

Norm Dannen's Scoring Guides

Norm Dannen's complete scoring guide with the correlated lesson objectives and the state standards are in the **Going Beyond** folder for Chapter 23 at EffectiveTeaching.com.

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Norm Dannen began his teaching career at The New Pathways to Teaching in New Jersey, a program for people seeking an alternative route to teaching. Teachers in training are given a template as a lesson plan format tool.

Standards and Correlated Objectives for Reading

New Jersey's language arts literacy standards incorporate lettered strands and learning expectations for each grade level from K–8, as well as a combined cluster for grades 9–12. Here are four of the 9–12 standards.

STANDARD 3.1 (READING) — All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers, and will read a variety of materials and texts with fluency and comprehension.

STANDARD 3.2 (WRITING) — All students will write in clear, concise, organized language that varies in context and form for different audiences and purposes.

STANDARD 3.3 (LISTENING) — All students will listen actively to information from a variety of sources in a variety of situations.

STANDARD 3.4 (VIEWING AND MEDIA LITERACY) — All students will access, view, evaluate, and respond to print, non-print, and electronic texts and resources.

Align Objectives to State Standards

Norm created a 15-day unit to have students interpret *The Great Gatsby* artistically, thematically, and historically. In so doing, students identified with the autobiographical nature of the novel and applied the moral themes of this American literary classic to their own development as young adults.

Students achieved these objectives through a close reading of the novel (in class and aloud, with Study Guide Questions), writing exercises (compare and contrast, character analysis), small group discussion (analysis of the value of the American Dream as viewed by F. Scott Fitzgerald), and critical thinking skills, in accordance with New Jersey Core Curriculum Standards for Reading, Speaking, Writing, and Media.

Norm wrote specific objectives that are 1) aligned to the state standards, and 2) state what students will be able to do as a result of the lesson.

Lesson Objectives for *The Great Gatsby*

Norm uses objectives to communicate to his students what they are to learn.

- Draw parallels between their own lives and the life and work of F. Scott Fitzgerald in the context of the Jazz Age, the Lost Generation, Prohibition, and the Great Depression.
- Describe one significant event each in the artistic, musical, social, literary, and historical context of the writing of *The Great Gatsby*.
- Describe at least three autobiographical elements of Fitzgerald's own life that are reflected in *The Great Gatsby*.
- Explain narrative points of view and the importance of Nick Carraway to the telling of the story. Describe Fitzgerald's view of the American Dream, as defined by character and plot development in *The Great Gatsby* and a related short story by Fitzgerald, "Winter Dreams."
- Identify how an author can use elements of symbolism and color in the creation of fictional characters to add greater depth, meaning, and immediacy.
- Write a Fitzgerald-style narrative, creating your own characters and applying literary elements and events from your own lives.

Assessing for Learning

Norm developed a scoring guide for this unit of study so his students could assess their understanding and learning. [Click here](#) to download his scoring guide.