The Great Gatsby

Content Area: **English Language Arts**
Course(s): **Generic Course**
Time Period: **4 weeks**
Length: **4 weeks**
Status: **Published**

Unit Overview

Students will learn about the Roaring Twenties through reading and analyzing *The Great Gatsby*. By identifying themes, students will also recognize both the importance and detriment of dreams.

Transfer

Students will be able to independently use their learning to...

- Understand the role of historical context and its importance in a novel's meaning.
- Identify examples of internal and external conflict that exist in adult relationships.
- Recognize how various settings in a novel can affect the plot of a text.
- Identify and make personal connections to "The American Dream" as it relates to love and relationships in both the 1920's and today's society.
- Recognize the role and importance of a narrator and his point of view as well as it's affect on a story's meaning.

Meaning

Understandings

Students will understand...

- The depth and changing nature of mature, adult relationships.
- That the American Dream is as an important part of history as well as a relevant theme in today's society.
- The inferences they should make/grasp/realize.
- The author's purpose and use of setting to help clarify the plot.

Essential Questions

Students will keep considering...

- What role does each character play in the novel?
- How are the themes relevant to today's society?
- What is the author saying about the theme of "The American Dream?"
- How do various settings in the novel affect the plot of the novel?

Application of Knowledge and Skill

Students will know...

Students will know...

- Historical context of novel
- Plot details
- Character development
- Themes

Students will be skilled at...

Students will be skilled at...

- Reading with fluency and comprehension
- Identifying and examining literary elements
- Analyzing Symbolism

Academic Vocabulary

- Narrator
- Point of View
- Prohibition

- Style/Content
- Symbolism
- The American Dream

Learning Goal

Students will be able to analyze characterization and symbolism in *The Great Gatsby*.

Learning Goal 2

Students will be able to analyze the impact of point of view in order to distinguish between what is directly stated and what is really meant.

Objective 1- Background on author / historical context of novel--(Level of Difficulty- 1, 2)

SWBAT:

Read and discuss biographical information about F. Scott Fitzgerald's life as well as historical context and relate it to the novel.

LA.RL.11-12.6	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
LA.RI.11-12.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
LA.RI.11-12.10a	By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.

Objective 2- Character, setting development--(Level of Difficulty- 2)

SWBAT:

Identify and describe major characters, setting, and the mood, tone, style, and dialect of text.

LA.RL.11-12.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
LA.RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
LA.RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g.,

the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

| LA.RL.11-12.6 | Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). |
| LA.RL.11-12.10a | By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed. |

Objective 3 Vocabulary--(Level of Difficulty- 3)

SWBAT:

Define unknown vocabulary words to apply to text

LA.RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)
LA.L.11-12.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
LA.L.11-12.4.A	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
LA.L.11-12.4.B	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
LA.L.11-12.4.C	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
LA.L.11-12.4.D	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LA.L.11-12.5.B	Analyze nuances in the meaning of words with similar denotations.
LA.L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Objective 4- Plot Development / Literary Analysis--(Level of Difficulty 2, 3)

SWBAT:er

Identify and discuss literary elements, plot, and theme of the novel and how thveey develops throughout the course of the text.

LA.RL.11-12.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
LA.RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
LA.RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g.,

	the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
LA.RL.11-12.7	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)
LA.RL.11-12.10a	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.

Summative Assessment

- Essay(s)
- Project(s)
- Test(s)

21st Century Life and Careers

CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP11	Use technology to enhance productivity.

Formative Assessment and Performance Opportunities

- Class discussion and individual responses
- Comprehension questions
- Do Now
- Homework
- Journal Entries
- Quizzes
- Reading checks
- Teacher observation

Accommodations/Modifications

- Databases

- Historical music/ photos

- Provide additional time

- Provide graphic organizers

- Provide study guides with key phrases

- Use audiobooks

- Use paired reading

- Video

Interdicsiplinary Connections

- Automobiles

- Fashion

- Gender Roles

- History of Jazz music

- Organized Crime

- Prohibition

- Social Classes

- Stock Market

- The Jazz Age

- The Roaring Twenties

SOC.6.1.12.A.8.a	Relate government policies to the prosperity of the country during the 1920s, and determine the impact of these policies on business and the consumer.
SOC.6.1.12.D.8.b	Assess the impact of artists, writers, and musicians of the 1920s, including the Harlem Renaissance, on American culture and values.
SOC.6.1.12.CS8	The Emergence of Modern America: Roaring Twenties: The 1920s is characterized as a time of social, economic, technological, and political change, as well as a time of emerging isolationism, racial and social tensions, and economic problems.
SOC.9-12.1.1.1	Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned.
SOC.9-12.1.1.2	Analyze how change occurs through time due to shifting values and beliefs as well as technological advancements and changes in the political and economic landscape.
SOC.9-12.1.2.2	Relate current events to the physical and human characteristics of places and regions.
SOC.9-12.1.3.3	Gather relevant information from multiple sources representing a wide range of views (including historians and experts) while using the date, context, and corroborative value of the sources to guide the selection.

Unit Resources

The Great Gatsby

- **Using The New York Times**

- **Complete Study Guide**

- **Complete Study Guide**

- **Activity Worksheets**

- **Lesson Plans**

- **Essay questions including movie questions**

- Background Notes
- Historical Music/ Photos
- Novel
- Unit Resources
- Video
- Vocabulary words and examples