Intro: When we started reading this *The Great Gatsby*, I modeled interpretation in a short lecture on Nick's paradoxical privilege and modeled for you how to illustrate abstract concepts with concrete details. Today you will study how the pros do it by reading and or viewing some criticism of *The Great Gatsby* by professional critics and professors.

Task: Read the articles and/or view section of the lecture. In your notes, be sure to capture the author's **claim**, the **reasons** they provide to support their claim and the **evidence** they use to support those reasons. For the last ten minutes of class, you will create a diagram or clear summary that you can use to teach your peers.

Exit Slip: What is the speaker's message about The Great Gatsby? Which rhetorical strategies and techniques does s/he employ to persuade you of their claims?

How?

1.) Choose one or more of the critical works below with a partner. You will read, take notes and discuss for 25-30 minutes and summarize/diagram for 15 minutes. You may end up reading two or viewing only 10 minutes of the lecture. The sources vary in difficulty and length.

According to this article, the American Dream has always been about failure. This article explores the works that influenced Fitzgerald's novel and redefines the American Dream:
https://www.theguardian.com/books/2012/may/25/american-dream-great-gatsby?INTCMP=SRCH

The Great Gatsby describes our American Caste System:
http://www.guardian.co.uk/commentisfree/2013/may/20/great-gatsby-unequal-britain-coalition

Nick Carraway is Gay and In Love with Gatsby:
http://www.salon.com/2013/01/09/was_nick_carraway_gay/

Yale University Lecture on **Inanimate Objects in The Great Gatsby**

Professor Wai Chee Dimock begins her discussion of *The Great Gatsby* by highlighting Fitzgerald's experimental counter-realism, a quality that his editor Maxwell Perkins referred to as "vagueness." She argues that his counter-realism comes from his animation of inanimate objects, giving human dimensions of motion and emotion to things as varied as lawns, ashes, juicers, telephones, and automobiles. She concludes with a short meditation on race in *The Great Gatsby* and encourages a closer reading of the novel's instances of racial differentiation.

Link:

http://oyc.yale.edu/american-studies/amst-246/lecture-4

2. View/read and pause as you do so, checking for understanding and making sure your notes accurately and fully represent the writer's ideas. This is not time to assert your opinion. You are capturing what "They Say"

3. Construct a clear and sophisticated summary or diagram that illustrates the points of the text. This diagram/summary should be able to TEACH your

classmates. See examples of strong summary here and a diagram here.

4. If we have time, we will diagram the various arguments about The Great Gatsby