Introduction
Introduction to Instructional Unit

Title: The American Dream Unit with The Great Gatsby

Overview: At the high school level, The Great Gatsby is taught within a unit covering the American Dream. The rags-to-riches story explores and exposes the life of Jay Gatsby, a character who soared to great heights in an attempt to achieve his dream—attaining the love of an upper class lady, Daisy Buchanan. The unit explores differences in social class and the social class barriers that limit Gatsby from achieving his goal.

Grade Level: 11th Grade English/American Literature

Target Group: Mainstream class with integrated ESL students

Source of Written Reading Materials:
3. Adapted graphic organizers from ThinkingMaps.com

Source of Lessons: See Dividers.

Learning Goals: After my students complete the unit, I want them to

1. Demonstrate their understanding of the role social class may play in the attainment of dreams (particularly with the characters in the novel)
2. Demonstrate their understanding of how geography/setting contributes to the definition of social class in the novel.
3. Demonstrate their understanding of character by describing characters using information from the text and explaining their role in the progression of plot.
Lesson 1
Lesson 1: The Great Gatsby - Introduction to “The American Dream” and “Perspectives on Social Class and Mobility.”

**Content Objectives**
1. SWBAT explain what the American dream means to them by listing words, images, and ideas associated with the word “dream.”
2. SWBAT summarize the main points of an article by identifying key words and sentences related to the main points on social class and mobility.

**Language Objectives**
1. SWBAT orally explain the connection between a word or image and their definition of the American Dream.
2. Students will orally summarize the main points in a small group.

<table>
<thead>
<tr>
<th>Domain and Task</th>
<th>Level 1 Preproduction</th>
<th>Level 2 Early Production</th>
<th>Level 3 Intermediate/Speech Emergence</th>
<th>Level 4 Intermediate/Expanding Fluency</th>
<th>Level 5 Advanced or Mainstream</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing/Speaking</td>
<td>Students will be given a worksheet with two columns labeled “nonmaterial” and “material” on the Dream.</td>
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<td>Students will be given a worksheet with two columns labeled “nonmaterial” and “material” on the Dream.</td>
<td>Individually, students will list words, images, and phrases associated with their definition of the American Dream. They will then organize the words into self-created categories.</td>
<td>Students will orally explain their definition of the American dream through writing.</td>
</tr>
<tr>
<td>Listing and Explaining elements of the American Dream</td>
<td>Students will be given a worksheet with two columns labeled “nonmaterial” and “material” on the Dream.</td>
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<td>Students will be given a worksheet with two columns labeled “nonmaterial” and “material” on the Dream.</td>
<td>Students will pair up with a level three students and compare answers, and students will explain their definition of the American dream with the help of a language model.</td>
<td>Students will orally make connections between words and images.</td>
</tr>
<tr>
<td>Listening/Reading/Writing</td>
<td>Students will match highlighted words and phrases to the main idea or definition by circling “yes” or “no.”</td>
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<td>Students will work on same annotating activity, but may be paired together to support level 3 students. Students would write on specific paragraphs to summarize the main idea.</td>
<td>Students will take notes in the margins of the text and highlight important words, phrases, and sentences related to the main idea.</td>
</tr>
</tbody>
</table>
| Speaking To Summarize main points of Social Class/Mobility | In groups, students will be provided with a cloze exercise that synthesizes the information from the previous assignment. There will be phrasal and word banks to help students. | In groups, students will be provided with a cloze exercise that synthesizes the information from the previous assignment. There will be phrasal and word banks to help students. | In cooperative groups, students will discuss/explain what they each feel is the main idea of the article using sentence prompts on the bottom of the page (see language objectives). | In a small group, students will summarize the main points and identify the lines of the text that led them to that main point. | In a small group, students will summarize the main points in the selection and...
| article “the American Ideal” banks to help complete the sentences. Students will be paired with a level 3 or level 4 student to rehearse the sentence orally. | help complete the sentences. above). Some students may be paired with level 4 students. | conclusion. Students will be given the sentence prompts to use at their leisure and may be grouped with level 3 or level 5 students. | identify the lines of the text that led them to that conclusion. |
Lesson 1: *The Great Gatsby*—Introduction to "The American Dream" and "Perspectives on Social Class and Mobility."

<table>
<thead>
<tr>
<th>Function</th>
<th>Situation/Topic</th>
<th>Expressions</th>
<th>Vocabulary</th>
<th>Grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td>List</td>
<td>Ideas, images, and objects associated with &quot;The American Dream.&quot;</td>
<td>None</td>
<td>None</td>
<td>Nouns</td>
</tr>
<tr>
<td>Explain</td>
<td>Definition of the American Dream by making connections between words and images.</td>
<td>1. I think the American Dream is _______.</td>
<td>Happiness</td>
<td>Present Tense</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. An example of the American Dream is a(n) _____</td>
<td>Freedom</td>
<td>Nouns</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. The American Dream represents _______.</td>
<td>House</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. The American Dream reminds me of _______.</td>
<td>Car</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>5. The American Dream means/is _______.</td>
<td>Liberty</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>6. The American dream is related to the image of a(n) _____ because _______.</td>
<td>Education</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>7. The American dream relates to ____ because _______.</td>
<td>Pets</td>
<td></td>
</tr>
<tr>
<td>Summarize</td>
<td>The main idea of an article</td>
<td>1. The main idea of the article is that _______.</td>
<td>American Dream</td>
<td>Past tense</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. I think the main idea of this article is _______ because _______.</td>
<td>Social Mobility</td>
<td>Present Tense</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. This article is about _______ because it says _______.</td>
<td>Class Mobility</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. It says in the article, &quot;_______,&quot; so the main idea is that _______.</td>
<td>Rags to Riches</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. The author's main point about social class is _______.</td>
<td>Success</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>6. When the author discusses mobility, he means _______.</td>
<td>Money</td>
<td></td>
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<tr>
<td></td>
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<td></td>
<td>Social Class</td>
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<td>Ideal/ &quot;American Ideal&quot;</td>
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<td></td>
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<td>Idealistic</td>
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<td></td>
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<td>Pitiful</td>
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</tr>
</tbody>
</table>
# Modified Lesson 1 with Sheltered Content

## Eng III Weekly Plans wk:

**Essential Questions for Unit:**
Who is entitled to the American Dream?
What is the American Dream?
How has the American Dream been influenced by history?
How does the American Dream promote/limit opportunity?

## Lesson One: Introduction to the American Dream and Social Class

<table>
<thead>
<tr>
<th>Major Activity</th>
<th>Content:</th>
</tr>
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<tr>
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### Part I.

1. **Brainstorming:**
   - How would you characterize the American Dream?
   - What do images, ideas, and objects do you associate with this dream?

   Students will make a list or all the items/ideas they associate with the American Dream. In pairs, students will then explain their definition of the American Dream by orally making connections between the words and images they wrote down.

2. **Teacher will lead the discussion on “What is the American Dream?”** Once students begin discussing, for example, expensive items, teacher will lead into a discussion of tangible versus intangible items associated with the American dream and the effect that money plays in achieving a particular dream (intro to social class.)

### Modified Part I.

**Writing/Speaking:** Listing and Explaining elements of the American Dream

- **Level 1:** In a one-on-one scenario, teacher will provide students the different meanings of the word “dreams” by showing two different pictures. Teacher can connect to American history by briefly discussing Martin Luther King Jr. Students will be given a worksheet with the definition of “American Dream” as something you want or want to achieve. Teacher will discuss the difference between material and non-material things. There will be two columns labeled NM (nonmaterial) and M(material) possessions. In pairs, students will be given a deck of index cards with words and accompanying images. Students must group the words they feel are related to the American dream and put them in the correct column (NM or M). They will define the American Dream in simple sentences using a sentence frames such as:

  1. I think the American Dream is ______.
  2. An example of the American Dream is ______.

- **Level 2:** In a one-on-one scenario, teacher will provide students the different meanings of the word “dreams” by showing two different pictures. Teacher can connect to American history by briefly discussing Martin Luther King Jr. Students will be given a worksheet with the definition of “American Dream” as something you want or want to achieve. Teacher will discuss the difference between material and non-material things. There will be two columns labeled NM (nonmaterial) and M(material) possessions. In pairs, students will be given a deck of index cards with words and accompanying images. Students must group the words they feel are related to the American dream, and put them in the correct column (NM or M). Students then will use a word bank provided at the bottom of the worksheet to fill in a partially completed sentence starter to express why they chose those images to represent a “dream.”
1. I think the American Dream is ____________
2. An example of the American Dream is a(n) ____________ because ____________
3. The American dream is related to the image of a(n) ____________ because ____________
   - Level 3: Students will be given a worksheet with two columns labeled NM (nonmaterial) and M (material) possessions. In pairs, students will be given a deck of index cards with words and accompanying images. Students must group the words they feel are related to the American dream and put them in the correct column (NM or M). Students will pair up with level 4 students and choose which partially completed sentence at the bottom of the worksheet to use in order to discuss why they chose those images to represent a "dream."
   1. I think the American Dream is ____________.
   2. An example of the American Dream is a(n) ____________.
   3. The American Dream represents ____________.
   4. The American Dream reminds me of ____________.
   5. The American Dream means/is ____________.
   6. The American dream is related to the image of a(n) ____________ because ____________.
   7. The American dream relates to ____________ because ____________.
   - Level 4: Individually, students will list words, images, and phrases associated with their definition of the American dream. They will then organize the images into self-created categories. They will pair up with a level three students and compare answers, and will explain their definition of the American dream with the help of a language model.

Part II.
1. All students will watch a video first 10 minutes of "people like us" to activate knowledge on class distinctions https://www.youtube.com/watch?v=nU5MIVM_zEo. Following the video, students will write down any insights on how "social class" is determined and answer the question on the board: "How is social class determined?"
2. In groups, students will read silently while listening to an excerpt from the article "Social Class in America" from the 2005 New York Times being read aloud by a group member. They will take notes in the text, highlighting important words, phrases, and sentences related to the main idea. Students are instructed to take notes on the main points of the article or create an outline to help them share the ideas with the class. They will also be instructed to discuss their perspectives on the articles' main points, such as whether they agree or disagree.

Modified Part II-Video:
Level 1: Students will be given a listening guide where they will be instructed to circle any words they hear in the video. At the bottom of the handout, students will complete a multiple choice question with the sentence frame Social Class is based on _____________. Students will be paired to answer the multiple choice question with an L3 partner. Teacher will approach L1, L2, and L3 students following the video to go over the vocabulary words and provide additional examples.
Level 2: Students will be given the same handout as Level 1; however, they will complete a sentence at the end of the handout by choosing words from a word bank. Teacher will approach L1, L2, and L3 students following the video to go over the vocabulary words and provide additional examples.
Level 3: Students will be given the same handout as level 2, but will be asked to provide their own example for the words they choose from the word bank. They will be given sentence starters. Teacher will approach L1, L2, and L3 students following the video to go over the vocabulary words and provide additional examples.
Level 4: Students may complete same activity as mainstream students, brainstorming ideas on their own throughout movie and then writing the answer to the question. Students may use the L3 handout at their own discretion.

Modified Part II-Article:
A. Listening/Reading/Writing: Understanding the article "The American Ideal" by identifying key words or phrases related to main idea.
   - Level 1: Teacher will approach students and provide students with pictures of things that are mobile (car, helicopter, etc.). Teacher will discuss idea of "social mobility" as the way people can be poor and then become rich, etc. Students will be given the article with the information already highlighted with a yellow marker. There will be a blank line next to each highlighted word or sentence where students must match the main idea or definition to the word/phrase using a matching section. Sections of highlighted text may contain
yes/no questions where students will circle the correct answer.
- **Level 2**: Teacher will approach students and provide students with pictures of things that are mobile (car, helicopter, etc.). Teacher will discuss idea of “social mobility” as the way people can be poor and then become rich, etc. Students will be given the article with the information already highlighted with a yellow marker. There will be a blank line next to each highlighted word or sentence where students must match the main idea or definition to the word/phrase using a matching section. Sections of highlighted text may contain yes/no questions where students will circle the correct answer.
- **Level 3**: Students will work in a cooperative group to find and highlight specific words, phrases, and sentences related to the main idea after a modeling activity. Some students may receive the same handout as Level 2.
- **Level 4**: Students will work on same annotating activity, but may be paired together to support level 3 students. Students may compare highlighted words and phrases with their partner.
- **Level 5**: Mainstream; Students will read silently while listening to the article being read aloud by a group member, and they will take notes in the text, highlighting important words, phrases, and sentences related to the main idea.

**B. Speaking:** To Summarize main points of Social Class/Mobility article “the American Ideal.”
- **Level 1**: In groups, students will be provided with a cloze exercise that synthesizes the information from the previous assignment. There will be phrasal and word banks on the handout to help complete the sentences. Students will be paired with a level 3 or level 4 student to rehearse the sentence orally.
- **Level 2**: In groups, students will be provided with a cloze exercise that synthesizes the information from the previous assignment. There will be phrasal and word banks to help complete the sentences.
- **Level 3**: In cooperative groups, students will discuss/explain what they each feel is the main idea of the article using sentence prompts on the bottom of the page (see language objectives above). Some students may be paired with level 4 students.
  1. The main idea of the article is that __________.
  2. I think the main idea of this article is __________ because __________.
  3. This article is about __________ because it says __________.
  4. It says in the article, “__________,” so the main idea is that __________.
  5. The author’s main point about social class is __________.
  6. When the author discusses mobility, he means __________.
- **Level 4**: In a small group, students will summarize the main points and identify the lines of the text that led them to that conclusion. Students will be given the sentence prompts to use at their leisure and may be grouped with level 3 or level 5 students.
- **Level 5**: In a small group, students will summarize the main points in the selection and identify the lines of the text that led them to that conclusion.

**Closure**: Go Over objectives. On an exit slip (assessment), students must write one sentence about social class learned from the video, discussion, and/or article. Teacher will write a sentence starter on the board: “I learned social class is based on __________.

“Social mobility is about __________.”

Teacher states we will begin to read the novel tomorrow. We will make note of what the characters wish to achieve and any limiting factors, or obstacles, that the characters are coming across during their “journey.”

**Purpose**

Pre-reading for Gatsby American Dream Unit

<table>
<thead>
<tr>
<th>Parameter</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brainstorming</td>
<td>5 minutes</td>
</tr>
<tr>
<td>Pair/Share</td>
<td>10 minutes</td>
</tr>
<tr>
<td>Discuss</td>
<td>5-8 minutes</td>
</tr>
<tr>
<td>Video</td>
<td>8 minutes</td>
</tr>
<tr>
<td>Social Class Articles in Groups: Read and Discuss</td>
<td>20 minutes</td>
</tr>
<tr>
<td>Resources</td>
<td></td>
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<td>--------------------</td>
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<tr>
<td>Whiteboard</td>
<td></td>
</tr>
<tr>
<td>Separate printouts of “Social Class in America” from the 2005 <em>New York Times; some handouts with modifications</em></td>
<td></td>
</tr>
<tr>
<td>YouTube Video</td>
<td></td>
</tr>
<tr>
<td><a href="https://www.youtube.com/watch?v=nU5MtVM_zFs">https://www.youtube.com/watch?v=nU5MtVM_zFs</a></td>
<td></td>
</tr>
<tr>
<td>YouTube Listening Guide Handouts</td>
<td></td>
</tr>
<tr>
<td>Word Sort Handouts</td>
<td></td>
</tr>
</tbody>
</table>
EDUCATION

FAME
boots
shirt
car
cat
cookies
dog
dime
dollar
house
puppy
queen
ring
sneakers
Dreams (L1/L2)

A dream can be something you want or want to achieve. It is often called "The American Dream."

A dream can be images, thoughts, or emotions passing through the mind during sleep.

Directions: Material means it is physical and you can touch it. Non-material means you can't touch it. It is an idea. Look at the following pictures and decide where they belong.

<table>
<thead>
<tr>
<th>Material</th>
<th>Non-Material</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example:</td>
<td>1. Love</td>
</tr>
<tr>
<td>1. A Car</td>
<td></td>
</tr>
</tbody>
</table>

Complete the sentence: I think the American Dream is ____________________________.
Name ___________________________ Period ____________

Dreams (L3)

A dream can be something you want or want to achieve. It is often called “The American Dream.”

A dream can be images, thoughts, or emotions passing through the mind during sleep.

Directions: Material means it is physical and you can touch it. Non-material means you can’t touch it. It is an idea. Look at the following pictures and decide where they belong.

Material | Non-Material
---|---
Example: | 1. Love
1. A Car |

Provide an Explanation for the items you chose to represent your dream. Use the sentence starters where needed and discuss with a partner.

1. I think the American Dream is ____________________________
2. An example of the American Dream is a(n) ____________________________
3. The American Dream represents ____________________________ because ____________________________
4. The American dream is related to the image of a(n) ____________________________ because ____________________________
Dreams
(Mainstream)

A dream can be something you want or want to achieve. It is often called "The American Dream."

A dream can be images, thoughts, or emotions passing through the mind during sleep.

Directions: Make a list of a concept web of all the images and ideas you would associate with your "American Dream." Group these items into categories. Perhaps you would like to group by items versus ideas or tangible versus intangible, etc. When you are finished, pair up with your neighbor and justify why you chose these items.
Listening Guide(L1): “People Like Us

Part I. Directions: As you watch the video, circle the words you hear:

Low Class
Upper Class
"Blue Collar"
Pitiful

Vocabulary
Pitiful
a. Definition: sad/sorrowful OR deserving disapproval.
b. In context: When you have pity for someone you feel bad for his or her suffering OR you have strong feelings of disapproval.

CIRCLE what you hear:

Low Class
Upper Class
Rich
CEO of some business
Country Club
The picture of Smugness
My family was rich

Vocabulary
Smugness
a. definition: confident of one's ability/having superiority
b. In context: Your friend might have a smug look on his face if he received an A on a test and you received a B.
Part II Directions: Answer the following question according to the video:

Class is based on:
A. Looks or Appearance
B. Popularity
C. Money
D. How big your house is
E. Where your father works
F. Your Job
G. All of the above
Listening Guide(L2): “People Like Us

Part I. Directions: As you watch the video, circle the words you hear:

Low Class
Upper Class
“Blue Collar”
Pitiful

Vocabulary
Pitiful
a. Definition: sad/sorrowful OR deserving disapproval.
b. In context: When you have pity for someone you feel bad for his or her suffering OR you have strong feelings of disapproval.

CIRCLE what you hear:

Low Class
Upper Class
Rich
CEO of some business
Country Club
The picture of Smugness
My family was rich

Vocabulary
Smugness
a. Definition: confident of one's ability/having superiority
b. In context: Your friend might have a smug look on his face if he received an A on a test and you received a B.
Part II Directions: Answer the following question according to the video. Use the word bank below for ideas:

Social class can be determined by

<table>
<thead>
<tr>
<th>Looks or Appearance</th>
<th>Popularity</th>
<th>Money</th>
<th>How big your house is</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where your father works</td>
<td>Your Job</td>
<td>The language you speak</td>
<td></td>
</tr>
<tr>
<td>The country you are from</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Listening Guide(L3): “People Like Us

Part I. Directions: As you watch the video, circle the words you hear:

- Low Class
- Upper Class
- “Blue Collar”
- Pitiful

Vocabulary
Pitiful

  a. Definition: sad/sorrowful OR deserving disapproval.
  b. In context: When you have pity for someone you feel bad for his or her suffering OR you have strong feelings of disapproval.

CIRCLE what you hear:

- Low Class
- Upper Class
- Rich
- CEO of some business
- Country Club
- The picture of Smugness
- My family was rich

Vocabulary
Smugness

  a. Definition: confident of one's ability/having superiority
  b. In context: Your friend might have a smug look on his face if he received an A on a test and you received a B.
Part II Directions: Answer the following question according to the video. Use the word bank below for ideas and try to provide your own example from what you already know:

Social class can be determined by ________________________, such as ________________________ (give an example). It can also be determined by ________________________, such as ________________________.

Another trait that may determine social class may be ________________________.
An example of this would be ________________________.

<table>
<thead>
<tr>
<th>Looks or Appearance</th>
<th>Popularity</th>
<th>Money</th>
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<td>Your Job</td>
<td>The language you speak</td>
<td>The country you are from</td>
</tr>
</tbody>
</table>
helicopter
cars
bicycle
driving
jogging
ladder
"The American Ideal"
from "Social Class in America" from the 2005 New York Times (L1 and L2)

MOBILITY

If you are MOBILE, you can move

Example: A car is mobile. A wheelchair is mobile.

1. Rags-to-Riches means that you can be poor and become RICH later in life. The best way to summarize this paragraph would be
   a) A long time ago, people did not believe in the possibility of moving from rags to riches.
   b) A long time ago, people believed in moving from rags to riches.
   c) A long time ago, Benjamin Franklin was an example of how someone could move from rags to riches.
   d) Both B and C.

2. CIRCLE: YES OR NO
   Initial studies on social mobility were inaccurate.

3. CIRCLE: YES OR NO
   The ability to change your class (move from rags to riches) has increased over the years.

Speaking Exercise:

Complete the Sentence: The main idea of the article is that it is ___________________________ (easier/more difficult) to move up in social class.

The original exemplar of American social mobility was almost certainly Benjamin Franklin, one of the 17 children of a candle maker. About 20 years ago, when researchers began to study mobility in a rigorous way, Franklin seemed representative of a truly fluid society, in which the rags-to-riches trajectory was the readily achievable ideal, just as the nation's self image promised.

But the initial mobility studies were flawed, economists now say. Some studies relied on children's fuzzy recollections of their parent's income. Others compared single years of income, which fluctuate considerably. Still others misread the normal progress people make as they advance in their careers, like from young lawyer to senior partner, as social mobility.

One study, by the Federal Reserve bank of Boston, found that fewer families moved from one quintile, or fifth, of the income ladder to another during the 1980's than during the 1970's and that fewer moved in the 1990's than in the 80's. A study by the bureau of Labor Statistics also found that mobility declined from the 80s to the 90s.

The incomes of brothers born around 1960 have followed a more similar path than the incomes of brothers born in the late 1940's, researchers at the Chicago Federal Reserve and the University of California, Berkeley, have found. Whatever children inherit from their parents—habits, skills, genes, contacts, money—seems to matter more today.
"The American Ideal"
from "Social Class in America" from the 2005 New York Times (L3)

MOBILITY

If you are MOBILE, you can move

In context: If you are MOBILE, you can move
Example: A car is mobile. A wheelchair is mobile.

1. Rags-to Riches means that you can
be __________ (poor/ rich) and
become __________ (poor/ rich) later in life.

Summarize: A long time ago, people
Believed in being able to change your status, or
__________ __________ 
__________ was an example of someone
who could do this.

Summarize: Economists believe the initial studies
were _______________ because
people did not know how to accurately measure
__________

Summarize: The ability to change your
class has __________
(increased/ decreased) over the
years. A study shows it declined from
__________ to
__________.

The original exemplar of American social mobility was almost certainly Benjamin Franklin, one of the 17 children of a candle maker. About 20 years ago, when researchers began to study mobility in a rigorous way, Franklin seemed representative of a truly fluid society, in which the rags-to-riches trajectory was the readily achievable ideal, just as the nation's self image promised.

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Speaking Exercise:

Directions: Summarize what you learned about the article. Use the sentence starters where needed:

1. The main idea of the article is that ________.
2. I think the main idea of this article is ________ because ________.
3. This article is about ________ because it says ________.
4. It says in the article, "________," so the main idea is that ________.
5. The author's main point about social class is ________.
6. When the author discusses mobility, he means ________.
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Lesson 2
Lesson 2: *The Great Gatsby*: How geography and setting contributes to social class in the novel.

<table>
<thead>
<tr>
<th>Content Objectives</th>
<th>Language Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. SWBAT identify the location of geographical places in the novel by labeling a map.</td>
<td>1. In writing, SWBAT use descriptive words, phrases, and sentences to describe the three main geographical settings.</td>
</tr>
<tr>
<td>2. SWBAT Identify and describe the three main settings in the novel: East Egg, West Egg, and the Valley of Ashes.</td>
<td>2. SWBAT orally compare the three settings using compare and contrast cue words and orally take a stand on which location seems more desirable according to Nick's narration.</td>
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<tr>
<td>3. SWBAT infer the social class of the characters living in those geographical settings.</td>
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</tbody>
</table>

**Performance Indicators**

<table>
<thead>
<tr>
<th>Domain and Task</th>
<th>Level 1 Preproduction</th>
<th>Level 2 Early Production</th>
<th>Level 3 Intermediate/ Speech Emergence</th>
<th>Level 4 Intermediate/ Expanding Fluency</th>
<th>Level 5 Advanced or Mainstream</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Writing/Speaking</strong></td>
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<tr>
<td>Categorizing descriptions and quotations for specific geographical settings in the novel and summarizing an overall description of a given location.</td>
<td>Using word and phrase cut-outs in an envelope, student group members will label the main topic and supporting details of the geographical location. Headings on the tree map will already be given. Additional vocabulary will be available to help read the quotation. Students will answer yes/no questions about the locations of setting by circling the answer.</td>
<td>Using word and phrase cut-outs in an envelope, student group members will label the main topic and supporting details of the geographical location. Students will use a word bank to fill in a partially completed sentence starter at the bottom of the worksheet to summarize the description of a location. Students will pair up with a level 3 student to rehearse the sentence orally.</td>
<td>Using word and phrase cut-outs in an envelope, student group members will label the main topic and supporting details of the geographical location. Students will pair up with level 4 students and use partially completed sentence starters at the bottom of the worksheet to summarize the description of a location. Students will orally generalize about the location by summarizing key points.</td>
<td>Using word and phrase cut-outs in an envelope, student group members will label the main topic and supporting details of the geographical location. Students will orally generalize about the location by summarizing key points.</td>
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</tr>
<tr>
<td><strong>Reading, Writing, and Speaking</strong></td>
<td>In groups, students will be provided with a cloze exercise that helps compare and contrast the information from the previous assignment. There will be phrasal and word banks to help complete the sentences, and a transition cue word sheet. Students will be paired with a level 3 or level 4 student to rehearse the sentence orally.</td>
<td>In groups, students will be provided with a cloze exercise that helps compare and contrast the information from the previous assignment. There will be phrasal and word banks to help complete the sentences, and a transition cue word sheet.</td>
<td>In cooperative groups, students will discuss the comparisons and differences between two locations. Students will be given a transition cue word sheet. If needed: There will be phrasal and word banks to help complete the sentences, and a transition cue word sheet. Some students may be paired with level 4 students.</td>
<td>In a small group, students will discuss the comparisons and differences between two locations. Students will be given the sentence prompts to use at their leisure and may be grouped with level 3 or level 5 students.</td>
<td>In a small group, students will discuss the comparisons and differences between two locations. Students will use transition words to write their comparison paragraph and may be grouped with level 3 or level 4 students.</td>
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<tr>
<td>Function</td>
<td>Situation/Topic</td>
<td>Expressions</td>
<td>Vocabulary</td>
<td>Grammar</td>
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<tr>
<td>Identify and Label</td>
<td>Ideas, images, and objects associated with specific geographical settings</td>
<td>n/a</td>
<td>East Egg West Egg Valley of Ashes Bay the white palaces fashionable Hotel de Ville in Normandy Desolate Grotesque Dismal Waste land</td>
<td>Nouns Phrases Adjectives</td>
<td></td>
</tr>
<tr>
<td>Summarize</td>
<td>A description of a setting</td>
<td>1. I think the East Egg basically looks like _______.</td>
<td>Depends on location East Egg: money, fashionable, wealthy, old money, mansions West Egg: new money, nouveau rich, bungalows Valley of Ashes: working class, blue collar, unhappy, work force, dreary.</td>
<td>Adjectives Nouns Present Tense</td>
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<td>2. East Egg represents _______.</td>
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<td></td>
<td>3. East Egg is related to the image of a(n) _______.</td>
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<td>because _______.</td>
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<td>4. To summarize, East Egg is/ is a place where _______.</td>
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<tr>
<td>Compare and Contrast</td>
<td>Two geographical locations</td>
<td>1. _______(location 1) differs from (location 2) because _______(location 1) has _______ whereas _______ (location 2) has _______.</td>
<td>Similar to Similar Alike The same Differ Different Whereas On the other hand Wealthier less fashionable More fashionable Desolate</td>
<td>Compare/contrast Transition cue words Adjectives Nouns Phrases Present Tense</td>
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<td>2. _______ looks like _______. On the other hand _______ looks like _______.</td>
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<td>3. _______ is similar to _______ because _______.</td>
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<td></td>
<td></td>
<td>4. _______ is different than _______ because _______.</td>
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</table>
MODIFIED LESSON 2
Eng III Weekly Plans Wk:

Unit Essential Question: Who is entitled to the American Dream?
What is the American Dream?
How has the American Dream been influenced by history?
How does the American Dream promote/limit opportunity?

Content Objectives:
1. SWBAT identify the location of geographical places in the novel by labeling a map.
2. SWBAT Identify and describe the three main settings in the novel: East Egg, West Egg, and the Valley of Ashes and determine the author's tone towards the setting.
3. SWBAT infer the social class of the characters living in those geographical settings.

Language Objectives:
1. In writing, SWBAT use descriptive words, phrases, and sentences to describe the three main geographical settings.
2. SWBAT orally compare the three settings using compare and contrast cue words.
3. SWBAT determine the social class of the characters living in these places by orally justifying their inferences with information from the text (author’s tone in the novel’s descriptions)

1. Open class by explaining that we will discuss the different geographical settings in the novel today.
   
   Introduce language and content objectives.

2. Map Activity:
   
   Level 5: Mainstream/Advanced
   A. Ask students to summarize what has happened so far in chapters 1-3. Remind students that it was mentioned that the novel is partly taking place within two towns that were called "unusual formations of land." Ask: "What type of formation does Nick mention it looks like?" (Elicit Eggs). Show students the two maps: one of the United States so they can locate NY, and one of the satellite picture of Long Island.
   B. Give each student a map. Display the quotation on the "unusual formations of land" from chapter 1 (see handout). Read the quotation two times. The first, read aloud. The second, have students underline specific words or phrases in the quotation having to do with geography that we can use to label the map.
   C. Brainstorm on board, and the highlight the words we will use to label: New York, East, Twenty miles from the city, Bay, Body of water, Long Island Sound. Pair of Eggs, but give them specific names: Little Neck Bay, Manhasset Bay, East Egg (Manhasset Neck), Great Neck (West Egg), Long Island Sound, Long Island.
   D. As a class, label the map. Students may approach the board to fill in the map.

Modifications:
Level 4: Some students will be paired with level 3 students; some with level 5.
Level 3: One example will be underlined on these students' worksheets, providing an additional example for "Bay" (A bay is similar to a ______). Some students will be paired with level 4 students.
Level 2: These students will be given the quotation worksheet with some words already underlined, indicating the definition of the word, an example, or a small picture. Students' maps will also have some areas already completed. Students can participate in the labeling by pointing to the area they feel should be labeled and stating the word/phrases they would like labeled on the line.
Level 1: These students will be given the quotation worksheet with some words already underlined. Indicating the definition of the word, an example, or a small picture. Students' maps will also have some areas already completed. Students can participate in the labeling by pointing to the area they feel should be labeled.
Level 1 and Level 2 students will also receive additional help from teacher in small-group instruction when explaining vocabulary.
3. Activity with Tree Maps

**Level 5: Mainstream/Advanced** Discuss that we will be completing a Tree Map that will help us describe the three main settings in the novel: East Egg, West Egg, and the Valley of Ashes.

A. Break students into groups of 4-5. Give each group an envelope filled with words, phrases, a quotation, and a picture of the three main settings in the novel. Students must label the organizational features of the tree map, and discuss where they think the individual cutouts should be displayed under each heading.

B. Each group will rotate and share where they placed specific information, and the teacher will create a master tree map on the board. Students will summarize a brief description of the location.

**Modifications:**

**Level 4:**
1. Using word and phrase cut-outs in an envelope, student group members will label the main topic and supporting details of the geographical location. Students will orally generalize about the location by summarizing key points.

**Level 3:**
1. Using word and phrase cut-outs in an envelope, student group members will label the main topic and supporting details of the geographical location. Students will pair up with level 4 students and use partially-completed sentence starters at the bottom of the worksheet to summarize the description of a location.
   1. I think the East Egg basically looks like ________.
   2. East Egg represents ________.
   3. East Egg is related to the image of a(n) ________ because ________.
   4. To summarize, East Egg is ________ a place where ________.

**Level 2:**
1. Using word and phrase cut-outs in an envelope, student group members will label the main topic and supporting details of the geographical location. Students will use a word bank to fill in partially completed sentence starters at the bottom of the worksheet to summarize the description of a location. See level 3 sentence frames.

**Level 1:**
1. Using word and phrase cut-outs in an envelope, student group members will label the main topic and supporting details of the geographical location. Headings on the tree map will already be given. Students will answer yes/no questions about the locations and setting by circling the answer.

4. Activity: Then, students must choose two settings to compare and contrast. Some groups will be given compare/contrast cue words and sentence frames. They must write a paragraph using words on the tree map and any other words they know. Ask students to be able to explain which geographical setting seems more desirable.

**Level 4:** In a small group, students will discuss the comparisons and differences between two locations. Students will be given the sentence prompts to use at their leisure and may be grouped with level 3 or level 5 students.

**Level 3:** In cooperative groups, students will discuss the comparisons and differences between two locations. Students will be given a transition cue word sheet. If needed: There will be phrasal and word banks to help complete the sentences, and a transition cue word sheet. Some students may be paired with level 4 students.

**Level 2:** In groups, students will be provided with a cloze exercise that helps compare and contrast the information from the previous assignment. There will be phrasal and word banks to help complete the sentences, and a transition cue word sheet.

**Level 1:** In groups, students will be provided with a cloze exercise that helps compare and contrast the information from the previous assignment. There will be phrasal and word banks to help complete the sentences, and a transition cue word sheet. Students will be paired with a level 3 or level 4 students to rehearse the sentence orally.

5. Activity: Show additional word bank of: Gatsby's House, Daisy and Tom's House, Nick's House, The Ash Heap, and the hotel from Myrtle's chapter and ask students where these houses would fall. Students will work in groups, placing locations on map. What might this indicate about the social class of these characters?

**Level 4:** Group with level 5, some with level 3 to place on map.

**Level 3:** Group with some level 4 to label and discuss.

**Level 2** and Level 1: Give students a "social ladder" chart and ask students to label where these people who own these houses and live in these places would fall after they label the map in groups. When orally mentioning social ladder in class, direct the questions to these students and have them point.

6. **Assessment and Closure:** Response Boards: Teacher will pass out laminated index cards and white erase markers. Teacher will give a brief description of a place and students will write "east egg," "west egg," or "Valley of Ashes." Ex: New Money (West Egg). Old Money (East Egg). Run-down (Valley of Ashes). Apartments (Valley of Ashes). Houses (West Egg). Mansions (East Egg).
<table>
<thead>
<tr>
<th>Purpose</th>
<th>To describe locations used for setting and discuss how authors develop setting within texts.</th>
</tr>
</thead>
</table>
| Parameters | Brainstorm: Whole Class: 5 minutes  
Label Map: 8 min.  
Group Work: tree maps-Label and discuss 25 min.  
Group Work: Comparison Paragraph: 8 min  
Group Work: Re-label maps with new locations. |
| Resources | Map, Tree Map, Scaffolding for Paragraphs, and envelope with words and phrases.  
Gatsby Texts  
Whiteboard  
Overhead  
Transition words for comparing and contrasting |
United States map
Labels for the Map

Little Neck Bay
Manhasset Bay
East Egg (Manhasset Neck)
Great Neck (West Egg)
Long Island Sound
Manhattan
**The Great Gatsby: Setting (L1 and L2)**

**East Egg**

**Versus**

**West Egg**

**Directions:** Underline specific words or phrases having to do with geography that we can use to label the map. Read the summary on the side of the page.

---

**Summary**

To the east of New York, there is an island called "Long Island."

Twenty miles from New York City, you will find the two towns of East Egg and West Egg.

A bay is a body of water forming an indentation of the shoreline, larger than a cove but smaller than a gulf.

The body of salt water they are mentioning is the Long Island Sound (see picture).

---

It was a matter of chance that I should have rented a house in one of the strangest communities in North America. It was on that slender riotous island which extends itself due east of New York — and where there are, among other natural curiosities, two unusual formations of land. Twenty miles from the city a pair of enormous eggs, identical in contour and separated only by a courtesy bay, jut out into the most domesticated body of salt water in the Western hemisphere, the great wet barnyard of Long Island Sound. They are not perfect ovals — like the egg in the Columbus story, they are both crushed flat at the contact end — but their physical resemblance must be a source of perpetual confusion to the gulls that fly overhead. To the wingless a more arresting phenomenon is their dissimilarity in every particular except shape and size.
The Great Gatsby: Setting
(L3)

Directions: Underline specific words or phrases having to do with geography/setting that we can use to label the map.

It was a matter of chance that I should have rented a house in one of the strangest communities in North America. It was on that slender riotous island which extends itself due east of New York — and where there are, among other natural curiosities, two unusual formations of land. Twenty miles from the city a pair of enormous eggs, identical in contour and separated only by a courtesy bay, jut out into the most domesticated body of salt water in the Western hemisphere, the great wet barnyard of Long Island Sound. They are not perfect ovals — like the egg in the Columbus story, they are both crushed flat at the contact end — but their physical resemblance must be a source of perpetual confusion to the gulls that fly overhead. To the wingless a more arresting phenomenon is their dissimilarity in every particular except shape and size.

A bay is a body of water forming an indentation of the shoreline, larger than a cove but smaller than a gulf.
The Great Gatsby: Setting (Mainstream)

**East Egg Versus West Egg**

**Directions:** Underline specific words or phrases having to do with geography that we can use to label the map.

It was a matter of chance that I should have rented a house in one of the strangest communities in North America. It was on that slender riotous island which extends itself due east of New York — and where there are, among other natural curiosities, two unusual formations of land. Twenty miles from the city a pair of enormous eggs, identical in contour and separated only by a courtesy bay, jut out into the most domesticated body of salt water in the Western hemisphere, the great wet barnyard of Long Island Sound. They are not perfect ovals — like the egg in the Columbus story, they are both crushed flat at the contact end — but their physical resemblance must be a source of perpetual confusion to the gulls that fly overhead. To the wingless a more arresting phenomenon is their dissimilarity in every particular except shape and size.
Original Tree Map Quotes: Introduction of East Egg and West Egg
(Quotes can be broken down according to grouping)

1. Show description on the overhead. Show a picture of an Egg. Show map on the overhead and outline the area that looks like an egg. Label New York, Long Island Sound, the bay area.
   It was a matter of chance that I should have rented a house in one of the strangest communities in North America. It was on that slender riotous island which extends itself due east of New York — and where there are, among other natural curiosities, two unusual formations of land. Twenty miles from the city a pair of enormous eggs, identical in contour and separated only by a courtesy bay, jut out into the most domesticated body of salt water in the Western hemisphere, the great wet barnyard of Long Island Sound. They are not perfect ovals — like the egg in the Columbus story, they are both crushed flat at the contact end — but their physical resemblance must be a source of perpetual confusion to the gulls that fly overhead. To the wingless a more arresting phenomenon is their dissimilarity in every particular except shape and size.

East Egg (From Chapter 1)
1. Across the courtesy bay the white palaces of fashionable East Egg glittered along the water.

2. Their house was even more elaborate than I expected, a cheerful red-and-white Georgian Colonial mansion, overlooking the bay. The lawn started at the beach and ran toward the front door for a quarter of a mile, jumping over sundials and brick walks and burning gardens — finally when it reached the house drifting up the side in bright vines as though from the momentum of its run. The front was broken by a line of French windows, glowing now with reflected gold and wide open to the warm windy afternoon, and Tom Buchanan in riding clothes was standing with his legs apart on the front porch.

3. We walked through a high hallway into a bright rosy-colored space, fragiley bound into the house by French windows at either end. The windows were ajar and gleaming white against the fresh grass outside that seemed to grow a little way into the house. A breeze blew through the room. Blown curtains in at one end and out the other like pale flags, twisting them toward the frosted wedding-cake of the ceiling, and then rippled over the wine-colored rug, making a shadow on it wind does on the sea.

West Egg
1. I lived at West Egg, the well, the less fashionable of the two(eggs), though this is a most superficial tag to express the bizarre and not a little sinister contrast between them. My house was at the very tip of the egg, only fifty yards from the Sound, and squeezed between two huge places that rented for twelve or fifteen thousand a season. The one on my right was a colossal affair by any standard — it was a factual imitiation of some Hotel de Ville in Normandy, with a tower on one side, spanning under a thin beard of raw ivy, and a marble swimming pool, and more than forty acres of lawn and garden. It was Gatsby's mansion. Or, rather, as I didn't know Mr. Gatsby, it was a mansion inhabited by a gentleman of that name. My own house was an eyesore, but it was a small eyesore, and it had been overlooked, so I had a view of the water, a partial view of my neighbor's lawn, and the consoling proximity of millionaires — all for eighty dollars a month.

Valley of Ashes (From chapter 2)
1. About half way between West Egg and New York the motor road hastily joins the railroad and runs beside it for a quarter of a mile, so as to shrink away from a certain desolate area of land. This is a valley of ashes — a fantastic farm where ashes grow like wheat into ridges and hills and grotesque gardens; where ashes take the forms of houses and chimneys and rising smoke and, finally, with a transcendent effort, of men who move dimly and already crumbling through the powderd air. Occasionally a line of gray cars crawls along an invisible track, gives out a ghastly creak, and comes to rest, and immediately the ash-gray men swarm up with leader spades and stir up an impenetrable cloud, which screens their obscure operations from your sight. But above the gray land and the spasms of bleak dust which drift endlessly over it, you perceive, after a moment, the eyes of Doctor T. J. Eckleburg. The eyes of Doctor T. J. Eckleburg are blue and gigantic — their irises are one yard high. They look out of no face, but, instead, from a pair of enormous yellow spectacles which pass over a nonexistent nose. Evidently some wild wag of an oculist set them there to fatten his practice in the borough of Queens, and then sunk down himself into eternal blindness, or forgot them and moved away. But his eyes, dimmed a little by many paintless days, under sun and rain, brood on over the solemn dumping ground.

The valley of ashes is bounded on one side by a small foul river, and, when the drawbridge is up to let barges through, the passengers on waiting trains can stare at the dismal scene for as long as half an hour. There is always a halt there of at least a minute, and it was because of this that I first met Tom Buchanan's mistress.
The only building in sight was a small block of yellow brick sitting on the edge of the **wasteland**, a sort of compact Main street ministering to it, and contiguous to absolutely nothing. One of the three shops it contained was for rent and another was an all-night restaurant, approached by a **trail of ashes**.

**Additional Adjectives for Tree Map Envelopes**

Unhappy people

Rich

Fashionable

Work force

Mansions

Nouveau rich (made through jobs or in the stock market)

Old Money (inherited)
Modified Text (For L1, L2 and some L3)
Quotations for Tree Maps

**East Egg (From Chapter 1)**
1. There are white palaces and mansions by the water.
2. Their house was even more expensive and detailed than I expected. It was a red-and-white Colonial mansion. There were beautiful, big windows that reflected the color gold.
3. There was a ceiling that looked like a frosted wedding cake.

**West Egg**
1. I lived at ___________, The less fashionable of the two(eggs). My house was squeezed between two huge places that rented for twelve or fifteen thousand a season.
2. Gatsby's house is located here—near houses of millionaires.

**Valley of Ashes (From chapter 2)**
1. About half way between West Egg and New York the motor road joins the railroad and runs beside it for a quarter of a mile, to move away from this desolate, or empty area of land. This is a ________________ — a fantastic farm where ashes grow.
2. Where ashes take the forms of houses and chimneys and rising smoke and men who move dimly and already crumbling through the powdery air.
3. Occasionally a line of gray cars crawls along an invisible track, gives out a ghastly creak, and comes to rest, and immediately the ash-gray men come with leaden spades.
   Above the gray land and the spasms of bleak dust which drift endlessly over it, you perceive, after a moment, the eyes of Doctor T. J. Eckleburg. But his eyes, dimmed a little by many painless days, under sun and rain, brood on over the solemn dumping ground.
2. The ________________ is bounded on one side by a small foul river, and, when the drawbridge is up to let barges through, the passengers on waiting trains can stare at the sad scene for as long as half an hour.
3. The only building in sight was a small block of yellow brick sitting on the edge of the waste land, a sort of compact Main Street ministering to it, and contiguous to absolutely nothing. One of the three shops it contained was for rent and another was an all-night restaurant, approached by a trail of ashes.
Mainstream Tree Map Quotes

East Egg (From Chapter 1)
1. Across the courtesy bay the white palaces of fashionable ______________ glittered along the water.

2. Their house was even more elaborate than I expected, a cheerful red-and-white Georgian Colonial mansion, overlooking the bay. The lawn started at the beach and ran toward the front door for a quarter of a mile, jumping over sundials and brick walks and burning gardens — finally when it reached the house drifting up the side in bright vines as though from the momentum of its run. The front was broken by a line of French windows, glowing now with reflected gold and wide open to the warm windy afternoon, and Tom Buchanan in riding clothes was standing with his legs apart on the front porch.

3. We walked through a high hallway into a bright rosy-colored space, fragrantly bound into the house by French windows at either end. The windows were ajar and gleaming white against the fresh grass outside that seemed to grow a little way into the house. A breeze blew through the room, blew curtains in at one end and out the other like pale flags, twisting them up toward the frosted-wedding-cake of the ceiling, and then rippled over the wine-colored rug, making a shadow on it as wind does on the sea.

West Egg
1. I lived at ____________, the — well, the less fashionable of the two(eggs), though this is a most superficial tag to express the bizarre and not a little sinister contrast between them. my house was at the very tip of the egg, only fifty yards from the Sound, and squeezed between two huge places that rented for twelve or fifteen thousand a season; the one on my right was a colossal affair by any standard — it was a factual imitation of some Hotel de Ville in Normandy, with a tower on one side, spanning new under a thin beard of raw ivy, and a marble swimming pool, and more than forty acres of lawn and garden, it was Gatsby's mansion. Or, rather, as I didn't know Mr. Gatsby, it was a mansion inhabited by a gentleman of that name. My own house was an eyesore, but it was a small eyesore, and it had been overlooked, so I had a view of the water, a partial view of my neighbor's lawn, and the consoling proximity of millionaires — all for eighty dollars a month.

Iley of Ashes (From chapter 2)
1. About half way between West Egg and New York the motor road hastily joins the railroad and runs beside it for a quarter of a mile, so as to shrink away from a certain desolate area of land. This is a ______________ — a fantastic farm where ashes grow like wheat into ridges and hills and grotesque gardens; where ashes take the forms of houses and chimneys and rising smoke and, finally, with a transcendent effort, of men who move dimly and already crumbling through the powdery air.

2. Occasionally a line of gray cars crawls along an invisible track, gives out a ghastly creak, and comes to rest, and immediately the ash-gray men swarm up with leaden spades and stir up an impenetrable cloud, which screens their obscure operations from your sight.

3. But above the gray land and the spasms of bleak dust which drift endlessly over it, you perceive, after a moment, the eyes of Doctor T. J. Eckleburg. The eyes of Doctor T. J. Eckleburg are blue and gigantic. But his eyes, dimmed a little by many paintless days, under sun and rain, brood on over the solemn dumping ground.

4. _______________ is bounded on one side by a small foul river, and, when the drawbridge is up to let barges through, the passengers on waiting trains can stare at the dismal scene for as long as half an hour. There is always a halt there of at least a minute, and it was because of this that I first met Tom Buchanan's mistress.

5. The only building in sight was a small block of yellow brick sitting on the edge of the waste land, a sort of compact Main Street ministering to it, and contiguous to absolutely nothing. One of the three shops it contained was for rent and another was an all-night restaurant, approached by a trail of ashes.
Part I. Directions: Group the words in your envelope in appropriate categories based on what you know about the three main settings in the book thus far (1.1 and 1.2)

Setting of *The Great Gatsby*

- East Egg
- West Egg
- Valley of Ashes
Part II. Answer the following questions about the three main locations by completing the sentence starters below with the word bank. You may also be asked to answer yes/no questions about the location (L1 and L2).

1. The location of ______________________ has people who inherited money from family.

2. The location of ______________________ has people who made money with their career or invested in the stock market.

3. The most expensive place to live is ______________________.

4. The working class or “blue collar” workers would be located in ______________________.

5. People living in The Valley of Ashes would most likely be of the ______________________ social class.

6. People living in East Egg would most likely be of the ______________________ social class.

7. Although people living in ______________________ are of the upper class, they are considered less ______________________ than East Egg.

   East Egg          Lower Class
   West Egg          Upper Class
   Valley of Ashes   Fashionable

8. Circle Yes or No: Daisy and Tom live in West Egg.

9. Circle Yes or No: The Valley of Ashes is described as __________ and __________.

10. Circle Yes or No: Gatsby lives in East Egg.
Part III. Your group must choose two settings to compare and contrast. Your group will be provided with sentence starters and transition words. You must write a paragraph using words on the tree map and any other words you know. Explain which geographical setting seems more desirable (L1 and L2)

Fill in the Blanks. Use your own words as well.

__________________________ (location 1) differs from __________________________ (location 2) because __________________________ (location 1) has __________________________ houses whereas __________________________ (location 2) has __________________________ houses. The people in __________________________ (location 1) have __________________________ money. On the other hand, the people in __________________________ (location 2) have __________________________ money. I think the most desirable place to live would be __________________________ because __________________________.

Transition Words

<table>
<thead>
<tr>
<th>comparison</th>
<th>versus</th>
<th>Contrast</th>
</tr>
</thead>
<tbody>
<tr>
<td>Similar to</td>
<td>Similar</td>
<td>Differ</td>
</tr>
<tr>
<td>Alike</td>
<td>The same</td>
<td>Whereas</td>
</tr>
<tr>
<td></td>
<td></td>
<td>On the other hand</td>
</tr>
</tbody>
</table>

Additional Words

Wealthier
More fashionable
Larger Houses
Part IV: Directions: Place the following locations where you think they belong on the tree map (L1 and L2)

Gatsby’s House
Daisy’s and Tom’s House
Nick’s House
The Ash Heap
Myrtle’s and George’s Gas Station

Directions: Label the social class ladder by identifying where the following characters would fall:

1. George and Myrtle
2. Nick
3. Tom and Daisy
Part I. Directions: Group the words in your envelope in appropriate categories based on what you know about the three main settings in the book thus far.

Setting of *The Great Gatsby*

- 
- 
- 
- 
- 
- 
- 

Part II. Summarize the characteristics of one of the three main locations by completing the sentence starters below. You may replace "East Egg" with one of the other locations and you may use the word bank when needed.

<table>
<thead>
<tr>
<th>East Egg</th>
<th>Lower Class</th>
<th>New Money</th>
<th>Unhappy</th>
</tr>
</thead>
<tbody>
<tr>
<td>West Egg</td>
<td>Upper Class</td>
<td>Old Money</td>
<td>Work Force</td>
</tr>
<tr>
<td>Valley of Ashes</td>
<td>Fashionable</td>
<td>Working Class</td>
<td>Blue Collar</td>
</tr>
</tbody>
</table>

1. I think the East Egg basically looks like ____________________________.

2. East Egg represents ____________________________.

3. East Egg is related to the image of a(n) ____________________________ because ____________________________.

4. To summarize, East Egg is a place where ____________________________.
Part III. Your group must choose two settings to compare and contrast. Your group will be provided with sentence starters and transition words. You must write a paragraph using words on the tree map and any other words you know. Explain which geographical setting seems more desirable (L3)

Fill in the Blanks. Use your own words as well.

.................................................................................................................. (location 1) differs from .................................................................................................................. (location 2)
because .................................................................................................................. (location 1) has .................................................................................................................. whereas
.................................................................................................................. (location 2) has ..................................................................................................................
.................................................................................................................. (location 1) looks like .................................................................................................................. . On the other hand .................................................................................................................. (location 2) looks like .................................................................................................................. . I think the most desirable place to live would be .................................................................................................................. because

Transition Words

comparison versus Contrast

Similar to Similar Differ Different
Alike The same Whereas On the other hand

Additional Words

Wealthier less fashionable
More fashionable Desolate
Large Houses Larger Houses
Part IV: Directions: Place the following locations where you think they belong on the tree map. Then, be able to discuss where you think the characters listed below would fall on the social ladder (mainstream, L4, and L3)

- Gatsby's House
- Daisy's and Tom's House
- Nick's House
- The Ash Heap
- Myrtle's and George's Gas Station
Part I. Directions: Group the words in your envelope in appropriate categories based on what you know about the three main settings in the book thus far (Mainstream)

Setting of *The Great Gatsby*

- 
- 
- 
-
Part II. Summarize the characteristics of each of the three main locations by writing a short paragraph for each location (mainstream).
Part III. Your group must choose two settings to compare and contrast. Your group will be provided with sentence starters and transition words. You must write a paragraph using words on the tree map and any other words you know. Explain which geographical setting seems more desirable (mainstream)

Sentence Starters

1. ___(location 1) differs from ____(location 2) because ___(location 1) has ___ whereas ___(location 2) has ___.
2. ___ looks like ___. On the other hand ___ looks like ___.
3. ___ is similar to ___ because ___.
4. ___ is different than ___ because ___.

Transition Words

<table>
<thead>
<tr>
<th>Comparison</th>
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<th>Contrast</th>
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<tbody>
<tr>
<td>Similar to</td>
<td>Similar</td>
<td>Differ</td>
</tr>
<tr>
<td>Alike</td>
<td>The same</td>
<td>Whereas</td>
</tr>
</tbody>
</table>

Additional Words

Wealthier, less fashionable
More fashionable, desolate
Part IV: Directions: Place the following locations where you think they belong on the tree map. Then, be able to discuss where you think the characters listed below would fall on the social ladder (mainstream, L4, and L3)

- Gatsby's House
- Daisy's and Tom's House
- Nick's House
- The Ash Heap
- Myrtle's and George's Gas Station
Lesson 3
### Content Objectives

1. SWBAT describe characters using textual evidence.
2. SWBAT analyze author's word choice in descriptions of characters.

### Language Objectives

1. SWBAT analyze author's word choice in the descriptions of characters, and justify orally and in writing what they feel is the author's attitude towards a character.
2. Students will explain a metaphor and what it implies about Gatsby's guests by writing a short response.

Lesson 3: Describing characters using information from the text, identifying author's attitude towards characters and the use of metaphor to uncover meaning.

#### Performance Indicators

<table>
<thead>
<tr>
<th>Domain and Task</th>
<th>Level 1 Preproduction</th>
<th>Level 2 Early Production</th>
<th>Level 3 Intermediate/Speech Emergence</th>
<th>Level 4 Intermediate/Expanding Fluency</th>
<th>Level 5 Advanced or Mainstream</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Writing/Speaking</strong></td>
<td>Students will write a sentence using a cloze-like frame in order to answer the sentence prompt. Students will also be provided with a bank of words to describe the characters. A L3 student will be paired with these students to help recite the sentence.</td>
<td>Students will write a sentence using a cloze-like frame in order to answer the sentence prompt. Students will also be provided with a bank of words to help them describe the characters. A L3 student will be paired with these students to help recite the sentence.</td>
<td>These students will write a short paragraph answering the sentence prompt by using partially completed sentence frames provided to them. Some students may be paired with level 5 students.</td>
<td>Students will write a short paragraph and will be given the option to use a sentence prompt if having difficulty. Some students may be paired with level 4; some with level 1/2 to help them recite the sentence.</td>
<td>Students will write a short paragraph.</td>
</tr>
<tr>
<td><strong>Reading and Writing</strong></td>
<td>Students will be given a modified Double Bubble Map with a word bank to complete. When the class shares responses, L1 and L2 students will continue to fill in additional characteristics from their classmates. In part II, students will complete the same worksheet as Level 3, 4, and 5; however, there will be sentence frames in the form of a cloze exercise at the bottom of the worksheet that students will fill in. To complete the sentence, frame, students will be paired with level 3 students.</td>
<td>Students will be given a modified Double Bubble Map with a word bank. When the class shares responses, L3 students will continue to fill in additional characteristics from their classmates. In part II, students will complete the same worksheet as Level 3, 4, and 5; however, there will be sentence frames in the form of a cloze exercise at the bottom of the worksheet that students will fill in. To complete the sentence frame, students will be paired with level 3 students.</td>
<td>Students will be given a modified Double Bubble Map. When the class shares responses, L3 students will continue to fill in additional characteristics from their classmates. In part II, students will complete the same worksheet as Level 4 and 5; however, there will be sentence frames at the bottom of the worksheet that students will fill in. L3 students will share with L1 and 2 and some level 4 students.</td>
<td>Students will be given a Double Bubble Map. They may use adjectives or adjective phrases. In part II, students will complete the same worksheet as Level 5. There will be short sentence frames to use as needed at the bottom of the worksheet that students will fill in.</td>
<td>Students will be given a Double Bubble Map. Level 5 students will then individually write an analysis of the metaphor by answering the question: What could be the symbolism, or intended meaning of the metaphor?</td>
</tr>
<tr>
<td>Function</td>
<td>Situation/Topic</td>
<td>Expressions</td>
<td>Vocabulary</td>
<td>Grammar</td>
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<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
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</tr>
</tbody>
</table>
| Identify and Justify| Words that indicate positive versus negative connotations towards characters. | 1. The word ______ has a ______ connotation because it reminds me of ______.  
2. The word ______ to describe Gatsby's guest implies that the guest is ______ because ______.  
3. The word ______ is negative because ______. | Eternal  
Graceless  
Tortuously  
Vacuous  
Pushing  
Individually  
Stunts | Verbs  
Adjectives  
Adverbs |
| Explain             | Intended metaphor                                                              | 1. The **married woman** at Gatsby's party can be compared to an "angry diamond" because they both ______.  
2. The women are ______ and diamonds are ______. The women are "angry" diamonds because ______.  
3. Fitzgerald intended readers to see that ______.  
4. The image of an "angry diamond" reveals ______ about the women at the party. | Hissed  
rent asunder  
intensity  
flank attacks  
rude  
argumentative  
unaffected  
unsatisfied | Angry  
dissension  
indifferent  
distasteful  
unloving  
loyal/disloyal  
upset  
reckless | Adjectives  
Nouns  
Verbs  
Present Tense |
**Modified Lesson 3**

**English III Weekly Plans wk:**

**Essential Question:**
- What is the American Dream?
- How has the American Dream been influenced by history?
- How does the American Dream promote/limit opportunity?
- What is the effect does the lack of morality in the 1920s have on society and the American Dream?

**Content Objectives:**
1. SWBAT describe characters using textual evidence.
2. SWBAT analyze author’s word choice in descriptions of characters.

**Language Objectives:**
1. SWBAT analyze author’s word choice in the descriptions of characters, and justify orally and in writing what they feel is the author’s attitude toward a character.
2. Students will explain a metaphor and what it implies about Gatsby’s guests by writing a short response.

**Lesson 3: Describing characters using information from the text (Chapter 3 and review of previous chapters)**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Part I.</strong> Think/Pair/Share: Lead into discussion regarding the description of Gatsby’s party and the characters invited. “How would you describe Gatsby’s party?” “What was happening at the party?” “What was your initial impression of the guests?” Have students make general statements to each other about the guests.</td>
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<tr>
<td><strong>Part II.</strong> After sharing as a class, tell students we will be returning to the text to find the support for our generalizations.</td>
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<tr>
<td><strong>Activity 2: Text Explosion</strong> Discuss how we need to pay attention to the author’s word choice when describing characters, and that some words have positive or negative connotations (discuss the difference between connotation versus denotation). Then, give students examples of highly charged words that could carry positive versus negative connotations. Examples: <strong>antique</strong> versus <strong>old; dirty</strong> versus <strong>filthy.</strong> Tell students that they will be deconstructing the text by completing a “Text Explosion.” Model a text-explosion using a short sentence. <strong>Directions: Give students the quotation: “There was dancing now on the canvas in the garden...” (p.51) on a handout.</strong> Read the long paragraph at the top of page 51. Tell students to “pick apart” the quote, looking for adjectives, adverbs, or any descriptive words to describe the guests. Underline these words. Then, sort the words into a positive versus negative T-chart (Do these words and/or phrases have positive or negative connotations regarding the guests at Gatsby’s parties?) Then, students will answer the question: “Through Nick, would you say that Fitzgerald is painting these guests positively or negatively?” Explain in writing by discussing the author’s word choice. Some students may share their answers to the class.</td>
<td></td>
</tr>
<tr>
<td><strong>Activity 4:</strong> Students will be instructed to use a dictionary to look up unknown words. They will also be provided with sample sentences for some words found in the passage. They will also be given an organizational feature to use when creating their response (Short sentence starters)</td>
<td></td>
</tr>
<tr>
<td><strong>Level 3:</strong> Students will be provided with a handout with some of the words already underlined for them (specific “tortuously”). At the top of the page, it breaks down the word “tortuously” into similar sounding words and word parts. Students will also be provided with sentences that contain examples of “tortuous” and will be directed to look up any additional words they do not know. Students will chart the words on their own or paired with a level 4 student. These students will then write a short paragraph answering the sentence prompt by using sentence frames provided to them.</td>
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</tr>
</tbody>
</table>
Move into how author's word choice can also create metaphors.

4. Activity 3: Remind students about figurative language and provide 2-3 examples. Give definition of a metaphor.

Task: 1. Students will be given a Double Bubble Map. In Part I, they will list the qualities and the characteristics of the item and/or person mentioned in the metaphor by writing the characteristics in the outer part of the circle. They may use adjectives or adjective phrases. In part II, students will examine the Double Bubble Map from Part I, looking for common characteristics. They will determine which adjectives and/or adjective phrases are THE SAME for both unlike subjects in the center of the bubble map. Basically, which characteristics do they share? Then, they will complete the Bubble Map below writing each similar characteristic in a separate bubble. Then, students will color the bubble that contains the intended comparison (the best comparison between the two subjects, which you feel the author wanted us to find). Level 5 students will then individually write an analysis of the metaphor by answering the question: What could be the symbolism, or intended meaning of the metaphor, "at intervals she appeared suddenly at his side like an angry diamond, and hissed: 'You promised! into his ear" (p. 56).

Modifications:
Level 4: Students will be given a Double Bubble Map. In Part I, they will list the qualities and the characteristics of the item and/or person mentioned in the metaphor by writing the characteristics in the outer part of the circle. They may use adjectives or adjective phrases. In part II, students will complete the same worksheet as Level 5. There will be short sentence frames to use as needed at the bottom of the worksheet that students will fill in.

Level 3: Students will be given a modified Double Bubble Map. In Part I, they will list the qualities and the characteristics of the item and/or person mentioned in the metaphor by writing the characteristics in the outer part of the circle. They may use adjectives or adjective phrases. When the class shares responses, L3 students will continue to fill in additional characteristics from their classmates. In part II, students will complete the same worksheet as Level 4 and 5; however, there will be sentence frames at the bottom of the worksheet that students will fill in. L3 students will share with L1 and 2 and some Level 4.

Level 1 and 2: Students will be given a modified Double Bubble Map. In Part I, they will list the qualities and the characteristics of the item and/or person mentioned in the metaphor by writing the characteristics in the outer part of the circle. They may use adjectives or adjective phrases from a word bank that will accompany the modified handout. When the class shares responses, L1 and L2 students will continue to fill in additional characteristics from their classmates. In part II, students will complete the same worksheet as Level 3, 4, and 5; however, there will be sentence frames in the form of a cloze exercise at the bottom of the worksheet that students will fill in. To complete the sentence frame, students will be paired with level 3 students.

Closure: Go over content objectives and have each student answer the following question to submit as their exit ticket: "What do you think is the social class of Gatsby's guests? What do you think Fitzgerald wishes to convey about Gatsby's guests through the incident with the drunken in the car, and the husbands and wives arguing? What is he implying about this particular class of people?"

Give a sentence frame to help L1 and L2: Fitzgerald is trying to reveal that the __________ (upper/lower) class people are __________ (loving, unloving, reckless, mean).

To make an analysis of author's word choice in descriptions of characters.

To have students describe characters using textual support.

Activity 1: Pair work 5 min
Activity 2: Groups 15 min
Activity 3: Individual 15 min

Gatsby Books
Student Handouts: Double Bubble Map; Quotation Handouts, etc.
Overhead
Pictures, Video (if available).
**Gatsby Party Quotes: Chapter 3**

1. **Gatsby’s Guests:** “There was dancing now on the canvas in the garden; old men pushing young girls backward in eternal graceless circles, superior couples holding each other tortuously, fashionably, and keeping in the corners — and a great number of single girls dancing individualistically or relieving the orchestra for a moment of the burden of the banjo or the traps. By midnight the hilarity had increased. A celebrated tenor had sung in Italian, and a notorious contralto had sung in jazz, and between the numbers people were doing “stunts.” all over the garden, while happy, vacuous bursts of laughter rose toward the summer sky. A pair of stage twins, who turned out to be the girls in yellow, did a baby act in costume, and champagne was served in glasses bigger than finger-bowls. The moon had risen higher, and floating in the Sound was a triangle of silver scales, trembling a little to the stiff, tinny drip of the banjoes on the lawn” (p.51)

2. **Gatsby’s Guests:** “I looked around. Most of the remaining women were now having fights with men said to be their husbands. Even Jordan’s party, the quartet from East Egg, were rent asunder by dissension. One of the men was talking with curious intensity to a young actress, and his wife, after attempting to laugh at the situation in a dignified and indifferent way, broke down entirely and resorted to flank attacks — at intervals she appeared suddenly at his side like an angry diamond, and hissed: “You promised!” into his ear” (p.56).
Tortuously
(L1, L2, some L3)

In the sentence:
"Superior couples were holding each other tortuously"

1. How were they holding each other? ______________________. This word describes the verb (action) that the "superior couples" were doing.

2. A word that sounds like this one is TORTURE. Is torture good or bad? ______________________

3. Circle all of the following that would be tortuous.

   Watching bad commercials over and over again.
   Eating dinner with my family.
   Listening to a bad singer on the radio.
   Doing hours of homework.
   Playing with my pet dog.
   Someone pinching your arm until you told the truth.
Text Explosion: Gatsby's Guests

Part I. Vocabulary Activity:

Tortuously

Directions: Read the paragraph about Gatsby's guests below. "Pick apart" the quote, looking for adjectives, adverbs, or any descriptive words to describe the guests. Underline these words. Then, sort the descriptive words into two categories: positive versus negative. (Think: Do these words and/or phrases have positive or negative connotations regarding the guests at Gatsby's parties?) (L1/L2).

“There was dancing now on the canvas in the garden; old men pushing young girls backward in eternal graceless circles, superior couples holding each other tortuously, fashionably, and keeping in the corners — and a great number of single girls dancing individualistically or relieving the orchestra for a moment of the burden of the banjo or the traps. By midnight the hilarity had increased. A celebrated tenor had sung in Italian, and a notorious contralto had sung in jazz, and between the numbers people were doing “stunts” all over the garden, while happy, vacuous bursts of laughter rose toward the summer sky. A pair of stage twins, who turned out to be the girls in yellow, did a baby act in costume, and champagne was served in glasses bigger than finger-bowls. The moon had risen higher, and floating in the Sound was a triangle of silver scales, trembling a little to the stiff, tinny drip of the banjoes on the lawn” (p.51)
**Comparison Chart**

**Directions:** List all of the underlines words by grouping them in the chart (L1/L2).

<table>
<thead>
<tr>
<th>Positive Words</th>
<th>Negative Words</th>
</tr>
</thead>
<tbody>
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<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. **Are there more positive or negative words to describe Gatsby's guests?**  
   **CIRCLE ONE:**  **POSITIVE**  **NEGATIVE**

2. **Answer the question:** "Through Nick, would you say that Fitzgerald is painting these guests positively or negatively? Explain in writing by discussing the author's word choice in the sentence starter below. Be prepared to share with the class. Remember: discuss the author's craft (word choice) and how it helps reveal author's intent (message/what he wants you to know about the subject of the story)(L1/L2).

   1. The word ______________________ has a ______________________ connotation because it reminds me of ______________________.
   2. The word ______________________ to describe Gatsby's guest implies that the guest is ______________________ because ______________________.
   3. The word ______________________ is negative because ______________________.

**Word Bank**

<table>
<thead>
<tr>
<th>Angry</th>
<th>Unaffectionate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indifferent</td>
<td>Upset</td>
</tr>
<tr>
<td>Distasteful</td>
<td>Unsatisfied</td>
</tr>
<tr>
<td>Rude</td>
<td>Negative</td>
</tr>
<tr>
<td>Unloving</td>
<td>Positive</td>
</tr>
<tr>
<td>Careless</td>
<td>Violent</td>
</tr>
<tr>
<td>Argumentative</td>
<td>Intoxicated</td>
</tr>
<tr>
<td>Loyal</td>
<td>Sober</td>
</tr>
<tr>
<td>Disloyal</td>
<td>Reckless</td>
</tr>
</tbody>
</table>
The Double Bubble Map: Looking at a Metaphor

Part I. Directions: List the qualities and the characteristics of the item and/or person mentioned in the metaphor by writing the characteristics in the outer part of the circle. You may use adjectives or adjective phrases located in the word bank (L.1/L.2).

Married Women
of East and West Egg

Diamonds
Part II. Directions (L1/L2):

1. Examine your Double Bubble Map from Part I, looking for common characteristics. Determine which adjectives and/or adjective phrases are THE SAME for both unlike subjects in the center of the bubble map. Basically, which characteristics do they share?
2. Complete the Bubble Map below writing each similar characteristic in a separate bubble.
3. Then, color the bubble that contains the intended comparison (the best comparison between the two subjects, which you feel the author wanted us to find).

Complete the sentence starter. Use word bank where needed.

The married woman at Gatsby's party can be compared to an “angry diamond” because they both __________________________________________. The women are __________________________________________ and diamonds are __________________________________________. The image of an “angry diamond” reveals the married women at the party are __________________________________________ because __________________________________________.
Fitzgerald intended readers to see that the upper class is

**Word Bank**

### ADJECTIVE AND ADJECTIVE PHRASES

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Adjective Phrase</th>
<th>Adjective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sharp</td>
<td>Difficult to Maintain</td>
<td>Honest</td>
</tr>
<tr>
<td>Hard to Find</td>
<td>Pretty to look at</td>
<td>Shallow</td>
</tr>
<tr>
<td>Loveless</td>
<td>Angry</td>
<td>Require tender love and care</td>
</tr>
<tr>
<td>Expensive</td>
<td>Shiny</td>
<td>A lot of money</td>
</tr>
<tr>
<td>Rude</td>
<td>Loyal</td>
<td>Disloyal</td>
</tr>
<tr>
<td>Argumentative</td>
<td>Unaffected</td>
<td>Upset</td>
</tr>
<tr>
<td>Unsatisfied</td>
<td>Indifferent</td>
<td>Unhappy</td>
</tr>
<tr>
<td>Distasteful</td>
<td>Trustworthy</td>
<td></td>
</tr>
</tbody>
</table>

### VERBS

- **are** difficult to maintain
- **Have a lot of money**
Tortuously
(L1, L2, some L3)

In the sentence:
“Superior couples were holding each other **tortuously**”

1. **How were they holding each other?** __________________________. This word describes the verb (action) that the “superior couples” were doing.

2. A word that sounds like this one is **TORTURE**. Is **torture** good or bad? __________________________

3. **Circle** all of the following that would be **tortuous**.

   - Watching bad commercials over and over again.
   - Eating dinner with my family.
   - Listening to a bad singer on the radio.
   - Doing hours of homework.
   - Playing with my pet dog.
   - Someone pinching your arm until you told the truth.
Part I. Vocabulary Activity:

Tortuously

Directions: Read the paragraph about Gatsby’s guests below. “Pick apart” the quote, looking for adjectives, adverbs, or any descriptive words to describe the guests. Underline these words. Then, sort the descriptive words into two categories: positive versus negative. (Think: Do these words and/or phrases have positive or negative connotations regarding the guests at Gatsby’s parties?) (L3).

“There was dancing now on the canvas in the garden; old men pushing young girls backward in eternal graceless circles, superior couples holding each other tortuously, fashionably, and keeping in the corners — and a great number of single girls dancing individualistically or relieving the orchestra for a moment of the burden of the banjo or the traps. By midnight the hilarity had increased. A celebrated tenor had sung in Italian, and a notorious contralto had sung in jazz, and between the numbers people were doing “stunts” all over the garden, while happy, vacuous bursts of laughter rose toward the summer sky. A pair of stage twins, who turned out to be the girls in yellow, did a baby act in costume, and champagne was served in glasses bigger than finger-bowls. The moon had risen higher, and floating in the Sound was a triangle of silver scales, trembling a little to the stiff, tinny drip of the banjos on the lawn” (p.51)
The Double Bubble Map: Looking at a Metaphor

**Part 1. Directions:** List the qualities and the characteristics of the item and/or person mentioned in the metaphor by writing the characteristics in the outer part of the circle. You may use adjectives or adjective phrases located in the word bank (13).

- Married Women
- Diamonds
Part II. Directions (L3):
1. Examine your Double Bubble Map from Part I, looking for common characteristics. Determine which adjectives and/or adjective phrases are THE SAME for both unlike subjects in the center of the bubble map. Basically, which characteristics do they share?
2. Complete the Bubble Map below writing each similar characteristic in a separate bubble.
3. Then, color the bubble that contains the intended comparison (the best comparison between the two subjects, which you feel the author wanted us to find).

Complete the sentence starter. Use word bank where needed.
The married woman at Gatsby’s party can be compared to an “angry diamond” because they both

__________________________________________________________________________. The women are

and diamonds are __________________________________________________________________________. The image of an “angry diamond” reveals the married

women at the party are _____________ because ____________________________________________________________________________

Fitzgerald intended readers to see that the upper class is ____________________________________________________________________________
Comparison Chart

Directions: List all of the underlines words by grouping them in the chart (L3).

<table>
<thead>
<tr>
<th>Positive Words</th>
<th>Negative Words</th>
</tr>
</thead>
</table>

1. Are there more positive or negative words to describe Gatsby's guests? CIRCLE ONE: POSITIVE NEGATIVE

2. Answer the question: "Through Nick, would you say that Fitzgerald is painting these guests positively or negatively? Explain in writing by discussing the author's word choice in the sentence starter below. Be prepared to share with the class. Remember: discuss the author's craft (word choice) and how it helps reveal author's intent (message/what he wants you to know about the subject of the story) (L3).

1. The word ___________________________ has a ___________________________ connotation because it reminds me of ___________________________.

2. The word ___________________________ to describe Gatsby's guest implies that the guest is ___________________________ because ___________________________.

3. The word ___________________________ is negative because ___________________________.

[Blank space for student responses]
The Double Bubble Map: Looking at a Metaphor

**Part I. Directions:** List the qualities and the characteristics of the item and/or person mentioned in the metaphor by writing the characteristics in the outer part of the circle. You may use adjectives or adjective phrases located in the word bank (Mainstream).

- **Married Women of East and West Egg**
- **Diamonds**
Part II. Directions (Mainstream)

1. Examine your Double Bubble Map from Part I, looking for common characteristics. Determine which adjectives and/or adjective phrases are THE SAME for both unlike subjects in the center of the bubble map. Basically, which characteristics do they share?
2. Complete the Bubble Map below writing each similar characteristic in a separate bubble.
3. Then, color the bubble that contains the intended comparison (the best comparison between the two subjects, which you feel the author wanted us to find).

Directions: On a separate piece of paper, answer the following questions in a paragraph format:

1. What could be the symbolism, or intended meaning, of the metaphor?
2. What do you think Fitzgerald wishes to convey about Gatsby’s parties and guests through the incident with the drunks in the car and the husbands and wives arguing?
Text Explosion: Gatsby’s Guests

**Directions:** Read the paragraph about Gatsby’s guests below. “Pick apart” the quote, looking for adjectives, adverbs, or any descriptive words to describe the guests. Underline these words. Then, sort the descriptive words into two categories: positive versus negative. (Think: Do these words and/or phrases have positive or negative connotations regarding the guests at Gatsby’s parties?) (Mainstream).

“There was dancing now on the canvas in the garden; old men pushing young girls backward in eternal graceless circles, superior couples holding each other tortuously, fashionably, and keeping in the corners — and a great number of single girls dancing individualistically or relieving the orchestra for a moment of the burden of the banjo or the traps. By midnight the hilarity had increased. A celebrated tenor had sung in Italian, and a notorious contralto had sung in jazz, and between the numbers people were doing “stunts” all over the garden, while happy, vacuous bursts of laughter rose toward the summer sky. A pair of stage twins, who turned out to be the girls in yellow, did a baby act in costume, and champagne was served in glasses bigger than finger-bowls. The moon had risen higher, and floating in the Sound was a triangle of silver scales, trembling a little to the stiff, tinny drip of the banjoes on the lawn” (p.51)
**Comparison Chart**

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**Answer the question:** Through Nick, would you say that Fitzgerald is painting these guests positively or negatively? Explain in writing by discussing the author's word choice. Be prepared to share with the class. Remember: discuss the author's craft (word choice) and how it helps reveal author's intent (message/what he wants you to know about the subject of the story). (Mainstream).
Checklists
<table>
<thead>
<tr>
<th>SHELTERED STRATEGIES</th>
<th>Lesson 1</th>
<th>Lesson 2</th>
<th>Lesson 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Contextualize Lesson</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I.A. Build and Activate Background Knowledge</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I.B. Develop Vocabulary</td>
<td></td>
<td></td>
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<tr>
<td>I.C. Use extensive Visuals, Realia, Manipulatives, &amp; Gestures</td>
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<td></td>
<td></td>
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<tr>
<td>I.D. Model (Instructions, Processes)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I.E. Create Opp. To Negotiate Meaning/ Check Understanding</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>II. Make Text Comprehensible</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>II.A. Intentional Use of Graphic Organizers</td>
<td></td>
<td></td>
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<tr>
<td>II.B. Modify Written Text</td>
<td></td>
<td></td>
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<tr>
<td>III. Make Talk Comprehensible</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>III.A. Pace Teacher’s Speech</td>
<td></td>
<td></td>
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<tr>
<td>III.B. Use of Listening Guides</td>
<td></td>
<td></td>
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<tr>
<td>III.C. Use of Word Walls</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>III.D. Frame Main Ideas</td>
<td>12, 14, 16, 19-22</td>
<td>42-57</td>
<td>57</td>
</tr>
<tr>
<td>III.E. Check for Understanding</td>
<td>3, 4, 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IV. Engage: Opportunities for Output</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IV.A. Use Teacher Questioning and Response Strategies</td>
<td>3, 4, 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IV.B. Practice Instructional Conversations</td>
<td>nla</td>
<td>nla</td>
<td>nla</td>
</tr>
<tr>
<td>V. Engage at Appropriate Language Proficiency Levels</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>V.A. Use questions appropriate for language proficiency levels in conversations, activities, and assessments</td>
<td>3, 4, 5</td>
<td>19-22</td>
<td></td>
</tr>
<tr>
<td>VI. Give Students Voice</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VI.A. Challenge students to produce extended talk</td>
<td>3, 4, 5</td>
<td>42-52</td>
<td>40-65</td>
</tr>
<tr>
<td>VI.B. Model Language for Oral and Written Production</td>
<td>nla</td>
<td>nla</td>
<td>nla</td>
</tr>
<tr>
<td>VI.C. Use Group/Pr. Work to Elicit Student Talk; Students as Researchers</td>
<td>3, 4, 5</td>
<td>43-52</td>
<td>60-65</td>
</tr>
</tbody>
</table>
Narrative
Lesson One: Introduction to the American Dream and Social Class

Several of the modifications that I have made to the unit involves what was learned about the different stages of language development. During the class time that was utilized to become “experts” on the stages of language, I learned that the beginner/preproduction students would need several scaffolded activities to support them in the classroom. In the brainstorming activity for these students, it was helpful to receive feedback from my classmates in ways to provide activities based in pictures. I thought that providing these beginner students with various pictures related to the American dream would help put the discussion in context. I thought it was necessary to challenge the Intermediate to advanced students by answering “why” questions when explaining how the words and images they brainstormed relate to their definition of the American dream because they have more of a vocabulary base in creating simple sentences. I made the decision to pair advanced students with level 3s because the advanced students could help express abstract thoughts where the level 3 students may struggle.

As I moved into the main activity on social class, I felt that this was a difficult concept to grasp for all students. I wanted to put the article in context, which was one of the reasons why I had included a short video titled, “People Like Us” on the modified lesson. I thought this video help all students grasp the idea that there are different “groups” in society, and that these groups can be perceived differently and have access to different resources. The video would help achieve the standards and objectives in helping the students grasp the key ideas of an article with similar concepts. I also felt it was necessary to create listening guide for students to help process the content of the video. Pictures seemed appropriate to make the material more comprehensible, and key vocabulary was defined to aid in comprehension of the text.

When having the students summarize the article for main ideas, I was cognizant that the preproduction students can only produce 1-2 word phrases. I thought that matching activities with provided sentence starters would work well in having students achieve the same goal of summarizing the main idea of the New York Times article. When creating the handout for preproduction students, I thought pre-highlighted text would help the these students focus on key parts of text rather than having them devote much of the class time to deciphering a dense article. I also felt that it would help balance the timing in the class as the L1 and L2 students would most likely take much longer in reading an entire article without much direction or focus on key segments. Basically, after creating this first lesson, I found that you must truly come full circle in the creation of the lesson, constantly checking the performance indicators against the objectives to see if learning and mastery took place. It is also key to evaluate whether the segments of the lesson are appropriate to the stages of language development of your ELL.
Original Lessons
**Original Lesson**

**Eng III Weekly Plans wk:**

**Essential Question:** How does culture influence perspective?
Who is entitled to the American Dream?
What is the American Dream?
What does it mean to be American?
How does the American Dream promote/limit opportunity?

**Learning Goals for Unit**
SWBAT demonstrate their understanding of what comprises the American Dream and what aspects may hinder the attainment of dreams by reading an article on social class and engaging in class discussion. Reflect and write on the various themes regarding the American Dream while developing their own unique viewpoint. Work in collaborative groups to analyze characters by pulling quotes and synthesizing information.

**Lesson One: Introduction to the American Dream and Social Class**

<table>
<thead>
<tr>
<th>Introduction to <em>The Great Gatsby</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Journal Entry:</strong> How would you characterize the American Dream? What do you associate with this dream?</td>
</tr>
</tbody>
</table>

(Students will make a list or all the items/ideas they associate with the American Dream. In pairs, students will then discuss their lists).

| 2. Teacher will lead the discussion on “What is the American Dream.” Teacher will create a master list on board. Once students begin discussing, for example, expensive items, teacher will lead into a discussion of money and social class. |
| 3. In groups, students will read an article on “Social Class in America” from the 2005 *New York Times*. Students are instructed to take notes on the main points of the article or create an outline to help them share the ideas with the class. They will also be instructed to discuss their perspectives on the articles’ main points, such as whether they agree or disagree. |
| 4. Closure with teacher stating we will begin to read the novel tomorrow. We will make note of what the characters wish to achieve and any limiting factors, or obstacles, that they characters are coming across during their “journey.” |

<table>
<thead>
<tr>
<th><strong>Purpose</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-reading for Gatsby American Dream Unit</td>
</tr>
<tr>
<td>Activate Prior Knowledge about “Dreams” and possible limiting factors for those dreams.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Parameters</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Journal: 5 minutes</td>
</tr>
<tr>
<td>Pair/Share: 8 minutes</td>
</tr>
<tr>
<td>Discuss: 5 minutes</td>
</tr>
<tr>
<td>Social Class Articles in Groups: Read and Discuss-Remainder of period</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Resources</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Whiteboard</td>
</tr>
<tr>
<td>Paper</td>
</tr>
</tbody>
</table>
The American Ideal

The original exemplar of American social mobility was almost certainly Benjamin Franklin, one of 17 children of a candle maker. About 20 years ago, when researchers first began to study mobility in a rigorous way, Franklin seemed representative of a truly fluid society, in which the rags-to-riches trajectory was the readily achievable ideal, just as the nation’s self-image promised.

But the initial mobility studies were flawed, economists now say. Some studies relied on children’s fuzzy recollections of their parents’ income. Others compared single years of income, which fluctuate considerably. Still others misread the normal progress people make as they advance in their careers, like from young lawyer to senior partner, as social mobility.

One study, by the Federal Reserve Bank of Boston, found that fewer families moved from one quintile, or fifth, of the income ladder to another during the 1980’s than during the 1970’s and that still fewer moved in the 90’s than in the 80’s. A study by the Bureau of Labor Statistics also found that mobility declined from the 80’s to the 90’s.

The incomes of brothers born around 1960 have followed a more similar path than the incomes of brothers born in the late 1940’s, researchers at the Chicago Federal Reserve and the University of California, Berkeley, have found. Whatever children inherit from their parents — habits, skills, genes, contacts, money — seems to matter more today.

1. Summarize the points made in this selection.
2. What are your experiences/perspectives on this?
3. Choose a reporter to share your group’s findings.
**ORIGITAL LESSON 2**
Eng III Weekly Plans wk:

**Essential Question:** Who is entitled to the American Dream?
What is the American Dream?
What does it mean to be American?
How has the American Dream been influenced by history?
How does the American Dream promote/limit opportunity?

**Learning Goals for Unit**
SWBAT make analyses of literary characters from various texts by pulling quotes and synthesizing information.
Analyze how author's word choice reveals tone regarding character and setting.
Reflect and write on the various themes regarding the American Dream while developing their own unique viewpoint.
Write effectively in response to quotations, journal topics, questions and essay using ROSE format and essay outlines
Work in collaborative groups to analyze characters and events in the story.

<table>
<thead>
<tr>
<th>Lesson 2: How geography/setting contributes to the definition of social class in the novel.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introduce Literary Term of Setting. On the board, brainstorm a list of setting related vocabulary words.</td>
</tr>
<tr>
<td>2. Read chapter 1 in class. Read for details in order to locate specific geographic settings in the novel. Periodically stop to discuss where each of the following places are in the novel: Gatsby's House, Daisy and Tom's House, Nick's House, The Ash Heap, and Myrtle and the Hotel. Review map of East Egg and West Egg and discuss where each character would fall on the map.</td>
</tr>
<tr>
<td>3. Ask students to individually go back through the text to find specific words related to setting that indicate the social class of the characters.</td>
</tr>
<tr>
<td>4. In pairs, discuss the author's word choice in explaining the different geographical settings, and how the author is setting the mood regarding these places. Discuss as a class.</td>
</tr>
<tr>
<td>5. Tell students to make annotations when reading chapters 2-3 that indicate class signifiers. They should also begin to make note of character actions and descriptions and/or anything regarding setting. Make note of class distinctions.</td>
</tr>
<tr>
<td>Hw: choose one passage and write a one page response on how the author's word choice reveals his attitude towards specific characters. Be able to discuss tomorrow.</td>
</tr>
</tbody>
</table>

**Purpose**
To discuss and evaluate how authors develop characters and setting within texts

<table>
<thead>
<tr>
<th>Brainstorm: Whole Class: 5 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read chapter 1: 15 minutes</td>
</tr>
<tr>
<td>-Periodically stop to mark places on the map and discuss characters and setting.</td>
</tr>
<tr>
<td>Go back through text to find passages: 8 minutes; Think/Pair: 5 min.</td>
</tr>
<tr>
<td>Discussion: remainder</td>
</tr>
</tbody>
</table>

**Parameters**
Student completed handouts/visuals for class: Map
Gatsby Texts
Whiteboard
Overhead
Chapter 1

Reading for Details

Objective: Reading for details in order to locate specific geographic settings in the novel.

Activity

On the map, mark where you think each of the following is and indicate the importance of each place and its location. Continue to mark the map and complete the notes as you read the novel.

Gatsby’s House:

Daisy and Tom’s House

Nick’s House

The Ash Heap

Myrtle and the Hotel
1. **No** modified text for the preproduction, Early production, and speech emergence, students in the room.

2. Minor use of visual using a printout map and limited focus on vocabulary from texts.

3. **Not many** checks for understanding throughout the activity.

4. **Not many** activities that are scaffolded for communicative based activities, such as negotiating meaning, and scaffolding to help preproduction and early production share in whole class activity was missing.

5. No explicit reminders or activities that build on background knowledge.

**Sheltered Lesson 2**

1. Made content more comprehensible through the creation of **modified text** using synonyms, vocabulary words defined, partially re-written and re-written texts and summaries for the preproduction, Early production, and speech emergence, students in the room.

2. **Checks for understanding** throughout the activity. Many segments of lesson provide students with sentence frames to fill in and then discuss.

3. Use of other **visuals** such as the “Social Ladder” and “the eggs” and the larger Map of united states and satellite map.

4. Scaffolded opportunities that use students in group work that elicit student talk. Students are using inquiry-based activities to construct knowledge together, synthesize information, and **negotiate meaning** (tree maps).

5. Activity with social class grouping of characters (at end of lesson) provides **opportunities to extend learning**, while also **building on previous lesson** from social class. There is much more consistent reinforcement for vocabulary previously used in video and activity from lesson 1.
**ORIGINAL LESSON 3**

**English III Weekly Plans:**

**Essential Question:** Who is entitled to the American Dream?
What is the American Dream?
How does the American Dream promote/limit opportunity?
How is selfishness related to the American Dream?
What is the effect does the lack of morality in the 1920s have on society and the American Dream?

**Learning Goals for Unit**

SWBAT make analyses of literary characters from various texts by pulling quotes and synthesizing information.
Reflect and write on the various themes regarding the American Dream while developing their own unique viewpoint.
Work in collaborative groups to analyze characters and events in the story.

**Lesson 3: Describing characters using information from the text (Chapter 3 and review of previous chapters)**

| 1. Remind students of Ch.3 discussion part 1. |
| 2. Lead into discussion regarding the description of Gatsby's party and the characters invited. Have students make general statements about the guests, then they will be instructed to return to the text to find support. |

**Task:** Read the long paragraph at the top of page 51. Pick it apart, looking for words or phrases that have positive or negative connotations regarding the guests at Gatsby's parties.

**Provide Discussion Question:** Through Nick, would you say that Fitzgerald is painting these guests positively or negatively?

**Move into these questions on word choice and figurative language:**

1. Remind students about figurative language and provide 2-3 examples.

**Task:** Individually write an analysis: What could be the symbolism of the simile, "...at intervals she appeared suddenly at his side like an angry diamond, and hissed: ‘You promised!’ into his ear" (p. 56).

What do you think Fitzgerald wishes to convey about Gatsby's parties through the incident with the drunks in the car, and the husbands and wives arguing?

4. **Pair Work:** Read the paragraph on page 52 starting with "He smiled understandingly..." and ending with "...words with care" and read the paragraph on page 54 starting with "The nature of Tostoff's composition eluded me..." and ending with "...Gatsby's head for one link..." and answer these questions:

In what way is Gatsby's behavior at the party quite unlike the behavior of most of his guests? What does Fitzgerald subtly trying to convey about Gatsby when he has Nick say, "I was looking at an elegant young roughneck...whose elaborate formality of speech just missed being absurd. Some time before he introduced himself, I'd got a strong impression that he was picking his words with care"? Discuss as a class, and then have students begin to fill out a character chart providing statements about the other characters included in the text.

**Make a list on board after 8-10 minutes.**

**Purpose:** To make an analysis of author's tone towards characters by identifying specific word choice.
To have students describe characters using textual support.

**Parameters**

- Review of figurative language and characterization
- Pair Work and Discussion: 25 minutes throughout period
- Whole class review: 12-15 minutes

**Resources**

- Gatsby Books
- Student-completed group work on passages
- Individually created character charts
- Overhead
Original Lesson 3

1. My original lesson was only the text and it asked students to read and find negative versus positive words. For lower level ELL students, it would be difficult given the level of vocabulary.

2. There were also no graphic organizers in my original lesson. I merely asked students to make a comparison.

3. I did not have modified text for the original.

4. I did not create many opportunities to negotiate meaning.

Modified Lesson 3

1. My modified lesson used various strategies to make content comprehensible. One activity that was missing from the original lesson was a vocabulary exercise. With a text like The Great Gatsby, much of the vocabulary is at a higher level. I used a vocabulary and extensive visuals throughout the lesson and strategic use of graphic organizers, which were lacking from the original.

2. I used checks for understanding by providing questions during the vocabulary activities and tried building on previous knowledge of student by asking what is tortuous to them.

3. Pair work could provide activities for extended talk on what words would be positive versus negative.