

LESSON PLAN TEMPLATE

Course: Grade 12 English (Academic) -- ENG4U

Date: December 9th, 2020

Title: Continuation of The Great Gatsby

Bridge-in (5 mins): Discussion of previous lesson exit-ticket.

Learning Objective:

- Be able to identify key events in the 1920s that affected New York society and culture.
- Be able identify key events and connect their relevance to many social aspects of the Great Gatsby.
- Be able to identify key events in F. Scott Fitzgerald's life and writing processes that connect to integrity of the novel.
- Be able to identify literary devices within the third, fourth, and fifth chapters of "The Great Gatsby."
- Be able to follow along with the narrative and make valuable contributions to discussions.

Domain of Learning:

COGNITIVE

The Ontario Curriculum:

Reading for Meaning

1. Variety of Texts
3. Demonstrating Understanding of Content
- 1.6 Analysing Texts
- 1.7 Critical Literacy

* <http://www.edu.gov.on.ca/eng/curriculum/secondary/english1112currb.pdf>

Pre-Assessment: (10 mins)

- Brief discussion of assigned reading from previous lesson and what happened in the novel.

Materials: - projector, teacher's laptop, the novel, printout of passage from third chapter, printout of essay thesis' options

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| Participatory Learning: | | | |
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| time | Learner Activities | Instructor Activities | Lesson Aid |
| 1. 10 mins 2. 15 mins 3. 20 mins | <p>2. Either the teacher reads first few passages of the third chapter with the students or play audio book recording and have everyone follow along.</p> <p>3. Students will be given handout of passage from third chapter prior to activity #2, students will be asked to highlight or underline words/sentences they find important. When they are finished activity #2, class will have a discussion on what they highlighted and why, as well as dissect the passage together and identify key literary devices used.</p> | <p>1. Students will be given 3 comparative essay thesis' in this class so that they can keep it in mind as they read. * They will be given the option to choose from the 3 for their final comparative essay assignment where they will compare both F. Scott Fitzgerald's novel and the 2013 film.</p> | <ul style="list-style-type: none"> - Projector/laptop - Copy of "The Great Gatsby" - Printed handouts of passage (Chapter 3) - Printed handouts of essay thesis' options <p>*audiobook alternative available for students who struggle in any way with reading a printed novel. *handout of passage/thesis' allows students who struggle with following along to reading aloud and helps break down the passage/essay thesis'.</p> |

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Post-Assessment: Exit Ticket

For the remainder of class (roughly 15 minutes)

- Following activity #3, students will be asked to read as much as they can of the third chapter before class is over. *They will not be asked to do an exit ticket this lesson so they have more time to read.
- They will additionally have chapters 4 & 5 assigned for homework.
- They will be discussed the following class.

Summary/Conclusion:

In conclusion, students will be immersed in the vibrant era of the 1920s and the life of “The Great Gatsby” author, F. Scott Fitzgerald. This is will help them understand the context of the novel and be able to connect events within the novel to key social contexts and create critical readers. They will additionally be able to identify elements of literacy devices within the 3rd,4th, & 5th chapters of the novel.

Suggestion: plan the lesson in this order – Learning Objective, Post-test, Learner Activities, Instructor Activities, Bridge-In, Pre-test, Conclusion