

## KUD Statement for *The Great Gatsby* Unit Plan

### Know:

Students will know the central themes of *The Great Gatsby*.

Students will know the structure of the novel and how it affects the narrative and the themes.

### Understand:

Students will have an overall understanding of the main themes of *The Great Gatsby* and how these themes connect to their prior learning and how it can connect to their future learning.

Students will understand that an author can use a structure in the text in order to convey his/her message and be able to connect it to their own writing and how they use structure.

### Do:

Students will be able to utilize *The Great Gatsby* as a specific example of author's choice, both in structure and in how an author relates elements together.

Students will also be able to determine central themes in other novels, short stories, plays, and readings.

Students will be able to apply their understanding to their own writing for their final projects.

## Standards for *The Great Gatsby* Unit Plan (Those highlighted will be emphasized the most)

RL. 1 Read closely to comprehend texts of grade-level appropriate complexity:

- a. Determine what the text says explicitly and implicitly.
- b. Identify and analyze any ambiguities in the text.
- c. Provide an objective summary of the text.
- d. Cite strong and thorough textual evidence.

RL. 2 Determine and analyze themes and/or central ideas of texts:

- a. Determine themes and/or central ideas.
- b. Analyze in detail the development of the themes and/or central ideas over the course of the text, including how they interact and build on one another to produce a complex account.
- c. Cite strong and thorough textual evidence.

RL. 3 Analyze how and why multiple characters and textual elements develop and interact over the course of a text:

- a. 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.
- b. Cite strong and thorough textual evidence.

RL. 5 Analyze how an author's choices about structuring and relating different elements in the text (e.g., use of epilogues, prologues, acts, scenes, chapters, stanzas) contribute to meaning as well as aesthetic impact.

# University of Maryland Division of Education

## Lesson Plan Format

Day 1

Grade Level: 11

Subject Area: English

Materials Needed:

- Computers for student worktime, projector, enough copies of *The Great Gatsby* for the class, handouts of the article questions, copies of chapter vocabulary worksheet for each student

### Standards:

CCSS.ELA-LITERACY.RL.11-12.5: Analyze how an author's choices concerning how to structure specific part of a text contribute to its overall structure and meaning as well as its aesthetic impact.

CCSS.ELA-LITERACY.RL.11-12.2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

### Objectives:

- TLW understand the historical context surrounding *The Great Gatsby*.
- TLW be able to determine themes in *The Great Gatsby* based on the article.

### Learning Activities:

- Introduce *The Great Gatsby*.
- Handout Unit Plan.
- Give students the handout of the article and allow 25 minutes of worktime with computers.
- Have students hand in their articles if they are completed (if not the article becomes homework due by class time tomorrow) ((I will allow students who may need some extra help extra time to complete their questions on the article)) then hand out copies of *The Great Gatsby* to each student.
- Hand out reading schedule.
- Hand out vocabulary worksheet.
- Allow students at least 10 minutes of reading time, let them know that they should read chapter 1 (16 pages total) by tomorrow's class time.

### Assessment:

- I will assess students based on the work that they put into their article assignment, specifically the last two questions which are more summative
- I will grade the questions while giving focused feedback on the last two questions

# University of Mary Division of Education

## Lesson Plan Format

Day 2

Grade Level: 11

Subject Area: English

Materials Needed:

- Notecards or post-it notes for each group, projector, presentation, maybe popsicle sticks to draw names for groups

### **S**Standards:

CCSS.ELA-LITERACY.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.

### **O**bjectives:

- TLW be able to discuss themes, characters and setting with their peers and in class discussion.
- TLW respectfully engage in constructive classroom discussion.

### **L**earning Activities:

- Collect article assignment
- Break the class up into groups of 2-3.  
Explain that these will be the groups that they will break up into at the beginning of class for the next few days. Explain how each group will get a post-it note (or maybe a note card) at the start of every class period and will need to assign a note-taker to respond to the prompt which will be put up on the board for them to discuss and come up with an answer. 5 minutes.
- Give groups 5 minutes to respond to the first prompt on Chapter 1: "Explain the difference between East Egg and West Egg."
- After each group responds, we will have a class discussion going through each of the characters and important events. Students will be expected to participate in the discussion by asking or answering questions. 10 minutes.
- Presentation on Gatsby: more background on New York city in the 1920s. 15-20 minutes.
- Give students time to read for the last 10-15 minutes of class. They will read chapter 2 for tomorrow.

### **A**ssessment:

- The note cards with the response from the prompt will be my way of assessing how much students are comprehending from the reading, as well as in class discussion of the reading.

# University of Maryland Division of Education

## Lesson Plan Format

Day 3

Grade Level: 11

Subject Area: English

Materials Needed:

- Note cards or post-it notes for each group, handouts of the final project with rubrics for each student.

### **S**Standards:

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.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).

### **O**bjectives:

- TLW be able to discuss themes, characters and setting with their peers and in class discussion.
- TLW respectfully engage in constructive classroom discussion.

### **L**earning Activities:

- Have students divide into their groups and respond to prompt 2 on notecards for 5 minutes: "What are the two places Nick and Tom go to, and how are they different than West Egg and East Egg?" 5 minutes.
- Large class discussion on chapter 2 emphasizing New York and the valley of ashes 10 minutes.
- Introduce the final project: Hand out handouts with the rubrics on them. Go over the rubrics and the timeline for the project. Make sure to make accommodations in the assignments for students who need them and to meet with those students. 20-25 minutes.
- Give students time to read. (10 minutes). Remind them that they will have a quiz on chapters 1-3 tomorrow.

### **A**ssessment:

- The notecards I collect from each group will indicate how students are interacting with the text.
- Large group discussion participation will also indicate student understanding.

# University of Mary Division of Education

## Lesson Plan Format

Day 4

Grade Level: 11

Subject Area: English

Materials Needed:

- Printouts of the chapters 1-3 reading quiz, notecards, presentation.

### **S**tandards:

CCSS.ELA-LITERACY.RL.11-12.2

Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

### **O**bjectives:

- TLW understand the concept of the American Dream
- TLW be able to connect the concept of the American Dream to what they have read of *The Great Gatsby* thus far.

### **L**earning Activities:

- Have student discuss in groups the prompt on the board and write their answer on a notecard. Prompt 3: "Does Gatsby's introduction in this chapter live up to the expectations of his character set up in chapters 1 and 2? If yes, how so? If no, how come?" 5 minutes.
- Have a brief class discussion on chapter 3 taking questions from students. 5 minutes.
- Have students take chapters 1-3 reading quiz 10-15minutes.
- Present presentation on The American Dream
- Have students do turn and talks with their neighbors throughout the lecture.
- Have each student write an exit-slip connecting the theme of the American Dream to something that they have seen in the novel thus far.

### **A**ssessment:

- The reading quiz is a formal assessment.
- The exit slip will assess what more I need to teach students on the American Dream.

# University of Maryland Division of Education

## Lesson Plan Format

**Day 5**

**Grade Level: 11**

**Subject Area: English**

**Materials Needed:**

- Paper, pencils, students will need their notes on the American Dream from the previous lesson

### **S**Standards:

CCSS.ELA-LITERACY.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).

### **O**bjectives:

- TLW have a more complete understanding of the American Dream and be able to articulate their understanding in discussion and writing.

### **L**earning Activities:

- Have students get into their groups and discuss the answer to this prompt on the board: "What is the American Dream? How do you think this applies to Gatsby?" 5 minutes.
- Lecture on Gatsby: what we know about him thus far and how he embodies the American Dream. There will be frequent turn-and-talks and opportunity for discussion. 25-30 minutes.
- After this lecture, students will write a response to the lecture which will be their exit ticket.
- After completing their exit ticket, students will have the rest of class time to read.

### **A**ssessment:

- Exit slips will allow me to assess what students know and what they need more help with.
- Students' participation in discussion will help determine what students know and what they need more help with.

## Plan for Remaining 5 Days

Honestly, I might restructure everything.

Day 6:

Students will continue exploring the relationships between the characters and the text.

Day 7 and 8:

We will do a bit of whole class discussion over the novel, but I want to try and devote some class time to finding creditable sources as well and have students start working on their final projects.

Day 9 and 10:

Discussions in groups and as a class about the end of the novel. More time in class to work on their projects.

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

### *The Great Gatsby* Final Project

You will have an option of two different projects for your final project on *The Great Gatsby*. You have the option of either writing a paper or working on a project. The final project will be due **THIS DATE**. You will submit your proposition for whichever project you choose next week **THIS DATE**.

1. You may write a 3-4 page paper analyzing the themes or characters in *The Great Gatsby*. Your paper will have at least two sources: one being the novel and one other source of your choice (must be approved by Ms. Fink). The prompt is open-ended, but some questions you may consider trying to answer are: How does the theme of the American Dream relate to the different characters in the novel? How does Fitzgerald use symbolism to express the themes in the novel? This is an individual assignment.
2. You may either individually or with a partner create a six-page magazine. You will pretend to be workers for a magazine in the 1920s focusing on the new, rich man in town, Jay Gatsby. You will need a title page, a table of contents, and at the end a reference page on the back. You must incorporate at least three characters. You must also incorporate actual events from the 1920s into your magazine (hence the reference page). You must have at least two outside references (approved by Ms. Fink) for the four historical events in your magazine to give context to your magazine. Example: There may be a page informing the readers about the prohibition laws and the dangers of bootlegging. Be sure to incorporate themes and events from the novel.



Rubric for *The Great Gatsby* Paper

	Distinguished	Proficient	Novice
Content	Paper explores a theme, character or setting from the novel in full. Has lots of evidence to back up their analysis.	Paper attempts to explore a theme, character or setting from the novel but may fall short of one or two big pieces of evidence. Has sufficient evidence.	Paper vaguely attempts to explore a theme, character or setting from the book. Does not have sufficient evidence.
Organization	Student has a clear and debatable thesis. All points are tied back to the thesis. Paper is organized well and flows.	Student has a thesis and most of their points are connected to the thesis. Paper is organized in a logical manner.	Student has an unclear thesis or does not have a discernable thesis. Paper seems unconnected or disorganized.
Sources	Student has at least two sources (beyond the novel) which are quoted correctly and woven throughout the paper.	Student has at least one source in the novel. Student may have one or two errors on their quoting. Quotes are used throughout the paper.	Student has one outside source or no sources. Student does not correctly quote the novel or source. Quotes are not used in the paper or are used very sparingly.

Score: \_\_\_\_/100

Rubric for *The Great Gatsby* Magazine Project

	Distinguished	Proficient	Novice
Content	Magazine incorporates many themes and events from the novel. Magazine features at least three characters from the novel or more. Has at least 6 completely filled pages.	Magazine incorporates a few themes or events from the novel. Magazine includes at least three characters from the novel and has six pages, although there may be some blank or dead spaces.	Magazine does not incorporate themes or events from the novel. Magazine does not have three characters or six pages.
Organization	Magazine has nicely labeled pages in order. Has a title page, table of contents and a reference page. Page layouts are visibly appealing and easy to read.	Magazine pages are in order. Has a title page, table of contents and a reference page. Page layouts might be a bit messy or hard to read in some places, but it is mostly readable.	Magazine pages are not in order. Missing title page, table of contents and/or a reference page. Page layouts are not visibly interesting or are hard to read or understand.
Sources	Magazine has at least four historical events which are taken from two outside sources. The two sources and the novel are all on the reference page and cited correctly.	Magazine has four historical events taken from two outside sources. Sources may be cited, but not correctly.	Magazine does not have all four historical events. Magazine does not have a reference page or references are not on the reference page.

Score: \_\_\_\_\_/100