

LESSON PLAN

CLASS: English 147

LESSON: *The Great Gatsby*

EQUIPMENT: PowerPoint

OBJECTIVES:

- Importance of “eyes” and gazing in the imagery and metaphors of the text
- Critically engage with Nick Carraway’s gaze and the idea of an unreliable narrator

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 	
9:35-9:45	<p>Topic One: Class close reading</p> <ul style="list-style-type: none"> • <i>The Great Gatsby</i> pages 64-65 • Have someone read passage aloud; other students taking notes in their text about what is significant or stands out • Key idea: these eyes engulf Nick 	<p><u>Class questions:</u></p> <ul style="list-style-type: none"> • What is being described and how do you know this? • What is the tone of the passage? (reminder that we discussed tone in class) • What about the footnote? (introduction of error) • What about the language?
9:45-10:00	<p>Topic Two: Small group work</p> <ul style="list-style-type: none"> • Break students into groups of 4-5 and have them discuss one of the following passages • <i>The Great Gatsby</i> passages: <ul style="list-style-type: none"> ○ Pages 53-55 ○ Pages 56-57 ○ Pages 60-61 ○ Pages 73-74 • Key Idea: decipher that Nick Carraway is narrating each of the passages and therefore he is filtering what the reader sees 	<p><u>Small group tasks:</u></p> <ul style="list-style-type: none"> • Count all of the times “eye(s)” are mentioned in your selection of text. Record this number on the board • Consider all of the passages where ‘eyes’, ‘gazing’, or ‘watching’ are significant & select together the BEST example • Analyze this short passage of text (2-3 lines at most). Consider tone, imagery, characters, atmosphere • Be prepared to lead the class through your close reading of this short passage. Don’t forget the “so what?”
10:00-10:15	<p>Topic Three: Class close reading discussion</p> <ul style="list-style-type: none"> • <i>The Great Gatsby</i> pages 74-75 • Nick Carraway’s gaze: Tom’s outfit; gazing at Gatsby across the lawn; observing the party • Key Idea: unreliable narrator: “an unreliable narrator is one who tells lies, conceals information, misjudges with respect to the narrative audience” (Rabinowitz <i>Truth in Fiction: A Reexamination of Audiences</i>) 	<p><u>Class questions:</u></p> <ul style="list-style-type: none"> • What is going on here? • What is Nick’s ‘state’? How do we know? • What clues in the text (punctuation, tone etc.) reveal to us his potential unreliability as a narrative figure? • What does it mean to be both “within and without”? <ul style="list-style-type: none"> ○ Nick is a part of the story – he is full of human blindness, prejudices, and weaknesses. Can he be trusted?
10:15-10:20	<p>Topic Four: Writing Exercise</p> <ul style="list-style-type: none"> • What are the implications of having an unreliable narrator? • How does this change the way a reader must approach a text? • Are any other ‘narrators’ or focalized characters we have encountered thus far unreliable? • Key Idea: have students use writing to reflect on today’s class 	

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10:20

Summarizing Remarks:

- Contact some students about sharing their writing observations anonymously for next class – check email