

Book title

The Great Gatsby

Author

F.S.Fitzgerald



Bibliographic information

- https://en.wikipedia.org/wiki/F._Scott_Fitzgerald
- https://en.wikipedia.org/wiki/F._Scott_Fitzgerald_bibliography

Links (adaptations, reviews, full texts etc.)

- <http://www.planetebook.com/The-Great-Gatsby.asp>
- [https://en.wikipedia.org/wiki/The_Great_Gatsby_\(1926_film\)](https://en.wikipedia.org/wiki/The_Great_Gatsby_(1926_film))
- [https://en.wikipedia.org/wiki/The_Great_Gatsby_\(1949_film\)](https://en.wikipedia.org/wiki/The_Great_Gatsby_(1949_film))
- [https://en.wikipedia.org/wiki/The_Great_Gatsby_\(1974_film\)](https://en.wikipedia.org/wiki/The_Great_Gatsby_(1974_film))
- [https://en.wikipedia.org/wiki/The_Great_Gatsby_\(2000_film\)](https://en.wikipedia.org/wiki/The_Great_Gatsby_(2000_film))
- [https://en.wikipedia.org/wiki/The_Great_Gatsby_\(2013_film\)](https://en.wikipedia.org/wiki/The_Great_Gatsby_(2013_film))
- https://en.wikipedia.org/wiki/The_Great_Gatsby
- [https://en.wikipedia.org/wiki/The_Great_Gatsby_\(opera\)](https://en.wikipedia.org/wiki/The_Great_Gatsby_(opera))
- https://en.wikipedia.org/wiki/Great_Gatsby_curve
- https://en.wikipedia.org/wiki/The_Great_Phatsby



Theme

The decline of the american dream in the 1920s

On the surface, *The Great Gatsby* is a story of the love between a man and a woman. The main theme of the novel, however, encompasses a much larger, less romantic scope. Though all of its action takes place over a mere few months during the summer of 1922 and is set in a circumscribed geographical area in the vicinity of Long Island, New York, *The Great Gatsby* is a highly symbolic meditation on 1920s America as a whole, in particular the disintegration of the American dream in an era of unprecedented prosperity and material excess.

The hollowness of the upper class

One of the major topics explored in *The Great Gatsby* is the sociology of wealth, specifically, how the newly minted millionaires of the 1920s differ from and relate to the old aristocracy of the country's richest families.

Short summary

[The Great Gatsby](#) is the story of eccentric millionaire Jay Gatsby, who is in love Daisy Buchanan. Buchanan has a kept woman, Myrtle, the wife of a long island mechanic. Gatsby, Jay Gatz at the time, and Daisy had once been in love, but Daisy married Tom while Gatsby was in Europe during the Great War. In the aftermath of this, Jay Gatz abandoned his old identity, becoming Jay Gatsby and amassing a fortune with the help of notorious criminal Meyer Wolfsheim.

Gatsby and Daisy begin to see each other secretly. Nick and Gatsby also become close. Buchanan eventually confronts Gatsby in Manhattan about the affair, and the two argue about who it is that Daisy genuinely loves. Daisy claims to love both of them, but she decides to return to Long Island with Gatsby, not her husband. Daisy drives Gatsby's car, but she accidentally kills a woman on the side of the road, and then speeds off. It turns out that this woman is Buchanan's girlfriend Myrtle—she had only run out to see the car because she thought it was Buchanan's.

Why is the story appropriate for the targeted groups of RSP readers?

1. appropriate for the target group of readers
2. reflects readers' interests
3. the recommendation and the report emerged from the survey results
4. reflects historical moment of the 1920th in the USA
5. it promotes understanding of cultural diversities and heritage



The theme is contemporary, though from the 20s of the last century in America. Reality, understandable to the young reader, with fun-filled entertainment, exotic surroundings, social differences and passionate forbidden love, the vanity of upper class living.

What are the distinguished readers interests reflected by this book/story?

Gatsby explores the dream's destructive power. The Great Gatsby also captures money's power to corrupt, to let the rich escape from the consequences of their actions. Here's Fitzgerald's description of that original couple: "They were careless people — Tom and Daisy — they smashed up things and creatures and then retreated back into their money ..."

Why is this story motivational for the pupils?

Eternal themes of crime and tragic love, misunderstanding, alienation, escape from reality, searching for identity, the futility of upper class living.

Is there a historical, political, multi/inter cultural, migrant or similar context recognized in this book/story?

Historical period of the 1920s in America, time of crazy fun, accumulating wealth through suspicious business, returning after the war, coping with real life.

Is there a principle of inclusion reflected in this book/story and does it promote understanding of cultural diversities and heritage?

The novel promotes understanding of cultural differences particularly class differences, encourages thinking about responsibility, the problem of gender relations, the relationship with children.

METHODOLOGY

Title of Activity

GREAT GATSBY- Who is responsible for Gatsby's death?

Description of educational activity

Duration: 2 X 45 minutes

Pupils' age: 15-19



Organization of the class of pupils: group work

The aim of the lesson: The aim of the lesson is to motivate the students to read in the way that reading comprehension enables them to understand the relations between the characters and understand the responsibilities one has when it comes to serious situations with death consequences.

Another goal is to enable Ss develop their speaking skill to express and defend their point of view.

Ss will gain knowledge and understanding of a famous 20 century novel.

Support materials:

- “The Great Gatsby” film clipping to give the incentive for the task.
- there are 4 sets of excerpts from the book The Great Gatsby – to do with the four main characters. Students have to define in what way they were responsible for Gatsby’s death.

1st set DAISY

2nd set TOM

3rd set GATSBY

4th set MYRTLE

The excerpts are attached.

Activities:

1. The Ss are divided into 4 groups of 5.
2. The Ss watch the final scene from the movie – the killing of the main character.
3. Each group gets a picture from the movie of a character with the name on it.
4. Each group gets different excerpts from the book The Great Gatsby about the character from the picture. Each student reads one excerpt and after having read it, reports to the groups what he has learned from it. Their task as a group, after having read and reported on these excerpts to be able to
 - describe the character
 - understand the relationship with the main character
 - identify and define the responsibility towards his death
 - to justify their decision



5. each groups gets 5' to read and report among themselves.

6. Discussion: The students are enabled to interact, to discuss within the group, to argue for or against an opinion.

Evaluation and assessment method:

Throughout the lesson, the Ss will give their reasons for their opinion with accurate supporting details.

Teacher's role - monitoring Ss' work, their interaction, reading for details, making notes, and participation in group activities.

In order to evaluate and assess the effective impact of the previous activities upon the students, they are asked to elaborate a short paper in no more than 5 minutes where they make an In-depth analysis of the main character.

Effect of the activity on RSP reading:

Practices that support students' choice, collaboration, and shared control of learning outcomes can be linked to self-expressed interest in reading and engaged reading behaviours.

Teachers can organize reading instruction to develop self-efficiency, competence, and engagement in teenage students.

Connection to curriculum

Grade: 4th

Curriculum:

Civic education – responsible behaviour, developing empathy, foreseeing consequences

World Literature - classics works of art - reading and valuing

History – post-war situation , consequences, related to reality, going back to real life

Knowledge:

- Understand the difference between dreams and real life
- Develop reading fluency
- Improve reading comprehension
- Organise information in a specific way



Skills:

- Use video incentive
- Distinguish ethical and non ethical behaviour
- Make predictions
- Compare and contrast
- Summarize
- Work effectively in groups, respecting others

Competences:

- Make connections between fiction and real life or personal experiences
- Be able to visualise material read
- Follow specific instructions and conventions
- Evaluate evidence
- Support and justify an opinion

Bibliographic reference to be used during the activity

F.S.Fitzgerald

The Great Gatsby

Publisher: The ebooks at Planet ebook.com

ISBN:

Page count: 193

Year of issue:

Digital sources

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Results

The expected outcomes of the lesson. The students will be able:

- to understand the task by reading the extracts.
- to connect ideas and themes across texts.
- to offer character descriptions,
- to make connections,
- to evaluate the relationship between the characters,
- to justify their reactions
- to speculate,
- to interpret,
- to make decisions and define the task in response to the excerpts.



PROJECT No - 2016-1-HR01-KA201-022159
Handbook for reluctant, struggling and
poor readers

Funded by the
Erasmus+ Programme
of the European Union



Recommendations

Both the teaching method and the text can help in increasing Ss' interest in reading. This text promotes the consciousness of responsibility towards other people and ourselves.

The teacher monitors the students so as to make sure they cooperate effectively.

The volume of given fragments of books can be adapted to the language level of a group - fragments can be shorter - by cutting less important paragraphs, or be expanded to additional fragments of the same novel.