

Pre-AP 10th Grade Quarter 3

Unit Overview: Students will read classic American novels, *The Scarlet Letter* and *The Great Gatsby*, and examine how the authors develop complex characters and themes. Students will research and read nonfiction texts to better understand the time period of the novels, discussing the social and cultural conflicts that impact the characters. Students will prepare for the AP English exams and courses throughout the unit by applying academic vocabulary, practicing rhetorical and literary analyses, and writing a timed essay in response to an AP prompt.

Stage 1 - Desired Results

Please note: Stage 1, which identifies the goals of the unit, is a required element. Using the standards as a starting point, Stage 1 establishes the essential questions, understandings, knowledge, and skills that frame the unit's learning activities and assessments.

Ongoing Standards

There are 42 ELA [Common Core State Standards](#) that identify the grade-level learning goals. The “Ongoing Standards” are foundational and/or comprehensive to English Language Arts and, therefore, are inherently and explicitly addressed in all units.

Focus Standards

Each unit prioritizes a set of “Focus Standards” to guide the design and implementation of the curriculum. These define the skills and understandings students will demonstrate in this quarter and build on throughout the year.

RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

ELP Standards

There are 10 English Language Proficiency (ELP) standards that highlight a strategic set of language functions and forms which are needed by ELLs as they develop competence in the practices associated with English Language Arts. The following ELPs have been aligned with the focus standards for the unit; descriptors for what an ELL should be able to do at the end of each proficiency level (2-4 only) are also provided.

ELP Standard 9-12.1: Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.

Level 2 use an emerging set of strategies to:

- identify the main topic
- retell a few key details in oral presentations and simple oral and written texts

Level 3 use a developing set of strategies to:

- determine the central idea or theme in oral presentations and written texts
- explain how the theme is developed by specific details in the texts
- summarize part of the text.



Level 4 use an increasing range of strategies to:

- determine two central ideas or themes in oral presentations and written texts

	<ul style="list-style-type: none"> • analyze the development of the themes/ideas • cite specific details and evidence from the texts to support the analysis • summarize a simple text.
RL.9-10.7: Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.	See ELP Standard 9-12.1 above
RL.9-10.9: Analyze how an author draws on and transforms source material in a specific work.	See ELP Standard 9-12.1 above
RI.9-10.3: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	See ELP Standard 9-12.1 above
<p>W.9-10.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W.9-10.2.A: Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>W.9-10.2.B: Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information</p>	<p>ELP Standard 9-12.3 Speak and write about grade-appropriate complex literary and informational texts and topics</p> <p>Level 2 with support (including modeled sentences),</p> <ul style="list-style-type: none"> • deliver short oral presentations • compose written narratives or informational texts about familiar texts, topics, experiences, or events <p>Level 3 with support (including modeled sentences),</p> <ul style="list-style-type: none"> • deliver short oral presentations • compose written informational texts • develop the topic with a few details about familiar texts, topics, or events <p>Level 4</p> <ul style="list-style-type: none"> • deliver oral presentations • compose written informational texts • develop the topic with some relevant details, concepts, examples, and information • integrate graphics or multimedia when useful about a variety of texts, topics, or events.

<p>and examples appropriate to the audience's knowledge of the topic.</p> <p>W.9-10.2.C: Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>W.9-10.2.D: Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>W.9-10.2.E: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>W.9-10.2.F: Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	
<p>SL.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>	<p>ELP Standard 9-12.6 Analyze and critique the arguments of others orally and in writing.</p> <p>Level 2</p> <ul style="list-style-type: none"> • identify the main argument an author or speaker makes • identify one reason an author or a speaker gives to support the argument. • explain the reasons an author or a speaker gives to support a claim • cite textual evidence to support the analysis. <p>Level 3</p> <ul style="list-style-type: none"> • explain the reasons an author or a speaker gives to support a claim • cite textual evidence to support the analysis. <p>Level 4</p> <ul style="list-style-type: none"> • analyze the reasoning and use of rhetoric in persuasive texts or speeches, including documents of historical and literary significance, • determine whether the evidence is sufficient to support the claim, and cite textual evidence to support the analysis

<p><u>L.9-10.2</u> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.9-10.2.A Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p>L.9-10.2.B Use a colon to introduce a list or quotation.</p>	<p>No ELP Standard</p>
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<p>Essential Questions </p> <p><i>Students will continue to consider:</i></p> <p>Whole Year</p> <ol style="list-style-type: none"> 1. How does closely reading literature from around the world give us new perspectives? 2. How will being effective writers help us in the “real world”? 3. In what ways do literary devices contribute to the overall meaning of a text? 	<p>Understandings</p> <p><i>Students will understand that:</i></p> <ol style="list-style-type: none"> 1. American literature gives insight into timeless cultural conflicts such as hypocrisy, morality, social class, and the viability of the American Dream. 2. Complex characters usually... <ol style="list-style-type: none"> a. have multiple or conflicting motivations. b. interact with other characters. c. develop over the course of the text. d. advance the plot. e. develop a theme. 3. Authors structure a text and order events within it to achieve a specific effect. 4. Authors use rhetoric to advance a point of view or achieve a purpose.
<p>Knowledge </p> <p><i>In addition to the bold words in the “Skills” section, students will acquire knowledge of:</i></p> <ul style="list-style-type: none"> • <i>The Scarlet Letter</i> <ul style="list-style-type: none"> ○ Puritanism ○ Romanticism • <i>The Great Gatsby</i> <ul style="list-style-type: none"> ○ Prohibition ○ Changing roles of women ○ 18th and 19th Amendment ○ Jazz Age/Roaring Twenties • See “Pre-AP Literary Toolbox” and Applied Practice Glossary 	<p>Skills</p> <p><i>Students will be able to*:</i></p> <ol style="list-style-type: none"> 1. Examine how characters interact with others and affect the plot or theme, looking, for example, at motivation and how it adds to the complexity of characters. Also, readers should examine how characters evolve, noting how different, often conflicting motives advance the plot and contribute to the theme (RL.3). 2. Study the same subject (or scene) in two different artistic mediums (e.g., writing and painting), analyzing how one medium emphasizes a detail the other may leave out

	<p>or downplay. (RL. 7)</p> <ol style="list-style-type: none"> 3. Identify the original source such as a myth, a folktale, or a Bible story the author adopts or adapts in the work being studied, examining how and why the author changes the original source to meet the needs of the current text. (RL. 9) 4. Read to grasp the connections between actions and events as the text unfolds focusing on how these elements are arranged and what the author says about them. Pay special attention to how, when, and why the author introduces and develops these ideas and events. (RI. 3) 5. Inform readers about or explain complex ideas, processes, or events in language that is clear, precise, and formal, incorporating and organizing only the essential details, facts, examples, and quotations needed to provide a thorough analysis of the content (W.2). 6. Scrutinize the speaker's message and the point of view from which that message is conveyed, taking into consideration what biases, values, or assumptions shape the speaker's message and logic behind the speaker's ideas and claims. (SL 3) 7. Examine how the speaker uses rhetoric in the service of any arguments or ideas. (SL 3) 8. Know and observe the established rules of standard English. In addition, exhibit their command of conventions such as the semicolon by joining multiple independent clauses which share a conjunction, and the colon when introducing a list or inserting a quotation. (L 2) <p><i>*The skills are from The Common Core Companion: The Standards Decoded by Jim Burke.</i></p>
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Stage 2 - Assessment Evidence

Please note: Stage 2, which provides the unit's major assessment, is also a required element. Although there should be a continuum of assessments along the way, including checks for understandings and traditional quizzes, this assessment is essential because it serves as performance-based evidence of the main skills and understandings sought in Stage 1. The standards-based criteria on the writing rubric should drive teacher instruction and student work toward the final product.

Common Writing Assignment

*After reading *The Scarlet Letter*, students will complete a timed (one class period) literary analysis essay over the following AP exam prompt:*

In many novels, the author presents a character in whom there is a correlation between that character's physical appearance and his or her mental, emotional, or moral state. Write an essay discussing an author's presentation of such a character and how this correspondence between the physical and mental aspects of the character is related to the significant themes of the novel.

AP Scoring Guide: [AP Rubric](#)

SPS Rubric: [Explanatory Writing](#) 

ACT Aspire Preparation

Each school has an Applied Practice ACT resource book for *The Scarlet Letter* and *The Great Gatsby* teachers can access to help prepare students for taking the ACT Aspire test.

ACT Aspire Practice Prompts for *The Great Gatsby*

In order to provide students practice with the type of "Analytical Expository" writing they will encounter on the ACT Aspire, students may be asked to respond to at least one of [the following prompts](#) that were inspired by themes in *The Great Gatsby*.

These would be given in addition to the Stage 2 essay and should be completed in a timed setting (30 minutes).

AP Exam Preparation

Each school has an Applied Practice resource book for *The Scarlet Letter* and *The Great Gatsby* teachers can access to help prepare students for taking the AP Literature Exam.

Stage 3 - Learning Activities

Please note: Stage 3 provides an explicit guide for implementing the unit. This stage contains a suggested weekly timeline of instruction, learning experiences and assessments to meet the unit's expectations; however, based on the needs of students, teachers may modify the order and time-allotment of Stage 3 activities, as well as supplement with grade-appropriate texts and lesson plans. Professional Learning Communities (PLCs) are encouraged to collaborate and personalize learning by adding their own ideas and resources. Any adjustments and/or additions should be framed to meet the requirements of Stages 1 and 2.

Teacher Dropbox

Teachers: As you or your PLC come up with new ideas for this unit, find helpful resources, create handouts/materials, or reflect on activities, please share with other teachers and the Literacy ToSA's on this [collaborative document](#).

Technology Integration

Throughout the suggested timeline, the following [SAMR](#) badges will be placed next to activities and assessments that include technology integration of ideas and resources for enhancing learning. The **S**ubstitution **A**ugmentation **M**odification and **R**edefinition [model](#), developed by Dr. Ruben Puentedura, demonstrates a progression (or deepening, as the symbols on the badges suggest) of technology integration from enhancement to transformation of learning.



Teachers might explore other [SAMR ideas](#) for a paperless classroom.

Suggested Timeline - Week 1

Lesson #1

Focus Standard - RI.9-10.3: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

RI.9-10.9: Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.

Focus Standard - SL.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

1. Informational Texts - Building Background for *The Scarlet Letter*

- Learning Objectives:

- Build background knowledge of common religious beliefs and values of the time period of *The Scarlet Letter* by reading Puritan speeches/sermons of historical and literary significance.
- Analyze speeches/sermons by applying close reading and analysis strategies.
- **Activities:**
 - Teacher introduces the new unit, including major works and assignments
 - Students closely read [“Sinners in the Hands of an Angry God.”](#)
 - Through guided instruction and collaboration, students complete a [SOAPSTone](#) or [HIPP Analysis](#) of the text.
 - Students can “Make a Copy” of the Google Doc and type their analysis in the column on the write. They can share this document with classmates and the teacher for collaboration.
 - The teacher and class work together to identify the following in an annotation:
 - How author/speaker unfolds ideas
 - Point of view
 - Reasoning and use of evidence (including fallacious reasoning and exaggerated or distorted evidence)
 - Rhetoric
- **Check for Understanding:**
 - Students independently apply the same analysis method and annotation directions to John Winthrop’s [City upon a Hill, 1630](#) or [A Model of Christian Charity](#).
 - Students discuss in a Socratic seminar how understanding the views of the time period might affect the characters in the novel and any predictions they have about themes and concepts that will arise.



Lesson #2

W.9-10.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

SL.9-10.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

2. Mini Research Project - Building Background Knowledge for *The Scarlet Letter*

- **Learning Objectives:**
 - Build background knowledge for *The Scarlet Letter* by researching and presenting a topic related to themes/concepts in the novel.
- **Activities:**
 - Small groups are assigned research topics related to the novel.
 - Topics could relate to Puritans, the “New World” during 1600’s, Hawthorne, Transcendentalism, etc.
 - Each group will research their topic and synthesize information for a presentation to the class.
 - [Research Directions](#)
 - [Research Topics](#)
- **Check for Understanding:**
 - Students present their findings to the class.
 - Teachers can use this [Research Presentation Rubric](#) for scoring (see simpler

Suggested Timeline - Weeks 2-6

Lesson #3

Focus Standard - RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Focus Standard - RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

Focus Standard - RL.9-10.7: Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.

3. Novel Study - *The Scarlet Letter* - AP Literature Preparation

- **Learning Objectives:**

- Analyze characters in the novel by applying close reading strategies and completing various analysis tasks.
- Analyze the representation of a subject or key scene in the book and film, identifying what is emphasized and absent in each in a film review.
- Apply academic language, particularly terms addressed on the AP English exams, in reading, writing, speaking, and listening activities.

- **Text: *The Scarlet Letter* by Nathaniel Hawthorne**

- **Summary:** The story begins in a Puritan settlement in seventeenth-century Boston. A young woman, Hester Prynne, is led from the town prison with her infant daughter, Pearl, in her arms and the scarlet letter “A” on her breast. From there the story depicts a repressive, authoritarian Puritan society, a comparison to humankind in general, and what happens to the human soul under extreme pressures.

- **Activities:**

- [Introduction to *The Scarlet Letter* Presentation](#).
 - These Google Slides include some discussion questions that deal with examining themes in the novel through a modern, interactive context.
 - It also includes information about the setting, characters, and symbols in the novel.
 - Teachers will want to pick and choose which slides to use throughout the novel study.
 - Teachers can turn slides into a [Nearpod](#) (first download into PowerPoint) to engage students in presentation and assess understanding as they progress through slides.
- The [AP Literature Unit: *The Scarlet Letter*](#) is a supplementary resource that contains reading questions, vocabulary, background information, exam practice, and lessons/activities.
- This [What I...? Assignment](#) is an ongoing independent reading chart for students to complete as they read the novel. This can provide an opportunity for



- teachers to check for understanding and for students to reflect on learning.
- **During Chapter 1:** Students will examine the author's style by completing [DIDLs](#) (includes guiding questions for Chapter 1).
 - **Before Chapter 4:** Students can complete a Post Mortem or Body Biography to closely analyze the complex characters in the novel.
 - [Post Mortem](#) (see link for directions and handouts)
 - Body Biography - Students will write down 4 quotes from the book related to their assigned character (Hester, Chillingworth, or Dimmesdale) with explanations or translations and state what part of the body (ie—say/mouth, feel/heart, do/hands, think/head). In groups based on assigned character, students will trace a body on butcher paper and write out chosen quotes on corresponding body parts. Each of the four body parts should have two quotes. Students will present body biographies to the class.
 - At the end of the novel, students can be asked to revisit their post mortem or body biography and discuss the ways the character has developed and changed since their original analysis.
 - Students complete a [SIFT analysis](#) on a significant passage to analyze how symbolism, imagery, and figurative language contribute to tone and theme.
 - Students engage in answering Applied Practice multiple choice questions over the novel.
 - Students trace how characters contribute to the development of themes, such as hypocrisy, the effects of sin, the possibility of redemption, society's expectations, guilt, and self-examination.
 - Small groups can be assigned a character: Hester, Pearl, Chillingworth, and Dimmesdale. Using their thematic statements, they can be asked to explain how the character developed a specific theme studied in the novel.
 - Students analyze how the three main scaffold scenes are used to structure the novel. The following [site](#) and this [essay](#) provide an explanation.
 - Students can compare and contrast these images of [Hester Prynne and Pearl](#) with [The Madonna and Child](#) to analyze the connections the artist makes.
 - Students could view a clip from one or more of *The Scarlet Letter* movies after reading the scene in class.
 - They could be asked to identify two things that are emphasized, two things that are taken out of the film, and two reasons why the director/screenwriter might have done this.
 - **Check for Understanding:**
 - Students write a film review that critiques how the film stayed true to and deviated from the book.
 - Teacher organizes a seminar discussion and has students discuss:
 - The author's choices and use of literary devices to develop characters and themes.
 - The correspondence between a character's physical and mental state.
 - Students choose a character and explain how they...
 - have multiple or conflicting motivations.
 - interact with other characters.
 - develop over the course of the text.
 - advance the plot.
 - develop a theme.
 - Teachers include some traditional quizzes and tests to check for reading comprehension.

- These can also be created and given on [Socrative](#) so that teachers can collect immediate data and, if desired, responses can be shown to and discussed with students.
- Or teachers may want to use [Kahoot](#) for fun and educational game-based learning.



- Teachers should continually bring students back to answering the essential question: **In what ways do literary devices contribute to the overall meaning of a text?** Although identifying the use of devices is important, students should focus on examining HOW the author uses language to create meaning. Students could be asked to select one of the devices in each work and discuss how it was used.
- **Extension:** Students can create their own [political cartoon](#) (includes directions, example, and rubric) about one of the time periods, themes, or topics addressed in the novel or they could modernize the novel by using the characters and setting to make a modern political statement.
 - *The Scarlet Letter* political cartoons: [Example 1](#) and [Example 2](#)
- If students demonstrate a lack of understanding, teachers may want to re-teach certain concepts more in-depth with the remaining chapters or go back and review certain aspects of the novel. Showing examples of student work that demonstrates proficiency, as well as studying concepts in relevant supplementary texts can also be helpful.

★ **Pre-AP Notecards:** Students should complete a [notecard](#) over every major work they read in and out of class over the course of the year. Students will collect these as study guides for the AP Literature exam.

- Students could create these notecards using Google Slides (one “notecard” per slide) so that all are collected in the same place. Students could use “Comments” feature to discuss information and get feedback from peers.



Suggested Timeline - Weeks 7

Lesson #4

Focus Standard - W.9-10.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.9-10.2.A: Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

W.9-10.2.B: Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

W.9-10.2.C: Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

W.9-10.2.D: Use precise language and domain-specific vocabulary to manage the complexity of the topic.

W.9-10.2.E: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.9-10.2.F: Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Ongoing standard - W.9-10.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Focus Standard - L.9-10.3.A: Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

Ongoing Standard - W.9-10.10: Write routinely over extended time frames (time for research, reflection, and revision)...for a range of tasks, purposes, and audiences.

4. Common Writing Assignment - AP Exam Preparation

- **Learning Objective:**

- Write a timed literary analysis essay to practice for the AP exam and demonstrate knowledge/skills by responding to an AP exam prompt.

- **Activities:**

- Students complete the timed writing assignment in Stage 2 over *The Scarlet Letter*.
 - These can be typed using Google Docs and uploaded into Google Classroom.
 - Students can exchange their paper with a classmate for peer revision and editing. They can give each other access to make "Suggestions" and provide feedback throughout the Google Doc.
- Teachers deconstruct and score anonymous student examples (using AP rubric) with the class.



- **Check for Understanding:**

- Teachers score essays using the rubric(s).
- If students demonstrate a lack of understanding, teachers may want students to revise and resubmit their essays to improve their score on the AP scoring guide.

OPTIONAL TECHNOLOGY EXTENSION:

Lesson #5

Ongoing Standard - W.9-10.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

5. Technology Integration:

- **Learning Objective:** Students will be able to:

- Use technology to publish essay and provide/respond to feedback.

- **Activities:**
 - Teachers can set up a site, such as Google Plus or a blogging site, for students to link and post their essay for other students, classes, or the public to see.
 - Teachers are encouraged to collaborate with other classes within their building or across the district so that students can share and respond to students' work from outside their class.
 - If using Google Plus, students can #hashtag their school and teacher's name (#hbhs #davis) so that teachers can search for their students' work.
- **Check for Understanding:**
 - Students can be required to read and comment on a certain amount of their peers' work.
 - Students should collaborate on ground rules for interacting with peers' and commenting on work online in a constructive and appropriate manner.
 - Students can be asked to update their essay next quarter based on peer feedback.

Suggested Timeline - Weeks 8-10

Lesson #6

Focus Standard - RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Focus Standard - RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

Focus Standard - RL.9-10.7: Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.

L.9-10.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

6. Novel Study - *The Great Gatsby* - AP Literature Preparation

- **Learning Objective:**
 - Analyze characters in the novel by applying close reading strategies and completing various analysis tasks.
 - Analyze the representation of a subject or key scene in the book and film, identifying what is emphasized and absent in each in a film review.
 - Apply academic language, particularly terms addressed on the AP English exams, in reading, writing, speaking, and listening activities.
- **Activities:**
 - Before reading, students create a collaborative poster based on research on a topic from the 1920s.



- Students can use [Glogster](#) to create and share an online multimedia poster about their topic.
 - [Instructions for 1920s Poster Project](#)
 - [List of Research Topics](#)
- Students collect evidence and examples of the themes as they develop in the novel using this [Theme Graphic Organizer](#).
 - Students pay particular attention to how characters interact and how their motivations contribute to the development of theme.
 - Students turn each theme into a thematic statement after reading the novel.
- [Teaching *The Great Gatsby* with the New York Times](#) provides lesson plans and links to a wide variety of non-fiction articles for the novel study.
- [Chapter 2: Close Reading Activity](#) can be used for small groups to analyze the ride to New York using DIDLS.
- **Chapter 2:** Students can examine the connotation of words by completing a “Tom Makeover.”
 - Using the description of Tom in Chapter 2, students identify word choices as positive/negative. Students identify the author’s purpose in choosing specific words to describe Tom.
 - Next, students replace negative word choices with words having similar meanings but a positive connotation to change the reader’s perception of Tom’s character from negative to positive.
- Students practice answering Applied Practice multiple choice questions over passages from the novel.
- Students trace symbolism in the novel. [Click here](#) for information on symbolism in the novel, including specific examples and where the symbols are located in the novel. Students can be asked to analyze how these symbols contribute to the development of themes and central ideas in the text.
 - The green light and the color green
 - The eyes of Doctor JT Eckleburg
 - The Valley of Ashes
 - East and West
 - Gatsby’s Mansion
- Students prepare for a [Socratic Seminar over *The Great Gatsby*](#). Teachers may also add the essential questions to the seminar discussion.
- Students view a clip from one of *The Great Gatsby* movies after reading the scene in class.
 - They could be asked to identify two things that are emphasized, two things that are taken out of the film, and two reasons why the director/screenwriter might have done this.
- **Check for Understanding:**
 - Students write a film review that critiques how the film stayed true to and deviated from the book.
 - Teachers include some traditional quizzes and tests to check for reading comprehension.
 - These can also be created and given on [Socrative](#) so that teachers can collect immediate data and, if desired, responses can be shown to and discussed with students.
 - Or teachers may want to use [Kahoot](#) for fun and educational game-based learning.
 - Students choose a character and explain how they...
 - have multiple or conflicting motivations.
 - interact with other characters.



- develop over the course of the text.
 - advance the plot.
 - develop a theme.
 - Teachers continually bring students back to answering the essential question: **In what ways do literary devices contribute to the overall meaning of a text?** Although identifying the use of devices is important, students should focus on examining HOW the author uses language to create meaning. Students could be asked to select one of the devices in each work and discuss how it was used.
 - **Extension Ideas:**
 - Because *The Great Gatsby* book cover is one of the most widely recognized book covers, students create an alternate cover that attempts to be as engaging as the original. [This link](#) has several examples of lesser-known book covers for *The Great Gatsby* that students may use for brainstorming.
 - Option 1: This [book cover assignment](#) is more in-depth and includes creating a back cover and spine for the book. It also includes a rubric.
 - Option 2: If there is less time, students could be asked to just create a cover that includes the title, author, and at least three symbols from the book. Students will explain, in writing, reasons for their creative choices and the meanings behind the symbols that were chosen.
 - Students can use [Canva](#) to create a professional book cover online for free.
 - On pages 152-153 (last pages of chapter 7), Nick observes as Tom and Daisy are “conspiring” in the kitchen. Using what you know about Tom and Daisy’s relationship and history, write the scene as though you are narrating the actual conversation that takes place between them. Be sure to [include dialogue correctly](#) and use details from the scene in developing your narrative.
 - **SPS Rubric:** [Narrative Writing Rubric](#)
 - If students demonstrate a lack of understanding, teachers may want to re-teach certain concepts more in-depth with the remaining chapters or go back and review certain aspects of the novel. Showing examples of student work that demonstrates proficiency, as well as studying concepts in relevant supplementary texts can also be helpful.
- ★ **Pre-AP Notecards:** Students should complete a [notecard](#) over every major work they read in and out of class over the course of the year. Students will collect these as study guides for the AP Literature exam.
- Students could create these notecards using Google Slides (one “notecard” per slide) so that all are collected in the same place. Students could use “Comments” feature to discuss information and get feedback from peers.
- ★ See Stage 2 for ACT Aspire Writing Practice prompts related to *The Great Gatsby*.



Lesson #7

Focus Standard - RI.9-10.3: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

RI.9-10.5: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RI.9-10.6: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

7. Informational Texts - AP Language Preparation

- **Learning Objective:**
 - Prepare for the AP Language Exam by analyzing rhetoric in various articles and responding to an argument synthesis prompt.
- **Activities:**
 - Students read and analyze articles for the author's use of rhetoric.
 - Teachers pay particular attention to the standards above when creating lessons and/or use Laying the Foundation or APSI materials.
 - Students can apply [SOAPSTone](#) (look here for [additional SOAPSTone strategy information](#)) for analyzing speaker
 - Students identify use of ethos, logos, and pathos.
 - Other articles to consider:
 - [38 Who Saw Murder Didn't Call the Police](#) by Martin Gansberg
 - [The Green-Eyed Monster](#) from Washington Monthly
 - "A Few Kind Words for Superstition" by Robertson Davies
 - "Pride" by Dagoberto Gilb
 - "On Morality" by Joan Didion
 - "Two Ways to Belong in America" by Bharati Mukherjee
- **Check for Understanding:**
 - Students respond to both rhetorical analysis questions and argumentative synthesis prompts that will prepare them for the AP Language Exam.
 - Teachers should continually bring students back to answering the essential question: **In what ways do literary devices contribute to the overall meaning of a text?** Although identifying the use of devices is important, students should focus on examining HOW the author uses language to create meaning. Students could be asked to select one of the devices in each work and discuss how it was used.
 - If students demonstrate a lack of understanding, the teacher might guide students by doing a think-aloud and modeling analysis of a text or prompt before letting them apply it in groups or independently.

Language Mini-Lessons

Use or modify lessons as needed to guide students toward mastery of the language standards.

Focus Standard - L.9-10.2 Demonstrate command of the conventions of standard English

capitalization, punctuation, and spelling when writing.

L.9-10.2.A Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

L.9-10.2.B Use a colon to introduce a list or quotation.

1. Semicolon and Colon:

- **Learning Objective:** Students will be able to:
 - Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
 - Use a colon to introduce a list or quotation.
- **Activities:**
 - Teachers can embed mini-lessons on semi-colon and colon use throughout the unit. The following resources and materials may be helpful, and teachers can also consult their textbook's supplementary grammar lessons and materials.
 - [Funny Infographic on How to Use Semicolons](#)
 - [Funny Cartoon on Semicolons](#)
 - [How to Master Colon and SemiColon Infographic](#)
 - [Huffington Post - The Semicolon: Grammar's Most Misunderstood Punctuation Mark](#)
 - Students can apply and practice what they have learned in bellringer activities. Teachers might choose a few sentences per day for students to revise or construct using semicolons and colons correctly.
 - [Semicolon vs. Comma Exercise](#)
 - [Grammarbook.com free online quiz on semicolons and colons](#)
 - [Grammar-quizzes.com on semicolon vs. colons](#) - provides lessons and quizzes with instant feedback
- **Check for Understanding:**
 - Students should be expected to use semicolons and colons in academic writing they produce for class. Teachers should provide feedback to encourage proper use and application.



Ongoing Standard - L.9-10.6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

2. Academic Vocabulary:

- **Note:** See the following for an overview of information on [vocabulary instruction](#).
- **Learning Objective:** Students will be able to:
 - Evaluate their understanding of terms specific to this unit by completing a self-assessment.
 - Acquire and use academic language in reading, writing, speaking, and listening activities by using various resources (such as the Literary Toolbox) today and throughout the year.
- **Activities:**

- At the beginning of the quarter, teachers may provide students with a list of academic vocabulary words they will need to know for this unit and allow them to self-score themselves as follows:
 - 1) I have never heard or seen it.
 - 2) I have heard of it but don't know it.
 - 3) I recognize it as somehow related to _____.
 - 4) I know it when I read it but not sure I can use it correctly when writing or speaking.
 - 5) I know it and can use it as a reader, writer, speaker, and listener.
- Students should continue to *acquire and use accurate academic language and domain-specific words and phrases* in reading, writing, speaking, and listening activities all year.
 - Teachers and students can reference the [Literary Toolbox](#) throughout the year for terms and definitions and apply knowledge on the graphic organizer (see below).
 - Academic vocabulary can go on a Word Wall as terms are learned or expected to be used.
- Teachers should regularly include [structured student talk activities](#) that provide opportunities for students to practice using academic language and domain-specific words in writing, speaking, and listening.
- **Check for Understanding:**
 - Students could be required to complete a [Frayer Model](#) on 5 terms they rated themselves the lowest on understanding.
 - If students demonstrate a lack of understanding, teachers can use the results of the pre-assessment to do a variety of follow-up activities, including:
 - Design differentiated bellwork activities or mini-lessons around the vocabulary that need the most focus.