



YES Prep North Central
Course:
Instructors:
Year: 2009-2010



**Unit 2: The Great Gatsby & How Language Shapes Meaning in Text
(How) is the American Dream attainable?**

What are the outcomes when dreams battle realities?

Unit Goal

AP (All students at 5 or above on Rubric)

Students will write an open-ended AP released question response essay in mandatory time allotment that includes (all content ideas addressed in previous unit) and achieves mastery on unit objectives: effective structure/organization that is used to convey ideas meaningfully; transitions that continue flow of the piece and move smoothly from one idea to the next.

Academic (Meets and above on Rubric Scores for Unit Objectives)

Students will write an in-class analytical essay in which they use evidence to defend a position. Student essays will have: effective structure/organization that is used to convey ideas meaningfully; transitions that continue flow of the piece and move smoothly from one idea to the next.

Big Ideas (how will the unit address the grade level guiding question?) What is REALITY?

Thematic:

Is the American Dream a reality or an immeasurable, unattainable mark? (of always having something better than you currently have?)

Content-based:

Reading:

- A writer organizes his text purposefully—sequence, flashbacks, arguments, etc.
[sample different types of texts and see how organization creates meaning] → especially to do with essays
- Syntax is the order, flow, and construction of sentences.
- Author's syntax is purposefully crafted to create meaning in the text.
- Author's syntax directly affects the tone that the text portrays → EX: The short, staccato sentences in the dialogue from *Hills Like White Elephants*
- Diction is the individual word choices the author makes (word build)
- Diction directly affects the tone of the piece, characterization, etc. Thus, a shift in diction will create a shift in tone and contribute to the overall effect of the piece
- Tone is the way you envision the character/narrator/voice of the piece speaking (their *attitude*)



Writing:

- As a writer, you must also organize your writing purposefully (as an author does):
- In an essay, will you follow your argument in a way that best develops your ideas/thesis, be it: chronologically, by author’s technique, by specific examples, by comparing/contrasting
- To maintain organization and flow throughout your writing, you will add: transitions and topic sentences to weave everything together.
- Transitions do not need to be a huge recap—they merely need to flow together.
- Topic sentences do not need to be as scripted as a thesis, in college-level writing, but should provide the direction the argument is going, or be overarching.

Background Information:

- People emigrate to America in search of The American Dream
- The American Dream is an (often unobtainable) hope for a perfect future.
- Media shapes the idea of the American Dream
- America was founded upon the ideals of freedom for all of its citizens: of religion, of persecution, of speech, etc. These freedoms are a dream sought after by many people both within and beyond the country’s borders
- There have been many instances where these freedoms have been denied
- In the Gatsby era, The American Dream was a post-World War One search for the innocence lost during the war—
- Nowadays the American Dream is typically synonymous for the pursuit of material prosperity
- The American Dream is potentially unattainable.

State/District/National Standards	Daily Objectives (SWBAT...)
<p>Unit 2: READING</p> <p>-Describe how language contributes literally and figuratively to the meaning of a text</p> <p>-Analyze rhythm of a text</p> <p>-Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.</p>	<p>SWBAT define: diction, syntax, tone, shift</p> <p>SWBAT determine which diction choices are present in a provided passage.</p> <p>SWBAT analyze diction & syntax in a passage</p> <p>SWBAT analyze how author’s diction & syntax contribute to a particular tone</p> <p>SWBAT memorize a list of ‘choice’ tone words (reference list)</p> <p>SWBAT analyze tone</p> <p>SWBAT identify shifts in tone & analyze how these shifts contribute to overall effect of the piece</p> <p>SWBAT evaluate the rhythm of a text</p> <p>SWBAT evaluate the effectiveness of author’s diction choices</p> <p>SWBAT identify & analyze allusion to determine why allusion is used and how it creates meaning</p> <p>SWBAT analyze theme of a text</p> <p>SWBAT justify their version of the American Dream and defend it</p> <p>SWBAT debate the nuances of text (most important symbol, character, quote)</p> <p>SWBAT discuss the nuances of text</p> <p>SWBAT create a soundtrack to accompany the novella, based on textual</p>



	evidence
<p>Unit 2: WRITING</p> <p>(A) write an analytical essay of sufficient length that includes:</p> <ul style="list-style-type: none"> (i) effective introductory and concluding paragraphs and a variety of sentence structures; (ii) rhetorical devices, and transitions between paragraphs; (iii) a clear thesis statement or controlling idea; (iv) a clear organizational schema for conveying ideas; (v) relevant and substantial evidence and well-chosen details; -Proofread writing for appropriateness of organization <p>AP:</p> <p>(C) write an interpretation of an expository or a literary text that:</p> <ul style="list-style-type: none"> (i) advances a clear thesis statement; (ii) addresses the writing skills for an analytical essay, including references to and commentary on quotations from the text; (iii) analyzes the aesthetic effects of an author's use of stylistic or rhetorical devices; (iv) identifies and analyzes the ambiguities, nuances, and complexities within the text 	<p>SWBAT write transition sentences to effectively bridge one idea to the next SWBAT write bridge sentences to transition from one paragraph to the next SWBAT write transitions within sentences to create smooth syntax</p> <p>SWBAT define various organizational choices for an analytical essay (chronological, by subject, by shift) SWBAT independently choose best structure for essay based on purpose SWBAT organize essay in a logical, coherent manner to best develop essay SWBAT write encompassing, apt, and specific topic sentences</p> <p>SWBAT write exclusively in literary present SWBAT write exclusively in the active voice SWBAT write exclusively in third person SWBAT revise their essay to ensure they have: written in literary present, active voice, third person</p> <p>SWBAT evaluate essays on the AP rubric and explain their rating SWBAT assess their own understanding of the Unit 1 objectives and determine next steps for growth and continued mastery</p>
<p>Unit 2: VOCABULARY & Writing Mechanics</p> <p>Knowledge and skills.</p> <p>(1) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</p> <ul style="list-style-type: none"> (A) determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes; (B) analyze textual context (within a sentence and in larger sections of text) to draw conclusions about the nuance in word meanings; (C) infer word meaning through the identification and analysis of analogies and other word relationships; (D) recognize and use knowledge of cognates in different languages and of word 	<p>SWBAT show mastery of weekly vocabulary SWBAT analyze textual context to draw conclusions about nuance in word meaning SWBAT use a dictionary to check spelling, identify nuanced meaning, and discover etymology. (to help students advance in vocabulary skills to cope with unfamiliar language.) SWBAT analyze authors' manipulation of syntax to create meaning and effect (literally, aesthetically, and metaphorically); model own sentences off of the authors' sentences SWBAT apply correct affixes/suffixes to change the part of speech of words (including creative use). SWBAT memorize affix/suffix meanings; identify affixes in words; determine the meaning of a word based on its part of speech SWBAT apply correct affixes to change the part of speech of known <i>and</i></p>



origins to determine the meaning of words; and
 (E) use general and specialized dictionaries, thesauri, glossaries, histories of language, books of quotations, and other related references (printed or electronic) as needed.

unknown words and use this word in a creative sentence which proves understanding

Unit Essential Question

(How) Is the American Dream Attainable?

1. What are the discrepancies between dreams and realities?
2. How does a person fight the banality of diurnal realities?
3. What is the American Dream?
4. Why do people seek the American Dream?
5. Is the American Dream attainable? For everyone? For whom?

Summative Assessment

Type of Assessment	Objectives Tested
<ul style="list-style-type: none"> ■ Traditional Assessment (Analytical Essay) 	<p><i>SWBAT write a timed analytical essay</i></p> <ol style="list-style-type: none"> 1 SWBAT write transition sentences to effectively bridge one idea/ paragraph to the next 2 SWBAT organize essay in a logical, coherent manner to best develop essay 3 SWBAT write encompassing, apt, and specific topic sentences 4 SWBAT write exclusively in literary present 5 SWBAT write exclusively in the active voice 6 SWBAT write exclusively in third person
<ul style="list-style-type: none"> • Traditional Assessment (Vocab Quizzes) 	SWBAT master weekly vocabulary words (through all above listed vocab objective)
<ul style="list-style-type: none"> • Traditional Assessment (District Benchmark) 	<p>All above listed writing mechanics objectives</p> <p>All above listed objectives for analyzing syntax</p>



<p>■ Project (Gatsby Soundtrack)</p>	<p>SWBAT write encompassing, apt, and specific topic sentences SWBAT analyze how <i>The Great Gatsby's</i> themes relate to the grade level guiding question SWBAT design a soundtrack for the <i>Great Gatsby</i> movie where each song is: explained as relating to the themes of the book</p>
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Unit Vocabulary

50 SAT prep words
 5 “Need to Know” Literary Devices: Allusion, Antithesis, Apostrophe, Assonance, Ballad Meter
 Diction + Syntax = Tone
 Chronological Order
 Shift
 Flashback/Foreshadowing

Resources

-Roaring 20’s pamphlets (internet, and ‘primary sources’ from library books) w/ chart paper
 -NY Times article “Gatsby’s Green Light Beckons a New Set of Strivers” :
<http://www.nytimes.com/2008/02/17/education/17gatsby.html>
 -Sample ‘exemplar’ student work from previous year (project)
 -Intro to literary criticism: 3 critical essays about *Gatsby* (From “Approaches to Teaching Fitzgerald’s *Gatsby*” book)

English III

Monday	Tuesday	Wednesday	Thursday	Friday
<p>21 Students not in school; teacher prep day</p>	<p>22 Unit 1 ESSAY DUE (for real) <i>A Rose For Emily</i> Analysis—questions Rose for Emily writing Prompt</p>	<p>23 short wed. No class; service day</p>	<p>24 INTRO TO ROARING 20s and the Jazz Age Students jigsaw primary source documents about the era, make a poster, and present to class (who take notes)</p>	<p>25 VOCAB 1-5 EXAM Allusion presentations Gatsby Ch 1 -diction, syntax, tone</p>



	<i>How do literary techniques like point of view & symbol shape the development and understanding of Emily's character?</i>		Students are given unit calendar, project description, potential in-class essay topics, and in class essay rubric	Read 2-4 over the weekend, questions
28 Gatsby 2 SWBAT analyze diction & syntax in a passage SWBAT analyze how author's diction & syntax contribute to a particular tone SWBAT analyze tone SWBAT identify shifts in tone & analyze how these shifts contribute to overall effect of the piece	29 Gatsby 3 (close readings) SWBAT analyze tone SWBAT identify shifts in tone & analyze how these shifts contribute to overall effect of the piece	30 Gatsby 4 Learn Vocab 6 SWBAT write exclusively in literary present SWBAT write exclusively in the active voice SWBAT write exclusively in third person	OCTOBER 1 Gatsby 5-6 SWBAT write encompassing, apt, and specific topic sentences SWBAT revise unit 1 essay for the above	2 Allusion presentations Gatsby 7 SWBAT write transition sentences to effectively bridge one idea to the next SWBAT write bridge sentences to transition from one paragraph to the next SWBAT write transitions within sentences to create smooth syntax
5 Gatsby 8 SWBAT define various organizational choices for an analytical essay (chronological, by subject, by shift) SWBAT independently choose best structure for essay based on purpose SWBAT organize essay in a logical, coherent manner to best develop essay	6 Gatsby 9 SWBAT peer edit	7 short wed. SWBAT apply correct affixes/suffixes to change the part of speech of words (including creative use). SWBAT memorize affix/suffix meanings; identify affixes in words; determine the meaning of a word based on its part of speech SWBAT apply correct affixes to change the part of speech of known <i>and</i> unknown words and use this word in a creative sentence which proves understanding	8 Prep for Socratic: SWBAT analyze theme of a text SWBAT justify their version of the American Dream and defend it	9 Allusion presentations Socratic Seminar: SWBAT analyze theme of a text SWBAT justify their version of the American Dream and defend it SWBAT debate the nuances of text (most important symbol, character, quote) SWBAT discuss the nuances of text



		Vocab 7		
12 Jigsaw literary criticism	13 Project presentation	14 short wed. NO CLASS: COLLEGE VISITS AT YES SE AND SAT BENCHMARK	15 <i>In Class Writing Exam: CFU of all major reading and analysis objectives from the unit</i> -Students will: -analyze syntax -analyze symbol	16 Biblical Allusion Exam Reflection on in-class essay

