

## Honors American Literature- Unit 2-The Great Gatsby

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**essential understandings:** This unit focuses on the shift from Early American life to life in the Roaring 1920's, after the industrial revolution. People's lives were dramatically changed when more machines were introduced, and suddenly Puritanical values were less relevant. **What is the difference between VALUE and COST? What is worth more, the lives of men, or material things? Where did our ideas about what it means to be American come from? How are stories and literature connected to this identity formation?** Students will demonstrate their understanding of the text on four levels: factual, interpretive, critical and personal. They will practice reading, writing, speaking and listening.



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“His dream must have seemed so close that he could hardly fail to grasp it. He did not know that it was already behind him.”

## **overview**

An author uses many literary techniques to **show** (and **not tell**) a story. Close reading of a text, with a **specific focus on literary techniques** (how the story is told), can help us to uncover an author's intent for writing. Authors may have many hopes for their written words; that they will foster empathy and understanding; that readers will learn from their stories; that their **words will propel social change**. Stories can be important tools for change, understanding the tools authors use will help us to analyze how art and society influence each others' formations. We will practise the following skills:

### **READING**

- **Apply information from one text to another**
- **Research the setting of the text**
- **Analyze and synthesize information from multiple sources**
- **Examine and explain alternative perspectives across a variety of sources**

### **WRITING**

- **Construct multiple-paragraph essays that demonstrate synthesis and analysis of complex ideas**
- **Compare and contrast multiple sources and texts**
- **Include voice and style in compositions**
- **Use quotations as evidence to support claims**

### **LISTENING**

- **Practice “active listening” skills when passages are read, or when presentations are given**

### **SPEAKING**

- **Present for group work, socratic seminars. Students will become strong speakers.**
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## **lessons**

- Introduction: 1920's Historical Overview
- Film Adaptations: Compare and Contrast With the Text

- Text Connections
  - Part 1: read, analyze, vocab, study questions
  - Part 2: read, analyze, vocab, study questions
  - Vocabulary
  - Review
  - Themes
  - Writing Workshops
  - Rubrics
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### **group work Due 11/3 AND 11/17**

Students, in their assigned groups, must chose and complete TWO of the following:

1. Create a comic or other visual representation of The Great Gatsby. Must be more than 1 image/more than 1 page. Write a paragraph summarizing the text, and explaining how the visual relates, or interprets the text.
  2. Create a presentation using nonfiction sources to explain the links between The Great Gatsby and the formation of US ideals. Must be at least 5 minutes long, and include original work. You can NOT just cut and paste information into PPT slides. Be original!
  3. Using the app “Splice” (or any other media) create a presentation that focuses on some of the common motifs/themes in the readings. Share with the class.
  4. Make a video of one of the scenes from the story.
  5. Create a game or wordsearch for the class to work on together, could be vocabulary words, analysis of symbols from the book, etc.
  6. Identify the symbols/themes from the book, then create a modern soundtrack for the story. Explain how the symbols/themes can be seen in the book, and the song. Minimum 7 songs.
  7. Go deeper into the setting of the 1920’s in the USA. You can create a presentation (or performance) of jazz music.
  8. Educate your peers on the history of prohibition (when alcohol was illegal). Set up a fictional speak easy, and invite classmates to come in and try a “mocktail.” (Cocktail ***without*** Alcohol.)
  9. Come up with another creative idea, and get permission from Ms. L
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### **individual work**

- Students will complete test preparation for the SAT and CSET exams. In class, participation grade. **Due 10/24, 10/27, 11/3, 11/7, 11/10, 11/14, 11/17, 11/28, 12/1, 12/5, 12/8, 12/12, 12/15**
- Individual Reading and Response Notebook- In addition to the daily notes taken in class, students will begin a notebook that they will use to make annotations on the independent reading they do each day at the start of class. Students may choose from one of a list of approved supplementary texts, or they may choose their own text, provided they have obtained PRIOR APPROVAL from Ms. Luken. Additionally, some days Ms. Luken will have assigned readings for this notebook. **Due 10/24, 10/27, 11/3, 11/7, 11/10, 11/14, 11/17, 11/28, 12/1, 12/5, 12/8, 12/12, 12/15**
- Annotated Notes- A summary of the day's lesson/terms, vocabulary words and their definitions, annotations on class readings. **Due 10/24, 10/27, 11/3, 11/7, 11/10, 11/14, 11/17, 11/28, 12/1, 12/5, 12/8, 12/12, 12/15**
- There will be **3 writing assignments in this unit**, each with the purpose of informing, persuading or having students express personal creativity.

**1. The first assignment is to inform: students write a composition based upon their analysis of the author's use of a literary device within the text to convey meaning. Examples include symbols, figurative language, flashbacks, etc. 5 paragraph minimum, due 12/8.**

**2. The second assignment is to persuade: students are given a choice of letters to write from one character to another, persuading him or her to do something, due 11/7.**

**3. The third assignment is to give students a chance to simply express their own creativity: students will write an additional chapter at the end of the story. 10/20**

## **Honor's Assignment**

Students in the Honor's section are expected to read the novel Invisible Man by Ralph Ellison, and write an essay comparing and contrasting Invisible Man with The Great Gatsby. Minimum 1500 words.

## **assessments**

Unit Test **12/12**

Socratic Seminar **12/15**

## **class readings**

The Great Gatsby F. Scott Fitzgerald

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## **individual readings--choose one for individual reading and response time--**

The Remarkable Reason Men in Iran are Wearing Hijabs:

<http://www.inc.com/melanie-curtin/the-remarkable-reason-men-in-iran-have-started-wearing-hijabs.html>

New Marvel Pilot Features Mexican American Lead:

<http://remezcla.com/film/victor-mancha-hulu-pilot-runaways-marvel/>

Las Patronas:

<http://remezcla.com/lists/culture/las-patronas-mexico-photo-essay/>

It Would Take 228 Years for Black Families to Amass Wealth of White Families:

<http://blogs.wsj.com/economics/2016/08/09/it-would-take-228-years-for-black-families-to-amass-wealth-of-white-families-analysis-says/>

Multicultural Britain:

[http://www.bbc.co.uk/history/british/modern/dabbott\\_01.shtml](http://www.bbc.co.uk/history/british/modern/dabbott_01.shtml)

Do Children Still Need to Read the Classics of English literature?:

<http://www.bbc.com/news/education-34341656>

Why the Real Problem isn't #oscarssowhite:

<http://www.cnn.com/2016/02/23/opinions/oscars-so-gray-seymour/>

Hollywood still 'straight, white, boys' club', finds major diversity survey:

<http://www.theguardian.com/film/2016/feb/22/major-study-hollywood-endemic-diversity-crisis>

Racist abuse won't stop me from seeking more diversity in children's literature:

<http://www.theguardian.com/commentisfree/2014/aug/27/racist-abuse-diversity-in-childrens-literature>

The value of storytelling:

<http://www.npr.org/templates/transcript/transcript.php?storyId=286225903>

Multicultural Books Offer Diverse Reading Experience:

<http://www.npr.org/templates/story/story.php?storyId=12093236>

Multiculturalism Explained in One Word HAPA:

<http://www.npr.org/2008/08/18/93690045/multi-culturalism-explained-in-one-word-hapa>

An 11 Year Old's Drive is 1000 Black Girl Books:

<http://www.wsj.com/articles/an-11-year-olds-drive-is-1000blackgirlbooks-1456535514>

“Always Running”

<http://www.csudh.edu/ccauthen/570f15/Rodriguez-Running.pdf>

“Drown”

<https://eng1301blog.files.wordpress.com/2012/11/junot-diaz-drown.pdf>

“This is How You Lose Her”

<http://gerwazy.lo3.wroc.pl/~stasio/tlh.pdf>

“Monstro”

<http://www.newyorker.com/magazine/2012/06/04/monstro>

The Kite Runner

<http://www.thehazeleyacademy.com/wp-content/uploads/2014/07/IB-English-The-Kite-Runner-Full-Text.pdf>

The Reluctant Fundamentalist

<https://vusc-english.wikispaces.com/file/view/Moshin+Hamid+-+The+Reluctant+Fundamentalist.pdf>

Identity formation:

<https://www.sussex.ac.uk/webteam/gateway/file.php?name=storied-identities.pdf&site=15>

**links**

<http://gjs.appstate.edu/social-justice-and-human-rights/what-social-justice>

<http://gender.stanford.edu/news/2013/why-literature-matters-social-justice>