

LESSON PLAN TEMPLATE

Course: Grade 12 English (Academic) -- ENG4U

Date: December 9th, 2020

Title: Continuation of The Great Gatsby

Bridge-in: No bridge-in.

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 sixth and seventh 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)

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

Materials: - projector, teacher's laptop, the novel, printout of passage from sixth chapter, printout of comparative essay outline

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Participatory Learning:			
time	Learner Activities	Instructor Activities	Lesson Aid
1. 15 mins 2. 15 mins 3. 20 mins	<p>2. Either the teacher reads first few passages of chapter 6, with the students, or play audio book recording and have everyone follow along.</p> <p>3. Students will be given handout of passage from sixth 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 an comparative essay outline sheet to fill in. They aren't required to fill it out yet, but they are asked to keep it in mind. Teacher will break down the different elements of a comparative essay and what is being looked for.</p>	<ul style="list-style-type: none"> - Projector/laptop - Copy of "The Great Gatsby" - Printed handouts of passage (Chapter 6) <p>*audiobook alternative available for students who struggle in any way with reading a printed novel.</p> <p>*silent film avoids any issues with students hard of hearing.</p> <p>*handout of passage/comparative essay outline allows students who struggle with following along to reading aloud and helps break down the passage/outline.</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 sixth chapter before class is over. *They will not be required to do an exit ticket so they have more time to read.
- They will additionally have chapter 7 assigned for homework.
- They will be discussed the following day.

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 6th & 7th chapters of the novel.

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