

Jazz from A to Z
Lesson Plan Template

Title of the Lesson: Gatsby's Greatest Hits: Jazz Era

Subject: American Literature

Grade: 11

Common Core Standard for Reading, Writing or Speaking and Listening:

11-12 Reading band RL.1, RL.3, RL.5, RL.7, W. 6

Arizona Social Studies Standard:

Overview (*Brief description of lesson*):

Students will analyze the lyrics of 3 songs that Fitzgerald references in *The Great Gatsby* and determine how the songs add to the understanding of the Jazz Era as well as plot, characters and theme of the story.

(Close reading for annotation, theme, plot development)

Essential Question(s):

How do Fitzgerald's song choices reflect the Jazz Era as well as the plot, character and theme of the novel.

Key Vocabulary: Jazz Era, disillusionment, bootlegging, annotate, Harlem, Harlem Renaissance, 18th and 19th amendment (prohibition and women's suffrage), WWI

Lesson Objective(s): Students will be able to explain how the jazz music in the *Great Gatsby* provides a commentary on the time, place, characters and plot of the novel

Procedure to Teach the Lesson:

· **Beginning (set)** (Students have already been introduced to Jazz music prior to book) This lesson is taught a few chapters into the book.

Journal writing, "What movie scenes are memorable to you because of the music?"

Do you have a favorite soundtrack? How did the soundtrack add to the movie after you became familiar with it?" Briefly write about this. They will then share their movie memories with the class.

Middle

Discuss the events surrounding the structural placement of the song in the book.

What was going on? What was happening with the characters? Where were they?

Model

Play "Ain't We Got Fun" and highlight 1920s historical facts that relate to our story
2nd listen/read - Mark for Character and plot similarities to *Gatsby*

Start the discussion on why Fitzgerald placed this song at this place in the novel and how it supports what is going on with the characters and theme.
3rd listen/read - Last read, mark anything new that they see relating to Gatsby.

Repeat with small groups (whole group discussion on placement of song in book)

· **End (closure)**

Repeat alone for HW (whole group discussion on placement of song in book)

Assign students the final song in *Great Gatsby*, instructing students to continue to annotate their lyrics, giving close attention to the last song. They should also listen to the recording which will be linked to my website.

Assessment:

Have students write an Analytical Paragraph: What do the song choices add to our understanding of the novel and/or its cultural? Students can focus on any specific elements they choose, but must provide close textual support from both the song and the novel to support their assertions.

Extra Credit: Compile 8-10 songs from the Jazz Era that mirror plot development (setting, characters, theme) from the book. Put the songs on a CD and annotate the lyrics of 3 of the songs and hand in. Present the information to the class.

Sources of Information:

<http://www.library.pitt.edu/voicesacrosstime/LessonPlans/documents/GreatGatsby.pdf>

Roger Taylor Curriculum Design for Excellence

Materials Needed:

The Great Gatsby book
lyrics to "Sheik of Araby", "Love Nest" "Ain't We Got Fun"
Access to internet to play the songs via above website
Document camera/Smartboard to model annotation
Extra Credit assignment checklist