

Character Based Literacy Program Lesson Plan

The Great Gatsby, Day 1



Outcomes for Today

PREPARE

1. Background

Gather background knowledge about a place, time, event, person, or thing.



Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

Possible Key Concepts and Background Knowledge

Private detectives

Class (Working, Middle, Upper, Old money/New Money)

New York Boroughs

Integrity – Becoming the person you ought to be

2. Wordwall

Here are five vocabulary words to teach and add to the Word Wall.

Introduce 5 important, useful words from today's reading

reserved	inclined	privileged	revelation	reproach
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- show, say, explain, expand, explode or buzz about the word briefly
- show, say and define the word quickly and add to the word wall

READ

3. Review

Review the timeline from the beginning every day.

Start at the beginning and review the story so far

- mention the setting and main character
- point to each timeline item as you quickly review it

4. Read

Read the selection, usually in a Shared Reading Read React Predict Cycle of 2-3 pages.

p. 5-11

Setting	Characters	Pages
West Egg, NY	Nick Carraway, Tom Buchannan, Daisy Buchannan	5- 10

RESPOND

5. Timeline

Agree on the facts in today's reading and list the 3-5 most important on the Timeline.

Discuss the reading and add 3-5 events to the timeline

- discuss the story to *fix the facts*: who, what, when, where, why
- decide on the 3-5 most important events and add these to the timeline

6. Map

Add to ongoing class activities like a KWL chart or Map: where did the characters go?

EXPLORE

7. Activity

Explore the reading more deeply with a visual or oral language activity.

8. Discussion

Ask discussion questions of all 9 types (see Day 1).

9. Analyze

Analyze the key paragraph.

Key Paragraph [6-7]

"And, after boasting this way of my tolerance, I come to the admission that it has a limit. Conduct may be founded on the hard rock or the wet marshes but after a certain point I don't care what it's founded on. When I came back from the east last autumn I felt that I wanted the world to be in uniform and at a sort of moral attention forever; I wanted no more riotous excursions with privileged glimpses into the human heart. Only Gatsby, from my reaction –Gatsby who represented everything for which I have an unaffected scorn.... No-- Gatsby turned out all right in the end; it is what preyed on Gatsby, what foul dust floated in the wake of his dreams that temporarily closed out my interest in the abortive sorrows and short-winded elations of men."

EXTEND

10. Write

Have each student write a short product based on today's prompt to connect to the unit theme.

For the duration of this book, you are a private detective investigating an unsolved death case. At this point you have two unidentified bodies and a gentleman by the name of Nick Carraway who states he is willing to tell you everything he knows. It is your job to listen to what he has to say and from that to determine what- if any- crime was committed and who the guilty party or parties are.

Each day after reading, imagine you have returned to your office to record all the facts as well as all the possible solutions to the crime and the leads to follow up on.

Today, your job is to record the facts. What, so far, have you learned about Nick Carraway, and this so called Gatsby? Where is Carraway from? How old is he? What does he do for a living? What is his background? Where does he live now? Where did he live in the summer of 1922? Do you think he was involved in the crime? Etc. **You must record this information in Prose, as if writing a series of paragraphs. REMEMBER: YOU ARE A PRIVATE EYE. YOUR WRITING OUGHT TO READ LIKE ONE.**

11. Close

Close by extending today's lesson to life and the world.

Character Based Literacy Program Lesson Plan

The Great Gatsby, Day 2



Outcomes for Today

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing..



Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

Possible Key Concepts and Background Knowledge

Map of New York

<http://www.fcps.k12.va.us/westspringfieldhs/academic/english/1project/99gg/99gg2/eastegg.htm>

Map of United States showing location of New York and Chicago

<http://www.mapsofworld.com/usa/usa-capital-and-major-cities-map.html>

Snobbery

Infidelity/Cheating

City

2. Wordwall Here are five vocabulary words to teach and add to the Word Wall.

tenor	paternal	tribute	ecstatically	irrelevantly
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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

p. 11-26

Setting	Characters	Pages
The Buchannans-- East Egg	Tom Buchannan, Daisy Buchannan, Nick Carraway, Jordan Baker	11 - 25
Nick's Front yard-- West Egg	Gatsby	25 -26

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the Timeline.

6. Map Add to ongoing class activities like a KWL chart or Map: where did the characters go?

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

9. Analyze Analyze the key paragraph.

Key Paragraph [10]

“Across the courtesy bay the white palaces of fashionable East Egg glittered along the water and the history of the summer really begins on the evening I drove over there to have dinner with the Tom Buchannans. Daisy was my second cousin once removed and I’d known Tom in college. And just after the war I spent two days with them in Chicago.”

EXTEND

10. Write Have each student write a short product based on today’s prompt to connect to the unit theme.

Record all you have learned from Carraway today in regards to Tom Buchannan and Jay Gatsby. Based on what he has told you, do you think that either one could be involved in this case? What makes you think this?

You must record this information in Prose, as if writing a series of paragraphs. REMEMBER: YOU ARE A PRIVATE EYE. YOUR WRITING OUGHT TO READ LIKE ONE.

Use the Character sheets to help you plan.

11. Close Close by extending today’s lesson to life and the world.

Character Based Literacy Program Lesson Plan

The Great Gatsby, Day 3



Outcomes for Today

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

Possible Key Concepts and Background Knowledge

Integrity – Becoming the person you ought to be
New York City

2. Wordwall Here are five vocabulary words to teach and add to the Word Wall.

spectacles	oculist	borough	jovially	incredulously
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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

p. 27-42

Setting	Characters	Pages
Valley of Ashes	Nick Carraway, Tom Buchannan, Dr. T. J. Eckleburg, George Wilson, Myrtle Wilson	27 - 32
5 th Ave. Aptartment.	Catharine, Mr. McKee, Mrs. McKee	32 - 42

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the Timeline.

6. Map Add to ongoing class activities like a KWL chart or Map: where did the characters go?

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

9. Analyze Analyze the key paragraph.

Key Paragraph [37]

“Catherine leaned close to me and whispered in my ear: Neither of them can stand the person they’re married to.”

“Can’t they?”

“Can’t stand them.” She looked at Myrtle and then at Tom. “What I say is, why go on living with them if they can’t stand them? If I was them, I’d get a divorce and get married to each other right away.”

AND

“Daisy! Daisy! Daisy!” shouted Mrs. Wilson. “I’ll say it whenever I want to! Daisy! Dai----“

Making a short deft movement Tom Buchanan broke her nose with his open hand.

EXTEND

10. Write Have each student write a short product based on today’s prompt to connect to the unit theme.

Continue to record what Nick Carraway has told you today, paying close attention to Tom Buchanan. Contemplate especially the two excerpts above. What conclusions can you draw from the seeming discontinuity? In your opinion, what do the facts (that Tom is having an affair and that he assaulted a woman) suggest to you about his character? What conclusions, if any can you draw about this case? Are you any closer to identifying the victims or the culprits?

You must record this information in Prose, as if writing a series of paragraphs. REMEMBER: YOU ARE A PRIVATE EYE. YOUR WRITING OUGHT TO READ LIKE ONE.

Use the Character sheets to help you plan.

11. Close Close by extending today’s lesson to life and the world.

Character Based Literacy Program Lesson Plan

The Great Gatsby, Day 4



Outcomes for Today

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

Possible Key Concepts and Background Knowledge

Integrity

Spreading rumors or gossip

Differences between East Egg and West Egg

Why does Gatsby live in West Egg?

2. Wordwall Here are five vocabulary words to teach and add to the Word Wall.

majestic	notorious	profound	dissension	convey
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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

p. 43-52

Setting	Characters	Pages
Gatsby's garden	Nick Carraway	43 -49
Inside Gatsby's mansion	Jordan Baker, Jay Gatsby	49 - 51
Gatsby's garden		51 - 52

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the Timeline.

6. Map Add to ongoing class activities like a KWL chart or Map: where did the characters go?

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

9. Analyze Analyze the key paragraph.

Key Paragraph [48]

“ ‘There’s something funny about a fellow that’ll do a thing like that,” said the other girl eagerly. “He doesn’t want any trouble with anybody.”

EXTEND

10. Write Have each student write a short product based on today’s prompt to connect to the unit theme.

To this point Carraway has provided you with many rumors about his next door neighbor, Jay Gatsby. Record them. Decide which might be true and which you think you ought to dismiss as clearly false. What can you tell from this about Gatsby’s character? What conclusions, if any, can you draw? What predictions do have?

You must record this information in Prose, as if writing a series of paragraphs. REMEMBER: YOU ARE A PRIVATE EYE. YOUR WRITING OUGHT TO READ LIKE ONE.

Use the Character sheets to help you plan.

11. Close Close by extending today’s lesson to life and the world.

Character Based Literacy Program Lesson Plan

The Great Gatsby, Day 5



Outcomes for Today

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

Possible Key Concepts and Background Knowledge

Oxford
Virtues
Integrity
Honesty
Interviews and Interrogation techniques

2. Wordwall Here are five vocabulary words to teach and add to the Word Wall.

credibility	dissension	malevolence	indignantly	caterwauling
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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict* Cycle of 2-3 pages.

p. 52-64

Setting	Characters	Pages
Gatsby's Party	Nick Carraway, Jay Gatsby	52 - 55
Leaving Gatsby's party	Butler, Jordan Baker	55 - 60
New York City		60 - 64

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the Timeline.

6. Map Add to ongoing class activities like a KWL chart or Map: where did the characters go?

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

9. Analyze Analyze the key paragraph.

Key Paragraph [64]

“Everyone suspects himself of at least one of the cardinal virtues, and this is mine: I am one of the few honest people that I have ever known.”

EXTEND

10. Write Have each student write a short product based on today’s prompt to connect to the unit theme.

Today, Mr. Carraway, neighbor to Jay Gatsby elaborated on his relationship with Jordan Baker, golf champion.

Record the facts and evaluate Baker’s character. Compare hers to the character of Nick Carraway. How are they different, according to Carraway? Do you believe him? What questions might you lead with when you next meet with him?

You must record this information in Prose, as if writing a series of paragraphs. REMEMBER: YOU ARE A PRIVATE EYE. YOUR WRITING OUGHT TO READ LIKE ONE.

Use the Character sheets to help you plan.

11. Close Close by extending today’s lesson to life and the world.

Character Based Literacy Program Lesson Plan

The Great Gatsby, Day 6



Outcomes for Today

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

Possible Key Concepts and Background Knowledge
 Integrity – Becoming the person you ought to be
 18th Amendment Prohibition

2. Wordwall Here are five vocabulary words to teach and add to the Word Wall.

bootlegger	hospitality	subtle	incredulous	threadbare
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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

p. 65-73

Setting	Characters	Pages
Ride from West-Egg to NYC	Jay Gatsby, Nick Carraway	65 - 73
Over the Queensboro Bridge	Police Officer	73

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the Timeline.

6. Map Add to ongoing class activities like a KWL chart or Map: where did the characters go?

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

9. Analyze Analyze the key paragraph.

Key Paragraph [69]

“‘Look here, old sport,’ he broke out surprisingly. ‘What’s your opinion of me, anyhow?’”

EXTEND

10. Write Have each student write a short product based on today’s prompt to connect to the unit theme.

Today, Nick Carraway has told you the supposed history of Jay Gatsby. Record the facts. Analyze them for inconsistencies. Do you believe Gatsby’s story? Why or Why not?

You must record this information in Prose, as if writing a series of paragraphs. REMEMBER: YOU ARE A PRIVATE EYE. YOUR WRITING OUGHT TO READ LIKE ONE.

11. Close Close by extending today’s lesson to life and the world.

Character Based Literacy Program Lesson Plan

The Great Gatsby, Day 7



Outcomes for Today

PREPARE

1. Background

Gather background knowledge about a place, time, event, person, or thing.



Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

Possible Key Concepts and Background Knowledge

- Map of New York

<http://www.fcps.k12.va.us/westspringfieldhs/academic/english/1project/99gg/99gg2/eastegg.htm>

- Being an accessory to wrong-doing
- For information on: Meyer Wolfsheim represents Herman Rothstein

See <http://www.wiu.edu/users/mfwc/wiu/gatsfour.html>

- 1919 World Series
- Rosy Rosenthal

2. Wordwall

Here are five vocabulary words to teach and add to the Word Wall.

sentimental	ferocious	delicacy	enthusiasm	scornful
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

p. 65-79

Setting	Characters	Pages
42 nd St. Cellar restaurant	Nick Carraway, Jay Gatsby	65- 79
The Plaza	Meyer Wolfsheim	79 - 83
Central Park	Rosy Rosenthal, Tom Buchannan, Jordan Baker	83 - 85

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the Timeline.

6. Map Add to ongoing class activities like a KWL chart or Map: where did the characters go?

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

9. Analyze Analyze the key paragraph.

Key Paragraph [10]

" 'The old Metropole,' brooded Mr. Wolfshiem gloomily. 'Filled with faces dead and gone. Filled with friends gone, now and forever. I can't forget so long as I live the night shot Rosy Rosenthal there. It was six of us at the table and Rosy had ate and drunk a lot all evening. When it was almost morning, the waiter came up to him with a funny look and says somebody wants to speak to him outside. 'All right says Rosy and begins to get up and I pulled him down in his chair.'"

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

You learned a lot about Meyer Wolfsheim today. Record what you learned, and evaluate his character. What do the facts suggest about the type of person Wolfsheim is? Could he be a suspect in the deaths you are investigating? Now recall what you learned yesterday about Gatsby's history. Re-evaluate Gatsby based on his associations with people like Wolfsheim. Are there inconsistencies between yesterday's stories and today's reality? What conclusions can you draw?

You must record this information in Prose, as if writing a series of paragraphs. REMEMBER: YOU ARE A PRIVATE EYE. YOUR WRITING OUGHT TO READ LIKE ONE.

Use the Character sheets to help you plan.

11. Close Close by extending today's lesson to life and the world.

Character Based Literacy Program Lesson Plan

The Great Gatsby, Day 8



Outcomes for Today

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

Possible Key Concepts and Background Knowledge

Integrity – Becoming the person you ought to be

Ideal vs. Real

Romanticism vs. Rationalism

Fantasy vs. Reality

Obsession

Songs of the twenties

Symbolism of the green light

2. Wordwall Here are five vocabulary words to teach and add to the Word Wall.

shrubby	elongating	gaudily	vaguely	reproachfully
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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict* Cycle of 2-3 pages.

p. 86-102

Setting	Characters	Pages
Nick Carraway's Lawn	Nick Carraway	86-88
Nick's Sitting room and kitchen	Jay Gatsby, The Finn	90-93
Outside in the rain	Daisy Buchannan	93-94
Nick's sitting room		94-96
Jay Gatsby's House	Mr. Dan Cody	96-97
Gatsby's Bedroom	Ewing Klipspringer	97-101
Down the marble steps into the rain		101-102

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the Timeline.

6. Map Add to ongoing class activities like a KWL chart or Map: where did the characters go?

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

9. Analyze Analyze the key paragraph.

Key Paragraph [94]

" 'It's stopped raining."

'Has it?' When he realized what I was talking about, that there were twinkle-bells of sunshine in the room, he smiled like a weatherman, like an ecstatic patron of recurrent light, and repeated the news to Daisy. 'What do you think of that? It's stopped raining.'

'I'm glad, Jay.' Her throat full of aching, grieving beauty, told only of her unexpected joy."

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Daisy and Jay are in a romantic daze. They are lost in a fantasy world of five years ago. They are in love with the idea of each other, as opposed to being in love with each other. Explain the dangers of living too much in fantasy and not enough in reality. Now, make a prediction in regards to what might happen to them due their affair.

You must record this information in Prose, as if writing a series of paragraphs. REMEMBER: YOU ARE A PRIVATE EYE. YOUR WRITING OUGHT TO READ LIKE ONE.

11. Close Close by extending today's lesson to life and the world.

Character Based Literacy Program Lesson Plan

The Great Gatsby, Day 9



Outcomes for Today

PREPARE

1. Background

Gather background knowledge about a place, time, event, person, or thing.



Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

Possible Key Concepts and Background Knowledge

Integrity

Fitzgerald's history may parallel Gatsby's

See: <http://www.sparknotes.com/lit/gatsby/context.html>

Dan Cody Likely represents William "Buffalo" Bill Cody

See: <http://www.gltech.org/gatsby/Notes.htm>

Being active in life, not an actor

2. Wordwall

Here are five vocabulary words to teach and add to the Word Wall.

notoriety	hospitality	turbulent	destiny	inhospitably
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

p. 103-118

Setting	Characters	Pages
Lake Superior (Flashback)	Nick Carraway, James Gatz/ Jay Gatsby	103-106
Three times around the continent	Dan Cody	106-107
Jay Gatsby's mansion	Ella Kaye, Tom Buchannan	107-110
Jay Gatsby's last party	Mr. and Mrs. Sloane	110 - 118

RESPOND

5. Timeline

Agree on the facts in today's reading and list the 3-5 most important on the Timeline.

6. Map Add to ongoing class activities like a KWL chart or Map: where did the characters go?

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

9. Analyze Analyze the key paragraph.

Key Paragraph [103]

It was a random shot, and yet the reporter's instinct was right. Gatsby's notoriety, spread about by the hundreds who had accepted his hospitality and so become authorities upon his past, had increased all summer until he fell just short of being news. Contemporary legends such as the "underground pipeline to Canada" attached themselves to him, and there was one persistent story that he didn't live in a house at all, but in a boat that looked like a house and was moved secretly up and down the Long-Island shore. Just why these inventions were a source of satisfaction to James Gatz of North Dakota, isn't easy to say.

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

As you expected, Jay Gatzby is not exactly who he claims to be. His real identity is James Gatz, of North Dakota. Record, now what you know to be true about his life. Knowing that he has lied about his past; knowing that he did not inherit his fortune as he claims; knowing what you do about his associates; make some guesses as to how Gatz/Gatzby **did** actually make his fortune. Now, how likely do you he is to be involved in this possible murder case?

You must record this information in Prose, as if writing a series of paragraphs. REMEMBER: YOU ARE A PRIVATE EYE. YOUR WRITING OUGHT TO READ LIKE ONE.

Use the Character sheets to help you plan.

11. Close Close by extending today's lesson to life and the world.

Character Based Literacy Program Lesson Plan

The Great Gatsby, Day 10



Outcomes for Today

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

Possible Key Concepts and Background Knowledge

Virtues

Integrity

Jealousy and Mistrust

Character parallels:

Jay Gatsby/Tom Buchannan

Tom Buchannan/George Wilson

Daisy Buchannan/Myrtle Wilson

Vehicles of the Twenties

2. Wordwall Here are five vocabulary words to teach and add to the Word Wall.

awnings	veranda	refuse	theoretical	disquieting
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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict* Cycle of 2-3 pages.

p. 119-131

Setting	Characters	Pages
Gatsby's front door	Nick Carraway	119-120
Nick's house	Jay Gatsby, Gatsby's Butler and other new servants	120 - 121
Buchannans home in East Egg	Jordan Baker, Daisy Buchannan, Pammy Buchannan	121-127
The Drive to Town	Pammy's Nurse	127- 129
Wilson's Garage	Tom Buchannan, George Wilson, Myrtle Wilson	129- 131

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the Timeline.

6. Map Add to ongoing class activities like a KWL chart or Map: where did the characters go?

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

9. Analyze Analyze the key paragraph.

Key Paragraph [136]

“ ‘Wait a minute,’ snapped Tom. ‘I want to ask Mr. Gatsby one more question.’
 ‘Go on,’ Gatsby said politely.
 ‘What kind of a row are you trying to cause in my house anyhow.’ ”

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Jealousy is likely the most common motive in crimes of passion. Using the characters present in the hotel room and Jealousy as a motive, provide a possible “just the facts” explanation for who killed who, leaving three dead bodies in their wake. **Recall that a female body was found in the Valley of Ashes and two men were found in West Egg.**

You must record this information in Prose, as if writing a series of paragraphs. REMEMBER: YOU ARE A PRIVATE EYE. YOUR WRITING OUGHT TO READ LIKE ONE.

11. Close Close by extending today's lesson to life and the world.

Character Based Literacy Program Lesson Plan

The Great Gatsby, Day 11



Outcomes for Today

PREPARE

1. Background

Gather background knowledge about a place, time, event, person, or thing.



Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

Possible Key Concepts and Background Knowledge

Integrity: Being the person you say you are

Hypocrisy

Cognitive dissonance

Classism in *Great Gatsby*

Racism in *Great Gatsby*

2. Wordwall

Here are five vocabulary words to teach and add to the Word Wall.

disquieting	portentious	vicariously	groped	paternal
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

p. 131-143

Setting	Characters	Pages
The road between the Valley of Ashes and Manhattan	George Wilson, Tom Buchannan, Daisy Buchannan, Jay Gatsby	131-132
Plaza Suite	Nick Carraway, Jordan Baker	132-143

RESPOND

5. Timeline

Agree on the facts in today's reading and list the 3-5 most important on the Timeline.

6. Map

Add to ongoing class activities like a KWL chart or Map: where did the characters go?

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

9. Analyze Analyze the key paragraph.

Key Paragraph [136]

“ ‘What kind of a row are you trying to cause in my house anyhow?’
 ‘He isn’t causing a row.’ Daisy looked desperately from one to the other. ‘You’re causing a row. Please have a little self-control.’ ”

EXTEND

10. Write Have each student write a short product based on today’s prompt to connect to the unit theme.

In his reply to the above banter, Tom accuses Jay Gatsby of “...sneering at family life and family institutions...” Explain the hypocrisy in this point of view. As a detective, knowing what you know about Tom’s character and knowing that death is imminent, discuss how being a hypocrite might make Tom is capable of murder.

**You must record this information in Prose, as if writing a series of paragraphs.
 REMEMBER: YOU ARE A PRIVATE EYE. YOUR WRITING OUGHT TO READ LIKE ONE.**

11. Close Close by extending today’s lesson to life and the world.

Character Based Literacy Program Lesson Plan

The Great Gatsby, Day 12



Outcomes for Today

PREPARE

1. Background



Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

Possible Key Concepts and Background Knowledge

Daisy, though the stimulus for conflict throughout this chapter, remains only a passive participant. What does this say about her character and her place in society and class?

Gatsby, while a criminal, acts nobly. Tom, while “upstanding,” acts brutally and selfishly.

2. Wordwall

murmur	gruffness	authoritatively	luminosity	despicable
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READ

3. Review

4. Read

p. 143-153

Setting	Characters	Pages
Wilson's Garage	George Wilson	143 - 149
Road from The Valley of Ashes to East Egg	Mr. Michaelis, Policeman	149
Outside the Buchanan house	Tom Buchannan, Myrtle Wilson, Nick Carraway, Jordan Baker, Jay Gatsby	149 - 153

RESPOND

5. Timeline

6. Map Add to ongoing class activities like a KWL chart or Map: where did the characters go?

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

9. Analyze Analyze the key paragraph.

Key Paragraph [150]

“ ‘Did you see any trouble on the road?’ He asked after a minute.

‘Yes.’

He hesitated.

‘Was she killed?’

‘Yes.’

‘I thought so; I told Daisy I thought so. It’s better that the shock should all come at once. She stood it pretty well.’

He spoke as if Daisy’s reaction was the only thing that mattered.”

EXTEND

10. Write Have each student write a short product based on today’s prompt to connect to the unit theme.

Finally, Detective! Mr. Carraway has given you the answer as to who the dead body in The Valley of Ashes was and how she died. For evidence’s sake, please record the course of events (just the facts) from the time all arrived at the Plaza hotel to the time all arrived back at the Buchannan’s place. Be sure to sequence the events in correctly and to include all important characters and witnesses.

You must record this information in Prose, as if writing a series of paragraphs.

REMEMBER: YOU ARE A PRIVATE EYE. YOUR WRITING OUGHT TO READ LIKE ONE.

Use the Character sheets to help you plan.

11. Close Close by extending today’s lesson to life and the world.

Character Based Literacy Program Lesson Plan

The Great Gatsby, Day 13



Outcomes for Today

PREPARE

1. Background

Gather background knowledge about a place, time, event, person, or thing.



Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

Possible Key Concepts and Background Knowledge

Integrity: Adhering to your principles

Holy Grail

Interpretation of Gatsby: "In any case, it was just personal."

Getting rich: Do the ends justify the means?

Realistic dreams vs. Fantasies

God and the Eyes of Dr. T.J. Eckleberg

2. Wordwall

Here are five vocabulary words to teach and add to the Word Wall.

grotesque	savage	unscrupulously	grail	holocaust
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

p. 154-170

Setting	Characters	Pages
Gatsby's house	Nick Carraway	154 - 162
Nick's Office in NYC	Jay Gatsby	162 - 163
Wilson's Garage in the Valley of the Ashes	Daisy Buchannan, Michaelis	163 - 168
Gatsby's house	George Wilson, Dr. T.J. Eckleberg, Gatsby's Butler, Gatsby's Chauffer, Gatsby's Gardener	168 - 170

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the Timeline.

6. Map Add to ongoing class activities like a KWL chart or Map: where did the characters go?

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

9. Analyze Analyze the key paragraph.

Key Paragraph [162]

“ ‘They’re a rotten crowd,’ I shouted, across the lawn. ‘You’re worth the whole damn bunch put together.’

I’ve always been glad I said that. It was the only compliment I ever gave him, because I disapproved of him from beginning to end. First he nodded politely, and then his face broke into that radiant and understanding smile, as if we’d been in ecstatic cahoots on that fact all the time. His gorgeous pink rag of a suit made a bright spot of color against the white steps and I thought of the night when I first came to his ancestral home three months before. The lawn and drive had been crowded with the faces of those who guessed at his corruption—and he had stood on those steps, concealing his incorruptible dream, as he waved them goodbye.”

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

In listening to Carraway, today, you now know who the other two bodies were and have figured out that Wilson killed Gatsby thinking that he was killing his wife's lover as well as avenging her death. (In reality, he succeeded at neither.) You have also surmised that Tom allowed Wilson to believe this. The police believed that this was a simple crime of passion. Nick wanted you to see more deeply. He wanted to make sure that you understood Gatsby should not have been the one that died; that he was a better person than Tom, even though, in many ways, the two are obviously similar (rich, dishonest, after the love of the same woman, etc.) Do you agree or disagree with Nick? Is Gatsby worth the “whole... bunch together?” Be specific and give examples.

You must record this information in Prose, as if writing a series of paragraphs. REMEMBER: YOU ARE A PRIVATE EYE. YOUR WRITING OUGHT TO READ LIKE ONE.

11. Close Close by extending today's lesson to life and the world.

Character Based Literacy Program Lesson Plan

The Great Gatsby, Day 14



Outcomes for Today

PREPARE

1. Background

Gather background knowledge about a place, time, event, person, or thing.



Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

Possible Key Concepts and Background Knowledge

Integrity: Living a worthwhile life

Resolve

Selfishness/Self-centeredness

Gatsby and the failed American dream

2. Wordwall

Here are five vocabulary words to teach and add to the Word Wall.

protest	scornful	defiant	dismayed	anxiously
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

p. 171-182

Setting	Characters	Pages
Gatsby's House	George Wilson	171- 178
Wolfsheim's Office	Henry C. Gatz	178 - 180
Gatsby's House	Klipspringer, Meyer Wolfsheim, Lutheran Minister	180 - 182

RESPOND

5. Timeline

Agree on the facts in today's reading and list the 3-5 most important on the Timeline.

6. Map

Add to ongoing class activities like a KWL chart or Map: where did the characters go?

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

9. Analyze Analyze the key paragraph.

Key Paragraph [182]

A little before three the Lutheran minister arrived from Flushing and I began to look involuntarily out the windows for other cars. So did Gatsby's father. And as the time passed and the servants came in and stood waiting in the hall his eyes began to blink anxiously and he spoke of the rain in a worried and uncertain way. The minister glanced several times at his watch so I took him aside and asked him to wait for half an hour. But it wasn't any use. Nobody came.

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

The fact that no one came speaks volumes about the Gatsby's true character as well as the company he kept. Why, do you think, did so few people seem to want to pay their respects for Gatsby? What was it about him that people found distasteful or unrespectable? State the reasons given by Wolfsheim and Klipspringer for not attending. Then explain what this says about their characters.

You must record this information in Prose, as if writing a series of paragraphs. REMEMBER: YOU ARE A PRIVATE EYE. YOUR WRITING OUGHT TO READ LIKE ONE.

Use the Character sheets to help you plan.

11. Close Close by extending today's lesson to life and the world.

Character Based Literacy Program Lesson Plan

The Great Gatsby, Day 15



Outcomes for Today

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

Possible Key Concepts and Background Knowledge

Integrity: Being who you say you are.

If you want to be trusted, you must do trustworthy things. If you want self-esteem, you must do esteemable things.

Honesty: Withholding information is being untruthful

West Vs. East; New money vs. Old money, Morality vs. Immorality

Being an accessory to a crime

Withholding information is dishonest.

Your past is a part of you: Have I lived a life worthy of myself?

2. Wordwall Here are five vocabulary words to teach and add to the Word Wall.

acquaintances	vestibules	foreground	defiantly	ceaselessly
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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

p. 182-189

Setting	Characters	Pages
The Funeral	Mr. Gatz	182 - 183
Home in Chicago	Nick Carraway, The Lutheran Minister, Owl Eyes, Jordan Baker, Tom Buchannan	183 - 189

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the Timeline.

6. Map Add to ongoing class activities like a KWL chart or Map: where did the characters go?

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

9. Analyze Analyze the key paragraph.

Key Paragraph [186]

“ ‘You said a bad driver was only safe until she met another bad driver? Well, I met another bad driver, didn’t I? I mean it was careless of me to make such a wrong guess. I thought you were rather an honest, straightforward person. I thought it was your secret pride.’ ”

EXTEND

10. Write Have each student write a short product based on today’s prompt to connect to the unit theme.

At the beginning of the novel, Nick states that one of his finest character traits is his honesty. At the end of the novel, Jordan Baker seems to think he is a dishonest person. It has been suggested that Nick could have prevented Gatsby’s death had he been honest about the incident and been forthcoming to police as to who had been driving at the time of the accident. Instead he remained closed-lipped. With this, the last innocent man has been implicated. No one, (Myrtle, Jay, George, Daisy, Tom, nor Nick) is completely innocent of these three deaths. However, some are guiltier than others. In your opinion, who is most guilty and who is the least? Why?

You must record this information in Prose, as if writing a series of paragraphs. REMEMBER: YOU ARE A PRIVATE EYE. YOUR WRITING OUGHT TO READ LIKE ONE.

11. Close Close by extending today’s lesson to life and the world.

Character Based Literacy Program Lesson Plan

The Great Gatsby



Final Writing Assignment

Objective: Write a 4 – 5 paragraph persuasive essay that argues the case for conviction of at least one of the main characters in the novel, *The Great Gatsby*.

Rationale: In *The Great Gatsby*, the police “solve” the case of the three dead bodies with the explanation that Gatsby must have killed Myrtle Wilson in a hit and run, giving George Wilson cause to shoot Gatsby at his home and then to shoot himself. Having gotten the entire story from Nick Carraway, we know the story is much more complicated. Daisy Buchanan killed Myrtle in a hit and run. George did kill Gatsby, but only because Tom Buchanan convinced him he was guilty. It could be argued that the lies, dishonesty and other character flaws of each character contributed to the deaths to some extent. It could further be argued that had each individual maintained their integrity, that none of the characters would be dead now. But they are.

Directions: Pretend that you are a lawyer. You have gotten all the facts from your private investigator (who got them all from Mr. Nick Carraway). You must now give your closing argument to the jury. In your argument you must convince the jury who (Nick, Daisy, Tom, Gatsby or Jordan) is most guilty and deserves to be convicted on murder charges. You must also make an argument on behalf of someone’s innocence.

1. Look over all your journals and notes. Sort them by character and weigh the evidence against each one.
2. Write an introduction with a thesis that states who is most guilty and who is least guilty.
3. Write the body of your essay-- two to three supporting paragraphs that back up your assertions of guilt and innocence.
4. Write a conclusion that appeals to your audience (the jury) to draw the same conclusions as you. REMEMBER YOU ARE A LAWYER. YOUR JOB IS TO CONVINCE. USE STRONG, EMOTIONAL, LOGICAL LANGUAGE. MAKE YOUR ARGUMENT BELIEVABLE AND CONVINCING THROUGHOUT.
5. Type your essay. Spell Check it. Save it. Print it.
6. Trade with a peer. Complete these two sentences:
 - a. I would like to hear more evidence supporting...
 - b. I’m not sure I am fully convinced by...
7. Revise your essay. Resave. Reprint. Add this to your writing portfolio.