

# ***The Great Gatsby* by F. Scott Fitzgerald (Published by Simon and Schuster)**

Approved for use in Advanced Placement Communication Arts III and Communication Arts III

## **Summary**

*The Great Gatsby*, set in New York in the 1920's and narrated by Midwesterner Nick Carraway, explores the story of Jay Gatsby. In order to gain the love of Daisy, who rejected him because of his lack of money and status, Gatsby becomes wealthy through questionable means. Daisy, at the time of the novel, is married to Tom Buchanan, a very wealthy but immoral playboy. Through the exploits of the characters, Fitzgerald debunks the myth of the American Dream and ultimately reveals how greed leads to the moral decay of society.

## **Connection to the Curriculum**

*The Great Gatsby* is a classic novel that exemplifies Modernism: the rejection of the literary conventions of the 19<sup>th</sup> century and opposition to conventional morality, taste, tradition, and economic values. Fitzgerald's disillusionment with the concept of the American Dream runs throughout the novel, and his treatment of the main characters provides significant insight into the moral decay of the Jazz Age. The complexity of the plot structure is a vehicle for teaching foreshadowing, flashback, irony, symbolism, and point of view.

## **Standards**

### **Course Objectives (Benchmarks)**

**Reading:** 1.4- The students comprehend a variety of texts.

**Literature:** 2.1-The students use literary concepts to interpret and respond to text.

**Writing:** 3.9- The students use a variety of modes of writing for different purposes and audiences.

### **Possible Skills Taught (Indicators)**

#### **Reading:**

1.4.9- The student uses prior knowledge, content, and text type features to make, revise, and confirm predictions.

1.4.10- The student generates and responds logically to literal, inferential, evaluative, and critical thinking questions before, during, and after reading the text.

1.4.11- The student uses information from the text to make inferences and draw conclusions.

1.4.13- The student compares and contrasts varying aspects (characters' traits and motives, themes, cause-effect relationships, viewpoints, author's purpose, and use of literary devices) in the text.

1.4.14- The student explains and analyses cause-effect relationships in narrative texts.

1.4.17- The student analyzes and evaluates how an author's style and use of literary devices work together to achieve his or her purpose for writing text.

#### **Literature:**

2.1.1- The student identifies and describes different types of characters and analyzes their development.

2.1.2- The student analyzes the historical, social, and cultural contextual aspects of the setting and its influence on characters and events in the story.

2.1.3- The student analyzes and evaluates how the author uses various plot elements to advance the plot and make connections between events.

#### **Writing:**

3.9.33- The student writes pieces, e.g. research, informational writing, and literary analyses.

**A Note on the Text:** (The best way to evaluate and understand a novel is to personally read the book in its entirety.)

*Gatsby's extravagant lifestyle is developed, and his lack of care in his decision-making is revealed. The plot does contain reference to an extramarital affair that has occurred between Tom Buchanan and Myrtle Wilson. In addition, there is mild violence involving the death of some of the characters, including the suicide of Mr. Wilson. These instances are part of the plot development and are critical discussion points in terms of character motivation.*

## **AP Connections**

The complexity of the plot structure, symbolism, and character motivation requires critical thinking skills and in-depth analysis. It allows for AP multiple-choice style questions and has been referenced on the AP IV open-ended questions. Fitzgerald fits best with the study of American Literature.

## **Additional Unit Design Connections**

Coming soon:

To be completed during future curriculum development activities