*Great Gatsby* Unit Plan

**Unit Expectations:**

-Use the basic elements of literature to analyze the novella

-Take reading notes that focus on text content and student analysis

-Build vocabulary

**Grades:**

Self-generated study guide for every chapter

4 annotated articles

2 reading quizzes

1 webquest

1 argumentative essay

1 discussion

1 test

1 mini-project based on multiple intelligences:

|  |  |  |
| --- | --- | --- |
| Project | Mult Intelligence | Partners |
| House of cards  Gatsby's "American Dream," perfect plan, or "house of cards" is beginning to crumble.  Cut out pictures (symbols) from magazines or print them off to represent the main characters and their actions.  Glue the pictures onto playing cards and then assemble them to make a large house.  Use tape to hold the cards together.  Write an explanation for each chosen symbol. | Kinesthetic | indiv |
| Write an alternate ending to the Great Gatsby. What if George Wilson had discovered the truth about his wife and Tom? If Gatsby survived, would things have worked out between Daisy and him? What if he didn’t take the fall for Daisy? There are a variety of ways the ending could have occurred. Write a 2-3 page new ending. It does not have to be happy but it does have to be different. Where possible, try to mimic the author’s voice and narration style. Keep in mind what information each character knows. | Linguistic | indiv |
| Perspective is everything. In The Great Gatsby, the entire story is seen through the eyes of Nick Carraway. What if the story was witnessed through the eyes of another character? Choose a character and retell it through another viewpoint. Think about the character and what they would say. Make sure to keep in mind what each character knows, their perspective, and who they are. For example, there is no reason Tom Buchanan should be talking about Gatsby’s boyhood home or time in the war. Write 2-3 pages of story to fill in the gaps. | Linguistic | indiv |
| create and record three songs, each one over three chapters | Musical | Group of 3 |

**Literary Terms:**

**Anaphora-** the repetition of a word or phrase at the beginning of successive phrases, clauses, or lines.

* Example: "*I needed* a drink, *I needed* a lot of life insurance, *I needed* a vacation, *I needed* a home in the country. What I had was a coat, a hat and a gun."  
  (Raymond Chandler, *Farewell, My Lovely*, 1940)
* Find in: chapter 1, chapter 7

**Asyndeton** – the omission of conjunctions between words, phrases, or clauses. In a list of items, asyndeton gives the effect of inadvertent multiplicity, of an extemporaneous rather than a labored account.

* Example: "He was a bag of bones, a floppy doll, a broken stick, a maniac."  
  (Jack Kerouac, *On the Road*, 1957)
* Find in: chapter 6

**Polysyndeton** - the use of a conjunction between each word, phrase, or clause, and is thus structurally the opposite of asyndeton. Gives the effect of a labored account, however can also create a feeling of multiplicity or building up.

* Example: "He pulled the blue plastic tarp off of him and folded it and carried it out to the grocery cart and packed it and came back with their plates and some cornmeal cakes in a plastic bag and a plastic bottle of syrup."  
  (Cormac McCarthy, The Road. Knopf, 2006)
* Find in: chapter 3

[**Aporia**](http://www.uky.edu/AS/Classics/rhetoric.html#top#top)**-** expression of doubt (often feigned) by which a speaker appears uncertain as to what he should think, say, or do.

* Example: Where now? Who now? When now? Unquestioning. I, say I. Unbelieving. Questions, hypotheses, call them that. …What am I to do, what shall I do, what should I do, in my situation, how proceed? By aporia pure and simple? Or by affirmations and negations invalidated as uttered, or sooner or later? Generally speaking. There must be other shifts. Otherwise it would be quite hopeless. But it is quite hopeless. I should mention before going any further, any further on, that I say aporia without knowing what it means. Can one be ephetic otherwise than unawares? I don't know. (Samuel Becket, *The Untamable*, 1959).
* Find in: chapter 7

[**Aposiopesis**](http://www.uky.edu/AS/Classics/rhetoric.html#top#top)**-** a form of ellipse by which a speaker comes to an abrupt halt, seemingly overcome by passion (fear, excitement, etc.) or modesty.

* Example: "She looked perplexed for a moment, and then said, not fiercely, but still loud enough for the furniture to hear:  
  "'Well, I lay if I get hold of you I'll--'  
  "She did not finish, for by this time she was bending down and punching under the bed with the broom . . .."  
  (Aunt Polly in Mark Twain's *The Adventures of Tom Sawyer*, 1876)
* Find in: chapter 6

**Epizeuxis**- repetition of one word (for emphasis).

* Example: 'Cause I knew you were trouble when you walked in  
  So shame on me now  
  Flew me to places I'd never been  
  'Til you put me down, oh  
  I knew you were trouble when you walked in  
  So shame on me now  
  Flew me to places I'd never been  
  Now I'm lying on the cold hard ground  
  Oh, oh, trouble, trouble, trouble  
  Oh, oh, trouble, trouble, trouble

(Taylor Swift, I Knew You Were Trouble)

* Find in: chapter 2

symbol - something in a literary work that stands for something else. (Plato has the light of the sun symbolize truth in *“The Allegory of the Cave.”)*

* Example: "'The swastika has morphed into a universal symbol of hate,' said Abraham Foxman, the national director of the Anti-Defamation League, a Jewish advocacy organization. 'Today it’s used as an [epithet](http://grammar.about.com/od/e/g/epitheterm.htm) against African-Americans, Hispanics and gays, as well as Jews, because it is a symbol which frightens.'"  
  (Laurie Goodstein, "Swastika Is Deemed ‘Universal’ Hate Symbol." *The New York Times*, July 28, 2010)
* Find in:

theme - **-** the underlying ideas the author illustrates through characterization, motifs, language, plot, etc.

* Example: The theme in the poem is that family is the most important part of life.
* Find in:

**Test:**

character matching, true/false with making false statements true, AP-style multiple choice (A-E) two distracters, one answer is the most right, and one completely wrong, quote matching, lit term matching (application), vocabulary sentence completion

**Test Extra Credit:**

Making practice tests are one of the most effective ways to prepare for a test; therefore, I am offering 3% extra credit for students who create their own individually. The practice test needs to cover the major events and elements from the novel and include the format style listed above. You also need an answer key.

**Study Guide:**

For each chapter you will work in a group to make your own study guide. You will develop your own questions and answers, find major quotes, and compose your own summaries.

**Essential Vocabulary:**

(1) supercilious, fractious (2) languid, deft (3) convivial (4) juxtaposition (5) vestige (6) (7) portentous (8) garrulous (9) pasquinade

**Discovered Vocabulary:**

For the novel you will need to find ten words on your own, so 2-3 words per chapter for a total of 20. You will need to copy down the sentence, write the definition, draw a picture, and write antonyms.

**Common Core Standards Addressed**

|  |  |  |
| --- | --- | --- |
| Standard | | When It’s Addressed |
| Reading Standards for Literature | | |
| 1. cite strong evidence to support text analysis | |  |
| 2. determine theme and analyze development | |  |
| 3. analyze how complex characters change, plot advances, theme develops | |  |
| 4. determine meaning of words & phrases, words impact on tone | |  |
| 5. analyze text structure, event order, & how manipulated time create mystery, tension, or surprise | |  |
| 7. analyze subject in two artistic mediums | |  |
| 9. analyze how author draws on & transforms source material | |  |
| 10. read and comprehend literature | |  |
| Reading Standards for Informational Text | | |
| 1. cite strong evidence to support text analysis | |  |
| 2. determine idea & analyze development | |  |
| 7. analyze subject in two different mediums | |  |
| 8. assess argument, identify good & bad evidence | |  |
| Writing Standards | | |
| 1. write arguments to support claims in analysis |  | |
| 3. write narratives to develop events using good technique, details, & sequences |  | |
| 4. development, organization & style are appropriate to task, purpose, & audience |  | |
| 5. strengthen writing through writing process (drafts) |  | |
| 6. use tech to publish, polish, & update |  | |
| 9. draw evidence from sources to support analysis |  | |
| 10. write over extended and shorter time frames |  | |
| Speaking & Listening Standards | | |
| 1. participate appropriately and analytically in discussions | |  |
| 3. evaluate speaker’s p.o.v., reasoning, evidence, and identify false aspects | |  |
| 4. present info & support claims clearly and logically | |  |
| Language Standards | | |
| 1. demonstrate command of grammar & usage | |  |
| 2. demonstrate command of capitalization, punctuation, & spelling | |  |
| 3. make effective choices for meaning & style | |  |
| 4. determine or clarify meaning of unknown words | |  |
| 5. demonstrate knowledge of figurative language and nuances in meaning | |  |
| 6. acquire and use words; demonstrate independence in finding own words | |  |
| Standards Not Addressed This Unit | | |
| RS for Lit #6 RS for IT #3, #4, #5, #6, #9, #10 WS #2, #7, #8 SLS #2, #5, #6 | | |

**DAY PLANS**

**Day 1**

Gatsby webquest

**Day 2**

<http://www.youtube.com/watch?v=QjxpYsTjNPk>

Gatsby ch1 – whole class

American dream article 1 – indiv annotate

**Day 3**

Gatsby ch1 – whole class

ch 1 study guide – groups

American dream article 2 – indiv annotate

**Day 4**

Gatsby ch 2 – indiv annotate

ch 2 study guide - indiv

**Day 5**

Gatsby ch 3 – partners

overconfidence article – indiv annotate

**Day 6**

Gatsby ch 3 – partners

ch 3 study guide – partners

**Day 7**

Quiz 1-3

Gatsby ch 4 – whole class

**Day 8**

Gatsby ch 4 – whole class

ch 4 study guide - groups

**Day 9**

Gatsby ch 5 – indiv annotate

ch 5 study guide - indiv

**Day 10**

Gatsby ch 6 – partners

Go over different projects

archetypes article – annotate and apply archetypes to dif major characters

**Day 11**

Gatsby ch 6 – partners

ch 6 study guide – partners

**Day 11**

Quiz 4-6

Gatsby ch 7 – whole class

**Day 12**

Gatsby ch 7 – whole class

Project work time

**Day 13**

Gatsby ch 7 – whole class

ch 7 study guide - groups

**Day 14**

Gatsby ch 8 – indiv annotate

ch 8 study guide - indiv

**Day 15**

Gatsby ch 9 - partners

Project work time

**Day 16**

Gatsby ch 9 – partners

ch 9 study guide – partners

HW – find article & statistics on American dream

**Day 17**

Discussion

Project work time

**Day 18**

Project presentations

Review

\* Extra credit to make practice test

\* Use of one side of index card on test

**Day 19**

Test

Writing topics

Homework – prewriting

**Day 20**

Go over format and writing

Work on rough drafts

Homework – finish rough draft

**Day 21**

Peer edit

Work on revisions

**Day 22**

Final draft due at beginning of class

chapter 1: 1-16 [4 printed pages]

chapter 2: 17-28 [3 printed pages]

chapter 3: 32-44 [4 printed pages]

chapter 4:45-59 [4 printed pages]

chapter 5: 60-71 [3 printed pages]

chapter 6: 72-83 [3 printed pages]

chapter 7: 84-110 [7 printed pages]

chapter 8: 111-122 [3 printed pages]

chapter 9: 123-137 [4 printed pages]