

ORNATE AND EMPTY

10 Day Unit Plan featuring F. Scott Fitzgerald's *The Great Gatsby*

12th Grade American Literature

Driving Question and Objectives:

If *The Great Gatsby* is a "great American novel", then what can we learn from it about the American Dream?

Deeper Reading Objectives:

- Understand the American Dream
- Analyze Themes and main ideas
- Use critical thinking skills to foster understanding and discussions about modernity

ELA Skills, Knowledge, and Concept Objectives:

- Setting
- Plot
- Symbolism
- Themes
- Proper Citation

ELA Standards:

- 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.11-12.2)**
- Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play; recorded novel or poetry), evaluating how each version interprets the material. **(RL.11-12.7)**
- 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.11-12.1)**
- 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. **(RL.11-12.5)**

Notes

- Every day, the students have a journal assignment due. Create a procedure that every day when they come into class, they open their journal on their desk so that you can see that it is finished. Questions to consider come from NEA Big Read online resources for *The Great Gatsby*.
- The final project is to create a 10-15 song playlist/CD that reflects the students' analysis of, understanding of, and reaction to the ideas in *The Great Gatsby*. Taken as a whole, the CD should communicate some of the major themes of the novel. The album should have unity and flow (the songs should make sense together and the progression of songs should create drama). Students will be challenged to think beyond plot based connections between the music and the novel to connections related to theme, mood, and tone. Additionally, they will design a cover for their albums and write liner notes that articulate the significance of each song. They have freedom in choosing the format of their liner notes; they may write their liner notes as one complete essay that communicates their overall vision for the album, or they may address each track on the album with a separate paragraph.

Day One

Supplies: *The Great Gatsby* books, journals, Fitzgerald background, context and setting graphic organizer, movie trailer, giant sticky note

Objectives and Standards

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.11-12.2)**

- TLW know the biographical history of F. Scott Fitzgerald
- TLW understand the journaling techniques
- TLW know the elements of plot and setting
- Blooms Taxonomy: understand

Housekeeping

- **Review-** grades from previous unit should be in. Remind students to check and let me know if they have questions.
- **Due-** nothing is due today.
- **New-** Today we will be introducing our next unit and some background information on F. Scott Fitzgerald, the 1920s, and the novel as a whole. Students will receive their books and journals.

Plan

1. Go over Housekeeping items. 5 mins.
2. Ask students to write what they know about the 1920's on sticky notes. Touch briefly on the Roaring 20s, the prohibition, flappers, New York City culture, and jazz. Let students know that we will go over these in depth later. 5 mins.
3. Introduce F. Scott Fitzgerald and go over his biography (<http://www.neabigread.org/books/greatgatsby/readers-guide/about-the-author/>). 10 mins.
4. Pass out journals to students. Make sure they write their names on the front, then ask students to write down in their journal what they know and one question about *The Great Gatsby*. Allow writing for 1 minute.
5. Do a whip around to see what students wrote. Write it on a giant sticky note. (Throughout the unit, continue to add ideas, questions, and themes onto the sticky note.) 3 mins.
6. On the board, project the graphic organizer about context and setting. Have students open their journals to the graphic organizer on p1. Fill in the organizers together. 7 mins.
7. Introduce the novel by playing the 30 second trailer from the 2013 film adaptation. 1-3 mins. https://www.youtube.com/watch?v=pEzDvPLR_9M or <https://www.youtube.com/watch?v=hIVUIxVfOSw> (second link is longer) Ask students if they have anything to add to the giant sticky note.
8. Hand out the books to students. Pass the book log around and have students write their names in it next to the corresponding book number. 10 mins.
9. Discuss SQ2 journal entries and how to make effective entries. Remind students that they should be citing page numbers to support their claims in their answers for questions to consider. Finally, tell students that when they come in for class tomorrow, they should place their journals on their desk, opened to the most current chapter. 5 mins.
10. Allow students to use the rest of class time to begin reading. Let students know that they will be reading about 20 pages every night. Always try to allow the last ten minutes to be used for reading, and let students know that the reading corner in my room will be open for a half-hour before school and an hour after school if they want to come in, have tea/hot chocolate/coffee, and read.

Assign: Chapter 1, SQ2 journal entry (two statements, two questions about the assigned reading), and questions to consider (Why is Nick telling this story? Why is Nick “confused and a little disgusted” at the end of the chapter?).

Assessment: Graphic Organizers, SQ2 entries and questions to consider, discussion

Differentiation: Trailer, graphic organizers, journal entries

Notes on Lesson for future teaching:

Day Two

Supplies: books, journals, context and setting graphic organizers, *Objectives and Standards*

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. **(RL.11-12.5)**

- TLW discuss themes introduced in the novel thus far
- TLW understand foreshadowing and identify when it is used in the first chapter
- TLW use journals to annotate and think critically
- Blooms Taxonomy: Understand, Analyze

Housekeeping

- **Review:** F. Scott Fitzgerald's biography, Chapter 1, and graphic organizers
- **Due:** Chapter 1, SQ2 entry, question to consider
- **New:** Chapter 2, foreshadowing, themes

Plan

1. As students arrive, remind them to open their journals to the most current chapter, and check for completion as you greet students.
2. Go over housekeeping items. This should take about 4 minutes or less.
3. Project the graphic organizers on context and setting, and fill in more of the organizers together. Additionally, go over questions to consider (Why is Nick telling this story? Why is Nick "confused and a little disgusted" at the end of the chapter?). This should take no more than 5 minutes.
4. Have the students get into groups of 3 and discuss their SQ2 entries. Allow them 6 minutes to discuss, and as they discussion, walk around the room and listen in to different conversations.
5. Have each group bring one statement and one question to a big group discussion, and allow for 10 minutes for big group discussion.
6. Explain themes and main ideas of novels. Ask students to put thumbs up if they think any themes have been presented yet, or put thumbs down if they think there haven't been any themes presented yet. Ask students who do think themes have been presented to give examples.
7. Discuss foreshadowing. Have students share with their partners moments where they think foreshadowing might be happening. After a minute, bring the ideas to the big group discussion. Write them on the Giant Sticky Note so that we can see throughout the novel which ones remain.
8. Allow students to use the rest of class time to begin reading. Always try to allow the last ten minutes to be used for reading, and let students know that the reading corner in my room will be open for a half-hour before school and an hour after school if they want to come in, have tea/hot chocolate/coffee, and read.

Assign: Chapter 2, SQ2 entries, questions to consider (What does Nick learn about Tom at the end of Chapter 2? How does Tom's treatment of Mrs. Wilson affect Nick?)

Assessment: discussion, formative assessment with hand signals, SQ2 entries

Differentiation: group discussion, small group discussions, sticky notes

Notes on Lesson for future teaching:

Day Three

Supplies: books, journals, context and setting graphic organizers, video, sticky notes

(<https://www.youtube.com/watch?v=G1T8NlbZ71s> ,

Objectives and Standards

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. **(RL.11-12.5)**

- TLW analyze characters
- TLW analyze the Prohibition and Roaring 20s
- TLW compare and contrast West Egg and the Ash valley
- Blooms taxonomy: Analyze

Housekeeping:

- Review: foreshadowing, themes, characters (Nick, Tom, Daisy, Jordan)
- Due: Chapter 2, SQ2 entries, questions to consider
- New: Chapter 3, Prohibition

Plan:

1. As students arrive, remind them to open their journals to the most current chapter, and check for completion as you greet students.
2. Go over housekeeping items. 5 minutes.
3. Discuss in small groups SQ2 entries and questions to consider. Add to the sticky notes. 10 minutes.
4. Discuss as a large group the differences between West Egg, East Egg, and the Ash Valley. Have students make inferences on why there is such a difference.
5. Transition to the prohibition by noting that we see our first party in Chapter 2. Ask students where the party was held, and who was in attendance.
6. Then, ask students to write on a sticky note they know about the prohibition, and then stick it on the board. 5 mins
7. Watch short info video on the Roaring 20s prohibition, speak easy bars, and crime rates. 5 mins.
8. Have students write one question about prohibition or Roaring 20s in their journals. Then, allow them 5 mins to research the answer. In their journals, have them create a graphic organizer that shows elements of the Roaring 20s within TGG so far. 10 mins total.
9. Assign and discuss the Playlist Unit Project that will be due at the day after the unit ends. Be sure to give them the rubric and assignment sheet. Allow time for questions. 7 mins.
10. Allow students to use the rest of class time to begin reading. Always try to allow the last ten minutes to be used for reading, and let students know that the reading corner in my room will be open for a half-hour before school and an hour after school if they want to come in, have tea/hot chocolate/coffee, and read.

Assign: Chapter 3, SQ2 entries, questions to consider (What do we learn about Gatsby from Nick's observations before we meet him?) Playlist Unit Project.

Assessment: journals, discussion, graphic organizers

Differentiation: video, journals, discussion, Roaring 20s question/answer

Notes on Lesson for future teaching:

Day Four

Supplies: books, journals, party videos, computer to work on playlist

Objectives

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.11-12.2)**

Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play; recorded novel or poetry), evaluating how each version interprets the material. **(RL.11-12.7)**

- TLW analyze different interpretations of Gatsby's party
- TLW analyze the themes of the text
- TLW use textual support
- Blooms Taxonomy: Analyze

Housekeeping:

- Review: Chapter 3, prohibition, Roaring 20s, assignment for playlist.
- Due: Chapter 3, SQ2 entries and questions to consider
- New: Chapter 4

Plan:

1. Go over housekeeping items and discuss questions to consider. 5 mins.
2. Ask students about Gatsby's party and what happened at the party. Remind students to use textual support. 10 mins.
3. Ask students what themes are showing through Gatsby's party. Discuss for about 5 minutes.
4. Show students the film adaptation scenes of Gatsby's party from the 1974, 2000, and 2013 movies. Allow students to take notes of the similarities and differences between the text and the movie versions. 15 minutes.
5. As a class create Venn diagrams of the similarities and differences between the text and movie versions. 10 mins.
6. Do a five-to-fist assessment: How comfortable are you using MLA citation, five being very comfortable, fist being extremely unknowledgeable about MLA citation. Discuss proper MLA citation that they are expected to use in their playlist assignment. Give students OWL Purdue as a reference to use while they work.
7. Allow students to use the rest of class time to continue working on their playlist assignment or to begin reading. Always try to allow the last ten minutes to be used for reading, and let students know that the reading corner in my room will be open for a half-hour before school and an hour after school if they want to come in, have tea/hot chocolate/coffee, and read.

Assign: Chapter 4, SQ2 entries, questions to consider (Why does Nick say, "There are only the pursued, the pursuing, the busy, and the tired? What is the American Dream?")

Assessment: questions to consider, in-class discussion, Venn diagrams

Differentiation: videos, graphic organizers, OWL Purdue

Notes on Lesson for future teaching:

Day Five

Supplies: books, journals, characterization PowerPoint, characterization templates, computers to work on playlist

Objectives and Standards

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. **(RL.11-12.5)**

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.11-12.2)**

- TLW understand the American Dream
- TLW use textual citations to support claims
- Blooms Taxonomy: Analyze

Housekeeping:

- Review: Chapter 4, prohibition, playlist assignment
- Due: Chapter 4, SQ2 entries and questions to consider
- New: The American Dream

Plan:

1. Have "The Shiek of Araby" playing as students walk in.
2. Go over housekeeping items. 5 mins.
3. Have students share in groups of 3 or 4 their questions to consider. 5 mins.
4. As a class discuss the students' answers to the American Dream question. Discuss the idea of the American Dream. Does Gatsby believe in the American Dream? Why or Why not? Have students find specific examples from the text to support their claims. 10 mins.
5. As an exit slip worth 5pts, have students write down what the American Dream is in their own words, whether or not they think Fitzgerald believes in the American dream, and whether or not they believe in the American Dream. Let a few students from each side explain their answer. 10 mins.
6. Allow students to use the rest of class time to continue working or to begin reading. Always try to allow the last ten minutes to be used for reading, and let students know that the reading corner in my room will be open for a half-hour before school and an hour after school if they want to come in, have tea/hot chocolate/coffee, and read.

Assign: Chapter 5, SQ2 entries, questions to consider (Does Nick like or dislike Gatsby? Why? Do you think that Gatsby likes himself? Is Nick a trustworthy narrator?)

Assessment: SQ2 entries and questions to consider, exit slips

Differentiation: discussions, exit slips

Notes on Lesson for future teaching:

Day Six

Supplies: books, journals, computers to work on playlist

Objectives and Standards

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.11-12.2)**

- TLW analyze and evaluate symbols within the text
- TLW use textual support
- TLW use writing skills to make claims
- Analyze, Create

Housekeeping:

- Review: Chapter 5, playlist assignment
- Due: Chapter 5, SQ2 entries and questions to consider
- New: symbolism

Plan:

1. As students enter the classroom, have them each write one SQ2 question on the board.
2. Go over housekeeping items. Discuss the questions from the SQ2 entries. 10 minutes.
3. Introduce symbolism. Define what symbolism is in literature, and discuss possible symbols within the text. 10 minutes
4. Ask students to choose one possible symbol and write a two paragraph journal entry about what the symbol is, where it can be found, and what it may symbolize. After ten minutes, have students pair and share their initial thoughts for about five minutes. Then, allow students an addition 5 minutes to finish writing. 15 minutes total.
5. Give students an exemplar for the playlist project. Play “Ain’t We Got Fun” video (<https://www.youtube.com/watch?v=Z1AcnI0B2-o>) and then explain why this song fits in with the video. 5 mins.

Explanation for “Ain’t We Got Fun”:

“Ain’t We Got Fun”- Van & Schneck, 1921: This hit song from the early 1920s tells a story about a couple who are struggling financially but are looking to the bright side and ignoring their troubles the best they can. Some of the lyrics are featured in *The Great Gatsby* in chapter 5 as Gatsby and Daisy are dancing around at his house. At this part of the novel, Gatsby and Daisy are both ignoring the problems they have and are just having fun together, not really caring about what comes next. This song matches the theme of the novel that captures the carelessness of the Roaring 20s.

6. Allow students to use the rest of class time to continue working on their journal entries or playlists, or to begin reading. Always try to allow the last ten minutes to be used for reading, and let students know that the reading corner in my room will be open for a half-hour before school and an hour after school if they want to come in, have tea/hot chocolate/coffee, and read.

Assign: Chapter 6, SQ2 entries, questions to consider (At the end of Chapter 5, Nick says, “It was the hour of a profound human change, and excitement was generating on the air.” What happens in Chapter 6 to fulfill Nick’s prediction? Why do you think Gatsby invented such a story about himself instead of staying plane James Gatz from North Dakota?)

Assessment: SQ2 entries and questions to consider, in-class discussion

Differentiation: in-class discussion, SQ2 entries and questions to consider, exemplar, paragraphs

Notes on Lesson for future teaching:

Day Seven

Supplies: books, journals, video

Objectives and Standards

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. **(RL.11-12.5)**

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.11-12.2)**

- TLW analyze Gatsby as a character
TLW analyze how Gatsby's fake identity fits in with the themes of the novel
- Blooms Taxonomy: Evaluate, Analyze, Create

Housekeeping:

- Review: symbolism
- Due: Chapter 6, SQ2 entries, question to consider
- New: Character development,

Plan:

1. As students enter the classroom, have them write one SQ2 statement on the board.
2. Go over housekeeping items. Discuss SQ2 statements. 10 minutes.
3. Play the scene from the 2013 film adaptation where Gatsby's true background story is told. 5 minutes
4. As a class recall the rumors about Gatsby's background from other people and the history that he originally gave Nick. Discuss the difference between the rumors and real background story. How does the difference between the stories fit in with the theme of the novel? 15 mins.
5. Give students another exemplar for the final playlist project. Also show the album cover.
6. Allow students to use the rest of class time to continue working on their playlists, or to begin reading. Always try to allow the last ten minutes to be used for reading, and let students know that the reading corner in my room will be open for a half-hour before school and an hour after school if they want to come in, have tea/hot chocolate/coffee, and read.

Assign: Chapter 7, SQ2 entries, questions to consider (What are the two most important turning points in the plot of the novel.

Assessment: in-class discussion, SQ2 entries and questions to consider

Differentiation: Group discussion, video

Notes on Lesson for future teaching:

Day Eight

Supplies: books, journals, computers to create timelines

Objectives and Standards

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.11-12.2)**

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. **(RL.11-12.5)**

- TLW evaluate the plot
- TLW use textual evidence to support claims
- TLW create a timeline to show understanding of plot
- Blooms Taxonomy: Evaluate, Create

Housekeeping:

- Review: Chapter 7, characterization, playlist assignment
- Due: Chapter 7, SQ2 entries, questions to consider
- New: Plot

Plan:

1. Go over housekeeping items. 5 mins.
2. As a class, discuss the question to consider (What are the two most important plot points and why?), and then talk about how the plot helps determine the theme. 15 minutes.
3. Have students work with a partner to create a timeline of the 10 events in the story that exemplify the theme using the Read write think timeline creator. On the board, project the website, and show them a couple of examples of events and how they should build the timeline. In the description, have students write a page number and a 1-2 sentence explanation of why that event exemplifies the theme. The printed timelines will be due at the beginning of class tomorrow. http://www.readwritethink.org/files/resources/interactives/timeline_2/ 20 mins.
4. Allow students to use the rest of class time to continue working on their timelines or playlists, or to begin reading. Always try to allow the last ten minutes to be used for reading, and let students know that the reading corner in my room will be open for a half-hour before school and an hour after school if they want to come in, have tea/hot chocolate/coffee, and read.

Assign: Chapters 8 and 9, SQ2 entries, question to consider (Why does Nick think that Gatsby "paid a high price for living too long with a single dream"? Why do you think there were so few people at the funeral?)

Assessment: timelines, SQ2 entries and questions to consider, in-class discussion

Differentiation: timelines

Notes on Lesson for future teaching:

Day Nine

Supplies: books, journals, Polleverywhere, vlog brothers video on theme

(<https://www.youtube.com/watch?v=0VhYMdnAsyM> [2:46-6:30],)

Objectives and Standards

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.11-12.2)**

- TLW analyze themes in the novel
- TLW review the novel as a whole
- Blooms Taxonomy: Remember, Analyze

Housekeeping:

- Review: Plot
- Due: Chapters 8 and 9, SQ2 entries, question to consider, timelines
- New: review

Plan:

1. Go over housekeeping items. 2 mins.
2. Discuss the question to consider in groups of 3 or 4. 10 mins.
3. Have students share the events they chose for their timelines on Polleverywhere. Go over them as a class and determine if any are missing or unnecessary. 15 mins.
4. Watch the vlog brothers video and discuss the American Dream. 10 mins.
5. Allow students the rest of class to work on playlists or timelines. If students finish, they can swap with another student and peer review. Additionally, they can print out their album cover and track listing/explanations.

Assign: Remind students that timelines are due at the end of class today and playlists are due at the end of class tomorrow.

Assessment: SQ2 entries and questions to consider, discussion

Differentiation: Polleverywhere, group discussions

Notes on Lesson for future teaching:

Day Ten

Supplies: books, journals

Objectives

- TLW finish working on playlists
- TLW peer review each other's playlists
- Blooms Taxonomy: Remember, Apply, Create

Housekeeping:

- Review: themes of the plot
- Due: Playlists are due at the end of class
- New: no new information

Plan:

1. Go over housekeeping items. 5 mins.
2. Allow student the rest of the class to work on playlists. If students finish, they can peer review each other's playlists and descriptions.
3. When five minutes are left of class, give them the 5 minute warning to hand in their assignment and return their copies of the book to the bookshelf.
4. Once all of the playlists are handed in, I will compile a playlist on either Spotify or Youtube with a link to the PDF that has the explanations for each song from all of the students.

Assign: nothing new

Assessment: Playlist

Differentiation: peer reviewing

Notes on Lesson for future teaching: