

# The American Dream and The American Reality of the Jazz Age



Five Week Unit  
Eleventh Grade  
Melissa Page

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# The American Dream and the American Reality of the Jazz Age

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Rationale

Because some Georgia high school curricula, including that of Rockdale County Public Schools, mandate a chronological approach to the teaching of American literature, teachers often have to use the traditional literary time periods/ genres as curriculum units. However, it is possible and often beneficial to create thematic connections with the literary time periods for the students to construct a humanities based study of literature. Teachers can use the chronology of literary time periods as provided by the curriculum, Colonial/Puritan/National, Romanticism, Transcendental /Realism / Regionalism, Moderns, for example (*Rockdale County Public Schools Curriculum Guide*), as a way of exploring the reactionary nature of humans and how one idea or movement segues into another. An overarching concept I am using in my American literature classes is the examination of and on-going discussion about what it means to be an American and how the American Dream takes shape and remains in tact throughout history, luring in while demanding critique from people around the world. One goal in this process is to have students use the literature of a specific literary period to learn the social context of the time. This on-going analysis of the American voice supports the state mandated Georgia Performance Standards requiring that each student “traces the history of the

development of American fiction” (Georgia Performance Standards – ELA RL1). Students will ultimately, I hope, pull out pervasive themes reflecting the attitudes, experiences, and social context of Americans at that point in history.

Within this chronological approach for teaching American literature, I have designed a unit on the 1920s in which we will read the texts of Harlem Renaissance authors and F. Scott Fitzgerald’s novel *The Great Gatsby*. This also satisfies the requirement that each student “analyzes and compares texts that express universal themes characteristic of American literature across time and genre (e.g. American individualism, the American dream, cultural diversity, and tolerance)” (GPS – ELA RL2). The ultimate goal, then, would be for students to use this knowledge to learn how we have arrived at our current state as Americans: have we made progress? –Are we repeating mistakes? – How does the American dream shape our culture?

This specific unit, or piece of our on-going discussion, is designed to allow students the opportunity to experience the infamous 1920s or Jazz Age in American history as a part of our progress. The goal is to push students beyond the romanticized gangsters and flappers of the 1920s and onto the grim realities of this time period and the influence of that all-important American Dream. This unit aims for students to explore the roles dreams have in shaping the self, the community, and in a broader sense our national identity. At this point we can examine how the individual plays part in sustaining this legendary goal by looking at the individual characters of *Gatsby* and the individuals responsible for

the Harlem Renaissance. As sustaining democracy and patriotism is a common goal of the American education system, it is necessary for students to understand where they fit into this diverse and yet distinct cultural group. Therefore students will be given an opportunity to explore particular interests within the 1920s realm and create a museum exhibit appropriate for public viewing.

Students will learn research skills and how to apply that knowledge in any format they wish. They will also be required to strive for excellence since they are presenting their finished products in a public forum outside of the traditional classroom: "The public presentation is the kind of incentive necessary to induce the struggle required for the construction of authentic knowledge, because it is an act of public accountability" (Darling-Hammond, L., Aness, J., Falk, B 1995).

This assignment, while labor intensive, is a chance for all students to succeed and demonstrate learning. Research supports that if project topics "emerge from the interests, talents, and strengths of the students, and because they elicit curiosity, they have the potential to be intrinsically motivating and to deflect students' initial and lingering resistance to the hard work that the project demands" (Darling-Hammond, L., Aness, J., Falk, B 1995).

The particular study of the Harlem Renaissance within the Jazz Age provides another forum for students to see the tenacity of the human spirit. African Americans historically have been denied a voice in the recognized American canon. The study of African Americans finding that voice shows the beginnings of a hard-earned recognition that our culture is a culture of diversity

and variety. The Jazz Age as a whole is a time rich with music, art, film, literature, and even historical action: Prohibition, the end of World War I, a burst of progress in the civil rights movement, and the women's movement just to name a few. Therefore, we will have a multi-medium study of this time period in which we will examine a variety of texts both written and oral by listening to music, watching Chaplin and Pickford films, using maps to find regional relationships, examining visual art, reading and discussing literature and studying the emerging racial and gender consciousness of the time. This variety of material will provide me a better chance at finding something in which students already have an interest – be it music, art, literature, film or history – allowing students to have an interactive classroom experience. This also provides the opportunity of creating a context where students can create a schema as they delve into reading the works of this time period. Students tend to read and understand better when they have a whole context from which to work; ideas and words seem to make more sense when students can visualize the cultural relevance. In fact, studies show that providing schemata before reading “supports reading comprehension” (Shoenbach, Greenleaf, Cziko, & Hurwitz 1999). Because of the variety of activities, students will have more opportunity for engagement creating their own “flow experiences” that make learning enjoyable and consequently make the knowledge concrete (Csikszentmihalyi, M. & Larson, R. 1984). This variety of activities also provides the means for students to reach another Georgia Performance Standard: ELA RC4: The student

establishes a context for information acquired by reading across subjects areas: exploring life experiences related to subject area; determining strategies for finding content and contextual meaning for unfamiliar concepts (Georgia Department of Education).

We will be reading the required novel *The Great Gatsby* by F. Scott Fitzgerald. Fitzgerald's *The Great Gatsby* provides students with a study of the self-made American man reminiscent of Benjamin Franklin. However, this self-made man is so obsessed with achieving his goals and obtaining his version of the American dream – money, social status, Daisy – that he ends up self-destructing. This story opens up a forum for discussion about the possibility of dreams becoming destructive. It is also a story rich with symbolism where students can gain efficiency and skill at extending meaning through symbols and developing a sense of the abstract. This novel also lends itself to the topic of social distinction and the economic disparity between the classes of the time. We will analyze this text in literature circles where more students can take an active role in discussing within smaller groups. At the completion of each chapter or section, each literature circle will lead a class discussion. Having student-led class discussions provide students with an opportunity to make personal connections to the text and helps them internalize reading strategies invaluable to reading any text. Students support each other as they try to make sense of the meaning as opposed to students passively accepting and regurgitating facts

about the book from the teacher. The teaching of the skills to learn becomes more valuable than the memorization of facts.

By providing a unit rich with variety, I hope to provide enough material and formats to spark some interest in which students will want to learn more for their research and museum projects. These projects provide a chance for students from all levels of traditional academic achievement to demonstrate a profound learning experience. This variety in discussion formats and texts also provides a scaffold for students to use when trying to decipher unfamiliar settings and contexts in the literature of the time period. The learning opportunities for students to lead discussions, research, and create quality finished products are all skills that are valued in post-secondary life: college, the workforce, and the military.



## Goals and Rubrics of Major Assignments

### Goals and Rubric for Harlem Renaissance Walkabout:

The Harlem Renaissance walkabout is designed to give students a taste of a section of particularly influential cultural activity in the 1920s. Students will rotate between stations in 20 minute intervals. Each station will have an exhibit, background information, and a chance for students to interact in some way with the material. There will also be time for students to write a small reflective journal piece before the next station rotation. The stations will be as follows: jazz music set up at the computers with headphones plugged in, a clothesline of visual art prints, a video set up on a cart in the hallway with a documentary cued up, copies of poems from different authors with attached author biographies, and news clippings or copies of journalistic writing from that time period. The objectives are for students to interact with a variety of media, reflect on their learning in a journal writing exercise, and learn about an influential cultural movement that still influences American literature and history today.

This activity will be graded as a daily participation grade.

Full credit will be given to those students who have written a fairly thoughtful reflection on their learning for each station. A paragraph of roughly 5 or more sentences seems an adequate minimum for thoughtful reflection per each station. A grade of 75 will be given to reflections that encompass all stations but do not include much thoughtful reflection. A grade of 60 or below will be given for hastily written paragraphs lacking any reflection. Each student will leave a station with handouts from their interaction of the material. These can serve as notes of the experience.

## Goals for Literature Circles:

All students in their junior year at Salem High School are expected to read F. Scott Fitzgerald's *The Great Gatsby*. Students will be put into groups of five in which you will each be assigned a role: Discussion Director, Illustrator, Connector, Summarizer, and Passage Master. After each section of reading, roughly 2 or 3 chapters before each class meeting (block schedule), you will meet in your groups to discuss the last section of reading. In these meetings, each member will construct their piece of the note-taking by completing the attached handout as a discussion guide. At the completion of the book, each group will be required to lead a class discussion on 1-2 assigned chapters. Each group will draw the chapters from a bag I will provide. You may lead your discussion in any format you wish including: regular classroom-teacher style, talk show (non-violent), debate, fishbowl, Socratic seminar, etc. Your discussion should include the following:

- Each group member should be involved in the leading
- Efforts must be taken to include most, if not all, of the class
- Members should pose open-ended questions that allow for good discussion (character and social inferences, personal connections, deciphering of symbolism, recurring images, diction analysis, etc)
- Specific textual examples should be included as evidence for opinion/statement (Read passages that support your position or statement or find passages that are disturbing, confusing, interesting, or vivid then explain why you think so.)
- Each group must turn in any work done in any of the circle meetings

Literature Circles  
*The Great Gatsby*

Assign roles within groups; each student will have a specific role:

Summarizer  
Discussion Director  
Passage Master  
Illustrator  
Connector

Tasks:

**Summarizer:** Begin the discussion by providing the summary of the assigned chapters. This will help bring the chapters to the short term memory and prepare the class for a deeper discussion.

**Discussion Director:** Come up with thought-provoking discussion questions, and guide the group to finding the answers or the possibilities. Final job is to synthesize group discussion questions into group statements that reveal greater truths gleaned from the reading.

**Passage Master:** Find passages throughout the novel (beginning, middle, and end) that stimulate discussion, questions, significant images, and universal ideas. Final job is to find 3-5 especially significant passages (the group must agree on these) that reveal greater truths about the novel.

**Illustrator:** Find descriptive images that provide enough information to create an illustration that is particularly important to the assigned chapters. Create this illustration using any medium; be creative. You should also create a concept map that synthesizes group collaboration on the flow of the plot up to your assigned chapters. This may be done using Inspiration or may be hand drawn; however, it must be original and presentable.

**Connector:** Using your group information, connect recurring images discovered from your assigned chapters to the more prevalent themes of the whole novel or to universal truths from the outside world. What are the connections? How is/are this book/these chapters relevant to our current society? What are these universal truths? Collaborate with group to agree on these truths.

Finally, as a cohesive group present your universal truths using all tasks. Each group will present in chronological order by chapters. We will piece together images and concept maps to create a visual timeline of our group discussions.

Rubric for Literature Circles  
*The Great Gatsby*

A discussion receiving an A will be characterized by the following:

- Each group member takes roughly equal part in leading the class discussion
- The class discussion involves at least 75 percent of the class
- The group demonstrates a clear understanding of the chapters and their role in the larger context of the novel.
- The questions posed are open-ended and invite insightful discussion and analysis of the text.
- The discussion incorporates the tasks from each of the roles assigned and all have revised presentation quality: (Summarizer, Discussion Director, Passage Master, Illustrator, Connector)

A discussion receiving a B will be characterized by the following:

- Each group member takes roughly equal parts in leading the discussion, although some students speak noticeably more than others.
- The discussion involves at least 50 percent of the class
- The group demonstrates a fairly clear understanding of the chapters assigned, but seems unclear in how they connect to the larger context.
- The questions posed are mostly open-ended and invite a fairly insightful discussion with some analysis.
- The discussion incorporates most of the roles assigned or all, but with some lacking presentation quality.

A discussion receiving a C will be characterized by the following:

- Some group members speak substantially more than others.
- This discussion involves less than half of the class.
- The group demonstrates some understanding of the assigned chapters.
- The questions posed tend to require more factual information with not much opportunity for discussion.
- The discussion incorporates some or all of the roles assigned with many lacking in quality.

A discussion receiving a D will be characterized by the following:

- Some group members do most or all of the speaking.
- The discussion includes no more than 25 percent of the class.

- The group appears to have a poor understanding of their assigned chapters.
- The questions posed frequently require factual information with little to no opportunity for discussion.
- The discussion incorporates few of the roles assigned without presentation quality.

A discussion receiving an F will be characterized by the following:

- The group does not appear to have read the text nor explored their assigned chapters.
- The group appears unprepared in leading the discussions.
- The group has little to no understanding of the text.
- The group does not appear to have used their roles for discussion.

Rubric adapted from unit plan on

<http://www.coe.uga.edu/~smago/VirtualLibrary/index.html>

(Feldman, J., Lynn, M., Winter, A., *A Sense of Self*)

## Goals for Museum Piece

Students will design and create an exhibit for a museum about the 1920s as a culminating project. All exhibits must support the theme The American Dream & The American Reality of the '20s. Students may work independently or in groups of up to four members. The piece may be a representation of any part of the 1920s in which groups or individuals have an interest to learn more: jazz, Harlem Renaissance (or aspects of it), the women's movement, economic issues, literature, expatriates, technology and science, etc. Students may also use any medium as their exhibit, including, but not limited to music, visual art, drama, a speech, dance, a documentary- style video, or a computer presentation. Students will need to provide the research to support their exhibit piece. The format for this research should be an annotated bibliography or a bibliography with typed notes. The bibliography should include a variety of sources (at least 5) with a minimum of two books. I encourage the use of the Internet, personal interviews, film, music, art, and a variety of types of books: history, memoir, biographies, fiction, and poetry, for example. Students should use the MLA format from the handouts provided for both the bibliography and the citations within the notes. Each exhibit should include a tag with the title of the piece and a paragraph explaining your contribution. A proposal is required by \_\_\_\_\_ with all group members listed. The class will piece together all of the exhibits to create one big museum exhibit. Other classes, faculty, and parents will be invited to peruse the class-constructed museum.

The proposals should include a sketch of the exhibit, a list of materials needed, and a timetable or plan for the creation of the piece and the research behind it.

The piece should:

- support the theme
- demonstrate an in depth understanding of some aspect of the 1920s
- exhibit presentation quality
- be supported by sound research.
- include a tag with the title of the piece and an explanation
- be appropriate for any age to view and comply with all school rules
- be on time

### **Deadlines:**

Proposal:

Research check:

Draft 1/rehearsal 1:

Final product:

## Multimedia Project : 1920s museum

Teacher Name: **Melissa Page**

Student Name: \_\_\_\_\_

Exhibit title: \_\_\_\_\_

CATEGORY	4	3	2	1
<b>Sources</b>	A variety of sources used with a minimum of 2 books all documented in MLA format.	The minimum of sources used mostly from one type. Most documented in desired format.	A few sources used but not documented in desired format.	Very little or no source information was collected.
<b>Requirements</b>	All requirements are met and exceeded.	All requirements are met.	One requirement was not completely met.	More than one requirement was not completely met.
<b>Presentation</b>	Well-rehearsed and revised with smooth delivery that holds audience attention.	Rehearsed with fairly smooth delivery that holds audience attention most of the time.	Delivery not smooth, but able to maintain interest of the audience most of the time.	Delivery not smooth and audience attention often lost.
<b>Content</b>	Covers topic in-depth with details and examples. Subject knowledge is excellent.	Includes essential knowledge about the topic. Subject knowledge appears to be good.	Includes essential information about the topic but there are 1-2 factual errors.	Content is minimal OR there are several factual errors.
<b>Originality</b>	Product shows a large amount of original thought. Ideas are creative and inventive.	Product shows some original thought. Work shows new ideas and insights.	Uses other people's ideas (giving them credit), but there is little evidence of original thinking.	Uses other people's ideas, but does not give them credit.
<b>Attractiveness</b>	Makes excellent use of font, color, graphics, effects, etc. to enhance the presentation.	Makes good use of font, color, graphics, effects, etc. to enhance to presentation.	Makes use of font, color, graphics, effects, etc. but occasionally these detract from the presentation content.	Use of font, color, graphics, effects etc. but these often distract from the presentation content.

Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Total points: \_\_\_\_\_

Grade: \_\_\_\_\_

<http://rubistar.4teachers.org/index.php>

## Materials

- Copies of *The Great Gatsby*
- Jazz/Blues CDs
- Harlem Renaissance prints & copies
- Computers/Headphones
- Poetry copies
- News clippings: library and internet
- Daily Language Practice transparencies: for example, the *Writers Inc* textbook series
- Video: Robert Redford film version of *The Great Gatsby*
- VCR
- Reserve library time
- White and colored paper
- Markers and colored pencils
- Glue
- Old newspapers and magazines
- *MLA Handbook for Writers of Research Papers*
- Copies of "Let America Be America Again " by Langston Hughes
- Video: *Jump at the Sun*



## Daily Lesson Plans Designed for Block Schedule

### Week One

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#### Day 1 & 2 (Monday and Tuesday)

3 minutes: Attendance, housekeeping

10 minutes: Opinionnaire: The American Dream of the 1920s  
(1920s music playing in the background during opinionnaire)

2 minutes: Musician bio and time period

10 minutes: Daily Language Practice (overhead) while I tally results (Daily Language Practice consists of sentences that we revise together; they usually only have 3 or 4 common mistakes among the five sentences presented.)

5-10 minutes: Working through DLP sentences together; pass back opinionnaires

5 minutes: Post results of opinionnaire on the overhead with me reading the results aloud

15 to 20 minutes: small group discussions over the results: why do you think the results ended up this way?

25 - 30 minutes: Big group discussion over each statement and the potential disparity of answers

Post question on the board: How does the American Dream shape our culture?

15 minutes: Journal writing over posted question

10 - 15 minutes: anyone who wants to share their responses may; discussion over question

3-5 minutes: Clean up room and put up journals

#### Day 3 & 4 (Wednesday and Thursday)

3 minutes: Attendance, housekeeping

10 minutes: Daily Language Practice  
(1920s music playing in the background during DLP)

2 minutes: Musician bio and time period

5 - 10 minutes: Working through DLP sentences together

3-5 minutes: Recap opinionnaire discussion and journal entry topic

5-10 minutes: Introduce F. Scott Fitzgerald and *The Great Gatsby*; show pictures of people and cars of the 1920s on the overhead or pass them around (transparencies and library books). Using the internet and the projector, they can watch a short black and white clip of Fitzgerald writing:

<http://www.sc.edu/fitzgerald/voice/fitzmovie.mpeg>

3 minutes: Pass out copies of the *The Great Gatsby*

35-40 minutes: Read the first chapter aloud (26 pages) (me, student volunteers or the tape) with the class following along, stopping to show a map of East and West Egg and the Valley of Ashes on the overhead to show the geographical differences of the classes.

10 minutes: Pass out handout on the roles of the members of literature circles. Explain what literature circles are and how they work. Have students create groups of 5.

30 -35 minutes: Read aloud or they may read independently from the second chapter (15 pages) within groups.

15 minutes: Meeting notes for literature circles

3 minutes: turn in notes, clean up room

### **Day 5 & 6 (Friday and Monday)**

3 minutes: Attendance, housekeeping

10 minutes: DLP and background music from the '20s.

2 minutes: Musician bio and time period

5-10 minutes: Working through DLP sentences together

15 - 20 minutes: Using the computers in my room and groups, students will conduct a web search for Mary Pickford. I will provide some websites and a handout, but they are welcome to seek out other links. All students need to visit this site which has a clip of a film: *Heart of the Hills* (1919)

(<http://www.marypickford.com/>) website to introduce silent films and her contributions as a pioneer of film making. I will provide the website for students, so they may find out more if they are interested.

5-10 minutes: Introduce Charlie Chaplin and his film contributions.

60 minutes: Watch Chaplin's *Gold Rush* (1925)

Last few minutes of class and homework if need: How does Chaplin's film *Gold Rush* exemplify the American Dream as a pervasive theme of the 1920s?

## **Week Two**

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### **Day 7 & 8 (Tuesday and Wednesday)**

3 minutes: Attendance, housekeeping

5 minutes: Finishing and/or recapping final question from the last class period: How does Chaplin's film *Gold Rush* exemplify the American Dream as a pervasive theme of the 1920s?

5 - 8 minutes: Explaining the way the Harlem Renaissance Walkabout works. Give directions and pass out journals. Have students break up into five groups of six.

1 hour and 40 minutes: Rotating through the stations of the Harlem Walkabout. Each station will be given 20 minutes. I will warn students when they have 10

and five minutes left for each station, so that they may finish up and add to their journals and handouts.

Homework: Write in journals: Which station did you learn from the most or enjoy the most and why? Did anything in particular spark an interest?

Read Chapter 3 of *The Great Gatsby* (it's very short!) Students will be held responsible for reading this chapter both by me and their group members.

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# The Music of the Harlem Renaissance

Listen to the lyrics of the singers. Write a line of lyrics from each singer and then write your personal response to both the music and the lyrics. Enjoy!

Artist's name:

Lyric of choice:

Personal response:

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Artist's name:

Lyric of choice:

Personal response:

# Zora Neale Hurston Documentary

Use the following discussion questions to guide your viewing of the video *Jump at the Sun*. Write your answers on this handout.

1. What impressions of Zora Neale Hurston did you get from the video?
2. How would you interpret Hurston's statement that she was not "tragically colored"?
3. The Harlem Renaissance is often characterized as a period of renewed confidence and racial pride among African Americans. What images in the video exemplify this?
4. Why do you think the narrator, Veronica Chambers, admires Zora Neale Hurston?

# Harlem Poetry

After reading a variety of poems, select two and compare and contrast them using the following guidelines:

Poem:

Author:

Situation being  
Described:

Poetic techniques:

Predominant images  
and how they contribute  
to the meaning:

Tone

Personal response:

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## **Week Two**

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### **Day 9 & 10 (Thursday and Friday)**

3 minutes: Attendance, housekeeping

10 - 15 minutes: sharing journal entries from homework and discussing the different stations from the walkabout.

10 -12 minutes: Summary quiz over chapter 3 of *The Great Gatsby*. In order to receive full credit for this quiz, students must write an accurate and complete summary of both chapters on a piece of notebook paper.

3 minutes: Take up quizzes to grade and pass out blank meeting notes handout

15 - 20 minutes: Meet in Literature Circles; conduct small group discussion based on meeting notes handout. I will float among groups to help where needed and to observe group dynamics.

5 - 10 minutes: Go over how each literature circle will be in charge of leading one big class discussion. We will be piecing together all of the visuals from each group as we present. Pass out handouts: rubrics and goals. Have students draw from a bag the chapter and date they will be assigned.

20 - 30 minutes: I will lead a big class discussion over the first three chapters to model how to lead a discussion. I would like to put some emphasis on the geography and the symbolic importance of the Valley of Ashes and East and West Egg thus far. I will also invite student volunteers to point out and read passages that are particularly revealing about the characters. At this point all characters have been introduced with a good deal of background.

20 minutes: Show beginning clip of Robert Redford film version of *The Great Gatsby*. This film version follows the book consistently and will help students visualize what they are reading.

5-10 minutes: Introduce the Museum Research Project. Pass out rubrics and goals.

15 minutes: Daily Language Practice will be replaced with a lesson on citing information using MLA format to prepare for the research project. I will show students a copy of the *MLA Handbook for Writers of Research Papers* and explain how we find information in it. I will show students some different types of resources we can use to get information (book with one author, anthology, website, journal article, etc) and the appropriate way we give them credit according to the MLA style.

3 minutes: Pass out MLA reference packets. These are excerpts of the *MLA Handbook*.

No homework today. Bring *Gatsby* books to class.

## **Week Three**

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Day 11 & 12 (Monday and Tuesday)

10 -12 minutes: Pass out MLA practice handouts and using the reference packet given in Thursday/Friday's class, students will practice creating a works cited page. I will have the pertinent information on their handouts like the author(s) name, dates, etc. I will show students where they would find the pertinent information by passing around books with post-it notes marking the places.

3 minutes: Pass back graded summary quizzes over chapter three.

30 - 45 minutes: In-class reading of chapter four. Students have the option of reading independently, in groups, or with the tapes.

15 minutes: Students meet with literature circle groups to discuss chapter four so far using the meeting notes handouts as a guide.

5 minutes: Head downstairs to library for research. Students should bring notebooks.

15 - 20 minutes: A lesson on creating a works cited page and using GALILEO and other research tools in our library provided by our media specialists or me.

45 minutes: Library for research. Students must turn in a proposal and a "materials needed" list by the end of the period. I will provide students with this website which has a list of important events/issues of the 1920s. It provides links:

<http://www.digitalhistory.uh.edu/database/subtitles.cfm?TitleID=67>

I will be walking around the library to monitor students' progress and to guide them in the right directions.

Homework: Finish reading chapter four if haven't already. Read chapter five of *Gatsby*. Bring *Gatsby* novels to class.

### **Day 13 & 14 (Wednesday and Thursday)**

3 minutes: Attendance, housekeeping

5-10 minutes: Daily Language Practice as a big group.

3 minutes: Pass back proposals with comments, suggestions written on them.

10 - 20 minutes: Student-led discussion over chapter four based on rubric and meeting notes. (This will be the first literature circle who leads discussion; therefore this particular literature circle will be graded; see rubric.)

3-5 minutes: Questions, comments for group discussion

30 minutes: Meet with literature circle groups to discuss chapter five of *Gatsby*, and if they finish the discussion early, they may begin reading chapter six.

5 minutes: Introduce the laptop cart borrowed from the library. Everyone may check out a laptop by writing down his/her name and the barcode next to it. Six students may use the regular classroom computers.



5 minutes: Pass out and explain directions for the web quest they will be conducting on the women's movement of the 1920s.

35 - 40 minutes: Web search on women's movement. Students will experience a brief overview of the women's movement.

2 minutes: Turn in web quest handout.

5 - 10 minutes: Meet with research groups and/or me to discuss proposals. This would be a good time to change topics if needed or to adjust focus.

Homework: Finish reading chapter six of *Gatsby*.

## Women's Movement of the 1920s Web Search

Websites:

[http://www.digitalhistory.uh.edu/database/article\\_display.cfm?HHID=458](http://www.digitalhistory.uh.edu/database/article_display.cfm?HHID=458)

<http://womenshistory.about.com/od/1920s1930s/>

<http://xroads.virginia.edu/~UG00/rekas/attic/main.htm>

[http://web.bryant.edu/~history/h497/prof\\_wmn/1920s.htm](http://web.bryant.edu/~history/h497/prof_wmn/1920s.htm)

[http://womenshistory.about.com/library/bio/blbio\\_list\\_harlem.htm](http://womenshistory.about.com/library/bio/blbio_list_harlem.htm)

<http://www.si.umich.edu/CHICO/Harlem/text/cjwalker.html>

<http://www.ipu.org/wmn-e/suffrage.htm> (a chronological list of when women around the world were given the right to vote)

<http://memory.loc.gov/ammem/vfwhtml/vfwhome.html>

Tasks:

1. What are some interesting things you learned about the women's movement of the 1920s?
2. When were American women given the right to vote?
3. What specific women did you learn about? What were their contributions?
4. Who is Madame C.J. Walker?
5. What were some obstacles of the women's movement?
6. What does the women's movement reveal about the American Dream?
6. Cut and paste pictures of significant leaders of the women's movement.

Please label them and identify their contributions.

Extra notes/comments on back:

## **Week Three**

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### **Day 15 & 16 (Friday and Monday)**

3 minutes: Attendance, housekeeping

5-10 minutes: Daily Language Practice as a big group

12 -15 minutes: Pass back web search handouts; recap/share any information learned from this movement.

10 minutes: Quiz over chapter six of *Gatsby*; summary quiz

10 - 20 minutes: Student-led discussion over chapter five based on rubric and meeting notes. (This is the second of the literature circle groups leading discussion.)

3-5 minutes: Questions, comments for group discussion

25 minutes: Meet with literature circles to discuss chapter six using the meeting notes handout as a guide.

3 minutes: Announcement & clarification on project: A preliminary draft and the resource list check will be due on Tuesday and Wednesday of Week 4 (Date :\_\_\_\_\_).

5 minutes: Go downstairs to the library

40 minutes: Library for research. Students may either conduct research or meet at any of the tables to work on the museum piece. I will be floating around offering redirection and assistance.

Homework: Read chapter seven of *Gatsby*.

## **Week Four**

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### **Day 17 & 18 (Tuesday and Wednesday)**

3 minutes: Attendance, housekeeping

2 minutes: Pass back summary quizzes from chapter six.

2 minutes: Students turn in preliminary drafts and resource list for research project.

5-10 minutes: Daily Language Practice as a big group

10 - 20 minutes: Student-led discussion over chapter six based on rubric and meeting notes. (This is the third of the literature circle groups leading discussion.)

3-5 minutes: Questions, comments for group discussion

3 - 5 minutes: Show students the library books that I have checked out from the library on the following topics: Red Summer and World War I in Harlem, Jazz & Negro Spirituals, Origins of Harlem & The Great Migration, People of the Harlem Renaissance. These will be grouped in four stations around the room. (There will be several books per station.)

3 minutes: Students should break up into groups of 6 or 7. Students will be leading a "book" quest instead of a web quest where they will be seeking out information from the above mentioned topics.

25 - 30 minutes: Students will assemble into groups of 6 or 7 and become mini-experts on whatever topic is at their table (Red Summer and World War I in Harlem, Jazz & Negro Spirituals, Origins of Harlem & The Great Migration, People of the Harlem Renaissance). They will need to take notes on interesting facts to bring to the next group.

3 minutes: Assemble into new jigsaw groups where 1 or 2 students per home group find 1 or 2 students from each other group. These new groups should consist of 1-2 mini experts from each topic: total of 6 or 7 people in these groups.

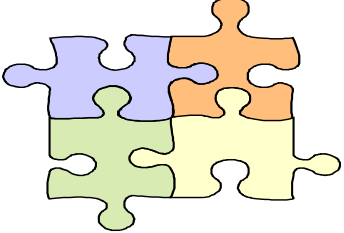
25 - 30 minutes: Each representative(s) should share what he or she learned from the home group about their topic. All should take notes on interesting facts and common themes found in the discussions.

10 - 15 minutes: Journal writing: What is the Harlem Renaissance and how does it reflect the American Dream?

20 minutes: Meet in literature circles to discuss chapter seven using meeting notes handout as a guide.

Homework: Read chapter eight. Work on research project.

# Jigsaw Activity



Assemble into groups of 6 or 7. You and your group will be leading a “book” quest instead of a web quest where you will be seeking information from the books at your table on the following topics: Red Summer and World War I in Harlem, Jazz & Negro Spirituals, Origins of Harlem & The Great Migration, People of the Harlem Renaissance.

You will have 25 - 30 minutes to become mini-experts on your specific topic. You and your group will be searching through the texts and discussing what you find. Each group member should be taking his or her own notes on the research and the discussion.

After the 25 - 30 minutes you will assemble into new jigsaw groups where 1 or 2 students per home group will find 1 or 2 students from each other group. These new groups should consist of 1-2 mini experts from each topic: total of 6 or 7 people in these groups.

Each representative(s) should share what he or she learned from the home group about their topic. All should take notes on interesting facts and common themes found in the discussions. You will have 25 - 30 minutes in these new groups.

Home group members:

Secondary group members and their topics:

## **WeekFour**

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### **Day 19 & 20 (Thursday and Friday)**

3 minutes: Attendance, housekeeping

2 minutes: Pass back students' preliminary drafts and resource list for research project with comments and suggestions.

10 - 20 minutes: Student-led discussion over chapter seven based on rubric and meeting notes. (This is the fourth and last of the literature circle groups leading discussion.)

3-5 minutes: Questions, comments for group discussion

15 - 20 minutes: Discuss chapter eight using meeting notes handout as a guide.

25 -30 minutes: Read chapter nine aloud in class: the final chapter!

10 minutes: Journal writing: A reaction to the final chapter . . .

20 - 25 minutes: Student-generated list of possible themes on the board. I would like to include the following as possibilities in addition to their choices: The American Dream/the corruption of, morality, vision/blindness, social distinction, identity, responsibility to others. Big group discussion over these topics and wherever they may take us.

5 minutes: Head downstairs to the library.

30 minutes or until the end of the period: Research, group meeting time

Homework: work on research project.

## **WeekFive**

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### **Day 21 & 22 (Monday and Tuesday)**

3 minutes: Attendance, housekeeping

2 minutes: Hand out copies of Langston Hughes' poem "Let America Be America Again"

5 minutes: Read the poem aloud while students follow along.

15 -20 minutes: Students may get into small groups to read the poem aloud again and to discuss possible meanings. I will float among groups to offer support.

40 - 45 minutes: Students should write an informal paper comparing this poem to *The Great Gatsby*. What do these two texts have in common - themes,

characters, images, anything? Can Gatsby relate to the narrator's refrain:

"America never was America to me." - or can any other character? What about

George Wilson? Myrtle? Explain using textual support from both texts. Each student should have his or her own paper, but they are welcome to collaborate

with others to bounce ideas off of each other.

2 minutes: Pass out rubric for paper and peer evaluation sheets.

10 -12 minutes: Students should trade papers and offer suggestions using both the rubric and peer evaluation sheets. I will be walking around during this process.

20 -25 minutes: Revise/re-write paper considering suggestions of peers.

5 minutes: staple final paper, rubric, peer evaluation and first draft together and turn in.

5 minutes: Head downstairs to the library.

20 minutes: Group meeting time / research. A revised resource list and report of progress and "things still to be done" list should be shown to me before students leave class. Students may use my computers or run down to the library to check out materials.

Homework: Bring in material to work on projects in class on

Wednesday/Thursday. Collaborate with groups to decide who is responsible for bringing what.

# Comparison Paper Rubric

\_\_\_\_\_ Stimulating Ideas

The writing

- Addresses both texts
- Focuses on comparing or contrasting elements of each work
- Contains supporting details and examples from both texts
- Demonstrates thoughtful consideration over the complexities of the texts

\_\_\_\_\_ Engaging Voice

- Is convincing and demonstrates the knowledge of the writer

\_\_\_\_\_ Original Word Choice

- Explains or defines any unfamiliar words or terms
- Uses precise language; meaning is clear to the reader

\_\_\_\_\_ Conventions

- Observes basic rules of grammar, spelling and punctuation (not too many distractions for the reader)
- Demonstrates organization; each idea transitions to the next

\_\_\_\_\_ Total points

Percent grade: \_\_\_\_\_

Comments:

Scoring Guide: 1	2	3	4	5
Incomplete	Poor	Fair	Good	Excellent



## WeekFive

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### Day 23 & 24 (Wednesday and Thursday)

3 minutes: Attendance, housekeeping

15 minutes: Daily Language Practice: I will use common problems I noticed from students' papers without naming names or using their exact sentences. I will create a transparency of sentences employing the same types of problems consistently showing up in papers. We will revise them together.

2 minutes: Pass back papers.

10 - 15 minutes: Have students find those types of errors practiced in Daily Language Practice and rewrite those sentences in the margins of their essays for me to check. I will quickly check through them and give them a daily participation grade while they are working on the next event.

1 hour and 15 minutes: Workshop time. Students will work with their group constructing their museum pieces and finalizing their research. They will show me their progress before they leave as another daily participation grade. They may also use the library, computers, etc. during this process. Students needing to rehearse may go into the hall or in the commons area.

15 minutes: Meet with group and write a list of things to do and bring in order to prepare for the presentation on Friday/Monday. Have group members exchange phone numbers to remind each other of their responsibilities.

### Day 25 & 26 (Friday and Monday)

15 minutes: Set up exhibits, informational tags, and bibliographies for viewing.

3 minutes: Turn in rubrics to me with their names and titles of project listed at the top.

1 hour and 40 minutes: Present pieces to the class. Students should list groups and responses to exhibits on a piece of notebook paper while students are presenting.

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Acknowledgements: Thanks to Lisa Simmons of Salem High School for her help in creating the Harlem Walkabout.

## **Appendix**

- I.    Introductory Activity**
- II.   Literature Circle Meeting Notes**
- III.  Mary Pickford Web Search Handout**

Opinionnaire

Name: \_\_\_\_\_

Each of the following statements expresses an opinion. Rate each statement from 1 (strongly disagree) to 5 (strongly agree). This will be anonymous. I will be the only person who will see your name, so I can return it to you.

1. The American Dream is accessible to every American regardless of social status, race, income, education, gender, talents, or abilities.

1            2            3            4            5

2. It is necessary to do whatever it takes to accomplish a dream.

1            2            3            4            5

3. Each American is entitled to happiness.

1            2            3            4            5

4. If the existing laws are a hindrance to achieving your dreams, it is okay to break them if no one gets hurt.

1            2            3            4            5

5. The American Dream requires using or taking advantage of other people.

1            2            3            4            5

6. Money and prestige are essential to achieving true happiness.

1            2            3            4            5

7. Dreams can become destructive.

1            2            3            4            5

8. Dating or marrying someone who is significantly wealthier than you are causes too many problems and is impossible.

1            2            3            4            5

9. It is too hard to date someone outside your social clique.

1            2            3            4            5

10. America provides equal opportunity for everyone.

1            2            3            4            5

11. The American Dream is accessible to every American regardless of social status, race, income, education, gender, talents, or abilities.

1	2	3	4	5

12. It is necessary to do whatever it takes to accomplish a dream.

1	2	3	4	5

13. Each American is entitled to happiness.

1	2	3	4	5

14. If the existing laws are a hindrance to achieving your dreams, it is okay to break them if no one gets hurt.

1	2	3	4	5

15. The American Dream may require using or taking advantage of other people.

1	2	3	4	5

16. Money and prestige are essential to achieving true happiness.

1	2	3	4	5

17. Sometimes dreams become destructive.

1	2	3	4	5

18. Dating or marrying someone who is significantly wealthier than you are causes too many problems and is impossible.

1	2	3	4	5

19. It is too hard to date someone outside your social clique.

1	2	3	4	5

20. America provides equal opportunity for everyone.

1	2	3	4	5

## Mary Pickford

Read through the following websites to find out who Mary Pickford was and what her contributions to American filmmaking were. Feel free to follow other links on her.

<http://www.marypickford.com/>

<http://www.marypickford.com/clip.html> (this site has a movie clip for you to watch)

<http://www.geocities.com/marypickford2000/> (this site has some great pictures of her)

<http://www.imdb.com> (type in her name under a people search for a list of films and pictures)

I. What are some interesting things you learned about her? Is there anything more that you want to find out?

II. List any other links you followed to learn more about Pickford.

III. Copy and paste a picture of her here. Label the pictures with dates and the situation of the pictures if possible.

IV. Though she was born a Canadian and traveled often, how did she embody the American Dream?

Literature Circles  
Meeting Notes

Group members: \_\_\_\_\_

Chapters for discussion: \_\_\_\_\_ Date: \_\_\_\_\_

Summary of chapters:

Open-ended questions for discussion and their responses:

Thought-provoking passages and why (include page numbers):

Connections to real life and/or to the larger context of the book:

Sketch a significant image from this chapter; you may use the back: