

Jay Gatsby's Souvenir Scrapbook

Subject: English Language Arts

Grade Level: 9-12

Rational or Purpose: Fitzgerald's *The Great Gatsby* is usually seen by scholars as the novel that truly epitomizes the 1920's, a time period that we seem to be re-creating, in many ways, today. After reading *The Great Gatsby*, students will use technology to create a scrapbook for Jay Gatsby, one that he might have actually created for himself, to demonstrate the various ways the novel reflects the era. Students will use technology to research and create a visual presentation that is both interesting and informational.

Materials: Computer with internet access
HRC Site: Teaching the American Twenties

<http://www.hrc.utexas.edu/exhibitions/online/teachingthetwenties/index.php>.

CD writable disk (or someplace to save information and work)
The Great Gatsby

Lesson Duration: Several class blocks

Objectives: English III

- 7B-G The student understands reading selections using a variety of strategies.
- 8A-D The student reads for a variety of purposes, including American literature.
- 9A-B The student increases his/her knowledge of culture through the study of American literature.
- 13B-E The student researches assigned topics.
- 19A-C The student understands and interprets visual representations.
- 21A-E The student creates visual representations that communicate with others.

Activity: This activity should be used after reading *The Great Gatsby* as a culminating activity that should demonstrate understanding of the novel and the time period.

Step 1: Using the computer, access the HRC "American Twenties" collection. Take students through the various sections discussing the time period, as well as the novel.

Step 2: Students may work independently or with a partner to use the HRC

“American Twenties” collection to compile a PowerPoint scrapbook of memorabilia that Jay Gatsby might have collected or come across during the novel. All artifacts must be captioned with where he got it, its significance to him, and the page in the novel where the association with the artifact exists.

Think of the images that keep recurring in the novel, the places Jay travels, his history, his associations, lifestyle and anything he values or collects. For example students might include a picture of a flapper that he has labeled “Daisy”, or a postcard sent by Daisy, a picture of Jay with his fellow soldiers, or a picture of Jay with his business associates. Students will spend at least two class blocks collecting and labeling their memorabilia. As a benchmark, tell students to acquire at least ten pieces of memorabilia for their scrapbooks.

Step 3: Students will use additional internet sources and technology to add music, sound effects, and graphics particular to the period and the novel that will add to their collections.

Step 4: Students will share their visual power point projects with the whole class.

Modifications: Students with learning disabilities should work with partners to facilitate their efforts.

The gifted students scrapbooks could be a collection of Fitzgerald’s memories, and the memorabilia could demonstrate how the novel reflects Fitzgerald’s life.

Student Product: PowerPoint Presentation

Closure: Class Discussion- What similarities do students see between the 1920’s and today?

Assessment: What is the quality of the overall PowerPoint? What kind of memorabilia was collected? Is there a clear association with the novel?

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