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*The Great Gatsby***Sections and Lessons*****The Great Gatsby. 11D1. Section 1. Lesson 1*****Description**

In this lesson, students create a definition for the word perception. Students also view the Ted Talk “What Reality are you Creating for Yourself” and establish their understanding of it by identifying the speaker’s claim about perception. Students add to the information to their definition of perception based on the Ted Talk.

**Look-Fors**

- Can students define perception and identify factors that influence perception?
- Can students identify the claim that the speaker makes?

**Notes:**

11D1. Section 1. Lesson 1. Activity 1. Core app. 5 minutes	
Student	Teacher
<p>Read the <i>The Great Gatsby</i> guidebook unit overview.</p> <p>In this development guidebook unit, we will explore the central question: How do perceptions influence people’s lives?</p> <p>At the end of this guidebook unit, you will complete a culminating task to express your understanding of the unit texts, topics, and the central question.</p>	<p>Give students an overview of the <i>The Great Gatsby</i> guidebook unit structure.</p> <p>Explain that students will read several texts and build their knowledge, skills, and habits as they explore the central question.</p> <p>If students need support during the activity:</p> <ul style="list-style-type: none"> <li>• Ask guiding questions. <ul style="list-style-type: none"> <li>• What do you know about the word “perception”?</li> <li>• What does it mean to perceive something?</li> <li>• What do you know about <i>The Great Gatsby</i>?</li> </ul> </li> </ul>

Notes:

11D1. Section 1. Lesson 1. Activity 2. Core app. 15 minutes	
Student	Teacher
<p>Before viewing a video of the speech "What Reality are You Creating for Yourself?", answer the question to approach the text.</p> <p><b>Question:</b></p> <ol style="list-style-type: none"> <li>Based on the title, what do you think the text will be about?</li> </ol> <p>View "What Reality are You Creating for Yourself?"</p>	<p>Before viewing the text, direct students to answer the question in their learning log.</p> <p>Have students view "What Reality are You Creating for Yourself?"</p> <p>If students need support during the activity:</p> <ul style="list-style-type: none"> <li>Ask guiding questions. <ul style="list-style-type: none"> <li>What do you know about the speaker?</li> <li>What is the subject of the speech?</li> <li>How is the speaker's disability related to the subject?</li> <li>According to the speaker, what determines our reality?</li> <li>How is vision related to the idea of "perception"?</li> <li>How does perception relate to the subject of the Ted Talk?</li> </ul> </li> </ul>

Notes:

11D1. Section 1. Lesson 1. Activity 3. Core app. 10 minutes	
Student	Teacher
<p>Answer the questions aloud as a class:            What is the subject of the speech?            How is the speaker's disability related to the subject?            According to the speaker, what determines our reality?            How is vision related to the idea of "perception"?            How does perception relate to the subject of the Ted Talk?</p> <p>React to by developing your response to the question.</p> <p><b>Question:</b></p> <ol style="list-style-type: none"> <li>1. According to the speaker, what determines our reality?</li> </ol> <p>Then share your response with the class.</p>	<p>Before reading the text, direct students to read the statement about the author.</p> <p>Direct students to answer the question text.</p> <p>Prompt students to share their response.</p> <p>If students need support during the activity:</p> <ul style="list-style-type: none"> <li>• Ask guiding questions.               <ul style="list-style-type: none"> <li>• What is the Ted Talk mainly about – its topic?</li> <li>• What do you learn about the topic as you listen?</li> <li>• What stands out as important in the ideas of the text?</li> <li>• How do the ideas and information in the text relate to what you already think or know?</li> <li>• What is the subject of the speech?</li> <li>• How is the speaker's disability related to the subject?</li> <li>• According to the speaker, what determines our reality?</li> <li>• How is vision related to the idea of "perception"?</li> <li>• How does perception relate to the subject of the Ted Talk?</li> </ul> </li> <li>• Provide direct support or examples.               <ul style="list-style-type: none"> <li>• As students share their responses, use teacher talk moves.</li> <li>• Prompt students to use the conversation stems in the academic conversation reference guide.</li> </ul> </li> </ul>

Notes:

<b>11D1. Section 1. Lesson 1. Activity 4. Core</b> <b>app. 5 minutes</b>	
<b>Student</b>	<b>Teacher</b>
<p>Answer the following question in your learning log:            What claim does the speaker make about perception?            Sentence frame for claim In "What Reality Are You Creating for Yourself," Issac Lidsky states _____            _____.</p> <p>Write your response to the question to evaluate the information in the speech "What Reality are You Creating for Yourself?"</p> <p><b>Question:</b></p> <p style="padding-left: 40px;">1. What claim does the speaker make about perception?</p> <p>Write your response in your learning log. Support your response with evidence from the text.</p> <p>Then share your response with the class.</p>	<p>Direct students to answer the question to evaluate the information in the text.</p> <p>Prompt students to share their response.</p> <p>If students need support during the activity:</p> <ul style="list-style-type: none"> <li>• Ask guiding questions.               <ul style="list-style-type: none"> <li>• What is the Ted Talk mainly about – its topic?</li> <li>• What do you learn about the topic as you listen?</li> <li>• What stands out as important in the ideas of the text?</li> <li>• How do the ideas and information in the text relate to what you already think or know?</li> <li>• What is the subject of the speech?</li> <li>• How is the speaker's disability related to the subject?</li> <li>• According to the speaker, what determines our reality?</li> <li>• How is vision related to the idea of "perception"?</li> <li>• How does perception relate to the subject of the Ted Talk?</li> </ul> </li> <li>• Provide direct support or examples.               <ul style="list-style-type: none"> <li>• As needed, define “evaluate information” as “The process of identifying the position, claims, and evidence, and assessing the accuracy, relevance, and/or credibility of the information and ideas, evidence, and reasoning of a text.”</li> <li>• As students share their responses, use teacher talk moves.</li> </ul> </li> </ul>

<p><b>11D1. Section 1. Lesson 1. Activity 4. Core</b></p>	<p><b>app. 5 minutes</b></p>
	<ul style="list-style-type: none"> <li>• Prompt students to use the conversation stems in the academic conversation reference guide.</li> <li>• Prompt students to use the claims reference guide.</li> <li>• Provide students with a sentence frame: In "What Reality are you Creating for Yourself," Issac Lidsky states _____.</li> </ul>

Notes:

11D1. Section 1. Lesson 1. Activity 5. Core pp. 5 minutes	
Student	Teacher
<p>Review the definition for the word "perception." Revise and add to the definition based on the information presented in "What Reality are You Creating for Yourself." In the space outside the box, list possible influences on perception.</p> <p>Possible guiding questions: How does perception help us understand the world? What can influence our perception?</p> <p>With your partner, answer the questions to react to the speech "What Reality are You Creating for Yourself?"</p> <p><b>Questions:</b></p> <ol style="list-style-type: none"> <li>1. What is the definition of the word "perception"? Write your answer in the box on your perception understanding tool.</li> <li>2. What factors can influence your perception? Write your answers outside the box on your perception understanding tool.</li> </ol> <p>Write your response on your perception understanding tool. Support your response with evidence from the text.</p>	<p>Direct students to work with their partner questions to react to the text.</p> <p>Prompt students to write their response.</p> <p>If students need support during the activity:</p> <ul style="list-style-type: none"> <li>• Ask guiding questions. <ul style="list-style-type: none"> <li>• What word do you see in the word "perception"?</li> <li>• What are some details from the Ted Talk that support your definition?</li> <li>• What does the speaker list as factors that influence perception?</li> <li>• What examples do you remember from the Ted Talk that illustrate the things that influence perception?</li> </ul> </li> <li>• Provide direct support or examples. <ul style="list-style-type: none"> <li>• As students answer the questions, use teacher talk moves.</li> <li>• Prompt students to use the conversation stems in the academic conversation reference guide.</li> <li>• As needed, allow students to reference a dictionary to define the word perception.</li> </ul> </li> <li>• Model completing section 1 of the perception understanding tool. <ul style="list-style-type: none"> <li>• Display the perception understanding tool.</li> <li>• Ask: "What is the definition of the word "perception"?"</li> <li>• Allow time for students to respond.</li> <li>• Record student answers inside the box.</li> <li>• Ask: "What are factors that influence perception?"</li> <li>• Allow time for students to respond.</li> </ul> </li> </ul>

<b>11D1. Section 1. Lesson 1. Activity 5. Core</b>	<b>pp. 5 minutes</b>
	<ul style="list-style-type: none"><li>• Record student answers outside the box.</li></ul>

Notes:

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***The Great Gatsby*. 11D1. Section 1. Lesson 2****Description**

In this lesson, students preview the culminating writing task. Students read the first four pages of *The Great Gatsby*. Students summarize the events in the first four pages, locate details that the narrator provides about himself, and determine the narrative structure of the text.

**Look-Fors**

- Can students summarize the first four pages of *The Great Gatsby*?
- Can students identify the narrative structure of the text and identify some details about the narrator?

**Notes:**

11D1. Section 1. Lesson 2. Activity 1. Core app. 10 minutes	
Student	Teacher
<p>Preview the culminating writing task. Possible prompting questions: What is this task asking you to do? What is the focus for this unit?</p> <p>Before you begin the guidebook unit, examine the culminating task prompt.</p> <p>Access the culminating task tool.</p> <p>Read the culminating task prompt, and complete the preview of the culminating task prompt section of the culminating task tool.</p>	<p>Introduce the central question for the guidebook unit.</p> <p><b>Central question:</b> How do perceptions influence people’s lives?</p> <p>Explain that students will explore the question over the course of the guidebook unit and express their understanding through the culminating task at the end of the unit.</p> <p>Direct students to complete the activity.</p> <p>If students need support during the activity:</p> <ul style="list-style-type: none"> <li>• Ask guiding questions. <ul style="list-style-type: none"> <li>• What is this task asking you to do?</li> <li>• What is the focus for this unit?</li> </ul> </li> </ul>

Notes:

11D1. Section 1. Lesson 2. Activity 2. Core app. 5 minutes	
Student	Teacher
<p>Read the following information about World War I.</p> <p>World War I occurred between July 28, 1914 - November 11, 1918.</p> <p>Read the Lost Generation and answer the questions below.</p> <p><b>Questions:</b></p> <ol style="list-style-type: none"> <li>1. How was World War I related to the Lost Generation?</li> <li>2. What was the Lost Generation?</li> <li>3. Which authors were a part of the Lost Generation?</li> </ol>	<p>Direct students to complete the activity.</p> <p>If students need support during the activity:</p> <ul style="list-style-type: none"> <li>• Ask guiding questions.               <ul style="list-style-type: none"> <li>• Why do you think participating in a world war would create a generation of people who were disillusioned?</li> </ul> </li> <li>• Provide direct support or examples.               <ul style="list-style-type: none"> <li>• As needed, provide definitions of the following words: upheaval, cynical, disillusioned.</li> </ul> </li> </ul>

Notes:

11D1. Section 1. Lesson 2. Activity 3. Core app. 15 minutes	
Student	Teacher
<p>Before reading pages one - four from <i>The Great Gatsby</i>, answer the questions to approach the text.</p> <p><b>Question:</b></p> <ol style="list-style-type: none"> <li>1. What is one thing you know about?</li> <li>2. <i>The Great Gatsby</i> was published in 1925. What is one thing you know about the time period when this text was published?</li> </ol> <p>Listen to and follow along with the read aloud of pages 1 - 4 from <i>The Great Gatsby</i>.</p>	<p>Before reading the text, direct students to answer the questions in their learning log.</p> <p>Read aloud chapters one - four from <i>The Great Gatsby</i> or play an audio recording as students follow along.</p> <p>If students need support during the activity:</p> <ul style="list-style-type: none"> <li>• Ask guiding questions. <ul style="list-style-type: none"> <li>• What type of narrator does this text have? How do you know?</li> <li>• What details does the narrator provide about his life?</li> <li>• What was the narrator's family life like?</li> <li>• What are some of the problems with a first-person narrator? How do we learn about the other characters in the story?</li> </ul> </li> <li>• Provide direct support or examples. <ul style="list-style-type: none"> <li>• As needed, provide a definition of "first-person narrator."</li> </ul> </li> </ul>

**Notes:**

<b>11D1. Section 1. Lesson 2. Activity 4. Core</b> <b>app. 5 minutes</b>	
<b>Student</b>	<b>Teacher</b>
<p><b>Segment 1</b> In your learning log, record the text title and author, and then answer the questions about pages 1 - 4 from <i>The Great Gatsby</i>.</p> <p><b>Questions:</b></p> <ol style="list-style-type: none"> <li>1. Who are the characters? Which characters are the main characters?</li> <li>2. What do the main character(s) want to accomplish?</li> <li>3. What conflict or problem do the main character(s) encounter?</li> <li>4. What do the main character(s) do in response to the problem?</li> <li>5. How does the conflict resolve itself?</li> </ol> <p><b>Segment 2</b> Using your answers to the questions, write a summary of pages one - four from <i>The Great Gatsby</i> in your learning log.</p>	<p><b>Segment 1</b> Explain to students that summaries are a way of demonstrating understanding. They are a brief statement of the main or most important points of a text, a discussion, or their understanding of a concept, idea, topic, or issue.</p> <p>Remind them that when they summarize a text, it is best not to include personal opinions; rather, they should describe what happened as factually as possible while leaving out any unimportant details.</p> <p>Direct students to do the activity.</p> <p><b>Segment 2</b> Direct students to complete the activity.</p> <p>If students need support during the activity:</p> <ul style="list-style-type: none"> <li>• Ask guiding questions.             <ul style="list-style-type: none"> <li>• Where does the story take place?</li> <li>• What time period does the story take place?</li> <li>• What seems to be the narrator’s reason for telling this story?</li> </ul> </li> </ul>

**Notes:**

<b>11D1. Section 1. Lesson 2. Activity 5. Optional</b> <b>app. 10 minutes</b>	
Student	Teacher
<p><b>Segment 1</b>            In your learning log, copy the following mentor sentence from <i>The Great Gatsby</i>. Then answer the questions.</p> <p><b>Mentor sentence:</b> "In consequence I'm inclined to reserve all judgements, a habit that has opened up many curious natures to me and also made me the victim of not a few veteran bores" (Fitzgerald 1).</p> <p><b>Questions:</b></p> <ol style="list-style-type: none"> <li>1. What does the mentor sentence mean?</li> <li>2. What do you notice?</li> <li>3. How does what you notice help you understand the mentor sentence?</li> <li>4. What makes the mentor sentence easy or more difficult to understand? Why?</li> </ol>	<p><b>Segment 1</b>            Read aloud the mentor sentence.</p> <p>Then direct students to do the activity.</p> <p>After several minutes, ask one or two students to share how they interpreted the mentor sentence.</p> <p>Ask students what they notice about the mentor sentence.</p> <p>As students share, mark the grammatical elements students notice on the mentor sentence and ask how what they notice helps them understand the mentor sentence.</p> <p>If students need support as they attend to the details of the mentor sentence:</p> <ul style="list-style-type: none"> <li>• Ask guiding questions.               <ul style="list-style-type: none"> <li>• Who is doing what in the mentor sentence?</li> <li>• What are the parts of the mentor sentence?</li> <li>• What does "reserve" mean? How does noticing this word/phrase help you understand the mentor sentence?</li> <li>• What phrases or clauses do you notice? What does the clause "a habit that has opened up many curious natures to me and also made me the victim of not a few veteran bores" mean? How does the clause connect to the rest of the mentor sentence? What is the purpose of the clause in the mentor sentence? How does noticing the clause help you understand the mentor sentence?</li> <li>• Can we divide the mentor sentence into two or more sentences? What do we have to remove or change? How does this change the style?</li> </ul> </li> </ul>

<p><b>Segment 2</b>  <b>11D1, Section 1, Lesson 2, Activity 5.</b> Complete one of the sentence stems in your learning log.</p>	<p><b>Optional</b>  <b>app. 10 minutes</b></p>
<p><b>Sentence stems:</b></p> <ul style="list-style-type: none"> <li>• To understand the quotation, I had to _____.</li> <li>• Noticing _____ helped me understand the quotation because _____.</li> <li>• Knowing _____ is useful for determining the meaning of the quotation.</li> </ul>	<ul style="list-style-type: none"> <li>• Can we rearrange the mentor sentence? What do we have to change or add? How does rearranging the sentence change its meaning or style?</li> <li>• Provide direct support or examples.             <ul style="list-style-type: none"> <li>• Prompt students to use the connecting ideas reference guide and the conventions reference guide.</li> </ul> </li> </ul> <p><b>Segment 2</b>            Direct students to complete one of the sentence stems.</p> <p>If students need support as they reflect on the activity:</p> <ul style="list-style-type: none"> <li>• Ask guiding questions.             <ul style="list-style-type: none"> <li>• What helped you understand the sentence?</li> <li>• What made the sentence difficult to understand?</li> </ul> </li> </ul>

**Notes:**

<b>11D1. Section 1. Lesson 2. Activity 6. Core</b> <b>app. 10 minutes</b>	
<b>Student</b>	<b>Teacher</b>
<p>React to pages 1 - 4 from <i>The Great Gatsby</i> by writing your response to the questions on your perception understanding tool.</p> <p><b>Questions:</b></p> <ol style="list-style-type: none"> <li>1. What is the narrative structure of this book?</li> <li>2. What do we know about the narrator?</li> </ol> <p>Then share your response with the class.</p>	<p>Direct students to answer the questions to react to the text.</p> <p>Prompt students to share their responses.</p> <p>If students need support during the activity:</p> <ul style="list-style-type: none"> <li>• Ask guiding questions.               <ul style="list-style-type: none"> <li>• Through what point of view is the story told?</li> <li>• Where is the narrator from?</li> <li>• What is a quality that the narrator says he possesses?</li> </ul> </li> <li>• Provide direct support or examples.               <ul style="list-style-type: none"> <li>• As students share their responses, use teacher talk moves.</li> <li>• Prompt students to use the conversation stems in the academic conversation reference guide.</li> <li>• As needed, provide a definition of the phrase “narrative structure.”</li> </ul> </li> </ul>

**Notes:**

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**The Great Gatsby. 11D1. Section 1. Lesson 3****Description**

In this lesson, students view the Ted Talk “What Reality are you Creating for Yourself” for a second time. Students identify the speaker’s support for his claim. Students reread pages 1 - 4 of *The Great Gatsby* and locate places in the text where the narrator provides information about himself or other characters, events, or settings. Students add to their perception understanding tool.

**Look-Fors**

- Can students identify the support the speaker uses to develop that claim?
- Can students locate places in pages 1 - 4 in which Nick discusses his perception of himself, other characters, events, or settings?

**Notes:**

11D1. Section 1. Lesson 3. Activity 1. Core app. 15 minutes	
Student	Teacher
View "What Reality Are You Creating for Yourself?"	<p>Have students view; "What Reality Are You Creating for Yourself?".</p> <p>If students need support during the activity:</p> <ul style="list-style-type: none"> <li>• Ask guiding questions.               <ul style="list-style-type: none"> <li>• What is the speaker's claim?</li> <li>• What examples does he provide to support his claim?</li> </ul> </li> </ul>

Notes:

11D1. Section 1. Lesson 3. Activity 2. Core app. 15 minutes	
Student	Teacher
<p>Reread pages 1 - 4 from <i>The Great Gatsby</i> with your partner.</p> <p>During the reading, annotate the text for details in the text that may influence the way the narrator perceives the events of the story.</p> <p>Use the annotation reference guide.</p> <p>Record important notes in your learning log.</p>	<p>If students need support during the activity:</p> <ul style="list-style-type: none"> <li>• Ask guiding questions.               <ul style="list-style-type: none"> <li>• What does the narrator reveal about his personality that may influence his perception of people or events?</li> <li>• What type of friends has the narrator had in the past? How may this influence his perception of people or events?</li> <li>• What does the narrator mean when he states “a sense of the fundamental decencies is parcelled out unequally at birth”? (Fitzgerald 2) How may this belief influence his perception of people or events?</li> <li>• How long has the narrator lived in this new town? How may this influence his perception of people or events?</li> </ul> </li> </ul>

Notes:

<b>11D1. Section 1. Lesson 3. Activity 3. Optional</b> <b>app. 10 minutes</b>	
Student	Teacher
<p><b>Segment 1</b>            In your learning log, copy the following mentor sentence from <i>The Great Gatsby</i>. Then answer the questions.</p> <p><b>Mentor sentence:</b> “If personality is an unbroken series of successful gestures, then there was something gorgeous about him, some heightened sensitivity to the promises of life, as if he were related to one of those intricate machines that register earthquakes ten thousand miles away” (Fitzgerald 2).</p> <p><b>Questions:</b></p> <ol style="list-style-type: none"> <li>1. What does the mentor sentence mean?</li> <li>2. What do you notice?</li> <li>3. How does what you notice help you understand the mentor sentence?</li> <li>4. What makes the mentor sentence easy or more difficult to understand? Why?</li> </ol>	<p><b>Segment 1</b>            Read aloud the mentor sentence.</p> <p>Then direct students to do the activity.</p> <p>After several minutes, ask one or two students to share how they interpreted the mentor sentence.</p> <p>Ask students what they notice about the mentor sentence.</p> <p>As students share, mark the grammatical elements students notice on the mentor sentence and ask how what they notice helps them understand the mentor sentence.</p> <p>If students need support as they attend to the details of the mentor sentence:</p> <ul style="list-style-type: none"> <li>• Ask guiding questions.               <ul style="list-style-type: none"> <li>• Who is doing what in the mentor sentence?</li> <li>• What are the parts of the mentor sentence?</li> <li>• What does “gestures” mean? How does noticing this word/phrase help you understand the mentor sentence?</li> <li>• What does “intricate” mean? How does noticing this word/phrase help you understand the mentor sentence?</li> <li>• What word or punctuation in the mentor sentence connects two independent clauses?</li> <li>• Are there any conjunctions in the mentor sentence? What do those mean? How does understanding the purpose of “as” help you understand the mentor sentence?</li> <li>• What phrases or clauses do you notice? What does the phrase “some heightened sensitivity to the promises of life” mean? How does the phrase connect to the rest of the mentor sentence? What is the purpose</li> </ul> </li> </ul>

<b>11D1. Section 1. Lesson 3. Activity 3. Optional</b>	<b>app. 10 minutes</b>
<p><b>Segment 2</b> Complete one of the sentence stems in your learning log.</p> <p><b>Sentence stems:</b></p> <ul style="list-style-type: none"> <li>• To understand the quotation, I had to _____</li> <li>• Noticing _____ helped me understand the quotation because _____</li> <li>• Knowing _____ is useful for determining the meaning of the quotation.</li> </ul>	<p>of the phrase in the mentor sentence? How does noticing the phrase help you understand the mentor sentence?</p> <ul style="list-style-type: none"> <li>• Can we divide the mentor sentence into two or more sentences? What do we have to remove or change? How does this change the style?</li> <li>• Can we rearrange the mentor sentence? What do we have to change or add? How does rearranging the sentence change its meaning or style?</li> </ul> <ul style="list-style-type: none"> <li>• Provide direct support or examples.             <ul style="list-style-type: none"> <li>• Prompt students to use the connecting ideas reference guide and the conventions reference guide.</li> </ul> </li> </ul> <p><b>Segment 2</b> Direct students to complete one of the sentence stems.</p> <p>If students need support as they reflect on the activity:</p> <ul style="list-style-type: none"> <li>• Ask guiding questions.             <ul style="list-style-type: none"> <li>• What makes this sentence difficult to understand?</li> <li>• What did you do in order to understand the meaning of this sentence?</li> </ul> </li> <li>• Model completing one of the sentence frames.             <ul style="list-style-type: none"> <li>• Ask: “What did I have to do to understand this sentence?”</li> <li>• Say: “I had to understand the purpose of the phrases within the sentence. Once I understood what each of the parts of the sentence meant, I could understand the whole sentence.”</li> <li>• Model completing a sentence frame. Write: “To understand the quotation, I had to determine what all the phrases and clauses meant.”</li> </ul> </li> </ul>



Notes:

<b>11D1. Section 1. Lesson 3. Activity 4. Core</b> <b>app. 10 minutes</b>	
<b>Student</b>	<b>Teacher</b>
<p>With your partner, review pages 1 -4 from <i>The Great Gatsby</i>. Use the perception understanding tool to analyze the relationships among the details and ideas of the text.</p> <p>Record your thinking and relevant supporting evidence on the chart in section one of your perception understanding tool. Be sure to include the appropriate citation for recorded evidence.</p>	<p>Direct students to add to the chart in section one of the perception understanding tool to analyze the relationships among the details and ideas of the text.</p> <p>If students need support during the activity:</p> <ul style="list-style-type: none"> <li>• Ask guiding questions.               <ul style="list-style-type: none"> <li>• What does the narrator say about himself?</li> <li>• What does the narrator say about others?</li> </ul> </li> <li>• Provide direct support or examples.               <ul style="list-style-type: none"> <li>• As needed, explain to students that they are analyzing the relationships in the text, which is the process of recognizing and interpreting how the key details and ideas of a text interact to establish the elements, such as characters and tone, and the structure or organization of a text.</li> <li>• Prompt students to use the avoiding plagiarism reference guide.</li> <li>• Prompt students to use the conversation stems in the academic conversation reference guide.</li> <li>• As students share, use teacher talk moves.</li> </ul> </li> <li>• Model how to locate evidence to answer a question.               <ul style="list-style-type: none"> <li>• As students answer a question, ask them to identify the portion of the text they can use to figure out the answer.</li> <li>• If students select a correct portion of the text, point out or ask them to point out specific evidence. Ask them to explain how that evidence supports the answer to the question.</li> <li>• If students select a correct portion of the text, but they can't answer the question, ask them what is confusing about that section of text. Help them clear up any confusion</li> </ul> </li> </ul>

<p><b>11D1. Section 1. Lesson 3. Activity 4. Core</b></p>	<p><b>app. 10 minutes</b></p>
	<p>(e.g., provide students with a quick definition of an unknown word or phrase).</p> <ul style="list-style-type: none"> <li>• If students select a wrong portion of the text, ask them why they picked that portion to understand their thinking. As needed, point them to a correct portion of the text. Ask them to rephrase key statements from the text based on where they seem to have gaps in their understanding.</li> </ul>

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**The Great Gatsby. 11D1. Section 1. Lesson 4****Description**

In this lesson, students answer the following question with a partner: How could the details that the narrator provides about himself influence the way he perceives the story he is narrating? Students make a claim in response to the prompt and write a response that includes details from the first four pages of *The Great Gatsby*.

**Look-Fors**

- Can students explain how the details that the narrator provides about himself could influence his telling of the story?
- Can students form a claim and support the claim with details from a text?

**Notes:**

<b>11D1. Section 1. Lesson 4. Activity 1. Core</b> <b>app. 10 minutes</b>	
<b>Student</b>	<b>Teacher</b>
<p>Write your response to the questions about pages 1 - 4 from <i>The Great Gatsby</i>.</p> <p><b>Questions:</b></p> <ol style="list-style-type: none"> <li>1. What is the narrative structure of <i>The Great Gatsby</i>?</li> <li>2. How could that narrative structure influence the way the story is told?</li> </ol> <p>Write your response in your learning log. Support your response with evidence from the text.</p> <p>Then share your response with a partner.</p>	<p>Direct students to answer the questions to analyze the relationships among the details and ideas of the text.</p> <p>Prompt students to share their response.</p> <p>If students need support during the activity:</p> <ul style="list-style-type: none"> <li>• Ask guiding questions.               <ul style="list-style-type: none"> <li>• What pronouns are used in pages 1 - 4?</li> <li>• What details do you notice about the narrator that seem important to his perception of events?</li> </ul> </li> <li>• Provide direct support or examples.               <ul style="list-style-type: none"> <li>• As needed, explain to students that they are analyzing the relationships in the text, which is the process of recognizing and interpreting how the key details and ideas of a text interact to establish the elements, such as characters and tone, and the structure or organization of a text.</li> <li>• As students share their responses, use teacher talk moves.</li> <li>• Prompt students to use the conversation stems in the academic conversation reference guide.</li> </ul> </li> </ul>

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<b>11D1. Section 1. Lesson 4. Activity 2. Core</b> app. 5 minutes	
<b>Student</b>	<b>Teacher</b>

**11D1. Section 1. Lesson 4. Activity 2. Core**  
**app. 5 minutes**

<p><b>Segment 1</b> Form a claim in response to the prompt.</p> <p><b>Prompt:</b></p> <ol style="list-style-type: none"> <li>1. What is the narrative structure of <i>The Great Gatsby</i>? How could that narrative structure influence the way the story is told? Use details from the first four pages of the novel to support your claim.</li> </ol> <p>Record your claim in your learning log.</p> <p><b>Segment 2</b> Read your claim and ask yourself the questions.</p> <p><b>Questions:</b></p> <ol style="list-style-type: none"> <li>1. Is the claim clearly stated?</li> <li>2. Does the claim communicate your opinion or conclusion about the text?</li> <li>3. Is the claim based on evidence you gathered from the text?</li> <li>4. Is the claim specific to the prompt, original, and able to be supported by evidence?</li> </ol> <p>If you answered “No” to any of the questions, revise your claim.</p>	<p><b>Segment 1</b> Remind students that a claim is an evidence-based opinion or conclusion about a text or topic. At this point in the process, students make an informal statement in preparation for expressing their understanding in writing.</p> <p>Direct students to do the activity.</p> <p>If students need support during the activity:</p> <ul style="list-style-type: none"> <li>• Provide direct support or examples.             <ul style="list-style-type: none"> <li>• Provide students with an activity-specific sentence frame to form a claim. Possible frames: The _____ narrative structure of <i>The Great Gatsby</i> could influence the way the story is presented because _____.</li> <li>• Prompt students to use the connecting ideas reference guide.</li> </ul> </li> </ul> <p><b>Segment 2</b> Direct students to evaluate their claim.</p> <p>If students need support during the activity:</p> <ul style="list-style-type: none"> <li>• Provide direct support or examples.             <ul style="list-style-type: none"> <li>• Prompt students to use the claims reference guide.</li> <li>• As needed, pair students with lower levels of language proficiency and support them as they write their claim.</li> </ul> </li> </ul>
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<b>11D1. Section 1. Lesson 4. Activity 2. Core</b>
<b>Notes:</b> app. 5 minutes

<b>11D1. Section 1. Lesson 4. Activity 3. Core</b> <b>app. 20 minutes</b>	
<b>Student</b>	<b>Teacher</b>
<p>Gather and organize evidence in preparation for composing your work.</p> <p>Organize evidence from the perception understanding tool and gather additional evidence from pages 1 - 4 from to support your claim from the previous activity.</p> <p>Record your evidence in your learning log.</p> <p>Share the evidence you have gathered with a partner.</p> <p>Then work together to locate additional evidence.</p>	<p>Tell students to gather and organize as much evidence as they can, as they will use the evidence in their work.</p> <p>Then direct students to complete the activity.</p> <p>If students need support during the activity:</p> <ul style="list-style-type: none"> <li>• Provide direct support or examples.               <ul style="list-style-type: none"> <li>• Prompt students to use connecting ideas reference guide.</li> <li>• Prompt students to use the avoiding plagiarism reference guide.</li> </ul> </li> <li>• Model how to locate evidence to answer a question.               <ul style="list-style-type: none"> <li>• As students answer a question, ask them to identify the portion of the text they can use to figure out the answer.</li> <li>• If students select a correct portion of the text, point out or ask them to point out specific evidence. Ask them to explain how that evidence supports the answer to the question.</li> <li>• If students select a correct portion of the text, but they can't answer the question, ask them what is confusing about that section of text. Help them clear up any confusion (e.g., provide students with a quick definition of an unknown word or phrase).</li> <li>• If students select a wrong portion of the text, ask them why they picked that portion to understand their thinking. As needed, point them to a correct portion of the text. Ask them to rephrase key statements from the text based on where they seem to have gaps in their understanding.</li> </ul> </li> </ul>

**Notes:**

<b>11D1. Section 1. Lesson 4. Activity 4. Optional</b> <b>app. 20 minutes</b>	
Student	Teacher
<p><b>Segment 1</b> Read the thesis statement written in response to the prompt.</p> <p><b>Thesis statement:</b> The first-person narrator of <i>The Great Gatsby</i> may not be an accurate source because his perception could be influenced by his nonjudgmental nature and his feelings toward the other characters..</p> <p>Answer the question in your learning log.</p> <p><b>Question:</b></p> <ol style="list-style-type: none"> <li>1. What claims support this thesis statement?</li> </ol> <p><b>Segment 2</b> Read pages 1 - 4 from <i>The Great Gatsby</i> and record the evidence that supports the claims in your learning log.</p> <p>Identify additional evidence that is needed to support the claims.</p> <p><b>Segment 3</b> Write a draft paragraph that supports a claim and uses the evidence.</p> <ul style="list-style-type: none"> <li>• Write a topic sentence, which identifies a</li> </ul>	<p><b>Segment 1</b> Explain why it is important to support claims with relevant and sufficient evidence.</p> <p>Remind students of the prompt.</p> <p><b>Prompt:</b></p> <ol style="list-style-type: none"> <li>1. What is the narrative structure of <i>The Great Gatsby</i>? How could that narrative structure influence the way the story is told? Use details from the first four pages of the novel to support your claim.</li> </ol> <p>Direct students to do the activity.</p> <p>Prompt several students to share their responses with the class and record the responses for the class to reference.</p> <p>If students need support:</p> <ul style="list-style-type: none"> <li>• Provide direct support or examples.             <ul style="list-style-type: none"> <li>• As needed, prompt students to use the claims reference guide.</li> </ul> </li> </ul> <p><b>Segment 2</b> Direct students to do the activity.</p> <p>If students need support selecting evidence:</p> <ul style="list-style-type: none"> <li>• Ask guiding questions.             <ul style="list-style-type: none"> <li>• What makes the evidence relevant?</li> </ul> </li> <li>• Model how to determine whether evidence is relevant.             <ul style="list-style-type: none"> <li>• Define “relevant.”</li> <li>• Identify two quotations in the text.</li> <li>• Ask students to identify which quotation is more relevant to the claims and explain why.</li> </ul> </li> </ul>

<p>supporting claim and how it relates to the thesis statement.</p>	<p><b>11D1. Section 1, Lesson 4, Activity 4. Optional</b> <b>app. 20 minutes</b></p>
<ul style="list-style-type: none"> <li>• Write one to two sentences to introduce the evidence and elaborate on the topic sentence.</li> <li>• Integrate the evidence through direct quotation or paraphrase.</li> <li>• Write two to three sentences to explain how the evidence supports the claim.</li> </ul>	<p><b>Segment 3</b> Direct students to do the activity.</p> <p>If students need support writing a paragraph:</p> <ul style="list-style-type: none"> <li>• Provide direct support or examples. <ul style="list-style-type: none"> <li>• Prompt students to use the organization reference guide, integrating quotations reference guide, and connecting ideas reference guide.</li> <li>• Provide students with a paragraph frame.</li> </ul> </li> <li>• Model how to organize a paragraph. <ul style="list-style-type: none"> <li>• Explain the purpose of the topic sentence. Provide any helpful hints or ideas for how to write the topic sentence.</li> <li>• Ask a student to compose the topic sentence orally and write what is said.</li> <li>• After writing the sentence, ask students to revise or add to the sentence and provide their rationale for the changes.</li> <li>• Repeat the process for the remaining sentences in the paragraph.</li> </ul> </li> </ul>

Notes:

<b>11D1. Section 1. Lesson 4. Activity 5. Optional</b> <b>app. 20 minutes</b>	
Student	Teacher
<p>Read the prompt.</p> <p><b>Prompt:</b></p> <p style="padding-left: 20px;">1. What is the narrative structure of <i>The Great Gatsby</i>? How could that narrative structure influence the way the story is told? Use details from the first four pages of the novel to support your claim</p> <p>In your learning log, create a draft that addresses the prompt.</p> <p>Use your perception understanding tool as you create your draft.</p> <p>As you draft your paragraph, make sure you include a topic sentence and that your paragraph develops the topic sentence.</p>	<p>Explain the expectations of the writing based on the section diagnostic checklist.</p> <p>Direct students to complete the activity.</p> <p>If students need support during the activity:</p> <ul style="list-style-type: none"> <li>• Provide direct support or examples.               <ul style="list-style-type: none"> <li>• Prompt students to refer to completed tools and notes from earlier lessons to help them draft their work.</li> </ul> </li> <li>• Model how to organize a response.               <ul style="list-style-type: none"> <li>• Provide students with a model response.</li> <li>• Discuss with students the structure/organization of the response by identifying the role/purpose of each paragraph and/or sentence in the response (e.g., “How does this response begin? After restating the question, what does the writer do? What is the purpose of the next sentence? How does it connect to the first sentence?”).</li> <li>• Create an organization frame to guide students when they write their response.</li> <li>• As students write their own response, prompt them as needed by reminding them of the organization frame (e.g., “Remember, the model response started by restating the question. How would you restate this question?” or “After restating the question and providing the answer, in the model response, it provides evidence for the answer. How do you know that’s the right answer? What evidence can you provide from the text?”).</li> <li>• As needed, write a response together using the frame.</li> </ul> </li> </ul>



Notes:

<b>11D1. Section 1. Lesson 4. Activity 6. Optional</b> <b>app. 15 minutes</b>	
Student	Teacher
<p>Read your partner’s work, and then ask yourself the questions.</p> <p><b>Questions:</b></p> <ol style="list-style-type: none"> <li>1. Does my partner sufficiently develop and support the response in a fair and even manner with supporting claims and evidence, explanations, and elaboration?</li> <li>2. Is the evidence provided useful (i.e., relevant, accurate, and credible)?</li> <li>3. Does my partner incorporate evidence or information from a variety of credible sources?</li> <li>4. Does my partner correctly cite evidence?</li> <li>5. Does my partner integrate evidence effectively?</li> </ol> <p>Make any necessary revisions to the development and support of your work.</p>	<p>Explain to students that their work should sufficiently develop and support a response in a fair and even manner with supporting claims and evidence, explanations, and elaboration.</p> <p>Direct students to complete the activity.</p> <p>If students need support during the activity:</p> <ul style="list-style-type: none"> <li>• Provide direct support or examples.               <ul style="list-style-type: none"> <li>• Prompt students to use the avoiding plagiarism reference guide, the evaluating sources reference guide, and the integrating quotations reference guide.</li> <li>• Provide students with several examples of possible evidence to use. Ask students orally or in writing to identify the claim that the evidence supports and explain how it supports that claim. Discuss which evidence is most relevant for each supporting claim and why.</li> </ul> </li> <li>• Model how to paraphrase and directly quote evidence using the integrating quotations reference guide and the connecting ideas reference guide.</li> <li>• Model how to review and revise support and development using a strong and weak student model.               <ul style="list-style-type: none"> <li>• Project the strong model and conduct a think aloud to explain how the model is well supported and developed.</li> <li>• Project the weak model and conduct a think aloud to explain how the model isn’t well supported nor developed.</li> <li>• Then ask: How can we revise the model so that the supporting claims/points are better supported and developed? What can we add, remove, or change?</li> </ul> </li> </ul>

11D1. Section 1. Lesson 4. Activity 6. Optional	app. 15 minutes
	<ul style="list-style-type: none"><li>• Work together as a class to make one or more revisions to the weak model based on the answers to the questions.</li><li>• Review the revised model and ask students to explain how the revisions improve the support and development.</li></ul>

Notes:

**11D1. Section 1. Lesson 4. Activity 7. Section Diagnostic**  
**app. 25 minutes**

Student	Teacher
<p>Read the prompt.</p> <p><b>Prompt:</b></p> <p style="padding-left: 20px;">1. What is the narrative structure of <i>The Great Gatsby</i>? How could that narrative structure influence the way the story is told? Use details from the first four pages of the novel to support your claim.</p> <p>In your learning log, create a draft that addresses the prompt.</p> <p>Use your perception understanding tool as you create your draft.</p> <p>Once you have created your draft, review the prompt and the section diagnostic checklist. Does your response address the prompt? Does your response meet the expectations?</p>	<p>Explain the expectations of the writing based on the section diagnostic checklist.</p> <p>Direct students to complete the activity.</p> <p>If students need support during the activity:</p> <ul style="list-style-type: none"> <li>• Provide direct support or examples.               <ul style="list-style-type: none"> <li>• Prompt students to refer to completed tools and notes from earlier lessons to help them draft their work.</li> <li>• Provide students with a word bank of rhetorically accurate verbs they may use in their thesis statements and supporting claims.</li> <li>• Direct students learning English as a new language to write their thesis statement, supporting claims/points, and direct quotations in English, but the rest of the essay may be written in their home language.</li> </ul> </li> </ul>

**Notes:**