

Grade 11

Distance Learning Module 4: Week of: 4/20/2020-4/24/2020

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, 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 20: Reflection on the relationship between race/class/gender and power/choice/voice, read <i>The Great Gatsby</i>	1) Review this mini-lesson about power, choice, and voice. 2) Read chapter 3. 3) Exit slip - Who in the novel has the most power, choice, and voice? The least? Why?	Exit slip
Tuesday, April 21: Write a response to a cartoon, apply a critical lens to literature, read <i>The Great Gatsby</i>	1) Quickwrite #2 2) Read chapter 4. 3) After reading, engage in a Google Classroom discussion board about these questions. You should write a response of at least 100 words and respond to at least two of your peers.	Google Classroom discussion board
Wednesday, April 22: Read <i>The Great Gatsby</i> , define agency, analyze literature through this lens	1) Read chapter 5 2) Review this mini-lesson on agency. 3) Rank the characters in the book from most agency to least. Explain your thinking.	Agency ranking

Description of Task (s):	Resources and Materials:	Daily Checks (Return to Google Classroom or snapshots from a cell phone)
Thursday, April 23: Apply class skills and knowledge to a new text	Complete this transfer task.	Transfer task
Friday, April 24: Write a response to a cartoon, define symbolism, identify examples of symbolism in the novel, read <i>The Great Gatsby</i>	1) Quickwrite #3 2) Review this mini-lesson about symbolism. 3) Generate a list of as many symbols as you can from chapters 1-5 of the book. Then, identify what each means. 4) Read chapter 6. As you do, note any other symbols that you come across.	List of symbols

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

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
- 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.