

## The Great Gatsby

Reading Schedule, Journal Assignment, and Presentation Instructions

# Reading Schedule

DATE	IN-CLASS PLANS	HOMEWORK
Tuesday, January 2 <sup>nd</sup>	Introduction to F.S.F & <i>Gatsby</i>	Read Chapter 1 & Journal
Wednesday, January 3 <sup>rd</sup>	Chapter 1 Discussion	Read Chapter 2 & Journal
Thursday, January 4 <sup>th</sup>	Chapter 2 Discussion	Read Chapter 3 & Journal
Friday, January 5 <sup>th</sup>	Board Talk	Read Chapter 4 & Journal
Monday, January 8 <sup>th</sup>	Presentation Work Time	Read Chapter 5 & Journal
Tuesday, January 9 <sup>th</sup>	Chapters 4 & 5 Discussion	TAKING A BREAK!!!!
Wednesday, January 10 <sup>th</sup>	Reading Day (Chapter 7 IS LONG!!!!)	Finish Reading Chapters 6 & 7; Journal for 6 OR 7
Thursday, January 11 <sup>th</sup>	Chapters 6-7 Discussion	Read Chapter 8 & Journal
Friday, January 12 <sup>th</sup>	Presentation Work Time	Read Chapter 9 & Journal
Monday, January 15 <sup>th</sup> = Martin Luther King Jr. Day – NO SCHOOL		
Tuesday, January 16 <sup>th</sup>	Last Class Discussion	Complete Presentations
Wednesday 1/17 – Tuesday, 1/23: CULMINATING Presentations (except for Th. 1/18)		
Wednesday, 1/24 – Friday, 1/26: 1 <sup>st</sup> Semester Finals		



## While reading...

In your composition notebook, you will take notes on the character that you have been assigned for your presentation.

- These notes should include (but are not limited to):
  - Fitzgerald's characterization techniques (indirect, direct, effect)
  - Setting for introductions & major events/interactions
  - Purpose of character to the story as a whole
- Your notes can be bulleted items, a Venn-diagram, etc. and will not be consistently the same length as Fitzgerald does not include some characters throughout the story.
- BE ON THE LOOKOUT for times that other characters mention your character because that counts too!
- Those who are tracking major characters, **be selective** in your note-taking. Choose a characteristic, theme, etc.



## ~~✍~~ **Journal Assignment** (Choose **ODD** or **EVEN** Chapters) ~~✍~~

**Daily Expectations:** It is expected that journals will be brought to class completed on a daily basis. On any given day, I may ask you or a group of you to present your journal entries to the class, whether you have finished the required homework or not. Other times, you will be asked to take the activity that you completed in your journal and use it for an in-class timed writing activity or to begin discussion. It is up to you to come to class prepared and to put quality responses in your journals. Failure to bring your journal to class will cause you to lose participation points, as your journal demonstrates your successful ability to follow directions, complete your homework, and participate in classroom learning activities.

**Types of Journals & Expectations:** There are 3 types of journals that I may ask you to do.

**Notes & Quotes-**When you see this label, your task is to address the question I am asking you on the assignment sheet, but you are not expected to answer in complete sentences. You may use listing, bullet points, T-charts, pictures, and fragments to address your thoughts as you see fit. You are expected to write down *at least 5 important quotations* from your section of the reading assignment that assist you in answering the question you have been asked and include how you might analyze the quotes you have selected if you had to write about these quotes. 1.5 – 2 pages handwritten in length\*.

**Reader Response-** I will ask you an open-ended question and you will express your thoughts on the matter using evidence to support your claims. For narrative responses, do not deal with surface, obvious generalities/plot; move to the level of inference/conclusion with each response. Include not only observations but also inferences/insights about those observations. Always *assert and argue!* This response will be 1.5-2 pages handwritten in length\* with MLA in-text citations for your text evidence. Focus on the meaning or the effect on the reader that is created by the author in the work.

**Free Choice-** For this type of journal, it will be your responsibility to craft your own question and thoroughly answer your question with evidence from the text. Again, dig beyond surface level plot and explore different ideas. Yes or no questions will not get you what you need on this assignment. Dig deeper! Make inferences and share insights, delve deeper into possible themes that are emerging or particular elements of author's craft that strike you.

**Other-**Sometimes, I may ask you to draw or use another nontraditional form of response. In this case, I will say "other" and specifically let you know what you are expected to do in the journal entry.

**A Warning About Outside Sources:** *Outside sources are not allowed for use in the journals unless you are specifically instructed to do research. Copying information from Sparknotes or other similar "help" sites like Schmoop will result in an automatic "F" for that journal entry and you will be cited for an academic integrity violation. The journals are for learning and if you are just copying ideas from Sparknotes, then you are not learning anything besides how to improve your handwriting.*

Your journal is your friend! Take it seriously, do the best you can, and you will do well! If you choose to forego the journal assignments, or do not produce work of quality, this unit-and upcoming units-will be very difficult for you.

### Chapter 1 OR Chapter 2:

Notes & Quotes = choose 5 quotes that help develop characterization in some way (remember: indirect & direct characterization) and analyze them

### Chapter 3 OR Chapter 4:

Reader Response = examine the first major party scene at Gatsby's and analyze its significance. What do we learn from this chapter about Nick, our narrator, as well as the other characters in the work?

### Chapter 5

Free Choice

### Chapter 6 OR Chapter 7:

3 Paragraphs - Analyze the significance of Fitzgerald's use of color archetypes within *The Great Gatsby* to convey his major theme(s) within the work.

### Chapter 8 OR Chapter 9:

Notes & Quotes = choose 5 quotes that help support F. Scott Fitzgerald's use of conflict and tension to build the resolution of novel.

## 🕒 Chapter Presentations 🕒

In groups of 4 (your choice), you will present a 15-minute presentation on your assigned character. This will be a focused class discussion in which all students and the teacher participate. Each of you will take part in the planning and conducting of the discussion. You will also be responsible for initiating some part of the discussion (meaning that each student in the group must take an active role.)

### Keys:

1. Students are teaching students.
2. Your presentation is interactive – you need to involve the whole class and the teacher.
3. Your job is to probe into the characterization of your assigned character.
4. You are responsible for conducting a well-researched, engaging presentation that enables your classmates to successfully show, in their Culminating Socratic Seminar, that their understanding of Fitzgerald characterization in the work has developed because of your presentation.

**This means the quality of your presentation will directly impact your classmates' scores!**

### **Key questions to keep in mind when planning your presentation:**

- In what ways does the timing and place/setting of your character's introduction matter to this work?
- What was easy to understand and what was difficult in relation to your character's purpose and Fitzgerald's purpose in writing this work.
- What connections did you find between your character's issues in the work and your own culture's/society's issues?
- What aspects of author's technique in relation to characterization is interesting in the work?

### **Possible Options for structuring your presentation:**

1. Each student presents on a different aspect of the work, followed by class discussion.
2. Students present problems they have in understanding the characterization of your character, then lead the class and the teacher in discussion of the character's main issues raised.
3. Students introduce the discussion, perhaps by having the class read a certain text to prepare, then teach the class for that day leading the class discussion on a specific section of the work they feel provides a good opportunity to consider Fitzgerald's choice of characterization techniques.
4. Students choose a clip of a film or other visual medium and lead a discussion on how it may deepen understanding of Fitzgerald's choice in characterization.
5. Students present a panel in which two or three students take a controversial stance, to which the other panel members respond, followed by class discussion.
6. Students do a short presentation followed by an activity such as role playing in which the whole class participates.
7. Another option of your choice. Creativity is encouraged!

This assignment will be worth 50 culminating points  
plus a 10-point peer grade = 60 pts. total.

## RUBRIC

### Preparation/Organization:

- Did the students submit a **detailed outline** with proper parenthetical citation and a properly formatted works cited page on the day of the presentation?
- Is the outline well organized?
- Does the presentation proceed in an organized fashion?  
\_\_\_\_/10 points

### Knowledge/Understanding:

- Do students show good knowledge and understanding of the author's characterization considerations relevant to a literary analysis of the work?
- Do students show excellent knowledge and understanding of the work itself?
- Does the presentation address Fitzgerald's characterization considerations as exemplified in one or more of the **4 key questions**?
- Has the I.O. enabled the class to be successful on the reflective statement?  
\_\_\_\_/20 points

Rubric Breakdown (x2):

1-2 little knowledge and understanding  
3-4 some knowledge/superficial understanding  
5-6 adequate knowledge and understanding of content and some implications of work  
7-8 good knowledge and understanding of content and most of implications of work  
9-10 excellent knowledge and understanding of content and implications of work

### Presentation:

- Is the delivery effective and appropriate for the presentation?
- Is the presentation engaging? Are strategies such as audibility, eye contact, gesture, and effective use of supporting material applied to hold the class's interest?
- Do all students in the group play an active role?
- Does the presentation have a significant interactive component in which the teacher and the rest of the class are engaged?  
\_\_\_\_/10 points

Rubric Breakdown:

1-2 delivery seldom appropriate or interesting  
3-4 delivery sometimes appropriate and interesting  
5-6 delivery appropriate and clearly interesting  
7-8 delivery effective with suitable strategies to interest  
9-10 delivery is highly effective with purposeful strategies used to interest audience

### Language:

- Is the language clear and appropriate?
- Do students use a suitable register and style?  
\_\_\_\_/10 points

Rubric Breakdown:

1-2 language rarely appropriate; limited register and style  
3-4 language sometimes appropriate; some attempt at suitable register and style  
5-6 language mostly clear/appropriate; some attention to suitable register and style  
7-8 language clear and appropriate; consistently suitable register and style  
9-10 language clear and entirely appropriate; consistently effective register and style.

## Literary Terms to Think About:

- **Characterization:** The ways individual characters are represented by the narrator or author of a text. This includes descriptions of the characters' physical appearances, personalities, actions, interactions, and dialogue. *Look for: Connections, links, and clues between and about characters. Ask yourself what the function and significance of each character is. Make this determination based upon the character's history, what the reader is told (and not told), and what other characters say about themselves and others.)*
- **Indirect Characterization:** consists of the author *showing* the audience what kind of person a character is through the character's thoughts, words, and deeds. This requires the audience to make inferences about why a character would say or do those things. This type of characterization is also known as implicit characterization. While it takes more time to develop a character through indirect characterization, it often leaves a deeper impression on the reader than direct statements about what a character is like.
- **Direct Characterization:** also known as explicit characterization, consists of the author *telling* the audience what a character is like. A narrator may give this information, or a character in the story may do it.
  - **Antagonist:** A character or characters in a text with whom the protagonist opposes.
  - **Anti-hero:** A protagonist of a story who embodies none of the qualities typically assigned to traditional heroes and heroines. Not to be confused with the antagonist of a story, the anti-hero is a protagonist whose failings are typically used to humanize him or her and convey a message about the reality of human existence.
  - **Archetype:** "a resonant figure or mythic importance, whether a personality, place, or situation, found in diverse cultures and different historical periods" (Mickics 24). Archetypes differ from allegories because they tend to reference broader or commonplace (often termed "stock") character types, plot points, and literary conventions. Paying attention to archetypes can help readers identify what an author may posit as "universal truths" about life, society, human interaction, etc. based on what other authors or participants in a culture may have said about them.
  - **Dynamic character** - A character that changes in some important way.
  - **Epithet:** According to Taafe, "An adjective, noun, or phrase expressing some characteristic quality of a thing or person or a descriptive name applied to a person, as Richard the Lion-Hearted" (Taafe 58). An epithet usually indicates some notable quality about the individual with whom it addresses, but it can also be used ironically to emphasize qualities that individual might actually lack.
  - **Minor character** - Often provides support and illuminates the protagonist.
  - **Personification:** The use of a person to represent a concept, quality, or object. Personification can also refer to "a person who is considered a representative type of a particular quality or concept" (Taafe 120).
  - **Protagonist:** The primary character in a text, often positioned as "good" or the character with whom readers are expected to identify. Protagonists usually oppose an antagonist.
  - **Static character** - A character that remains the same.

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