Grade: 11	Subject: English
Materials: *The Great Gatsby,* Character Report Card Worksheet, Google Slides Presentation	**Technology Needed:** computer and projector

Instructional Strategies:

☑ Direct instruction	☐ Peer teaching/collaboration/ cooperative learning	
☐ Guided practice		
☐ Socratic Seminar	☑ Visuals/Graphic organizers	
☐ Learning Centers	☐ PBL	
☐ Lecture	☐ Discussion/Debate	
☐ Technology integration	☐ Modeling	
☐ Other (list)		

Guided Practices and Concrete Application:

☐ Large group activity		☐ Hands-on	
☐ Independent activity		☐ Technology integration	
☑ Pairing/collaboration		☐ Imitation/Repeat/Mimic	
☐ Simulations/Scenarios			
☐ Other (list)			
Explain:			

Standard(s)

CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence 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.

Objective(s)

Students will understand what historical factors lead up to the book and how these lead the novel to be a product of the times.

Student will analyze portions of the text to find evidence to form their understanding of the characters.

Students will form a judgment of the characters to see with their limited information which characters seem like they will be the best and most likable.

Bloom's Taxonomy Cognitive Level:
Understand, analyze

Differentiation

Below Proficiency: I will group these students with someone who is above proficiency so that an aspect of peer tutoring can be present. I will also have these students read things like spark notes to help them better understand the reading.

Above Proficiency: I will group these students with someone that is below proficiency so that as aspect of peer tutoring is present. These students will be able to model the process of analyzing the text and finding evidence to support their beliefs.

Approaching/Emerging Proficiency: These students will benefit from working in small groups, it will allow them to deepen understanding by sharing thoughts as well as listening to others

Modalities/Learning Preferences: Auditory learners will benefit from being able to discuss the content with their peers. Visual learners will benefit from the presentation as well as writing the information down on the worksheet. Kinesthetic learners will have movement in transitions to break up the sitting in class.

Students will have a choice on completing their report card. They can either have a more discussion heavy class by choosing to each only analyze one character, or they can work more with their groups by analyzing all the characters together.

Classroom Management- (grouping(s), movement/transitions, etc.)
I will allow students to pick their groups as long as they show me they can handle this and make responsible choices. They will be instructed to find a place in the room to work with their group quickly and quietly and begin working. When we are coming back together for discussion, students should just walk back to their seats in a timely fashion.

Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)
Students are expected to work during the given time, they should not use the time to mess around. I will be walking around the classroom and having proximity to the students, which should help them stay on task.

Minutes	Procedures
5 min	**Set-up/Prep:** Print the Character Report Card Worksheets Great Gatsby Character Report Card.docx Have Google Slides up and Ready Have jazz song ready when students are walking in
2 min	**Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)** Ask students their first thoughts on the novel. We will be discussing the events of the story, but it is good to have their first impressions of the text.
8 min	**Explain: (concepts, procedures, vocabulary, etc.)** I will open the Google Slide and go through this with the students to give them historical context to set up the book. https://docs.google.com/presentation/d/1Pm8GInAHws1vMaRqZq-5QuHV7IwcgXwrM8hF8ufDZO0/edit?usp=sharing Students will be told that note taking is not necessary, but to pay attention because we will be coming back to this information throughout the unit. *The Great Gatsby* is very much influenced by the time period, so students will be instructed to be watching for how these ideas I will also remind students what a theme is – central idea or reoccurring idea in a text

20 min (work) **10 min (discussion)**	**Explore: (independent, concreate practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)**
	    Introduce the fact that this novel has very interesting characters and is very character driven
	    Pass out the Character Report Card Worksheet and project it on the board as well
	    Read the instructions to the students. Tell them there is no required number of supports they need to have but think what would happen if a teacher gave them a final grade based on only one assignment.
	    We will work through Nick's report card first. I will give them my example for Nick's kindness.
	    Next, we will work together through Nick's honesty (highlight how important it is that we can trust Nick as he is our narrator).
	    I will have students finish the last two traits for Nick independently before moving to their groups to discuss Nick and decide on grade averages for these last to traits.
	    I will then ask students how they would like to progress. They can either:
	        Work in a small group for the whole sheet analyzing all characters with their group
	        or
	        Work in a small group, finish Nick together, then be assigned one character to analyze. After a given time, they will be asked to share their findings with the other group
	    Either choice, I will break students into small groups of around 4. (If students choose to do the second option, I will have two Daisy groups and two Tom groups so that each Daisy group can share with a Tom group and vice versa)
	    Students will be given time to analyze the text and fill out the worksheet
	        If students picked the second option, they will have less time to analyze as they will have to have time to share their report card with the other group
	    During their work time I will also tell students that the last two questions should be filled out based on personal opinion.
	    We will then discuss the student's report cards. I will then ask students who they think are the most and least likable so far. (This can spark a little discussion, and shows that it is okay if we do not love all/any of the characters as this is part of Fitzgerald's commentary about society that we should be paying attention to throughout the novel)

1 min	**Review (wrap up and transition to next activity):**
	    Tell students to read Chapter 2 for tomorrow.
	    Exit Slip: Nick's reliability as a narrator is extremely important. We are never explicitly told whether we should be weary of his narration. Based on what students have read in chapter 1, they are to make a hypothesis about whether or not they believe Nick is going to remain a good narrator based on his current relationships with the other characters and any biases revealed in the first chapter.

Formative Assessment: (linked to objectives)
I will be walking around to the groups and checking in with students throughout. How they fill out the worksheet will act as a formative assessment, I will be able to see if they are able to cite specific examples in the text that actually support what they are stating.
  Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.
I will be walking around to groups to check on their progress and clarify anything that they have questions on. I will also be posing more questions to the students if they appear to need a bit of guidance as they are working.
 	
  Consideration for Back-up Plan: I can be flexible with the work time for students, if they need more, we can use more. I will also have the option of stopping and not discussing the likeable characters until the next day, depending on what time allows for. Also, if we do not make it through the whole discussion of the characters, I will have students finish tomorrow in class.
	Summative Assessment (linked back to objectives)
	  End of lesson: Exit Slip: Analyzing Nick's reliability and forming a hypothesis to fill in the uncertainty the text leaves us with. I will read these and share a few at the beginning of class tomorrow. If the exit slips reveal areas of confusion, I will address this at the beginning as well.
	
	  If applicable- overall unit, chapter, concept, etc.:

Reflection (What went well? What did the students learn? How do you know? What changes would you make?):

The timing of the amount of direct instruction went well. I asked students questions to keep them engaged during the Google Slide presentation. By the time I finished, I could tell they were getting ready to move on to a more active activity. I was really impressed with the students' level of engagement with the text in analyzing the characters. They were pointing out numerous characteristics, that even I did not have written on the key I made. Students also had strong opinions about their favorite and least favorite characters so far, so it will be interesting to see how these develop as the students continue reading the novel.

I would change having students fill out the final two categories of Nick's report card on their own and then bring it to discuss with their group. I would also tell students that it is okay if they do not all agree on exactly what the grades should be, they can select a group average. I also added an exit slip to closer check students' understanding.

The Great Gatsby
Chapter 1: Character Report Cards

Give each character a grade for each trait and explain your grade in the comments section. You should refer to details from the text. (Include page numbers)

Character: Nick Carraway

TRAIT	GRADE	COMMENTS
Kindness		
Honesty		
Attitude		
Intelligence		

Character: Daisy Buchanan

TRAIT	GRADE	COMMENTS
Kindness		
Honesty		
Attitude		
Intelligence		

Character: Tom Buchanan		
TRAIT	GRADE	COMMENTS
Kindness		
Honesty		
Attitude		
Intelligence		

Most Likable

In your opinion, which character is the <u>most</u> likeable? Explain.

Least Likable

In your opinion, which character is the <u>least</u> likeable? Explain.