



**Teaching
Resources**

Dear teacher

We hope you and your students will enjoy (or did enjoy) '**Great Scott Fitzgerald! Gatsby Unleashed!**'

Three versatile and highly polished actors will engage your students in a hilarious recreation of the Gatsby story but will pause regularly to discuss, argue, teach and laugh about the key themes along the way. This means the students get both a play and also great insight into F. Scott Fitzgerald's 20th-century classic *The Great Gatsby*.

Still considered one of the greatest novels in American history, *The Great Gatsby* might have been set in the 1920s, but the themes of ruthless ambition, keeping up appearances, class struggles, money worries and lies unravelling are all themes we can relate to today.

Imagine this:

Glamorous girls, riches, love stories and Leonardo DiCaprio... (what more could anyone want?)

Fast cars, crashes, and secret liaisons... (Oh-la-la!)

Mix in jazz "toons", bad wigs, ludicrous jokes and dreams smashed into side-splitting smithereens – and your students will be itching to see what "Great Scott Fitzgerald" unleashes!

The following activities and lessons cover a range of subjects, levels and abilities – you can pick and choose from them based on your students needs. While we have arranged the activities under suggested subject and levels, these are rough guides only and you will know better than us what your students are capable of. And, of course, you can adapt them up or down levels as you need.

Additionally, alongside each lesson we have placed learning objectives based on the NZ Curriculum (levels 4 to 8).

While the activities are enjoyable, they are mostly introductory in nature and if you are going in-depth with performance or essay writing we highly recommend you refer to the websites listed throughout the booklet.

We hope you enjoy delving into the intrigue, passion and ostentatious glamour of *The Great Gatsby* with your students as much as we have.

Regards

The NZ Playhouse team

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All the lessons below have references to the learning objectives in the NZ Curriculum.

They also can all be delivered to incorporate the five key competencies:

- thinking
- using language, symbols, and texts
- managing self
- relating to others
- participating and contributing

English lessons

including book reviews, visual language and design, English combined with IT, English combined with maths, oral language (debate), critical analysis.

Overview and plot synopsis (For years 7 – 10)

Subject / Level	Achievement Objective
Level 4 English	Integrate sources of information, processes, and strategies confidently to identify, form, and express ideas. Select, develop, and communicate ideas on a range of topics.
Level 5 – 6 English	Integrate sources of information, processes, and strategies purposefully and confidently to identify, form, and express increasingly sophisticated ideas. Select, develop, and communicate purposeful ideas on a range of topics.
Key competencies	<ul style="list-style-type: none"> • thinking • using language, symbols, and texts • relating to others

Using the synopsis of *The Great Gatsby* below, create a quick visual representation of the plot's key features. This could be a storyboard or cartoon concept or any other chart representation that helps you remember the key ideas of the plot. You need to clearly identify the beginning, the middle, the climax and the end so that the structure is clear.

Extra for experts:

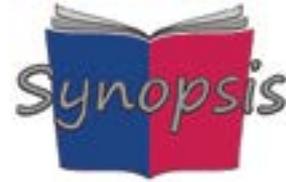
You may also like to create a mnemonic, rhyme, rap or song that helps you to remember the plot in order. You could then present this to the class.

Alongside the plot storyboard you created for the activity above, also outline the key themes and motifs used by Fitzgerald in his story. Finish by writing a one sentence summary of what you think the story is about, or what it tells you.

You may also like to create a mnemonic, rhyme, rap or song that helps you to remember the themes and motifs. You could then present this to the class.

A Quick Synopsis of *The Great Gatsby*

<http://www.storyboardthat.com/teacher-guide/the-great-gatsby-by-f-scott-fitzgerald>



The Great Gatsby by F. Scott Fitzgerald captures the ideals of a society obsessed with wealth and status. Set in the 1920's, during prohibition, the story is narrated by a young man named Nick Carraway. Nick meets Gatsby, whose real name is James Gatz, at Gatsby's elaborate mansion in West Egg. The area is full of up and coming 'new money.' Young, handsome, and fabulously rich, Jay Gatsby appears to have it all, yet he yearns for the one thing that will always be out of his reach, the love of Daisy Buchanan. This absence renders his life of glittering parties and bright decorations empty and desolate.

Throughout the novel, Gatsby attempts to get Daisy's attention and eventually it is Nick, Daisy's cousin, who brings them together. The two rekindle a romantic relationship from many years ago, before Daisy was married. One evening, Gatsby and Nick are invited to Daisy's house, and her husband, Tom Buchanan, notices how close the two have become. He learns of the affair, and sabotages their love by revealing how Gatsby made his money: illegal bootlegging. Despite Tom also having an affair, he convinces Daisy that her allegiance lies with him. Daisy drives home with Gatsby and hits Myrtle, Tom's mistress, killing her. Since the two were in Gatsby's car, he takes responsibility for the murder.

Gatsby's tragic pursuit of his dream ultimately leads to his death, when he is shot by the husband of Tom's mistress. Nick's despair drives him to move back to the Midwest, disillusioned by the events of the novel.

Dust jacket and book review: Will you read it? (For years 7 – 10)

The purpose of this activity is to create a sense of excitement about the book *The Great Gatsby* so that others will want to read it. You can choose to...

A – prepare a (i) book share or (ii) review – this could be written or oral, or

B – design and create a dust jacket

(i) Book Share:

Tell your friends about *The Great Gatsby* and why you liked it (or didn't!). This can be done as an oral report, or a written one. When you share your book, you need to include some basic facts about the book and then decide how much of the plot, themes or events to give away. Things to include are:

- Title, Author, date first published
- Setting, location, era
- Main characters (the goodies and the baddies or if you prefer, the protagonist and antagonist)
- Main conflicts, events, plot (but don't give it all away – remember the idea is to make others want to read it for themselves)
- You may or may not want to talk about the climax of the book
- Theme, symbols and/or point of view.

Comments:

- Make it as exciting as you can without giving away all the details.
- Think about why you enjoyed the book.
- Perhaps you can end the share/review on a cliff-hanger?

(ii) Review:

A review is like a book share where you tell your friends about a book you read and why you liked it, but it also includes you deciding how good the book was, if there were any bits you didn't like and why, and who it might appeal to. So as well as the book share information above, you will also need to say...

- Why other students in the class may like or not like the book
- Rate the book (zero to five stars) and if brave, explain why you chose the rating.

B. Dust Jacket:

Design and create a Dust Jacket for the book *The Great Gatsby*

The main purpose of the book jacket (other than to keep the book in good condition) is to persuade people to want to read the book to find out what happens

- Plan your ideas and gather the information you need
- Decide if you will draw your own artwork or use an appropriate photo
- Use visual language and imagery
- We suggest you choose one theme or character from the story, rather than try to cover all the aspects of the book.
- Make sure you have everything on your jacket that a book jacket traditionally requires.
- Design the jacket and execute it in anyway you choose. It could be...
 - a poster,
 - a physical jacket that fits around a book (made of paper and/or laminated)
 - or some other alternative agreed to by your teacher.
- Be prepared to demonstrate your cover to the class and say why you chose the material, colours, fonts and themes you used. This can also be done in small groups or pairs.

You can make your own template by drawing around a book, front and back cover plus the spine and flaps. Or you can use a template like the one below from <http://thepreciouslittlethingsinlife.blogspot.co.nz/2011/07/how-to-cover-books-and-print-titles.html>.

If you choose to make your own 'tailor-made' cover, you may like to use the simple maths lesson below.



A Step-By-Step Guide to Covering Your Books Maths (Years 7-8)

<http://thepreciouslittlethingsinlife.blogspot.co.nz/2011/07/how-to-cover-books-and-print-titles.html>

Subject / Level	Achievement Objective
<p>Level 4</p> <p>Geometry and measurement</p>	<p>Use appropriate scales, devices, and metric units for length, area, volume and capacity, weight (mass), temperature, angle, and time.</p> <p>Use side or edge lengths to find the perimeters and areas of rectangles, parallelograms, and triangles and the volumes of cuboids.</p> <p>Interpret and use scales, timetables, and charts.</p> <p>Identify classes of two- and three-dimensional shapes by their geometric properties.</p>
<p>Level 5</p> <p>Geometry and measurement</p>	<p>Select and use appropriate metric units for length, area, volume and capacity, weight (mass), temperature, angle, and time, with awareness that measurements are approximate.</p>
<p>Level 6</p> <p>Geometry and measurement</p>	<p>Measure at a level of precision appropriate to the task.</p>
<p>Key competencies</p>	<ul style="list-style-type: none"> • thinking • using language, symbols, and texts

Supplies:

White paper (see step 2 for details), Scissors, Tape measure or ruler. For measuring, I strongly suggest you use a tape measure or measuring tape as a ruler makes is harder and less accurate.



1. The height of the book is measured vertically from top to bottom.
2. The circumference length is measured horizontally by wrapping the tape measure around the book, from the front edge of the cover to the back edge. If using a ruler you will, need to measure each edge separately then add them up.



Note: DO NOT MEASURE THE CIRCUMFERENCE LENGTH OF THE BOOK BY LAYING IT FLAT. The measurement will not be accurate if you do so.



3. The length is measured horizontally from one edge of the book face to the other.

4. Get a piece of paper that matches your height and circumference width of your book and add between 8 – 10cm to the measured circumference width to allow for the folding in of the paper that will keep the cover in place. When the paper is in the horizontal or landscape orientation, it must be able to wrap completely around the book with an overhang of about 4 – 5cm on either side. If you are asking the students to present information on the inside flap, I recommend the flaps are bigger – perhaps 9cm each flap. In which case the circumference width will be the width plus 18cm.

5. Trim or cut the paper to exactly the same height of the book.

6. Tuck the flaps around the cover and your book is now covered.

Extra activities and discussion:

Subject / Level	Achievement Objective
Level 4 English	Integrate sources of information, processes, and strategies confidently to identify, form, and express ideas.
Level 5 English	Integrate sources of information, processes, and strategies purposefully and confidently to identify, form, and express increasingly sophisticated ideas.
Key competencies	<ul style="list-style-type: none"> • thinking • using language, symbols, and texts • participating and contributing

• In small groups or pairs, look up *The Great Gatsby* images on the internet. Check out the dust jacket covers that already exist. Print them out and arrange them in order of your preference. Discuss why you like or don't like them.

• Have a look at the ones you and your classmates have made and compare them to the real ones above. What do you prefer and why?

Teachers Notes: Lesson integration and more dust jacket lesson plans

Below are a list of lesson plans that cover dust jacket designs.

<http://www.readwritethink.org/classroom-resources/lesson-plans/book-report-alternative-creating-b-972.html> (four 50min lessons for years 7 – 8 by Lisa Storm Fink)

<http://www.brighthubeducation.com/high-school-english-lessons/2826-make-a-book-jacket-and-have-a-book-talk/> (for years 9 – 12 by Kellie Hayden)

If you wish to make an integrated unit and combine maths into this english unit, you can combine the dust jacket lesson with a maths lesson on how to measure and create a dust jacket cover. This could then be combined with art, or IT or any other discipline to further enhance the unit. One suggestion is that the students do a couple of books each to share with the class, and also create some book-ends to keep the books standing upright. This could be done in woodwork, metalwork, or using recycled materials. Below is a simple step by step guide to measuring the chosen book for a cover. Once the cover has been created, the information and design imposed, the jacket can then be laminated. Once laminated, due to it being stiffer than paper, the flaps may need to be adhered to the book using sellotape.

Extra for IT experts:

If your students wish to use the computer to design the jacket, you may find these tutorials below useful.

Create the dust jacket on the computer using MSWord

<https://blog.udemy.com/book-cover-template> (Years 7 – 10)

Create the dust jacket using Indesign (Years 11 – 13)

<https://design.tutsplus.com/tutorials/how-to-create-a-book-template-in-indesign-cms-21729>

Need help? Check out these YouTube tutorials:

<https://www.youtube.com/watch?v=6dlkBDijR0g> (Years 9 – 13 using InDesign)

<https://www.youtube.com/watch?v=8VZzcl69Jg> (Years 9 – 13 using InDesign)

<https://design.tutsplus.com/courses/book-layout-in-indesign> (Years 9 – 13, using InDesign)

A designer's approach to dust jackets including a comprehensive 'a to z' set of bite-sized lessons. However, to access all 27 lessons by designer Nicki Hart, you will need to sign up.

English

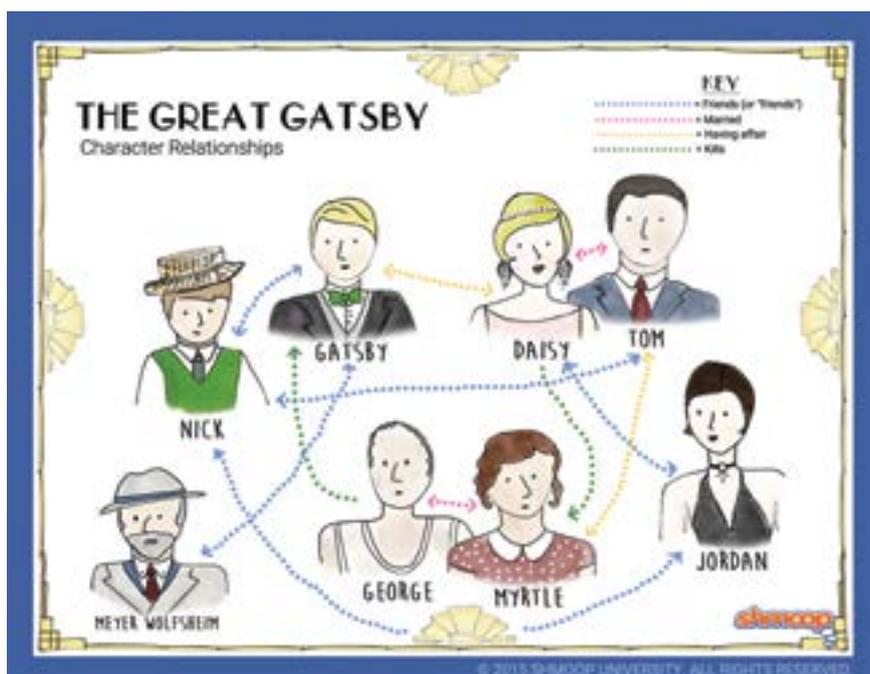
The Characters in *The Great Gatsby* (For years 7 – 10):

Subject / Level	Achievement Objective
Level 4 English	Show an increasing understanding of ideas within, across, and beyond texts.
Level 5 English	Show a developed understanding of ideas within, across, and beyond texts.
Level 6 English	Show a discriminating understanding of ideas within, across, and beyond texts.
Key competencies	<ul style="list-style-type: none"> • thinking • using language, symbols, and texts

A Character Map:

A character map helps students to remember information about the characters of a book. Use the template below, and get the students to fill in each character with the information about them from the book. This activity visual can be found on Storyboard That: <http://www.storyboardthat.com/storyboards/3huskies79/the-great-gatsby-character-chart>

Name: Nick Carraway	Name: Jay Gatsby	Name: Tom Buchanan
 <ul style="list-style-type: none"> • Physical Appearance: • Traits: • Relatives: • Friends: 	 <ul style="list-style-type: none"> • Physical Appearance: • Traits: • Relatives: • Friends: 	 <ul style="list-style-type: none"> • Physical Appearance: • Traits: • Relatives: • Friends:



Additional activities can include:

- Dressing up as one character and explaining why you chose your costume, makeup and accessories to the class. This could be done as individuals or in groups.
- Search the text for a good representative quote about or by the character and incorporate that into the character map.
- Look online for images of the characters from books or films, print them out and explain why you think they do or don't match what you believe they look like, based on the text.
- Draw a timeline of the plot and place the characters along the timeline according to where they entered and exited.
- Draw ancestry/whakapapa diagrams for each of the characters. Are there any points in common? Who do we know most about and why? Who do we know least about and why? Is this significant?
- Write/record a series of youtube blogs or FB posts from a chosen character. Who would their friends be? What photos would you see? What might they post or blog about?

English

The Language of Gatsby (For years 7 – 10):

Subject / Level	Achievement Objective
Level 4 English	Show an increasing understanding of how language features are used for effect within and across texts. Integrate sources of information, processes, and strategies confidently to identify, form, and express ideas.
Level 5 English	Show an understanding of how language features are used for effect within and across texts. Integrate sources of information, processes, and strategies purposefully and confidently to identify, form, and express increasingly sophisticated ideas.
Level 6 English	Show a developed understanding of how language features are used for effect within and across texts. Integrate sources of information, processes, and strategies purposefully and confidently to identify, form, and express increasingly sophisticated ideas.
Key competencies	<ul style="list-style-type: none"> • thinking • using language, symbols, and texts • relating to others • participating and contributing

The Language of the Jazz Age:

The Great Gatsby is a novel that is centrally influenced by the Jazz Age, a period of wealth, affluence and decadence for many high-society Americans in the period immediately after the WW1 and before the Wall Street Crash of 1929. This lesson is based on <https://www.tes.com/teaching-resource/the-great-gatsby-language-of-the-jazz-age-6061640>

1. Listen to some early Jazz music to get yourself in the mood.
2. Photocopy a short extract from the text that specifically illustrates Fitzgerald's preoccupation with the Jazz Age.
3. With a highlighter, mark up the decadent descriptions
4. Next to each highlighted example, explain what, specifically, creates the sense of decadence.
5. Why do you think Fitzgerald has used the language in this way?

6. Work in pairs to cut up and select words / phrases from your extract and use them to write a poem either positive or negative:

- select words / phrases from your extract and use them to write a poem which shows the excess and decadence of the Jazz age in a positive light.
- select words / phrases from your extract and use them to write a poem which shows the excess and decadence of the age in a negative light.

7. Share your poems with the class. What do the poems reveal?

Thinking about themes in *The Great Gatsby*.

Based on <http://www.enotes.com/topics/great-gatsby/themes>.

1. "New money and old money clash as self-made men like Gatsby enter the social sphere of old families like the Buchanans."

- a. What does it mean by new v old money?
- b. How does this relate to West Egg and East Egg, and the American Dream?
- c. Put yourselves in the shoes of someone in West Egg and write a list of pros and cons for new v old money. Then reverse it and write it from the point of view of someone in East Egg.
- d. Think about a time where you have been aware of a clash between old money and new money. Is this still a thing?
- e. Knowledge is power but money speaks. Do you agree? Talk about this in relation to something you can identify with in today's society. Eg: Donald Trump

2. "The American Dream rings hollow as wealth and power result not in contentment but corruption and moral dissolution."

- a. Explain the concept of the American Dream
- b. In what ways can wealth and power bring contentment today eg rock stars, film stars, or celebrities like the Kardashians? In what ways can wealth and power bring corruption and a breakdown of morals today eg: oil barons, blood diamonds etc?
- c. Was Jay happy or content as a result of his striving for the American Dream? Why? Or why not?

3. "Dreams and reality blur for Gatsby, and he sacrifices everything for an idea of Daisy that isn't real. This leads to his tragic end."

- a. Draw up a list of dreams and realities for Gatsby and for Daisy. This could be a word list or an image list.
- b. Explain how Gatsby fails to see the reality and how that failure led to his death.
 - Think about a time when you had a dream that was different to its reality. Eg did you buy something (maybe on Trademe) that you thought would be amazing that ended up not living up to those dreams?
 - Are there times when a belief in a dream can be beneficial?
 - Why is it important to sort out reality from fantasy?
 - Consumerism is about selling dreams. Choose a commercial you know well and explain what is reality and what is the manufacturer/product developer/service selling a dream.
 - Write down three dreams for your life. Think about if they are realistic. Explain what steps you are going to take to get there.
- c. "The East Coast and American Midwest contrast in the same way East Egg and West Egg contrast: the West represents a hopeful new world, whereas the East is old-fashioned and materialistic."
 - Discuss the basic differences that Fitzgerald highlights between east and west.
 - How does this relate to you and your life today?
 - Is there still an east-west divide? Is this real or just a perception?

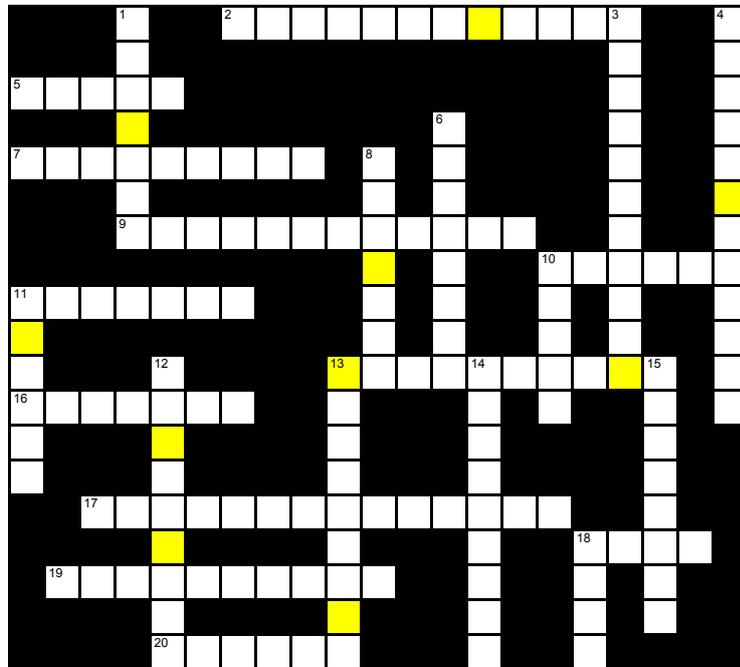
<http://www.bookhooks.com/gatsbyxword.pdf>

THE GREAT GATSBY CROSSWORD

by Adrian Hoad-Reddick

ACROSS CLUES

- 2 Gatsby's boarder; he refuses to attend the funeral, but calls up looking for his tennis shoes (12)
- 5 This character is driving the death car when Myrtle is killed (5)
- 7 First and last name of the young man who wrote self-improvement goals in the *Hopalong Cassidy* novel. (5,4)
- 9 This character 'completes the holocaust' by committing suicide (2 words) (6,6)
- 10 Jordan's profession (6)
- 11 Term for the 1920s coined by F.Scott Fitzgerald (2 words) (4,3)
- 13 Gatsby shows Nick a war medal for Valour Extraordinary from this former Balkan country bordering on the Adriatic Sea (10)
- 16 He made his money in various metals - in the Yukon Gold Rush and Montana copper mines (2 words) (3,4)
- 17 Nick's nickname for his home (2 words) (6,8)
- 18 Where Gatsby is when murdered (4)
- 19 Where Gatsby met Daisy (10)
- 20 An underworld boss's cufflinks are made of these (6)
- 10 Colour of the light at the end of Daisy's dock (5)
- 11 Myrtle mistakenly identifies her as Tom's wife (6)
- 12 He is purported to have fixed the 1919 World Series (9)
- 13 Owner of a coffee shop in the Valley of Ashes; he witnesses Myrtle's death (9)
- 14 Surname of the oculist who placed a large billboard in the Valley of Ashes (9)
- 15 Where Gatsby allegedly went to school (as pronounced by Meyer) (8)
- 18 Tom Buchanan's sport (4)



DOWN CLUES

- 1 Where the Buchanans and Sloans live (4,3)
- 3 The man who sells Myrtle the puppy looks curiously similar to this U.S. industrialist and billionaire (11)
- 4 The novel's narrator (2 words) (4,8)
- 6 Gatsby likes to add this pretentious phrase to many of his statements (3,5)
- 8 Where Wolfshiem is when Gatsby dies; Henry Gatz reads a newspaper from this city and learns of his son's death (7)

UNSCRAMBLE THE LETTERS that are shaded yellow in the solution grid. Anagram them to produce the last name of the literary character who was the basis for the novel's early working title.

Oral Language

A Gatsby Debate (For years 7 – 13):

Subject / Level	Achievement Objective
Level 4 English	Integrate sources of information, processes, and strategies confidently to identify, form, and express ideas.
Level 5 English	Integrate sources of information, processes, and strategies purposefully and confidently to identify, form, and express increasingly sophisticated ideas.
Level 6 English	Integrate sources of information, processes, and strategies purposefully and confidently to identify, form, and express increasingly sophisticated ideas.
Level 7 – 8 English	Integrate sources of information, processes, and strategies purposefully, confidently, and precisely to identify, form, and express increasingly sophisticated ideas.
Key competencies	<ul style="list-style-type: none"> • thinking • using language, symbols, and texts • managing self • relating to others • participating and contributing

Debating *The Great Gatsby*:

Divide the class into two groups. Each group will prepare a debate. The groups will contain a minimum of 6 people (for the 6 speakers). Other roles can be added to the groups such as Chair, resources, research, vocal coach, timekeeper etc. If you are using senior classes, a debate judge role (or panel) could be added.

1. Each group gets one topic to debate. The time provided for the preparation and delivery of the speeches can be adjusted according to the level this is being taught at. For example, the speeches can be limited to 3 min each at year 7, but up to 12 mins each at year 12.
2. Teams are permitted to bring into the debate: notecards, outlines, books and any other helpful resource, for use in rebuttal.
3. The debaters will be assessed on content and understanding, persuasiveness, rebuttal, oration, understanding of their debate role and teamwork. A rubric or debate feedback sheet can be used to assess performance.
 - a. Content: All of the information that you present should be accurate. You and your team should demonstrate a comprehensive understanding of all aspects of the issue and should discuss all of the points that best support your case. You should not be expected to bring up points that do damage to your case - that is the job of the opposition.
 - b. Persuasion: The arguments you make during the debate should be logical and demonstrate a clear understanding of the issue and based on fact. Concentrate on a well rehearsed opening and closing statement. Any rebuttal you make during the course of the debate, should demonstrate that you have heard and understand your opponents arguments by meeting them head on and giving your best counter-arguments.
 - c. Rebuttal: During the course of the debate you should have facts at your fingertips and counter-arguments ready to go depending on the performance of the opposition.
 - d. Oration: You should present yourself, confidently and with conviction. In order to do this, you must make eye contact with the class and speak clearly. Your voice must be dynamic, well articulated, and your speech at an appropriate pace. Your facial expressions and manner need to be engaging. Fidgeting and the use of fillers such as "Ummm..." are distracting.

Extra for experts:

The winning team for the two different debates can now debate each other in the Finals.

And, for super dooper confident debaters, the winning team from the Final can debate another school, or the teachers!

Once the formal debate is done, students might like to do comedy debates, in the style of 7-Days or practice impromptu speeches.



Social History / Law / Ethics / Health (For years 10 – 13)

Subject / Level	Achievement Objective
Level 5 Social Sciences	<p>Understand how systems of government in New Zealand operate and affect people's lives, and how they compare with another system.</p> <p>Understand how cultural interaction impacts on cultures and societies.</p> <p>Understand how people define and seek human rights.</p>
Level 6 Social Sciences	<p>Understand how cultures adapt and change and that this has consequences for society.</p> <p>Understand how the causes and consequences of past events that are of significance to New Zealanders shape the lives of people and society.</p>
Level 7 Social Sciences	<p>Understand how historical forces and movements have influenced the causes and consequences of events of significance to New Zealanders.</p>
Level 8 Social Sciences	<p>Understand how ideologies shape society and that individuals and groups respond differently to these beliefs.</p> <p>Understand that the causes, consequences, and explanations of historical events that are of significance to New Zealanders are complex and how and why they are contested.</p>
Level 5 English	<p>Integrate sources of information, processes, and strategies purposefully and confidently to identify, form, and express increasingly sophisticated ideas.</p>
Level 6 English	<p>Integrate sources of information, processes, and strategies purposefully and confidently to identify, form, and express increasingly sophisticated ideas.</p>
Level 7 – 8 English	<p>Integrate sources of information, processes, and strategies purposefully, confidently, and precisely to identify, form, and express increasingly sophisticated ideas.</p>
Level 5 Health	<p>Investigate and describe the ways in which individuals define their own identity and sense of self-worth and how this influences the ways in which they describe other people.</p>
Level 6 Health	<p>Investigate and understand reasons for the choices people make that affect their well-being and explore and evaluate options and consequences.</p>
Level 7 Health	<p>Critically evaluate societal attitudes, values, and expectations that affect people's awareness of their personal identity and sense of self-worth in a range of life situations.</p>
Level 8 Health	<p>Critically analyse the impacts that conceptions of personal, cultural, and national identity have on people's well-being.</p>
Key competencies	<ul style="list-style-type: none"> • thinking • using language, symbols, and texts • managing self • relating to others • participating and contributing

Crime and punishment in *The Great Gatsby*

<http://learning.blogs.nytimes.com/2013/04/25/teaching-the-great-gatsby-with-the-new-york-times-2/?r=0>

The Great Gatsby can be read as a crime novel.

1. Think back to all the crimes that were committed throughout *The Great Gatsby*. Eg: assault, domestic violence, possession of illegal substances, etc and document these.
2. Research how the crimes would be treated today.
3. Divide students into teams covering the five characters plus a defense and prosecution team.
4. Your task is to “try” all five characters.
 - a. The 5 characters write monologues to present in their defense on the witness stand.
 - b. If the defence or the prosecution wish to question a character, those students representing the characters may be called back to the stand at any time.
 - c. Students on the prosecution and defence must cite both the novel and current law in their legal briefs and trial presentations.

Law and Order in the 1920s: you may like to visit this website to see information about Law and Order in the 1920s

<http://www.1920-30.com/law/>

Morals and Integrity in *The Great Gatsby*

<http://learning.blogs.nytimes.com/2013/04/25/teaching-the-great-gatsby-with-the-new-york-times-2/#comment>

In chapter 3 of the novel, Nick observes of Jordan: “She was incurably dishonest. She wasn’t able to endure being at a disadvantage and, given this unwillingness, I suppose she had begun dealing in subterfuges when she was very young in order to keep that cool, insolent smile turned to the world and yet satisfy the demands of her hard, jaunty body.”

1. In small groups, talk about the idea of “not being able to endure being at a disadvantage” and what this means for us today, perhaps as it relates to elite competitive sports or cheating in high school. Does being at the top necessarily mean sacrificing one’s integrity? Does material wealth lead to a loss of integrity?
2. In your groups, identify and name as many sins as you can think of, write them down and discuss what sins are considered worse and what sins are considered not as important.
3. Create a moral universe for “Gatsby” and plot its characters along it. Include the specific sins identified with each character. You will need to be able to justify where you have put the character and why.
 - a. You might like to use as a starting point Dante’s Nine Circles of Hell. Do you agree with Dante’s nine levels? If not, why not?
 - b. Once you have completed this task, discuss what you think about the various sins and their impacts.
 - c. Think about your own morals and the decisions you make on a daily basis. Has this activity brought to mind any new ways of looking at your choices you might be willing to share?



Driver distraction and accidents (For years 7 – 10)

The Death of Myrtle:

In *The Great Gatsby*, Myrtle is involved in a car accident and dies.

Answer the following questions to demonstrate your background knowledge of the accident.

1. In what chapter does the car crash happen?
2. What kind of car is it?
3. Where does the accident happen?
4. Who's car is it?
5. Who is in the car?
6. Why does Myrtle run in front of the car?
7. Who does Myrtle think is driving the car and why?
8. Who is actually driving the car?
9. Did the driver run her over deliberately or was it an accident? And why?
10. What was the significance of the car in the book?
11. What was the irony involved in Myrtle's death?
12. Why does Gatsby take the blame for driving?
13. What is the consequence of Gatsby taking the blame?
14. What is Fitzgerald's message to the readers in having Gatsby killed due to an unfortunate mistake?



Road Safety in NZ:

On NZ Road in 2014, 22 deaths were caused by driver distraction. Answer these questions on driver distraction using the NZTA website: <http://www.nzta.govt.nz/safety/driving-safely/driver-distraction/driver-distraction-resources/>

You may also want to watch this video about driver distraction: <http://www.nzta.govt.nz/safety/driving-safely/driver-distraction/driver-distraction-resources/distraction-video/>

1. Name 5 things that can distract the driver of a car.
2. When you are a passenger in a car driven by a family member or a friend, how can you help the driver?
3. Daisy was a distracted driver. Why was she distracted?
4. Have you ever been in an accident or know of an accident that was caused by driver distraction? Please explain what happened and why.
5. Write a story using one or several driver distractions from the NZTA website or one of your own, and describe what happened. The story should be about 300 words and contain a beginning a middle and an end. The middle should contain a conflict of some kind that leads to the accident. The story can be in any form you choose in consultation with your teacher. Examples are:
 - a fictional story – this story can be written in first person narrative (like a journal entry), in third person, a flashback, stream of consciousness etc.
 - a newspaper article or newsroom bulletin (voice only or video)
 - a claymation film
 - a film script complete with stage directions and character summaries
 - a fantasy universe where a parallel “accident” happens due to driver distraction.
 - a moral tale
 - a kids picture book complete with pictures
 - a narrative or lyric poem
 - a song either written or recorded or live performed
 - a marvel comic story.

Drive to Survive:

Early finishers may also like to do these NZTA exercises:

1. Animated infographic <http://www.nzta.govt.nz/safety/driving-safely/driver-distraction/driver-distraction-resources/animated-infographic/>
2. Focus on driving quiz <http://www.nzta.govt.nz/safety/driving-safely/driver-distraction/driver-distraction-resources/quiz/>
3. Multi-tasker game <http://www.nzta.govt.nz/safety/driving-safely/driver-distraction/driver-distraction-resources/multi-tasker-game/>
4. There are also other NZTA road safety lesson plans available here: <https://at.govt.nz/media/842504/Intermediate-schools-resource-links.docx>



Film and Media Studies

Subject / Level	Achievement Objective
Level 4 English	Select, develop, and communicate ideas on a range of topics. Integrate sources of information, processes, and strategies confidently to identify, form, and express ideas.
Level 5 English	Show an understanding of ideas within, across, and beyond texts. Integrate sources of information, processes, and strategies purposefully and confidently to identify, form, and express increasingly sophisticated ideas.
Level 6 English	Show a developed understanding of ideas within, across, and beyond texts. Integrate sources of information, processes, and strategies purposefully and confidently to identify, form, and express increasingly sophisticated ideas.
Key competencies	<ul style="list-style-type: none"> • thinking • using language, symbols, and texts • relating to others • participating and contributing

Compare and Contrast *Gatsby*:

The below research topics can be achieved in a number of ways. They could be expository essay topics, an instructive PPT presentation, a class speech, a visual interpretation poster, or any other format you want, if agreed to by your teacher.

1. *The Great Gatsby* was the best selling book of the year the film came out 2013. What other books were later adapted into movies that then became big, and how does this happen?
2. Compare and contrast the movie in 1974 and 2013.
3. Adaptations of *The Great Gatsby*: discuss a well known character such as Sherlock Holmes and discuss the different ways the same character has been played eg Benedict Cumberpatch v Robert Downey Jnr, Romeo and Juliet v West Side Story etc. Show students images of different actors playing Gatsby. Ask: Taking into account all the images you have seen, what do you think the character of Jay Gatsby is like? How can portrayals of one character differ so widely? How do different portrayals add to our understanding of a character?
4. Ask your students who's seen *The Great Gatsby* on film? Show them a trailer of the movie for those who have not seen it. Have a discussion about casting, set and costumes. What are the differences between the book and the movie? Why might these changes have been made? What impact do they have on the movie? Which do you prefer – the book or the movie? Why?
5. In groups explore other adaptations of *The Great Gatsby* as a play and an opera.

Baz Luhrmann tells all:

Get an insight into the art of filmmaking and some of the decisions a Director makes. This video features Baz Luhrmann, the director of "*The Great Gatsby*," narrating a scene from his film. Worth a listen! http://www.nytimes.com/2013/05/10/movies/the-great-gatsby-interpreted-by-baz-luhrmann.html?_r=0

It also contains a review of the movie by A. O. Scott that featured in the NY Times in 2013.

Cultural Studies / Women's Studies / Gender Studies / Race Studies

Subject / Level	Achievement Objective
Level 5 Health	Investigate and describe the ways in which individuals define their own identity and sense of self-worth and how this influences the ways in which they describe other people.
Level 6 Health	Investigate and understand reasons for the choices people make that affect their well-being and explore and evaluate options and consequences.
Level 7 Health	Critically evaluate societal attitudes, values, and expectations that affect people's awareness of their personal identity and sense of self-worth in a range of life situations.
Level 8 Health	Critically analyse the impacts that conceptions of personal, cultural, and national identity have on people's well-being.
Key competencies	<ul style="list-style-type: none"> • thinking • using language, symbols, and texts • relating to others

Gender- and Race-based lessons:

Below are a variety of lessons on a number of race and gender topics:

1. Women's studies: The Flapper: <http://history1900s.about.com/od/1920s/a/flappers.htm>
2. Women's studies: Fashion & Social Change <http://www.rambova.com/fashion/fash4.html>
3. Social/Cultural Studies: Men's Fashion and youth/hero worship: <http://www.angelfire.com/co/pscst/men.html>
4. The Harlem Renaissance: Black identity: <https://www.teachervision.com/african-americans/history/2859.html>
5. Females in Gatsby: This activity is based on the resources from Study.com. Read the students the quote: "I hope she'll be a fool—that's the best thing a girl can be in this world, a beautiful little fool." Daisy speaks these words in Chapter 1 as she describes to Nick and Jordan her hopes for her infant daughter. What does this tell us about society's values and attitudes to femininity in the 1920s?



Economics/ Government/ Social Issues

Subject / Level	Achievement Objective
Level 5 Social Sciences	Understand how economic decisions impact on people, communities, and nations.
Level 6 Social Sciences	Understand how, as a result of scarcity, consumers, producers, and government make choices that affect New Zealand society.
Level 7 Social Sciences	Understand how economic concepts and models provide a means of analysing contemporary New Zealand issues.
Level 8 Social Sciences	Understand how the nature and size of the New Zealand economy is influenced by interacting internal and external factors.
Key competencies	<ul style="list-style-type: none"> • thinking • using language, symbols, and texts • participating and contributing

Economics and *The Great Gatsby* Curve (For years 9 – 13)

A lesson on "Wealth Inequality in America" The lesson includes:

- "The Great Gatsby Curve" Economics Glossary
- Questions about inequality in *Gatsby*
- A discussion from The White House about how *The Great Gatsby* illustrates that wealth distribution in one generation affects the next generation.

http://www.pbs.org/newshour/extra/lessons_plans/the-great-gatsby-curve-2/

Budgeting for your lifestyle: How much does it all cost? (For years 7 – 10)

The novel focuses on the theme, "The American Dream." Have students think about their own Life dream. Some prompts are below:

1. What kind of job do they want?
2. How many kids do they want to have?
3. Do they want to get married?
4. What kinds of cars do they want to drive?
5. Do they want to live in a big city or small town?

Have them come up with a list of definite 'must-haves', and some 'maybe-haves', then research how much it is going to cost them to get their dream.

Extra for experts:

If you wish to make this task harder, get the students to draw a timeline and set their goals for achieving the dream against dates, life events and incomes levels.

Eg: if one of the must-haves requires the participant to borrow to achieve the goal, remember to factor in interest in the payback scheme, or if they want to be a Dr, for example, factor in the time and money it will cost to get there plus interest on their student help loan, saving for retirement etc.

Budgeting Gatsby Style (For years 7 – 10)

<https://nz.pinterest.com/pin/272538214923448282/>

Using the above lesson plan students will chart the monthly expenses of F. Scott and Zelda Fitzgerald. The lesson gives students a peek into the famous couple's lavish, over-the-top lifestyle and also features an actual household budget sheet from Fitzgerald's private papers.



Music: The Roaring '20s and the Rise of Jazz

Subject / Level	Achievement Objective
Level 4 Music	<p>Identify and describe the characteristics of music associated with a range of sound environments, in relation to historical, social, and cultural contexts.</p> <p>Explore ideas about how music serves a variety of purposes and functions in their lives and in their communities.</p> <p>Reflect on the expressive qualities of their own and others' music, both live and recorded.</p>
Level 5 Music	<p>Compare and contrast the characteristics of music associated with a range of sound environments, in relation to historical, social, and cultural contexts.</p> <p>Investigate how music serves a variety of purposes and functions in their lives and in their communities.</p> <p>Reflect on the expressive qualities of their own and others' music, both live and recorded.</p>
Level 6 Music	<p>Analyse music from a range of sound environments, styles, and genres, in relation to historical, social, and cultural contexts.</p> <p>Consider and reflect on the influence of music in their own music making and in their lives.</p> <p>Reflect on the expressive qualities of music and evaluate their own and others' music, both live and recorded.</p>
Level 7 Music	<p>Research and analyse music from a range of sound environments, styles, and genres, in relation to historical, social, and cultural contexts, considering the impact on music making and production.</p> <p>Analyse and evaluate the expressive qualities of music and production processes to inform interpretations of music.</p>
Level 8 Music	<p>Research, analyse, and evaluate the production and presentation of music works from historical, social, and cultural contexts.</p> <p>Critically analyse and evaluate the expressive qualities of music and production processes in order to refine interpretations of music.</p>
Key competencies	<ul style="list-style-type: none"> • thinking • using language, symbols, and texts • relating to others

The Love theme in *Gatsby*:

1. Research 1920s music and listen to some songs from the 1920s. You may like to visit this site: <http://www.1920-30.com/music/>
2. One song you could look at is: "If I could be with you (one tonight)" by vocalist Eva Taylor (1927) & husband Clarence Williams.
3. Discuss the music and lyrics of your chosen song in relation to *The Great Gatsby*.

Infidelity in Gatsby:

1. Listen to "Somebody Stole My Gal" written by Leo Wood (1922).
2. In 1923 Ted Weems and his orchestra had a five week run at number one with this million-selling version of it and it featured in a number of Hollywood movies.
3. Write a review of this music and say how the subject matter relates to *The Great Gatsby*.

Whose line is it anyway?

Take this fun quiz and find out if you can identify who wrote the lyrics. How well do you know *The Great Gatsby*? Is the line written by Fitzgerald or is it written by Jay-Z? Your students will have fun sorting this out and the exercise could even be done in teams like a game show. <http://www.vulture.com/2013/01/jay-z-great-gatsby-quiz.html>



The Gatsby Opera-Style

The outcome of this lesson can be presented in a variety of ways such as an interpretation panel or poster, a speech, an essay, or a video or youtube clip. It can be done as an individual or in pairs or groups.

1. Research *The Great Gatsby* Opera written by Harbison.
2. Can you find some music clips of the opera?
3. How does this Operatic version of the story express the themes, characters and plot?
4. Do you think *The Great Gatsby* makes a good opera? Explain your answer.
5. Which part in the Opera would you like to play and why?



Jazz music in context: The Washingtonians

By Anna Whitaker

Learning outcomes:

- Students can identify instrumentation and rhythmical elements of dance music made popular in the 1920's.
- Students can provide the context of where dance music in the 1920's was played and what purpose it served.
- Students write information in their own words using a particular writing style.
- Students explore effective strategies to create a document with visual effect.

Resources needed:

- Youtube and speakers
- Worksheets (hard or digital copies)
- Plain A4 paper or students' electronic device

The class will be researching Duke Ellington and the band "The Washingtonians". Each student will present a poster advertising a gig The Washingtonians would have played.

1. As a class, listen to "Jubilee Stomp" – <https://www.youtube.com/watch?v=7atwjmPcxng>
This is very accessible online if this link does not work for you.

2. Get students to write down all instruments they hear. Once track is finished, discuss these and try to locate them in the band. Fill in the blanks: trumpets, trombone, clarinet & saxophone, banjo, upright bass and drums. Discuss the sounds these instruments make – particularly the growly trombone solo, the clunky sound of the banjo, and the way the bass plays on beats 1 and 3, and the banjo chops on beats 2 and 4.

3. Write a list on the board for all the reasons students can think of that makes this music ideal for dancing. Some prompts:

- Bass and banjo doing an "oompa" kind of dance
- Fast tempo
- Busy and lively solos the instruments do
- The catchy and happy sounding tune

4. Introduce the task and hand out the work sheet. If students have their own device they are to complete their own research along with using information from the class discussion on instrumentation and the feel of the song. If students do not have their own device, show images of venues from google of Hollywood Club (also known as The Kentucky Club) and The Cotton Club. Also discuss prices to attend dances in the 1920's.

JAZZ in the 1920's

Task Create a poster advertising a gig The Washingtonians are playing

Checklist of things to include:

1. The instrumentation of the band
2. Examples of songs they will play
3. The venue (this must be a REAL venue they have played in)
4. The date, time and address of venue
5. How much it costs (research this – it must be realistic for the 1920's)
6. What the audience will expect: describe, and sell, sell, sell! For example:

"Justin Timberlake dances to his own music, it's that good. His band know how to smash out a killer bass line and drum combo that's going to get the seat warmers on their feet dancing too. Expect to see a horn section that accentuates Justin's grooves providing the funkier of funk this venue has ever seen. Planning on staying home? I think not."

NB: So we're clear, for the sake of this assignment you will be describing The Washingtonians, not Justin Timberlake. Although he is another great artist.



Jazz music in context: Lady Gaga

By Anna Whitaker

Learning outcomes:

- Students can identify instrumentation and rhythmical elements of dance music made popular in the 1920's.
- Students can identify the roles different instruments play in creating a sound specific to a genre of music.
- Students can present their findings in their own words.

Resources needed:

- Youtube and speakers
- Worksheets (hard or digital copies)
- Plain A4 paper or students' electronic device

The class will be comparing and contrasting two pieces of music. One is performed by a group in the style of 1920's dance music, and the other is an original recording of dance music from the 1920's. The final product of this mini project will be a short speech presentation to the class.

1. As a class, listen to Postmodern Jukebox's version of Bad Romance by Lady Gaga.

<http://postmodernjukebox.com/video-old/bad-romance-vintage-1920s-gatsby-style-lady-gaga-cover-ft-ariana-savalas-sarah-reich/>

Begin discussion on what role each instrument is playing, and then allocate time for students to finish worksheet individually.

2. Using headphones and their own devices, students pick their own song to complete the second half of the worksheet. If BYOD is not required at school, the task can be set for homework.

3. Students must write notes for their speech and have a musical example.

4. After students have presented their speeches for the class, wrap up the learning task by discussing what all speeches had in common.

CHARACTERISTICS OF JAZZ MUSIC IN THE 1920'S

- TASK 1:** Listen to Postmodern Jukebox's version of Bad Romance by Lady Gaga. List the function of each instrument in the band. Make sure you include the following:
- what range their instrument's in
 - when they're playing (for example the whole time, just under the singer, in between verses, the intro etc)
 - what kind of rhythm they're playing (bonus points for writing down a rhythmic example)
 - what role they play in the band

BASS:

PIANO:

DRUMS:

CLARINET:

TROMBONE:

TRUMPET:

CHARACTERISTICS OF JAZZ MUSIC IN THE 1920'S

TASK 2:

Find a song that was recorded in the same era to compare and contrast. You might choose one of the following:

- Black Bottom (Johnny Hamp and His Kentucky Serenaders)
- Sentimental Me (The Knickerbockers / Ben Selvin and His Orchestra)
- Puttin' On the Ritz (Earl Burtnett & His Los Angeles Biltmore Hotel Orchestra)
- Dipper mouth Blues (King Oliver & His Creole Jazz Band)
- Makin' Whoopee (Paul Whiteman and His Orchestra)

List the similarities and differences in:

INSTRUMENTATION

RHYTHM:

ROLES THE DIFFERENT INSTRUMENTS PLAY:

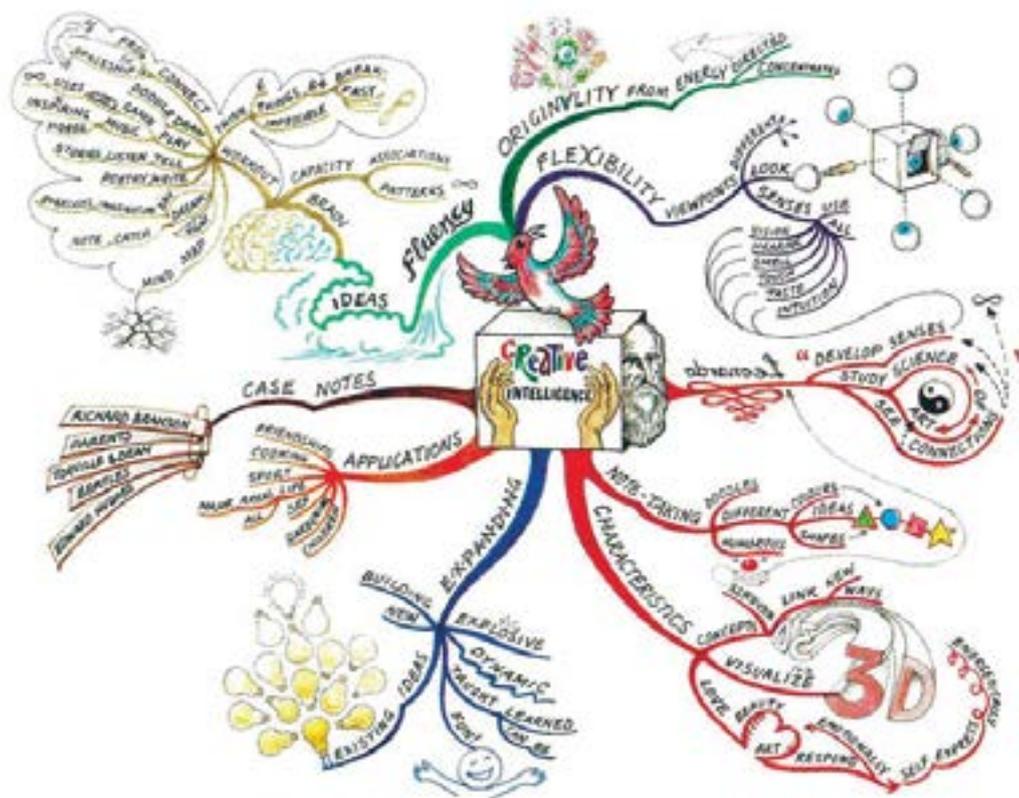
Lastly summarise your findings into a two to three minute speech as to what punters would expect from a live band at a party in the Roaring Twenties. Use an excerpt of the music you chose to compare/contrast and present this to the class. Keep to the time limit. A long speech is a boring speech. And music is not boring. Your speech won't be either.

Thinking Skills/ Mind Mapping (any level)

The Great American Dream:

This lesson involves brainstorming and mind mapping. Suggested Time Allowance: One to two class periods.

1. Start the class with some brain gym exercises. A selection of exercises can be found here: <http://www.livestrong.com/article/121468-brain-gym-exercises-classroom/>
2. Do a class brainstorm on what they think the American dream was. Put the ideas up on the board.
3. Hand out information about the American Dream, or let them research it themselves, or watch a video on it such as: "Defining the American Dream" <http://video.nytimes.com/video/2009/05/07/us/1194840031120/defining-the-american-dream.html>.
4. Go back to your discussion board. What did they get right and what did they clarify?
5. Then use the lesson: "I Dreamed a Dream in Time Gone By" by Sarah Kavanagh (2009) <http://learning.blogs.nytimes.com/2009/05/11/i-dreamed-a-dream-in-time-gone-by/> to research how the American dream has been experienced throughout history.
6. Create a comprehensive mind map illustrating their findings.



Drama:

Subject / Level	Achievement Objective
Level 4 Drama	Select and use techniques and relevant technologies to develop drama practice. Present and respond to drama, identifying ways in which elements, techniques, conventions, and technologies create meaning in their own and others' work.
Level 5 Drama	Select and use techniques, conventions, and relevant technologies for specific drama purposes. Present and respond to drama and describe how drama combines elements, techniques, conventions, and technologies to create structure and meaning in their own and others' work.
Level 6 Drama	Select and use techniques, conventions, and technologies in a range of dramatic forms. Perform and respond to drama and make critical judgments about how elements, techniques, conventions, and technologies are used to create form and meaning in their own and others' work.
Level 7 Drama	Explore how drama reflects our cultural diversity. Rehearse and perform works in a range of dramatic forms. Respond to and make critical judgments about rehearsal processes and performances.
Level 8 Drama	Research, analyse, and critically evaluate how drama, including New Zealand drama, interprets, records, or challenges social and cultural discourse. Analyse, rehearse, and perform works in a range of dramatic forms, assuming a variety of artistic or technical responsibilities. Reflect on and critically evaluate a wide range of works and performances.
Key competencies	<ul style="list-style-type: none"> • thinking • using language, symbols, and texts • managing self • relating to others • participating and contributing

Playing Gatsby:

1. Split the class into groups representing the chapters of *The Great Gatsby*.
2. In their groups make sure they know what their chapter contains in terms of plot and characters. The idea is to create a retelling, in their own words, of *The Great Gatsby*. Minor characters or happenings can be left out or people can play more than one part. The idea is to keep it clear and structured so the right sequence of events happens and the main characters are introduced and developed.
3. When each chapter is ready, perform them for the class in sequence.
4. This can be done with or without set, props, costumes etc depending on how small or big you want to make it. You may wish to challenge them to only be able to include one prop, one piece of costume, one backdrop etc, so they need to choose the most appropriate piece that reflects the overall mood and style.
5. Reflect on the messages, characters, structure, interpretation and use of props/costume etc have contributed to the performance.

Extra for Experts:

Fast Forward: Try performing the chapter or play in 5 mins only. Then do it again in 3 mins. Then in 2 mins. Then 30 secs!

My life is like a play!

Create a play, in the style of Gatsby, about the life of F. Scott Fitzgerald.

1. Discuss the style of Gatsby and what they might mean for dialogue, characters, etc
2. Research the life and times of Fitzgerald
3. Create a short play, in the Gatsby style, about his life. Who are the main characters? What is the climax? How does it end?
4. Perform the play for your teacher or syndicate, family or friends.
5. Reflect on the messages, characters, structure, interpretation and use of props/costume etc have contributed to the performance.

Voice acting and a monologue:

In pairs or groups, create a monologue and the voice for a chosen character in a radio play or, if you prefer, the animated film *The Great Gatsby*.

1. Choose one of the five main characters
2. Write a monologue or script in first person, introducing the character and their part on the story from their own point of view. The monologue should last about 2 to 3 minutes.
3. Decide on the voice they might use.
4. You can think about how they might look or act, but that is only background to the character as you won't be acting out this monologue.
5. Rehearse your script. Remember to use variations in pitch, pace, dynamics, pausation etc. You might like to do some research on what make a good voice actor. Your sound effects can be made by you, the actor, or from the web.
6. Practice your script by recording it and playing it back. What sounds good? What sounds confusing? Keep trying and recording and playing it back until you are happy with the effect.
7. Once the voice and script has been created, team up with another group and perform your monologues from behind a screen so your voice is the only thing experienced. Does your character still come across? What sounds, pauses or words might be added to help the character deliver without any visuals? Once perfected, perform it for the whole class.
8. You could also record these and post them on your class blog.
9. Reflect on the messages, characters, structure, interpretation and use of props/costume etc have contributed to the performance.

Dramatic readings:

In small groups, create a dramatic reading from the novel. The lesson, at the link below, includes discussion questions.
<http://www.discoveryeducation.com/teachers/free-lesson-plans/the-great-gatsby.cfm>



*"I hope you live a life you're proud of.
If you find that you're not,
I hope you have the strength to start all over again."
F. Scott Fitzgerald*

Gatsby giggles:

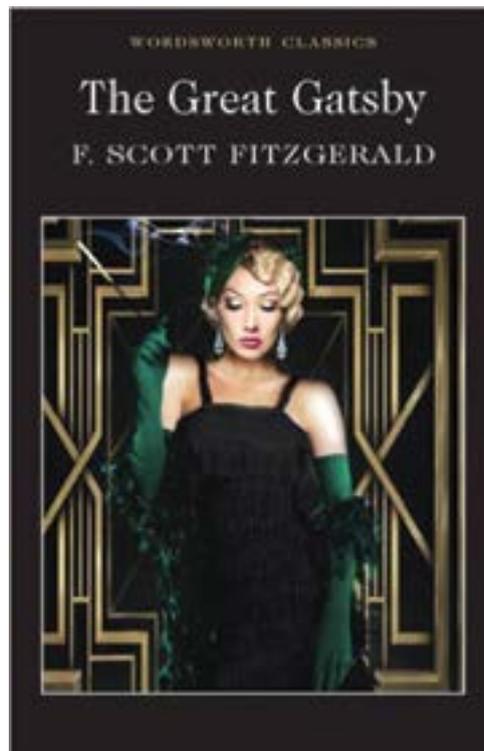
The play *Great Scott Fitzgerald! Gatsby Unleashed* by New Zealand Playhouse, was a comedic look at *The Great Gatsby*. There are a number of different styles of comedy like satire, parody, farce, black etc.

1. Identify 5 different comedy theatre styles (or genre) and write a brief description of them. You may like to refer to this article: <http://www.thedramateacher.com/types-of-comedy-for-drama-class/>
2. Choose one or two styles that you can see fit with NZ Playhouse's comedy. Explain why you think the NZ Playhouse version can be considered that genre.
3. Get into groups and discuss your findings. See if you can pick the best 2 genres from the group and present them to the class. This may be an amalgamation of the group's work.

Extra for Experts:

How about re-creating *The Great Gatsby* as a black comedy or farce? In a small group try to identify the key plot ideas and key characteristics that could turn it into a black comedy or farce.

If you're really keen, practise a short re-telling in that style and perform it for the class.



Other resources and lessons available on the web

1. English teaching resources from TES, a global digital education company. It includes chapter summaries, themes, symbols and motifs, and also includes worksheets, activities and videos: <https://www.tes.com/articles/great-gatsby-f-scott-fitzgerald-teaching-resources> They also have this resource which includes several interesting Art and Language lessons: http://s3.amazonaws.com/verulam/resources/ks4/english/Great%20Gatsby/The_Great_Gatsby_-_Suggested_Activities.pdf

- A Gatsby Collage: Work in groups of three to prepare a collage of the settings that are described in the first chapter. Focus on Nick's house, and Gatsby's and the Buchanans' mansions. Support your artwork with quotes from the text.
- Gatsby Party Review: Imagine that you were one of the characters who attended the party in New York. Using your mobile phone or a Dictaphone, record a spoken diary of the evening's events. Describe what happened and your feelings about the evening.

2. Many interesting ideas can be found on the NEA (USA) website. It includes a reader's guide, an index to passages, and lessons on the '20s, Jazz, cartoons, maps and more: <http://www.nea.org/tools/lessons/55461.htm> They also have a Big Read section with more lessons which are printable: http://www.neabigread.org/teachers_guides/lesson_plans/greatgatsby/Fitzgerald_TG2014.pdf

3. Use The New York Times resource to teach gatsby. Lessons written by By Amanda Brown and Katherine Schulten. http://learning.blogs.nytimes.com/2013/04/25/teaching-the-great-gatsby-with-the-new-york-times-2/?_r=0

4. Teacher Vision is a US website full of teaching resources. It includes Gatsby projects, skill-building activities, journaling assignments, vocabulary lists, information about the 1920s, art ideas and a wide range of materials for students plus references for teachers. <https://www.teachervision.com/novels/resource/2925.html>

5. This lesson is an overview of 1920s where students use key events, people and places to do projects and assignments. Suggested grades 5 – 8 including printable worksheets: <https://www.teachervision.com/1920s/printable/46080.html>

6. On Prezi (an online presentation website that uses webinars) there is a presentation followed by a series of Science, Technology, Engineering, and Math lessons. The lessons and activities are written by Kathleen Wilkinson: <https://prezi.com/wrkzzax1x30x/the-great-gatsby-and-stem/> It includes:

- Research projects on science and technology in the 1920s.
- Engineering activities such as creating a map or replica city of West Egg with instructions on how to make a model town. http://www.ehow.com/how_5074512_make-model-town.html

7. Use this Hot Chalk lesson plan (from The University of Missouri) about Prohibition: *The Great Gatsby* & 1920s Prohibition. Subjects include language, arts and social studies and are recommended for grades 9 to 12. They are written by Lori Gwinn: <http://lessonplanspage.com/lasgg3prohibition912-html/>

8. 1920-30.com is a website that has a lot of good information about life in the 1920s. <http://www.1920-30.com>

9. Storyboard That provides visual tools for teachers focusing on critical thinking, creativity, communication & collaboration. Using their Storyboard Creator teachers can create storyboards, graphic organizers, and other visual resources for the classroom. Rebecca Ray has written some amazing Gatsby lessons and activities covering a wide range of Gatsby topics. <http://www.storyboardthat.com/teacher-guide/the-great-gatsby-by-f-scott-fitzgerald>

- Student Created Plot Diagrams of *The Great Gatsby*!
- *The Great Gatsby* Character Map
- Jay Gatsby as an Antihero
- *The Great Gatsby* Themes, Symbols, or Motifs
- Visual Vocabulary Boards
- Depicting Literary Conflict in *The Great Gatsby*

10. Some simple lessons including one on how the writer creates his characters, a trivia task and creating a FB page for a character can be found on varsitytutors.com. <http://www.varsitytutors.com/englishteacher/fitzgerald>

11. On Pinterest there are some fun resources too.

- Visual language and cartoons: Choose a cartoon and write how the story of *The Great Gatsby* is reflected in the cartoon. Draw your own cartoon of another aspect of the story: <https://nz.pinterest.com/pin/272538214923448270/>
- Based on the Buchanan family motto, make other family mottos: <https://nz.pinterest.com/pin/272538214923448249/>
- Watch this fun and funky video about Gatsby: <https://nz.pinterest.com/pin/272538214923448222/>

12. *The Great Gatsby* on Study.com: <http://study.com/academy/course/the-great-gatsby-study-guide.html>

Study.com provides some fantastic resources including video clips and online quizzes to help students recall the information they have just heard. You need to join the site to get the full lesson plans and quizzes. It's also possible to get a school subscription. Topics include: literary and historical context, setting, literary analysis and devices, characters, chapter summaries and more. For example:

The Characters:

- Jordan <http://study.com/academy/lesson/who-is-jordan-baker-in-the-great-gatsby-character-analysis-quotes.html>
- George <http://study.com/academy/lesson/who-is-george-wilson-in-the-great-gatsby-character-analysis.html>
- Daisy <http://study.com/academy/lesson/daisy-buchanan-in-the-great-gatsby-character-analysis-quotes.html>
- Myrtle <http://study.com/academy/lesson/myrtle-wilson-in-the-great-gatsby-character-analysis-quotes.html>

Literary devices:

- Imagery <http://study.com/academy/lesson/imagery-in-the-great-gatsby-examples.html>
- Metaphors <http://study.com/academy/lesson/metaphors-in-the-great-gatsby.html>
- Tone <http://study.com/academy/lesson/tone-in-the-great-gatsby.html>
- Irony <http://study.com/academy/lesson/irony-in-the-great-gatsby-examples.html>

Other lessons on this site include: conflict, lies, love, the colour yellow, alcohol, feminism, modernism, allusion, personification, rhetorical devices, figurative language and more.

13. Here are two online games on *The Great Gatsby*: <http://www.iplay.com/games/the-great-gatsby-secret-treasure> and <http://www.iplay.com/games/classic-adventures--the-great-gatsby>



The units in the resource are designed to help you prepare for and follow up from our show, but of course you might find parts of this useful at other times of the year. That's great. Use it how you like.

If you've got any questions or suggestions relating to this resource or our plays, give us a buzz on 0800 894 500 (within NZ) or +64 3 974 3499 (outside NZ) and we'd be so, so happy to chat.

Educational, inspirational,
extremely entertaining theatre