



OLETANGY SCHOOLS LITERATURE SELECTION REVIEW FORM

LOCATION

Building(s): OOHS

Classes/Grade Level(s): CP English 11

ABOUT THE BOOK

Selection Title/Author: *The Great Gatsby*

Genre: Fiction

Lexile Reading Level: 1070L

Total number of pages: 180

Book Summary (abbreviated, bulleted list or link to a book summary)	Potentially Objectionable Content (list all categories and at least one example, referenced with a page or chapter number)
<p><i>The Great Gatsby</i> book summary Goodreads</p>	<p>Domestic Violence: Chapter 2 Page 37 "Making a short deft movement, Tom Buchanan broke her nose with his open hand. Then there were bloody towels upon the bathroom floor, and women's voices scolding, and high over the confusion a long broken wail of pain" (37).</p> <p>Gruesome Violence: Chapter 7 Page 137 "...Myrtle Wilson, her life violently extinguished, knelt in the road and mingled her thick blood with the dust" (137).</p> <p>Profanity: Chapter 2 page 28 "It's a bitch," said Tom decisively. "Here's your money. Go buy ten more dogs with it" (28).</p> <p>Alcohol Use: Chapter 2 page 29 "Meanwhile Tom brought out a bottle of whiskey from a locked bureau door. I have been drunk just twice in life and the second time was that afternoon; so</p>



	<p>everything that happened has a dim, hazy cast over it.”</p> <p>Chapter 2 page 35</p> <p>“The bottle of whiskey -- the second one -- was now in constant demand by all present, excepting Catherine, who “felt just as good on nothing at all” (29).</p> <p>Chapter 3 page 42</p> <p>“I was on my way to getting roaring drunk from sheer embarrassment, when Jordan baker came out of the house and stood at the head of the marble steps ...”</p>
<p>Book Reviews (1-2 link(s)) <i>Note: teacher is not responsible for broken links</i></p> <p>Common Sense Book Review - <i>The Great Gatsby</i></p>	

ABOUT THE CLASS

Rationale for the Literature Selection (in addition to standards): (To be completed by the teacher or team)

The CP 11 Team uses this classic piece of American Literature to continue student’s work on literary analysis, close reading, and inferencing which are all important skills to practice for ACT preparation.

The Ohio Department of Education ELA Standards (list priority standards *only and* abbreviations of the main ideas of the priority standards) [Link to Ohio's ELA Standards](#)

1.RL.11-12.2 Analyze literary text development. a. Determine two or more themes of a text and analyze their development over the course of the text, including how they interact and build on one another. b. Produce a thorough analysis of the text.



2. RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

3.RL.11-12.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.

ALTERNATIVE TEXTS

What alternative texts would allow students to meet the same objectives? (1-2 texts, title/author; Note: these texts must also have lit. reviews forms associated with their selection)

1. The Sun Also Rises, Ernest Hemingway
2. Catcher in the Rye, J.D. Sallinger

SIGNATURES (embedded jpegs of authentic signatures are fine OR download/print form and obtain traditional signatures)

Teacher: Andrew D. Doherty Date: 8/17/2022
Department Chair: [Signature] Date: 8/17/22
Building Principal: [Signature] Date: 8/17/22
District Curriculum Administrator: [Signature] Date: 8/21/22