

## **Bibliography**

### **Novel:**

Fitzgerald, F. Scott. (2004). *The Great Gatsby*. New York: Scribner Book Company.

This is the anchor piece of the American Dream Unit. F. Scott Fitzgerald writes about the fun and care free days of the 1920s. The narrator, Nick, is from the Midwest, the reader see the story through him. It is a love story that turns tragic. It is about the state of the American Dream; a dream that is dying, according to the author.

### **Video:**

*A Raisin in the Sun* (2008)

This film is based on the play by Lorraine Hansberry. Set in the 1950s the head of an African American family buys a house in an exclusively white neighborhood. This is another story of the American dream. What is the state of the American Dream in 1950?

### **Other resources:**

“I Have a Dream” by Martin Luther King Jr.

“I, too” by Langston Hughes

“Life for my child is simple” by Gwendolyn Brooks

“Only in America” by Brooks and Dunn

“Only in America” by Jay and the Americans

“America” by Neil Diamond

Selected Immigrant Narratives

### **Theme:**

What is the current state of “The American Dream” in America. (We have covered many time periods in American history, what is the condition of the American Dream?)

### **Essential questions:**

“What is the American Dream?”

“What contrast is there between the American dream and American reality?”

“To what extent has the American Dream been realized?”

### **Concept and Style Questions:**

“How do authors use the resources of language to impact an audience?”

“How is our understanding of culture and society constructed through and by language?”

### **Objectives (I Can statements for students)**

Missouri Department of Education Class Level Expectations English III (11<sup>th</sup> Grade)

<http://dese.mo.gov/divimprove/curriculum/GLE/CAcle.html>

Pre Reading (R1Fabc)

I can use prior knowledge and research to understand and predict events in the novel.

During reading (R1Gabcdefg)

I can use reading logs and journals to decipher vocabulary, monitor my comprehension, to ask questions, to paraphrase and summarize

#### Post Reading (R1Habcdef)

I can discuss questions about the novel, reflections, and conclusions

I can identify and explain the relationship between the main idea and the support in the novel.

#### Making Connections (R1Iabc)

I can discuss and write about the text's relationship to other texts, myself, and the world as a whole. Specifically, why is this work still important today?

#### Literary Techniques (R2Babc)

I can identify, analyze and evaluate, and support with fact from the reading author's use of literary techniques, sensory details used, figurative language, and sound devices used.

#### Literary Elements (R2Cbcd)

I can analyze and evaluate theme, tone, point of view, character, setting, plot etc...

#### Forms/Types/Modes of Writing (W3Aacde)

I can compose texts, using narrative, descriptive, expository, and/or persuasive features, including summary, literary analysis, and reflective writing

#### LS 2 A Discussions and Presentations (LS2A)

I can create concise presentations on a variety of topics

I can incorporate appropriate media or technology

I can respond to feedback

I can defend ideas

I can demonstrate poise and self-control

#### **Unit Description:**

##### **Building Background Knowledge**

Although, I know the 1920s are covered in Social Studies classes I am sure students still need to focus on understanding this time period.

In their reading groups for this unit students will conduct research into topics like "After WW1", "Clothing", "Women roles", "Prohibition", etc.

Each group will present their research, an artifact, and lead a discussion answering questions from the other groups.

**Assessment: Oral Presentations, Rubric decided on by class discussion**

##### **Building Vocabulary**

Because of the time period and the activities of the characters we will have to build a working vocabulary for this text. I will present students with weekly vocabulary. In their reading logs the students will be responsible for ten or more supplemental vocabulary words from the text.

**Assessment: Spot check of vocabulary. Vocabulary use in essays and journals**

### **Reading Logs:**

In the reading logs students are recording their reactions and thoughts about the book. First semester I gave them topics to respond to, but this semester they are coming up with their own topics. In the logs they are also keeping track of vocabulary and questions they have about their reading. They will also record important quotes. This is where they will draw information for in class discussions.

**Assessment: Sharing in group discussions, teacher reading with rubric decided on by class discussion.**

### **Journals and Summaries**

With a partner and on their own students will practice writing a summary. In the journals students will respond to topics about the book. They will also connect the novel to the other readings and current events outside of the novel.

**Assessment: Summary rubric discussed by class and journals read by teacher for grammar, and content.**

### **Class Discussions**

Small group and whole class discussions. Students will talk about characters, plot, author's purpose, theme, tone, style, etc... This is an opportunity to talk with the whole class about what they are thinking, how they are connecting, and predicting what is to come in the novel. They will rate themselves and each other on their participation.

**Assessment: Self evaluation, peer rating, teacher observation**

### **Creative Opportunities**

Chapter one and two describe and set the stage for the social class. With a partner make a collage of pictures, either out in your community or from magazines, of the three social classes: West Egg, East Egg, and Valley of Ashes. **Assessment: Rubric discussed by class and teacher, hang posters on the wall for gallery walk and discussion**

Later in the book there is a flashback to Daisy's wedding. She received a letter and got drunk. We never know what the letter says, write the letter. Who is it from? What does it say? **Assessment; Students present their letters in class**

There are many characters in this novel and students have a hard time following all the relations between characters. The reading groups will create a character relationship chart to post on the wall. **Assessment: gallery walk and discussion**

### **Culminating activity**

*The Great Gatsby* Project

Major Issues for the novel

- Themes:
  - The American Dream
  - Corruption/Moral Decay
  - Social Status
  - Role of Women
- The Enduring Quality Question
- Symbolism (the green light, the valley of ashes, Dr. T.J. Eckleburg, etc...)

**Directions: Your task is to choose one project, or create a project, that connects the literature to any of the major issues of the novel.**

- 1. Write or create your project demonstrating your understanding.**
- 2. Then write a one to two page summary of your project. Explain the connections you made and write about the learning process. How did this reflection project open up your understanding of the novel? As ALWAYS, use quotes from the novel to support your position.**

#### Project Options

■ Essay

How does Gatsby represent the American Dream? What does the novel have to say about the condition of the American Dream in the 1920s? In what ways do the themes of dreams, wealth, and time relate to each other in the novel's exploration of the idea of America?

■ Generational Interviews

Interview two or more people from different generations (example: two from your grandparents' generation, two from your parents', two from your generation, etc...). Talk with them about the American Dream. What was their dream when they were younger? What is their dream now? How is it different or the same? What factors contribute to their dream? What conclusions can you come to about the American Dream? You may present this as an essay, a video essay, a documentary, and poster summary, etc... Remember to use the novel as evidence too.

■ Character Fashion Show

Collect or design clothing to represent each character. Remember each one's social class, occupation, etc... You must present your fashion show in class. It can be a live fashion show, a video fashion show, or PowerPoint presentation. A write up or fashion show script is necessary to explain your choices.

■ Soundtrack for the novel

■ Proposal YOUR idea: Must make all proposals before \_\_\_\_\_

#### **Accommodations:**

I will be working with my CWC teacher to modify assignments according to IEP. Right away I can shorten log entries, pair them with a partner, and check in with them often. There are online sources where the student can listen to a recording of the novel. I will also have summaries available. Students can read with the teacher or with a partner.

## **Calendar**

Week 1: Background research and presentations

Week 2: Chapters 1 and 2 with social class project

Week 3: Chapters 3 and 4 with Daisy Letter and Character Relationships

Week 4: Chapters 5 and 6 and American Dream definition

Week 5: Chapter 7 and continue American Dream, the state of

Week 6: Chapter 8 and poetry

Week 7: Chapter 9 and final project

Week 8: Final Projects due. Watch *A Raisin in the Sun*.