



The Great Gatsby Chapter Presentations

This "acting" activity is designed to help students develop a deeper understanding of the literature. I've used this approach with both novels and Shakespeare's drama (see the Performance Adaptation Project for a more in-depth variation of this type of assignment).

This is another great opportunity to implement the multiple intelligences into the classroom.

When using this approach with a novel, I assign groups of three or four students to a chapter. They are asked to select a passage or a series of passages that they like and which are important to the development of the chapter and the novel. They are also required to plan and present a rationale in which they explain the reason they select their passage(s) and the importance of the passage to the novel. They are asked to consider foreshadowing, symbolism, and characterization when planning their rationales. (The literary devices assigned depend upon the novel.)

To complete this assignment, students use their intrapersonal, verbal-linguistic, and logical-mathematical intelligences in scene selection, their interpersonal and logical-mathematical intelligences in planning and organizing their scene, their interpersonal, verbal-linguistic, and bodily-kinesthetic intelligences to act out the scene, and they use their logical-mathematical and verbal-linguistic intelligences to organize and present their rationales at the end of the scene.

Original Use & Adaptability

This lesson plan was originally designed for use in a classroom setting consisting of approximately 27 to 29 students; however, the assignment can easily be adapted for smaller classrooms and for home school use.

Enrichment & Home School Use

The analysis portion of this assignment could certainly be completed as an independent project, although students are best served if they can discuss the novel with at least one other student.

When small numbers of students work on this project, it is recommended that students analyze more than one chapter. Students might dissect a chapter from the early, mid, and later portions of the novel in order to gain a better understanding of the novel as a whole.

While an audience is not absolutely necessary, it is always a nice incentive after the completion of hard work. Invite extended family and friends to attend your "grand opening" and add another dimension to the learning experience.

Also see...

[The Roaring Twenties Research Project assignment sheet](#)

[Description of Past Projects](#)

[The Great Gatsby Chapter Presentation assignment sheet](#)