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, power, choice, voice, agency, exploitation, American Dream, allusion, metaphor, simile, imagery, personification, allegory, motif, symbolism, syntax, close reading, tone

Skills: Analyzing figurative language and literary techniques in order to determine meaning; analyzing author's use of craft and intended impact; 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 27: Define tone and mood, analyze author's craft in the novel, read *The Great Gatsby*	1) Tone is the author's attitude toward a text. Mood is the feeling that the reader gets from the text. They are sometimes the same, but they can be very different, too. Authors often choose very specific words that reflect their attitude and try to create a mood in you, the reader. 2) Start chapter 7 (you have two days to finish it). As you read, pick one scene that you think is important. Identify a few spots where you can analyze tone and mood.	Notes about tone and mood in chapter 7 *Submit your journal (everything in ONE document) by Thursday.
Tuesday, April 28: Analyze literature through a critical lens, read *The Great Gatsby*	1) Finish chapter 7 2) Free write: Choose a scene (1-2 pages) from chapter 7. How does this scene reflect, undermine, and/or revise the gender/class/race issues in the novel.	Free write *Submit your journal (everything in ONE document) by Thursday.

Description of Task (s):	Resources and Materials:	Daily Checks (Return to Google Classroom or snapshots from a cell phone)
Wednesday, April 29: Analyze literature through a critical lens, read *The Great Gatsby*	Read chapter 8. While reading, track how race, class, and gender are depicted, what role they play, etc.	*Submit your journal (everything in ONE document) by tomorrow.
Thursday, April 30: Analyze literature through a critical lens, read *The Great Gatsby*	Read chapter 9. While reading, track how race, class, and gender are depicted, what role they play, etc.	*Submit your journal (everything in ONE document) TODAY!
Friday, May 1: Write a formal response about literature; analyze the text through a critical lens	Complete this longwrite on *The Great Gatsby*.	Longwrite

Week criteria for success (attach student checklists or rubrics): journal; longwrite

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

Full PDF of the novel

Supportive 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
- Chapter 7 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.