

***The Great Gatsby* Unit Plan**
Giving a 1920's Gatsby Relevance in the 2000's
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Inventory:

In this unit plan I am presenting a strategic way to teach *The Great Gatsby* in an 11th grade American Literature class. This unit plan is designed to be taught in a public school system that serves both a racially and socioeconomically diverse student body. It would be ideal to teach the unit within a smaller class size, preferably 20-30 students. Although the unit could be taught in either a rural or urban environment, it would work best within an urban environment due to the diversity of more highly populated areas. The unit is geared towards students with average or above average academic ability on a higher track of learning. This lesson plan would function best in an AP or honors classroom but it could also be adapted very easily to meet the needs of a standard American Literature class. It would be ideal if the students were proficient in reading and writing before the class, although these skills will be targeted for improvement throughout the unit. The unit plan assumes that students can put into writing their thoughts and ideas, as there will be numerous opportunities for them to put their own opinions down on paper or online. They must be able to think critically about a novel and analyze its various components with the aid of my guiding questions and prompts. Although these are the ideal conditions for the student body that this unit plan was created for, it is not limited to these conditions and can be easily adapted in a way that meets the needs of those striving to learn the material.

Theoretical Approach:

My theoretical approach to teaching literature, which has shaped the foundation for this particular unit plans content, is that everything I do in the classroom must be relevant to the students lives. Each lesson strives to provide a clear answer to the “why?” that students often ask when learning about a particular topic. Although history will be taught and discussed, I plan to make the material relevant to not only their reading of the book but also their lives. I assume going into my teaching of *The Great Gatsby* that very few students find a personal interest or connection to the book. It thus becomes my job to show them that a connection does exist between the themes throughout the novel and their lives today. I hope to make the novel more than just a classic that every high school student has to read, and make it a book that finds personal resonance with each individual. In doing so, I plan on combining all three approaches of New Criticism, Reader Response theory, and Sociocultural Theory. The New Criticism approach is paramount in the students understanding of the novel. The time period of the 1920’s must be reviewed and briefly analyzed in order for the students to understand the importance of the elements within the plot. Fitzgerald’s use of imagery and symbolism when developing the plot and the characters will also be explored in order for the students to get a better understanding of the themes he is striving to portray. Sociocultural and Reader Response theories will help push the students beyond the facts of New Criticism and make them think about the novels relevance in today’s world. The lessons strive to openly question and discuss the parallels of the 1920’s society in which Fitzgerald writes to our society today. In doing so, the students will

discover and hopefully appreciate the ideas that the novel has for how to live in a world filled with an “I want” mentality. Also, the unit is designed to consider the perspective of those unmentioned in the story (i.e. the butler, the orchestra member, Gatsby’s father) and give them a voice, and connecting that idea with those who do not have a voice in today’s society. Not only do I plan on making the novel fit into society today, but I also desire for the novel to benefit each student on a personal level. The lessons push the students to look within themselves and think about what their response would be to the problems that arise within the plot (i.e. the idea of reinventing oneself). Personal reflection will be emphasized through writing and open discussion, providing a door for students to find an element of the book that relates to them individually. In this way, the novel obtains the capacity to challenge each student’s previous ideas and beliefs, making it both relevant and important in their life. By the end of the unit I hope that each student walks away with an appreciation for *The Great Gatsby* in regards to the time period in which it was written, our society today, and their life individually.

Objectives:

1. Students will have a solid understanding of society during the 1920’s, focusing primarily on the elements that Fitzgerald includes within the novel such as prosperity and prohibition.
2. Students will be able to analyze the characters, including the narrator Nick, by thinking from another character’s perspective and learning to see from their point of view.

3. Students will learn the power of character development both for their understanding of that character and the plot in general.
4. Students will be able to identify and explain the relevance of Fitzgerald's use of symbolism and imagery in order to portray an idea. They will also be able to see the importance of these elements within any type of writing, based on the advancement that these literary approaches can make within a plot.
5. Students will be able to find a relationship between the themes within Fitzgerald's novel and their own lives by examining the idea of "reinvention of the self." They will be able to find the connection between a character's struggles with their own struggles, a skill that can carry over into the reading of every novel.
6. Students will be able to think from a perspective other than their own, both from the view point of a character who went unnoticed in the story and a particular member of society that goes unnoticed today.

Texts

Fitzgerald, F. Scott. *The Great Gatsby*. New York City: Scribner, 1925. Print.

Korman, Gordon. *Jake Reinvented*. New York City: Hyperion, 2003. Print.

Activities and Assessment

Classroom time is going to be flexible, as studying novels can often lead to open discussion about a topic that was not previously planned but is beneficial to understanding the book. I want students to have an opportunity to openly ask questions and discuss their opinions. In this way, part of the assessment will come from student participation and demonstration of being engaged in the novel and

class-time discussion. However, there will also be a more solid means of assessment that underlies the open discourse of class discussion. One of the primary ways I will assess on this level is through writing. Writing is not only useful for me to track the students comprehension of the material, but it is also extremely beneficial for the students to express their thoughts and truly think about what we are learning. In order to accomplish this goal, I have incorporated a blog that each student will keep throughout the unit. The blog will serve as a response to specific prompts that I give the students, ensuring that I leave room for creative thought and innovation. At the end of the unit, I will assign a final writing project that pushes the students to think from a perspective other than their own and that demonstrates their understanding of the novel. Not only do I plan on incorporating writing as a means of understanding and participating, but I also plan on using interactive in-class activities to engage and assess the students. These activities will once again push them to think about the novel in a new way and make it relevant to their life. During these activities I will assess based on each students participation and engagement. Not only will the activities benefit the individual student but also the class as a whole as they share ideas with one another. Through the group work during activities and the interaction as a class during large group discussion, community will be built, creativity fostered, and assessment can be measured. I want to make the unit plan fun and educational for the students, and I think that through open discussion and the expression of creativity within groups and individually, this goal will be reached.

Day One: Living in the Roaring Twenties

Overview of Procedures:

Students will step back in time to the 1920's as we explore popular culture through music, dress, and other key elements of the time in which Fitzgerald wrote his novel. The students will play an informal pop culture trivia game of the 1920's in order to learn more about the time period.

Objectives:

- Students will engage in activities that illustrate the popular culture of the 1920's in order to better understand the setting of *The Great Gatsby*.

Material Used:

- 1920's trivia quiz (handout)
- Prohibition handout
- Sparkling grape juice and fruit punch for drinks

Activities/Procedures:

50 minutes

Activity	Time
Students come into the classroom, and 1920's music will be playing (Pandora: Louis Armstrong radio). Serve fake cocktails and champagne. Also, play YouTube videos: The Roaring Twenties-Dance Craze and 1920's Charleston (If class is willing, try to learn it!)	20 minutes
Hand out Pop Culture trivia. Students will split up into groups and the groups will play against one another. Once each group is done with the trivia, provide the answers and the group with the most correct answers receives Milk Duds (relevance: milk duds were created in the 1920's)	20 minutes
Hand out prohibition worksheet and explain it's reference in <i>The Great Gatsby</i> . Explain the pace for reading the novel, which will be a chapter per night, Assign first chapter for homework.	10 minutes

The Big Read. Art Works , 2006. Web. 1 Apr. 2012.

<<http://www.neabigread.org/books/greatgatsby/teachersguide02.php>>.

Prohibition Handout Link:

<http://www.neabigread.org/books/greatgatsby/teachers/gatsbyhandout01.pdf>

Day Two: First Responses to the Novel

Overview of Procedures:

In small groups, students will rewrite a section of the first chapter in their own words, and then share with the class. Large group discussion will follow about the students first impressions of the novel and the characters, including Daisy's comment "that's the best thing a girl can be in this world, a beautiful little fool."

Objectives:

- Students will learn how to interpret Fitzgerald's writing style/language in a way they can better understand
- Students will think critically about the characters and their first impressions of them.
- Students will be able to respond to what Daisy means when she says, "that's the best thing a girl can be in this world, a beautiful little fool" as well as relate it to societies view of women today

Material Used:

- Include model of blog website page
- Guidelines for final writing assignment

Activities/Procedures:

50 minutes

Activity	Time
Split into groups of 3 or 4 and rewrite the third paragraph of the novel in your own words. Take volunteers to share their translation with the class. Explain objective of learning how to read Fitzgerald's writing, as it will aid in better understanding the novel.	15 minutes
In large group discussion talk about what the students first impressions of the novel/the characters are. Why do you think Nick chose to move to East Egg? What is the lifestyle of the characters based on the dinner at Tom and Daisy's?	10 minutes
Also discuss Daisy's comment, "that's the best thing a girl can be in this world, a beautiful little fool." Especially the girls in the class, what do you think of this statement? Is it true? Men, do you think that women are forced by the male population to believe this? Relate it to societies view of women today (pg. 17).	15 minutes

End the class by explaining the periodic blogging that the students will be doing throughout the unit. Hand out the model blog post that explains the guidelines. Also, hand out the requirements for the final writing assignment and explain it briefly. Students should start brainstorming while they read, but more time attention will be directed to this at the end of the unit. Link to sample blog post and guidelines: http://americanliterature11.wordpress.com/2012/04/17/hello-world/	10 minutes
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Assessment:

Collect each groups translation of the excerpt from the novel. Grade based on the effort each group made in making the language understandable and easier to comprehend. While they are translating walk around to be sure that groups are staying on task and putting forth effort.

Day Three: Narrative and Point of View

Overview of Procedures:

Begin class by having the students' blog from the perspective of a character other than Nick about the events that happened in Tom and Myrtle's apartment. End in large group discussion about whether or not Nick is a reliable narrator.

Objectives:

- Students will learn to analyze parts of the novel from another characters perspective, demonstrating the power of narration.
- Students will learn to critically analyze Nick's narration and whether or not it can be trusted: What might make his narration trustworthy/untrustworthy?

Materials:

- Laptop

Activities/Procedures

50 minutes

Activity	Time
Students will grab a laptop as they come into class and blog the series of events that happened in the apartment from another characters perspective (i.e. Myrtle, Tom, Catherine...). Be sure they focus on getting into that characters mind and what their thoughts/motives would have been while narrating the scene. Give an opportunity for students to share what they wrote. Instruct them to title their blog post, "Narrative and Point of View: [characters name they choose]"	25 minutes
In large group discussion, critically analyze what makes Nick's narration trustworthy/untrustworthy. What are we missing when we tell the story from someone else's perspective? Do you think that Nick is an unbiased narrator? Assign Chapter 3	25 minutes

Assessment

Read through student's blog posts to be sure they all completed the activity and put forth effort. There needs to be thoughtful exploration of the characters feelings and attitude about what is going on in the apartment. The student must demonstrate a level of understanding in regards to the characters attitude and demeanor.

Day Four: Power of Imagery

Overview of Procedure:

As a class we will read aloud the party scene from *The Great Gatsby* compared to the party scene in *Jake Reinvented*. Afterwards, students will spend the majority of class time constructing collages/pictures that represent the Jay Gatsby described in Chapter 3.

Objectives:

- Students will learn the power of Fitzgerald's imagery by comparing the party described in *Jake Reinvented* with the party scene described in *The Great Gatsby*. How do Fitzgerald's words make "getting drunk" seem elegant and sophisticated?
- Students will utilize Fitzgerald's tactics of imagery by creating a portrait of who they think Jay Gatsby is based on his description in chapter 3.

Materials:

- Handout with party scene from *Jake Reinvented* and *The Great Gatsby*
- Computer paper
- Markers, Magazines/Newspaper

Activities/Procedure:

50 minutes

Activity	Time
Read aloud the initial party scene from <i>The Great Gatsby</i> and then the party scene from <i>Jake Reinvented</i> . Have a large group discussion about similarities and differences between the two in regards to word usage and imagery. How does the wording in <i>The Great Gatsby</i> contribute to a more sophisticated party scene than <i>Jake Reinvented</i> ?	20 minutes
Instruct the students to take a piece of white printing paper and draw a line down the middle. On the left side of the paper construct the image of Gatsby that you picture, solely based on his description in chapter 3 . Leave the right side of the paper blank. You can choose to write words that describe him in a creatively representative way, glue on words from magazines, or actually draw his face/body. Express that there is flexibility within this assignment and that it needs to be creative and original. Collect the pictures once they are completed. Assign chapter 4	30 minutes

Assessment:

Wait until tomorrow to collect completed collages

Day Five: Character Development

Overview of Procedure:

Hand back students drawings of Gatsby from the day before, and allow them to create a new drawing on the right side of the paper based on the character development of Gatsby in chapter 4. Also, touch on other characters that have developed throughout the plot and discuss what is significant about how the students first viewed them compared to how they view them now.

Objectives:

- Students will compare and contrast the Gatsby in chapter 3 and the Gatsby in chapter 4 and will learn how to analyze his character development
- Students will learn what character developments do for their understanding of a character and the plot as a whole.

Materials:

- Previous days drawings of characters
- Additional newspaper/magazine clippings

Activities/Procedures

50 minutes

Activity	Time
Hand back students collages of Gatsby from the day before. Instruct them to create a new image of Gatsby on the right side of the paper based on information that was revealed in chapter 4. Is Jay Gatsby the confident, dignified man you pictured in chapter 3? Discuss the differences that students found between their drawings. Collect drawings at the end of class.	30 minutes
Spend the last part of class discussing the characters students are slowly starting to learn more about. What does this information do to your perception of that character and what does it mean for the plot? (Jordan Baker, Daisy, Nick) Assign chapter 5	20 minutes

Assessment:

Collect student's collages and assess based on their understanding of the difference between Gatsby in chapter 3 and Gatsby in chapter 4. The chapter 3 Gatsby should be somewhat ominous, confident and well liked while the chapter 4 Gatsby should start showing the true insecurities and somewhat fake demeanor. Grade it based on their level of creativity, effort, and accuracy.

Day Six: The Illusion of a Dream/ A Dream Deferred

Overview of Procedure:

Begin class by having the students blog for an extended period of time about a dream they have/had that has clouded their vision of the present. Spend the remainder of class drawing parallels between what the students blogged about and Gatsby's dream of obtaining Daisy.

Objectives:

- Students will be able to think critically about Gatsby's desire for Daisy, and will learn to analyze his obsession for her.
- Students will learn to connect series of the plot with events in their own life by connecting Gatsby's dream to a dream that they have/had.

Materials:

- Laptop
- Worksheet explaining homework

Activities/Procedure

50 minutes

Activity	Time
Students will grab a laptop as they come into class and begin blogging about a dream that they have/had that has clouded their vision of the present. It could be in regards to a girl/boy, a job, money, school, etc. Tell the students to really try and think about something that can make them relatable to Gatsby because at this point in the story it becomes easy to despise him. He is still human! Instruct them to name the blog post: "The Illusion of a Dream"	30-35 minutes
As a class, analyze Gatsby's illusion of Daisy and his obsession for obtaining her through the lens of this quote: "No amount of fire or freshness can challenge what a man will store up in his ghostly heart." Is Gatsby really that insane for chasing after a dream? Are we all obsessed with something to this degree but don't act upon it like Gatsby does? Assign chapter 6 and instruct students to begin envisioning who they see themselves being in 10 years (hand out worksheet of tomorrow's activity that they need to be prepared for)	20 minutes

Assessment:

Read through the student's blog posts about their various "dreams deferred" and assess based on the amount of detail and insight they included. Make sure they demonstrated a true attempt to understand Gatsby's dream by trying to uncover a similar dream they once had or currently have. Points will come from effort and

writing style. Continually be taking note of which students are participating in large group discussion and which students are not.

Day Seven: Reinvention of the Self

Overview of Procedure:

For the first half of class simulate a 10-year class reunion in order for the students to get into the character of the person they hope to be in the future. The last half of class will be spent discussing what the students thought of one another and themselves, as they experienced a “reinvention of the self” much like Gatsby.

Objectives:

- Students will learn how to truly get into the mindset and character of Gatsby, as they “reinvent” themselves.
- Students will learn to analyze the person they hope to become in the future and the dreams that they have. They will be able to explain what they liked/did not like about the person they had become.

Materials

- Name tags
- Fruit punch
- Polaroid camera/pictures

Activities/Procedure

50 minutes

Activity	Time
At the beginning of class, explain to the students that the majority of class will be spent in the future at their 10-year class reunion. Based on the worksheet given to the students for homework on the previous day, each student should be prepared with a fake name and a brief autobiography of what they want their life to be in 10 years. Based on this information the class will run much like a reunion would with nametags, a punch bowl, and small talk among classmates asking each other questions about career, personal life, where they live, etc. Take Polaroid pictures of each student with their nametag and make a bulletin board collage of them.	35 minutes
Come together for the last part of class and have a large group discussion about the reunion. Who shocked you the most? What did you like/not like about the person you had become? How do you feel like this relates to what Gatsby did with his own “reinvention”? Assign Chapter 7	15 minutes

Day Eight: Symbolism

Overview of Procedure:

Spend the majority of class focusing on the various symbols seen thus far throughout the novel. Students will be split up into groups to discuss the different symbols and then will reconvene to hear each other's thoughts on the purpose behind those symbols. End class by explaining in more depth the final writing project.

Objectives:

- Students will learn to recognize symbolism within the novel and interpret it's purpose for understanding the important themes within *The Great Gatsby*.

Materials:

- Worksheet with list of various symbols and instructions for students

Activities/Procedure

50 minutes

Activity	Time
Students will split into groups of 3 or 4 and be assigned one of the symbols listed on the worksheet. For each symbol the students must analyze it's relevance following the guidelines on the worksheet.	20 minutes
Spend time in large group discussion about each groups symbol in order to give the students a more comprehensive understanding of the list. Ask guiding questions along the way if groups seem to be missing key elements in their explanation.	15 minutes
End class by giving the students time to think about and work on their final writing project. Answer any questions that the students might have and remind them of the due date. Assign Chapter 8	15 minutes

Assessment:

Collect each groups symbolism worksheet and ensure that they followed the guidelines for explaining their assigned symbol. Also, pay attention to each group's explanation of their symbol for the class to demonstrate their understanding/knowledge of it. Grade based on their effort and accuracy.

Day Nine: The Man Behind the Novel

Overview of Procedure:

The beginning of class will focus on the life of F. Scott Fitzgerald, which contains similarities with the plot of *The Great Gatsby*. Have large group discussion about the destruction that comes from obsession and the people that get hurt in the process (those who go unnoticed, i.e. Wilson)

Objectives:

- Students will learn about the life of F. Scott Fitzgerald and how his biography fits into the themes within *The Great Gatsby*
- Students will begin learning how to think from the perspective of those who go unnoticed, both in the novel and in society

Materials:

- None

Activities/Procedure

50 minutes

Activity	Time
Begin class by watching "F. Scott Fitzgerald: The Great American Dreamer part 2 and 3" on YouTube. After watching the clips discuss as a class what some of the parallels are between Fitzgerald and Gatsby. How was his life paralleled with the plot of <i>The Great Gatsby</i> in general? (the women in his life, his lavish parties/lifestyle, etc.)	30 minutes
Read aloud the excerpt from page 160-162. Discuss the ending of Gatsby's life and the irony of it. Incorporate the quote, "he paid a high price for living too long for a simple dream."	10 minutes
Who ended up paying for Gatsby's dream other than Gatsby himself? Discuss the character of Wilson and what role he plays in the novel. Also instruct the students to keep this question in mind as they finish the novel. Assign chapter 9 and remind them to continue thinking/writing their final assignment	10 minutes

Day Ten: Wrapping up the novel

Overview of Procedures:

Begin class with students making their final blog entry regarding their reaction to the end of the novel and the novel as a whole. Spend time in large group discussion about the students' opinions and touch on the role of Gatsby's father in the story. Allow time at the end of class for students to work on the final writing project and ask any questions they might have.

Objectives:

- Students will learn to articulate their feelings of *The Great Gatsby*, both in regards to the ending and the book as a whole
- Students will be able to examine the character of Jay Gatsby's father and what his inclusion in the last chapter means for the book.

Materials

- Laptop

Activities/Procedure

50 minutes

Activity	Time
Begin class by having student's blog regarding their final opinions of the novel and especially the ending. They can include things like: whether or not they were surprised that no one showed up to Gatsby's funeral or their opinions of the characters by the end of the novel. They can also include their opinions about elements they did/didn't like. Allow time for students to share what they wrote	25 minutes
Discuss the character of Gatsby's father. What does the pride he have in Gatsby show about the life Gatsby used to have? Do you think his life was more empty before he had wealth or after?	15 minutes
Spend the last part of class allowing the students to talk about their final writing project and ask questions. Split them into groups of 3 and 4 in order to discuss their ideas with their peers. Papers will be due by the next class period (they will have the weekend to complete it)	10 minutes

Assessment:

Read through students' blog posts about their opinion of the novel and make sure that they thought critically about how they felt in regards to the book. More than just summarizing the ending or the plot in general, make sure that they actually touched on parts that surprised them, parts they liked, parts they didn't like, characters they liked, characters they didn't like, etc. As the unit comes to a close, make sure that you have read through all students blog posts and that they meet the requirements laid out for them at the beginning of the unit. Also, check for each student's overall participation during group work and large group discussion.

Papers will be collected at the beginning of the next class period when you start a new unit. While grading the final papers, make sure that students met the requirements laid out for them. Grade the papers based on creativity and innovation, as well as critical thought and engagement in the topic.

The Roaring Twenties Trivia

- 1. What was the wildly popular Ford car that was affordable and easy to make thanks to the assembly line?**
 - A. The Model T (correct answer)**
 - B. 500 K**
 - C. Curved Dash**
 - D. Town Car**

- 2. What was so special about the movie “The Jazz Singer”, released in 1927?**
 - A. It was the first color movie**
 - B. It was the first full length movie**
 - C. It was the first movie with voices (correct answer)**
 - D. It was the first moive**

- 3. What infamous gangster was a strong part of the decade and was responsible for the St. Valentines Day Massacre?**
 - A. John Dillinger**
 - B. “Scarface” Al Capone (correct answer)**
 - C. Lester “Baby Face Nelson” Gills**
 - D. Bugs Moran**

- 4. In 1927, this famous aviator, nicknamed the Lone Eagle, made the first solo non-stop plane trip across the Atlantic.**
 - A. Charles Lindbergh (correct answer)**
 - B. Amelia Earhart**
 - C. Howard Hughes**
 - D. Alfred Verville**

- 5. Which amendment made it illegal to buy, sell, or make alcohol?**
 - A. 16th Amendment**
 - B. 21st Amendment**
 - C. 19th Amendment**
 - D. 18th Amendment (correct answer)**

- 6. When did the above amendmen take effect?**
 - A. January 16, 1920 (correct answer)**
 - B. January 13, 1925**
 - C. January 23, 1926**
 - D. January 17, 1921**

- 7. What was the mass fear of communism and radicalism in the 1920s called?**
 - A. The Democracy War**

- B. Americanism Movement**
 - C. The Red Scare (correct answer)**
 - D. Progressivism**
- 8. The Immigration Act of 1924 put a complete ban on immigrants coming from where?**
- A. Germany**
 - B. Japan (correct answer)**
 - C. Mexico**
 - D. China**
- 9. What cartoon character joined Felix the Cat in 1928?**
- A. Minnie Mouse**
 - B. Goofy**
 - C. Mickey Mouse**
 - D. Donald Duck**
- 10. What was the date of the Wall Street Crash, labeled “Black Tuesday” that began the Great Depression**
- A. October 29, 1929 (correct answer)**
 - B. December 12, 1928**
 - C. November 13, 1929**
 - D. December 25, 1929**
- 11. The first commercial radio station in the U.S. goes on air in Pittsburgh in what year?**
- A. 1923**
 - B. 1920 (correct answer)**
 - C. 1921**
 - D. 1928**
- 12. All of the following foods were birthed in the 1920’s except what?**
- A. Wheaties**
 - B. Kool-Aid**
 - C. Milk Duds**
 - D. Mountain Dew (correct answer)**
- 13. All of the following were popular dances of the 1920’s except for what?**
- A. The Charleston**
 - B. The Electric Slide (correct answer)**
 - C. The Black Bottom**
 - D. The Shimmy**
- 14. What year did women vote for the first time in a national**

election?

- A. 1920 (correct answer)**
- B. 1925**
- C. 1929**
- D. 1923**

15. What genre of music was most popular in the 1920's?

- A. Country**
- B. Jazz (correct answer)**
- C. Rap**
- D. Classical**

16. A person's average annual earnings were:

- A. \$1236 (correct answer)**
- B. \$3055**
- C. \$553**
- D. \$2050**

Additional Terms and Events of the 1920's

- 1. Flappers: a fashionable young woman intent on enjoying herself and flouting conventional standards of behavior.**
- 2. Speakeasies: an illicit liquor store or nightclub, for the illegal sale and consumption of alcoholic drinks**
- 3. Bootleg whiskey: illegally made, sold, or transported alcohol**
- 4. Baseball scandal: On September 28, 1920 the Chicago grand jury found guilty eight Chicago White Sox players for plotting to rig the 1919 World Series, when they played the Cincinnati Reds.**

Sources:

<http://www.funtrivia.com/playquiz/quiz3232302500f18.html>

<http://www.wonderful-party-ideas.com/support-files/1920s-trivia.pdf>

http://www.thepastisablast.com/funfacts/fun_facts_1920s.htm

Reinventing the Self:

As you continue reading *The Great Gatsby* tonight I want you to think of ways that you would want to “reinvent” yourself much like Gatsby did. Start conceptualizing who you would be if you could re-create your image by:

1. Creating a fake name for yourself: Make sure it is either relevant to the dreams you have or a “more desirable” rendition of your name now. Be creative and thoughtful!
2. Writing an autobiographical blog post: Include in this description of your ideal self what your occupation is, where you live, if you have a family, what you like to do in your free time, how you got to where you are today, etc. Really try and get into the character of your “ideal self” as you will be spending most of the following class period in this character. Title your blog “Reinventing the Self: [insert your fake name]”

Tomorrow we will be simulating a 10-year reunion with your fellow classmates and you must be in character of your “ideal self” to present to your peers. Come prepared and in character! (this can include dressing a certain way)

Symbolism in The Great Gatsby

Definition of a Symbol: Objects, characters, figures, and colors used to represent abstract ideas or concepts

Split into groups of 3 or 4. I will assign each group one of the symbols below to analyze. Please do the following as a group:

1. Find textual evidence that discusses the symbol
2. Determine what the symbol represents
3. Discuss how your symbol fits into the themes of the novel that we have discussed thus far

Symbols:

- The Green light on the end of Daisy's dock
- The eyes of T.J. Eckleburg
- The valley of ashes
- Tom and Daisy's daughter Pammy
- East Egg and West Egg

Final Writing Assignment: Those Forgotten

As you read *The Great Gatsby*, continually consider the perspective of those that go unnoticed throughout the story (i.e. Gatsby's servants, Wilson, citizens in the valley of ashes, etc.). Your job is to give those that go unnoticed a voice. In order to do so you will write a piece of *The Great Gatsby* in a minimum of three pages from the perspective of one such voiceless person. For instance, if you choose to write from the perspective of Gatsby's servant you might describe a typical party at Gatsby's house from his/her perspective. You can either make up a character (i.e. a servant of Gatsby) or you can choose a character in the story who doesn't have much of a voice (i.e. Wilson). Be sure to include in your characters narrative how they are impacted by the actions of the privileged main characters within *The Great Gatsby*. **Do not use any of the main characters.** After you have completed writing the scene from your characters perspective, I would like for you to think of one person/group in our society today that also goes unnoticed. Write an additional two pages from that person/groups perspective exploring the ways in which they are forgotten, who calls the shots for them, and what you propose to do about giving them a voice. Some examples include those in poverty, homosexuals, women, various ethnic groups, etc.

Get creative with this paper and think outside of the box. As *The Great Gatsby* so perfectly demonstrates, the reckless lifestyle of the wealthy has a huge impact upon the less fortunate in our society as they are left voiceless and powerless. This paper is an opportunity for you to change that. Allow for those who have been forgotten both in the story and in our society to be heard.

Requirements for the paper:

- Typed
- Double Spaced
- 12-point Times New Roman
- Header with your last name and page number
- Creative title
- Minimum of 5 pages (3 pages from perspective of character in the novel, 2 pages from person/group in society today)
- BE CREATIVE
- BE ORIGINAL

Please ask if you have any questions or if any of the above requirements are unclear. I would be more than happy to brainstorm with you about this paper.

Due Date: The Monday after the unit is completed.

Accommodations:

This lesson plan can be accommodated in several ways to meet the needs of students who speak English as a second language. During the class periods where 1920's culture is discussed and reviewed these students can be excused from extensive participation, as their knowledge of the time might be more limited. Also, *The Great Gatsby* is going to be a more difficult read for them. Excuse them from reading at a faster pace and if they are having trouble keeping up, then offer an audio copy of the book if it would be easier, either in their native language or English. Ensure that they understand the concepts being discussed in class and the novel as a whole. If there are any parts of the book that prove too difficult for them to understand due to word usage/language then try providing a hard copy of that part in their native language. Set aside time to help these students build on their knowledge of the English language and the American culture during this time. Do not simply provide them with the answers in their language and move on, but use their questioning as a tool to help explain the material better to them. Regarding the blog posts, the final paper, and any other additional writings done in class, do not mark these students down for grammatical errors or jumbled thoughts. Rather, meet with them individually to show them their mistakes and aid them in fixing what they had wrong in order for them to use the opportunity for improvement. The class discussion and activities should not pose too much of a problem for these students, but if it does then excuse them from extensive participation and answer any questions they might have.

