

Lesson 1

Write: Prepare to Write

1. Complete the Preview the prompt section of the **culminating task tool** in your student materials.

Read: Prepare to Read

World War I occurred between July 28, 1914 - November 11, 1918.

Read “Lost Generation” in the Unit Reader.

1. What was the “Lost Generation”? How was World War I related to the “Lost Generation”?

2. On the **perception understanding tool** in your student materials, define the word “perception.” In the space outside the box, list possible influences on perception.

Read: Establish Understanding

Read the following section from chapter 1 of *The Great Gatsby*.

- Start at:
- Stop at:

Read: Establish Understanding

1. Summarize the section of chapter 1 that you have read of *The Great Gatsby*.

Read: Deepen Understanding

"In consequence I'm inclined to reserve all judgements, a habit that has opened up many curious natures to me and also made me the victim of not a few veteran bores" (Fitzgerald 1).

What does the narrator reveal about himself in this quotation? What does this reveal about the narrator's relationships with others?

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Lesson 2

Read: Establish Understanding

Reread the following section from chapter 1 of *The Great Gatsby*.

- Start at:
- Stop at:

Read: Deepen Understanding

1. On the chart in section one of the **perception understanding tool**, list the details that the narrator reveals about himself.
2. On the chart in section one of the **perception understanding tool**, list the details that the narrator provides about characters, events, or settings.
3. Answer the following question on the **perception understanding tool**: What is the narrative structure of *The Great Gatsby*?
4. Answer the following question on the **perception understanding tool**: What are some factors that might influence the narrator's perception of events?

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Lesson 4

Write: Develop Work

1. Draft a response to the following prompt: What is the narrative structure of *The Great Gatsby*? How could that narrative structure influence the way the story is told? Use details from what you have read of the novel to support your claim.

Handwriting practice lines consisting of 20 horizontal lines. A large, diagonal watermark reading "DRAFT" is overlaid across the center of the page.

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Lesson 5 - Section Diagnostic

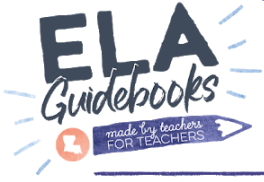
Write: Develop Work

- Review the section diagnostic checklist below. Then read your draft response from Lesson 4 and evaluate your response using the performance descriptors.

Score	Performance Descriptors
✓ + (3)	Meets Criteria: Student has successfully built the knowledge, skill, or habit indicated by the look-for.
✓ (2)	Continue Practice: Student should continue building the knowledge, skill, or habit indicated by the look-for.
✓ - (1)	Needs Support: Student would benefit from additional instruction to build the knowledge, skill, or habit indicated by the look-for.
IE (0)	Insufficient Evidence: Student did not respond to the prompt and/or did not provide enough of a response to evaluate

Reading Look-Fors	✓ + (3)	✓ (2)	✓ - (1)	IE (0)
How well does the student understand the factors that could influence perception?				
How well can a student identify the narrative structure of a text and determine how it may affect the way the story is told?				
Reading Score: _____ /6 Comments:				

Reading Look-Fors		✓ + (3)	✓ (2)	✓ - (1)	IE (0)
Form Claims: Analytical; Develop ideas: integrate quotations; Use Conventions to Produce Clear Writing: Usage	How well can students develop and clearly communicate meaningful and defensible claims that represent valid, evidence-based analysis?				
	How well can students integrate quotations while maintaining the flow of ideas to develop and support arguments, analyses, and explanations?				



	How well can students use words and phrases correctly to clearly communicate ideas?				
Writing Score: _____ /9 Comments:					

Write: Publish Work

1. Create a final draft of your response on the lines below.

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