

The following lessons are part of a 2-3 week unit plan. These lessons illustrate much of what students will be expected to complete within the unit. The remainder of the unit (not illustrated within the lessons) will consist mainly of reading the text, working on textual/character analysis, and workdays for the final presentation.

Lesson 1 - Day 1

Grade Level: 12

Subject(s) Area: English - The Great Gatsby by F. Scott Fitzgerald

Materials Needed: the novel, chromebook, pen/pencil, notebook, index cards

Lexile Level: approx. 1000L

S Standards

- RL.3 Analyze how and why multiple characters and textual elements develop and interact over the course of a text:
 - Analyze how multiple complex characters and literary elements (e.g., symbolism, mood, setting, etc.) develop over the course of a text, interact with other elements, and advance the plot or develop the theme.
 - Cite strong and thorough textual evidence.

O Objectives

- *TLW* **determine** what literary elements are used within the text.
- *TLW* **analyze** how the literary elements develop over the course of the text.
- *TLW* **engage** in thoughtful discussion of the text in which they **cite** strong and thorough textual evidence.
- *TLW* **infer** how the text can be seen as a statement about life in the 1920s in the U.S.
- *TLW* **consider** whether or not the “American Dream” is attainable for everyone and **analyze** how the text addresses this question.
- *TLW* **collaborate** with peers to further their understanding of the text.
- *TLW* **create** a representation of how the characters and textual elements develop and interact throughout the text in order to **demonstrate** their understanding.
- *TLW* **recognize** the importance of textual analysis for the ACT/SAT, higher education, and/or the workforce.
- *TLW* **relate** character analysis to everyday interactions with people outside the classroom.

Learning Activities

- As the teacher, I will need to help prepare my students for the upcoming novel and analysis by introducing them to some background information. First, I will briefly introduce the novel and show students a map (see Appendix A “Related Resources”), explaining to them the West/East egg reference in the novel. Then, students will actively watch the short videos (see Appendix A “Related Resources”) that offer a mini bio on the author and a crash course of the 1920s (approx. 18 minutes). After viewing the videos, students will have 2-3 minutes to Think, Pair, Share their predictions on how life in the 1920s will have an impact on the characters within the novel.
 - If time will not allow for the full length of the 1920s crash course video, a portion will be viewed or a new video substituted.
- Students will engage in a vocabulary activity called Trio Master. Appendix B offers instructions on the activity. These instructions will be briefly explained and placed on the board for students to reference. Appendix C offers an example of the vocabulary words that may be used in this activity to introduce students to some of the words from the text (approx 20 minutes). Appendix J goes over the preassessment called Meet and Greet that the students will have completed as their Ticket to Leave the day prior. This preassessment will allow me to put students in initial groups that allow them to review the vocabulary they need the most work on.
- Students will be informed of their homework assignment to read chapters 1-3 of the novel and review the final assignment instructions/rubric (Appendix D & E). They will be asked to journal/take notes as they read the text. This will be something they are introduced to at the beginning of the year. An example of the journal format is shown in Appendix K.
- I have also included a link to some frontloading materials that will be given to students who struggle with comprehension and/or may not read at the level of the text. These resources can be found in Appendix A.

Assessment

- Students will engage in a Ticket to Leave activity in which, in their journal (either in their notebook or using an online notebook), they answer the questions: What is the “American Dream”? Is the “American Dream” attainable for everyone or just a select few? Explain. These will be submitted either in writing or online before they leave the class (approx. 5-10 minutes).

Lesson 2 - Day 2

Grade Level: 12

Subject(s) Area: English - The Great Gatsby by F. Scott Fitzgerald

Materials Needed: the novel, chromebook, pen/pencil, notebook

Lexile Level: approx. 1000L

Standards

- RL.3 Analyze how and why multiple characters and textual elements develop and interact over the course of a text:
 - Analyze how multiple complex characters and literary elements (e.g., symbolism, mood, setting, etc.) develop over the course of a text, interact with other elements, and advance the plot or develop the theme.
 - Cite strong and thorough textual evidence.

Objectives

Objectives are the same for the unit. See Lesson 1.

Learning Activities

- The teacher will spend the first approx. 10-15 minutes going over the final project expectations (Appendix D & E) and randomly assigning students to either a character or literary element from the text. The list of possible topics is located in Appendix F.
- Students will be asked to return to the text that they have read thus far (chapters 1-3). They will be split into groups of 2-3 and asked to work together to complete the graphic organizer in Appendix J. This is known as an ABC grid. “A” will be the reading selection (Chapters 1-3), “B” will be students choice as to which characters and/or literary elements they believe are the most important thus far, and “C” will be the textual evidence they have found to support their claim of importance. Groups will have approx. 15-20 minutes to discuss and put together the information on the graphic organizer. Then, during the final 10-15 minutes of class a representative from each group will discuss their findings.
- Students will be introduced to their homework assignment which is to read chapters 4-6, continue to journal, and submit a virtual entry, either through video or writing, about the novel.

- I have also included resources for students who are excelling and/or reading ahead that may need additional, higher-order thinking activities. These resources can be found in Appendix A.

Assessment

- Students will be asked to turn in their ABC graphic organizer to display their understanding.
- Students will submit a virtual entry, either through video or writing, with their thoughts on how the Characters are influenced by one another. They should focus on the following questions:
 - Do the characters introduced in the beginning of the novel seem to be living the “American Dream?”
 - How have the characters impacted socially, financially, and emotionally?

Lesson 3 - Day 7

Grade Level: 12

Subject(s) Area: English - The Great Gatsby by F. Scott Fitzgerald

Materials Needed: the novel, chromebook, pen/pencil, notebook

Lexile Level: approx. 1000L

Standards

- RL.3 Analyze how and why multiple characters and textual elements develop and interact over the course of a text:
 - Analyze how multiple complex characters and literary elements (e.g., symbolism, mood, setting, etc.) develop over the course of a text, interact with other elements, and advance the plot or develop the theme.
 - Cite strong and thorough textual evidence.

Objectives

Objectives are the same for the unit. See Lesson 1.

Learning Activities

- Students will circle their desks so that they are better able to engage in discussion.
- The students will lead a discussion on chapters 4-6, analyzing how the text (so far) helps to answer the overarching question of the unit. The format for the socratic seminar is shown in Appendix G.
- The students will lead a discussion intended to further analyze the questions they answered for their homework assignment.
 - Do the characters introduced in the beginning of the novel seem to be living the “American Dream?”
 - How have the characters impacted socially, financially, and emotionally?

Students are not limited to discussion on these questions, but are to use them as a catalyst for discussion. They are meant to expand on the topic and further analyze the growth in characters throughout the first $\frac{2}{3}$ of the novel and any literary elements that have further influenced and advanced the plot.

- The students will take structured notes on their discussion which will be turned in at the end of the seminar. An exemplar of this is shown in Appendix H. They will also be asked to “grade themselves” using the items in Appendix G as a model and answering the questions “What did I do well?,” “What can I improve in the future?,” and “I participated in the Socratic Seminar a lot/very little because...”
- The teacher will act as mediator rather than leading the discussion.

Assessment

- There is not a formal assessment for this unit; rather, the teacher will observe how students participate in the discussion. Students will be asked to take thorough notes on the discussion and these will not be turned in and assessed at the end of class. The notes are intended to encourage participation in the conversation. Grading for the seminar is included in Appendix G.

Lesson 4- Day 10-14

Grade Level: 12

Subject(s) Area: English - The Great Gatsby by F. Scott Fitzgerald

Materials Needed: the novel, chromebook, pen/pencil, notebook

Lexile Level: approx. 1000L

Standards

- RL.3 Analyze how and why multiple characters and textual elements develop and interact over the course of a text:
 - Analyze how multiple complex characters and literary elements (e.g., symbolism, mood, setting, etc.) develop over the course of a text, interact with other elements, and advance the plot or develop the theme.
 - Cite strong and thorough textual evidence.

Objectives

Objectives are the same for the entire unit. See Lesson 1.

Learning Activities

- These will be student presentation days. Each student will have 10 minutes to present their final project.
- The intent is for the class to be fully engaged, so the students will participate in a peer evaluation by making comments on the rubric in Appendix E.
- Each group will have had a choice as to what presentation method they wish to use, but must stay within the confines of their topic as far as material is concerned.

Assessment

- Students will be assessed based on their adherence to the topic, their creativity within the presentation, and the overall flow, student engagement, and organization of the project. Their grade will be based upon the rubric in Appendix E and peer evaluations will be included to provide students with further feedback.
- Journal entries for each section of reading (Chapters 1-3, 4-6, and 7-9) will be turned in at this time. Students will be graded on participation in this activity (5 points) and organization of thoughts (5 points).

Appendix A - Related Resources

Related Resources:

- Map: <http://www.litkicks.com/Images/gatsbytracks.jpg>
- Crash course on 1920s: <https://www.youtube.com/watch?v=VfOR1XCMf7A>
- F. Scott Fitzgerald: <https://www.youtube.com/watch?v=PL05VV040Ls>
- Supplemental texts/activities for excelling students:
 - http://www.pelister.org/literature/ArthurMiller/Miller_Salesman.pdf
 - <https://www.poets.org/poetsorg/poem/i-hear-america-singing>
 - <https://www.npr.org/2012/06/19/154861194/hollywood-dreams-of-wealth-youth-and-beauty>
 - <https://learning.blogs.nytimes.com/2009/05/11/i-dreamed-a-dream-in-time-gone-by/>
 - https://www.mensaforkids.org/MFK2/assets/File/Teach/LessonPlans/Lesson_Utopia.pdf
- For students who may need extra support or front loading activities this provides links to helpful graphic organizers, an audio recording of the entire novel to listen along to, and historical information and videos about the time period.
<https://www.thinglink.com/scene/758526136840880128>

Appendix B - Trio Master Activity

Trio Master Activity Directions:

Students are randomly split into groups of three. Each group is given a vocabulary word from the text whose meaning can be illustrated.

Each group picks a symbol to represent their group (star, circle, pound symbol, etc.) and draws it on the back of all three cards.

Each group decides which student does the following:

1. One student writes the vocabulary word on the card with the part of speech underneath the word.
2. The second student writes the word's meaning on the card.
3. The third student quickly illustrates the word's meaning on the card.

Completed cards are given to the teacher who shuffles and distributes the cards to everyone.

Each student goes on a search to find the matches for the word, definition, or illustration.

If time allows: the trio presents the word to the class.

Appendix C - Sample Vocabulary List

1. **Privy:** *adj.* - participating in the knowledge of something private or secret
2. **Grotesque:** *adj.* - fantastically ugly or absurd; bizarre
3. **Veranda:** *noun* - a porch or balcony
4. **Indignant:** *adjective* - angry; annoyed
5. **Malevolence:** *noun* - a desire to harm others; evil
6. **Sporadic:** *adj.* - periodic; random; happening at irregular intervals
7. **Threadbare:** *adj.* - shabby; thin; worn off
8. **Obliged:** *verb* - to place under a debt of gratitude for some benefit, favor, or service
9. **Dilatory:** *adj.* - tending to delay or procrastinate; slow; tardy
10. **Elude:** *verb* - to avoid or escape by speed, cleverness, trickery, etc.; to evade

Appendix D - Final Project Instructions

Students are assigned (according to teacher discretion) into pairs. Each pair will be randomly assigned a topic from the following:

1. Nick Carraway
2. Jay Gatsby
3. Daisy Buchanan
4. Tom Buchanan
5. Jordan Baker
6. Myrtle Wilson
7. George Wilson
8. Owl Eyes
9. Klipspringer
10. Meyer Wolfsheim

- 11. The Dr. Eckleburg Billboard
- 12. The Green Light
- 13. The Valley of Ashes

Each pair will then prepare a project that is designed to thoroughly analyze the character or literary element. Each pair must analyze how and why their character or literary element develops over the course of the text, interacts with other elements or characters, and advances the plot of the theme of the text. They should also address the questions from the beginning of the unit, What is the “American Dream”? Is the “American Dream” attainable for everyone or just a select few?, and explain how they relate to the text.

Be creative! Each project will be embedded into a group Prezi Presentation that will be used during your presentation. Have fun with what you choose to embed into the presentation.

Examples may include:

- Videos (of your own creation)
- A game
- Interactive materials
- A short skit
- A cartoon
- A script

Please make sure to approve your method of presentation with me prior to beginning your project!

Presentations of your project should:

- Be approximately 10 minutes in length.
- Teach the class about your group’s topic in a comprehensive manner.
- Be easy to understand, error free, informative, and visually appealing.
- Include both members of the pair in the presentation.
- Include a Works Cited page (MLA format is required).

See the attached rubric for further understanding of how the presentations will be graded.

Appendix E - Final Project Rubric

This is a rubric that I created for a similar lessons final project.

Criteria		Ratings		Points
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Focus	The presentation clearly displays the topic with evidence of thorough research. The information within the presentation is based on textual evidence and stays within the realm of the assigned topic. They encapsulate the full realm of the topic--hitting all major themes. 15 points	The presentation displays the topic with some evidence of research. The information within the presentation is based on textual evidence and the majority stays within the realm of the assigned topic. Some major themes are addressed. 11 points	The presentation strays from the topic and lacks thorough evidence of research. The information within the presentation lacks textual evidence and strays from the assigned topic. 7 points	15
Creativity & Audience Engagement	The presentation displays signs of creative thought including intentional attention getters. Maintains class interest and engages fellow classmates. 10 points	The presentation shows few signs of creative thought with some attention getters, though they may not be intentional. The presentation seems to maintain class interest with little to no intentional engagement. 7 points	The presentations shows little to no sign of creative thought or attention getters. There seems to be little to no class interest and no intentional engagement of fellow classmates. 5 points	10
Cohesion & Organization	The presentations shows advanced understanding of cohesion of topic, transitions, and engagement. The presentation is organized in a logical sequence. 15 points	The presentation shows some understanding of cohesion of topic, transitions, and engagement. The presentation is somewhat organized to follow a logical sequence. 11 points	The presentation lacks cohesion of topic, transitions, and engagement. Logical organization of sequence is nearly absent. 7 points	15
Conclusion	The conclusion ends with a summary of the topic assigned and how it relates to the text. 5 points	There seems to be some type of conclusion, but it lacks the appropriate summary of the topic and relation to the text may be absent. 3 points	Any type of conclusion seems unclear and relation to the text may be absent. 1 point	5
Time Conscious	The presentation stays within the time limit with little to no rushing and/or elongating of information. 10 points	The presentation stays within 3 minutes of the time little with little to no rushing and/or elongating of information. 7 points	The presentation ignores the time limit and may contain rushing and/or elongating of information. 5 point	10
Works Cited	The presentation contains a thorough works cited in MLA format with no errors. 5 points	The presentation contains a mostly thorough works cited in MLA format with little to no errors. 3 points	The presentation contains a works cited page, but seems to lack an understanding of MLA format with many errors. 1 points	5
				Total: 60

Appendix F - Final Project Topics

14. Nick Carraway
15. Jay Gatsby
16. Daisy Buchanan
17. Tom Buchanan
18. Jordan Baker
19. Myrtle Wilson
20. George Wilson
21. Owl Eyes
22. Klipspringer
23. Meyer Wolfsheim
24. The Dr. Eckleburg Billboard
25. The Green Light
26. The Valley of Ashes

Appendix G Socratic Seminar

How to Make it Work:

1. Speak so that all can hear you.
2. Listen closely.
3. Speak without raising hands.
4. Refer to the text.
5. Talk to each other.
6. Ask for clarification. Don't stay confused.
7. Invite & allow others to speak.
8. Consider all viewpoints & ideas. Discuss ideas rather than each other's opinions.
9. Stick to the point under discussion; make notes about ideas you want to bring up later.
10. Know that you are responsible for the quality of the seminar.

One student will begin the discussion based on one of the driving questions and then each student will take notes. They will be graded on four categories:

- E: Encouragement (5 points)
- Q: Questioning (5 points)
- L: Listening (5 points)
- N: Notetaking (5 points)

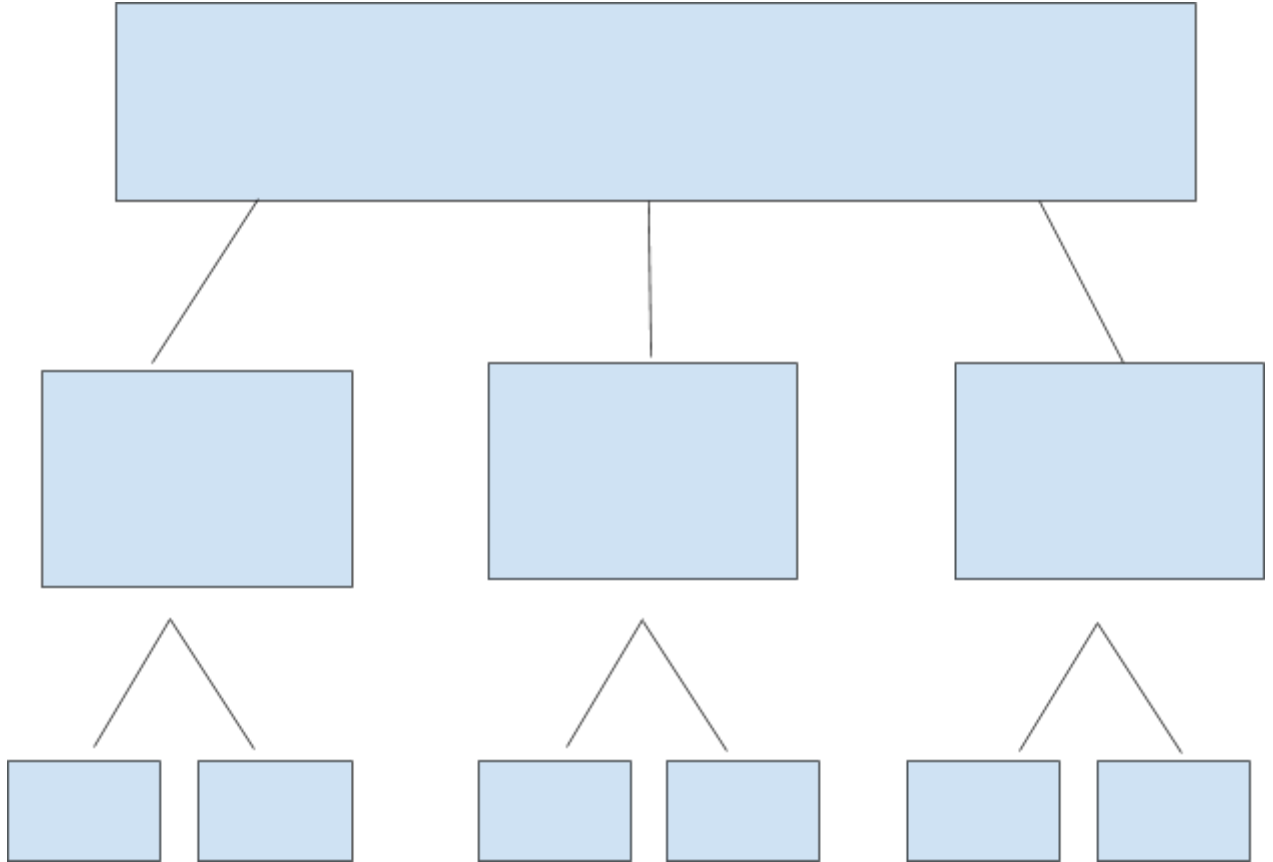
Appendix H

Group Discussion Notes

Directions: Answer each of the three questions thoroughly based on the socratic seminar you completed with your peers. These notes do not need to be in full sentences, but your comments should be clear.

1. How successful was the discussion? Do you have any remaining questions? If so, what are they?
2. Were you able to develop a greater understanding of concepts present within the novel? If so, what helped you to understand and what were the concepts?
3. How can you gain more from future seminars? How can you participate more fully in the future?

Appendix I - Example of Graphic Organizer



Appendix J - Meet & Greet Activity

Students will be given a list of possible vocabulary words for the unit and asked to place them in the appropriate column based on their understanding of the word.

Words I know	Words I Have Seen or Heard but Do Not Use	Words I have Never Seen or Heard

Appendix K - Journal Format

Name
:

Date:

Chapter:

Pages
read:

Directions: For each chapter of the reading assignment write an at least ½ page journal entry. Within each entry include your thoughts, questions, and reactions to what you read. Please include quotes from the text as well as page numbers, so that you may use this journal as a reference during class discussions. Then, end each journal entry by either discussing the overarching question of the unit (What is the “American Dream”? Is the “American Dream” attainable for everyone or just a select few?, and explain how they relate to the text.) or discussing how the chapter(s) have addressed your final project topic.