

Learning Plan: **Paying the Cost for Being the Boss**

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Grade Level: English, 9

| Vocabulary | Day | Student will be able to | Assessment/Activity |
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| <p>Chapter 1: Fractiousness: irritability</p> <p>feigned: pretended</p> <p>exempt: free from obligation</p> <p>bizarre: odd, grotesque</p> <p>bantering: playful teasing</p> <p>complacency: self-satisfaction, smugness</p> <p>intimation: hint</p> | 1 | Examine the music verses Fitzgerald mentions in the novel and how they reveal the atmosphere of the times and those. | Exit: How does the music in the soundtrack reflect the times of the 1920s? |
| | 2 | Explain the narrator’s point of view as well as his reliability and honesty about events and characters in the novel. | Collins Type Two Writing - rewrite the first two chapters from your point of view; use language that would be recognizable as yours. |
| | 3 | Explore the imagery Fitzgerald uses to bring Gatsby’s mansion and estate to life for the reader. | Collins Type Two Writing - using the imagery techniques displayed by Fitzgerald, describe your neighborhood on a Saturday afternoon. Include people as well as places in your description. |
| | 4 | Distinguish the plot of the novel and how Fitzgerald uses both the past and the present to reveal the plot. | In your group, designate one of the four main characters per person and create a Twitter account as that character. Tweet about the events in the story from your character’s perspective. |
| | 5 | Identify how the characters in the novel live the “American Dream” in their individual ways. | Character Tweet about their “American Dream,” and write at least two replies to the tweets of your classmates. |

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| <p>Chapter 2: desolate: lonely forlorn</p> <p>supercilious: arrogant</p> <p>contiguous: adjoining</p> <p>apathetic: indifferent</p> <p>languid: listless, without vigor</p> <p>hauteur: disdainful pride</p> | 6 | Provide a critique whether Fitzgerald was condemning or condoning the materialism of the characters in the novel. | <p>Create a Twitter battle between Jay Gatsby and Tom Buchanan. Tweet about each character's point of view about wealth and possessions using examples from the novel. If you are not one of these characters, join in on the battle via replies to their posts.</p> <p>Exit: Which one of the two men is most materialistic and superficial? Explain your answer.</p> <p>Write two paragraphs about Mr. and Mrs. Wilson's views on materialism and wealth. Do they see eye to eye on the matter of money? How do their attitudes affect their marriage? What are the consequences that materialism brings to their lives?</p> |
| | 7 | Explain the relationship between Nick and Gatsby and assess the emotional impact of their friendship on each of them. | In a short essay, write which qualities from the list Nick and Gatsby display. Explain which character you think is the most sincere. |
| | 8 | Classify how the various rivalries (Tom/Gatsby, The Wilsons) affect the characters involved. | Write 3-5 paragraphs and change the relationship between Tom and Gatsby into a friendly one. Predict how this new relationship would change the course of events in the novel. |
| | 9 | Debate the possibility of Gatsby as a tragic hero. | Make a list of at least five tragic hero characteristics that Gatsby demonstrates. |

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| <p>Chapter 3: prodigality: extravagance</p> <p>vehemently: forcefully</p> <p>credulity: willingness to believe</p> <p>cynical: skeptical of goodness and sincerity</p> <p>ascertain: to make sure</p> <p>convivial: sociable</p> <p>affectation: artificial behavior</p> | 10 | Decipher how Gatsby's mentor, Dan Cody, turned his life into a pursuit for wealth and eventually Daisy. | Create a meme comparing Gatsby's pursuit of his dream as compared to your own. |
| | 11 | Break down the role of women during the 1920s and how Fitzgerald portrays them in the novel. | List one to three women who have broken or are breaking barriers for women. Write one paragraph describing their influence and provide a graphic illustrating this. |
| | 12 | Select a theme song that can be used to represent a Gatsby character's American Dream as well as your own. | Collins Type 3 Writing: Three paragraphs deliberating how the song you selected is the best song to represent the Gatsby character's American Dream and yours. |
| | 13 | Unravel Fitzgerald's use of the oxymoron and how it leads to contradictions in the novel. | Write a character tweet discussing the oxymoronic phrase in Chapter 4 when Wolfsheim says, "a ferocious delicacy" and what it reveals about the contradictions in Wolfsheim's character. |
| | 14 | Deliberate how Fitzgerald uses foreshadowing to give the reader an idea of what the future holds for the characters in the novel. | Exit ticket: What is the true purpose of Gatsby throwing his parties? |
| | 15 | Consider the symbolism of the green light and understand how it influences Gatsby's life. | What is the symbol of your dream? Illustrate it, then take on the role of Jay Gatsby and write down your thoughts as you reach your arms to the symbol of <i>your</i> dream. |

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| <p>Chapter 4: punctilious: precise, formal</p> <p>labyrinth: maze</p> <p>disconcerting: confusing</p> <p>sinister: ominous, evil</p> <p>abstracted: preoccupied</p> <p>juxtaposition: side-by-side placement</p> | 16 | Explain why Gatsby is lonely even though he has many people come to his mansion for parties and dancing. | Act as Jay Gatsby's psychiatrist and write a report after talking to Gatsby about his loneliness. In the report, note what Gatsby reveals about his loneliness and make suggestions as to what he can do to become happier. |
| | 17 | Describe the range of emotions Gatsby displays upon reuniting with Daisy after five years. | <p>1. Collins Type 2 Writing: Define Gatsby's OVERALL mood in Chapter 5 as either "wavy", "tight", or "dumb tight". Provide evidence from the chapter to support your answer.</p> <p>2. "Graphing Gatsby" With your group, draw a line graph. The graph points should go DOWN when charting Gatsby's lows (negative feelings—despair, disappointment, nervousness, etc.) and UP when charting Gatsby's highs (positive feelings—joy, excitement, hope, etc.). Look for moments that reveal Gatsby's changing mood and feelings about this reunion. Illustrate each point and provide evidence from the text to support each point.</p> |
| | 18 | Chart and illustrate the range of emotions Gatsby displays in Chapter 5. | Graphing Gatsby continued. |

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| <p>Chapter 5: simultaneous: at the same time</p> <p>defunct: no longer existing, dead</p> <p>abortive: unsuccessful</p> <p>distraught: upset, agitated</p> <p>vestige: a trace of something no longer existing</p> <p>fluctuate: to vary</p> | 19 | Determine how setting influences the atmosphere, tone, and conflicts in the novel. | Assemble the class into two groups. One group will be residents of West Egg and the other group will be residents of East Egg. Hold a town meeting and have the students review their concerns for the community they were assigned. Have them suggest how the community could improve socially, culturally, and environmentally. Ask the students to cite scenes from the novel that are relevant to their concerns. How are you influenced by the neighborhood in which you live? |
| | 20 | Understand how Fitzgerald’s personal experience influenced <i>The Great Gatsby</i> . | Students will imagine themselves as F. Scott Fitzgerald, a poor boy attending Princeton. Ask them to write a letter to a childhood friend, describing life at Princeton. Include the struggles of trying to fit in, financial concerns and lifestyle differences from the other boys. |
| | 21 | Edit and revise a scene from a novel to highlight the literary element of drama. The scene will be written in “street language (PG-13)” and acted out in class. | <p>1. Type 1 writing (Collins writing program) Students will define “code switching” and share how they may have code switched. Dialogue will begin with a short video clip of the comedian David Chappelle sharing how people are bilingual.</p> <p>2. In a group of two to six, students will decide which words are necessary to convey a clear understanding of the scene and the characters in it, and then rewrite the scene using “home” language.</p> |

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| <p>Chapter 6: turbulent: agitated, disturbing</p> <p>turgid: pompous, swollen</p> <p>contingency: a possible event</p> <p>profusion: abundance</p> <p>oblivion: nothingness</p> <p>saunter: leisurely stroll</p> <p>dilatory: slow, delayings</p> <p>Chapter 7: affront: offense</p> <p>abyss: bottomless pit</p> <p>involute: sacred, intact</p> <p>intermittent: periodic</p> <p>presumptuous: overly bold</p> <p>formidable: awesome, hard to handle</p> | 22 | Edit and revise a scene from a novel to highlight the literary element of drama. The scene will be written in “street language (PG-13)” and acted out in class. (Continued). | Scene rewrite continued. |
| | 23 | Students will act out the “Showdown at the Plaza Hotel” scene from Chapter 7. | Points will be awarded for the guided questions, group revisions, exit question, and individual performance in group presentation. Exit: At the end of the scene, Nick suddenly remembers that it is his 30th birthday. What do you think caused him to forget such a significant milestone? What does this say about the other characters in the scene? What did you do on your last birthday? |
| | 24 | Evaluate the circumstances surrounding Myrtle Wilson’s death. | Type 2 Writing: Dispute Daisy’s involvement in Mrs. Wilson’s death. What did Daisy tell Tom about the accident? Did Tom know Daisy was driving the car and told Mr. Wilson it was Gatsby, or did Daisy lie to Tom? |
| | 25 | Provide an analysis of what F. Scott Fitzgerald was trying to convey about human nature through his characters. | Type 2 Writing: Analyze the character of Mr. Wilson. How did human nature caused him to become a murderer? Explain how Mr. Wilson changed from the character introduced in the beginning of the novel to his death at the end. |

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| <p>Chapter 8: incessant: without stopping</p> <p>ravenously: hungrily</p> <p>pervaded: spread throughout</p> <p>corroborate: confirm</p> <p>garrulous: overly talkative</p> <p>amorphous: formless</p> <p>holocaust: complete destruction</p> | 26 | Analyze additional elements of Gatsby's past and how it affected his adult life. | Character tweet and reply to others regarding Gatsby's past and the connection to his death. |
| | 27 | Analyze the mood at the end of the novel with regard to Gatsby's character and Nick's emotional state. | Create an obituary for Gatsby. |
| | 28 | Students will write an eight-verse bar, poem, or varied other communication performance based on any Gatsby character's pursuit of the American Dream and compare it their own. | Students will present their essay based communication performance in a cypha. |
| | 29 | Students will begin their unit summative assessment, "Name YOUR Tune" | |
| <p>Chapter 9: adventitious: accidental</p> <p>superfluous: excessive</p> <p>deferred: yielded 4. jaunty: stylish</p> <p>distort: twist out of shape</p> <p>transitory: temporary</p> | 30 | Summative assessment continued | Students will then write an eight-verse bar, poem, or varied other communication performance based on their essay to be performed in a Cypha. |