

The Great Gatsby: Symbols Presentations

For this project, we will catalogue and analyze important symbols from *The Great Gatsby*. In your table groups, you will reread passages that feature your assigned symbol(s) and discuss their significance. After reading you will create a poster featuring the following:

- A drawing or visual representation of your symbol(s)
- At least 2 short quotes from the book about your symbol(s)
- Analysis of your symbol(s) and explanation of its significance to the novel as a whole

We will present these posters to the class **Friday (4/8)**. In presentation, each group member must speak at least once.

<p><u>Group 1:</u> The Green Light and the Color Green</p> <ul style="list-style-type: none">• 21-22• 94• 99 (the color green)• 182	<p><u>Group 5:</u> String of Pearls</p> <ul style="list-style-type: none">• 77-78 <p>Shirts</p> <ul style="list-style-type: none">• 93-94 <p>Nick's Clock</p> <ul style="list-style-type: none">• 87-88
<p><u>Group 2:</u> The Eyes of Dr. T.J. Eckleburg</p> <ul style="list-style-type: none">• 23-26• 122-125• 160	<p><u>Group 6:</u> The Valley of Ashes</p> <ul style="list-style-type: none">• 23-26• 124-125• 156• 160
<p><u>Group 3:</u> Cars and Car Crashes</p> <ul style="list-style-type: none">• 25• 54-56• 69• 138	<p><u>Group 7:</u> Daisy's Voice</p> <ul style="list-style-type: none">• 9-10• 18• 97• 105• 120
<p><u>Group 4:</u> Gatsby's Car</p> <ul style="list-style-type: none">• 64• 121• 123-125	

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English 3, 11th Grade
47 Minutes

Overview

This will be a presentation day for class's symbols in *Gatsby* posters. After a quick Do Now and last second prep, table groups will present their posters to the class. If time remains, we will wrap up our discussion of Chapter 7.

Enduring Understandings

- We can develop multiple interpretations of a single work of art by reading it through various lenses.
- Art reflects the society that creates it.
- A work of art can either challenge or reinforce social circumstances and ideologies.
- Oppressions and ideologies often overlap, and the intersection of lenses can yield even richer interpretations.
- Social class is determined by access to financial capital, social capital, and cultural capital.
- Societies develop stories and systems of values that attempt to justify inequalities.

Commented [1]: These are wonderful unit EU's. A specific one about lit symbols tailored for today would be informative.

Goals

- SWBAT collaboratively analyze literary symbols.
- SWBAT apply critical lenses to their literary analysis.
- SWBAT present findings to peers.
- SWBAT actively discuss text.

Standards

Materials

Slide for Vocab do now. Students will have poster paper and markers for preparing their posters. All students have a copy of *The Great Gatsby*.

Procedures

Opener:

(5 minutes) Vocab do now, fill in the blank.

Body:

(5 minutes) Wiggle room time for finalizing symbols in *Gatsby* presentations (each table group assigned 1-2 important symbols in *Gatsby*--group re-reads and analyzes passages that make use of that symbol, makes a poster with quotes, analysis and at least one picture to present their analysis to the class.)

Commented [2]: Sounds like a great assignment.

(30 minutes) Each group will present their analysis to the class.

Commented [3]: What will the audience do during the presentations?

(Remainder) If time remains, we will wrap up our discussion of chapter 7.

Commented [4]: Glad to see you have a contingency plan if time remains.

Closure:

(30 seconds before end) Reminder about homework

Homework

Read chapter 8, make 3-5 entries in your dialectical journal. Study vocab.

Accommodations:

Lesson makes complementary use of speaking (small and large group contexts), listening, and writing.

Assessment/Evaluation

Students can demonstrate high level literary analysis through their posters and presentations. These skills will be more formally assessed in the essays, which we will start next week. Vocab understanding will be assessed with quiz next week.

Notes