

## MYP unit planner

Teacher(s)		Subject group	Language and literature		
Unit title	Gatsby's Affluenza: When Too Much Is Not Enough	MYP year	5	Unit duration (hrs)	30

### ***INQUIRY: Establishing the purpose of the unit***

Key concept	Related concept(s)	Global context
Perspective	Character Theme Setting Style Point of view	Fairness and development: Inclusion, exclusion, marginalization of groups in literature; rights and responsibilities of wealth
<b>Statement of inquiry</b>		
The pursuit of wealth and the rise of consumerism (theme) can hold personal, human and global consequences. A writer's choice of point of view, setting, character and style can contribute to an understanding of this theme and the representation of social groups in literature.		
<b>Inquiry questions</b>		
<p><b>Factual:</b> How are the rich and powerful represented in the novel?</p> <p><b>Conceptual:</b> What does the novel show us about the morality of the pursuit of wealth and power? Should the pursuit of wealth and power be subject to moral constraint?</p> <p><b>Debatable:</b> Is the novel relevant today (consider a comparison with the 2008 financial crisis and the current rise of consumerism)? Is the pursuit of wealth for love heroic or foolish? Is Gatsby a tragic hero or a tragic fool?</p>		

Objectives	Summative assessment	
<p><b>A. Analysing: i, ii, iii</b></p> <p>Novel study: Analysis of effects and purposes of content, context, language, structure, technique and style of texts</p> <p><b>B. Organizing: i, ii, iii</b></p> <p>Planning an essay</p> <p>Process writing</p> <p>Evaluating structure chosen by writers</p> <p><b>D. Using language: i, ii, iii, iv, v</b></p> <p>Writing an essay</p> <p>Presenting oral commentaries based on close reading analysis</p> <p>Presenting group creative activity to express understanding</p>	<p><b>Outline of summative assessment task(s) including assessment criteria:</b></p> <p><b>Group oral activity</b></p> <p>Choose creative activity, eg advertisement, interview, talk show, film, role play, etc. Demonstrate understanding of the question, “Gatsby—tragic hero or tragic fool?”</p> <p><b>Literary essay</b></p> <p>Possible questions:</p> <p>How and why are particular social groups represented in particular ways?</p> <p>How are some social groups marginalized, excluded in the text?</p>	<p><b>Relationship between summative assessment task(s) and statement of inquiry:</b></p> <p><b>Interpreting meaning:</b> As part of the ongoing novel study (reading and discussing sections of the novel in class), students will explore questions about the characterization of Gatsby and begin to form an opinion about his character and behaviour. They will be encouraged to develop an opinion as to whether Gatsby is a tragic hero or a tragic fool. The oral activity provides a way for students to express this opinion in a creative way by choosing an oral activity that enables them to explore the notion that the pursuit of wealth for love can be perceived as heroic or foolish.</p> <p><b>Writing devices:</b> As part of the ongoing novel study (reading and discussing sections of the novel in class), students will explore questions about how social groups in the text are represented through writing devices such as point of view; setting; style; and character. Students will be encouraged to notice <b>how</b> Fitzgerald portrays the rich and powerful, as well as the less privileged social groups. The literary essay enables students to demonstrate understanding of ways that social groups are represented in literature.</p>

## Approaches to learning (ATL)

### **Communication: Communication skills—Exchanging thoughts, messages and information effectively through interaction**

Give and receive meaningful feedback

Use appropriate forms of writing for different purposes and audiences (essay)

Negotiate ideas and knowledge with peers and teachers (theme analysis)

### **Communication: Communication skills—Reading, writing and using language to gather and communicate information**

Read critically and for comprehension (novel study)

Make inferences and draw conclusions (essay)

Organize and depict information logically (essay)

Structure information in summaries, essays and reports

### **Social: Collaboration skills—Working effectively with others**

Practise empathy (literary interpretation)

Delegate and share responsibility for decision-making (oral activities)

Help others to succeed

Listen actively to other perspectives and ideas (reading and interpreting novel together)

Give and receive meaningful feedback

### **Self-management: Organization skills—Managing time and task effectively**

Plan short-term assignments, meet deadlines

Create plans to prepare for summative assessments (first draft essay)

### **Thinking: Critical thinking skills—Analysing and evaluating issues and ideas**

Gather and organize relevant information to formulate an argument

Draw reasonable conclusions and generalisations

Consider ideas from multiple perspectives (novel/point of view)

### **Thinking: Creative thinking skills—Generating novel ideas and considering new perspectives**

Create original works and ideas (oral)

### **Thinking: Transfer skills—Utilizing skills and knowledge in multiple contexts**

Combine knowledge, understanding and skills to create products or solutions (oral activity)

**ATL activities/“How to ...” handouts:**

How to close-read and analyse a novel using colour coding to recognize different writing devices, eg narrative techniques (blue); setting (yellow); structure (orange); etc

How to organize analysis of an essay question into topic headings

How to write an essay/provision of assessment criteria—What makes a good essay/how is it assessed? Provide examples of past literary essays with **(meaningful) feedback** and achievement levels.

***ACTION: Teaching and learning through inquiry***

Content	Learning process
<p><b>Thematic and contextual terms:</b></p> <p>Financial crisis 2008; 99%/1%/Occupy; Jazz Age; decadence; consumerism; enduring love; betrayal; hedonism; the American Dream</p> <p><b>Novel study: Big generative questions</b></p> <ul style="list-style-type: none"> <li>- <b>Unreliable narrator:</b> How can we know if Nick Carraway’s perspective is reliable? What other perspectives are offered in the novel? How?</li> <li>- <b>Setting context:</b> To what extent does the setting determine the things that happen in the novel and the way people behave?</li> <li>- <b>Themes:</b> What does the novel say, communicate, express, etc, to you about the pursuit of wealth and the rise of consumerism? What does the novel show us about the personal, human and global consequences of the drive for wealth?</li> </ul>	<p><b>Learning experiences and teaching strategies</b></p> <p>Stimulate prior knowledge: Brainstorm thematic and contextual terms (see Content)</p> <p>Novel study: Big generative questions to inform class and group discussions (see Content)</p> <p>Close reading of selected extracts: Each student is assigned extract for close reading and class presentation of the what and how questions pertaining to the extract (see Content)</p> <p>Group work: Define and discuss examples of tragic hero/tragic fool; create a hypothetical character; act out scene in which someone sacrifices everything for love; choose whether to depict that character as hero or fool and choose <b>how</b> to present your character to class, eg parody, mock, burlesque, exaggeration of hero/fool characteristics; justify choices of hero/fool verdict; justify choice of depiction, eg “Why a melodrama? Why a parody? Why a serious love scene?”</p> <p>Oral assessment planning and rehearsal of group activity (showing understanding of Gatsby as hero or fool) in class time/presentation to class/peer feedback and discussion</p> <p>ATL activity: What makes an effective essay?</p> <p>Students conference with teacher about choice of essay questions and their essay plan (argument content/structure). Students write essay for homework; hand in first draft; receive teacher feedback; rewrite final draft for summative mark. Portfolio includes entire writing process, draft feedback, etc.</p>

<ul style="list-style-type: none"> <li>- <b>Style:</b> What makes an effective description?</li> <li>- <b>Characterization:</b> Which characters do you admire and why? Which characters do you disrespect, not like and why? For example, Gatsby, Jordan, Nick, Daisy, Mr Wilson, Myrtle</li> </ul> <p><b>“What” and “how” questions for close reading:</b></p> <p>Interpret <b>what</b> the extract means.</p> <p><b>How</b> is that meaning conveyed?</p> <p>Characterization; style; setting; theme; etc</p> <p>Prediction questions: What choices does a director have to make in order to turn novel into film?</p>	<p>Reflection activity: Student articulation of five themes</p> <p>“I am a deep reader of literature and to me, the novel <i>The Great Gatsby</i> is about...”</p> <p>Show the film: Predict activity prior to watching film, eg casting, dialogue, action, setting, music, costumes. Make director’s choices and discuss those with class. Further reflection about differences between text types—film versus novel.</p> <hr/> <p><b>Formative assessment</b></p> <p>In class: Group discussions and presentations graded against criteria for group work</p> <p>ATL: Rubric for cooperation</p> <p>Novel study: Extracts; close-reading individual commentaries based on extracts; teacher–student feedback about understanding and about organization and presentation skills.</p> <p>Some students focus on contextual information (more factual, less analytical), eg music presentations in the context of the Jazz Age.</p> <hr/> <p><b>Differentiation</b></p> <p>Choosing own activity for group oral activity enables use of student strengths in terms of learning style</p> <p>Vary in-class approach to novel study: Close reading analysis, group discussions, class discussions, role plays</p> <p>Teacher-directed, student-centred, etc</p> <p>Individual feedback provided on writing assignment (essay)</p>
<p><b>Resources</b></p>	
<p>Visual stimuli: Previous book covers to stimulate first impressions and existing knowledge</p> <p>Setting/context: historical/political/culture/social/economical/etc</p> <p>YouTube videos: Jazz Age, etc.</p> <p><i>The Great Gatsby</i> (novel) by F. Scott Fitzgerald</p> <p><i>The Great Gatsby</i> (film) directed by Baz Luhrmann</p>	