**Host Teacher:** James Mott **Student Teacher:** Emily Heyden **Unit**: The Great Gatsby **Lesson Number**: 1 **Topic**: Roaring 20’s **Date**: 2/8/13 **Grade level**:11 regents **Room Number**: 218 **Period**: 2

**Context**

Students are starting a new unit today. We will be front loading the history of the 1920’s to look at elements we will find in the novel

**Objectives**

Short-term Learning Objectives:

Students will be able to identify important themes within a work

Students will be able to engage in group discussion led by peers.

Students will be able to clarify historical events in a literary context.

Students will be able to define the time period that we will be looking at, thinking about what events led into the 1920s and what happened in 1929.

Long- term Learning Objectives:

Students will be able to participate in a Socratic seminar as both a leader and a discussion member.

Students will be able to define literary terms of tone, mood, setting, figurative language, point of view and time period in both poetry and a novel.

**Rationale**

1. Administrators – students will need to be able to demonstrate their ability to analyze poetry and narratives on state assessments
2. Students- they have often been in a passive place in the classrrom. By asking them to have text based discussions that are led by their peers, they will take a more active role.

**Background Knowledge and Skills**

Students are familiar with some of the history that is happening in this time period

**Standards**

NYS ELA Reading Standard 2Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text

NYS ELA Speaking/ Listening standard 1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed

**Summary**

Students will be asked to count off by 5. They will then form groups with their peers. In these groups they will read a short passage from their text books about a part of society in the 1920’s. They will then talk amongst themselves to pull out what they think is most important in those passages. They will then report out to the class what they have found- putting them in charge of taking down notes. I will step in and show them some images, and videos that will add some extra information

**Procedure**

**Anticipatory set**

Students will be asked to take out their text books as well as a note book. We will then count off and break into groups.

**Instruction**

I will assign them what passage to read as a group and tell them what I expect them to do. I will go around to each group to keep them on task, as well as steer them in the direction I want to cover.

**Guided Practice**

I will be walking around the room keeping the groups on task, as well as seeing what they are pulling out of the passages.

**Independent Practice**

They will then report out to the class what they read and thought was most important.

**Closure**

For closure I will give them a quick overview of what the novel plot is by showing them the movie preview that was recently released. I will then ask what they think will be featured in the novel based on what we just talked about in class

**Materials and Resources needed**

Smart Board and text books

**Assessment of Student Learning**

The information they report out as well as the preliminary connections they make at the end of class.