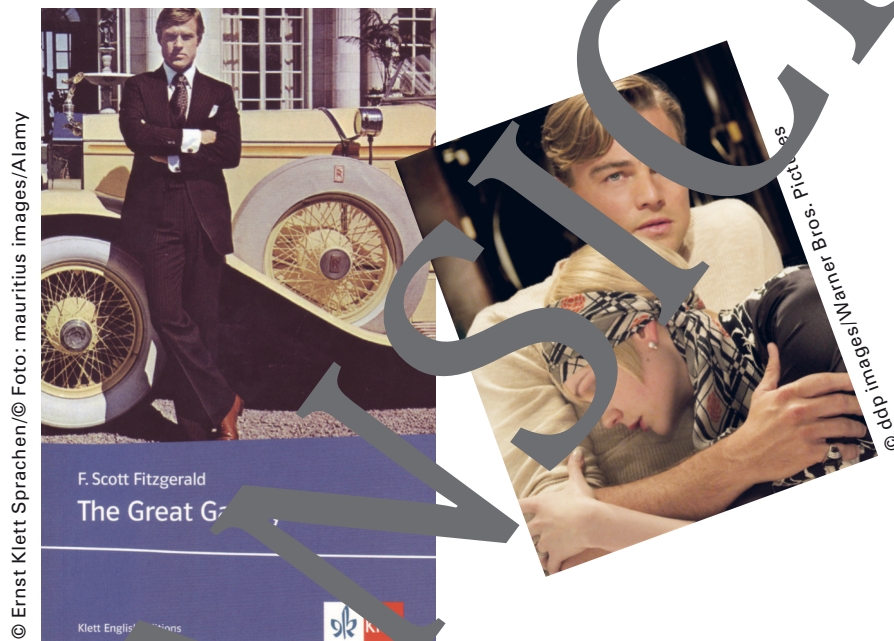


## **The Great Gatsby – a Literary Classic? –** Schüleraktivierende Erarbeitung des Romans mit Zusatzmaterial zur Verfilmung von 2013 (S II)

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II/B2



Was macht den Roman zum Dauerbrenner des Englischunterrichts?

Ist *The Great Gatsby* ein literarischer Klassiker? Dafür sprechen zum Beispiel die aktuellen Themen. Der Roman, mit dem sich 2013 auch Baz Luhrmann in seiner spektakulären Neuverfilmung von „The Great Gatsby“ auseinandersetzt. Mit seinen universellen Themen bewegt und definiert Fitzgeralds Roman bis heute und ist seit Jahren fester Bestandteil der Englischlehrpläne an deutschen Gymnasien.

Schwerpunkt der Einheit ist der Roman, dessen Inhalt von den Schülern mithilfe einer interaktiven Landkarte erarbeitet wird. So analysieren sie sowohl die Figur des Jay Gatsby als auch die gesellschaftlichen Umstände der 1920er-Jahre in den USA. Die aktuelle Verfilmung bietet die Möglichkeit des Vergleichs mit der Romanvorlage. Am Ende der Reihe wird die Ausgangsfrage beantwortet, ob „*The Great Gatsby*“ ein literarischer Klassiker ist.

**Klassenstufe:** 11/12 (G8); 12/13 (G9)

**Dauer:** ca. 15 Unterrichtsstunden  
(+ 5 Stunden zum Film)

**Bereich:** Roman, Film, *The Individual and Society*, *American Dream*, *The Roaring Twenties*

**Kompetenzen:**

1. Lesekompetenz: selbstständiges Lesen eines komplexeren literarischen Texts;
2. Schreibkompetenz: Analysieren von Texten;
3. Medienkompetenz: Auseinandersetzen mit fiktionalen und nicht-fiktionalen Texten und audiovisuellen Medien

**Materialübersicht****1. Stunde: Talking about literature – what makes a classic?**

- M 1 (Ab) Defining a literary classic
- M 2 (Ab) Quotes on classic literature
- M 3 (Ab) *The Great Gatsby* concept map – overview of res...

**2./3. Stunde: Introducing *The Great Gatsby* – extracts from the novel**

- M 4 (Bd) Warming up – The Roaring Twenties
- M 5 (Ab, Tx) Reading extracts from the *The Great Gatsby*
- M 6 (Ab, Ha) Comprehension tasks on Chapters 1 and 2
- (Ab) Presentations on *The Great Gatsby*
- (Ab) How to give a presentation
- (Ab) Useful phrases for presentations

**4./5. Stunde: Gathering background information on *The Great Gatsby***

- M 7 (Ab, Tx) Background information on *The Great Gatsby*
- M 8 (Ab, Ha) Comprehension tasks on Chapters 3 and 4

**6./7. Stunde: *The Great Gatsby* – what have you learnt so far?**

- M 9 (Ab) *The Great Gatsby* – check your knowledge
- M 10 (Ab) *The Great Gatsby* – connecting topics and text


**8. Stunde: Moral integrity in *The Great Gatsby***

- M 11 (Ab) *The Great Gatsby* – who is a moral character?

**9./10. Stunde: Analysing Jay Gatsby**

- M 12 Who is Jay Gatsby? – A character puzzle

**11. Stunde: Perspective and point of view in *The Great Gatsby***

- M 13 (Ab) Who is telling the story? – Perspective and point of view in *The Great Gatsby*
- (Ab) Analysis of literary texts – point of view 

**12. Stunde: Gatsby's funeral – reactions to his death**

- M 14 (Ab) Gatsby's funeral – a last goodbye

**14. Stunde: The Great Gatsby – a case study on the American Dream?**

M 15 (Tb) The American Dream in *The Great Gatsby*



Presentations on *The Great Gatsby* (fakultativ)

**15. Stunde: The Great Gatsby – a literary classic?**

M 16 (Ab) *The Great Gatsby* is (not) a classic because ...

(Ab) How did you like the unit? – Giving feedback



**16. Stunde: The Great Gatsby – the first scenes of the film version from 2013**

M 17 (Ab) The first scene of a film version – create your own storyboard!

(Ab) Sample of a storyboard



**17.–20. Stunde: Differences between the novel and the film adaptation**

M 18 (Ab) Comparing the novel and film adaptation



Mediothek



Für den Einsatz dieser Materialien wird ein **DVD-Player** benötigt.



Zusatzmaterial finden Sie in den **Zip-Dateien**.

## M 1 Defining a literary classic

What makes a literary classic? Let's find out.

### Task 1

- Together with your partner talk about your favourite novel.
- Choose a classic novel you've read and tell each other what you liked and disliked about it. Was the classic novel different from your favourite novel? How?



II/B2

### Task 2

**On your own:** In your opinion, what is typical of a literary classic? Make notes in the box below.

### With a partner:

- Compare your notes. Agree on a definition of a literary classic. Write it down in the box below.

**A literary classic is ...**

fold here

- Compare and discuss the definition of a literary classic on the snippet to your own definition.

**With another pair of students:** Exchange your findings and agree on a definition of a literary classic. Write it down on a sheet of paper.



### Language support



#### Agreeing

I agree./I really agree with you./I think you are right./I don't agree more./Definitely true .../I am of the same opinion./It's partly true./I partly agree./I agree on ... but not on ...

#### Disagreeing

I disagree with you./I think you're wrong on this./I'm afraid I have to disagree./I completely disagree with you./I can't agree with you.

#### Giving your opinion

As far as I'm concerned .../In my opinion .../To my mind .../My impression is that .../I have the impression that .../ If you ask me .../I'd say ...

## M 2 Quotes on classic literature

## Quote A

[E]lasticity is a key component of what makes a classic. You can do what you want to a classic – set Hamlet in outer space or have a monkey play the prince – and it will bounce back. It can be stretched and pummelled and it will always return to its original shape. The classics are classics because they are foolproof. Plagiarism enhances them. Satire strengthens them. The internet proliferates them.

**3 to pummel sb./sth.:** to hit sb./sth. – **5 to proliferate:** to increase a lot in number

Source: [www.theguardian.com/artanddesign/jonathanjonesblog/2009/sep/03/dorian-gray-oscar-wilde-british-library-classics](http://www.theguardian.com/artanddesign/jonathanjonesblog/2009/sep/03/dorian-gray-oscar-wilde-british-library-classics)



## Quote B

[...] A classic is a book that has never finished saying what it has to say. [...] The classics are books that exert a peculiar influence, both when they refuse to be eradicated from the mind and when they conceal themselves in the folds of memory, camouflaging themselves as the collective or individual unconscious.

**2 to exert sth. on sb.:** etw. auf jmdn. ausüben – **2 peculiar:** special –

**3 to eradicate sth.:** to get rid of sth. – **4 to camouflage sth.:** to hide sth.

Source: [www.nybooks.com/articles/archives/2011/09/why-read-the-classics/?pagination=false](http://www.nybooks.com/articles/archives/2011/09/why-read-the-classics/?pagination=false)



## Quote C

[...] A classic does not necessarily teach us anything we did not know before. In a classic we sometimes discover something we always knew (or thought we knew), but without knowing that this author said it first, or at least is associated with it in a special way. And this, too, is a surprise that gives a lot of pleasure, such as we always gain from a discovery of an origin, a relationship, an affinity [...].

Source: [www.nybooks.com/articles/archives/1986/oct/09/why-read-the-classics/?pagination=false](http://www.nybooks.com/articles/archives/1986/oct/09/why-read-the-classics/?pagination=false)



## Quote D

When there are many different definitions for what makes a classic novel, it is most commonly agreed that classics are novels of literary significance that have withstood the test of time and remained popular years after their publication. Generally, they contain wide, global themes that can be applied to any time period. A classic usually contains some kind of widespread, universal appeal that results in it being read and embraced by a wide audience of diverse people. Usually, it also contains some unique artistic quality, be it a brilliant storyline or an engaging writing style that sets it apart from other works of literature.

**3 to withstand:** to not be changed

Source: [www.wisegeek.org/what-are-classic-novels.htm](http://www.wisegeek.org/what-are-classic-novels.htm)



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