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**Section 1.**

**What is Perception?**

In the box, define the word “perception.” In the space outside the box, list possible influences on perception.

**Perception:**



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**How does the audience perceive the story?**

What is the narrative structure of *The Great Gatsby*?

What are some factors that might influence the narrator's perception of events?



**Perception Understanding Tool**

11D1\_S1\_L1\_A1\_UT

What details does Nick provide about himself?	What details does Nick provide us about characters, events, or settings?
"I'm inclined to reserve all judgements" (Fitzgerald 1)	"Gatsby turned out all right in the end" (Fitzgerald 2).

## Section 2

### How do the characters perceive the story?

Use the following chart to record the way that characters view other characters, their lives, and themselves. Provide quotations to support the information you record. Use the additional comments column to track character perception throughout the text.

Character	Perceives	As	Quotation to support	Additional comments.
Tom	Himself	Successful	"I've got a nice place here" (7)	Tom judges success by material possessions.
Nick	Tom	Aggressive	"Cruel body" "Tom Buchannan compelled me from the room as though he were moving a checker to another square"	Tom's large body and his way of dominating others makes Nick perceive him as aggressive.



Character	Perceives	As	Quotation to support	Additional comments.





Character	Perceives	As	Quotation to support	Additional comments.



**Perception Understanding Tool**  
11D1\_S1\_L1\_A1\_UT

Character	Perceives	As	Quotation to support	Additional comments.

**Section 3**

**How is perception symbolized?**

References to Vision/Eyes	Explanation of Quotation
"The eyes of Doctor T.J. Eckleburg are blue and gigantic--their retinas are one yard high... his eyes... brood on over the solemn dumping ground"(24).	This quotation is describing an advertisement billboard in the Valley of the Ashes. It was once an advertisement for an eye doctor, but it is now faded and seems as though it is watching over the people of the Valley of the Ashes.

### Culminating Task Prompt

What is the theme about perception that Fitzgerald develops throughout the novel? How does he develop this theme?

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.
- Support your analysis with details from the text

## Preview the Culminating Task Prompt

Read the culminating task prompt. Then answer the questions.

What is the focus of the culminating task? What do you already know about the focus?

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What questions do you have about the culminating task?

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What do you need to know to be successful when you complete the culminating task?

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What skills do you need to build in the guidebook unit to be successful when you complete the culminating task?

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What habits do you need to practice in the guidebook unit to be successful when you complete the culminating task?

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## Brainstorm

Read the culminating task prompt. Review the texts, notes, and tools you've worked with throughout the unit. Then answer the questions to determine a focus for your work.

What theme about perception is Fitzgerald developing in *The Great Gatsby*?

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What does Fitzgerald use in the novel to develop this theme?

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## Thesis Statement

Based on your brainstorming and the tools and notes you have gathered throughout the unit, answer the culminating task prompt in one or two sentences. This is your response. Be sure your response is specific and appropriate to the culminating task and can be supported by evidence.

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List possible supporting claims for your response.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

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A thesis statement states your response to the prompt and orients the reader to the organization of your work. Write a thesis statement. As needed, use the sentence frame to write your thesis statement.

**Thesis statement frame**

In *The Great Gatsby*, F. Scott Fitzgerald uses \_\_\_\_\_ to  
develop the theme



## Gather Evidence

Gather evidence and identify the supporting claims to include in your analysis. Use the charts to help you. Remember to cite your evidence using MLA format.

	Evidence + Parenthetical Citation	How does this evidence support my claim?
Supporting claim:		



	Evidence + Citation	How does this evidence support my claim?
Supporting claim:		



	Evidence + Citation	How does this evidence support my claim?
Supporting claim three:		

## Outlining

Outline your essay by using each supporting claim as the focus of each supporting paragraph. Consider the questions and prompts and record the notes and ideas that you will include in the draft of your essay.

### I. Introduction

- How will you engage the reader?
- How will you introduce the topic of the prompt?
- What is your focus in response to the/prompt?
- What is your response to the prompt?
- What is your thesis statement?

### Notes and Ideas

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## II. Supporting Paragraph One

- Based on your thesis statement, what is the focus of the paragraph?
- Write your topic sentence. Use the frame as needed. Be sure your topic sentence connects to your thesis statement.
- What evidence will you provide? How does that evidence relate to the topic sentence?

### Topic sentence frames

In *The Great Gatsby*, Fitzgerald uses \_\_\_\_\_ to develop the theme

\_\_\_\_\_.

Throughout *The Great Gatsby*, Fitzgerald develops the theme of \_\_\_\_\_ through the use of \_\_\_\_\_.

### Notes and Ideas

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### III. Supporting Paragraph Two

- Based on your thesis statement, what is the focus of the paragraph?
- Write your topic sentence. Use the frame as needed. Be sure your topic sentence connects to your thesis statement.
- What evidence will you provide? How does that evidence relate to the topic sentence?

#### Topic sentence frames

Along with \_\_\_\_\_, Fitzgerald also makes use of \_\_\_\_\_  
to develop the theme \_\_\_\_\_.

In order to further develop the theme \_\_\_\_\_ in *The Great Gatsby*, Fitzgerald uses \_\_\_\_\_.

#### Notes and Ideas

- Based on your thesis statement, what is the focus of the paragraph?

- Based on your thesis statement, what is the focus of the paragraph?
- Write your topic sentence. Use the frame as needed. Be sure your topic sentence connects to your thesis statement.
- What evidence will you provide? How does that evidence relate to the topic sentence?

As the novel comes to a close, the Fitzgerald continues to develop the theme \_\_\_\_\_

by using \_\_\_\_\_.

## Notes and Ideas



## VII. Conclusion

- How will you connect the conclusion to the rest of the essay?
- Summarize your response and your supporting claims.
- What aspects of your response/focus did you not explore but could be explored?
- How does your response connect to other issues/topics/ideas?

Notes and Ideas

**Section Diagnostic Checklist**

11D1\_S1\_L4\_A7\_DX

Name \_\_\_\_\_

Date \_\_\_\_\_

**Section 1 Lesson 4**

Students write a response to the 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 the first four pages of the novel to support your claim

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?				
<b>Reading Score:</b> _____/6 <b>Comments:</b>				

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

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

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

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Read the model. Highlight the quotations used in the response. Circle the words used to integrate the quotation into the response. Underline the sentence after the quotation.

As you read, ask yourself the following questions

- What words are used to integrate the quotation into the response?
- How is the sentence containing the quotation punctuated?
- How is the quotation cited?
- How does the sentence after the integrated quotation relate to the quotation?

The first-person narrator of *The Great Gatsby* may not be an accurate source because his perception could be influenced by his nonjudgmental nature and his feelings toward the other characters. When talking about himself, the narrator states that he is “inclined to reserve all judgments,” (Fitzgerald 1) meaning that he is not a judgmental person. This part of his nature may cause him to perceive events in a more balanced way and not to blame people who may deserve blame. He also states that there is “something gorgeous” (2) about Gatsby, proving that he has a special affection toward him. Because he feels this way about Gatsby, he may perceive his actions as more honorable than they actually are. These two details that the narrator provides about himself should cause the audience to think twice about the events he is describing in the novel. His non judgmental nature and his affinity toward Gatsby may make him biased as he relates the events of the novel to the reader.





What is your claim?

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Text(s):

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Gather and organize evidence to support your claim. Use the chart to help you. Remember to cite your evidence using MLA format.

Evidence + Parenthetical Citation	How does this evidence support my claim?



Evidence + Parenthetical Citation	How does this evidence support my claim?





**Section Diagnostic Checklist**

11D1\_S2\_L5\_A2\_DX

Name \_\_\_\_\_

Date \_\_\_\_\_

**Section 2: Lesson 5**

Students write 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.

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 ?				
<b>Reading Score:</b> _____ /6 <b>Comments:</b>				

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



## Section Diagnostic Checklist

11D1\_S2\_L5\_A2\_DX

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

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



### Section One

#### What is Ambition?

In the box, define the word “ambition.” In the space outside the box, list the possible results of ambition.

Ambition:



**Section 2**

List details from Gatsby's early life that reveal his ambition.	Explain how the details reveal Gatsby's ambition
"The truth was that Jay Gatsby of West Egg, Long Island, sprang from his Platonic conception of himself" (Fitzgerald 98).	The word "Platonic" means idealistic. This quotation is revealing that, even at a young age, Gatsby had a vision of his future that was idealized. He thought that he was destined for great things.



List details from Gatsby's early life that reveal his ambition.	Explain how the details reveal Gatsby's ambition





**Section 3**

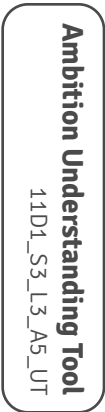
**How is ambition presented in each text?**

Text	What is the claim or theme about ambition in this text?	Support for this theme or claim:
"The Golden Touch"		

Text	What is the claim or theme about ambition in this text?	Support for this theme or claim:
<p>“Volume II: Chapter XIII, Why the Americans are so Restless in the Midst of Their Prosperity”</p>		



Text	What is the claim or theme about ambition in this text?	Support for this theme or claim:
Excerpt from Staying Put: Making a Home in a Restless World		



**How is ambition related to perception? Use evidence from the texts to support your answer.**

[illegible]



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What is the discussion question?

According to the texts in this section, what is the relationship between perception and ambition? How does perception influence Jay Gatsby's ambition?

Texts:

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## Before the Discussion

### Form Claims

Form a claim in response to the discussion question. Remember, a claim is an opinion or conclusion that is supported by evidence.

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### Gather and Organize Evidence

Gather and organize evidence to support your claim. Use the chart to help you. Remember to cite your evidence using MLA format.

Evidence + Parenthetical Citation	How does this evidence support my claim?



Evidence + Parenthetical Citation	How does this evidence support my claim?



## During the Discussion

Take notes and record the claims, evidence, and explanations shared during the discussion.

Claim	Evidence and Explanation

### Section 3: Lesson 8

According to the texts in this section, what is the relationship between perception and ambition? How does perception influence Jay Gatsby's ambition? Students support their responses in the discussion with evidence from the texts read in this section.

	Reading Look-Fors		Discussion Look-Fors	
	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?	How well does the student use appropriate and purposeful language and strategies to communicate to various audiences?	How well does the student recognize connections among texts to make logical comparisons and synthesize knowledge?
Student Name	Score (✓+, ✓, ✓-, IE) and Comments	Score (✓+, ✓, ✓-, IE) and Comments	Score (✓+, ✓, ✓-, IE) and Comments	Score (✓+, ✓, ✓-, IE) and Comments

	Reading Look-Fors		Discussion Look-Fors	
	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?	How well does the student use appropriate and purposeful language and strategies to communicate to various audiences?	How well does the student recognize connections among texts to make logical comparisons and synthesize knowledge?
Student Name	Score (✓+, ✓, ✓-, IE) and Comments	Score (✓+, ✓, ✓-, IE) and Comments	Score (✓+, ✓, ✓-, IE) and Comments	Score (✓+, ✓, ✓-, IE) and Comments

	Reading Look-Fors		Discussion Look-Fors	
	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?	How well does the student use appropriate and purposeful language and strategies to communicate to various audiences?	How well does the student recognize connections among texts to make logical comparisons and synthesize knowledge?
Student Name	Score (✓+, ✓, ✓-, IE) and Comments	Score (✓+, ✓, ✓-, IE) and Comments	Score (✓+, ✓, ✓-, IE) and Comments	Score (✓+, ✓, ✓-, IE) and Comments

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

**Section Diagnostic Checklist**

11D1\_S4\_L4\_A3\_DX

Name \_\_\_\_\_

Date \_\_\_\_\_

**Section 4: Lesson4**

Students write a response to the following question: How does Fitzgerald use mistakes in perception to develop a theme in the last three chapters? Students use information from the text to support their answer.

Reading Look-Fors	✓+ (3)	✓ (2)	✓ - (1)	IE (0)
How well does the students 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:				

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



## Section Diagnostic Checklist

11D1\_S4\_L4\_A3\_DX

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

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





1. Read the culminating task prompt.
2. Read the introduction paragraph. As you read, ask yourself the following questions:
  - a. What is the writer's thesis statement? Does this thesis statement address the prompt?  
Does the thesis statement state the writer's response and supporting claims for this response?
  - b. What is the writer's interesting introduction? How does this introduction relate to his/her topic and thesis statement?
  - c. What connecting words or phrases does the writer use?

"Seeing is believing" is a phrase as ubiquitous as the stars in the sky. However, just because a phrase is well-known, doesn't automatically mean it is accurate. What is seen or perceived in the world is often an optical illusion created by external factors or, often, by internal prejudices. Too often people act as though what they perceive is the sole truth and not some version of the truth. The novel, *The Great Gatsby*, illustrates this very real concept through a fictional story. In *The Great Gatsby*, F. Scott Fitzgerald uses the unreliable narrator, Nick, and the character of Gatsby to develop the theme that perceptions are unreliable because of internal and external forces and, therefore, can never really be trusted.

3. Read the conclusion paragraph. As you read, ask yourself the following questions:
  - a. In the conclusion, how does the writer revisit the thesis statement?
  - b. In the conclusion, how does the writer relate the thesis or topic to the world outside the text?

Nick's and Gatsby's perceptions filter through both internal and external factors. Through Nick as narrator, Fitzgerald creates a world where one is never quite certain about the veracity of events, thus causing one to question the "reality" they are experiencing. At the same time, this feeling of distrust is enhanced through the character of Gatsby. Observing the obvious mistakes that Gatsby makes reveals how easily perceptions can be altered when a view of the world is based upon inaccurate definitions of abstract ideas such as success. Through these characters, a message about the unreliability of perceptions emerges. This message reveals the necessity of careful awareness of and self-reflection about internal biases and assumptions, as well as external influences on perceptions. Though perceptions can never be completely trusted, a closer vision of reality is possible if one is more aware of the obstacles that can stand between perception and the truth.



Name \_\_\_\_\_

Date \_\_\_\_\_

## Reading and Writing

Reading and Writing Score: \_\_\_\_\_ x2

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



# Conventions

Conventions Score: \_\_\_\_\_

Meets Criteria (3)	Continue Practice (2)	Needs Support (1)	Insufficient Evidence (0)
Student demonstrates <i>success</i> uses 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.

Total score: \_\_\_\_\_/9

Comments: