

Stage 3: Identify Desired Results

Prior to start of unit

- find or draw a picture representing your materialistic dream that you want now

Block 1

- read “Invictus” and “Richard Cory”
guide questions –
 - How do we get what we want?
 - How will we handle getting what we want?
 - Does getting what we want make us happy?
 - What are the intangible parts of our dreams?
- on a 4 x 6 card list the tangible and intangible parts of your dream and then on the back define what you think is the basic definition of the American Dream
- alternative idea if starting the concept of the American Dream at the beginning of the year – cover textbooks and create a cover design that reflects the student’s concept of the American Dream
- introduce unit understandings and essential questions
- introduce the period of the 1920’s – Lost Generation writers, post WWI cynicism, Jazz Age, class structure (old money vs. nouveau riche), and the American Dream
- assign the first third of *Gatsby*, Chapters 1-3 and reading/dialectical journal

Block 2

- assign the performance task newspaper and divide into groups; use the remainder of the period to begin research of key figures, events, and movements of the 1920’s; to give students a head start, provide students access to *The Timetables of History*

Block 3

- reading check quiz over chapters 1-3 plus a multiple choice passage from Novel Approach *Gatsby* unit
- discuss characters; create charts noting initial impressions of characters to post in the class and revise as we continue the novel
- discuss narrative structure and Nick’s role as narrator
- exit responses to ads and products that use *Gatsby* as a motif
- assign chapters 4-6 and continue journal

Block 4

- provide a portion of the period every other class to work with group on newspaper performance task
- as a postcard exit, describe how *Gatsby* achieves his dream
- using passage at the end of Chapter 3 which begins with “I began to like New York...” and ends with “Imagining that I too, was hurrying toward gaiety and sharing their intimate excitement, I wished them well,” to orally discuss literary analysis of diction, detail, tone, point of

view, organization, &/or syntax; follow up with a brief written analysis of the following passage from Nick in chapter 2:

“Yet high over the city our line of yellow windows must have contributed their share of human secrecy to the casual watcher in the darkening streets, and I was him too, looking up and wondering. I was within and without, simultaneously enchanted and repelled by the inexhaustible variety of life.”

analysis will be topic sentence and 1-2 Schaffer chunks

Block 5

- reading check quiz over chapters 4-6 plus a multiple choice passage from Novel Approach *Gatsby* unit
- using Daisy and Jordan as embodiment of “Lost Generation” cynicism, debate how the cynicism differs from masculine to feminine perspectives; specific ideas for consideration should include at least the references to Daisy’s cynical view as expressed in Chapter 1 pages 21-22 and her appalled reaction to West Egg in Chapter 6 page 103
- reevaluate characters for class chart
- begin evaluation of the use of symbols in the novel and possible parallel modern symbols
- journal response to a teacher selected quotation from the novel, criticism, or Fitzgerald’s essays

Suggestions:

- “So we drove on toward death through the cooling twilight.” (143)
- “‘Self-control!’ repeated Tom incredulously. ‘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....Nowadays people begin by sneering at family life and family institutions and next they’ll throw everything overboard and have intermarriage between black and white.’” (137)
- assign chapters 7-9 and continue journal

Block 6

- provide performance task work time; provide specific guidelines for journalistic writing and newspaper formatting
- using the quotation from Nick “They were careless people. . . .” (180-81 or 187-88), write a formal 40 minutetimed writing that relates it to the Far Side cartoon in the Jane Schaffer packet
- using the same quotation, create a one-pager that applies this to a person, famous or personally known;
Qualities of One-Pager
 - person’s picture and name in the center
 - surround with pictorial and quote representations of how this quotation fits the person

present briefly in class next period for peer feedback

Block 7

- reading check quiz over Chapters 7-9 using the quotation “That’s the whole burden of this novel—the loss of those illusions that give such color to the world so that you don’t care whether things are true or false as long as they partake of the magical glory.” (xv Brucoli quoting a Fitzgerald essay); give 15-20 minutes to write a response that shows understanding of the novel as a whole
- present One-Pager for peer feedback and discussion
- finish character charts
- seminar style discussion of the symbols (graded)
 - guide questions
 - 1 – symbols of the American Dream in the novel
 - 2 – parallel symbols of the Dream in today’s society
 - 3 – definition of success that these symbols imply
 - 4 – impact of the definition of success on society as a whole today and in the novel

Reminder: Final newspaper performance task due next class.

Block 8

- groups present newspaper products briefly
 - all members will complete a self and peer evaluation form
- options
- assign documented literary essay
 - suggested prompt to complement AP argumentative open question
 - F. Scott Fitzgerald, in 1922, stated the following as his intention as he started work on *Gatsby*:

“I want to write something NEW—something extraordinary and beautiful and simple + intricately patterned.”

Often what appears to be on the surface a work that is simply enjoyable reading is upon further examination “intricately patterned.” Argue whether or not Fitzgerald achieved his purpose using specific textual evidence from the novel and criticism.

suggested quotation

“An author ought to write for the youth of his generation, the critics of the next, and the schoolmasters of ever afterward.” (Fitzgerald quoted by Brucoli ix)

- or give a traditional objective/essay test