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Dr. Tufte

EDU 421

Unit Plan Outline: The American Dream and Reality: *The Great Gatsby*

Week One:

- Day 1: Intro to the Jazz Age
- Day 2: Presentations and Ch 1 Character Report Cards
- Day 3: Ch 2 Discussion
- Day 4: Ch 3 Stations
- Day 5: Ch 4 Prezi and Discussion

Week One:

- Day 6: Ch 5 Symbolism.
- Day 7: Ch 6 Discussion
- Day 8: Ch 6 Instagram Activity
- Day 9: Ch 7 Discussion of Reading Questions
- Day 10: Ch 7 Tom vs Gatsby activity and Kahoot to study

Week Two:

- Day 11: Ch 5-7 Quiz and Introduce Final Project
- Day 12: Ch 8 Who is Most Guilty
- Day 13: Ch 9 Discussion
- Day 14: Wrap-up of novel! Final Thoughts and Questions and Gatsby Game
- Day 15: Work day!

Driving Question: How is one's life impacted by dwelling on dreams and the past?

Standards

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.

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.

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).

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.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.

Day One: Intro to the Jazz Age

Grade: 11	Subject: English
Materials: <i>Great Gatsby</i> , Chapter 1 Reading Questions	Technology Needed: computers, access to Google Slides, speaker, music
Instructional Strategies: <ul style="list-style-type: none"> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input checked="" type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <ul style="list-style-type: none"> <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling 	Guided Practices and Concrete Application: <ul style="list-style-type: none"> <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input checked="" type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) <p>Explain:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Hands-on <input checked="" type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic
Standard(s) 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. 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. (Students may not realize it right away, but they are doing historical research on major influences in the novel that appear as themes of the novel and important elements and influences in the novel. Getting more information about these will aide in the student's ability to analyze Fitzgerald's choices)	Differentiation Below Proficiency: I would provide support for these students as they are doing their research, giving them website suggestions and more clear guidelines on what to include on their slide. Also, since I will also be able to work on the slides, I can help the students along the way if they need it. Above Proficiency: I would challenge these students to do more research than what is required for their slide on their topic. Also, if these students finish their slide early, I will have them begin reading. Approaching/Emerging Proficiency: This will be a great activity for these students. They will have to decide what to include on their slide, which will be difficult, but I will be around for the students if they need any help. I can also provide more clear instructions/requirements for students if they need extra guidance on what to include for their topic.
Objective(s) Students will create a slide on the Google slide to gain a better understanding of their selected topic	Modalities/Learning Preferences: Students can decide how they want to design their slide, this will give the more creative/visual students a chance to create what best suits them, and the same goes for the more logical students. Also, the music in the background will

<p>Students will analyze sources to determine what information is most relevant and important for their classmates to know about their topic.</p> <p>Bloom's Taxonomy Cognitive Level: Analyze, create</p>	<p>provide another auditory stimulus to get students excited about the unit.</p>
<p>Classroom Management- (grouping, movement/transitions, etc.) Students can pick their own groups for this project. If this becomes an issue, I will select partners for them going alphabetically.</p>	<p>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students are expected to use their class time to work on their projects.</p>
Minutes	Procedures
<p>5 min</p>	<p>Set-up/Prep: Have music of the 20s ready to play (this will be playing while the students are working) Create blank Google Slide that the students will be working on. Have the slides blank with just the theme written on it</p>
<p>5 min</p>	<p>Engage: (opening activity/ anticipatory Set – access prior learning/ stimulate interest /generate questions, etc.) Ask students if they are familiar with the terms, “The Roaring Twenties” and “The Jazz Age” and what comes to mind when they hear these terms Introduce <i>The Great Gatsby</i> and pass out the books to the students. I will tell them how excited I am to be reading this novel and how it is one of my favorites</p>
<p>2 min</p>	<p>Explain: (concepts, procedures, vocabulary, etc.) I will explain to students that to really understand this novel, we need to have a better understanding of the time period in which the book was written.</p>
<p>30 min</p>	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) Students will be making a Google slide show (so that they can all work on the same document at the same time) to present the historical background to <i>The Great Gatsby</i> Students will pick a partner (since this is a low stakes assignment, students have the freedom to work with whoever they choose) (Since I have 10 topics, group size will vary based on number of students. Ideally 3 students max per group, if I have more students, I will add more topics). Groups will pick from the following topics World War I, Prohibition, F. Scott Fitzgerald, Fashion of the 20s, Women, the American Dream, New York, Music, Economy (classes/wealth/job availability), Nicknames of the Era (how these came to be) Each group will be in charge of researching their topic and creating a slide on the Google Slide. Groups will have all of class time to work on their slide. Students will present these tomorrow, so they should use this time to practice as well</p>
<p>3 min</p>	<p>Review (wrap up and transition to next activity): Students will be assigned chapter 1 to read and reading questions to go along with their reading Great Gatsby Chapter 1 Reading Questions.docx</p>
<p>Formative Assessment: (linked to objectives) Students will be presenting their slides tomorrow. This will show if they truly understand their topic. Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc.: I will be walking around as the</p>	<p>Summative Assessment (linked back to objectives) End of lesson:</p>

students are working. I will be there to answer any questions they may have.

Consideration for Back-up Plan: If students finish early, they can begin reading chapter 1. Students should have enough time in class to finish their slide, anything not finished in class will have to be done outside of class before they present

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

Day Two: Presentations and Character Report Cards

<p>Grade: 11</p>	<p>Subject: English</p>
<p>Materials: <i>The Great Gatsby</i>, Character Report Card Worksheet</p>	<p>Technology Needed: Computer and projector, access to Google Slides</p>
<p>Instructional Strategies:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <ul style="list-style-type: none"> <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling 	<p>Guided Practices and Concrete Application:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) <p>Explain:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic
<p>Standard(s)</p> <p>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.</p>	<p>Differentiation</p> <p>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.</p> <p>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.</p>
<p>Objective(s)</p> <p>Students will understand what historical factors lead up to the book and how these lead the novel to be a product of the times.</p> <p>Student will analyze portions of the text to find evidence to form their understanding of the characters.</p> <p>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.</p> <p>Bloom’s Taxonomy Cognitive Level: Understand, analyze</p>	<p>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</p> <p>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.</p>

	Students can choose how they would like to progress with their sheets, if they want to be assigned a specific character and have more discussion, or if they would rather do the whole thing with their group for more group collaboration.
Classroom Management- (grouping, 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. If I have certain students that I think would benefit from working with another student, I will place that student in the group. 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 be respectful and pay attention during the presentation. Students are expected to work during the given time, they should not use the time to mess around.
Minutes	Procedures
5 min	Set-up/Prep: Have presentation open and ready Have Character Report Card sheets ready for students
2 min	Engage: (opening activity/ anticipatory Set – access prior learning/ stimulate interest /generate questions, etc.) Students will turn in their Chapter 1 Reading Questions I will assign the vocabulary assignment here as well. Students will get assigned a chapter and they have to find 3 words that they did not know or that they think their classmates might not know. Students will add the words, their definitions, the sentence it was used in in the book, as well as a sentence the student creates using the word to the Great Gatsby Vocab page on our class website. The vocab words are due on the day that we discuss the chapter. (I will assign some students to chapter 1, there words will be do with chapter 2). Tell students to sit with their partner/group and be ready to present their slide
15 min	Explain: (concepts, procedures, vocabulary, etc.) Go through the Introduction to the 20s Google Slides Each group presents their information I will add anything to any of the slides that I see fit Tell students that it is good to understand these to better understand the novel, these concepts will pop up numerous times throughout the novel, and this is also introducing many themes. Students are not required to take notes, but they need to be engaged and paying attention The slide show will be added to our classroom web page (or google classroom page) so that the students can revisit it throughout the unit
	Explore: (independent, concrete 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 Great Gatsby Character Report Card.docx Read the instructions to the students. Tell students that there is not a required amount of examples necessary but think of if a teacher gave a final grade only based on one assignment. It would not be a fair evaluation. Get as much support as needed to make a thorough evaluation.

<p>15 work 10 discussion</p>	<p>We will work through Nick's report card first. I will give them my example for Nick's kindness. Together we will analyze his honesty. I will tell students to finish their evaluation of Nick on their own before meeting with their group.</p> <p>I will then ask students how they would like to progress. They can either:</p> <p style="padding-left: 40px;">Work in a small group for the whole sheet analyzing all characters with their group</p> <p style="text-align: center;">or</p> <p style="padding-left: 40px;">Work in a small group and be assigned one character to analyze. After a given time, they will be asked to share their findings with the other group</p> <p>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)</p> <p>Students will be given time to analyze the text and fill out the worksheet</p> <p>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</p> <p>During their work time I will also tell students that the last two questions should be filled out based on personal opinion.</p> <p>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)</p>
<p>2 min</p>	<p>Review (wrap up and transition to next activity): Students are to read chapter 2 for tomorrow Remind the chapter 2 vocab group to submit their words.</p>
<p>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.</p> <p>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.</p> <p>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.</p>	<p>Summative Assessment (linked back to objectives) End of lesson: I will check students' reading questions. These were pretty surface level questions. They will show that the students read and show if I need to go over any details at the start of our chapter 2 discussion.</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p>	

Day Three: Chapter 2 Discussion

Grade: 11	Subject: English
Materials: <i>The Great Gatsby</i> , Ch 2 Reading Quiz	Technology Needed: computer, projector
Instructional Strategies: <ul style="list-style-type: none"> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <ul style="list-style-type: none"> <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input checked="" type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling 	Guided Practices and Concrete Application: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) <ul style="list-style-type: none"> <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic <p>Explain:</p>
Standard(s) <p>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.</p> <p>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).</p> <p>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.</p>	Differentiation <p>Below Proficiency: I can provide these students with guided notes or a summary of what we will talk about in class beforehand. I can also allow these students to be not as active in the discussion as they are focusing more on gathering the information.</p> <p>Above Proficiency: I will ask a student or students to take notes on the discussion if I know I have a student below proficiency who would benefit from them. Students above proficiency are expected to be more engaged in the discussion.</p> <p>Approaching/Emerging Proficiency: Discussion will help clarify any questions.</p> <p>Modalities/Learning Preferences: Auditory learners: talking and listening in the discussion. Visual: can jot down notes during the discussion to have a visual later and I will project the quotes on the board for them.</p>
Objective(s) <p>Students will understand the events that take place in Ch. 2</p> <p>Students will connect their previous knowledge of Nick and Daisy to what is revealed in Ch 2</p> <p>Students will analyze passages from the text and use them to answer questions about the text</p> <p>Students will actively participate in the discussion</p> <p>Bloom's Taxonomy Cognitive Level: Understand, Apply, Analyze</p>	<p>For the quiz, if a student did not read the chapter, he/she can write on the quiz that he/she did not read and turn it in with the rest of the class. They will then have to come talk to me and we can arrange something else. I will give them an extra day to do the reading and we will do a verbal quiz to cover the material and ensure that he/she actually read.</p>

<p>Classroom Management- (grouping, movement/transitions, etc.) If I notice certain students always being the ones to answer the questions, I will ask certain people for answers, use turn and talks to discuss before sharing, or engaging students who look like they have something to say, but maybe are a bit more reserved.</p>	<p>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students are expected to be active in the discussion. Students are encouraged to take notes during the discussion, but not to the point where note-taking will get in the way of participating.</p>
Minutes	Procedures
5 min	<p>Set-up/Prep: Print Ch 2 Reading Quiz Type quotes onto a slideshow</p>
10 min	<p>Engage: (opening activity/ anticipatory Set – access prior learning/ stimulate interest /generate questions, etc.) Students will begin class by taking a Chapter 2 Reading Quiz Great Gatsby Ch 2 Reading Quiz.docx Students will hand in their quizzes when they are finished and just wait until their classmates are finished</p>
20 min	<p>Explain: (concepts, procedures, vocabulary, etc.) We will engage in a large group discussion about Chapter 2. We will arrange the desks in a circle, but also in a way that students will be able to turn and see the board when important passages are posted. Passages will be posted and I will use these to direct discussion Passage 1: “a valley of ashes – a fantastic farm where ashes grow like wheat into ridges and hills and grotesque gardens; where ashes take the forms of houses and chimneys and rising smoke, and finally, with a transcendent effort, of men who move dimly and already crumbling through the powdery air.” <u>Questions:</u> How does Fitzgerald use ashes to create the mood? What kind of people would you expect to live in the valley of ashes? Do you think George Wilson is a typical valley of ashes resident? Why or why not? Passage 2: “The eyes of Dr. T.J Eckleburg are blue and gigantic – their retinas are one yard high. They look out of no face, but, instead, from a pair of enormous yellow spectacles which pass over a non-existent nose.” <u>Question:</u> What do you think the eyes represent? Passage 3: “The interior was unprosperous and bare; the only car visible was the dust-covered wreck of a Ford which crouched in a dim corner. It had occurred to me that this shadow of a garage must be a blind, and that sumptuous and romantic apartments were concealed overhead, when the proprietor himself appeared in the door of an office, wiping his hands on a piece of waste. He was a blond, spiritless man, anaemic, and faintly handsome. When he saw us a damp gleam of hope sprang into his light blue eyes.” <u>Questions:</u> How does this passage make you feel about businesses/people living in the valley of ashes? What are your impressions of Wilson so far (you can reference things not from this passage)? Passage 5: “The apartment was on the top floor — a small living-room, a small dining-room, a small bedroom, and a bath. The living-room was crowded to the doors with a set of tapestried furniture entirely too large for it, so that to move about was to stumble continually over scenes of ladies swinging in the gardens of Versailles.” <u>Questions:</u> How does the décor of the apartment confirm or deny what we know about Myrtle (the furniture is too large, is this fitting with what we know about her)? Why does Tom buy Myrtle a dog? What happens to the dog when they are not in the apartment? How do Tom and Myrtle justify their affair? What is wrong with their spouses? Passage 6: “I have been drunk just twice in my life, and the second time was that afternoon; so everything that happened has a dim, hazy cast over it, although until after eight o’clock the apartment was full of cheerful sun.” <u>Questions:</u> How does Nick being drunk change our understandings of the events that take place in the apartment?</p>

	What does this reveal about our narrator, remember what grade you gave him for honesty, does this impact your decision at all?
10 min	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <p>Students will complete this short writing prompt as their exit slip. What are some similarities and differences between Myrtle and Daisy? Why do you think Tom is attracted to Myrtle? Why do you think Myrtle is attracted to Tom?</p> <p>Students will turn this in before they leave.</p>
2 min	<p>Review (wrap up and transition to next activity):</p> <p>Students will be assigned to read chapter 3 for tomorrow. Remind the chapter 3 vocab group to submit their words</p>
<p>Formative Assessment: (linked to objectives)</p> <p>Exit Slip: Students will have to recall facts about Daisy to contrast her with Myrtle. Students will have to analyze how Nick can change our understanding based on the fact that he is the narrator.</p> <p>Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc.:</p> <p>I will be involved in the discussion. I will pose questions to students and be there to guide them or provide any support they may need throughout the discussion.</p> <p>Consideration for Back-up Plan:</p> <p>Based on how the discussion goes, I can provide more time if the students have a lot to discuss. If the discussion finishes early and I feel as though we have covered everything, the students may use the remaining class time to begin reading Ch 3.</p>	<p>Summative Assessment (linked back to objectives)</p> <p>End of lesson:</p> <p>I will read over the exit slips and check for misunderstanding and address it at the beginning of class tomorrow.</p>
Reflection (What went well? What did the students learn? How do you know? What changes would you make?):	

Day Four: Chapter 3 Stations

<p>Grade: 11</p>	<p>Subject: English</p>
<p>Materials: <i>The Great Gatsby</i>, Chapter 3 Station Packets, Station number sign, Coloring utensils for station 2</p>	<p>Technology Needed: n/a</p>
<p>Instructional Strategies:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input checked="" type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <ul style="list-style-type: none"> <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling 	<p>Guided Practices and Concrete Application:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input checked="" type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) <p>Explain:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic
<p>Standard(s)</p> <p>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.</p> <p>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).</p> <p>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.</p>	<p>Differentiation</p> <p>Below Proficiency: I will be picking the groups as the students walk in, so while it seems random, I will be manipulating it to group these students with some of higher proficiency to act as peer tutors.</p> <p>Above Proficiency: I will place these students in groups with students who may need a bit more support to act as peer tutors.</p> <p>Approaching/Emerging Proficiency: These students will benefit from the group work and getting to work through the problems with their classmates and hearing different perspectives.</p> <p>Modalities/Learning Preferences: Visual learners will benefit from the charts in the packet, more creative students get a creative outlet with designing the invitation, kinesthetic learners will enjoy being able to rotate around the room to the different stations rather than sitting in one place for the whole period, auditory learners will benefit from being able to hear the different perspectives of their classmates and discuss the information.</p>
<p>Objective(s)</p> <p>Students will identify what they know about Gatsby so far.</p> <p>Students will contrast the parties and apply what they already know about the 20s to determine how these parties fit the decade.</p> <p>Students will determine Fitzgerald's purpose for why he included the scenes in this chapter.</p>	

<p>Students will analyze quotes from the text to see what is revealed about the characters.</p> <p>Bloom's Taxonomy Cognitive Level: Knowledge, analyze</p>	
<p>Classroom Management- (grouping, movement/transitions, etc.) I will select the groups as the students are walking into class. I will give students a halfway and a three-minute remaining warning as they are working. When students are transitioning they will have 45 seconds to transition stations and begin working (I will have a timer on the board)</p>	<p>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students are expected to use their time in class to work. If students work diligently throughout the class period, the packet will not be checked at the end of class for grades, rather I will just check it for completion. If the students do not use their time, the packet will be due at the beginning of class tomorrow.</p>
Minutes	Procedures
5 min	<p>Set-up/Prep: Print Ch. 3 Station Packet for each student Great Gatsby Chapter 3 Stations Packet .docx Have the desks situated in 4 groups. Place small sign designated which station belongs where (Small stand with a number 1, 2, 3, or 4)</p>
5 min	<p>Engage: (opening activity/ anticipatory Set – access prior learning/ stimulate interest /generate questions, etc.) At the door, tell students to grab a packet sitting on the stool in the front of the room. As students are entering I will give them a number 1-4 and they are to sit at the station that correlates to their number Begin by discussing some of the students' answers from the exit slips the day before. Answer any questions that seemed to arise in the slips Mention what they all seem to believe about Nick's credibility as a narrator as this will get brought up in the stations</p>
5 min	<p>Explain: (concepts, procedures, vocabulary, etc.) Give a quick instruction for each station before allowing students to get to work General Directions: Root your answers in the text. Work with the group, but each person fills out their own packet. Station 1: Answer the questions Station 2: First, compare and contrast the parties Nick attends, then answer the questions given, on the back make a party invitation Station 3: Fill out the chart by analyzing Fitzgerald's purpose for the different sections of the chapter Station 4: Read the quotes and then answer the questions that follow After checking with students to see if they have any questions, I will allow students to start working.</p>
40 min	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) Students will begin working at their station. They will have 10 minutes at each station before rotating clockwise to the next station. Station 1: Who is Gatsby? Station 2: The Party Station 3: Fitzgerald's Purpose Station 4: Quotes</p>
5 min	<p>Review (wrap up and transition to next activity): As an exit slip, students are to write down any points of confusion they had remaining after working through the stations. If I notice a recurring question, we will address it at the beginning of class the next day. I can also address students individually after reading their points of confusion to help clarify things for them. Students are assigned to read Chapter 4 for tomorrow</p>

Remind the chapter 4 vocab group to submit their words	
<p>Formative Assessment: (linked to objectives) I will be checking in with students throughout the lesson. Also, reading through their answers will allow me to note if they have any confusion. Reading their exit slips will also let me know if they missed anything.</p> <p>Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc.: I will be walking around to the different stations to monitor progress. I will be around for students also if they have any questions.</p> <p>Consideration for Back-up Plan: If students finish early, they can begin reading chapter 4. If the students seem like they need more time at a station, I will be flexible with the times.</p>	<p>Summative Assessment (linked back to objectives) End of lesson: I will be checking the exit slips of the students. I will note the POC of the students and write down major ones to address in class tomorrow.</p>
Reflection (What went well? What did the students learn? How do you know? What changes would you make?):	

Day Five: Chapter 4 Prezi and Discussion

Grade: 11	Subject: English
Materials: <i>The Great Gatsby</i> , Ch. 4 Reading Quizzes,	Technology Needed: computer, projector, prezì
Instructional Strategies: <ul style="list-style-type: none"> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <ul style="list-style-type: none"> <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling 	Guided Practices and Concrete Application: <ul style="list-style-type: none"> <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) <p>Explain: This class will be heavy on direct instruction, but I will be asking the students questions throughout. Many of the questions in the prezì are there for discussion.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic
Standard(s) <p>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.</p> <p>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).</p> <p>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.</p>	Differentiation <p>Below Proficiency: I tell these students I can have someone take notes for them, so they can be more engaged rather than worrying about taking notes</p> <p>Above Proficiency: I expect these students to be answering questions and be engaged in the lecture. I would ask a couple students to take notes of what we discuss so that I could copy them and give them to a student who I know would benefit from them.</p> <p>Approaching/Emerging Proficiency: These students will benefit from the discussion and being able to hear the other opinions of their peers as well.</p> <p>Modalities/Learning Preferences: Visual learners will benefit from the prezì, auditory learners will benefit from the discussion, kinesthetic learners do not really have movement or hands-on activities in this lesson, but I will be watching the tone of the class to see if they need a movement break at any point during the lesson.</p>
Objective(s) <p>Students will describe who Gatsby is and analyze what we know of his motivation so far.</p> <p>Students will evaluate the effects of having the back story come from Jordan as this point in the story.</p>	

Bloom's Taxonomy Cognitive Level: Understand, analyze, evaluate		
Classroom Management- (grouping, movement/transitions, etc.) This lesson will not have much movement. Students will be told where to hand in their quizzes and they should walk to turn them in and return to their seat promptly.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students can be taking notes as we go through the lecture. Students are expected to be engaged in the discussion that is occurring during the lecture as well.
Minutes	Procedures	
5 min	Set-up/Prep: Have the quizzes printed for students Have the prezis up and ready	
5 min	Engage: (opening activity/ anticipatory Set – access prior learning/ stimulate interest /generate questions, etc.) Students will begin by taking a reading quiz Great Gatsby Ch 4 Reading Quiz.docx Students will turn this in when they are finished and wait quietly until we begin.	
5 min	Explain: (concepts, procedures, vocabulary, etc.) Explain that this was a very important chapter where we learned a lot about Gatsby's history and his motivation. While we still do not know everything about Gatsby, we get his account of who he is, and find out what he wants (though this too will be developed upon more through the novel). Because of this we will work through the chapter together through a prezis	
30 min	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) We will discuss the prezis for Chapter 4 https://prezi.com/view/gHDSm7XsoTjmYOmLpX2o/ This will guide our discussion, but throughout if the students have other questions, we will address these as well.	
5 min	Review (wrap up and transition to next activity): As an exit slip, students will answer the two questions that were on our prezis. Who is Gatsby? What does he want? Students will be assigned to read chapter 5 for next class. Remind the chapter 5 vocab group to submit their words	
Formative Assessment: (linked to objectives) Students will complete an exit slip answering the driving questions of our discussion for the day, Who is Gatsby and what does he want? Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc.: I will be leading this discussion/instruction, so I will be watching students' engagement levels. Consideration for Back-up Plan: The times can be flexible, if the quiz takes longer that is okay. If the discussion does not take the full time, students can complete their exit slips and then begin reading the next chapter.		Summative Assessment (linked back to objectives) End of lesson: I will read students' analysis and see if there is any disconnect that needs to be covered at the beginning of tomorrow's lesson. This is an important first step in discovering who Gatsby is and they will later compare this information to what is revealed. It is important that students are able to answer each of these questions.
Reflection (What went well? What did the students learn? How do you know? What changes would you make?):		

Day Six: Chapter 5 and Symbolism

Grade: 11	Subject: English
Materials: <i>The Great Gatsby</i> , printed quizzes, printed handouts, students need paper and a pencil	Technology Needed: projector and computer
<p>Instructional Strategies:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input checked="" type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <ul style="list-style-type: none"> <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling 	<p>Guided Practices and Concrete Application:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input checked="" type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) <p>Explain:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic
<p>Standard(s)</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>Differentiation</p> <p>Below Proficiency: I will put students who are below proficiency into groups with those that are above proficiency to facilitate peer tutoring.</p> <p>Above Proficiency: I will put students who are above proficiency with those who are below proficiency to facilitate peer tutoring. I would also consider asking these students to take notes of their discussion group to give to make copies of and give to students who are below proficiency.</p> <p>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.</p> <p>Modalities/Learning Preferences: Auditory: these learners will benefit from the discussions, speaking and listening to others. Visual: these students can take notes during their discussions if they want something to look over once class is finished. Kinesthetic: movement will be included with transitions; the non-traditional classroom setup will be beneficial for these students as they can be more actively engaged.</p>
<p>Objective(s)</p> <p>Students will analyze symbols in chapter 5 and evaluate their purpose in the novel.</p> <p>Students will engage in discussion with their peers</p> <p>Bloom's Taxonomy Cognitive Level:</p> <p>Analyze and evaluate</p>	<p>Same quiz strategy applies. As explained on day 3.</p>

<p>Classroom Management- (grouping, movement/transitions, etc.) Students will accept the groups they are placed in and not complain. Students will use group time to discuss the text and not pursue outside conversations.</p>	<p>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students will be expected to move the desks into 5 circles as well as move the desks back before they leave. During transitions, students should move quickly and quietly so as to not waste time (there will be a countdown timer on the board and by the end, students need to be situated and beginning their work).</p>
Minutes	Procedures
5 min	<p>Set-up/Prep: Print quizzes Have station handouts ready</p>
5 min	<p>Engage: (opening activity/ anticipatory Set – access prior learning/ stimulate interest /generate questions, etc.) Students will take a short reading quiz on chapter 5 The quiz will be mainly knowledge and comprehension level questions as we will discuss the chapter further in class Great Gatsby Ch 5 Reading Quiz.docx</p>
3 min	<p>Explain: (concepts, procedures, vocabulary, etc.) Students will be analyzing the symbols that appear in chapter 5. Up to this point, I have told students to pay special attention when the green light is mentioned. I will remind students of this as they break into their small groups. I will explain how the activity will work for the students I will break students into 5 groups. Each group will start at one of the discussion stations. At each station there will be passages from chapter 5 that relate to symbols from the chapter. There will be questions for students to answer at each station. Students will be told that they do not need to answer all of the questions, rather they are there to help guide the discussion. Students will also be told that if they stay on task, they only need to discuss the questions and take personal notes rather than write down and turn in all of their answers. Students will also be told to see if they can make connections between symbols at different stations in their discussions</p>
35 min	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) Students push the desks into 5 small circles. Students will sit at their first station and I will pass out the handout that belongs at each station. After about 5-8 minutes students will rotate stations. Station 1: The Tea Party Station 2: Gatsby’s Mansion Station 3: Gatsby’s Dream Station 4: Beautiful Shirts Station 5: What’s up with the Weather Great Gatsby Symbolism Stations.docx</p>
5 min	<p>Review (wrap up and transition to next activity): As their exit ticket for the day I will post the following prompt and a passage on the board and give students about 5 minutes to write a short paragraph. Up until the end of chapter 5, what did the green light symbolize to Gatsby? After this chapter, how has the meaning of the green light changed? Provide textual evidence to support your answer. Students will write their answer on a piece of paper and turn it in before they leave. Assign students to read Chapter 6 before class tomorrow Remind the chapter 6 vocab group to submit their words</p>

Formative Assessment: (linked to objectives)

Student analysis of the green light.

Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc.:

I will be walking around between the discussion groups to ensure that all of the students are on task and there to help if any questions arise.

Consideration for Back-up Plan: If students do not get to all of the stations, we will take time at the beginning of class the next day. If students finish early they can begin reading the next chapter.

Summative Assessment (linked back to objectives)

End of lesson: I will read students' analysis of the green light. This will show me if they have a good understanding of symbolism and how it is important to the story.

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

Day Seven: Chapter 6 Discussion

Grade: 11	Subject: English
Materials: <i>The Great Gatsby</i> , Ch 7 reading questions handout to give to students at the end of the day	Technology Needed: projector
Instructional Strategies: <ul style="list-style-type: none"> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <ul style="list-style-type: none"> <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input checked="" type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling 	Guided Practices and Concrete Application: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Large group activity (discussion) <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) <p>Explain:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic
Standard(s) 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). 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.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.	Differentiation <p>Below Proficiency: I can provide these students with guided notes or a summary of what we will talk about in class beforehand. I can also allow these students to be not as active in the discussion as they are focusing more on gathering the information.</p> <p>Above Proficiency: I will ask a student or students to take notes on the discussion if I know I have a student below proficiency who would benefit from them. Students above proficiency are expected to be more engaged in the discussion.</p> <p>Approaching/Emerging Proficiency: Discussion will help clarify any questions.</p> <p>Modalities/Learning Preferences: Auditory learners: talking and listening in the discussion. Visual: can jot down notes during the discussion to have a visual later.</p>
Objective(s) Students will understand the events that take place in Ch 6. Students will analyze the impact of the placement of Gatsby's identity. Students will evaluate re-invention and determine its role in the story and in real life. Students will actively participate in the discussion. Bloom's Taxonomy Cognitive Level: Understand, Analyze, Evaluate	

Classroom Management- (grouping(s), movement/transitions, etc.) The desks will be arranged in a circle to better facilitate discussion, I will also be sitting in the circle.	Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students should all play an active role in discussion. Students should be respectful while others are talking.
Minutes	Procedures
3 min	Set-up/Prep: If needed, set up the Symbolism Stations Set-up desks in a large circle
7 min 5 min	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) At the beginning of class if we did not make it through all the stations the previous day, groups will gather and finish their last station. We will then talk as a large group about the symbolism of the green light. I will project 4 students’ responses from the exit slips from yesterday. What did the green light originally mean to Gatsby? How has the meaning changed?
15 min	Explain: Class will mainly consist of large group discussion about Ch 6. This discussion that still involves the teacher, but in a less major role, will begin to prepare students for their student led discussion that will occur later in the year. Students will have approximately 3 minutes to write down 2-3 questions they had about Ch. 6. I will post Blooms verbs on the board to help the students formulate their questions. I will also post the words “reinvent, reveal, desire, and relationship” on the board as well. Students will be encouraged to use at least 1 of those words in their questions. I will ask for a student volunteer to ask their question first, if I don’t have a volunteer, I will draw a name. That student will ask their question and the other students will work together to answer it. The process will continue as time permits. I will explain to students that once we come up with a satisfactory answer, I will have another person ask their question, if it has already been asked they can ask one of the other questions that they wrote down. The discussion does not need to be choppy however, if students have questions that relate to the current topic, they can offer those during the discussion as well.
15 min	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) After we talk about the content of Ch 6 I will ask the students the following questions and allow them to discuss their thoughts with each other. Gatsby tries to re-invent himself. Can people re-invent themselves in an authentic way? Is part of your “old self” always going to be present? Is this a bad thing? Can people re-invent themselves for themselves, or is there always an ulterior motive, such as pleasing people, assimilating into a successful group, change for money? How far is too far when you are re-inventing yourself? Can it turn into self-destruction? Why did Fitzgerald reinvent Gatsby? By doing this, what critique is Fitzgerald making? Was there anything in chapters 1-5 that prepared you for the reveal of Gatsby’s past?

<p>Rest of class time</p>	<p>Review (wrap up and transition to next activity): If the discussion runs short, I will have students begin reading Ch. 7 which will not be due tomorrow but the following day. I will ask students to help put the desks back to normal before they pack up and leave. Students' exit ticket for the day will be answering why they think Gatsby's backstory is revealed in Ch 6 and what they think this reveals about Gatsby's character and development so far in the story. Students pick up Ch 7 reading questions before they leave as well Remind the chapter 7 vocab group to submit their words</p>
<p>Formative Assessment: (linked to objectives) Exit ticket: Analyzing the impact of the reveal of Gatsby's identity in the middle of the story Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc. I will be there to facilitate discussion and pose questions to students. If they answer the questions and no one else has anything to say, I can clarify or pose a new question. Consideration for Back-up Plan: Times for the discussion are very flexible. How long it takes will depend on how much students are willing to talk. If discussion runs short, I will give students time in class to begin reading chapter 7 as it is a bit longer than the rest of the chapters. If students begin reading during class time they can also pick up the reading questions early. If discussion takes the whole class, that is okay too.</p>	<p>Summative Assessment (linked back to objectives) End of lesson: Exit ticket. If applicable- overall unit, chapter, concept, etc.:</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p>	

Day Eight: Chapter 6 Activity – Instagram Analysis

Grade: 11		Subject: English	
Materials: Instagram worksheets, coloring utensils		Technology Needed: n/a	
Instructional Strategies: <input type="checkbox"/> Direct instruction (for directions and short review) <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling		Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain: <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic	
Standard(s) 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).		Differentiation Below Proficiency: I can discuss the passages with these students to help them have a better understanding before they create the posts Above Proficiency: These students can also help others if they are confused with a passage Approaching/Emerging Proficiency: It will be beneficial for these students to interact with the text and think about it in a creative way to better understand the story Modalities/Learning Preferences: Visual: Students read passages and create a visual representation. Kinesthetic: Students are actively creating.	
Objective(s) Students will design Instagram posts and captions that correspond to a passage of the text. Students will analyze the impact of revealing Gatsby's history at this point in the story. Bloom's Taxonomy Cognitive Level: Analyze, Create			
Classroom Management- (grouping(s), movement/transitions, etc.) Students will be working individually		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) During worktime, students can move where they are sitting as long as they are still being productive. Students can chat with the people around them, again, as long as they are being productive. Students are expected to share the supplies provided.	
Minutes	Procedures		
3 min	Set-up/Prep: Print the Instagram worksheets Set out coloring utensils for students		
3 min	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) I will remind students of the theme of transformation and invention that we discussed yesterday		
5 min	Explain: (concepts, procedures, vocabulary, etc.) I will explain the project the students will be working on during class today Students will read selected passages of the text and then create an Instagram post that relates to the theme of the day and the selected passage they read		

	<p>Students need to create a user name for Gatsby, a caption that includes the hashtag, and the image for the post</p> <p>I will also show students an example of a post, so they can have an idea of what to do</p> <p>Students will have class time to work on their 5 Instagram posts</p>
<p>40 min (appr)</p>	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <p>Great Gatsby Instagram Wrkst.docx</p> <p>Students will create 5 Instagram posts with the following days</p> <p>Monday- Dan Cody #motivationMonday #mancrushMonday</p> <p>Tuesday- Gatz to Gatsby #transformationTuesday</p> <p>Wednesday- Daisy #womancrushWednesday</p> <p>Thursday- 5 Years Ago #throwbackThursday</p> <p>Friday- Repeat the Past #flashbackFriday or #feelgoodFriday</p> <p>Create a post for Saturday or Sunday, be creative with hashtags and post</p> <p>Students have all of class time to work on these projects.</p>
<p>3 min</p>	<p>Review (wrap up and transition to next activity):</p> <p>I will collect students' work at the end of class, if they do not finish, they have to take it home. It is due at the beginning of class tomorrow.</p> <p>I will also remind students that chapter 7 is due tomorrow with the reading questions.</p> <p>Remind the chapter 7 vocab group to submit their words</p>
<p>Formative Assessment: (linked to objectives)</p> <p>This relates to the discussion yesterday and the exit ticket that the students completed. After reviewing the students' responses, I will discuss with them the placement of the reveal of Gatsby's identity and what impact this has on the text to add further clarity for the students.</p> <p>Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc.</p> <p>I will be walking around the room periodically to ensure everyone is on task and be there to answer any questions students have</p> <p>Consideration for Back-up Plan: If students finish early they can continue reading Ch. 7</p>	<p>Summative Assessment (linked back to objectives)</p> <p>End of lesson: I will be looking over the worksheets of the students who finished in class to see their answers and make sure they understood what effect it has to reveal Gatsby's identity when Fitzgerald did.</p> <p>If applicable- overall unit, chapter, concept, etc.:</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p>	

Day Nine: Chapter 7 Discussion of Reading Questions

Grade: 11		Subject: English	
Materials: <i>The Great Gatsby</i> , computer		Technology Needed: computer and projector	
Instructional Strategies: <ul style="list-style-type: none"> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) 		Guided Practices and Concrete Application: <ul style="list-style-type: none"> <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> 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. 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.		Differentiation Below Proficiency: Students will be able to add to their reading questions. This will help deepen their understanding. Above Proficiency: Students will benefit from the discussion aspect and be able to engage in the conversations about the text. Approaching/Emerging Proficiency: Students will be able to add to their Ch 7 questions which will help deepen their understanding if there was a question they did not get. Modalities/Learning Preferences: Visual: video and having the reading questions will benefit these students. Auditory: Video and discussion will benefit these students. Kinesthetic: the “pick a side” discussion will be helpful as it gives the students a chance to move around while they are discussing the novel.	
Objective(s) Students will discuss the events that occur in Ch 7 to deepen their understanding of the chapter Students will defend their position on uncertain matters of the text. Bloom's Taxonomy Cognitive Level: Comprehend, Evaluate			
Classroom Management- (grouping(s), movement/transitions, etc.) Transitions between activities should be done quickly and without hassle		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) When participating in the activity, students are expected to follow the typical rules of the classroom: don't fool around during the activity and respect the classroom (don't climb on desks etc.) Students are also expected to respect each other's opinions	
Minutes	Procedures		
2 min	Set-up/Prep: Have video ready to play once students get to class		
7 min	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Begin by showing students a video https://www.youtube.com/watch?v=0VhYMdnAsyM that discusses the novel and up to the point that we read (stop video about 30 sec early because he talks about the end)		

	<p>I will give context before I start the video. John Green is an author of many YA novels, I will also warn the students that he talks pretty fast, so if they miss anything, they can ask questions after.</p> <p>While showing the video I will walk around and check the students' Ch 7 reading questions (just for completion)</p>
20 min	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <p>After the video, we will discuss the reading questions that the students completed for class today. Students will be encouraged to correct their answers or add any missing information. Great Gatsby Chapter 7 Reading Questions.docx</p>
15 min	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <p>Students will participate in a voting activity. I will ask a question and students will move to a side of the room depending on whether they agree or disagree. Students will have to defend their reasons. If no one volunteers a reason, I will call on students. If the same people are volunteering each time, I will draw names.</p> <ol style="list-style-type: none"> 1. Is Daisy a good mother? <ol style="list-style-type: none"> a. What does the relationship appear to be between Daisy and Pammy? 2. Is Tom's anger at Daisy justifiable? <ol style="list-style-type: none"> a. Even though he cheats on Daisy, too? 3. Does Daisy love Tom? 4. Does Daisy love Gatsby?
5 min	<p>Review (wrap up and transition to next activity):</p> <p>After the discussion, students will take out a sheet of paper and write what they believe to be the 3 most dramatic events or pieces of information that were revealed in Ch 7. They will also make a prediction about what they believe Daisy's final choice will be as well as what will happen as a result of Myrtle's death.</p> <p>We will continue discussing Ch 7 tomorrow, students have no homework for the evening</p> <p>Tell students there will be a quiz over Ch 5-7 in two days</p>
<p>Formative Assessment: (linked to objectives)</p> <p>Students will write the 3 "most dramatic" events that occurred in Ch 7 and then what their prediction are for the rest of the novel (mainly if Daisy might decide to go to Gatsby and what will happen with Myrtle's death)</p> <p>Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc.</p> <p>I will be facilitating the discussion, so I can address any questions students may have throughout.</p> <p>Consideration for Back-up Plan:</p> <p>If the discussion goes quicker than planned I will give students the remainder of class to work on their exit ticket and begin reading Ch 8.</p>	<p>Summative Assessment (linked back to objectives)</p> <p>End of lesson:</p> <p>Exit ticket and predictions.</p> <p>If applicable- overall unit, chapter, concept, etc.:</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p>	

Day Ten: Chapter 7 Gatsby vs Tom Activity and Kahoot Study

Grade: 11		Subject: English	
Materials: <i>The Great Gatsby</i> , Gatsby vs Tom worksheets		Technology Needed: computer, projector, student access to phones or computers for Kahoot	
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling		Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain: <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic	
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.		Differentiation Below Proficiency: I will pair students with a student above proficiency for peer tutoring. Above Proficiency: I will ask a student to pair with another student who might not understand the text as well to implement an aspect of peer tutoring Approaching/Emerging Proficiency: These students will benefit from working through that passages with another person in case they get stumped in a certain spot Modalities/Learning Preferences: Visual: video and worksheet will be beneficial for these students. Auditory: video and discussion will be helpful for these students. Kinesthetic: playing the review game will be beneficial for these students	
Objective(s) Students will analyze sections from the text to clarify the plot Students will evaluate two characters' speech to deepen their understandings of the characters Bloom's Taxonomy Cognitive Level: Analyze, Evaluate			
Classroom Management- (grouping(s), movement/transitions, etc.) Students can choose their partners, no one should be excluded during this		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) When working in pairs, students are to be working on the activity rather than messing around. During Kahoot, students are to take the game seriously and not get too rowdy	
Minutes	Procedures		
5 min	Set-up/Prep: Have the youtube video ready for when the students arrive Have the worksheets printed		
2 min	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Watch the first two minutes of the Gatsby vs Tom rap video https://www.youtube.com/watch?v=TSYFVjzUPQw&t=4s		
2 min	Explain: (concepts, procedures, vocabulary, etc.) I will explain the students' activity and then allow them work time		
	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)		

35 min	Students will analyze different selections from Ch 7 to see who is “winning” the fight, Tom or Gatsby Students can work in pairs to complete the worksheet and then we will come together and discuss their results Gatsby vs Tom Activity Ch 7.docx
8 min	After this, we will play Kahoot as a review for the Ch 5-7 quiz https://play.kahoot.it/#/k/932215ca-d3b8-40d7-a458-dea6de6402b2 This game will review key concepts and events from the chapters
1 min	Review (wrap up and transition to next activity): I will remind students that they have a quiz and to study for it
Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc. I will be walking around during work time to answer any questions the students might have Consideration for Back-up Plan: I will watch the time because I want students to get to do the review, so if I need to stop the students while they are working I will do so and whatever they do not finish, they will have to finish on their own.	Summative Assessment (linked back to objectives) End of lesson: 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?):	

Day Eleven: Chapter 5-7 Quiz and Introduce Final Project

Grade: 11		Subject: English	
Materials: Quizzes, Final project handouts		Technology Needed: n/a	
Instructional Strategies: <ul style="list-style-type: none"> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) 		Guided Practices and Concrete Application: <ul style="list-style-type: none"> <input type="checkbox"/> Large group activity <input checked="" type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> 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. 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. 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). 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.		Differentiation Below Proficiency: If students end up needing more time for the quiz I will schedule a time for the student to complete it. If needed, I can create versions of the quiz with word banks for students as well. Above Proficiency: When students finish they can begin reading Ch 8 Approaching/Emerging Proficiency: If needed, I can arrange for more time for students to finish the quiz Modalities/Learning Preferences: The test has different types of questions to benefit students, the test is not all short answer or multiple choice	
Objective(s) Students will take a quiz on chapters 5-7 of <i>Gatsby</i>			
Bloom's Taxonomy Cognitive Level: Quiz questions include comprehension, analysis, evaluate, and create in the essay			
Classroom Management- (grouping(s), movement/transitions, etc.) Students will sit in their assigned seats for the quiz with the desks all facing forward		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students are to be silent while taking the quiz. If they finish before the other students, they should begin reading Ch 8	
Minutes	Procedures		
5 min	Set-up/Prep: Print quizzes Print Final Project handouts		

2-5 min	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) I will ask students if they have any last-minute questions before the quiz and do any brief discussion that is needed</p>
5 min	<p>Explain: (concepts, procedures, vocabulary, etc.) After the quiz, I will go through the project handout with the students, so they can begin to think about what they would like to do</p>
35 min	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) Students will take a quiz on Ch 5-7 Great Gatsby 5-7 Quiz.docx</p>
2 min	<p>Review (wrap up and transition to next activity): Students will be instructed where to turn in the quiz when they finish. Students should also take a handout for the Gatsby project. The Great Gatsby Project Handout.docx I will also remind students that Ch 8 is due for class tomorrow Remind the chapter 8 vocab group to submit their words</p>
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc. I will be walking around periodically as the students are taking the quiz. Consideration for Back-up Plan: If the quiz takes students the entire period, I will begin class tomorrow discussing the project handout.</p>	<p>Summative Assessment (linked back to objectives) End of lesson: Students will be taking a quiz on Chapters 5-7 If applicable- overall unit, chapter, concept, etc.:</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p>	

Day Twelve: Chapter 8 Who is Most Guilty?

Grade: 11	Subject: English
Materials: <i>The Great Gatsby</i> , butcher paper, markers, tape	Technology Needed: n/a
<p>Instructional Strategies:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <ul style="list-style-type: none"> <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input checked="" type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling 	<p>Guided Practices and Concrete Application:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input checked="" type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) <p>Explain:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic
<p>Standard(s)</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>Differentiation</p> <p>Below Proficiency: Students will be working in mixed groups with other students who can provide guidance along the way as well</p> <p>Above Proficiency: Students can act as peer tutors if needed in their groups</p> <p>Approaching/Emerging Proficiency: These students will benefit from working with a group and hearing others' opinions</p> <p>Modalities/Learning Preferences: Visual: students will benefit from seeing the visual aid of the butcher paper Auditory: students will benefit from discussion. Kinesthetic: students will benefit from creating the visual aid and getting to move around for the activity</p>
<p>Objective(s)</p> <p>Students will analyze a character and their actions and motivations in light of Gatsby's death</p> <p>Students will begin to determine the effects of the tragic ending on the story as a whole</p> <p>Bloom's Taxonomy Cognitive Level: Analyze</p>	
<p>Classroom Management- (grouping(s), movement/transitions, etc.)</p> <p>I will assign students to groups and locations in the room</p>	<p>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</p> <p>Students are to work together as a group, not let one person take over or mess around during work time</p>

Minutes	Procedures
2 min	Set-up/Prep: Cut butcher paper for students
5 min	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Begin by asking for student’s reactions to Gatsby’s death Ask students if they were surprised by the events of Ch 8 and the death
2 min	Explain: (concepts, procedures, vocabulary, etc.) Explain students the activity they will be participating in
20 min	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) Students will be broken into groups to determine who is most at fault for Gatsby’s death. Each group will get a piece of butcher paper to organize their thoughts. They should find evidence to support why their character is guilty and write it on the paper we will hang them up for the rest of the activity later. Students will be given the following prompt: Wilson was the one that shot and killed Gatsby, but how did we get to this moments? Each of these characters’ actions led to Gatsby’s death. Is one more guilty than the rest? The groups will each be assigned one of the following characters: Daisy, Nick, Tom, Gatsby himself
10 min	Each of the groups will present their case about why they think their character is guilty of Gatsby’s death. Each group will hang their paper in a designated location of the room. After one group presents, the class will see if there is anything else to add before moving to the next character.
5 min	After each group presents, students will stand by the character they think is the most guilty and we will take a class vote to find which character the class believes is the most guilty.
5 min	Review (wrap up and transition to next activity): Students will write the 3 most dramatic things they believed happened in Ch 8 and why they chose the things they did as their exit ticket Students are to read Ch 9 for class tomorrow Remind the chapter 9 vocab group to submit their words
Formative Assessment: (linked to objectives) Exit ticket will show if students read and can understand the text Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc. I will be walking around the room while students are working to answer questions and provide guidance. Consideration for Back-up Plan: If discussion goes faster than planned, students can use the remainder of time to start reading Ch 9	Summative Assessment (linked back to objectives) End of lesson: Exit ticket. 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?):	

Day Thirteen: Chapter 9 Discussion

Grade: 11		Subject: English	
Materials: computer, projector		Technology Needed: computer and projector	
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input checked="" type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling		Guided Practices and Concrete Application: <input checked="" type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
Standard(s) 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.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.		Differentiation Below Proficiency: I will get students a copy of notes of what we discuss in class Above Proficiency: I will ask students to take notes during the discussion so that I can give them to other students who may need them Approaching/Emerging Proficiency: These students will benefit from participating in the discussion Modalities/Learning Preferences: There are different ways different learners benefit from discussions. Note-taking will also be allowed for students if they choose to do so.	
Objective(s) Students will understand the events of Ch 9 Students will evaluate what impact the tragic ending has on the rest of the story Bloom's Taxonomy Cognitive Level: Comprehension, Evaluate			
Classroom Management- (grouping(s), movement/transitions, etc.) Students will arrange desks into a circle and sit in this way for the discussion		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students are expected to participate in the discussion, when they are not speaking they should be actively engaged in listening	
Minutes	Procedures		
2 min	Set-up/Prep: Have video ready to show students		
	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Show students the mock movie trailer from The Great Catsby https://www.youtube.com/watch?v=yjzlfEsj8bw		

5 min	I will ask students what they think the creator of the video was trying to accomplish, was it just for the sake of a pun, or is there more to the video? Ask students for their reactions now that we are officially done with the novel
28 min	Explain: (concepts, procedures, vocabulary, etc.) Most of class will just be a discussion day discussing the major events of the chapter We will have a circle discussion. I will also be sitting in the circle, my goal is to act only as a guide when the students need assistance, but have the main focus be on the students leading. Nick takes charge of the funeral Daisy and Tom have left Attendance for Gatsby's funeral? Gatsby's father Nick runs into Tom, what do we learn here? End of the novel
10 min	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) I will pose questions for discussion at the end of our discussion about the events of the novel We will revisit the idea of Tom being responsible for Gatsby's death General comments about the book from students
5 min	Review (wrap up and transition to next activity): Students have no homework for the evening Complete an exit slip examining the tragic ending in light of the rest of the novel. Students can kind of choose what they write about, initial reactions to the attendance of the funeral, the fact that Daisy and Tom have left, Nick's life and reactions to Gatsby's death
Formative Assessment: (linked to objectives) Student's will analyze the impact of the tragic ending in their exit slips Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc. I will be involved in the discussion, so I will be able to answer questions that students have as they come up with them Consideration for Back-up Plan: If the discussion doesn't take the entire time, I will have students work on their projects	Summative Assessment (linked back to objectives) End of lesson: Exit ticket 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?)	

Day Fourteen: Wrap Up of Novel! Final Thoughts and Questions, Begin Working on Projects,
and Gatsby Game

Grade: 11		Subject: English	
Materials: <i>The Great Gatsby</i> , computers, music		Technology Needed: computers for students, sound system/speaker	
Instructional Strategies: <ul style="list-style-type: none"> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) 		Guided Practices and Concrete Application: <ul style="list-style-type: none"> <input type="checkbox"/> Large group activity <input checked="" type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) 	
Standard(s) 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. 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.		Differentiation Below Proficiency: With the individual work time if students have any questions about the text or anything coming up, I will be available to work with them Above Proficiency: Students can work on their projects at whatever pace they wish Approaching/Emerging Proficiency: Individual work time will be beneficial Modalities/Learning Preferences: The individual work time will allow students to work in the way that best suits them	
Objective(s) Students will analyze themes in light of the entire text and see how they developed over the course of the text Students will begin to work on their projects Bloom's Taxonomy Cognitive Level: Analyze, Create			
Classroom Management- (grouping(s), movement/transitions, etc.) There will not be much movement of transitioning on this day. I will allow the students to move to work someplace other than their desk if they choose. If they do this, they are still expected to be working during the time provided.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students should use their work time as such. If students do not use their time wisely, they will not be able to play the game at the end of the lesson, rather I will redirect their focus back to their work.	
Minutes	Procedures		
2 min	Set-up/Prep: Have computers read for students		
2-5 min	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Ask students if they have any final thoughts or questions about the novel?		
15 min	Explain: (concepts, procedures, vocabulary, etc.) Reintroduce themes and symbols and ask the students to analyze them in light of the ending		

	<p>The American Dream, the green light, money</p> <p>I will ask the students about each theme and ask how they have seen them change from the beginning to the end of the novel and what influence they had on the overall story.</p> <p>Could the story have been the same without any of these elements?</p>
Rest of class	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <p>Students can use the rest of their class time to begin working on their projects.</p> <p>If students worked hard throughout class, during the last 10 minutes of class I will introduce the Gatsby game and tell students they can play it for the rest of the class period as a reward for working hard and finishing the novel!</p> <p>http://greatgatsbygame.com/</p>
1 min	<p>Review (wrap up and transition to next activity):</p> <p>Students will have a work day tomorrow, so they will need to bring whatever supplies they will need to work on their projects</p>
<p>Formative Assessment: (linked to objectives)</p> <p>Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc. I will walk around and be available if students have questions</p> <p>Consideration for Back-up Plan: Students will be working on their projects</p>	<p>Summative Assessment (linked back to objectives)</p> <p>End of lesson:</p> <p>If applicable- overall unit, chapter, concept, etc.:</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?)</p>	

Day Fifteen: Work Day and Begin Movie!

Grade: 11		Subject: English	
Materials: Gatsby movie, computers, projector		Technology Needed: movie, projector, computer for movie and for students	
Instructional Strategies: <ul style="list-style-type: none"> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) 		Guided Practices and Concrete Application: <ul style="list-style-type: none"> <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> 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. 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. 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). 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.		Differentiation Below Proficiency: Independent work time. Students can work on their projects and I will be there to answer questions Above Proficiency: Independent work time. Students can work on their projects and I will be there to answer questions Approaching/Emerging Proficiency: Independent work time. Students can work on their projects and I will be there to answer questions Modalities/Learning Preferences: Students can do what they need (within reason) in order to be most productive	
Objective(s) Students will work on their projects			
Bloom's Taxonomy Cognitive Level: Create, Analyze			
Classroom Management- (grouping(s), movement/transitions, etc.) Students can move the desks during work time as long as they put everything back together before they leave		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students are expected to work and not mess around during work time. While the movie is playing, students should watch it respectfully.	
Minutes		Procedures	

2 min	Set-up/Prep: Have movie ready to play
Whole Class	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Students have the entire class period to work on their projects. They can choose if they want to work on their paper or their creative project.
Whole Class	Explain: (concepts, procedures, vocabulary, etc.) Work time
15-20 min	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) Work time I will begin playing the movie during the last 15-20 minutes of class, students can choose to continue working while the movie is playing, or stop and watch the movie
2 min	Review (wrap up and transition to next activity): Students will be asked to put anything back where it was if anything was moved during work time
Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc. During work time I will be walking around periodically to ensure students are working and answer any questions Consideration for Back-up Plan: If the movie would not play I would just continue to let students have work time	Summative Assessment (linked back to objectives) End of lesson: 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?):	

Chapter 1 Reading Questions

Fill out the answers to these questions as you read Chapter 1. Answer in complete sentences. Be prepared to discuss your answers in class.

1. What advice does the narrator's father give him? What do you think of this?
2. Who is the narrator and how does he describe himself? Why did he come East?
3. What are East and West Egg? Who lives where?
4. How does Nick know Tom and Daisy?
5. Who is Jordan Baker? What does Nick think of her?

6. Who is the "fifth visitor" that arrives at dinner?

7. How does Daisy react when the phone rings during dinner?

8. What does Daisy decide to do for Nick and Jordan?

9. What is Gatsby doing when Nick first sees him?

10. Select your favorite quote from the chapter. Explain its significance/ why you picked it.

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 in the comment section. (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 most likeable? Explain.

Least Likable

In your opinion, which character is the least likeable? Explain.

The Great Gatsby Ch. 2 Reading Quiz

Circle the correct answer for each question.

1. Whose eyes overlook the valley of ashes?
 - a. Jay Gatsby
 - b. Jesus
 - c. Doctor T.J. Eckleburg
 - d. F. Scott Fitzgerald

2. How did Tom act about having a mistress?
 - a. Tom was very open about it. He went out in public with her and made it known wherever he went that he has a mistress.
 - b. Tom kept her a secret. Tom only accidentally revealed her to Nick.
 - c. Tom did not boast about having a mistress, but he did not go out of his way to reveal her to people.
 - d. Tom did not have a mistress.

3. Who is George Wilson?
 - a. He owns a car shop and is working on a car for Nick.
 - b. He is one of the apartment party-goers.
 - c. He is Tom's cousin.

 - d. He is a garage owner, and the husband of Myrtle.

4. What did Tom buy Myrtle?
 - a. A necklace.
 - b. A dog.
 - c. A fur coat.
 - d. Shoes.

5. Who was NOT at Tom and Myrtle's apartment party?
 - a. Mr. & Mrs. McKee
 - b. Jordan
 - c. Nick
 - d. Catherine

6. Why, according to Tom, are he and Daisy still together?
 - a. Tom loves Daisy and is only with Myrtle for fun.
 - b. Daisy is blackmailing Tom to stay with her.
 - c. Daisy is Catholic, so they cannot get a divorce.
 - d. Tom is waiting for a more convenient time to divorce Daisy.
7. What did Tom do when Myrtle mentions Daisy?
 - a. He gives her the silent treatment.
 - b. He mentions George.
 - c. He yells at her.
 - d. He hits her and breaks her nose.
8. How does the chapter end?
 - a. Nick wakes up in the Pennsylvania Station, not sure how he got there. Revealing he drank too much the night before.
 - b. Nick decides to leave the party and walks home.
 - c. Nick spends the night at the apartment with Tom and Myrtle.
 - d. Nick had not had anything to drink all night, so he was the designated driver for all of the party guests.

The Great Gatsby

Chapter 3 Stations Packet

Station 1: Who is Gatsby?

Answer the following questions.

What are some of the rumors spread about Gatsby at the party?

What do we actually know about Gatsby?

What is the difference between speculation and observation?

Why is it important to distinguish between rumors about Gatsby and the truth about who Gatsby really is?

"A sudden emptiness seemed to flow now from the windows and the great doors, endowing with complete isolation the figure of the host, who stood on the porch, his hand up in a formal gesture of farewell" (55).

What does this quote reveal about Gatsby? Why do you think Gatsby goes to such extremes to throw extravagant parties that he does not really participate in for people he does not even know?

Station 2: The Party

Contrast the two parties Nick attends:

Tom and Myrtle's Party	Gatsby's Party

Why do you think Nick behaves differently at each party?

How does this party illustrate what you know about the Roaring 20s so far?

On the back of this page, create an invitation for Gatsby's party. Include things such as who will be featured guests, what food/drink will be served, and what entertainment will be present. Root your thoughts in the text, but also be creative!

Station 3: Fitzgerald's Purpose

Consider each element of Gatsby's party and analyze Fitzgerald's purpose behind including each element.

Beginning
description of the
party
preparations

Purpose:

Owl-Eyes
library scene

Purpose:

Various rumors
about Gatsby

Purpose:

Drunk driving
scene

Purpose:

Station 4: Quotes

Read the following passages and answer the questions that follow.

“Absolutely real — have pages and everything. I thought they’d be a nice durable cardboard. Matter of fact, they’re absolutely real. Pages and — Here! Lemme show you” (45).

Why is Owl-Eyes so fascinated by the *real* books? What do you think Owl Eyes might represent?

"Anyhow, he gives large parties. And I like large parties. They're so intimate. At small parties there isn't any privacy" (49).

This phrase seems paradoxical, explain what Jordan means when she says this.

"I beg your pardon, but Mr. Gatsby would like to speak to you alone" (50)

"'I just heard the most amazing thing,' she whispered. 'How long were we in there?'" (52).

What do you think Gatsby told Jordan? Why do you think he requested to speak to her specifically, and why did she have to be alone?

“A man in a long duster had dismounted from the wreck and now stood in the middle of the road, looking from the car to the tire and from the tire to the observers in a pleasant, puzzled way. ‘See!’ he explained. ‘It went in the ditch.’ The fact was infinitely astonishing to him...” (53).

How does the car crash at the end of the chapter reflect on the theme that has developed throughout the chapter?

“Every one suspects himself of at least one of the cardinal virtues, and this is mine: I am one of the few honest people that I have ever known” (59).

Nick is again commenting on his honesty. Do you believe Nick in this statement? Why or why not?

The Great Gatsby Ch. 5 Reading Quiz

Circle the correct answer for each question.

1. What does Nick notice when he comes home after his talk with Jordan?
 - a. Gatsby's house is lit up like the world fair
 - b. Gatsby was swimming in his pool
 - c. Nick's house was on fire
 - d. Gatsby was sitting on Nick's front porch
2. What is Gatsby's disposition when he arrives at Nick's house to have tea with Daisy?
 - a. Gatsby is excited to see Daisy after so long
 - b. Gatsby appears sad because he does not think Daisy will remember him
 - c. Gatsby is very anxious and appears as if he has not gotten much sleep
 - d. Gatsby is very calm when he goes to Nick's house and waits patiently for Daisy
3. How long has it been since Daisy and Gatsby had seen each other?
 - a. 3 years
 - b. 5 years
 - c. 7 months
 - d. 9 years
4. Describe the meeting between Daisy and Gatsby.
 - a. Daisy was upset with Nick for not telling her Gatsby would be there. She called Ferdie and went home.
 - b. It was love at first sight (or first sight in a while). The two went back to Gatsby's and left Nick alone at his house.
 - c. Daisy did not recognize Gatsby. He was embarrassed and left.
 - d. At the beginning, it was very awkward. Daisy and Gatsby warmed up as they talked.

5. How does Gatsby describe Dan Cody after Nick sees a picture of him in Gatsby's room?
 - a. He says Cody is his father
 - b. He says Cody is one of his business partners
 - c. He says Cody is an old friend
 - d. He says Cody is a distant relative
6. What does Gatsby reveal that seems to contradict his earlier story about his background?
 - a. That he knew Tom at Yale
 - b. That he worked for 3 years to buy the money for the mansion
 - c. That he was never in the army
 - d. That he was born in Texas
7. What did Gatsby do to impress Daisy?
 - a. He gave her a diamond ring
 - b. He showed her all the love letters he wrote to her, but never had the courage to send
 - c. He showed her his house and clothes
 - d. He took her and Nick for a ride in his yacht
8. What did the green light on the dock mean to Gatsby?
 - a. It was clear to land his hydroplane
 - b. It was safe to go swimming
 - c. It stood for his vision of his ideal future with Daisy
 - d. It was a reminder to him of all his friends that had died in war
 - e. d. He had, through his years of dreaming, made her larger-than-life.

Chapter 7 Reading Questions

Fill out the answers to these questions as you read Chapter 7. Answer in complete sentences. Be prepared to discuss your answers in class.

1. Why does Gatsby stop throwing parties?
2. What is Gatsby's reaction to Daisy's child? Why does he act this way?
3. Who is riding in Tom's car? Gatsby's car?
4. When does Tom first realize the relationship between Daisy and Gatsby?
5. How does Gatsby characterize Daisy's voice? What do you think he means by this?
6. What does George Wilson reveal to Tom? What does this mean for Tom?
7. Where do the five decide to go? Why?

8. Who is riding in Tom's car on the way home from New York? (Gatsby's car?)

9. How do these people react to Myrtle's death:
 - a. Wilson
 - b. Tom
 - c. Nick
 - d. Gatsby

10. At the end of the chapter, what proof is there that Daisy will stay with Tom? What proof is there that Daisy will leave Tom for Gatsby?

11. Gatsby is standing alone, looking out to Daisy's house. When else has this happened? How is this time different?

Great Gatsby on Instagram

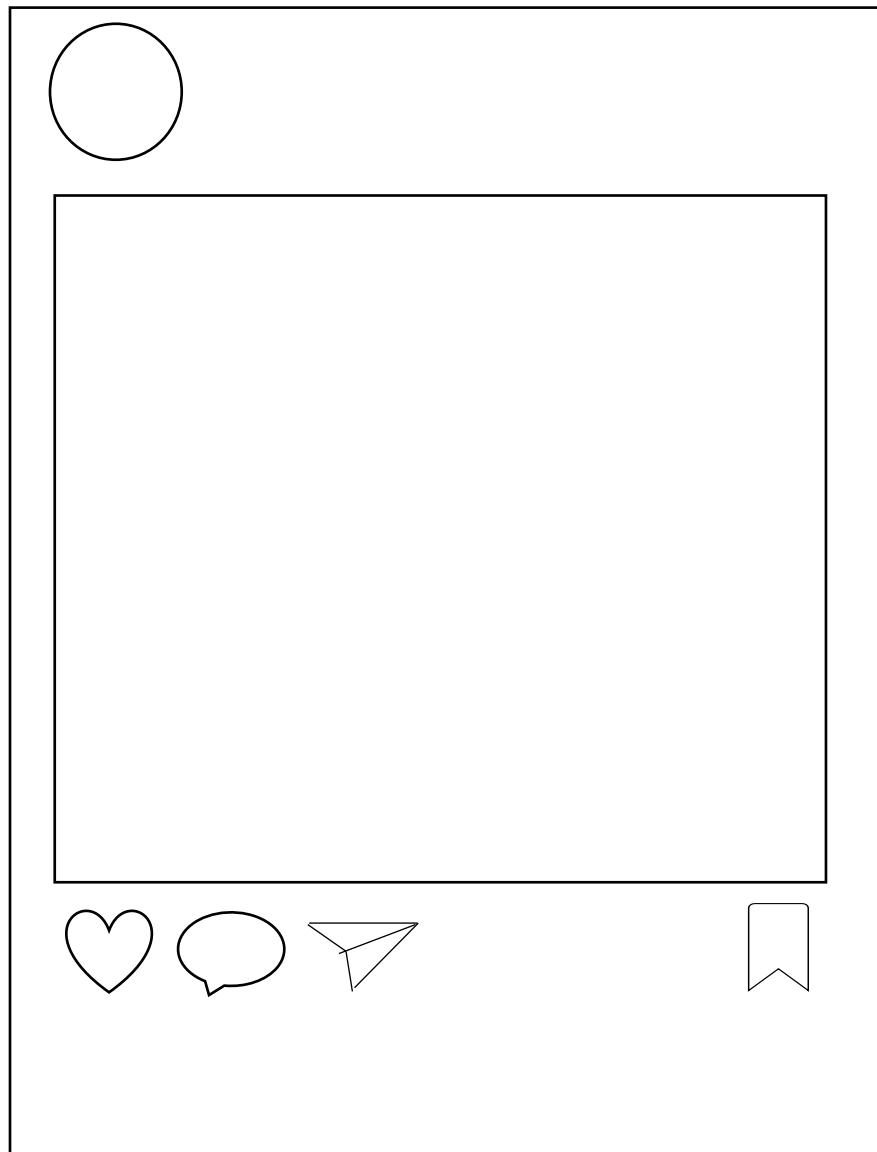
Read the provided passages from Chapter 6 and create 4 Instagram posts that correspond to the day of the week. You will need to create a username for Gatsby, and don't forget a creative caption with your post. Create a post for Saturday or Sunday. Be creative and come up with a hashtag and post for one of the two days. After you created your 4 posts, justify the choices you made. On a separate sheet of paper, that you will staple to the assignment, explain why you chose the images you drew and captions you wrote. Why would this be something Gatsby would post?

*You will not be graded by artistic ability, but I will be able to tell if you do not put any effort into the assignment. Do your best for the drawings, if you are not the best artist, make up for it by creating clever captions.

Extra Credit: If you make posts for all 6 days (only need to justify your choices for 4) I will give you up to 5 extra credit points.

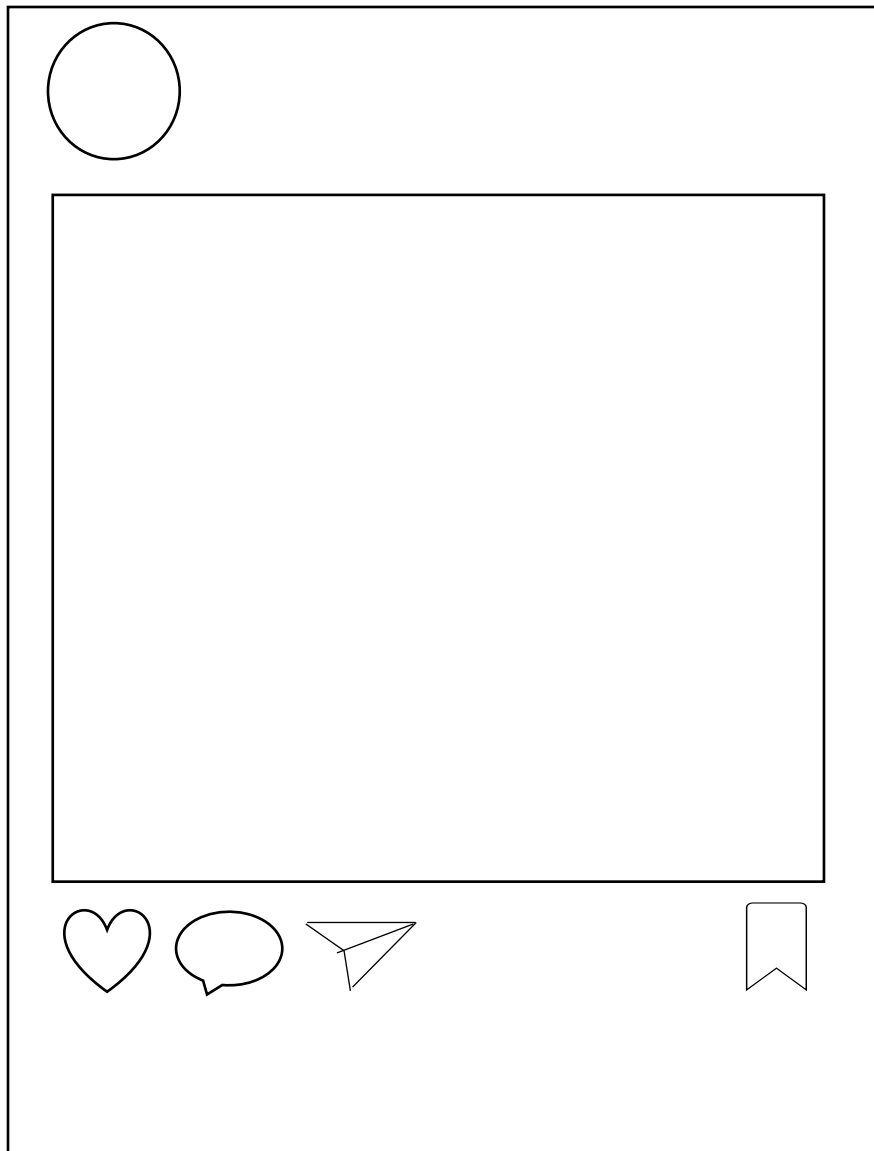
#motivationMonday or #mancrushMonday : Dan Cody

Cody was fifty years old then, a product of the Nevada silver fields, of the Yukon, of every rush for metal since seventy-five. The transactions in Montana copper that made him many times a millionaire found him physically robust but on the verge of soft-mindedness, and, suspecting this, an infinite number of women tried to separate him from his money... To the young Gatz, resting on his oars and looking up at the railed deck, the yacht represented all the beauty and glamour in the world. I suppose he smiled at Cody – he had probably discovered that people liked him when he smiled.



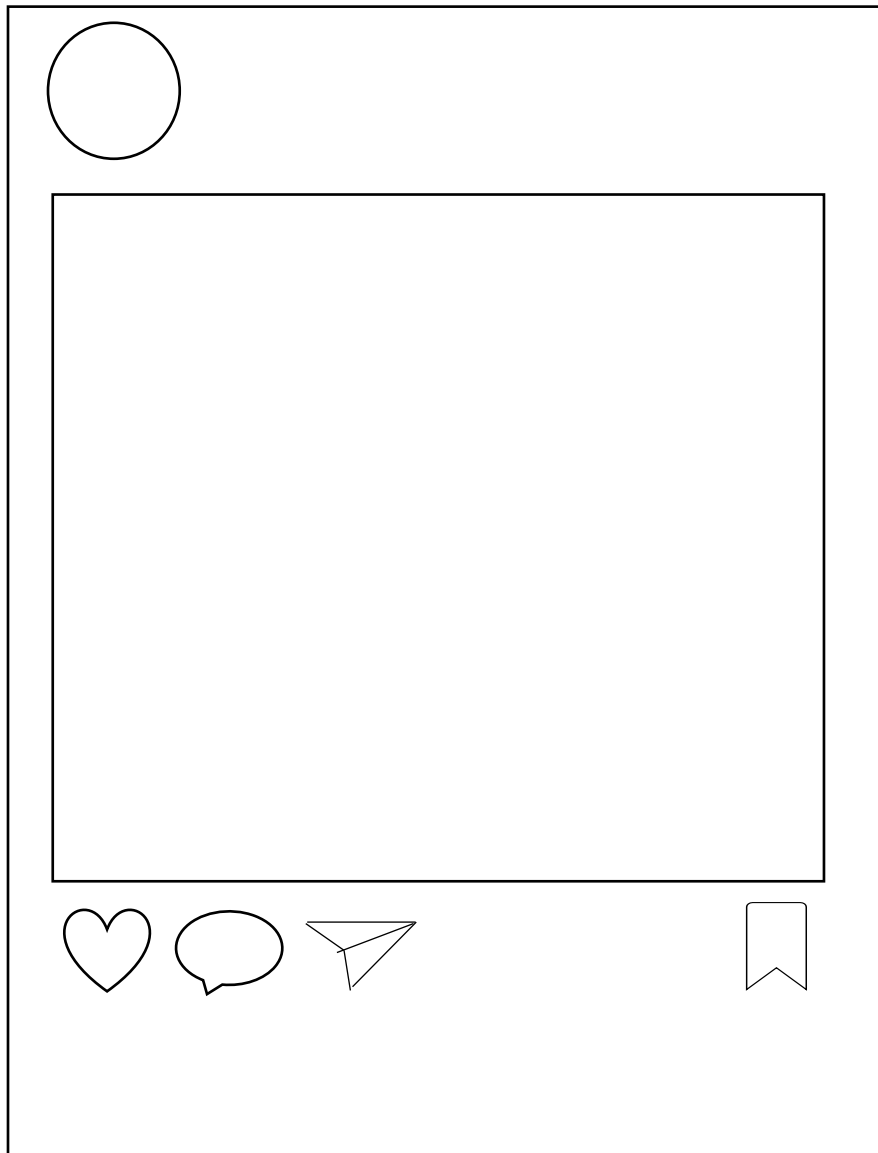
#transformationTuesday : Gatz to Gatsby

James Gatz — that was really, or at least legally, his name. He had changed it at the age of seventeen and at the specific moment that witnessed the beginning of his career... I suppose he'd had the name ready for a long time, even then. His parents were shiftless and unsuccessful farm people — his imagination had never really accepted them as his parents at all. The truth was that Jay Gatsby of West Egg, Long Island, sprang from his Platonic conception of himself. He was a son of God — a phrase which, if it means anything, means just that — and he must be about His Father's business, the service of a vast, vulgar, and meretricious beauty. So he invented just the sort of Jay Gatsby that a seventeen-year-old boy would be likely to invent, and to this conception he was faithful to the end.



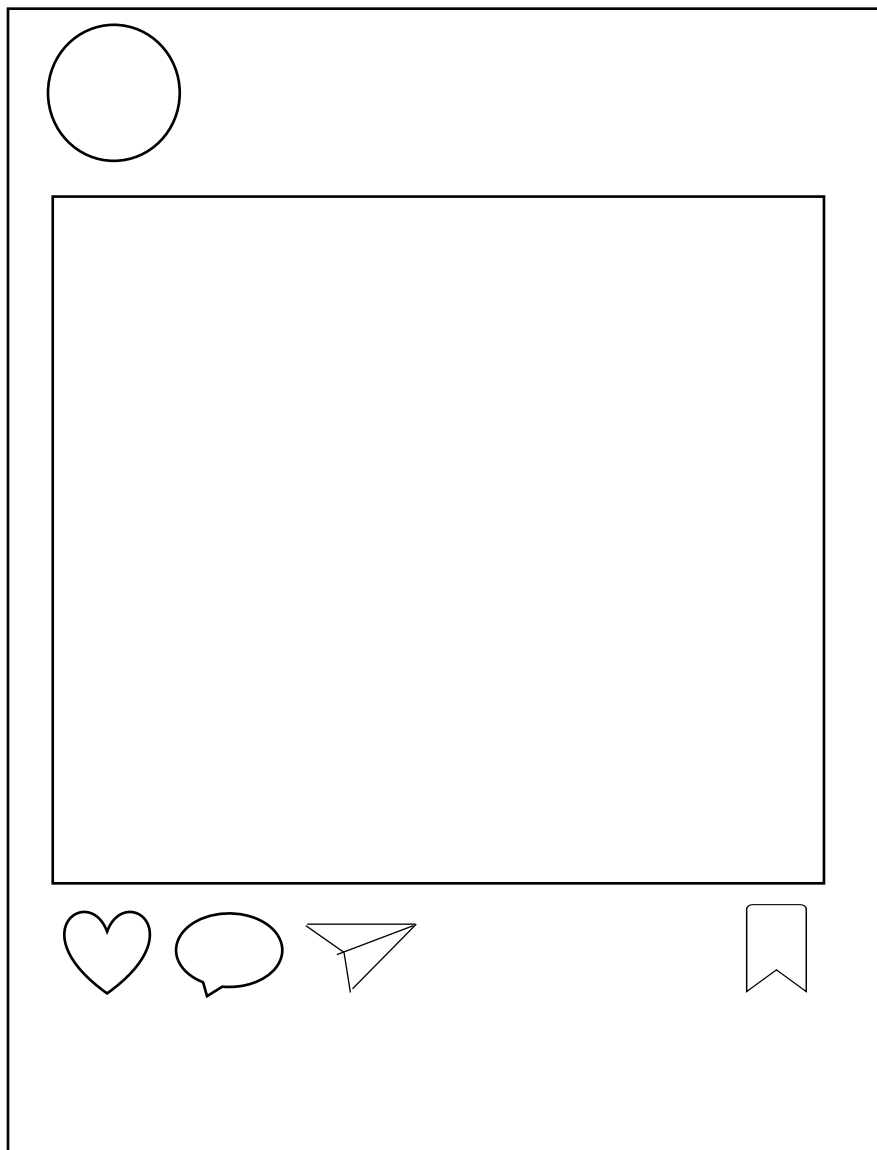
#womancrushWednesday : Daisy

His heart beat faster and faster as Daisy's white face came up to his own. He knew that when he kissed this girl, and forever wed his unutterable visions to her perishable breath, his mind would never romp again like the mind of God. So he waited, listening for a moment longer to the tuning-fork that had been struck upon a star. Then he kissed her. At his lips' touch she blossomed for him like a flower and the incarnation was complete.



#throwbackThursday : Five Years Ago

... One autumn night, five years before, they had been walking down the street when the leaves were falling, and they came to a place where there were no trees and the sidewalk was white with moonlight. They stopped here and turned toward each other. Now it was a cool night with that mysterious excitement in it which comes at the two changes of the year. The quiet lights in the houses were humming out into the darkness and there was a stir and bustle among the stars. Out of the corner of his eye Gatsby saw that the blocks of the sidewalks really formed a ladder and mounted to a secret place above the trees – he could climb to it, if he climbed alone, and once there he could suck on the pap of life, gulp down the incomparable milk of wonder.



#flashbackFriday or #feelgoodFriday : Repeat The Past

"You can't repeat the past."

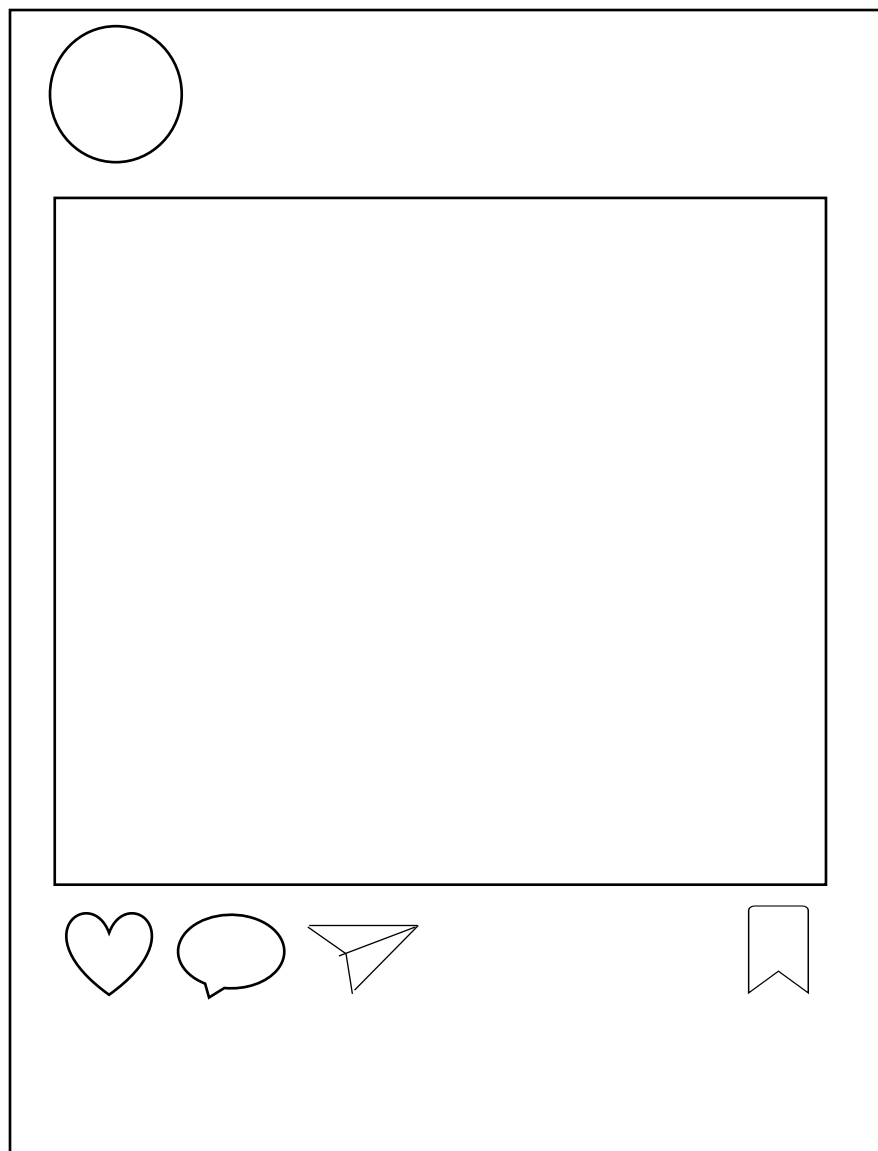
"Can't repeat the past?" he cried incredulously. "Why of course you can!"

He looked around him wildly, as if the past were lurking here in the shadow of his house, just out of reach of his hand.

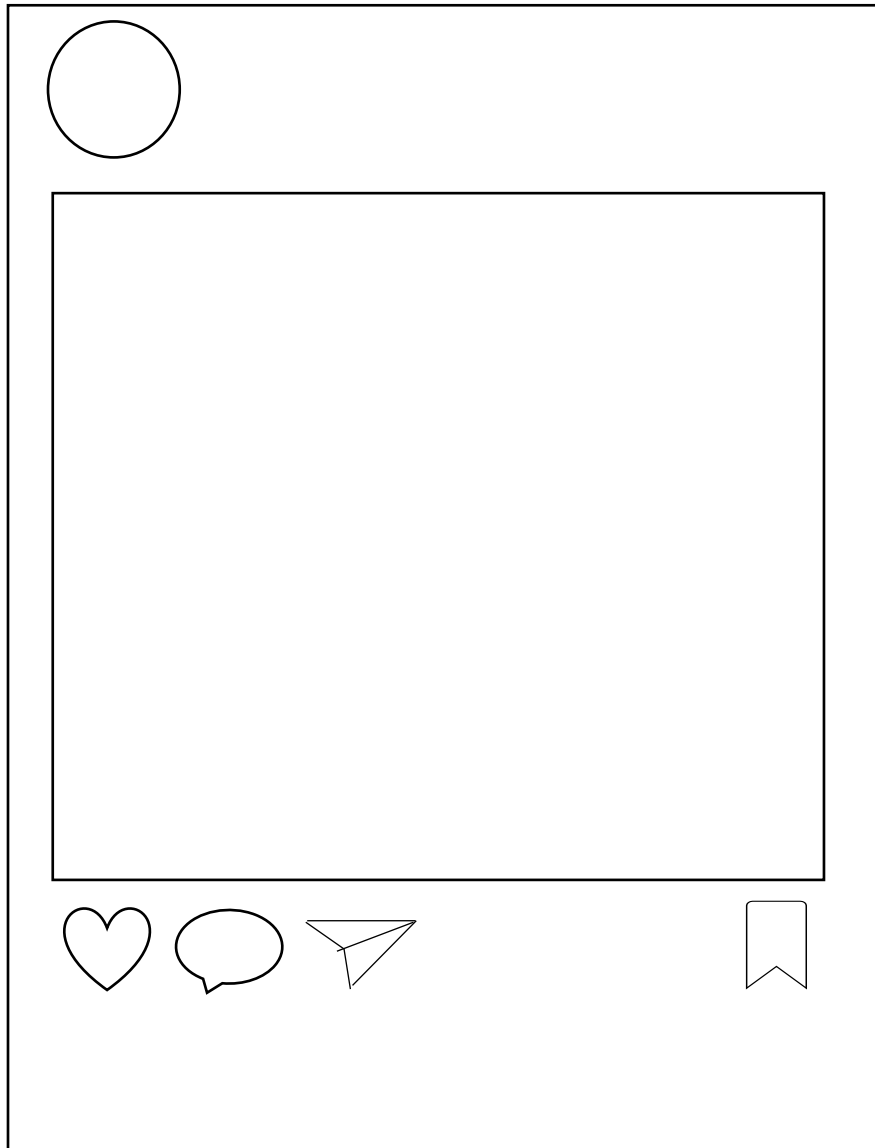
"I'm going to fix everything just the way it was before," he said, nodding determinedly.

"She'll see."

He talked a lot about the past, and I gathered that he wanted to recover something, some idea of himself perhaps, that had gone into loving Daisy. His life had been confused and disordered since then, but if he could once return to a certain starting place and go over it all slowly, he could find out what that thing was. . . .



Saturday or Sunday



Chapter 7: Gatsby vs. Tom

Chapter 7 is where the drama really builds between Gatsby and Tom in their fight for Daisy. Find and read the following passages in your book. Pay attention to the diction, reactions, and emotions to decide who won each argument. Then support why you believe that person won. At the end, based on your work, decide who the true winner is.

Round	Passage	Winner	Why you believe he won
1	"I've heard of making a garage...Everybody smoked all through lunch." (119)		
2	"The room was large and stifling... Call up and order some ice for a mint julip." (126-7)		
3	"By the way, Mr. Gatsby, I understand you're an Oxford man... We could go to any of the Universities in England or France." (128-9)		
4	"I want to ask Mr. Gatsby one more question...Why don't we all go home." (129-30)		
5	"I told you what's been going on... You never loved him." (131-32)		
6	"I found out what your 'drug stores' were...whatever courage she had, were definitely gone." (134-35)		

7	"She'll be alright tomorrow... Anyhow, until they go to be." (144) And "Daisy and Tom were sitting opposite each other... they weren't unhappy either." (144-5)		
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Who is the overall winner?

Do you believe Daisy will end up choosing this man? Why or Why not?

The Great Gatsby Ch. 5-7 Quiz

Name _____ Date _____

Part 1 Multiple Choice: Circle the correct answer for each question.

(1 point each)

1. What does Gatsby invite Nick to do with him? (Circle all that apply)
 - a. Go to Coney Island
 - b. Go swimming in Gatsby's pool
 - c. Take a walk to see Wolfsheim
 - d. None of the above
2. How many years has it been since Daisy and Gatsby have seen each other?
 - a. 3 years
 - b. 10 years
 - c. 5 years
 - d. 12 years
3. What is Gatsby wearing for his meeting with Daisy?
 - a. Black pants, a white shirt, and a gold tie
 - b. A pure white tuxedo with a daisy in the lapel
 - c. A light pink suit
 - d. A white suite, silver shirt, and a gold tie
4. Who changed Gatsby's life, inspiring him to change his name from James Gatz to Jay Gatsby?
 - a. Dan Cody
 - b. His father
 - c. Meyer Wolfsheim
 - d. Hal Jordan
5. Tom states, "You can buy anything at a drugstore nowadays." Why is this ironic?
 - a. Wilson owns the drugstore
 - b. Tom knows that Gatsby sells illegal alcohol from his pharmacies
 - c. Tom met his mistress at this drugstore
 - d. Tom has no intention of buying gas for the car
6. The weather throughout Chapter 7 is unusually
 - a. Rainy
 - b. Cold
 - c. Hot
 - d. Humid

14. What is Gatsby's history? Where is he from, what is his name, how did he get to where he is now? (3 points)

15. While at the drugstore with Wilson and Tom, Nick notices "there is no difference between the men" Why are Tom and Wilson so similar? (3 points)

Part 3 Quote Identification: For each quote identify who said it and why it is significant. (Each is worth 3 points. 1 for properly identifying who said the quote and 2 for the explanation.)

16. "I carry on a little business on the side, a sort of side line, you understand. And I thought that if you don't make very much – You're selling bonds, aren't you, old sport?... Well this would interest you. It wouldn't take up much of your time and you might be able to pick up a nice bit of money. It happens to be a rather sort of confidential thing."

17. "Or perhaps I had merely grown used to it, grown to accept West Egg as a world complete in itself, with its own standards and its own great figures, second to nothing because I had no consciousness of being so, and now I was looking at it again, through Daisy's eyes. It is invariably saddening to look through the eyes at things upon which you have expended your own powers of adjustment."

18. "Ah... you look so cool... You always look so cool."

19. "I suppose the latest thing is to sit back and let Mr. Nobody from Nowhere make love to your wife. Well, if that's the idea you can count me out"

Part 4 Essay: Answer the following questions within a well-developed essay. Be as specific as you can with examples. Your essay should be two to four paragraphs in length.

(15 points for style, content, and grammar/spelling. I will take into account that this is an in-class essay, so I will be more lenient with this last component. Have a brief intro and conclusion and a clear thesis statement)

Throughout the novel, Gatsby has difficulty accepting the past is over. What events occur to show that Gatsby is trying to recapture his past? What does this reveal about him? Do you think people should spend their lives longing for something or someone from the past? Why or why not?



The Great Gatsby

Final Project



To conclude our study of *The Great Gatsby*, you will complete a paper (60 pts) and a creative project (40 pts). Select one of the options for the paper, and one of the options for the creative project. Each is worth the same amount of points but will have different criteria and deepen your understanding of the novel in a different way. You will present your creative project to the class.

Paper:

Option 1: Themes

Choose two of the themes of the novel (the American dream, wealth, past/present, love, etc.). In a 3-4 page paper, analyze how these themes developed and interacted with each other. Consider also how the themes impact the characters and what is being said about the themes.

Option 2: Setting

The setting of *The Great Gatsby* plays a large role in the action of the novel. In a 3-4 page paper, analyze the impact of Fitzgerald's choices in setting and chronology of the story (where he chose to begin and end the story and the order of the action).

Consider what impact there would be if the story was set somewhere else or began at a different time etc.

[Paper Rubric.html](#)

Individual Creative Projects:

Option 1: Soundtrack

Create a soundtrack to the novel. You must have at least 10 songs (You cannot use any songs from previous movie soundtracks). Consider theme songs for characters, songs that represent locations in the story, songs that represent emotions the characters feel, or background music for a specific scene. For each song include a 2-4 sentence explanation of what the song is for and why you chose it.

[Soundtrack Rubric.pdf](#)

Option 2: Song or Rap

Write a song or rap about a character or characters in the novel. You can choose to create an original song or rap or choose a song/rap and change the lyrics to fit *The Great Gatsby*. You will write the lyrics yourself, but you can include another person for recording the song/rap.

[Song or Rap Rubric.pdf](#)

Group Creative Projects: (2-4 People)

Option 1: Jeopardy

Create a Jeopardy game with details from the novel. Come up with 6 categories and 5 questions per category. Have more than just plot questions, there should be questions about things like themes, character motivation, quotes, symbols, etc.

[Jeopardy Rubric.pdf](#)

Option 2: Party Planning

Act as Gatsby's party planner and plan a party. Create an invitation, menu, guest list, and job list for Gatsby's employees. Also plan entertainment, decorations, and anything else you think is necessary for the party.

[Party Plan Rubric.pdf](#)