

Week 4

Monday

Name:	Louis Fantini
Class:	English III Honors (47 Minutes)
Topic:	<i>The Great Gatsby</i> , Intersecting Lenses (Marxism, Feminism, Critical Race Theory)
Objectives:	SWBAT identify themes. SWBAT interpret text through multiple lenses. SWBAT theorize, further extending critical perspectives.
Instructional Strategies:	Journaling. Small Group Discussion. Whole Class Discussion. Direct Instruction. Read Together.
Daily Activities:	<p>Do Now: (This might even be a bit of a stretch for advanced students, but scaffolded correctly it could help students approach a more intersectional understanding of theory) Journal response, “Given what we know about Marx’s view of history and society, how might Marx explain the role of racism in a capitalist society? REMINDER, some key assumptions of Marxism:</p> <ul style="list-style-type: none">● Capitalism is driven by the need to accumulate wealth or commodities.● History is driven by conflict between the working and ruling classes.● Revolution occurs when working class people unite against the ruling classes.” <p>Body: I will give a short lecture on historical context on antisemitism in America to prime a short discussion on the character of Meyer Wolfsheim.</p> <p>I will give a short direct instruction on Critical Race Theory as a complementary lens that can inform our reading. I will distribute Lois Tyson’s essay as an exemplar of this theory. Students will read in their table groups and respond to the following questions:</p> <ol style="list-style-type: none">1. According to Tyson, how does Nick describe characters who are ethnically different?2. How does Tyson demonstrate Nick’s othering of Wolfsheim? What is the effect of this othering?3. According to Tyson, how is <i>The Great Gatsby</i>’s depiction of the 1920s incomplete? Why is this problematic?

Tuesday

Name:	Louis Fantini
Class:	English III Honors (47 Minutes)
Topic:	<i>The Great Gatsby</i> , Intersecting Lenses (Marxism, Feminism)
Objectives:	SWBAT apply critical lenses to multiple media. SWBAT interpret text through multiple lenses. SWBAT theorize, further extending critical perspectives.
Instructional Strategies:	Video Viewing. Journaling. Small Group Discussion. Whole Class Discussion. Direct Instruction. Read Together.
Daily Activities:	<p>Do Now: Students will enter quickly and resume their discussion of the Tyson essay.</p> <p>Bringing conversation to the full class, students will share, discuss, and synthesize their responses. In this activity they are theorizing how racism (an issue not specifically addressed in the Marxist theory they read) fits into their Marxist lens. We can then share back and I can guide discussion on how to parse racism through a Marxist lens. Primed by this conversation we can discuss the deeply racist language on pgs. 73-78.</p> <ul style="list-style-type: none"> ● Analyze Fitzgerald’s depiction of stereotypical caricatures, and tone toward all the characters not considered white in this passage. ● How does this connect to the social hierarchy performed at Gatsby’s parties? ● How do we reconcile Fitzgerald’s criticism of Tom’s racism with the author’s use of these racist caricatures? <p>From there I give a short direct instruction troubling the “glasses” metaphor I used to introduce critical lenses--we can derive even richer interpretations through the use of “intersecting” of lenses. Using that as a transition, I will return to the objections we’ve hopefully been having to Fitzgerald’s female characters, to introduce the intersection of Marxist and Feminist lenses. I will distribute Judith Fetterly’s essay on Daisy. With the remaining time, students may begin their homework.</p> <p>Homework: Read and annotate Judith Fetterly’s essay on Daisy. Respond to the question, “How does Fetterly assert women are treated under capitalism? How does this idea mesh (or not mesh) with our exploration of the feminist lens using “The Yellow Wall-Paper?””</p>

Wednesday

Name:	Louis Fantini
Class:	English III Honors (47 Minutes)
Topic:	<i>The Great Gatsby</i> , Intersecting Lenses (Marxism, Feminism)
Objectives:	SWBAT apply critical lenses to multiple media. SWBAT interpret text through multiple lenses. SWBAT theorize, further extending critical perspectives.
Instructional Strategies:	Video Viewing. Journaling. Small Group Discussion. Whole Class Discussion. Direct Instruction.

	Read Together.
Daily Activities:	<p>Do Now: “Watch and listen to “The Sheik of Araby” from <i>Tin Pan Alley</i> (https://youtu.be/790b0ub8J9c?t=234). Interpret this clip through a feminist lens.”</p> <p>After a few minutes: “Discuss your interpretations in your table group.</p> <ul style="list-style-type: none"> • Why do you think Fitzgerald included this song at the end of chapter 4? • How might Marx’s concept of commodification fit into this song? Or into the song’s inclusion at this point of the book? <p>Body: Class discussion on clip and theoretical connections. Segue into discussion of Fetterly’s essay, connecting our Marxist interpretations of <i>Gatsby</i> with our past discussions surrounding feminist theory (Woolf, Gilman, and now Fetterly). We can discuss how feminist theory connects with Marxist theory--how these lenses can complement one another.</p> <p>Homework: Read & Annotate chapter 5 (86-102)</p>

Thursday

Name:	Louis Fantini
Class:	English III Honors (47 Minutes)
Topic:	<i>The Great Gatsby</i> , Intersecting Lenses (Marxism, Feminism)
Objectives:	SWBAT apply critical lenses to multiple media. SWBAT interpret text through multiple lenses.
Instructional Strategies:	Video Viewing. Class Discussion.
Daily Activities:	<p>Class discussion with emphasis on scene with shirts. Show scene from 2013 film (https://www.youtube.com/watch?v=uyZrLD_fDLY).</p> <p>Show <i>Hark a Vagrant</i> comic, “Dream Girl.”</p> <p>Homework: Read & Annotate chapter 6 (103-118)</p>

Friday

Name:	Louis Fantini
Class:	English III Honors (47 Minutes)
Topic:	<i>The Great Gatsby</i> , Intersecting Lenses (Marxism, Feminism)
Objectives:	SWBAT apply critical lenses to multiple media. SWBAT interpret text through multiple lenses.
Instructional Strategies:	Video Viewing. Class Discussion.
Daily Activities:	<p>Show <i>Hark a Vagrant</i> comic, “Like Tom’s a Good Father.”</p> <p>Discuss chapter:</p>

- Gatsby's background on pgs. 103-107. Marxist interpretation of class dynamics latent in his "American Dream" and reinvention.
- Gatsby and Tom's veiled jockeying, competing over Daisy on pgs. 108-110. Feminist analysis of her commodification.
- Class divide evident on pgs. 113-114. Manners and etiquette through the Marxist lens.

Homework: Read & Annotate chapter 7 (119-153)