

Subject area/course: English Language Arts/American Literature

Grade level/band: 11

Task source: Providence Schools; Authors: Nilda Caraballo and Stephanie Morrison

The American Dream and *The Great Gatsby*

TEACHER'S GUIDE

A. Task overview:

Students will create a photographic essay that argues for their view of the American Dream today. They will compare and/or contrast their view of the American Dream with F. Scott Fitzgerald's portrayal of the American Dream in the novel *The Great Gatsby*. Students will also analyze a character from the novel in order to provide evidence for their argument that the American Dream is alive or dead.

B. Aligned standards:

1. Common Core State Standards

[CCSS.ELA-Literacy.W.11-12.1](#) Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

[CCSS.ELA-Literacy.W.11-12.9](#)

Draw evidence from literary or informational texts to support analysis, reflection, and research.

[CCSS.ELA-Literacy.RL.11-12.2](#)

Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

[CCSS.ELA-Literacy.RL.11-12.3](#)

Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

2. Critical abilities

Analysis of Information: Integrate and synthesize multiple sources of information (e.g., texts, experiments, simulations) presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to address a question, make informed decisions, understand a process, phenomenon, or concept, and solve problems while evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Communication in Many Forms: Use oral and written communication skills to learn, evaluate, and express ideas for a range of tasks, purposes, and audiences. Develop and strengthen writing as needed by planning, revising, editing, and rewriting while considering the audience.

Use of Technology: Present information, findings, and supporting evidence, making strategic use of digital media and visual displays to enhance understanding. Use



technology, including the Internet, to research, produce, publish, and update individual or shared products in response to ongoing feedback, including new arguments or information.

C. Time/schedule requirements:

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Begin work on Part 1- Organizer Brainstorming Ideas	Finding Pictures Checking in with students	Adding soundtrack Checking in with students	Adding Quotes Checking with students Mini-workshop on selecting and citing evidence	Finish Part 1 Review Part 1 Peer Edits of Part 1
Week 2	Part 1 due Assesses Part 1 of Photo Story			Reviewing Feedback on Part 1	Reviewing Feedback on Part 1
Week 3	Begin work on Part 2 Organizer	Textual evidence Checking in with students Group work using TBEAR Organizer	Finding Pictures Checking in with students	Adding soundtrack Checking in with students	Finish Part 2 Peer Edits of Part 2
Week 4	Part 2 due Teacher Assesses Part 2 of Photo Story	Presentations Teacher assesses presentations Students assess presentations also and provide feedback to other students and teacher about individual presentations	Presentations Same as previous column	Presentations Same as previous column	Presentations Same as previous column

D. Materials/resources:

- Copies of *The Great Gatsby*
- Access to computers or tablets for Internet research and creation of presentations
- Microphones and headphones
- An application similar to PhotoStory which allows for the recording of narration to accompany music and pictures
- Graphic organizers – See attached TBEAR sample organizer

E. Prior knowledge: Students should be comfortable reading sophisticated literature.

F. Connection to curriculum:

None listed.



G. Teacher instructions:

See the timing schedule graph to guide the implementation of each stage of the task.

H. Student support:

The SQUIDS method of quotation analysis may be an effective support for students who have little experience with textual analysis. A sample analysis is included in the task materials.

See also <http://thecraftycanvas.com/library/squid-english-assignments/>

I. Extensions or variations:

None listed.

J. Scoring:

Student work can be scored using the Argument Photo Story Rubric.

Additional notes about things to look for in student work:

- Claim (student must take a position that agrees or disagrees with Fitzgerald in relation to a character in the novel)
- Organization (student must have an organized, logical progression of ideas/slides)
- Developed reasoning (student must explain why the images, music and quotes connect to the claim)
- Analysis of evidence in support of the claim (music, images and quotes must back up reasoning)
- Consistent style and tone (music, images and quotes should consistently express the student's claim and set a tone that is positive or negative)
- Use of technology for intended purpose (images and music are used to advance ideas)
- Conclusion
- Proficient use of speaking and listening skills