

## 1920s and The Great Gatsby - Task

**Context:**

- An interdisciplinary (Social Studies and Literature) high school Humanities class
- The time period this unit focuses on is the 1920s and 30s. We will look at the concept of the American Dream, the 1920s and read *The Great Gatsby*, then turn our attention to the 1930s and The Great Depression.
- The essential questions of the unit are: What is The American Dream? What impact does it have on us? On our society?

<b>Beginning: Introduction/Hook</b> <i>Consider: engagement, higher order thinking, inquiry</i>	<b>Middle: key skills, tasks and activities, formative assessments</b>	<b>End: summative assessment</b>
<p>Image Analysis activity (see below)</p> <p>Skills include: observation, description and analysis of visual images Making connections with prior knowledge Developing questions</p>	<p><b>What events and circumstances were influential in this era?</b></p> <p>1920s--understanding historical context: <a href="http://www.history.com/topics/roaring-twenties">http://www.history.com/topics/roaring-twenties</a> <i>More specific information about:</i></p> <ul style="list-style-type: none"> <li>*The American Dream</li> <li>*Jazz Age, Race Relations/Harlem Renaissance</li> <li>*Wall Street Tycoons and pre-Great Depression era</li> <li>*Prohibition, bootlegging, speakeasys</li> </ul> <p>The Great Depression</p> <p>Exit tickets, HW and do nows</p> <p><i>Critical reading skills:</i> Vocabulary and syntax (in class discussion, HW responses) Imagery (Scene analysis, 2-4 paragraphs) Character Development and Analysis (character development paper, 3-5 pages)</p>	<p>Choose a character from the novel. Write a eulogy for Gatsby from that character's perspective.</p> <p>Socratic Discussion:</p> <p>Was Gatsby's dream an American one? Why or why not?</p>

## **Image Analysis activity:**

1. Review images from the 20s & 30s. Make notes for yourself in the “Notes for Image Analysis” chart
2. In small groups (3-5), discuss the following questions, keep notes, and be ready to share out for your group:
  - What do you notice?
  - What connects to or confirms something you already know (or have learned) about the 1920s and 30s?
  - What do you wonder about the 1920s and 30s based on these images?
3. Whole group share out:
  - Ask each group to identify one image they talked about OR a theme in several images they identified
  - Ask them to share their responses to the questions.
  - See if other groups have questions or want to make connections to their own discussions
  - Record and post student answers to have up in the room throughout the unit