

LESSON PLAN TEMPLATE

Course: Grade 12 English (Academic) -- ENG4U		Date: December 9th, 2020
Title: Conclusion of The Great Gatsby		
Bridge-in: No bridge-in today.		
Learning Objective: <ul style="list-style-type: none">- 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 compare the novel and film in both terms of storyline and literary devices.- Be able to follow along with the narrative and make valuable contributions to discussions.		Domain of Learning: COGNITIVE
The Ontario Curriculum: <u>Reading for Meaning</u> <ol style="list-style-type: none">1. Variety of Texts3. Demonstrating Understanding of Content1.6 Analysing Texts1.7 Critical Literacy * http://www.edu.gov.on.ca/eng/curriculum/secondary/english1112currb.pdf		
Pre-Assessment: (15) <ul style="list-style-type: none">- Debrief on the final chapter of the book and the ending.	Materials: - projector, teacher's laptop, The Great Gatsby (2013) film, the novel for reference, printout of film questionnaire.	

LESSON PLAN TEMPLATE

Participatory Learning:			
time	Learner Activities	Instructor Activities	Lesson Aid
<p>1. 143 mins (finish movie in beginning of next class if needed)</p>	<p>1. The class will watch The Great Gatsby film (2013) and follow along with their film questionnaire.</p>	<p>1. The class will watch The Great Gatsby film (2013) — if the film runs past class time, the teacher will play the remaining 20 or so minutes during the beginning of the next class and students will be given time to finish the last questions of the questionnaire.</p>	<ul style="list-style-type: none"> - Projector/laptop - Printed handouts of film questionnaire. <p>*movie will be played with closed captioning and a copy will be available for students who may need to view at another time.</p> <p>*handout of film questionnaire so students can reference it throughout the film viewing.</p>
<p>Post-Assessment: Exit Ticket</p> <ul style="list-style-type: none"> - Students will be given a movie questionnaire to fill-out during and after the movie. They will hand this sheet in at the end of the class (or when the movie is finished) - Students will then be sent off to write their comparative essay that compares both F. Scott Fitzgerald’s novel and the 2013 film. They will be given the appropriate amount of time to work on this on their own and submit at a later date. 			
<p>Summary/Conclusion:</p> <p>In conclusion, students will be able to compare the mental image they have formed during their reading to film portrayal of the vibrant 1920s and the life of Gatsby and his friend Nick. This will help them understand the power of literary devices throughout the novel and help students make connections to their reading. This will additionally prep them for their comparative essay assignment.</p>			

LESSON PLAN TEMPLATE

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