**The Great Gatsby by F. Scott Fitzgerald (NUSTEP Introduction to Literature)**

| **Essential Questions** |  | How does Fitzgerald use setting, symbolism, and irony to guide his writing? | What makes Gatsby great? | How is the novel a critical commentary on American society? | What does it mean to be successful in America? What do success and wealth mean to you? | What effect does materialism have on human relationships? |
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| **Unit Theme(s)** |  | The disintegration of the American dream in an era of unprecedented prosperity and material wealth. | The universal hollowness of the upper class, both new and established wealth of the East. | The complexity of time as it relates to how the past can be haunting and the future be a burden. | The 1920’s as a time of indulgence, hypocrisy, and recklessness. | Defining love, desire, and fidelity in relationships |
| **Assessment(s)** |  | Character analysis and reflective discussions | Research and analysis of cultural legal references throughout the novel. | Literary technique and effect on meaning in short stories | Literary technique and effect on meaning in poetry | Literary Analysis Essay |
| **Prerequisite Knowledge** |  | Analytical writing  Supporting traits with evidence  Using direct details as evidence | Library databases  Web-based research  Note-taking  MLA (or other) style  Close reading  Analytical writing | Text analysis of short stories, novels, poetry | Literary elements and techniques in poetry  Understanding of writer’s choices effects on meaning  Close reading of poetry  Analytical writing | Quote analysis  Analytical writing  Literary Elements |
| **Reading** |  | **Extended text -**  **The Great Gatsby by F. Scott Fitzgerald** | **Companion text - high interest**  **The Great Gatsby movie starring Leonardo DiCaprio and Toby McGuire** | **3-5 short complex texts**  “Hills Like White Elephants” by Ernest Hemingway  “Rocking Horse Winner” by D. H. Lawrence  “The World is Too Much With Us” by William Wordsworth  “A Noiseless Patient Spider” by Walt Whitman  “The Love Song of J. Alfred Prufrock” by T. S. Eliot | **Digital texts and resources**  Online copy of The Great Gatsby by F. Scott Fitzgerald  [*The-Great-Gatsby (1) full text.pdf (google.com)*](https://docs.google.com/viewer?a=v&pid=sites&srcid=ZGVmYXVsdGRvbWFpbnxtcnNkYXducGlwb3xneDo1YzY3MjczZDc0MTNlNjYz)  A&E Television Network video (50 mins)  “Biography of F. Scott Fitzgerald” |  |
| **NUSTEP Introduction to Literature Student Learning Objectives**  **The following NUSTEP course learning objectives are a consistent expectation in all work during the unit:** | 1. Students will read attentively, closely, critically, and effectively using primary texts through quotation and reference, drawing supported conclusions that reach beyond generalizations. | 2. Students will demonstrate an ability to analyze a literary text in a way that synthesizes critical approach, historical context and/or ideological orientation.  3.Understand the role of storytelling and reading as a form of social awareness. | 3. Students will develop and challenge their thinking through scholarly engagement with secondary sources. | 4. Students will thoughtfully, coherently, and persuasively. | 4a.Students will write thoughtfully, coherently, and persuasively  4b.Students effectively use evidence to support and develop the central point. | 4c.Students develop points in argument in an orderly manner.  4d.Students demonstrate appropriate writing mechanics |
| **Writing** | **Research Project** | **Analytical** | **Narrative** | **Routine writing** | **Digital Writing Resources** |  |
|  | Conduct research on better understanding the relevant and prevalent references included in the text.  Topics include:  The Roaring 20’s  Bootlegging and the rise of organized crime  Prohibition  Famous people of the 1920’s  Music, entertainment, pop culture of 1920’s  Technology of the 1920’s  Women’s suffrage  Harlem Renaissance | Poetry analysis and connection to novel.    Poetry Analysis: Writer’s use of literary techniques to create meaning    Text Analysis:  Choose from four options to create an original, thoughtful, and engaging analysis of important aspects of the novel including themes, conflicts, setting, characters, and themes. | Object representation writing and sharing assignment | Reflection and analysis of text throughout the text.  Literary argument response that is supported with evidence from the text and original commentary to demonstrate understanding of the novel. | Students will submit typed formal essays through Microsoft Teams for teacher review and revisions.  Students will submit writing for peer review and make revisions based on peer and teacher feedback.  Formal and informal work will be submitted through Microsoft Teams |  |
| **Literary Perspectives Goals**  **The following NUSTEP Introduction to Literature goals are a consistent expectation in all work during the unit:**  **General Education Goals:**  **The following NUSTEP Introduction to Literature general education goals are a consistent expectation in all work during the unit:** | 1.Students will analyze complex themes of gender, sexuality, race, nationality, and other aspects of identity in order to reflect on contemporary society.  1.Demonstrate understanding of core critical thinking skills of literary study | 2. Examine the historic, socio-cultural, and political influences on the writer’s works.  2.Demonstrate the ability to ethically attribute sources of information. | 3.Understand the role of storytelling and reading as a form of social awareness.  3.Demonstrate the ability to communicate effectively through written means. | 4.Demonstrate knowledge of current professional ethical norms and expectations |  |  |