

# High School Lesson Plan

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## *Teaching Inquiry: Engaging the Learner Within* **Lesson Planning Template**

### **GENERAL INFORMATION**

**Librarian/Teacher(s):** Santoro, Mergenhagen, Campbell

**Lesson Plan/Unit Title:** *The Great Gatsby: Six Word Memoirs*

**Appropriate Grade Level(s):** 10-12  
classes

**Required Times:** 3, 40-minute

**Library Context:** (Check one below)

Fixed

**Flexible**

Combination

Individualized Instruction

Stand-alone lesson

**Lesson in a unit**

Multiple lessons in a unit

**Collaboration Potential:**

None

Limited

**Moderate**

Intensive

### **Overview/Objectives:**

1. Students will analyze characters, and apply their interpretations to the six word memoir format
2. Students will effectively utilize technology to create a presentation, with varied degrees of librarian assistance.
3. Students will work collaboratively with a peer group on presentation.
4. Students will reflect orally and in written work about their process and product.
5. Students will self- and peer-assess their *Gatsby: Six Word Memoir Project*.

**Content Topic (s):** English

### **Connection to Common Core Standards (list specific standards addressed):**

W.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information

W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

***AASL Standards for the 21-st Century Learner Goals: (Use as many as needed)***

**Standard/Indicator(s):**

1.1.6 Read, view, and listen for information presented in any format, in order to make inferences, and gather meaning

**Standard/Indicator(s):**

1.3.4 Contribute to the exchange of ideas within the learning community.

**Standard/Indicator(s):**

2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understanding.

**Standard/Indicator(s):**

3.2.3 Demonstrate teamwork by working productively with others

**Standard/Indicator(s):**

4.1.8 Use creative and artistic formats to express personal learning.

**Motivational Goals:**

1. Students will actively participate in the creation of a personal six-word memoir.
2. Students will actively participate in the creation of a digital presentation in small groups.
3. Students will have autonomy in creating a final digital presentation of their choice.

### Assessment Methods and Criteria:

1. Students will be assessed by teacher/librarian observation for contribution to group work.
2. Students will be assessed with a rubric for final group presentation (all required elements included, creativity, and citations).
3. Students will both self-assess and peer-assess their final products and presentations.

### NOTES (OPTIONAL)

#### Required Resources and Materials:

1. *The Great Gatsby*, F. Scott Fitzgerald
2. Computers
3. Journals
4. Worksheet guiding analysis of memoirs on Smith Magazine website (including large print version)
5. Instruction sheet on use of wiki (including large print version)
6. Assistive technology, including screen magnifier
7. Peer evaluation worksheet (including large print version)

#### Learner Profile (e.g., # students, special needs, reading levels, etc.):

18 students of varying needs. Median reading level grade 11, range 9-12+. 1 student with low vision requires accommodations.

#### Incoming Motivation Levels (Select all that apply):

**Attention:** Low **Medium** High

**Relevance:** **Low** Medium High

**Confidence:** Low Medium **High**

**Satisfaction:** Low **Medium** High

### INSTRUCTION AND ACTIVITIES: SESSION 1

**Setup/Preparation/Introduction:** Briefly review characterization: How does an author use characterization to present and develop a character? Consider how Fitzgerald does this in *Gatsby*, and his level of success.

#### Direct Instruction:

1. Present six word memoirs about people students would recognize: have them guess to whom the memoir refers aloud.

2. Set the goal for the lesson (students will analyze characters and create six word memoirs for both themselves and a character from *The Great Gatsby*).
3. Divide students into homogeneous groups, with mixed ability levels.
4. Allow each student in group to choose one of the characters from *The Great Gatsby*, and brainstorm his/her characterization. Record this in journal: Who is the character? What does he do? What does she stand for? How do others perceive him? Strengths, weaknesses, and contribution should be considered. (Journal responses should be one page minimum).
5. In groups, teacher will direct students to Smithmag.net. Students will view video on six word memoirs.
6. Using worksheet as guide, students discuss together what makes some more successful than others and list favorites. Write one or two for yourself and share with your group.
7. Create a "Jay Gatsby six word memoir" as a class.
8. Then, each student should use class created and six word memoir video at Smithmag.net as a model to develop a list of six word memoirs that best apply to his/her character.
9. Students will share their lists in their small groups: discuss, edit, and narrow down to one memoir per character.

### **Modeling and Guided Practice:**

1. Smith Magazine website models the new memoir form.
2. Teacher example of "Jay Gatsby memoir" models application to the novel's characters.
3. Smithmag.net video models one presentation mode for tomorrow's work.

### **Independent Practice:**

1. Students will complete worksheet, analyzing six word memoirs, and creating personal memoirs.
2. Students will create a list of six word memoirs for their characters, and work together to discuss, consider, and narrow that list.

### **Sharing and Reflecting:**

1. Students will share out and reflect upon their character memoir lists.
2. Students will determine as a group which memoir is most effective, appropriate, and interesting at the end of the day's work time.
3. Students will be provided feedback before being excused by either teacher or librarian on both their memoirs and their progress, which will continue the next day.

## **INSTRUCTION AND ACTIVITIES: SESSION 2**

**Setup/Preparation:** Review six word memoir concepts – invite students to share out their own (personal) six word memoirs from yesterday's work. How important is language here? Consider how important each word is to the overall message. Discuss. (Have students set up in the media center, at least one computer per student).

### **Direct Instruction:**

1. Hook: Show students interesting "portraits" and, with no other information about the subject, have them create a six-word memoir. Students may volunteer to share.
2. State goal of completing a digital six-word memoir project in groups in a two-day timeframe.
3. Introduce six word memoir projects: Students will use a technology method of their choice to compile and present each of their characters' six word memoirs. Students may include and are not limited to selecting images, sound, and text to support their memoirs. Proper citations are necessary for all applicable gathered media.
4. Librarian will engage students in an introduction to presentation technologies available on the wiki, specifically MovieMaker, Voicethread, Prezi, and Glogster. Students will explore the wiki with librarian throughout the introduction process, allowing active participation. Examples of this specific project will be model. Print version of directions will be available as well, including a large print version.
5. Instructions, rubric, tutorial, and eventually finished products will be available on the wiki for student reference throughout the process.
6. Students will work together to create their presentations, after diplomatically deciding on a mode of presentation. Teacher and librarian will monitor daily progress, and be available for assistance in technology and conceptualizing.
7. By end of a second day of presentation work, students should be prepared to present their six word memoir project, and to discuss the process that went into its creation.

### **Modeling and Guided Practice:**

1. Librarian will model use of technology (guiding students through steps of creation) and show more examples, specifically of digital *Gatsby* presentation.

### **Independent Practice:**

1. Students will independently practice presentation tools, working together to create presentation with minimal teacher assistance depending on need.



## **Sharing and Reflecting:**

1. Following presentations on Day 3, students will reflect on their classmates' presentations in a peer evaluation worksheet. They will also complete a reflection on their own processes, answering four of the following questions:

*What challenges did you face in creating your project as a group? What were the advantages of working with others? How did technology affect the impact of your presentation? What is the strongest part of your presentation? What would you change? How did you, personally, contribute? How did this project impact your understanding of the novel's characters?*