

Lesson 1

Write: Prepare to Write

1. Complete the Preview the Culminating Task Prompt section of the **Culminating Task Tool** in your student materials.

Read: Prepare to Read

World War I occurred between July 28, 1914 - November 11, 1918.

Read “Lost Generation” in the Unit Reader.

1. What was the “Lost Generation”? How was World War I related to the “Lost Generation”?

2. On the **Perception Understanding Tool** in your student materials, define the word “perception.” In the space outside the box, list possible influences on perception.

Read: Establish Understanding

Read the following section from chapter one of *The Great Gatsby*.

- Start at: “In my younger and more vulnerable years. . . .”
- Stop at: “It was a matter of chance that I should have rented a house.”

Read: Establish Understanding

1. Summarize the section of chapter one that you have read of *The Great Gatsby*.

Lesson 2

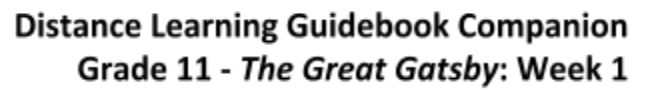
Read: Establish Understanding

Reread the following section from chapter one of *The Great Gatsby*.

- Start at: “In my younger and more vulnerable years. . . .”
- Stop at: “It was a matter of chance that I should have rented a house.”

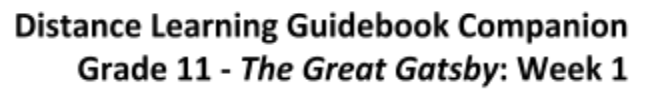
Read: Deepen Understanding

1. On the chart in section one of the **Perception Understanding Tool**, list the details that the narrator reveals about himself.
2. On the chart in section one of the **Perception Understanding Tool**, list the details that the narrator provides about characters, events, or settings.
3. Answer the following question on the **Perception Understanding Tool**: What is the narrative structure of *The Great Gatsby*?
4. Answer the following question on the **Perception Understanding Tool**: What are some factors that might influence the narrator’s perception of events?



1. Draft a response to the following prompt: What is the narrative structure of *The Great Gatsby*? How could that narrative structure influence the way the story is told? Use details from what you have read of the novel to support your claim.

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Lesson 5 - Section Diagnostic

Write: Develop Work

- Review the section diagnostic checklist below. Then read your draft response from lesson four and evaluate your response using the performance descriptors.

| Score | Performance Descriptors |
|---------|--|
| ✓ + (3) | Meets Criteria: Student has successfully built the knowledge, skill, or habit indicated by the look-for. |
| ✓ (2) | Continue Practice: Student should continue building the knowledge, skill, or habit indicated by the look-for. |
| ✓ - (1) | Needs Support: Student would benefit from additional instruction to build the knowledge, skill, or habit indicated by the look-for. |
| IE (0) | Insufficient Evidence: Student did not respond to the prompt and/or did not provide enough of a response to evaluate |

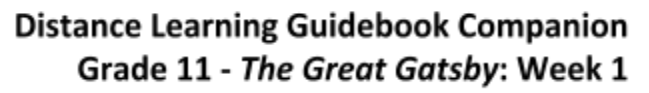
| Reading Look-Fors | ✓ + (3) | ✓ (2) | ✓ - (1) | IE (0) |
|--|---------|-------|---------|--------|
| How well does the student understand the factors that could influence perception? | | | | |
| How well can a student identify the narrative structure of a text and determine how it may affect the way the story is told? | | | | |
| Reading Score: _____ /6 Comments: | | | | |

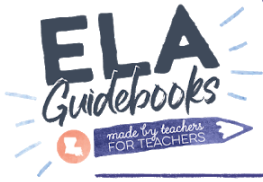
| Writing Look-Fors | | ✓ + (3) | ✓ (2) | ✓ - (1) | IE (0) |
|---|--|---------|-------|---------|--------|
| Form Claims: Analytical; | How well can students develop and clearly communicate meaningful and defensible claims that represent valid, evidence-based analysis? | | | | |
| Develop ideas: integrate quotations; | How well can students integrate quotations while maintaining the flow of ideas to develop and support arguments, analyses, and explanations? | | | | |
| Use Conventions to Produce Clear Writing: Usage | How well can students use words and phrases correctly to clearly communicate ideas? | | | | |
| Writing Score: _____ /9 Comments: | | | | | |

Write: Publish Work

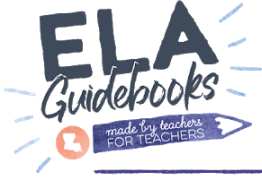
1. Create a final draft of your response on the lines below.

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Distance Learning Guidebook Companion
Grade 11 - *The Great Gatsby*: Week 1



Lesson 1

Read: Prepare to Read

Read the following information about the 1920s:

“The popular image of the 1920s, as a decade of prosperity and riotous living and of bootleggers and gangsters, flappers and hot jazz, flagpole sitters, and marathon dancers, is indelibly etched in the American psyche. But this image is also profoundly misleading. The 1920s was a decade of deep cultural conflict. The pre-Civil War decades had fundamental conflicts in American society that involved geographic regions. During the Gilded Age, conflicts centered on ethnicity and social class. Conversely, the conflicts of the 1920s were primarily cultural, pitting a more cosmopolitan, modernist, urban culture against a more provincial, traditionalist, rural culture.”¹ (“The 1920s-An Overview”, www.digitalhistory.uh.edu)

1. What were some of the issues that divided America in the 1920s?

Read: Establish Understanding

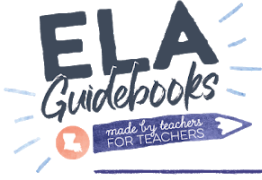
Read the following section from chapter one of *The Great Gatsby*.

- Start at: “It was a matter of chance that I should have rented a house in one of the strangest communities in North America.”
- Stop at: “Inside, the crimson room bloomed with light.”

1. What is East Egg? What details are used to describe it?

2. Who are Daisy and Tom?

¹ “The 1920s-An Overview”, http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtid=2&psid=3380www.digitalhistory.uh.edu



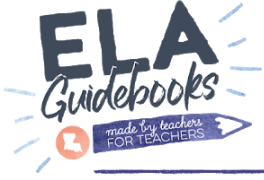
Read: Deepen Understanding

1. What does the behavior of Tom and Daisy reveal about their relationship?

2. How does Daisy perceive her life? What details support your answer?

3. Reread the paragraph on page 17 that starts: "The instant her voice broke off. . . ." What is Nick's perception of Daisy after she tells him about her life? What details support your answer?

4. What details does Nick provide us about characters, events, or settings? Record your answers on the chart in section one of the **Perception Understanding Tool** in your student materials.
5. How do each of the characters perceive other characters, their lives, and themselves? Record your answers on section two of the **Perception Understanding Tool** in your student materials.



Lesson 2

Read: Establish Understanding

Read the following section from chapter one of *The Great Gatsby*.

- Start at: “Inside, the crimson room bloomed with light.”
 - Stop at: The end of chapter one
1. Who does Nick see when he returns home? What is this person doing?

Read: Establish Understanding

Read the following section from chapter two of *The Great Gatsby*.

- Start at: The beginning of chapter two.
 - Stop at: ““We’re getting off. I want you to see my girl.””
1. What is the valley of ashes?

Read: Deepen Understanding

1. What is different about the language used to describe East Egg and the language used to describe the valley of ashes? Provide examples from the text to support your answer.

2. How does Nick perceive the valley of ashes? Record your answer on the chart on section two of the **Perception Understanding Tool** in your student materials.
3. Read the following quotation from chapter two.

“But above the gray land and the spasms of bleak dust which drift endlessly over it, you perceive, after a moment, the eyes of Doctor T. J. Eckleburg. The eyes of Doctor T. J. Eckleburg are blue and gigantic—their retinas are one yard high. They look out of no face, but, instead, from a pair of enormous yellow spectacles which pass over a non-existent nose. Evidently some wag of an oculist set them there to fatten his practice in the borough of Queens, and then sank down himself into eternal blindness, or forgot them and moved away. But his eyes. . . **brood** on over the solemn dumping ground”(Fitzgerald 23-24).

What does the word **brood** mean?

How does the author use language to personify this billboard, or make it seem more human?

4. Record details about the billboard on the chart on section three of the **Perception Understanding Tool** in your student materials.

Lesson 3

Read: Establish Understanding

Read the following section from chapter two of *The Great Gatsby*.

- Start at: "'We're getting off. I want you to see my girl.'"
- Stop at: "'My dear,' she told her sister in a high, mincing shout. . . ."

1. Who is Myrtle and where does she live?

2. How do Tom and George know one another? What is the nature of their relationship?

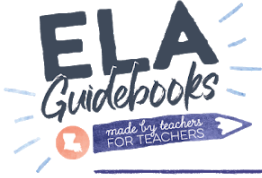
Read: Deepen Understanding

1. Read the following quotation about Myrtle.

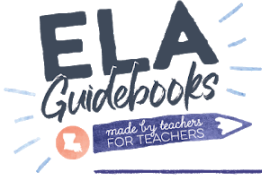
"Her face, above a spotted dress of dark blue crepe-de-chine, contained no facet or gleam of beauty, but there was an immediately perceptible vitality about her as if the nerves of her body were continually smoldering" (Fitzgerald 25).

What words are used to describe Myrtle? How are these words used to characterize Myrtle? How is this characterization of Myrtle supported by other details within the chapter?

2. How does Nick perceive events and other characters in this chapter? Record your answers on the chart on section two of the **Perception Understanding Tool**.



3. How does Nick perceive Myrtle? Record your answer on the chart on section two of the **Perception Understanding Tool** in your student materials.



Lesson 4

Read: Establish Understanding

Read the following section from chapter two of *The Great Gatsby*.

- Start at: “‘My dear,’ she told her sister in a high, mincing shout. . . .”
- Stop at: The end of chapter two.

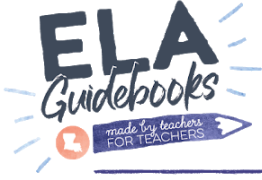
1. What details does Myrtle provide about her husband, Daisy, and Tom?

Read: Deepen Understanding

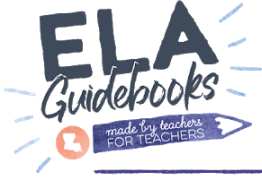
1. How does Myrtle perceive her husband, Tom, and Daisy? Record your answers on the chart on section two of the **Perception Understanding Tool** in your student materials.
2. How does Tom perceive Myrtle? Record your answers on the chart on section two of the **Perception Understanding Tool** in your student materials.
3. Read the following quotation.

"I was within and without, simultaneously enchanted and repelled by the inexhaustible variety of life" (Fitzgerald 35).

What does this quotation reveal about Nick’s internal conflict about the events of this chapter?



4. What could be affecting Nick's perception of events in this chapter? How could this affect his view of the events of this chapter?



Lesson 1

Read: Establish Understanding

Read the following section from chapter three of *The Great Gatsby*.

- Start at: The beginning of chapter three.
 - Stop at: “There was dancing now on the canvas in the garden.”
1. Describe the various people at Gatsby’s party. What types of people attend?

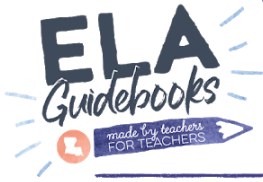
2. What are the rumors about Gatsby that are discussed by Jordan and the other guests at Gatsby’s party?

Read: Deepen Understanding

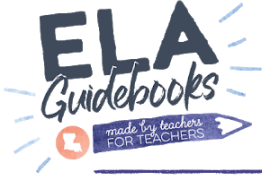
1. What are the party goers’ perceptions of Gatsby? How are these perceptions used to build suspense?

2. How do the party goers perceive Gatsby? Record your answers on the chart in section two of the **Perception Understanding Tool** in your student materials.
3. Reread the following scene.
 - Start at: “A stout middle-aged man, with enormous owl-eyed spectacles. . . .”
 - Stop at: “We shook hands with him gravely and went back outdoors.”

What amazes the man with the owl-eyed spectacles about Gatsby’s books? How do these books develop a theme about perceptions?



Distance Learning Guidebook Companion
Grade 11 - *The Great Gatsby*: Week 3



Lesson 2

Read: Establish Understanding

Read the following section from chapter three of *The Great Gatsby*.

- Start at: “There was dancing now on the canvas in the garden.”
- Stop at: “Reading over what I have written so far. . . .”

1. List the main events that occur during Gatsby’s party.

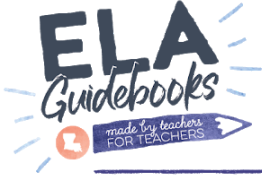
Read: Deepen Understanding

1. Reread the paragraph that begins “He smiled understandingly--much more than understandingly.”

What words are used to describe Gatsby? Do these words create a negative or positive connotation?

What word signals a shift or a change in this paragraph? What shift or change does this word indicate?

2. What is Nick’s perception of Gatsby? Record details about Nick’s perception of Gatsby on the chart on section two of the **Perception Understanding Tool** in your student materials.



Lesson 3

Read: Establish Understanding

Read the following section from chapter three of *The Great Gatsby*.

- Start at: “Reading over what I have written so far. . . .”
- Stop at: The end of chapter three

1. What are some of the details that Nick provides about his activities this summer?

Read: Deepen Understanding

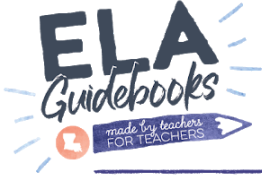
1. How does Nick perceive Jordan? Record your answer on the chart on section two of the **Perception Understanding Tool** in your student materials.
2. Read the following quotation from chapter three:

“Everyone suspects himself of at least one of the cardinal virtues, and this is mine: I am one of the few honest people that I have ever known” (Fitzgerald 59).

What does this quotation reveal about Nick’s perception of others?

How does this quotation affect the reader’s perception of Nick as a narrator?

Record details about Nick on the chart on section one of the **Perception Understanding Tool** in your student materials.



Write: Prepare to Write

1. Form a claim in response to the following prompt: Choose a character and explain how he or she perceives a person, event, or concept and if that perception is accurate. Use textual evidence to support your answer. Record your claim on the **Evidence Tool** in your student materials.

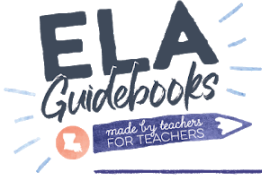
Lesson 4

Write: Prepare to Write

1. Reread your claim from lesson three. Answer the following questions about your claim:
 - Is the claim clearly stated?
 - Does the claim communicate your opinion or conclusion about the text?
 - Is the claim based on evidence you gathered from the text?
 - Is the claim specific to the question, original, and able to be supported by evidence?

Revise your claim based on your responses to the questions.

2. Use your **Perception Understanding Tool** to list evidence that would support your claim. Record your evidence on the **Evidence Tool** in your student materials.



Lesson 5-Section Diagnostic

Write: Develop Work

Prior to drafting your response, review the section diagnostic checklist below.

| Score | Performance Descriptors |
|---------|--|
| ✓ + (3) | Meets Criteria: Student has successfully built the knowledge, skill, or habit indicated by the look-for. |
| ✓ (2) | Continue Practice: Student should continue building the knowledge, skill, or habit indicated by the look-for. |
| ✓ - (1) | Needs Support: Student would benefit from additional instruction to build the knowledge, skill, or habit indicated by the look-for. |
| IE (0) | Insufficient Evidence: Student did not respond to the prompt and/or did not provide enough of a response to evaluate |

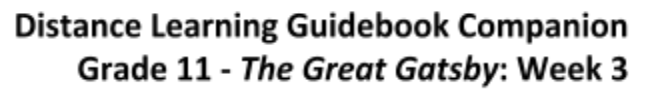
| Reading Look-Fors | ✓ + (3) | ✓ (2) | ✓ - (1) | IE (0) |
|--|---------|-------|---------|--------|
| How well does the student understand how a character perceives a person, event, or concept? | | | | |
| How well can the student identify how a character's perception of a person, event, or concept reveals information about that character ? | | | | |
| Reading Score: _____ /6 Comments: | | | | |

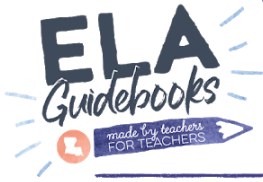
| Writing Look-Fors | | ✓ + (3) | ✓ (2) | ✓ - (1) | IE (0) |
|---|---|---------|-------|---------|--------|
| Form Claims: Interpretive/analytical; | How well can students develop and clearly communicate meaningful and defensible claims that represent valid, evidence-based analysis? | | | | |
| Use Conventions to Produce Clear Writing: Syntax; | How well can students use correct and effective syntax to clearly communicate ideas? | | | | |
| Develop ideas: cite evidence | How well can students accurately cite evidence to develop and support their ideas in discussions, presentations, arguments, analyses, and explanations? | | | | |
| Writing Score: _____ /9 Comments: | | | | | |

Write: Develop Work

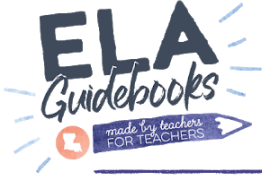
1. Draft a response to the following prompt: Choose a character and explain how he or she perceives a person, event, or concept and if that perception is accurate. Use textual evidence to support your answer.

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Distance Learning Guidebook Companion
Grade 11 - *The Great Gatsby*: Week 3



Lesson 1

Read: Establish Understanding

Read the following section from chapter four of *The Great Gatsby*.

- Start at: The beginning of chapter four.
- Stop at: “Roaring noon.”

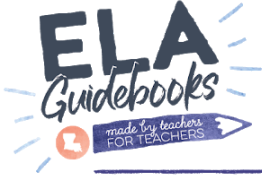
1. What details does Gatsby share about his life?

Read: Deepen Understanding

1. What is the purpose of the conversation between Gatsby and Nick on the car ride to New York City?

2. How does Gatsby intend to influence Nick’s perception of him? What is the actual result of Gatsby’s stories on Nick’s perception of him?

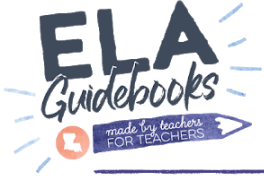
3. Record details about Nick’s perception of Gatsby on the chart in section two of the **Perception Understanding Tool** in your student materials.



4. Read the following excerpt.

"Anything can happen now that we've slid over this bridge. . . .Even Gatsby could happen, without any particular wonder" (Fitzgerald 69).

What does this quotation reveal about Nick's perception of Gatsby?



Lesson 2

Read: Prepare to Read

Before reading this section of chapter four, read the following background information about the 1919 World Series:

In 1919, several members of the Chicago White Sox baseball team and several small-time gamblers were found guilty of trying to “throw,” or lose games intentionally, the 1919 World Series.

Read: Establish Understanding

Read the following section from chapter four of *The Great Gatsby*.

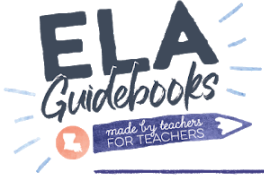
- Start at: “Roaring noon.”
- Stop at: “One October day in nineteen-seventeen. . . .”

1. Who is Meyer Wolfsheim?

Read: Deepen Understanding

1. What descriptive language is used to characterize Wolfsheim? Based on this language, what is Nick’s perception of Wolfsheim?

2. Record details about Nick’s perception of Wolfsheim on the chart in section two of the **Perception Understanding Tool** in your student materials.



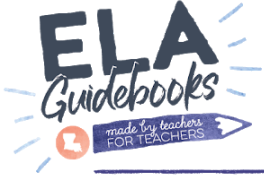
3. Reread the following section of text:

- Start at: "He has to telephone."
- Stop at: "I have enjoyed my lunch."

What details does Wolfsheim provide Nick about Gatsby?

How does Nick's perception of Wolfsheim affect how he views Wolfsheim's perception of Gatsby?

4. How does Gatsby intend to influence Nick's perception of him? What is the actual result of the meeting with Wolfsheim?



Lesson 3

Read: Establish Understanding

Read the following section from chapter four of *The Great Gatsby*.

- Start at: “One October day in nineteen-seventeen. . . .”
- Stop at: The end of chapter four

1. What details do you learn about Daisy and Gatsby in this section of chapter four?

Read: Deepen Understanding

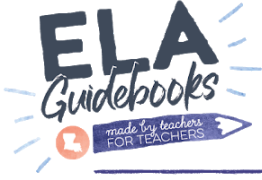
1. How does the author use flashback to develop the characters of Daisy and Gatsby?

Read: Establish Understanding

Read the following section from chapter five of *The Great Gatsby*.

- As you read, make note of items that are used as symbols within the chapter.
- Start at: The beginning of chapter five.
- Stop at: “After the house, we were to see the grounds and the swimming-pool.”

1. What is the purpose of Daisy coming to Nick’s house for tea?



Read: Deepen Understanding

1. What is the tone of the scene at Nick's house? What does the author use to develop that tone?

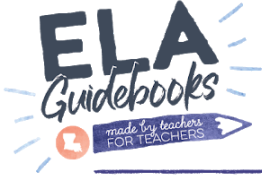
2. How and when does the tone change? How does the author signal the tone change?

3. Read the following quotation.

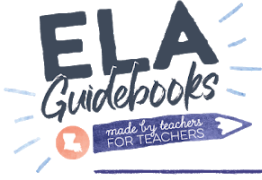
"He hadn't once ceased looking at Daisy and I think he revalued everything in his house according to the measure of response it drew from her well-loved eyes. Sometimes, too, he stared around at his possessions in a dazed way as though in her actual and astounding presence none of it was any longer real. Once he nearly toppled down a flight of stairs" (Fitzgerald 91).

What is Daisy's perception of Gatsby's home and belongings?

How does Daisy's perception of Gatsby's home and belongings affect Gatsby?



4. Record details about Daisy's perceptions of Gatsby and his home on the chart in section two of the **Perception Understanding Tool** in your student materials.



Lesson 4

Read: Establish Understanding

Read the following section from chapter five of *The Great Gatsby*.

- Start at: “After the house, we were to see the grounds and the swimming-pool.”
 - Stop at: The end of chapter five.
1. How does Gatsby seem to feel about his reunion with Daisy? What details support your answer?

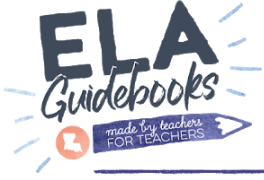
Read: Deepen Understanding

1. Read the following quotation.

"There must have been moments even that afternoon when Daisy tumbled short of his dreams—not through her own fault, but because of the colossal vitality of his illusion" (Fitzgerald 95).

Define the following words: *colossal*, *vitality*, and *illusion*.

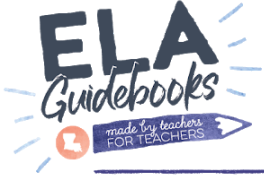
How is the dash and the conjunction “but” used in this sentence?



What does this sentence reveal about Gatsby's perception of Daisy?

Prepare to Write: Develop Work

1. Form a claim in response to the following prompt: What theme does Fitzgerald develop about perceptions in chapters four and five? How does he develop this theme?

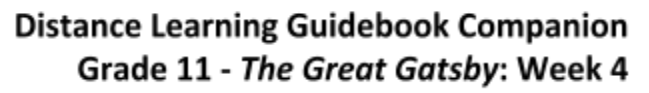


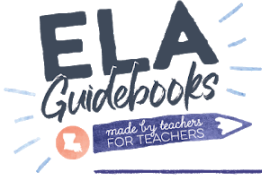
Lesson 5

Write: Develop Work

- 1. Use your **Perception Understanding Tool** and the answers to the questions from lessons 1 - 4 to list evidence that would support your claim from lesson four.

Lined area for writing evidence.

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Lesson 1

Read: Prepare to Read

In section one of your **Ambition Understanding Tool** in your student materials, define the word “ambition.”

Read: Establish Understanding

Read the following section from chapter six of *The Great Gatsby*.

- As you read, note details about Gatsby’s past that seem important.
- Start at: The beginning of chapter six.
- Stop at: “He told me all this very much later.”

1. What details are included about Gatsby’s childhood?

2. Who is Dan Cody, and what role did he play in Gatsby’s life?

Read: Deepen Understanding

1. What was Gatsby’s perception of himself as a child? What detail from the text supports this answer?

3. Read the following excerpt.

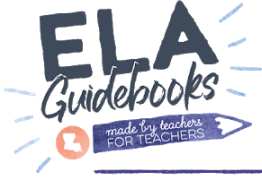
“But his heart was in constant, turbulent riot. The most grotesque and fantastic conceits haunted him in his bed at night. A universe of ineffable gaudiness spun itself out in his brain while the clock ticked on the washstand and the moon soaked with wet light his tangled clothes upon the floor” (Fitzgerald 99).

Define the following words: *turbulent*, *conceits*, and *ineffable*.

What words or phrases reflect a tone of discontent?

What does this excerpt reveal about Gatsby and ambition?

4. Add details about Gatsby and his ambition to section two of the **Ambition Understanding Tool** in your student materials.
5. How does the character of Dan Cody influence Gatsby’s ambition?



Lesson 2

Read: Establish Understanding

Read the following section from chapter six of *The Great Gatsby*.

- As you read, note the perceptions that both Daisy and Tom have of Gatsby's party.
- Start at: "He told me all this very much later."
- Stop at: The end of chapter six

1. What is Tom's perception of Gatsby and Gatsby's party? What details from the text support your answer?

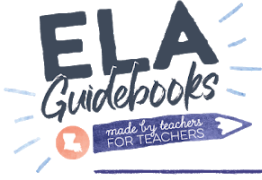
Read: Deepen Understanding

1. Why is Gatsby unhappy after the party? What were his expectations for the party and what was the reality?

2. Read the following excerpt.

"He talked a lot about the past, and I gathered that he wanted to recover something, some idea of himself perhaps, that had gone into loving Daisy"(Fitzgerald 110).

What does this quotation reveal about Gatsby's perception of his life?

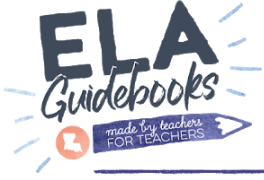


3. What details from Gatsby's current life reveal that he is discontent with his life? How is this discontent related to his ambition?

4. Add details about Tom and Daisy's perception of Gatsby and his party and details about Gatsby's perception of his life to section three of your **Perception Understanding Tool** in your student materials.

Write: Prepare to Write

1. Form a claim in response to the following prompt: How are Gatsby's perceptions of his life, his happiness, and/or his goals related to ambition?



Lesson 3

Read: Prepare to Read

What do you know about the myth of King Midas?

Read: Establish Understanding

Read “The Golden Touch” in your unit reader.

- As you read, locate details that reveal King Midas’s ambition.
- Start at: The beginning of “The Golden Touch”
- Stop at: The end of “The Golden Touch”

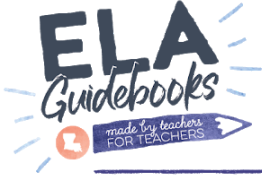
1. Summarize “The Golden Touch.”

Read: Deepen Understanding

1. What details from the text are used to characterize King Midas?

2. How does the author use characterization to develop a theme within the text?

3. Add details about “The Golden Touch” to section three of your **Ambition Understanding Tool** in your student materials.



Lesson 4

Read: Establish Understanding

1. Reread the following excerpt from “The Golden Touch.”
 - As you reread, annotate for details that reveal Midas’s expectations and Midas’s reality.
 - Start at: “Midas was enjoying himself in his treasure room.”
 - Stop at: “The child sat down at the table.”

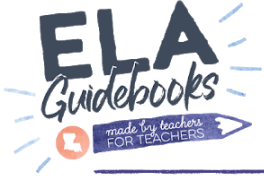
Read: Deepen Understanding

1. What details reveal the expectations Midas had for his new ability and which represent the reality of his new ability?

2. What theme is developed in “The Golden Touch”? How is this theme developed?

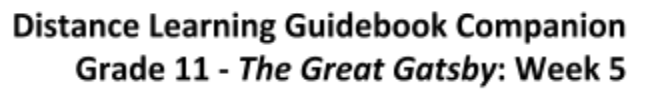
Read: Extend Understanding

1. How are the characters of King Midas and Jay Gatsby similar? How do they differ?



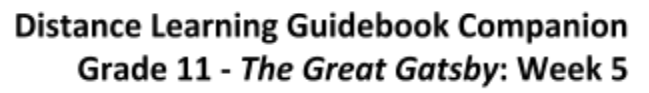
Write: Prepare to Write

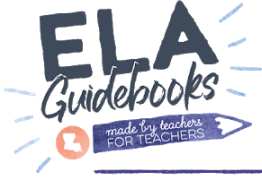
1. Form a claim in response to the following prompt: Compare and contrast the characters of King Midas and Jay Gatsby.



2. Draft a response to the following prompt: Compare and contrast the characters of King Midas and Jay Gatsby.

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This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



Lesson 1

Read: Prepare to Read

Before reading the text, read the following information about Alexis deTocqueville:

Alexis deTocqueville was a French sociologist who traveled to America in the early 1830s to study American prisons. However, while in America, he began noticing many other things that were unique to Americans. He published his observations in *Democracy in America*. This text is an excerpt from this book.

Before reading the text, answer the following question:

1. Read the title of this text, “Causes Of The Restless Spirit Of Americans In The Midst Of Their Prosperity.” What observation about Americans does deTocqueville make?

Read: Establish Understanding

Read “Causes Of The Restless Spirit Of Americans In The Midst Of Their Prosperity” by Alexis deTocqueville in the unit reader.

- As you read, summarize the claim(s) made in each paragraph.

1. Summarize the claims that deTocqueville makes about Americans in paragraph one of the text.

2. Summarize the claims that deTocqueville makes about Americans in paragraph two of the text.

3. Summarize the claims that deTocqueville makes about Americans in paragraph three of the text.

4. Summarize the claims that deTocqueville makes about Americans in paragraph four of the text.

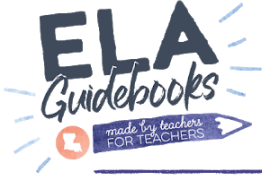
5. Summarize the claims that deTocqueville makes about Americans in paragraph five of the text.

Read: Deepen Understanding

1. Read the following quotation from the text.

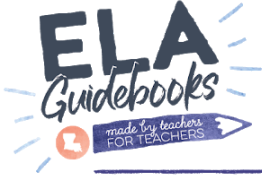
"Among democratic nations, men easily attain a certain equality of condition, but they can never attain as much as they desire. It perpetually retires from before them, yet without hiding itself from their sight, and in retiring draws them on. At every moment they think they are about to grasp it; it escapes at every moment from their hold. They are near enough to see its charms, but too far off to enjoy them; and before they have fully tasted its delights, they die"(deTocqueville).

Define the following words: *attain*, *perpetually*, and *retires*.



What image does deTocqueville use in the last sentence of this excerpt? Is this a positive or negative image?
What tone does this image create?

What does deTocqueville see as the danger of a democratic society?



Lesson 2

Read: Establish Understanding

Reread “Causes Of The Restless Spirit Of Americans In The Midst Of Their Prosperity” by Alexis deTocqueville in the unit reader.

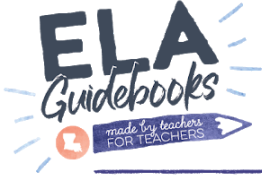
- As you read, locate the evidence deTocqueville uses to support his claims.

1. What are the main claims that deTocqueville makes about Americans in this text?

Read: Deepen Understanding

1. List the claims that deTocqueville makes about Americans below. Next to each claim, list the evidence he uses to support his claim.

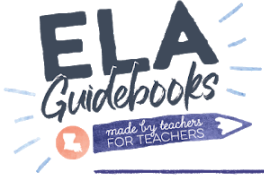
| Claim | Evidence to support claim |
|-------|---------------------------|
| | |
| | |
| | |



2. What images does deTocqueville use in his text to emphasize his claims? How do these images affect the tone of the text?

3. How does this text relate to the idea of ambition? Do you think that this is an accurate description of American behavior? Support your answer with details.

4. Add details about “Causes Of The Restless Spirit Of Americans In The Midst Of Their Prosperity” to section three of your **Ambition Understanding Tool** in your student materials.



Lesson 3

Read: Prepare to Read

Before you read, answer the following question:

1. How is the title of this text—*Staying Put: Making a Home in a Restless World*—similar to the title of the deTocqueville text?

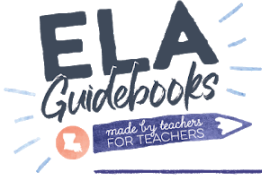
Read: Establish Understanding

Read the excerpt from *Staying Put: Making a Home in a Restless World* in the unit reader.

- As you read, determine the subject of the text and the two viewpoints presented on this subject.

1. What is the subject of this text?

2. What are the two viewpoints presented on the subject of this text?



Read: Deepen Understanding

1. Read the following quotation from the text.

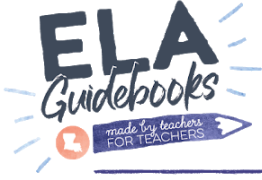
"Our Promised Land has always been over the next ridge, never under our feet" (Sanders).

What does "Promised Land" mean? How does noticing this word/phrase help you understand the sentence?

What does the phrase "never under our feet" mean? How does the phrase connect to the rest of the mentor sentence?

What viewpoint presented in the text does this quotation support? What other details in the text support this viewpoint?

2. How does this text relate to the idea of ambition? Do you think that this is an accurate description of American behavior? Support your answer with details.



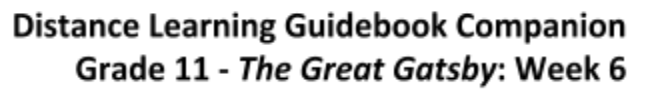
3. Add details about the excerpt from *Staying Put: Making a Home in a Restless World* to section three of your **Ambition Understanding Tool** in your student materials.

Read: Extend Understanding

1. According to both deTocqueville and Sanders, how do Americans perceive any situation that they are in? How do they react to this situation?

Write: Prepare to Write

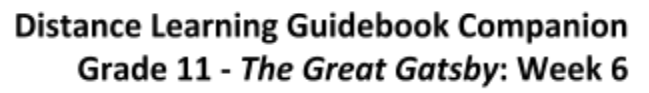
1. Form a claim in response to the following question: According to “Causes Of The Restless Spirit Of Americans In The Midst Of Their Prosperity” and the excerpt from *Staying Put: Making a Home in a Restless World*, what is the relationship between perception and ambition? How does perception influence Jay Gatsby’s ambition?

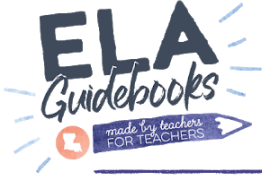


1. Gather and organize evidence from the **Ambition Understanding Tool** and gather additional evidence from “Causes Of The Restless Spirit Of Americans In The Midst Of Their Prosperity,” the excerpt from *Staying Put: Making a Home in a Restless World*, and *The Great Gatsby* to support your claim from the previous activity.

1. Draft a response to the following prompt: According to “Causes Of The Restless Spirit Of Americans In The Midst Of Their Prosperity” and the excerpt from *Staying Put: Making a Home in a Restless World*, what is the relationship between perception and ambition? How does perception influence Jay Gatsby’s ambition?

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Lesson 5

Write: Develop Work

1. Review the section diagnostic checklist below. Then read your draft response from lesson four and evaluate your response using the performance descriptors.

| Score | Performance Descriptors |
|---------|--|
| ✓ + (3) | Meets Criteria: Student has successfully built the knowledge, skill, or habit indicated by the look-for. |
| ✓ (2) | Continue Practice: Student should continue building the knowledge, skill, or habit indicated by the look-for. |
| ✓ - (1) | Needs Support: Student would benefit from additional instruction to build the knowledge, skill, or habit indicated by the look-for. |
| IE (0) | Insufficient Evidence: Student did not respond to the prompt and/or did not provide enough of a response to evaluate |

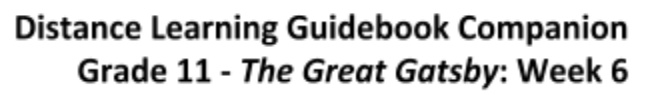
| Reading Look-Fors | ✓ + (3) | ✓ (2) | ✓ - (1) | IE (0) |
|---|---------|-------|---------|--------|
| How well does the student understand the relationship between perception and ambition? | | | | |
| How well does the student understand how this relationship applies to the character of Gatsby, other texts, and life outside the novel? | | | | |
| Reading Score: _____ /6 Comments: | | | | |

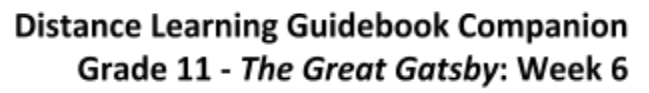
| Writing Look-Fors | | ✓ + (3) | ✓ (2) | ✓ - (1) | IE (0) |
|---|---|---------|-------|---------|--------|
| Form Claims: Interpretive/analytical; | How well can students develop and clearly communicate meaningful and defensible claims that represent valid, evidence-based analysis? | | | | |
| Use Conventions to Produce Clear Writing: Syntax; | How well can students use correct and effective syntax to clearly communicate ideas? | | | | |
| Develop ideas: cite evidence | How well can students accurately cite evidence to develop and support their ideas in discussions, presentations, arguments, analyses, and explanations? | | | | |
| Writing Score: _____ /9 Comments: | | | | | |

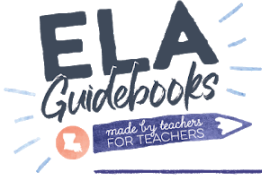
Write: Publish Work

1. Create a final draft of your response on the lines below.

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This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

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Lesson 1

Read: Establish Understanding

Read the following section from chapter seven of *The Great Gatsby*.

- As you read, locate places in the text where a character's perception about someone or something changes.
- Start at: The beginning of chapter seven.
- Stop at: "Those big movies around Fiftieth Street are cool."

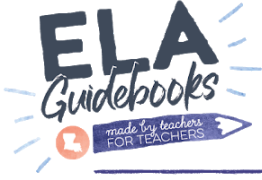
1. What information does Tom learn in this section of chapter seven?

Read: Deepen Understanding

1. Read the following quotation from the text.

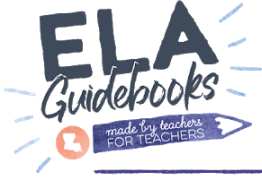
"She had told him that she loved him, and Tom Buchanan saw. He was astounded. His mouth opened a little, and he looked at Gatsby, and then back at Daisy as if he had just recognized her as someone he knew long ago" (Fitzgerald 119).

How does this excerpt reflect a change of perception in Tom? What does the author use to communicate this change to the reader?



2. What events occur in the beginning of chapter seven that change the characters' perceptions? Discuss the event and how and why it changed each character's perception.

3. Record details about the characters' changing perceptions on section two of the **Perception Understanding Tool** in your student materials.



Lesson 2

Read: Establish Understanding

Read the following section from chapter seven of *The Great Gatsby*.

- As you read, locate places in the text where a character's perception about someone or something changes.
- Start at: "Those big movies around Fiftieth Street are cool."
- Stop at: "The Buchanans' house floated suddenly toward us through the dark rustling trees."

1. What details in the text reveal the changes in perception that the characters are experiencing?

Read: Deepen Understanding

1. Explain the changes in Daisy's perspective throughout the scene at the Plaza Hotel. What causes each change? How is this change communicated to the reader?

2. How do the changes in Daisy influence the other characters?

3. Read the following quotation from the text.

"But with every word she was drawing further and further into herself, so he gave that up, and only the dead dream fought on as the afternoon slipped away, trying to touch what was no longer tangible, struggling unhappily, undesperingly, toward that lost voice across the room" (Fitzgerald 134).

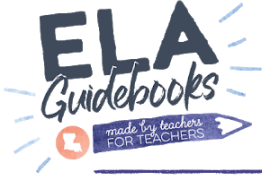
Define the word *tangible*. What is meant by the phrase "trying to touch what was no longer tangible"?

What image is created in this excerpt? How does the author create this image?

How does the image created in this excerpt reflect a change in Gatsby?

4. What theme about perception is developed in the scene at the Plaza Hotel? How is this theme developed?

5. Record details about the characters' changing perceptions on section two of the **Perception Understanding Tool** in your student materials.



Lesson 3

Read: Establish Understanding

Read the following section from chapter seven of *The Great Gatsby*.

- As you read, note places in the text where characters make mistakes in perception.
- Start at: “The Buchanans’ house floated suddenly toward us through the dark rustling trees.”
- Stop at: The end of chapter seven.

1. What happens to Myrtle at the end of chapter seven?

Read: Deepen Understanding

1. What mistakes in perception are made in chapter seven? What events do they cause? Support your answers with evidence from the text.

| Mistake in Perception | Event Caused | Textual Evidence |
|-----------------------|--------------|------------------|
| | | |
| | | |
| | | |

2. What references to eyes or vision are in this part of the chapter? Why are these references included in this chapter?

3. Record details about the characters' perceptions on section two of the **Perception Understanding Tool** in your student materials.

- Record details about the references to eyes or vision on section three of the **Perception Understanding Tool** in your student materials.

Read: Establish Understanding

Read the following section from chapter eight of *The Great Gatsby*.

- As you read, locate places in the text where a character’s perception about someone or something changes.
- Start at: The beginning of chapter eight.
- Stop at: “It was nine o’clock when we finished breakfast and went out to the porch.”

- Summarize the details that Gatsby shares about himself, Daisy, and Tom in the first section of chapter eight.

- According to Gatsby, why is he initially attracted to Daisy and why is Daisy initially attracted to him? What does this reveal about their relationship?

Read: Deepen Understanding

- What are some of the words that Gatsby uses to describe Daisy? Define these words and determine the tone that they create?

- What did Daisy represent for Gatsby? What details from chapter eight support your answer?

Lesson 4

Read: Establish Understanding

Read the following section from chapter eight of *The Great Gatsby*.

- As you read, locate places in the text where a character's perception about someone or something changes.
- Start at: "It was nine o'clock when we finished breakfast and went out to the porch."
- Stop at: The end of chapter eight.

1. What happens in the last three paragraphs of chapter eight?

2. Read the following quotation from the text.

"They're a rotten crowd. . . you're worth the whole damn bunch put together'" (Fitzgerald 154).

What motivates Nick to say this?

What does this quotation reveal about Nick's perceptions of Gatsby and the other characters in the book?

3. Record details about the characters' perceptions on section two of the **Perception Understanding Tool** in your student materials.

4. Reread the following section of text:
- Start at: “‘I spoke to her,’ he muttered.”
 - Stop at: “By six o’clock.”

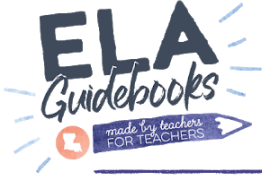
What symbol is referenced in this section of text?

How does Wilson view this symbol? Why does he make this connection?

How is this symbol related to a theme about perception?

5. Record details about the references to eyes or vision on section three of the **Perception Understanding Tool** in your student materials.

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Lesson 1

Read: Establish Understanding

Read the following section from chapter nine of *The Great Gatsby*.

- Start at: The beginning of chapter nine.
- Stop at: “One of my most vivid memories is of coming back West from prep school.”

1. What do we learn from Mr. Gatz about Gatsby’s early life?

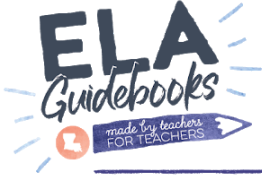
2. What do we learn from Wolfsheimer about Gatsby?

Read: Deepen Understanding

1. How does Gatsby’s father perceive him? Is this perception accurate?

2. Record details about the characters’ perceptions on section two of the **Perception Understanding Tool** in your student materials.

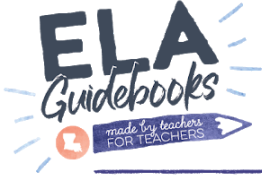
3. Who does not attend Gatsby’s funeral? What does this reveal about Gatsby’s relationships with others?



4. Reread pages 174 – 175.
- Start at: “About five o’clock. . . .”
 - Stop at “The poor son. . . .”

What character reappears in this section of text? How is his reappearance symbolic?

How does this character’s reappearance help develop a theme about perception?



Lesson 2

Read: Establish Understanding

Read the following section from chapter nine of *The Great Gatsby*.

- Start at: “One of my most vivid memories is of coming back West from prep school.”
- Stop at: The end of chapter nine.

1. What interactions between Nick and other characters are included in this section of the text?

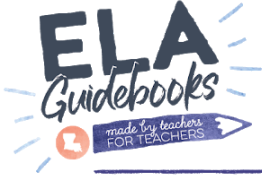
Read: Deepen Understanding

1. What is the purpose of including Jordan’s conversation with Nick? Why does she call Nick a “bad driver”? Is this an accurate perception of Nick? Why? Does it apply to any other characters in the novel?

2. Read the following quotation from the text.

“They were careless people, Tom and Daisy—they smashed up things and creatures and then retreated back into their money or their vast carelessness, or whatever it was that kept them together, and let other people clean up the mess they had made. . . .” (Fitzgerald 179).

What does Nick mean by “careless”? What evidence is there in the text of Tom and Daisy’s “carelessness”?



How does Nick characterize Tom and Daisy in this quotation? What does this reveal about his perception of Daisy and Tom?

Why does Nick state “retreated back into their money”? What is he implying about Tom and Daisy?

3. What is the purpose of including the scene with Tom and Nick?

4. Record details about the characters’ perceptions on section two of the **Perception Understanding Tool** in your student materials.

Lesson 3

Read: Establish Understanding

Reread the following section from chapter nine of *The Great Gatsby*.

- As you reread, summarize each paragraph and annotate the text for images that seem especially powerful.
- Start at: “Gatsby’s house was still empty when I left.”
- Stop at: The end of chapter nine.

1. Summarize the last seven paragraphs of the book.

Read: Deepen Understanding

1. Read the following quotation from the text.

“And as the moon rose higher the inessential houses began to melt away until gradually I became aware of the old island here that flowered once for Dutch sailors’ eyes--a fresh, green breast of the new world”(Fitzgerald 180).

Some of the first colonial settlers in New York state were Dutch. Why does Nick mention these settlers?

What tone is created by mentioning “a fresh, green breast of the new world”? What words are used to create this tone?

In the next paragraph, Nick states: "I thought of Gatsby's wonder when he first picked out the green light at the end of Daisy's dock"(Fitzgerald 180). What connection is Nick making between these Dutch sailors and Gatsby? Is this connection valid?

2. Read the following quotation from the text.

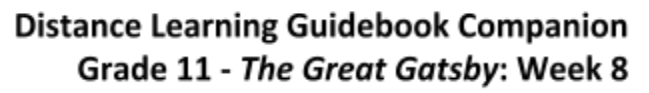
"It eluded us then, but that's no matter--tomorrow we will run faster, stretch out our arms farther. . . . And one fine morning---
So we beat on, boats against the current, borne back ceaselessly into the past" (Fitzgerald 180).

Define *eluded* and *ceaselessly*.

What is suggested by the use of the ellipses and the dash in this excerpt?

What images are used in this excerpt? How do those images develop a tone?

What does this excerpt suggest about perception and ambition?

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Lesson 5

Write: Develop Work

1. Review the section diagnostic checklist below. Then read your draft response from lesson four and evaluate your response using the performance descriptors.

| Score | Performance Descriptors |
|---------|--|
| ✓ + (3) | Meets Criteria: Student has successfully built the knowledge, skill, or habit indicated by the look-for. |
| ✓ (2) | Continue Practice: Student should continue building the knowledge, skill, or habit indicated by the look-for. |
| ✓ - (1) | Needs Support: Student would benefit from additional instruction to build the knowledge, skill, or habit indicated by the look-for. |
| IE (0) | Insufficient Evidence: Student did not respond to the prompt and/or did not provide enough of a response to evaluate |

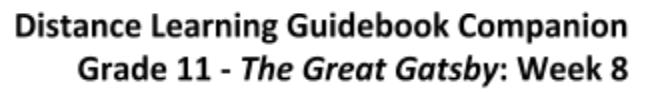
| Reading Look-Fors | ✓ + (3) | ✓ (2) | ✓ - (1) | IE (0) |
|--|---------|-------|---------|--------|
| How well does the student understand a theme that Fitzgerald develops in the last three chapters? | | | | |
| How well does the student understand how Fitzgerald uses mistakes in perception to develop this theme? | | | | |
| Reading Score: _____ /6 Comments: | | | | |

| Writing Look-Fors | | ✓ + (3) | ✓ (2) | ✓ - (1) | IE (0) |
|--|--|---------|-------|---------|--------|
| Use Language to Convey Meaning and Purpose: Sentence fluency; | How well does the student construct a variety of sentences to establish a smooth flow in arguments, analyses, explanations, narratives, and presentations? | | | | |
| Organize ideas: Explanatory organization; | How well does the student group and sequence sentences and paragraphs to create coherent analyses? | | | | |
| Develop ideas: Integrate quotations | How well does the student integrate quotations while maintaining the flow of ideas to develop and support analyses? | | | | |
| Writing Score: _____ /9 Comments: | | | | | |

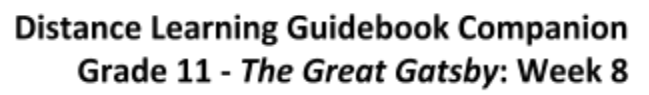
Write: Publish Work

1. Create a final draft of your response on the lines below.

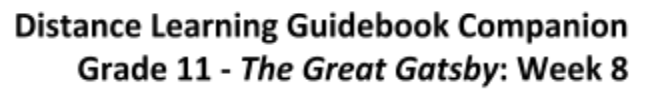
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Lesson 1

Culminating Task

How does Fitzgerald develop a theme about perception throughout the novel?

Write a literary analysis in which you state your response and logically and sufficiently support your response with claims. Support your claims with textual evidence including direct quotations with parenthetical citations. Use correct and effective words, phrases, syntax, usage, and mechanics to clearly communicate your analysis.

Be sure to:

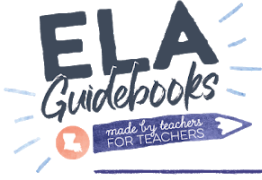
- Determine the theme that Fitzgerald develops.
- Determine what Fitzgerald uses to develop this theme.
- Analyze how Fitzgerald develops that theme.

Write: Prepare to Write

1. Answer the questions on the brainstorm section of your **Culminating Task Tool** in your student materials.
2. Review your **Perception Understanding Tool** in your student materials. Highlight or mark details that will help you write a response to the culminating task.

Write: Develop Work

1. Answer the questions on the thesis statement section of your **Culminating Task Tool** in your student materials.
2. Write your thesis statement on the thesis statement section of your **Culminating Task Tool** in your student materials.



Lesson 2

Write: Develop Work

1. List the supporting claims within your thesis statement:

2. Review your **Perception Understanding Tool** in your student materials. Highlight or mark details that will provide evidence to support these claims.
3. Complete the Gather Evidence section of your **Culminating Task Tool** in your student materials.

Lesson 3

Write: Develop Work

1. Review the format for organizing a literary analysis:

| Literary Analysis Organizational Structure |
|--|
| Introduction and thesis statement |
| Body paragraphs: Supporting claim one and supporting evidence, including acknowledging opposing viewpoints and addressing counterclaims when appropriate |
| Body paragraphs: Supporting claim two and supporting evidence, including acknowledging opposing viewpoints and addressing counterclaims when appropriate |
| Body paragraphs: Supporting claim three and supporting evidence, including acknowledging opposing viewpoints and addressing counterclaims when appropriate |
| Repeat body paragraphs as needed. |
| Conclusion and restatement of thesis statement |

What makes literary analyses unique?

- The introduction introduces the text and prompt and the thesis statement presents a brief response to the prompt and the supporting claims, which establish the organization of the work.
- Literary analyses typically focus on how the methods the author uses influence the meaning. For example, how the details (e.g., language, literary devices), elements (e.g., characters, setting), and/or structure (e.g., plot, pacing) of a text impact the meaning of a text.

2. Complete the outlining section of your **Culminating Task Tool** in your student materials.

Lesson 4

Write: Develop Work

1. Draft a response to the culminating task prompt.

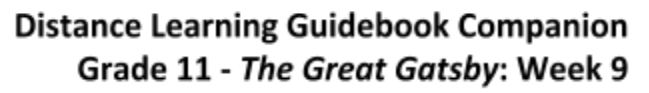
Culminating Task

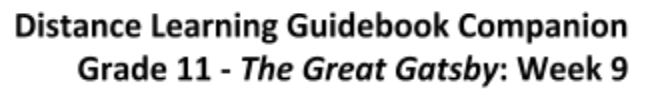
How does Fitzgerald develop a theme about perception throughout the novel?

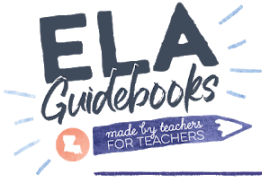
Write a literary analysis in which you state your response and logically and sufficiently support your response with claims. Support your claims with textual evidence including direct quotations with parenthetical citations. Use correct and effective words, phrases, syntax, usage, and mechanics to clearly communicate your analysis.

Be sure to:

- Determine the theme that Fitzgerald develops.
- Determine what Fitzgerald uses to develop this theme.
- Analyze how Fitzgerald develops that theme.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

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Lesson 5

Write: Develop Work

1. Review the culminating task rubric below. Then read your draft response from lesson four and evaluate your response using the rubric.

Reading and Writing

| Meets Criteria (3) | Continue Practice (2) | Needs Support (1) | Insufficient Evidence (0) |
|--|--|--|---|
| <p>Student demonstrates <i>success</i> determining the meaning of text(s) by accurately analyzing and/or synthesizing ideas within and across texts.</p> <p>Student demonstrates <i>success</i> forming a valid and evidence-based position, response, or focus.</p> <p>Student demonstrates <i>success</i> developing supporting claims or points logically with relevant and sufficient textual evidence.</p> <p>Student demonstrates <i>success</i> organizing writing so that it is clear and coherent.</p> <p>Student demonstrates <i>success</i> establishing and maintaining an effective style.</p> | <p>Student demonstrates <i>some success</i> determining the meaning of text(s) by accurately analyzing and/or synthesizing ideas within and across texts.</p> <p>Student demonstrates <i>some success</i> developing a valid and evidence-based position, response, or focus.</p> <p>Student demonstrates <i>some success</i> developing supporting claims or points logically with relevant and sufficient textual evidence.</p> <p>Student demonstrates <i>some success</i> organizing writing so that it is clear and coherent.</p> <p>Student demonstrates <i>some success</i> establishing and maintaining an effective style.</p> | <p>Student demonstrates <i>minimal success</i> determining the meaning of text(s) by analyzing and/or synthesizing ideas within and across texts.</p> <p>Student demonstrates <i>minimal success</i> developing a valid and evidence-based position, response, or focus.</p> <p>Student demonstrates <i>minimal success</i> developing supporting claims or points logically with relevant and sufficient textual evidence.</p> <p>Student demonstrates <i>minimal success</i> organizing writing so that it is clear and coherent.</p> <p>Student demonstrates <i>minimal success</i> establishing and maintaining an effective style.</p> | <p>No attempt made or not enough to evaluate.</p> |

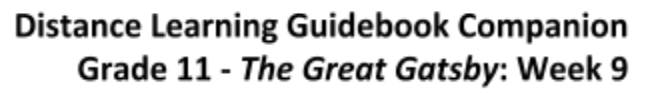
Reading and Writing Score: _____ x2

Conventions

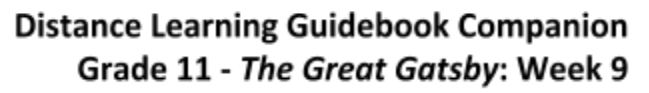
| Meets Criteria (3) | Continue Practice (2) | Needs Support (1) | Insufficient Evidence (0) |
|---|--|---|--|
| Student demonstrates <i>success</i> using correct and effective syntax, usage, and mechanics to clearly communicate ideas. | Student demonstrates <i>some success</i> using correct and effective syntax, usage, and mechanics to clearly communicate ideas. | Student demonstrates <i>minimal success</i> using correct and effective syntax, usage, and mechanics to clearly communicate ideas. | No attempt made or not enough to evaluate. |

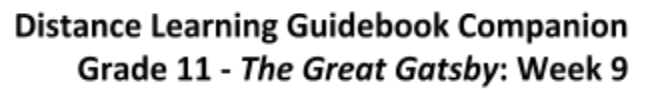
Conventions score: _____

Total score: _____/9

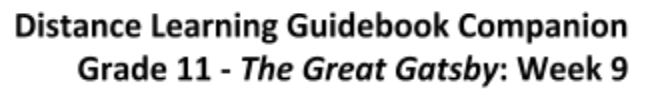


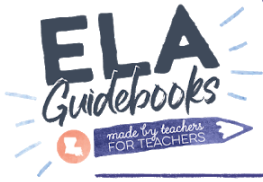
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This image shows a full page of blank, lined paper. It features approximately 20 evenly spaced horizontal grey lines across its entire width, providing a guide for handwriting or typing. The paper itself is a clean, off-white color.



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This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



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