

Grade 11

Distance Learning Module 3: Week of: 4/13/2020-4/17/2020

American Literature - *Modified from Unit 4 - The Great Gatsby*/Book Clubs

Targeted Goals from Stage 1: Desired Results

Content Knowledge: Lens work (race, class, gender), ESP (economic, social, political context) of the 1920s, literary terms

Vocabulary: Race, class, gender, exploitation, American Dream, allusion, metaphor, simile, imagery, personification, allegory, motif, symbolism, syntax, close reading, tone

Skills: Analyzing and evaluating race, class, and gender in literary texts; identifying, researching, and analyzing ESP (economic, social, and political) context and its impact on fiction; performing a close reading of a text; analyzing a text using critical lenses (race, class, gender)

Expectation: Students will complete the following tasks and assignments.

Description of Task (s):	Resources and Materials:	Daily Checks (Return to Google Classroom or snapshots from a cell phone)
Monday, April 13: Learn about the 1920s, the historical context for <i>The Great Gatsby</i>	1) Explore the 1920-30 website to learn background information about the Roaring 20s. Take notes! 2) Read, annotate, and journal about your independent book!	Notes from today
Tuesday, April 14: Learn about the 1920s, the historical context for <i>The Great Gatsby</i>	Work on the photo essay assignment. You can do this individually or in a group of no more than 3. It is due tomorrow.	Nothing due today. The photo essay assignment is due tomorrow.
Wednesday, April 15: Learn about the 1920s, the historical context for <i>The Great Gatsby</i>	Continue work on the photo essay assignment.	Photo essay assignment due today!
Thursday, April 16: Take a pre-assessment, define allusion, read <i>The Great Gatsby</i>	1) Figurative language pre-assessment (NOT graded - just for me to know what you already know!) 2) An allusion is a figure of speech that	Figurative language pre-assessment

Description of Task (s):	Resources and Materials:	Daily Checks (Return to Google Classroom or snapshots from a cell phone)
	<p>references a person, place, thing, or event. Each of these concepts can be real or imaginary, referring to anything from fiction to folklore to historical events and religious manuscripts. Watch the video about allusions.</p> <p>3) Read chapter 1 of <i>The Great Gatsby</i>.</p>	
<p>Friday, April 17: Write a response to a cartoon; examine the roles of race, class, and gender in the novel; read <i>The Great Gatsby</i></p>	<p>1) Review the journal checklist for this unit. 2) Complete quickwrite #1 3) Review this mini-lesson on race, class, and gender. 4) Read chapter 2. After reading, go back and track race, class, and gender in a chart like the one in the mini-lesson.</p>	<p>RCG chart for chapter 2</p>

Week criteria for success (attach student checklists or rubrics): Figurative language pre-assessment; journal

Supportive resources and tutorials for the week (plans for re-teaching):

Full PDF of the novel

Support resources

- Vocabulary and more vocabulary for Roaring 20s
- Historical background note taking graphic organizer
- PowerPoint with background for the times and story
- Full audiobook for the novel
- Vocabulary lists for the novel
- National Endowment for the Arts reader resources
- The use of color in the novel
- Chapters 1-4 comprehension support questions

Audio and visual supplements - WARNING: Spoilers

- John Green “Crash Course” on *The Great Gatsby* (Part 1, Part 2)
- Video Sparknotes for *The Great Gatsby*
- Audio guide discussion of the novel
- Videos about Gatsby from PBS

Supplemental historical background

- Automobiles
- 1920s PowerPoint
- Selected letters by F. Scott Fitzgerald
- The flappers

Related non-fiction resources

- The Luxe Life in Gatsby
- The Great Gatsby Curve
- What Happens to the American Dream?
- When the Rich-Poor Gap Widens
- Fixation on the Social Gap
- When Richer Weds Poorer

Optional enrichment activity

- Task
- Primary sources for the task

Students will be given feedback on all of the work that they submit. Additional documents and video tutorials will be created as needed (based on student work). In addition, email, Google Hangouts, Google Meet, and/or Zoom will be utilized for one-on-one and small-group support.