

LESSON PLAN

Template for the submission of local exemplars representative of instruction on a flexible instructional day

PDE review shall verify completeness of submission only, not quality or compliance.

LOCAL EDUCATION AGENCY (LEA) NAME Clairton HS

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English Language Arts Math Social Studies Science K-8 9-12

STANDARD(S) ADDRESSED (include alpha numeric and standard descriptor)

CC.1.3.11–12.C

Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.

CC.1.3.11–12.F

Evaluate how words and phrases shape meaning and tone in texts.

LESSON TITLE

Fitzgerald's use of figurative language in The Great Gatsby

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LESSON GOALS (planned instructional outcomes)

- Read and summarize important events in Chapter 3 of The Great Gatsby
- Describe Fitzgerald's use of figurative language and explain its purpose

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ACTIVITIES (Step-by-step directions for active student participation in support of planned instructional outcome. If instruction is to be delivered via the Internet, please include alternative pathways for lesson completion for those without Internet access.)

- Students will read or listen to Chapter 3 of The Great Gatsby. While reading, they will complete the study guide questions to record important information from the chapter.
- Students will then watch two short youtube videos that summarize and explain some of the figurative language used in this chapter.
- Students will then go back to the novel and find five examples of figurative language from chapter 3 of The Great Gatsby. They will record these examples in a graphic organizer.
- Next to each example, students will then explain why they believe the author used figurative language or explain how it affected their understanding of events in this chapter.

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RESOURCES (materials and/or tools required to complete the activities)

PDF of The Great Gatsby

https://www.youtube.com/watch?v=T4BM3bnknXA&disable_polymer=true – Spark notes Chapter 3 summary

https://www.youtube.com/watch?v=T4BM3bnknXA&disable_polymer=true – One Day Ahead Chapter 3 analysis

Figurative Language graphic organizer

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OPPORTUNITIES FOR ACCOMMODATIONS AND MODIFICATIONS *(options for adaptations, alternatives, and/or assistive measures within the lesson for English Learners and students with IEPs)*

Audio of Chapter 3 found on youtube -

https://www.youtube.com/watch?v=8ov05YQsmGY&disable_polymer=true

Reduce number of examples of figurative language

Graphic organizer partially completed by teacher to be finished by student

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ASSESSMENT(S) *(evidence of learning)*

Students will submit graphic organizers at end of the lesson as well as respond to an open ended question:

How does Fitzgerald's language create the reckless, carnival-like atmosphere at Gatsby's party? Consider figurative language, imagery, and word choice in general. Cite specific examples from the text to support your response.

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