

Great Gatsby - Fall 2014

Subject/Grade: English 11

Course: American Literature

Unit Title: The Great Gatsby

Stage 1 - Desired Results

Content Standards: *This section lists the secondary content standards that are addressed in the unit (e.g., CCSS, GSEs, NGSS, Industry Standards, etc.)*

Assessed 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.11-12.6](#) 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).

[CCSS.ELA-Literacy.W.11-12.1](#) Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

[CCSS.ELA-Literacy.W.11-12.9](#) Draw evidence from literary or informational texts to support analysis, reflection, and research.

[CCSS.ELA-Literacy.SL.11-12.1](#) Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Anchor Standards:

[CCSS.ELA-Literacy.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.

[CCSS.ELA-Literacy.W.11-12.3](#) Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

[CCSS.ELA-LITERACY.W.11-12.2](#)

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

[CCSS.ELA-LITERACY.W.11-12.7](#)

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

[CCSS.ELA-LITERACY.SL.11-12.4](#)

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

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1. What is the difference between appearance and reality?
2. Can love blind us from reality?
3. Does our past define who we are?
4. Who has access to the American Dream?

Understanding: This section identifies the big, enduring ideas of the unit

1. Often, in life and art, things are not as they seem. It takes a keen eye to discern what is real and what is fiction both about others and about yourself.
2. Love -- and other obsessions -- can distract, drive, define, and torment us.
3. Our pasts affect the people we are, but they do not always limit the people we can become.
4. Access to the American Dream is not a given. Access depends on external (such as race, class, gender, religious beliefs, etc) as well as internal factors (drive, ambition, will, etc). Access depends on the collision of these factors as well as chance.

Students will know: *This section identifies key concepts and knowledge students will acquire as a result of this unit*

1. Vocabulary Assigned by chapter
2. The definition of theme and the major themes of *The Great Gatsby*
3. The social, political, and historical context of the 1920s
4. The 3 levels of questioning
5. Discussion behaviors that promote civil discourse such as facilitation, building off of others' comments, referring to the text, asking questions, and making connections.
6. Literary terms such as foreshadowing, unreliable narrator, symbolism, etc.
7. Reading strategies such as summarizing, clarifying, questioning, and predicting.

Students will be able to: *This section identifies what students should be able to do as a result of such knowledge. What skills do they now have?*

1. Define and use words from the text in student generated writing.
2. Identify themes and explain their development over the course of *The Great Gatsby*
3. Explain the impact and significance of the 1920s on the text
4. Ask and answer questions of all levels in response to complex texts
5. Participate and facilitate text-centered discussions that follow the guidelines of civil discourse
6. Analyze artistic choices such as use of foreshadowing, unreliable narrator, symbolism, etc for their significance to a text as a whole
7. Use a variety of strategies to decode complex texts

Stage 2 - Assessment Evidence

Assessments: *This section identifies assessment tasks that the teacher will employ to assess student performance on the content standards identified in this unit. This section may also identify the rubrics used for scoring each assessment task*

- Thematic Essay (Essay analyzing a major theme in The Great Gatsby) (RL 5 & 6, W 1 & 9)*
- 1920s presentations (W 2, 7, 9; SL 4)*
- Double Entry Notes (RL 5 & 6)*
- Level 1, 2, & 3 questions (RL 5 & 6)*
- Entrance/Exit Tickets (RL 5 & 6, W 1 & 9)*
- Socratic Seminars (RL 5 & 6, SL 1)*
- Quizzes (Content and Vocab) (RL 5 & 6, W 1 & 9)*
- Character Diaries (RL 5 & 6, W 3)*
- Comprehension Graphic Organizers (RL 5 & 6)*

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Stage 3 - Learning	
<p>Learning Activities: <i>This section lists suggested ENGAGING & EFFECTIVE activities for students to demonstrate their competency in the standards identified in this unit</i></p> <p style="text-align: center;">Note: These activities are differentiated in order to best reach all levels & types of learners:</p>	
Activities for ALL students:	Supports Provided:
<ol style="list-style-type: none"> 1. Freyer Squares for vocab acquisition 2. Literature Circles 3. Socratic Seminars 4. Watching & Comparing film versions 5. Thematic Carousels 6. Character Analyses 7. Four Corners 8. Critical Theory Lenses 9. Analysis of Focus Passages 10. Grammar Exercises 	<ol style="list-style-type: none"> 1. Graphic Organizers 2. Modeling - Teacher & Student Work Samples 3. Group Work 4. Multimodal options (using art, videos, etc as prompts) 5. Directions presented in different ways (visually, audibly, etc) 6. Explicit Instruction 7. Organizational Systems (Notebook with Dividers for each section) 8. Individual Conferences 9. Collaboration with Inclusion Teacher & Reading Specialist 10. Use of Audiobook and Film to scaffold text comprehension 11. Read Aloud/Think Alouds to model "close-reading"
Activities for MOST students:	Supports Provided:
<ol style="list-style-type: none"> 1. Further analysis of major themes 2. Peer editing and revision of writing assignments 3. Fine-tuning essay writing skills, in particular crafting thesis statements, blending evidence, and incorporating transitions 	<ol style="list-style-type: none"> 1. Explicit Instruction 2. Group Work 3. Modeling with student samples
Activities for SOME students:	Supports Provided:
<ol style="list-style-type: none"> 1. Leadership Roles within Group Activities (i.e. Socratic Seminars, Literature Circles, etc) 2. Fine-tuning essay writings skills, in particular cultivating a distinct academic voice. 	<ol style="list-style-type: none"> 1. Modeling 2. Explicit Instruction 3. Targeted Feedback (in particular, voice, blending quotes, etc) 4. Individual Conferences
<p>Instructional Resources: <i>This section of the unit lists instructional resources & equipment available to teachers for this unit</i></p> <p><i>Notebooks</i></p> <p><i>Copies of <u>The Great Gatsby</u></i></p> <p><i>Daily Powerpoints</i></p> <p><i>Computer Cart for research</i></p> <p><i>Audiobook</i></p> <p><i>Film Versions of <u>The Great Gatsby</u></i></p>	