

LESSON PLAN

CLASS: English 147

LESSON: *The Great Gatsby*

EQUIPMENT: PowerPoint, Media Player

OBJECTIVES:

- Understanding the gaze of the camera
- Critically assessing adaptations

TIME	LESSON CONTENT	LESSON APPLICATION
9:30-9:35	<p>Introductory Activities:</p> <ul style="list-style-type: none"> • Pass around attendance sheet • Ask about questions if there are any questions from lecture • Tutorial theme and outline: <ul style="list-style-type: none"> ○ Two weeks reflecting on narrative gaze <ul style="list-style-type: none"> ▪ Week I: imagery of “eyes” and Nick Carraway as an unreliable narrator ▪ Week II: cinematic gaze and adaptation 	
9:35-9:40	<p>Topic One: Class responses from week I</p> <ul style="list-style-type: none"> • Display student responses (anonymously) from Week I reflection • Key Idea: these themes and critical reflections also play an important role in understanding the cinematic gaze 	<p><u>Class reflection:</u></p> <ul style="list-style-type: none"> • Thoughts on gaze • Characteristics of <i>The Great Gatsby’s</i> unreliable narrator – Nick Carraway • Implications of engaging with an unreliable narrator
9:40-9:50	<p>Topic Two: Class discussion</p> <ul style="list-style-type: none"> • Video clip: Baz Luhrmann’s <i>The Great Gatsby</i> (~2:10) • Suggest that the students pick a single question to trace through the video clip • Emphasize the importance of answering <i>why</i> • Key Idea: preparing the students for group work by modeling the activity with the entire class 	<p><u>Class questions:</u></p> <ul style="list-style-type: none"> • Whose perspective does the camera give us? Is it a static perspective or a moving perspective? How is that the same or different from the text? • How does the text (F. Scott Fitzgerald’s words) feature in the film? Is their presence effective? • How do we see Nick? Is his narrative function different here than in the novel? Does he exhibit any unreliable qualities on film? • How do the elements of cinema (visual images & sound) change the text? Do they give it life or kill our imagination?
9:50-10:00	<p>Topic Three: Class close reading</p> <ul style="list-style-type: none"> • <i>The Great Gatsby</i> page 114 • Key Idea: discover what themes and images are emphasizes in this passage from the text 	<p><u>Class questions:</u></p> <ul style="list-style-type: none"> • What is significant? Consider the following: gaze; consumerism/American Dream; the language; the movement of the characters; the tone
10:00-10:10	<p>Topic Four: Group Work</p> <ul style="list-style-type: none"> • Video clip: Baz Luhrmann’s <i>The Great Gatsby</i> • Separate students into groups of 4-5 and have them each focus on answering one question in regards to this video clip • Key Idea: have students hone in and become experts on one segment of cinematic analysis 	<p><u>Small group questions:</u></p> <ul style="list-style-type: none"> • Whose perspective does the camera give us? Is it a static perspective or a moving perspective? How is that the same or different from the text? • How does the text (F. Scott Fitzgerald’s <i>words</i>) feature in the film? Is their presence effective? • How do we see Nick? Is his narrative function different here than in the novel? Does he exhibit any unreliable qualities on film? • How do the elements of cinema (visual images & sound) change the text? Do they give it life or kill our imagination?
10:10-10:20	<p>Topic Five: Class discussion</p> <ul style="list-style-type: none"> • Key Idea: film opens some doors & closes other; it is an <i>interpretation</i> and much like gaze, it changes the viewer’s <i>perspective</i> 	<p><u>Class discussion:</u></p> <ul style="list-style-type: none"> • Ask each group to share their answers to the specific question they were assigned

LESSON PLAN

10:20

Summarizing Remarks:

- Keep these ideas of gaze in mind as you complete the novel
- Consider also reflecting on the other texts we have read/will read through this critical lens