

**Learning Programme Love through the ages: Text C *The Great Gatsby* and Pre 1900 Poetry ( L6 Literature)**

Topic/Content	Objectives/Skills	Homework	Assessment	Success Criteria	Stretch & Challenge (Thirst for Learning)
<i>The Great Gatsby</i> By F. Scott Fitzgerald	To become familiar with the text and context of <i>The Great Gatsby</i>	Research and produce an information sheet on 1920s America.  <b>Extended response on an extract:</b> <b>Explore how Fitzgerald explores the theme of matrimony in chapter 1.</b>  Chapter 2 – identify the different types of love and provide quotations.  <b>How does Fitzgerald present the guests at Gatsby's party?</b>  <b>Explore Fitzgerald's use of symbolism in chapter 5 of the <i>Great Gatsby</i></b>  Character development presentation in pairs.	Typically, men are presented as committing infidelity in <i>The Great Gatsby</i> . How far do you agree with this statement?   Compare how the authors of two texts you have studied present female beauty. (25 marks)	<b>AO1</b> Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression.  <b>AO2</b> Analyse ways in which meanings are shaped in literary texts.  <b>AO3</b> Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received.  <b>AO4</b> Explore connections across literary texts.	Read other works by Fitzgerald or romantic authors e.g. Tales of the Jazz age by Fitzgerald or Bronte's Jane Eyre, Our Mutual Friend by Charles Dickens or Kindertransport by Diane Samuels.  Practise responding to sections of <i>The Great Gatsby</i> /comparing with the love poetry outside those discussed in lessons. Think carefully about which literary devices are effective and why (AO1, AO2 & AO3 focus)  Begin to explore how the structure of a novel (or extract from a novel) can contribute to overall meaning (AO2 focus)
	To become aware of the setting and characters in chapter 1 of <i>The Great Gatsby</i>				
	To explore the key themes through the characters of Jordan and Daisy				
	To explore F. Scott Fitzgerald's methods in chapter 1 of <i>The Great Gatsby</i> .				
	To explore the theme of love in <i>The Great Gatsby</i> .				
	To explore the themes and characters of chapter 4.				
	To understand the assessment objectives for the love through the ages paper.				
	To become familiar with aspects of chapter 5 including the use of symbolism.				
	To understand the events of chapter 6 and Gatsby's humble origins.				

Pre-1900 Poetry from the AQA Anthology collection.	To explore critically the events of chapter 7, 8 and 9.	<p>Extended response: To what extent could it be considered that Gatsby's dream is futile?</p> <p>Complete the reading of <i>The Great Gatsby</i> final chapters.</p>		<p><b>AO5</b> Explore literary texts informed by different interpretations.</p>	<p>Create a glossary of key specialist terminology, which can be added to throughout the year (AO1 and AO2 focus)</p> <p>Read the post 1900 poetry collection to track the changes in how love is presented through the ages.</p> <p>Read also Selected Poems, Sylvia Plath, Birthday Letters by Ted Hughes or The Gift by Vicki Feaver.</p> <p>Read articles from the British Library website (AO4 &amp; AO5 focus)</p> <p>Explore the British Library timeline (AO4 &amp; AO5 focus)</p>
	<p>To explore the subject matter, themes, ideas and context of a collection of pre-1900 poetry.</p> <p>To become familiar with the conventions of poetry/literature in different time periods.</p> <p>To explore texts critically.</p>	<p>Independent reading of poetry.</p> <p>Independent research and preparation of</p>			

	To compare and make critical links between texts.	presentations based on specific poems and links to <i>The Great Gatsby</i> and time periods.	authors of two texts you have studied present barriers to love.  End of year Summer Examination.		
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The homework highlighted in red or green is used when forming judgements/interim grades. The final grades are based on the one off end of unit assessment. Tasks highlighted in green will be teacher assessed with diagnostic feedback provided. Tasks highlighted in red will be self or peer assessed with marks recorded.