

## Direct Instruction Lesson Plan 1: *The Great Gatsby* Symbol Slides, Chapters 1-6

| General Information  |   |
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| <b>Lesson Title:</b> <i>The Great Gatsby</i> Symbol Slides   |   |
| <b>Subject(s):</b> English 11  |   |
| <b>Grade/Level/Setting:</b> 11 <sup>th</sup> Grade English. There are 21 students in the classroom that sit in heterogeneous groups of 4. The instruction that will take place in the classroom will include a whole group and small group discussion.   |   |
| <b>Prerequisite Skills/Prior Knowledge:</b><br><br>Students have had four weeks reading and discussing F. Scott Fitzgerald's <i>The Great Gatsby</i> . They have studied Modernism and The American Dream and have been identifying and discussing those themes through the first six chapters. Through in-class discussion and written discussion questions, students have noticed and discussed symbols as they appear, including Gatsby's Mansion, the color green, cars, The Valley of Ashes, and the Eyes of T.D. Eckelberg. <i>This lesson is intended to help them analyze the symbols and gain a heightened understanding of Fitzgerald's symbols.</i> |   |
| Standards and Objectives   |   |
| Common Core State Standards for English Language Arts (CCSS.ELA-LITERACY.RL.11-12.1)<br>Learning Objective 1: Students will demonstrate the ability to use textual references to construct meaning from complex text by analyzing the symbolism and thematic elements in "The Great Gatsby."   |   |
| <b>Learning Objective(s):</b><br><br>Given the text <i>The Great Gatsby</i> by F. Scott Fitzgerald, <ul style="list-style-type: none"><li>• Students will be able to identify symbols encountered so far in our text and wrestle with their meaning and interpretation, encountering the idea that there can be multiple interpretations.</li><li>• Students will construct an argument and produce textual evidence to support their argument.</li></ul>  |   |
| Materials  | Technology  |
| <ul style="list-style-type: none"><li>• Chromebook (Google Doc) or notes</li><li>• Slides outlining assignment, assignment also posted on Schoology</li><li>• <i>The Great Gatsby</i></li></ul>  | A Smart Screen is used in classroom instruction to play clips of the movie. |
| Language Demands   |   |
| <i>Specific ways that <b>academic language</b> (vocabulary, functions, discourse, syntax) is used by students to participate in learning tasks through reading, writing, listening, and/or speaking to</i>   |   |

*demonstrate their understanding.*

**Language Function(s):** *The content and language focus of the learning task represented by the active verbs within the learning outcomes. Common language functions include identifying main ideas and details; analyzing and interpreting characters or events; arguing a position or point of view; or predicting, recording, and evaluating data.*

Students will be able to analyze how the author uses language to develop symbols, themes, and characterization, and cite evidence from the text.

Students will be able to explain the symbols of the green light, the Valley of Ashes, cars, houses, the eyes of Dr. Eckleburg in *The Great Gatsby*, making connections to the themes in the book

Students will be able to identify, explain, compare and contrast the significance of events and development of characters through their actions, choices, and the impact of key events.

**Vocabulary:** *Includes words and phrases that are used within disciplines including: (1) words and phrases with subject-specific meanings that differ from meanings used in everyday life (e.g., table, warrant, meter, argument); (2) general academic vocabulary used across disciplines (e.g., compare, analyze, evaluate); and (3) subject-specific words defined for use in the discipline (soliloquy, denouement, static and dynamic characters, thesis statement)*

- Symbolism, foreshadowing, irony
- Analyze, compare, contrast, evaluate
- American dream, corrupted American dream, modernism

#### **Discourse and/or Syntax**

*Discourse how members of the discipline talk, write, and participate in knowledge construction. Distinctive features or ways of structural oral or written language.*

- Citing evidence through providing quotations & Analyzing narrative text
- Identifying key ideas and details & Identifying symbols in the text

**Planned Language Supports:** *The scaffolds, representations, and pedagogical strategies teachers provide to help learners understand and use the concepts of language they need to learn within disciplines.*

1. **Note taking, recording quotes from the text in their notes.** I encourage students to take notes during group discussions and class, and to jot down ideas and themes from the text.
2. **Asking Questions.** In this lesson, I break down complex ideas and themes into smaller chunks, providing questions that model and guide students through the process of analyzing text.
3. **Modeling Analysis.** I provide students with a concrete example for them to reference as they work. I also help them define challenging vocabulary and break apart complex ideas, as scaffolding techniques for them to develop their own ability to analyze.
4. **Peers as a Resource.** Students are grouped in fours, researching the same symbol with others. This allows them the ability to use others' insights and to try out ideas in a small, lower-stakes setting before sharing their findings with the class.

## Instructional Strategies and Learning Tasks

### Anticipatory Set:

| Activity Description/Teacher  | Student Actions  |
|---|--|
| <p><b>The teacher will launch the class period by reminding students to take out their notes and books.</b></p> <p><b>Objective:</b> By the end of class today, you will be able to:</p> <ul style="list-style-type: none"> <li>• Identify and describe several of Fitzgerald's symbols, and provide textual evidence for it.</li> <li>• Analyze how he uses it to construct meaning.</li> <li>• Present a slide that has two quotes and a description of your symbol.</li> </ul> | <p>Students get out their notes on Great Gatsby Chapters 1-6, as well as their notes on Symbolism and Modernism.</p> |

### Presentation Procedures for New Information and/or Modeling:

| Activity Description/Teacher   | Student Actions  |
|--|--|
| <p><b>Teacher asks students to take notes on the use of symbolism in The Great Gatsby.</b></p> <p>(Complex Text) Authors sometimes use symbolism in their writing to represent complex ideas that aren't laid out explicitly in the text. They keep appearing in the text, often enough that the reader notices and wonders why they are there, and what the author is saying through them. Can anyone define what a symbol is?</p> <p>The Valley of Ashes is one of these symbols that Fitzgerald puts in our text. Each time the characters go to New York, they must travel from West Egg through this grey and colorless valley, where they pass Wilson's gas station, a fading billboard, and piles of ashes. Why is it there? Is it important? Over time, we get to see the hopelessness of the people who live there, the careless attitudes of</p> | <p>Students listen, watch, and take notes.</p> <p>Students look up (from notes or googling) definition of a symbol.</p> <ul style="list-style-type: none"> <li>• Students are writing down quotations and analyzing word choice, allusions, and other literary features in our text</li> </ul> |

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| <p>the rich who drive through it, and the destruction they cause there.</p> <p>Symbols allow the author to put forth ideas in a subtle and artistic way that highlights meaning. They can be used for a variety of things:</p> <ol style="list-style-type: none"> <li>1. To critique the culture</li> <li>2. To represent complex ideas or emotions</li> <li>3. To give ambiguity to something</li> </ol> <p>Why doesn't Fitzgerald just lay out what he means? He allows readers to use their own skills of interpretation and analysis and uncover layers of meaning below the surface. The discovery of meaning is part of the joy of reading.</p> |  |
| <b>Guided Practice</b>  |  |
| <b>Activity Description/Teacher</b>   | <b>Student Actions</b>   |
| <p>The teacher shows a picture of the Valley of Ashes, and leads students through a discussion of its characteristics, how it appears in the text, asking what it could represent, and asking students to find textual evidence in the text. Together the class and teacher apply meaning to it:</p> <ol style="list-style-type: none"> <li>1. The failure of the American Dream</li> <li>2. Social and moral corruption – it is an industrialized wasteland.</li> <li>3. A dead end place for the poor;</li> </ol>   | <p>Students participate in the discussion, looking in their books to see if they can provide quotes or descriptions from the text.</p> <p>Students look up these terms in notes or google: American Dream and Corrupted American Dream</p>             |
| <b>Independent Student Practice</b>   |  |
| <b>Activity Description/Teacher</b>   | <b>Student Actions</b>   |
| <p>Here's your assignment:</p> <p>We have been pointing out symbols so far in the book, in Chapters 1-4. This assignment will help you consolidate the meaning for each symbol.</p> <p>You will work in groups. Each group will be assigned one symbol.</p> <ul style="list-style-type: none"> <li>• You will be Discussing and debating the interpretation of them (Form an argument and find evidence for it). (<i>Literary Analysis</i>)</li> </ul>  | <p>Students number off and are assigned to groups. Each group gets a different symbol.</p> <p>Students work in groups to interpret their symbol, find textual evidence, and create a slide in Canva. On completion, they upload them in Schoology.</p> |

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| <ul style="list-style-type: none"> <li>• Document evidence that supports your claim.</li> <li>• Make a slide that presents your symbol and your interpretation of it. It does not need to agree with others in your group, but it should be supported by evidence (quotations)</li> </ul> <p>The slide should identify 1) What the symbol means and 2) Two quotes that support this interpretation of the symbol. Each individual will then give a short presentation, explaining their symbol to the group.</p> <p>Teacher dismisses students to work with their groups until the last 10 minutes of the period, when students report back to class. Teacher circulates to answer questions of students.</p> |  |
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**Culminating / Closing Procedure**

| <b>Activity Description/Teacher</b>  | <b>Student Actions</b>                                  |
|--|---|
| Teacher calls class to attention and allows students group to briefly report on their symbol slides. Instruct students to take notes on other symbols. | Students give brief oral report on their symbol slides. |

**Differentiated Instruction**

*Consider how to accommodate for the needs of each type of student. Be sure that you provide content specific accommodations that help to meet a variety of learning needs.*

**Gifted and Talented:** These students will likely take ownership and leadership in their small groups. Challenge them to be artistic.

**EL:** They can be the group member seeking images online for the group to use. Encourage them to keep a vocabulary list; define aloud difficult words; permit them more time to work, or allow them to work with a partner; simply the summative assessment.

**Students with Other Special Needs:** Encourage them to keep a vocabulary list; define aloud difficult words; modify assignments to fit with their IEPs and 504s, including more time, less writing, and the use of technology.

**Assessment**

**Formative** Students will create a slide to display their understanding of symbols in Gatsby.

**Summative** Students will present their symbol slides to the class, teaching their peers and demonstrating their knowledge and their ability to support claims with evidence.

## Direct Instruction Lesson Plan 2: *The Great Gatsby* Chapters 6-7

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| <b>General Information</b>   |  |
| Lesson Title: <i>The Great Gatsby</i> Chapter 6-7  |  |
| Subject(s): English 11   |  |
| <b>Grade/Level/Setting:</b><br><p>11<sup>th</sup> Grade English. There are 21 students in the classroom that sit in heterogenous groups of 4. The instruction that will take place in the classroom will include a whole group and small group discussion.</p>   |  |
| <b>Prerequisite Skills/Prior Knowledge:</b><br><p>Students have had four weeks reading and discussing F. Scott Fitzgerald's <i>The Great Gatsby</i>. They have studied Modernism, the American Dream and the Corrupted American Dream, and Symbolism in the first five chapters. <i>Last lesson analyzed symbols in Chapters 1-6. This lesson will build upon that by explicit teaching on Analysis and Practice Constructing Meaning from Text, as well as citing textual evidence.</i></p>   |  |
| <b>Standards and Objectives</b>  |  |
| <p>Common Core State Standards for English Language Arts (CCSS.ELA-LITERACY.RL.11-12.1)<br/>           Learning Objective 1: Students will demonstrate the ability to use textual references to construct meaning from complex text by analyzing the symbolism and thematic elements in "The Great Gatsby."</p>  |  |
| <p>Common Core State Standards for English Language Arts (CCSS.ELA-LITERACY.RL.11-12.2)<br/>           Learning Objective 2: Students will demonstrate the ability to create a written product interpreting or responding to complex features of "The Great Gatsby."</p>   |  |
| <b>Learning Objective(s):</b><br><p><i>Identify what students will accomplish by the end of the lesson; needs to align with the state or Common Core State Standards and needs to be measurable.</i></p> <p>Given the text <i>The Great Gatsby</i> by F. Scott Fitzgerald, Chapters 6-7,</p> <ul style="list-style-type: none"> <li>• Students will be able to construct meaning from particular quotations, practicing their analytical skills</li> <li>• Students will analyze Daisy's reaction to Gatsby's wealth.</li> <li>• Students will be able to produce textual evidence to support their argument.</li> </ul> |  |
| <b>Materials</b>   | <b>Technology</b>  |
| <ul style="list-style-type: none"> <li>• Chromebook (Google Doc)</li> <li>• Discussion Questions</li> <li>• <i>The Great Gatsby</i></li> <li>• Their notes</li> </ul>  | <p>A Smart Screen is used in classroom instruction to play clips of the movie.</p> |
| <b>Language Demands</b>  |  |
| <p><i>Specific ways that <b>academic language</b> (vocabulary, functions, discourse, syntax) is used by students to participate in learning tasks through reading, writing, listening, and/or speaking to</i></p>  |  |

*demonstrate their understanding.*

**Language Function(s):** *The content and language focus of the learning task represented by the active verbs within the learning outcomes.*

- Students will be able to analyze how the author uses language to develop symbols, themes, and characterization, and cite evidence from the text.
- Students will be able to explain the symbols of the green light, the Valley of Ashes, cars, houses, the eyes of Dr. Eckleburg in *The Great Gatsby*, making connections to the themes in the book
- Students will be able to identify, explain, compare and contrast the significance of events and development of characters through their actions, choices, and the impact of key events.

**Vocabulary:** *Includes words and phrases that are used within disciplines including: (1) words and phrases with subject-specific meanings that differ from meanings used in everyday life (e.g., table, warrant, meter, argument); (2) general academic vocabulary used across disciplines (e.g., compare, analyze, evaluate); and (3) subject-specific words defined for use in the discipline (soliloquy, denouement, static and dynamic characters, thesis statement)*

- Symbolism, foreshadowing, irony
- Analyze, compare, contrast, evaluate
- American dream, corrupted American dream, modernism

**Discourse and/or Syntax**

*Discourse how members of the discipline talk, write, and participate in knowledge construction. Distinctive features or ways of structural oral or written language.*

- Citing evidence through providing quotations & Analyzing narrative text
- Identifying key ideas and details & Identifying symbols in the text

**Planned Language Supports:**

*The scaffolds, representations, and pedagogical strategies teachers intentionally provide to help learners understand and use the concepts of language they need to learn within disciplines.*

1. **Note taking, recording quotes from the text in their notes.** I encourage students to take notes during group discussions and class, and to jot down ideas and themes from the text.
2. **Asking Questions.** In this lesson, I break down complex ideas and themes into smaller chunks, providing questions that model and guide students through the process of analyzing text.
3. **Modeling Analysis.** I provide students with a concrete example for them to reference as they work. I also help them define challenging vocabulary and break apart complex ideas, as scaffolding techniques for them to develop their own ability to analyze.
4. **Peers as a Resource.** Students are grouped in fours, researching the same symbol with others. This allows them the ability to use others' insights and to try out ideas in a small, lower-stakes setting before sharing their findings with the class.

**Instructional Strategies and Learning Tasks**

**Anticipatory Set:**

| Activity Description/Teacher   | Student Actions   |
|--|---|
| The teacher will launch the class period by telling students to get notes and books out. | Students get out their notes and books out and prepare to take notes. |

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|---|------------------------------------|
| <p><b>Objective:</b> By the end of class today, you will be able to:</p> <ul style="list-style-type: none"> <li>Define idealism and find references in the text to Gatsby's idealism.</li> </ul> <p><b>Review:</b> Last class period we worked on identifying certain symbols in the text and seeing how our author used them. This class period, we are going to overview what makes for good analysis, and then practice it.</p>  | <p>Ask students to take notes.</p> |
| <b>Presentation Procedures for New Information and/or Modeling:</b>   |                                    |
| <b>Activity Description/Teacher</b>   | <b>Student Actions</b>             |
| <p>How to do literary analysis &amp; interpretation: (Students take out books and take notes).</p> <p><b>Here are things to look for:</b></p> <p><b>1) Themes:</b> the past, social class, corruption, the American Dream, love, idealism. How are these themes developed through the novel?</p> <p><b>3) Imagery or symbolism:</b> Is there any imagery or symbolism? What do they mean? (Green, the Valley of Ashes, the eyes of Dr. TJ Eckleburg, and Gatsby's mansion.</p> <p><b>4) Characterizations:</b> What is revealed in this chapter? What motivates them? Are they limited by social expectations?</p> <p><b>5) Language:</b> What words does the author use to describe something? Does his/her word choice mean anything?</p> <p><b>6) Literary Devices?</b> Any allusions?</p> <p><b>7) Arguments:</b> are there any arguments made?</p> <p><b>8) Quotable Quotes:</b> What are they saying?</p> <p><b>9) What's Your Interpretation?</b> What's your interpretation of this text?</p> |                                    |
| <b>Guided Practice</b>  |                                    |
| <b>Activity Description/Teacher</b>   | <b>Student Actions</b>             |
| <p><b>(Complex Text)</b><br/> <b>Discussion over Text.</b></p> <ul style="list-style-type: none"> <li>Use discussion questions. Emphasize students reaching to discover the subtle meanings beyond a surface-level reading of the text.</li> <li>Employ written questions and use small and large group discussions to bring out insights.</li> </ul> <p><b>(Literary Analysis)</b></p> <ul style="list-style-type: none"> <li>Encourage students to think critically about literature by asking questions of their own, especially open-ended questions that challenge their assumptions. Encourage them to consider multiple perspectives and several interpretations of a text. Remind them that analysis requires their own interpretative work and judgment on which explanations they accept.</li> </ul>  |                                    |



- *Students can use the “Discussion Questions” sheet. They should support their answers with textual evidence.*
- Back up your answers with evidence. When you offer an answer, we want to back up our answers with text. It is very important that we ground our ideas with evidence in the text.
- For instance, if I ask the question, “What does Gatsby’s house represent?” you might answer this way:
- The emptiness of wealth. Gatsby told Nick on page 81, “I have been glancing into some of the rooms” (81). His house is too big for him – it’s all for show.
- Notice how there was a reference to the text that backs up my answer, so it’s not pure opinion. My answer is grounded in the text.
- Teacher leads the students through the discussion questions. Leave plenty of time for the students to answer. Remind them frequently to support their answer with evidence. If it is a challenging question, give them 60 seconds to “Talk at Your Table,” so they get to share ideas with their neighbor.

### Independent Student Practice

| Activity Description/Teacher  | Student Actions   |
|---|---|
| <b>(Literary Analysis)</b> Teacher gives students two quotations to analyze, considering the 10 steps outlined in the anticipatory step. Students may work independently, or with a neighbor. | Students are reading and discussing (through writing) the quotations, either independently or with a partner. Their answers are written, either by hand or typed. |

### Culminating / Closing Procedure

| Activity Description/Teacher   | Student Actions  |
|--|--|
| Give these instructions: Take the last five minutes of class to discuss with your table, then write down a one-sentence summary of the scene and characters we read today. | Students discuss at their tables, then record a one-sentence summary of the scene and characters we encountered today, submitting it to the teacher at the end of class. |

### Differentiated Instruction

*Consider how to accommodate for the needs of each type of student. Be sure that you provide content specific accommodations that help to meet a variety of learning needs.*

**Gifted and Talented:** Select these students to read aloud & more thoroughness in answers.

**EL:** Encourage them to keep a vocabulary list; define aloud difficult words; permit them more time to work, or allow them to work with a partner; simplify the summative assessment.

**Students with Other Special Needs:** Encourage them to keep a vocabulary list; define aloud difficult words; modify assignments to fit with their IEPs and 504s, including more time, less writing, and the use of technology.

### Assessment

**Formative** Students will submit their written answers to our class discussion questions to assess their understanding and adjust instruction accordingly.

**Summative** Students will write a “Perfect Paragraph” answering Gatsby questions.

### Direct Instruction Lesson Plan 3: *The Great Gatsby* Chapters -7-9

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| <b>General Information</b>   |   |
| <b>Lesson Title:</b> <i>The Great Gatsby</i> , Idealism, and the Past – Chapters 7-9   |   |
| <b>Subject(s):</b> English 11  |   |
| <b>Grade/Level/Setting:</b> 11 <sup>th</sup> Grade English. There are 21 students in the classroom that sit in heterogenous groups of 4. The instruction that will take place in the classroom will include a whole group lesson and small group discussion.   |   |
| <b>Prerequisite Skills/Prior Knowledge:</b> Students have had four weeks reading and discussing F. Scott Fitzgerald’s <i>The Great Gatsby</i> , and we are covering the last chapters in this lesson. They have identified a variety of symbols and themes in the book, including Modernism and the American Dream. They have worked on “How to do Literary Analysis” in the previous lesson and practiced it with one quotation. Today’s lesson picks up with a new (to them) theme and allows them to practice more analysis in a different way today. This lesson also builds upon prior knowledge of Modernism but allows them the opportunity to compare what they are seeing in their literature with a Modernist painting. They are learning to construct meaning from the text, and this lesson allows them to interpret a quotation in a new way. |   |
| <b>Standards and Objectives</b>  |   |
| <p><b>Common Core State Standards for English Language Arts (CCSS.ELA-LITERACY.RL.11-12.1)</b> Learning Objective 1: Students will demonstrate the ability to use textual references to construct meaning from complex text by analyzing the symbolism and thematic elements in "The Great Gatsby."</p> <p><b>Common Core State Standards for English Language Arts (CCSS.ELA-LITERACY.RL.11-12.2)</b> Learning Objective 2: Students will demonstrate the ability to create a written product interpreting or responding to complex features of "The Great Gatsby."</p>   |   |
| <b>Learning Objective(s):</b> Given the text <i>The Great Gatsby</i> by F. Scott Fitzgerald, Chapters 7-9,   |   |
| <ul style="list-style-type: none"> <li>• Students will be able to identify and define Fitzgerald’s theme of Idealism &amp; The Past.</li> <li>• Students will construct meaning from a particular quotation, practicing their new analytical skills</li> <li>• Students will be able to produce textual evidence to support their arguments.</li> </ul>  |   |
| <b>Materials</b>   | <b>Technology</b>   |
| <ul style="list-style-type: none"> <li>• Chromebook (Google Doc) for notes</li> <li>• <i>The Great Gatsby</i></li> <li>• Their notes</li> </ul>  | A Smart Screen is used in classroom instruction to project slides . |
| <b>Language Demands</b>  |   |
| <b>Language Function(s):</b>   |   |

- Students will be able to identify main ideas and themes
- Students will be able to analyze characters and interpret their actions according to themes in the book
- Students will analyze how the author uses language to develop symbols, themes, and characterization, and cite evidence from the text.

**Vocabulary:**

- Symbolism, foreshadowing, irony
- Analyze, compare, contrast, evaluate
- Idealism, Platonic forms, modernism

**Discourse and/or Syntax**

- Citing evidence through providing quotations & Analyzing narrative text
- Identifying key ideas and details & Identifying symbols in the text

**Planned Language Supports:**

1. **Close Reading Activities:** I provide students with an excerpt from the novel in this exercise, as well as give them guiding questions that are supposed to help them analyze the author’s word choice, symbolism, and themes in the text.
2. **Graphic Organizers:** In this lesson, I provide a graphic organizer that lists various themes that have to do with the past, and structure their discussion with context and interpretation questions that should guide them toward an original interpretation, helping them to draw their own conclusions from the text.
3. **Peer Collaboration:** Students can work in groups with their peers to discuss a particular quotation from the text, and assign meaning to it. They then get to share their insights with the class and each other.

**Instructional Strategies and Learning Tasks**

**Anticipatory Set:**

| Activity Description/Teacher   | Student Actions  |
|--|--|
| <p><b>Teacher gives the Objective:</b> By the end of class today, you will be able to:</p> <ul style="list-style-type: none"> <li>• Identify and define Fitzgerald’s theme of The Past.</li> <li>• Take one quotation, put it in context, and tell what it says about the Past.</li> </ul> <p><b>Warm-up questions:</b> Where have you seen the past so far in Gatsby?<br/>           How long was Gatsby’s love affair with Daisy? (1 month)<br/>           What about Gatsby’s past do we know? (It is invented)</p> | <p>Students get out their notes on Great Gatsby, Modernism, and Symbolism</p> <p>Students answer questions</p> |

**Presentation Procedures for New Information and/or Modeling:**

| Activity Description/Teacher   | Student Actions |
|--|-----------------|
| <p><b>Teacher-Led Discussion:</b> <i>Students take notes and actively engage in the discussion.</i></p> <p>The Great Gatsby is one of the two great American novels. What is the other one? (<i>Huck Finn</i>) Both have subjects that are uniquely American. This one is about the American dream, and <b>since it is a Modernist piece, it is asking questions more than telling. How you answer these is your interpretation.</b></p> <p>Some of the questions this book asks are:</p> <ul style="list-style-type: none"> <li>• Can you reclaim the past?</li> <li>• How much does the past mean?</li> <li>• Is the American dream possible? Can you be whoever you want to be through hard work? Can you really escape your poor past?</li> <li>• What does the past have to do with the present? Can you cut yourself off from the past, or does it shape and inform everything?</li> <li>• What was Gatsby's tell of his past that marked him as an outsider?</li> <li>• Can you escape a corrupt past and earn respectability? Or does the past haunt you, or shape you?</li> <li>• Does history matter? How much?</li> <li>• One love affair, one month long, what is the meaning of that in the present, in shaping the future? In whose perception?</li> <li>• Can Gatsby force his dream into existence? Is it ever too late?</li> <li>• Who are you without your dreams?</li> <li>• If you achieve your dreams, what are you then? Is purpose and pursuit more important than attainment?</li> </ul> |                 |
| <b>Guided Practice</b>   |                 |
| Activity Description/Teacher   | Student Actions |
| <p><b>Text-to-text connection: A look at a Modernist painting (a link to art);</b><br/> <i>Students observe the painting and make comments and notes</i></p> <p>We've been talking about Modernism in The Great Gatsby. Let's see if we can make some connections with a different form of art.</p> <p>Show "The Persistence of Memory" (Salvador Dali, 1931) How persistent is memory?</p> <p>What modernist elements do you see in this painting?</p> <p><b>(Constructing Meaning)</b> What do some of these elements mean?</p> <ul style="list-style-type: none"> <li>• The stopwatch covered with ants – the deterioration of the past</li> <li>• The face – an interior self, dreams, memories?</li> <li>• Egg – new life, rebirth</li> <li>• Surreal – Modernist art has the same elements –</li> <li>• Individualism – your meaning might be different from ours</li> <li>• Experimentation – represent things in new ways</li> <li>• Formalism – abstract ideas, but concrete representation -</li> </ul>  |                 |

- A link with our Novel – break with tradition; symbols represent things (car, billboard, clocks, house)
- Lack of identity – *Gatsby* – rejected past, an invented past –
- Lack of faith & Cynicism – does it matter at all?

**Independent Student Practice**

| Activity Description/Teacher  | Student Actions  |
|---|--|
| <p>Hand out and describe assignment.</p> <p><b>(Complex text)</b> Each group will be given a paper with a quotation from <i>Gatsby</i> having to do with the past. They will:</p> <ol style="list-style-type: none"> <li>1) Select the themes of the past, present, and future from the list that they see in the assignment.</li> <li>2) Set quotation in context: who said it, and under what circumstances.</li> </ol> <p><b>(Literary Analysis)</b> Collectively analyze the quote. We also introduce these concepts of literary analysis:</p> <ul style="list-style-type: none"> <li>• Write a thesis statement</li> <li>• Analyze the quote in light of the theme of the Past. <ul style="list-style-type: none"> <li>○ How do we answer the question of “why?” and “so what?”</li> <li>○ How do we make sure we are supporting our thesis (our conclusion about what the text means)</li> </ul> </li> <li>3) They have five minutes to do so; then they will report to the class.</li> <li>4) Re-convene students and have them report at the end of class.</li> </ul> | <p>Students come up and get the assignment.</p> <p>They work in groups to analyze and contextualize the quote.</p> <p>After five minutes, one group member is selected to report to the class. Students take turns standing up and reporting on their findings.</p> <p>The class gets the benefit of everybody’s insight and work.</p> |

**Culminating / Closing Procedure**

| Activity Description/Teacher  | Student Actions   |
|---|---|
| <p>Pass out “Perfect Paragraph” assessment and assign it to students. This is due at the start of next class period</p> | <p>Students take handouts and are prepared to do their homework assignment.</p> |

**Differentiated Instruction**

**Gifted /Talented:** Select students to read aloud. Expect more thoroughness in their answers.

**EL:** Encourage them to keep a vocabulary list; define aloud difficult words

**Students with Other Special Needs:** Encourage keeping vocab list; define difficult words

**Assessment**

**Formative** Have students submit their written answers to our class discussion questions to assess their understanding and adjust instruction accordingly. *Their answers on their oral report should show the depth to which they are grasping the Past as a theme in The Great Gatsby.*

**Summative.** Have students write a “Perfect Paragraph” answering some element of those discussion questions.