

# Week 3

## Monday

Name:	Louis Fantini
Class:	English III Honors (47 Minutes)
Topic:	<i>The Communist Manifesto</i> and “A Worker Reads History” by Bertolt Brecht
Objectives:	SWBAT refine key ideas from a critical text. SWBAT apply these ideas in interpretation of text.
Instructional Strategies:	Group Discussion Class Discussion Read Together
Daily Activities:	<p><b>Do Now:</b> Skim through <i>The Communist Manifesto</i> and read over your notes. Share your starred passage within your table group.</p> <p><b>Body:</b> Using starred passages as a jumping off point, we will have a full class discussion debriefing <i>The Communist Manifesto</i>. As discussion winds down I will ask the class for 2-3 main ideas or takeaways from the text. We will discuss these and write them on the board. Students will copy these either on the essay or into their note</p> <p>We will flip to the final page of their <i>Communist Manifesto</i> packet and read “A Worker Reads History” by Bertolt Brecht. We will discuss/interpret the poem through our Marxist lens. What questions does the speaker ask when reading the stories of history? What questions might we ask as we read stories?</p> <p><b>Homework:</b> None!</p>

## Tuesday

Name:	Louis Fantini
Class:	English III Honors (47 Minutes)
Topic:	<i>The Great Gatsby</i> and Historical Context
Objectives:	SWBAT enrich literary understanding using historical context. SWBAT identify key ideas and read for themes. SWBAT interpret text through multiple lenses.
Instructional Strategies:	Direct Instruction Note Taking Read Together
Daily Activities:	<p>Historical background on <i>Gatsby</i> and the Roaring 20’s. Emphasis placed on economic contexts, social class divisions, evolving gender roles, and race relations (key themes to be picked up upon in reading).</p> <p>Some biographical details on the Fitzgeralds. Show <i>Hark a Vagrant</i> comic, “The Fitzgeralds.”</p> <p><b>Homework:</b> Read &amp; Annotate chapter 1 (pgs. 5-26). Minimum 5 annotations per chapter, analyzing a passage you found powerful or significant on index cards or post it notes. TAKE THESE NOTES SERIOUSLY--active</p>

reading is the first stage of the pre-writing process. These notes will make writing your essay at the end of the unit much easier!

## Wednesday

Name:	Louis Fantini
Class:	English III Honors (47 Minutes)
Topic:	Types of Power in <i>The Great Gatsby</i>
Objectives:	SWBAT identify themes. SWBAT interpret text through the Marxist Lens.
Instructional Strategies:	Class Discussion. Independent Work.
Daily Activities:	Discuss chapter 1, identifying key themes presented in chapter one that will guide our reading throughout the book, such as Nick's history and character, Tom and Daisy's marriage, Tom's racism, etc. We will also sure up elements of plot, setting, characterization, etc.  Students will begin Characters/Power worksheet.  <b>Homework:</b> Read & Annotate chapter 2 (27-42)

## Thursday

Name:	Louis Fantini
Class:	English III Honors (47 Minutes)
Topic:	Types of Power in <i>The Great Gatsby</i>
Objectives:	SWBAT identify themes. SWBAT interpret text through the Marxist Lens.
Instructional Strategies:	Class Discussion. Independent Work.
Daily Activities:	Discuss chapter 2, directing attention to helpful questions to ask when doing a Marxist reading. Fleshing out some of the concepts discussed after chapter 1, continuing to practice our Marxist lens. <ul style="list-style-type: none"><li>Analyze the power dynamics of Tom's affair with Myrtle.</li><li>How does Tom treat George and other working class people?</li></ul> Students will get some additional time to complete their Characters/Power worksheet. We will come back together to discuss our conclusions, definitions, decisions, etc.  Show <i>Hark a Vagrant</i> comic, "The Real Jay Gatsby."  <b>Homework:</b> Read & Annotate chapter 3 (43-64) & complete worksheet if needed.

## Friday

Name:	Louis Fantini
Class:	English III Honors (47 Minutes)
Topic:	<i>The Great Gatsby</i> Through Multiple Lenses
Objectives:	SWBAT identify themes. SWBAT interpret text through the Marxist Lens.
Instructional Strategies:	Class Discussion.
Daily Activities:	<p>Class discussion. First, emp. upon Marxist interpretation of the depiction of the wealthy.</p> <ul style="list-style-type: none"><li>• Describe this scene in Marxist terms.</li><li>• According to Marx, what does this party tell us about the values of the bourgeoisie?</li></ul> <p>Next, emp. upon feminist interpretation of the scene at the chapter's end with Jordan Baker (63-64).</p> <ul style="list-style-type: none"><li>• What has driven Jordan to her "[incurable dishonesty]?"</li></ul> <p>Show <i>Hark a Vagrant</i> comic "Later She Dumps Him."</p> <p><b>Homework:</b> Read &amp; Annotate chapter 4 (65-85)</p>