Primary Source Learning Activity

1. **Title of Lesson:** Exploring F. Scott Fitzgerald’s *The Great Gatsby* through the eyes of the Jazz Age

2. **Overview:** Understanding the mindset of the Jazz Age creates a greater appreciation for the way Fitzgerald captures the life and times of Jay Gatsby. Exploring the way Americans dated, spent money, and integrated new technologies will provide students with a clearer picture of what Fitzgerald lived, which is directly reflected in what he wrote.

3. **Learning Goals:**

   Students will:
   - Analyze primary source documents and visual media from the 1920’s to understand the culture of the Jazz Age.
   - Compare and contrast 2010+ values and priorities to those of 1920+ to develop knowledge on a different time period.
   - Read independently and listen to an expert reader to comprehend literary text on the topic under study.
   - Participate in small and large group dialogues about the topic under study, citing evidence from *The Great Gatsby* and the primary source documents.
   - Demonstrate the ability to synthesize information from sources to comprehend the author’s purpose, point of view, and identify key ideas and details.

4. **Time Required/Duration of Activity:**

   Three to four days (42 minute periods)

5. **Recommended Grade(s):**

   Suggested for Advanced Placement students in grades 11 and 12.

6. **Subject:**

   ELA/AP Lit or Lang/Social Studies (US History)

7. **Credits:**

   Marissa Cumo-Widmer, Clarion-Limestone School District
   May adapt lesson plan by Margie Rohrbach and Janie Koszoru
8. **LDC Teaching Task:**
   **Task #19 (Informational or Explanatory/Synthesis)**
   What was life like during the Jazz Age? After reading *The Great Gatsby* and the sources used in class, write an essay that addresses the question: What conclusions or implications can you draw? Cite at least 4 sources (including the core text), pointing out key elements from each source.

   **L2:** In your presentation, address the credibility and origin of sources in view of your research topic. Include a works cited page designed for the MLA 9th edition.

9. **PA Common Core Standards:**
   1.2 Reading Informational Text Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
   1.4 Writing Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
   1.5 Speaking and Listening Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

10. **Materials Used:**
   - Handout #1: “Careers for Women” advertisement
   - Audio file: Day by Day – Early sound recordings published on this day. Examples: “Oh, How I Hate That Fellow Nathan,” Fanny Brice (Nov. 16); “Moonlight and You,” Nighthawk Orchestra (Nov. 9)
   - Handout #2: “Curtains for Closed Cars” advertisement
   - Teacher on your Shoulder graphic organizer
   - LOC Primary source analysis worksheet
   - Computer and SmartBoard
   - Writing utensils and copies of *The Great Gatsby*

11. **Resources Used:**


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12. **Instructional Procedures:**

**Mini Task #1** – Analyze of advertisements (1, 41 minute class period)

Students will:

- Compare/Connect to prior knowledge (from novel study).
- Cite specific evidence from advertisements to use in writing analysis.
- Engage in collaborative discussion – discussing supporting details and observations to express their understanding of the subject.

Procedure:

- Divide class into groups of 3 to share resources.
- Distribute photocopies of both advertisements, with TOYS graphic organizer and Primary Analysis worksheets to facilitate students’ discussion of sources.
- Conclude with whole group discussion of answers to Essential Questions – students will take notes to use for a future AP Language Timed Write topic using Synthesis Skills.

**Mini Task #2** – Analysis of musical selections (part of 1, 41 minute class period)

Students will:

- Actively listen to sample recordings from the 1920’s to connect/contrast to prior knowledge of the time period.
- Engage in collaborative discussion of the musical selections.

Procedure:

- Class will listen to selections as a group.
- Students will independently complete a Primary Analysis worksheet answering questions regarding their listening to selections. (Students may address both songs with one Analysis sheet.)
- Using their notes, students will discuss their thoughts, which they may use on a future AP Language Timed Write for Synthesis Skills.
13. **Assessment:**

What was life like during the Jazz Age? After reading *The Great Gatsby* and the sources used in class, write an essay that addresses the question: What conclusions or implications can you draw? Cite at least 4 sources (including the core text), pointing out key elements from each source. L2: In your presentation, address the credibility and origin of sources in view of your research topic. Include a works cited page designed for the MLA 9th edition. (Explanatory/Synthesis, Task #19)

- On Day 3, after students complete the two mini-tasks, students will complete an in-class Timed Write that will serve at the beginning of their formal essay answering the above Essential Question.
- Students will receive feedback and have the opportunity to discuss their initial ideas for their synthesis paper (which will include further integration of sources).
- Use LDC rubric for Information/Explanatory writing tasks for final paper.
Assessment for Mini Task #1:

Historical Thinking and Analysis Skills Rubric

This rubric is designed to assess student’s ability to contextualize and critical analyze primary sources to corroborate information, build historical thinking and analysis skills, and deepen content knowledge.

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<th>Proficiency Level</th>
<th>Scoring Element Description</th>
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| **Distinguished** | • Close Reading: Student is able to understand and draw conclusions independent of teacher prompting.  
                            • Speaking/Listening: Student actively participates in speaking, and shows conscious effort to listen to peers during discussion. All group members’ feedback is utilized.  
                            • Critical Thinking: Student demonstrates sophisticated ability - *Critical analysis of primary sources, citing evidence from sources to support analysis and explanation, historical thinking and analysis skills, integration of visual information (data graphs) with printed text. Analyze the relationships between sources on the same topic.* |
| **Emerging**      | • Close Reading: Student is able to understand and draw conclusions with teacher prompting.  
                            • Speaking/Listening: Student sometimes participates in speaking, and shows little effort to listen to peers during discussion. All group members’ feedback is utilized.  
                            • Critical Thinking: Student attempts - *Critical analysis of primary sources, citing evidence from sources to support analysis and explanation, historical thinking and analysis skills, integration of visual information (data graphs) with printed text. Analyze the relationships between sources on the same topic.* |
| **Basic**         | • Close Reading: Student is unable to understand and draw conclusions without teacher prompting.  
                            • Speaking/Listening: Student does not participate in speaking, and/or shows no effort to listen to peers during discussion. All group members’ feedback is utilized.  
                            • Critical Thinking: Student does not attempt - *Critical analysis of primary sources, citing evidence from sources to support analysis and explanation, historical thinking and analysis skills, integration of visual information (data graphs) with printed text. Analyze the relationships between sources on the same topic.* |