she’ll be a fool—that’s the best thing a girl can be in this world, a beautiful little fool.”

-Daisy Buchanan (about her infant daughter)

“Gatsby had one of those rare smiles with a quality of eternal reassurance in it, that you may come across four or five times in life. It faced, or seemed to face, the whole external world for an instant and then concentrated on you with an irresistible prejudice in your favor. It understood you just as far as you wanted to be understood, believed in you as you would like to believe in yourself.”

-Nick Carraway (about Jay Gatsby)

“Gatsby believed in the green light, the orgiastic future that year by year recedes before us. It eluded us then, but that’s no matter—tomorrow we will run faster, stretch out our arms farther. . . . And then one fine morning—
So we beat on, boats against the current, borne back ceaselessly into the past.”

-Nick Carraway (about Jay Gatsby)

*The Great Gatsby* Activity Station #2: Novel Character List and Connections

For this activity, you will have seven or so minutes to analyze some of the main characters in Fitzgerald’s classic novel. Try to list as many traits/descriptions/connections as possible as you can about each character. Some ideas to keep in mind:

* What does this character look like? What is this character’s role in the story? Do/would I like/dislike this character? Why? Is this a good/bad (or both?) character? Who does this character remind me of? (Connections to celebrities, other literary characters...)

Have fun, and be creative! ☺ You may just find before the end that even characters written back in the 1920s bear some striking resemblances to people/characters of today...

|  |  |
| --- | --- |
| **Character** | **Description/Connections** |
| Nick Carraway |  |
| Jay Gatsby |  |
| Tom Buchanan |  |
| Daisy Buchanan |  |
| George Wilson |  |
| Myrtle Wilson |  |

*The Great Gatsby* Station Activities



1. I think this photo presents the eeriness of the eyes of Dr. T.J. Eckleburg. Not only does the photo include the dark, ashen tones of the valley of ashes that the ominous billboard overlooks, but the billboard itself seems to almost disappear into the cloudy mist, seeing but somewhat unseen. The object seems to represent all of the suffering that they eyes are “watching” in the vale as the rich in East Egg are prosperous just miles away.
2. “I hope she’ll be a fool—that’s the best thing a girl can be in this world, a beautiful little fool.”

 -Daisy Buchanan (about her infant daughter)

I chose to do a free-write on this quote because I found it very interesting and appealing. From what I’ve already read about Daisy Buchanan in *The Great Gatsby,* Daisy seems to be a pretty, but airheaded, character. It looks like all she cares about is her money and her appearance. She is very friendly to Nick when he comes in, but doesn’t necessarily ask him anything about his experiences or goals for New York, but rather just makes small talk or discusses herself. She doesn’t even really worry how her baby is doing! And yet this quote tells a lot about Daisy’s personality and her hopes for her infant daughter. This quote also made me realize that Daisy may be smarter or cleverer than she first appears. Daisy might have realized at this point and time in her life that during the Roaring 1920s, in order to be successful and married to a wealthy man, women needed to be “a beautiful little fool.” Just as Daisy plays the part of the fool to please her husband, so too does she reap the financial benefits from it. However, Daisy’s constant happy attitude may not really be that happy below the surface. Her husband Tom is cheating on her with Myrtle Wilson, and Daisy may very well know it. As such, she just besides a smile and pretends that nothing’s wrong in her life so she can live as she wants to, not deal with the hard things, and continue living her affluent lifestyle.

|  |  |
| --- | --- |
| **Character** | **Description/Connections** |
| Nick Carraway | * Nice, kind, observant, helpful
* Not described well (told through Nick’s perspective)
* Reminds me of that older-brother type of character: there to help when you need him
* Doesn’t seem as interested in wealth and lavish lifestyle of the other characters
 |
| Jay Gatsby | * Very interesting, mysterious character
* Seems to be in love with Daisy, but wondering what that green light may signify
* Now very rich, but how did he get his money?
* Reminds me of that wealthy, mysterious neighbor that lives nearby
 |
| Tom Buchanan | * A mean, unfriendly, but wealthy character
* Disrespectful to his family and to women
* Reminds me of Vernon Dursley from *Harry Potter*
* Least favorite character
 |
| Daisy Buchanan | * Described as a warm, pretty woman
* May be more to Daisy than meets the eye
* Reminds me Rose’s mother from *The Titanic*
* Seems very superficial like the rest of the characters from East Egg
 |
| George Wilson | * Tragic character
* Reminds me of my grandpa: a good man, but often sad and quiet
* Seems to love his wife, so would probably be devastated at the affair
 |
| Myrtle Wilson | * Very boisterous, active woman
* Seems to want more than her “poor” status
* Willing to cheat on her husband
 |

“Skeleton” of Lesson Plans for Remainder of *The Great Gatsby* Unit

* Day 6 (Monday, November 5th): *The Great Gatsby* Quiz, American Dream Project Work
1. Take reading quiz of *The Great Gatsby* Chapters 1-4 in class
2. Devote the rest of class time to working on American Dream projects. Have students join in small groups with their partners to discuss potential ideas, planning, getting together, etc. Discuss key questions: What is the American Dream? Is it still present today? What are our own American dreams today, if any?
3. Homework: Read Chapter 5 of *The Great Gatsby* (Daily Journal Entry and Map Setting Assignment)
* Day 7 (Tuesday, November 6th): Class Read Aloud, Journal/Setting Map Collection
1. Collect student Daily Journals and Map Setting for review/grading
2. Class read aloud of Chapter 6 of *The Great Gatsby,* using popcorn reading strategy. How has Nick’s relationship with Gatsby evolved? Is Gatsby still seen as a mysterious character anymore? What does his past have to do with Daisy’s love? What may happen next in the story using inference/context clues?
3. Homework: Finish Reading Chapter 6 (Daily Journal Entry and Map Setting Assignment)
* Day 8 (Wednesday, November 7th): The American Dream Project Prep in Library
1. Go to the school library to continue partner work on American Dream projects. Apply finishing touches, practice speeches, check for format/final issues, etc.
2. Homework: Read Chapter 7 of *The Great Gatsby* (Daily Journal Entry and Map Setting Assignment)
* Day 9 (Thursday, November 8th): The American Dream Project Presentations (Part 1)
1. Begin the American Dream project presentations. Try to finish as many presentations as possible today
2. Have all students receive copy of peer evaluation form to write helpful comments/suggestions to each presentation and to hand in after. This way, students will be expected to pay attention and show respect toward their classmates’ hard work
3. Homework: Read *The Great Gatsby* Chapter 8 (Daily Journal Entry and Map Setting Assignment)
* Day 10 (Friday, November 9th): American Dream Presentations (Part 2), Class Reading
1. Finish American Dream project presentations.
2. Have students complete copies of peer evaluation forms, same as yesterday.
3. Use remaining time in class to discuss *The Great Gatsby’*s plot progression so far. Answer any student questions about the novel, allowing time for class discussion, student commentary, insight/inference for the future... Did you like/enjoy the novel? What did you appreciate? What confused you? What did you learn from the novel? Would you want to read another work by Fitzgerald again?
4. Homework: Finish reading the final chapter, Chapter 9 of *The Great Gatsby* (Daily Journal Entry and Map Setting Assignment)
* Day 11 (Monday, November 12th): Class Question & Answer Session, Reading Review
1. Class Q & A (question and answer) session on entire novel with students. Verify understanding through questions to check for student comprehension and discuss the ending of *The Great Gatsby* as a class. How did the novel end? Was it a happy ending? A sad ending? Bittersweet? Open-ended?
2. Use class discussion and response time to help students review for their second formal reading quiz on Chapters 5-9 for tomorrow, Tuesday
3. Assign final assessment: *The Great Gatsby* Star Rating Paper. Students will be asked to write a 2-3 page paper as if they had been asked by a movie company to rate the novel and decide whether it should be made into another film adaptation. Students will have to justify their rating of the book with criteria taken from the novel, as well as connections to author Fitzgerald and tie-ins to the setting, the Roaring 1920s
* Day 12 (Tuesday, November 13th): *The Great Gatsby* Quiz*,* Journal/Setting Map Check
1. Second reading quiz on *The Great Gatsby* Chapters 5-9
2. Collect all daily Journal entries and completed Setting Map for review/grading
3. Finalize our discussion on the novel and its influences for our future learning before answering any project questions/guidelines so students can begin writing paper. How can we draw together all we’ve learned in the past two weeks about the novel into a single essay? What do you want to focus on in your paper? Would you give the novel a high or low rating? Why? You’re the expert now on this book—prove it!
4. Homework: Students should start or continue crafting their final assessment essays
* Day 13 (Wednesday, November 14th): In-class Conferences on “Star Rating Paper”
1. In-class conferences on “Star Rating Paper”
2. One at a time (for roughly 2-3 minutes so all students have an opportunity), students will bring up their rough drafts to the teacher to quickly glance over, offer suggestions, answer questions, and talk with the writer about his/her writing process. What are your strengths/weaknesses in paper? What would you like to improve on? What/where is your thesis? Did you draw textual evidence from the story with author/time period connections? Did you follow MLA format?
3. During this time, students are to work with one another on revising their own papers using the basic handout I provide through the period (attached supplemental resource)
4. Homework: Continue crafting/revising/editing American Dream assessment essays
* Day 14 (Thursday, November 15th): *The Great Gatsby* Film Adaptation Viewing (1974)
1. Begin in-class viewing of the 1974 *The Great Gatsby* film adaptation starring Robert Redford. Students are to take this period to learn from the movie and possibly use something they see in the film toward their final essays. They are also meant to enjoy the movie after their hard work and keep these key ideas in mind: How does this adaptation differ/compare to the original novel? What is similar/different? What license did the producers take in their adaptation to the big screen?
2. Homework: Finish final work on “Star Rating” Papers to be handed in tomorrow, Friday
* Day 15 (Friday, November 16th): Hand in “Star Rating” papers, finish *Great Gatsby* Film
1. Hand in *The Great Gatsby* “Star Rating” essays at the beginning of class
2. Finish viewing of *The Great Gatsby* film with students in class
3. If any extra time is available, hold a brief class discussion on the movie and what they thought of it in comparison to the novel
4. Homework: None. Prepare for the next unit of study! ☺

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