

Title of Lesson: Gatsby and Modernist Art

Unit: The Great Gatsby

from Inquiry Design Model (IDM) Blueprint™ (modified for WHS)

Compelling Question	<p>Example: Can words lead to war?</p> <p>How do the visual arts and literature compliment one another?</p>	
Standard(s)	<p><u>CCSS.ELA-LITERACY.RI.9-10.1</u> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><u>CCSS.ELA-LITERACY.RL.9-10.4</u> Determine the meaning of words and phrases (images, colors and lines) as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p>	
Staging the Lesson/Question(s)	<p>Students have either completed the entire novel or the first three chapters of <i>The Great Gatsby</i>. Students would need to have an established context of the cultural/societal/technological shifts after The Great War (See Lesson on the Roaring 20s and the Article on F. Scott Fitzgerald). The art and literature of the 20s was inspired by American economic success economically and politically. Some Americans were enjoying the ability to indulge themselves with the ability to consume goods due to the availability of credit. Students should have the opportunity to pre-read Art Historian, Robert Hughes' American Visions article on modern art.</p>	
# of Days	A single lesson or it can be split into multiple mini lessons over 3 days.	
Learning target(s) for Students	Learning Activities	Supporting Questions for the lesson
<p><i>By the end of the lesson, what will students be able to do or know?</i></p> <ul style="list-style-type: none"> I can develop inferences about the artist's POV in regards to his or her subject matter. I can connect the visual art to the language of F. Scott Fitzgerald's <i>The Great Gatsby</i>. 	<ul style="list-style-type: none"> Flipped Classroom or warm up activity: Students should have the opportunity to pre-read Art Historian, Robert Hughes' American Visions article on modern art. Modernism & William Carlos Williams Poetry / <i>Figure Five in Gold</i> (lesson Day 1) <ul style="list-style-type: none"> <i>Silent Conversation about the poem and text</i> <i>Unpacking the diction and imagery</i> <i>Art and its relationship to Gatsby (Gatz)</i> <ul style="list-style-type: none"> <i>Five Images</i> <i>Jigsaw</i> <i>Art Protocol</i> 	<ul style="list-style-type: none"> What is art and what purpose does it serve? What is modernism? How does the art exemplify Americans' accomplishments? How does consumerism work into the art and <i>The Great Gatsby</i>? To what extent does art and literature and modern art reflect the post WWI American identity?

Formative Performance Task

- Art: How do the visual arts and literature compliment one another? How do you know? What makes you say?

Featured Sources

- [American Visions article](#) on modern art