



| Lessons Sequence   |  |  |  |  |                                  |  |                  |
|--|--|--|--|--|----------------------------------|--|------------------|
| <p><b>TOPIC (S)</b></p> <p><i>Love Through the Ages: The Great Gatsby and Pre-1900 Anthology</i></p> | <ol style="list-style-type: none"> <li>1. Contextual background – 1920s, Jazz Age, The Great Depression</li> <li>2. Chapter 1: how is the reader introduced to the storyworld?</li> <li>3. Chapter 2: how does Fitzgerald build a dreary mood? How are Daisy and Myrtle contrasted?</li> <li>4. Absent from Thee: how is infidelity and the power of lust explored in the poem ‘Absent From Thee’?</li> <li>5. Chapter 3: how does Fitzgerald use Gatsby’s party as a critique on 1920s wealth, waste and capitalism</li> <li>6. Comparative analysis of the presentation of infidelity and lust ‘Absent from Thee’ and The Great Gatsby</li> <li>7. Love and Gender – women are not presented positively: women are vacuous, promiscuous or dishonest</li> <li>8. Chapter 4: exploration of lust, desire and pursuit</li> <li>9. Lust, sex and seduction in ‘The Flea’</li> <li>10. Lust sex and seduction in ‘To His Coy Mistress’</li> <li>11. Chapter 5: how is Gatsby’s relationship with the past and time passing significant?</li> <li>12. Love and Time in ‘Sonnet 116’</li> <li>13. Chapter 6: appearances and reality</li> <li>14. Infidelity in ‘The Scrutiny’</li> <li>15. Infidelity in ‘Nom Sum Qualis Eram Bonae sub Regno Cynarae’</li> <li>16. Chapter 7: tragic conventions and problematic love</li> <li>17. Barriers to Love in ‘At an Inn’</li> <li>18. Chapter 8: tragedy, time and fate</li> <li>19. Enduring Love in ‘Remember’.</li> <li>20. Chapter 9: How does the recklessness of characters relate to wider social issues in the novel?</li> <li>21. Love and Destruction in ‘Who so list to hount I knowe where is an hynde’</li> <li>22. The Great Gatsby: critical theory workshop</li> <li>23. Love and destruction in ‘Ae Fond Kiss’</li> <li>24. Comparative study of infidelity</li> <li>25. Comparative study of unattainable love/barriers to love/social class and love</li> <li>26. Comparative study of lust, sex and seduction</li> <li>27. Comparative study of love and time/enduring love</li> <li>28. Comparative study of love and isolation</li> <li>29. Comparative study of destructive/painful love</li> <li>30. Comparative study of idealised love</li> <li>31. Unit Summative assessment</li> </ol> |  |  |  |                                  |  |                  |
| <p><b>Knowledge &amp; Skills development</b></p>   | <p><b>Knowledge Development</b></p> <ul style="list-style-type: none"> <li>• In depth, chapter by chapter study of The Great Gatsby</li> <li>• Key quotations and passages related to the broad theme of love</li> <li>• Authorial intent</li> <li>• How the storyworld is created</li> <li>• Knowledge and understanding of how the theme of love is presented over time</li> <li>• Literary theories to apply to the novel and the poetry</li> <li>• Literary concepts and terminology</li> <li>• Poetic concepts and terminology</li> </ul> <p><b>Skills Development</b></p> <ul style="list-style-type: none"> <li>• Students must be taught to articulate informed, personal and creative responses to literary texts</li> <li>• Constructing arguments and comparisons</li> <li>• Coherent, accurate written expression</li> <li>• Analysis skills to explore how meanings are shaped in literary texts</li> <li>• Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received</li> <li>• Explore connections across literary texts</li> <li>• Explore literary texts informed by different interpretations.</li> </ul>   |  |  |  |                                  |  |                  |
| <p><b>Assessment / Feedback Opportunities</b></p>  | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;">Checkpoint Activity<br/>Lesson 6 - Comparative analysis of the presentation of infidelity</td> <td style="width: 25%;">Checkpoint Activity<br/>Lesson 15 – Comparative analysis of the theme of infidelity</td> <td style="width: 25%;">Checkpoint Activity<br/>Lesson 20 How does the recklessness of characters relate to wider</td> <td style="width: 25%;">Checkpoint Activity<br/>Lesson 29</td> <td style="width: 25%;">Summative Assessment<br/>Lesson 31 Examination question</td> <td style="width: 25%;">Mock examination</td> </tr> </table>  | Checkpoint Activity<br>Lesson 6 - Comparative analysis of the presentation of infidelity | Checkpoint Activity<br>Lesson 15 – Comparative analysis of the theme of infidelity | Checkpoint Activity<br>Lesson 20 How does the recklessness of characters relate to wider | Checkpoint Activity<br>Lesson 29 | Summative Assessment<br>Lesson 31 Examination question | Mock examination |
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|   | and last Absent to Thee<br>and The Great Gatsby  |  | social issues in the<br>novel? | Comparative analysis<br>of the theme of<br>destructive love  |  |  |
| <b>Cultural Capital SMSC<br/>/ Promoting British<br/>Values<br/>(Democracy, Liberty,<br/>Rule of Law, Tolerance<br/>&amp; Respect</b> | <ul style="list-style-type: none"> <li>● an understanding of how citizens can influence decision-making through the democratic process</li> <li>● historical/social contexts</li> <li>● America during the Jazz Age and Great Depression</li> <li>● Deception, truth and honesty</li> <li>● Racism</li> <li>● Views on hierarchy and social mobility</li> <li>● Gender roles</li> <li>● Critiques of the lifestyles of characters</li> </ul> |  |                                |  |  |  |
| <b>Reading opportunities</b>  | In addition to the in-depth study of the novel and poetry students are encouraged to undertake arrange of wider reading including literary criticism.  |  |                                |  |  |  |
| <b>Key Vocabulary</b>   | Antithesis<br>Blind<br>Bootlegger<br>Capricious<br>Caravansary<br>Elision<br>Focalisation<br>Foreshadowing<br>Fragmentary<br>Frame narrative<br>Impressionism<br>Incongruous<br>Microcosm<br>Modernity<br>Misogyny<br>Nous<br>Oculist<br>Omniscience<br>Prohibition<br>Teutonic<br>Unreliable narrator<br>Voyeur<br>Alliteration   |  |                                | Metaphor<br>Assonance<br>Oxymoron<br>Punctuation<br>End stopping<br>syndetic<br>asyndetic<br>Personification<br>Imagery<br>Juxtaposition<br>Tone<br>Metre<br>Iambic pentameter<br>Iambic tetrameter<br>Trochee<br>free verse<br>quatrain<br>anastrophe<br>sibilance<br>consonance<br>assonance<br>sestet<br>sonnet |  |  |

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|-------------------------------|---|---------------------------|
|                               | Repetition<br>Simile<br>Personification   | symbolism<br>metaphysical |
| <b>Digital Literacy</b>       | Students are encouraged to access a range of online resources throughout their study of the texts |                           |
| <b>Cross-Curricular Links</b> | History: 1920s America  |                           |
| <b>Careers</b>                | Author, publisher, lawyer, teacher, historian, journalist.  |                           |