



***“Gatsby’s got the Juice”***

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This curriculum unit is recommended for:  
AP Language and Composition students; grades 11

**Keywords:** (Alcohol, Alcoholism, Comparing, Contrast, Cirrhosis, Corticosteroids, Deductive Reasoning, Dependency, Depression, Drugs, Endotoxins, Ethos, Euphoric, Habits, Hepatitis, Illegal, Inductive Reasoning, Immune System, Instability, Legal, Logos, Medicinal, Neurobiology, Neurocircuitry, Opium, Pathos, Persuasion, Prohibition)

**Teaching Standards:** See [Appendix 1](#) for teaching standards in this unit.

**Synopsis:** In this curriculum unit, students will research and study the effects of how chemicals (specifically alcohol) can cause great negative affects to the body, both the physical body and the mental state of a person. Students will discuss the importance of the liver. How the liver is a major organ of the body carries out over 500 functions of the body and most importantly needed to relieve toxins, which might build up in the body<sup>1</sup>. Students will focus on a suggested novel from the AP Language and Composition curriculum, “The Great Gatsby” by F. Scott Fitzgerald. The characters and the author all deal with a variety of both social and political issues. The novel will become the basis for students to begin identifying how characters personalities change due to the use of alcohol, as well as legal and illegal drugs during the roaring 1920’s<sup>2</sup>. Students will rely on deductive and inductive reasoning when discussing the actions of characters. Students will also review ethos (which is an ethical appeal, to convince an audience of the author’s credibility), pathos (which is an emotional appeal, to persuade an audience by appealing to their emotions) and logos, (which is an appeal to logic, to convince an audience by use of logic or reason). Students will then create Public Service Announcements using the persuasion techniques to discuss drug and alcohol usage and the affects in the body. Students will research other authors from the same time as “The Great Gatsby” and make comparisons and contrasts to present day authors, with discussions about the changes in writing due to the induced usage of drugs (legal and illegal) over the times.

*I plan to teach this unit during the coming year to 45 students in AP Language and Composition grade 11.*

*I give permission for Charlotte Teachers Institute to publish my curriculum unit in print and online. I understand that I will be credited as the author of my work.*

## Introduction

This unit is designed for eleventh grade high school students who plan to take the AP Language and Composition Class. Hawthorne Academy of Health Sciences (HAHS) is located in Charlotte, North Carolina, in Mecklenburg County. In 2013, HAHS became a magnet school, specializing in curriculum for health and life sciences. There are approximately 88 eleventh graders this year. The demographic makeup is as follows: Asian students: four = one male and three female students. African American students: 46 = 18 males and 28 female students. White students: three = one male and two female students. Hispanic Students: 8 males and 24 female students. Multi-Racial students: one male and two female students. Presently there are no unspecified students, Pacific Islander students or American Indian students enrolled in HAHS. Because of the newly created magnet program, the class sizes are relatively small and personal. Hawthorne Academy of Health Sciences gears students to have career and work-based experiences to make them career and college ready upon graduation. My particular classroom is comprised of 45 eleventh grade students, who are accelerated learners.

I choose this topic because of the diversity of being able to bridge the understanding of literature with science. Working at a medical focused school, many of students are directed to the health sciences track, are very interested in how the body works, and functions. The topic for this unit, which is “Chemical Interactions in the Body,” seems to support the reading of, “The Great Gatsby” by F. Scott Fitzgerald directly. Students will embark upon the understanding of how the body works. How organs, such as the liver become, destroyed, due to substances, such as drugs and alcohol that hinder the vital organs from being able to perform as designed. Since the liver is the powerhouse of the body, the use of alcohol will over work the liver and can lead to liver damage such as fatty liver, alcoholic hepatitis, or alcoholic cirrhosis. Alcohol can also cause major damage to the brain cells<sup>3</sup>.

Students will study the characters to see how their personalities changed once they used alcohol substances as well as had taken both legal and illegal drugs. The novel, “The Great Gatsby” is a classic. The concept is based on an era of having extravagant parties and the use of alcohol and drugs was acceptable and viewed as belonging to the “in” crowd. However, the story shows how wealthy people with “old money” and the upper echelon, those with “new money” spent much of their time as socialites and entertaining. The author Fitzgerald, used social classes to show how people are accepted based on their elite status and the use of drugs, and alcohol, which during this time was illegal, was in fact acceptable, due to being of the elite status<sup>4</sup>.

Students will research several authors to make connections to the chemicals, which they damaged their bodies with, and the major effects these drugs played on their writings. While creating the novel, “*The Great Gatsby*” F. Scott Fitzgerald indulged in over alcohol usage and was referred to as “America’s Drunkest Writer Ever.” Like so many authors, Fitzgerald, convinced himself that he was dying of alcohol “consumption of the lungs” and conversed with his good friend Ernest Hemingway, who also used alcohol to cope with life and later wrote, “Writing, at its best, is a lonely life<sup>5</sup>.” Hemingway, one of the most renowned writers, drank in excess. He ultimately exacerbated a diagnosed medical condition, which led to mental confusion and depression, Hemingway ended his life by committing suicide<sup>6</sup>. Because there are so many authors who have consumed alcohol and drugs as means of coping to either begin their writing or complete masterpieces, this will be a major activity for students to complete.

The importance of this unit will be to encourage students to think beyond the text. To digger deeper into the reasoning for the text and what the author wanted to achieve through each character. A great importance will be on how the author works the perception of constructing the novel to the reader's ability to draw conclusions based on the facts given. This unit will direct students to incorporate much of their learning from their bio-medical classes. These classes are designed to give students real-world application of how the body functions and how various chemicals cause changes within the body. Students are expected to become researchers and informants to make conscious decisions based on the facts given and to create their own understanding of complex and simplistic ideologies of the body.

My interest varies, from wanting to make sure that the AP Language and Composition students have a variety of text and sources to read, as well as direct and indirect points of view for them to be able to write literature from different standpoints. Since my learning is not of the Science field, I thought it would be interesting to show students that all content areas can support one another, and that believing each content area or field of learning is in isolation of others can be detrimental. Therefore, taking a classical novel such as, "The Great Gatsby" and being able to infuse scientific terms along with pharmaceutical terms, using writing and reasoning, supports the Hawthorne Academy Health Science mission as well as shows students the connection needs to be made.

Another interest that I had was, after reviewing various authors, they all seemed to become dependent on either alcohol or drug substances. They were very aware of their substance abuse and in no way tried to hide their dependency, but glorified it and expressed how being dependent on such substances helped to take their writing to new levels<sup>7</sup>. I am eager to have my students compare and contrast great writers who have written great novels without the use of substances. I am eager to have my students note the destructive paths, which substances have taken in the bodies of these great authors and what condition the alcohol and drugs created within their bodies and minds. Many of the authors were in constant withdrawal from a variety of drug and alcohol use. The dependency as well as the withdrawal effect were both life threatening. Fitzgerald was often in no condition to continue with his writing due to the detoxification process. Students will have the opportunity to make comparison of the types of drugs used in the 1920's compared to the drugs some authors might use today and the effects.

### Unit Goals

As stated in the [Appendix 1](#) the objectives of the AP Language and Composition class are to have students think through their writing and ultimately write to learn.

As listed in the College Board – big ideas, students will write essays about each characters relationship and how those relationships changed one alcohol was a factor. Each character displays individual behaviors that are become altered due to substance usage. Students will then need to research the effects of alcohol on the body and brain and the changes that take place once ingested. What is the period for alcohol and drugs to enter the body and cause changes? Students' research will lead them to make informed arguments about the author's point of view when creating the characters and the reasoning for the author's writing.

As listed in the NC Common Core Standards, students will develop their ideas based on research, analyze the situation and demonstrate the foundational works of American Literature to which they will apply to the novel reading as well as other classical novels of this time and the present. Students will research to solve the problem of alcohol and drug induced authors and based their conclusions on investigation of comparison of more than one author.

## **Content Research**

What is alcohol?

Alcohol is a drug that reduces a person's ability to think rationally and distorts the judgment of the person, based on the amount consumed.

One of the major substances acquired during the 1920's was alcohol. Alcohol use, during this time was acceptable and not recognized as a form of dependency or behavior changer, but as a main factor in corruption and crime. Alcohol was a large moneymaker for the elite classes and was highly profitable and accessible until the 18<sup>th</sup> Amendment was created, which enforced and became known as the Prohibition era<sup>8</sup>. During this time, the Prohibition became ratified and enacted to outlaw the manufacture, sale or transportation of intoxicating liquors. The Prohibition era failed due to counties not having sufficient authorities to enforce the laws and because of the great bribes given to local authorities. Therefore it was easy for a writer or aspiring author to obtain alcohol and then to form a dependency on the use of alcohol, especially if they were wealthy.

What are drugs?

Drugs, "a medicine or other substances which has a physiological effect when ingested or otherwise introduced into the body."<sup>9</sup> Drugs have the ability to change ones perception and behavior. The person is unable to functionally normally and begins to lose sight of all responsibilities, of working, attending school, paying bills, keeping hygiene and ultimately caring for loved ones.

In addition to alcohol there were other wide spread drugs used during the 1920's, these drugs included opioids, heroine, and cocaine. During the early 19<sup>th</sup> century, the illegal use of opium became extremely popular and began to attract many Americans. Many English authors began to experiment with opium and ultimately became addicted. They used opium for both medicinal and recreational purposes; this was an all-time high of creative influences<sup>10</sup>.

*What are the effects of Alcohol and Drug Interactions?*

When explaining the effects of alcohol on the body, it is necessary to introduce the Neurobiology, both positive and negative reinforcements of alcoholism in the body and Neurocircuitry, the significant modification of selective neural systems of the brain. It is important to understand that "neuro" means the nervous system. Because alcohol and drugs have acted as multifaceted phenomenon, based on the individual's level of use and misuse at various times, they effect different parts of the nervous system<sup>11</sup>. There are four stages of addiction to

alcohol and drug use, experimentation, social/regular use, problem/risky use, and finally, dependence.

Which vital organs are effected in the body due to the use and misuse of alcohol and drugs?

Both the body and brain become damaged once alcohol and drugs are absorbed into the bloodstream. Alcohol and drugs affect the entire nervous system once entering the body; it weakens the system and causes the body to become a target for disease. In the brain, memory loss begins, dementia starts, and judgments decline as well as peripheral neuritis begins to interrupt the vision. The lung is only able to release a small amount of the alcohol through breathing but the majority remains in the lungs. The fingertips begin to show signs of pins and needles and are unable to function properly. In the liver, 90% of the alcohol is broken down<sup>12</sup>. The intestines become inflamed and develop corrosion from too much alcohol. All of the parts of the body can break down when excessive of one glass or alcohol and consistent alcohol is used

What happens when alcohol and illegal drugs are mixed?

Let us start with destruction. Nothing can describe how alcohol and drugs together can cause great destruction in the body. Since alcohol is a depressant and most other drugs are stimulants the two can compete with one another. The brain becomes confused, and becomes unsure if it is supposed to slow down or speed up. The heart and liver are both put into a position to work overtime and ultimately lead to a break down. When alcohol and drugs, such as marijuana are introduced, tetrahydrocannabinol (THC) can become heightened, the mouth and throat are also susceptible to absorb cancer-causing chemicals. Because of the alcohol, the body can retain the drugs longer and cause the body longer to eliminate itself of the drug.<sup>13</sup>

What happens when alcohol and legal drugs are mixed?

Similar to illegal drugs, legal drugs have many of the similar effects on the body. If alcohol is mixed with prescription drugs, the mixture could be deadly. The body is not able to rid itself of the two toxins, which could cause extremely dangerous side effects such as, dizziness, constipation, seizures, dehydration as well as a coma. Even the slightest mixture can cause depressed breathing, place a person in distress, and even end in death.<sup>14</sup>

## **Instructional Implementation**

Teaching Strategies:

There are varieties of teaching strategies, which I have used to support this unit:

*Dialectical Journal:*

A dialectical journal helps students to practice conversation on paper. It is a tool used to have students thinking about their thinking and being able to question and answer their thoughts. It is used as a continuous process that develops comprehension of the text.

*Gallery Walk:*

A gallery walk or also referred to as a gallery crawl, are used to get the students moving out of their seats, looking and exploring what others have written or done based on a topic. Most of the time, my students will create the posters or information which they are then eager to see what others have written. I am able to evaluate who is working and participating in the walk through observation.

*Grouping:*

Grouping allows for collaboration of students thoughts and ideas. Students are able to learn from one another, build a community and teach cooperation. Students are often grouped in my classroom by several methods, such as data, as well as using a specific system such as [www.signupgenius.com](http://www.signupgenius.com), which allows students to pick their own groups based on the topics given, and meeting deadlines.

*L-I-N-K Sheet:*

The L-I-N-K (List, Inquire, Notes, Know now) Sheet is used as a substitute for the K-W-L (know, Want to Know, Learned) sheet. The L-I-N-K allows students to list everything they know about a given topic, then write the questions which they may like to inquire about, then write the notes that they learn about from the video or power point, and finally in the last column, write what they have learned after the unit is completed. The last column works as an assessment, which students hand in for a grade.

*Socratic Seminar:*

A Socratic seminar is also an assessment tool. It allows each student to become involved in a discussion on a given topic. It is academic conversation at its best and will students can practice defending, challenging and qualifying argumentative conversations as well as being able to listen intently to be able to give solid concrete answers.

*Think –Pair-Share:*

Think, Pair, Share is a cooperative learning strategy in which students think through questions using three distinct steps, encouraging individual participation. This method promotes critical thinking and articulates communication in the classroom. Students use this method often in the classroom when working on assignments where the need for communication is necessary.

*Venn Diagram:*

A Venn diagram is a great visual to help students with organization of thoughts. The Diagram is two and sometime three woven ovals that students will use to make comparisons and contrasts between to alike or unlike groups. Students will then internalize the information noted to create written commentaries.

#### *Videos:*

Videos are a way to address all learning styles. Students often need visuals in addition to note taking and lesson introduction. Students will respond positively to hearing and seeing videos discussed in class. Students often receive two to three videos with each lesson.

#### *Word Web:*

Even though the word web is an outdated strategy, it still serves as a very good tool for having students take notes and brainstorm further their understanding of the text or a topic. The web is never completed and will be used again for continuous support and additions. The web is often my introduction to a topic and then will serve as a pre-writing tool to the formal writing that will follow the unit.

### Classroom Lessons/Activities

#### Lesson 1: Activity 1

What happened in the 1920's and why is this novel still important today?

The novel, "The Great Gatsby" shows of an American dream. During this period, either people were born into the elite group or not, there was no middle ground. The author, Fitzgerald, shows the raunchy era and how people began to shed their prim and proper dispositions, moved out of their shells and became someone new. The idea of breaking the law was evident, everyone wanted to be on the wrong side of the law, and even the law was on the wrong side of the law. Love is also in the air, there is deception, trust and lack of respect all intertwined in one novel that has remained relevant today.

Students will choose an aspect of the roaring twenties to research, i.e. fashion, music, people, ideologies, government, hairstyles, prohibition, and the civil war. Each group of students will collaborate with one another, create a word web, [Appendix 2](#) and display their findings on large post it paper for the entire class to read and take notes. All posters will be displayed around the classroom and students will begin a gallery walk (an instructional technique which gets students out of their seats to move around a room, to review, identify, critique and/or create discussion about whatever has been posted) to read one another and take notes in their Interactive notebook. Students will use this information to write a well-created paragraph on the roaring twenties.

#### Lesson 1: Activity 2:

Who is Gatsby?

The main character is a "nobody" who becomes a "somebody" by his own merit. He thrives on acceptance and being the center of attraction. He intrigues those that do not know him; those that do are leery of his rise to fame. The entire novel is an exploitation of perception.

Students will receive the novel, “The Great Gatsby” by F. Scott Fitzgerald to begin reading and writing in their dialectical journal (an effective double-entry note taking technique, while reading literature. It allows the student to create dialogue with the two entries and develop critical reading and reflective questioning). Students will note characters, setting, specific quotes, comments, symbols and events that are important to the plot of the story.

### Lesson 1: Activity 3:

Who are the Authors?

Many of the authors of the 1920’s encountered the same obstacles and lifestyles of many authors today. Since writing and reading was a major recreational pastime, many authors wrote about what they were witnessing. The 1920’s was not labeled the “roaring 20’s” for nothing. The prohibition era, introduced alcohol, drugs as well as gangsters, seedy characters, who all had at one time been law-abiding citizens.

Students will research authors. Students will compare and contrast various authors from different periods. Students will use a Venn diagram (an illustration of the relationships between and among sets, groups of objects that share commonalities) [Appendix 6](#), to compare and contrast the authors life styles and obstacles which they may have faced while writing. The Venn diagram will then become the pre-writing strategy to create any medium (essay, power point, prezi, visual board) to share with the class on their findings.

### Lesson 1: Activity 4:

What do the symbols symbolize?

There are many symbols within the novel to lead the reader to look beyond the text. Symbols are objects and images that have several meanings and hidden within the text for the reader to decipher and interpret. The idea of alcoholism usage is discussed and elaborated on throughout the novel. Alcohol usage will become a symbol of what not to do to the body, and how the body reacts to alcohol and drug consumption.

Students will receive a symbol list [Appendix 7](#) that depicts all of the symbols discussed in the novel, “The Great Gatsby” to examine the symbols and describe the meaning/function of each symbol. There are several symbols, to categorize and think about. One of the symbols is alcohol, which the author writes about throughout the novel. There will be a brief discussion on each of the symbols and their meaning. Students will look closely at how F. Scott Fitzgerald symbolizes the use of alcohol and how alcohol as well as drugs played a major role in each characters behavior and dispositions in the novel.

### Lesson 2: Activity 5:

What part of the body does alcohol affect the most?

Since all organs in the body are equally important, alcohol and drug abuse will affect some parts directly more than other parts. Several parts of the body, the brain, the pancreas, the heart, ski, and the liver, all are damaged when alcohol consumption and excessive drinking occurs. Damaging the most important parts of the body make it almost impossible and rare for the immune system to repair and restore these organs [Appendix 4](#).



Students will work on the L-I-N-K worksheet [Appendix 3](#) that allows them to write what they know, inquiries, notes and the knowledge of the organs in the body. Students will begin by viewing an interactive video, which discusses each vital organ of the body and how each organ is then affected and abused by the use of alcohol, <http://www.alcoholanswers.org/alcohol-and-your-health.cfm>, Students will then view a TED Talk conducted by Emma Bryce, entitled, *What does the Liver do?* <https://www.youtube.com/watch?v=wbh3SjzYdnQ>, Students will use the word web, Appendix 2 to chart the Liver and its descriptors. The third video viewed by students is a presentation by Dr. Drew, entitled, *What Alcohol Can do to your Liver*, <https://www.youtube.com/watch?v=l-SBR7p7K-M>. The video shows a liver that is healthy versus a liver affected by alcohol and Dr. Drew discusses how eventually destruction of the liver will ultimately begin to wear on other parts of the body and the brain. Students will continuously take notes in their didactical journal.

### Lesson 2: Activity 6:

What is the anatomy of the liver?

Understanding that the liver breaks down 90% of alcohol consumed, shows that the liver is a major organ that works over time when alcohol consumption is abused. Not just alcohol, but the environment, heredity, age and gender all play a major role in the damaging of the liver. There is an enzyme called alcohol dehydrogenase (ADH) which converts alcohol to acetaldehyde dehydrogenase (ALDH), a toxin to the body, this is the process of oxidation.<sup>15</sup> Oxidation allows the acetate (an acidic structure, like vinegar) to travel through the blood stream or other parts of the body. Then another enzyme, called the microsomal enzyme oxidizing system (MEOS) belongs to a family of proteins called cytochromes (like chromosomes). This is where this process gets scientific, the MEOS, then oxidizes alcohol to acetaldehyde and the cytochrome infuse to create CYP2E1, which is found in a part of the liver cells. Alcohol consumed moves this structure to a higher level, which then causes damage to the liver.

Students will use the interactive 3D Liver Anatomy, to replicate, in their didactical journal, [http://www.pie.med.utoronto.ca/vliver/VLiver\\_content/VLiver\\_interactiveLiver.html](http://www.pie.med.utoronto.ca/vliver/VLiver_content/VLiver_interactiveLiver.html). This will allow students to be able to learn and identify superficial and internal structures of common liver anatomy. Students will continue to write in their didactical journal as they view the video, along with writing they are required to create illustrations as well.

### Lesson 3: Activity 7:

Let us Talk About it.

Talking aloud and to peers help students to think about their thinking. Using a scientific article is a way to evaluate complex text and for the students to be able to interpret and discuss the “gist” of the reading through questioning, revising, academic conversation and comprehensive understanding. Introduction to whatever is new and challenging opens a completely new world and allows a deeper dive to seek out information.

Students will conduct a close reading (a technique used to analyze and interact with each specific paragraph. It is often associated with thinking aloud on paper) with an article posted in TeensHealth about alcohol, <http://kidshealth.org/en/teens/alcohol.html?ref=search&WT.ac=msh->

[t-dtop-en-search-clk](#), Students will annotate with the symbol created in class and create their text dependent question to ask of one another.

### Lesson 3: Activity 8:

How do students work collaboratively?

Grouping is essential to student learning. Students learn to internalize information from what they hear. They learn to share ideas, solutions, concerns that are relatable to their peers. Working collaboratively, builds resilience and encourages students to look to one another for support.

Students will work with groups created (each student has to sign up on Signupgenius.com, to choose the public service announcement that they are interested in creating). Once all of the Signupgenius.com spots are filled, students will begin to create a script for their public service announcement (PSA) (a created commercial that serves to promote safety and health information).

Students will receive a rubric (a scoring tool used to evaluate and assess a set list of criteria and objectives for an assignment). Each PSA will need to include how one of the appeal: ethos (credibility), logos (logic) or pathos (emotion) that were discussed in class are evident in the PSA. Each group will present their PSA to the entire class and each student will comment on the presentation using the rubric given.

### Lesson 3: Activity 9:

Who is Socratic and why a Seminar?

Socratic originates from Socrates, who was a Classical Greek Philosopher, who developed a theory of knowledge (He also developed the ethical appeals of ethos, pathos, and logos). One of Socrates beliefs was that the best way to attain information was through disciplined conversation, (academic conversation) of questioning and answering and sharing thoughts and opinions in a forum.

Students will conduct a Socratic Seminar (an activity, used to help students understand the ideas, issues, and values reflected in a text through a group discussion format). Students will be responsible for facilitating their group discussion around the idea of F. Scott Fitzgerald's novel, "The Great Gatsby" as well as the use and misuse of alcohol and its effects on the body.

Lesson 4: Activity 10:  
Labeling Lesson.

Diagrams are great tools, which support learners visually. Students enjoy labeling showing the relationship between items and parts of the body. When students have to label, it requires knowledge of the item as well as can be an effective for of assessing if the students fully understands the content and the assignment

With this activity, students will have the opportunity to review several visuals of how alcohol and drugs inter the body and the pathways taken. Students will create a large diagram of the human body, either male or female [Appendix 8](#) and show the path that alcohol and drugs will take in the body. They will label each part of the body and write a statement explaining the effects of the alcohol and drugs on that particular part of the body. Students will then infuse another chemical into the body, research how the two chemicals will ultimately interact in the body and the damages created in the body.

*Assessments:*

A variety of assessments and checkpoints are essential for use throughout the unit, students will receive a rubric, for each of the assessments given.

Exit/Entrance Ticket  
Quiz on the novel  
Six Word Story  
Project – Public Service Announcement  
Socratic Seminar

## “Appendix 1: Implementing Teaching Standards”

As an AP Language and Composition class, the curriculum, set by the College Board, depends on the development of interpretive skills as students learn to read and write with complexity. Students experience a progression of skill development. Due to this course following the College Board, policy of preparing students by allowing them to take college-level courses in high school, the *NC Standard Course of Study* is also utilized in the foundation to make decisions about the comprehensive curriculum that is chosen and delivered to students.

**College Board--Big Ideas Include:**

- Analyze and interpret samples of purposeful writing, identifying and explaining an author's use of rhetorical strategies.
- Use effective rhetorical strategies and techniques when composing.
- Write for a variety of purposes.
- Respond to different writing tasks according to their unique rhetorical and composition demands, and translate that rhetorical assessment into a plan for evidence, qualifiers, warrants, and conclusions. Students' ability to create informed arguments depends largely upon their reading of primary and secondary sources. The more students discern argument as entering into a conversation with others, the more credible and cogent their own arguments become.

## **Standards**

RL2.12 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL3.12 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

RL9.12 Demonstrate knowledge of eighteenth-, nineteenth - and early – twentieth -century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

RI6.12 Determine an author's point of view or purpose in a text in which the rhetoric is particularly.

W2.12 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

W7.12 Conduct short as well as more sustained research projects to answer a question (including a self - generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

SL1.12 Initiate and participate effectively in a range of collaborative discussions (one –on – one, in groups, and teacher – led) with diverse partners on grades 11 –12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

## **Additional Numbered Appendices**

[Appendix 2](#): Word Web

[Appendix 3](#): L-I-N-K worksheet

[Appendix 4](#): Vital Organs

[Appendix 5](#): Molecule Examples

[Appendix 6](#): Venn Diagram

[Appendix 7](#): Symbols

[Appendix 8](#): Labeling Diagram

**Student Resources**

Appendix 2: Word Web

(Lesson 1: Activity 1)

Students will use the word web to post significant words to describe the “roaring 20’s.”

Name \_\_\_\_\_

Word Web



### Appendix 3: LINK Worksheet

(Lesson 2: Activity 5)

Students will use the L-I-N-K (List, Inquire, Note, Know) worksheet to chart what they know and learn about organs in the body.

<b>LIST</b> (What do you already know?)	<b>INQUIRE</b> (What do you want to know?)	<b>NOTE</b> (What are you learning?)	<b>KNOW</b> (What do you know now?)

## Appendix 4: Vital Organs

(Lesson 2: Activity 5)

Students will visit the website. They will see a visual of the entire body and how alcohol damages the body. They will be able to trace alcohol through the body and discuss its affects.

<https://www.healthline.com/health/alcohol/effects-on-body>

Appendix 5: Article/Molecule Example

(Teachers Resources)

Students will visit the website. Students will read the article by Paulina Tikuona and view the 20 illustrations which she has created to show the effects of drugs on the human body and on the brain.

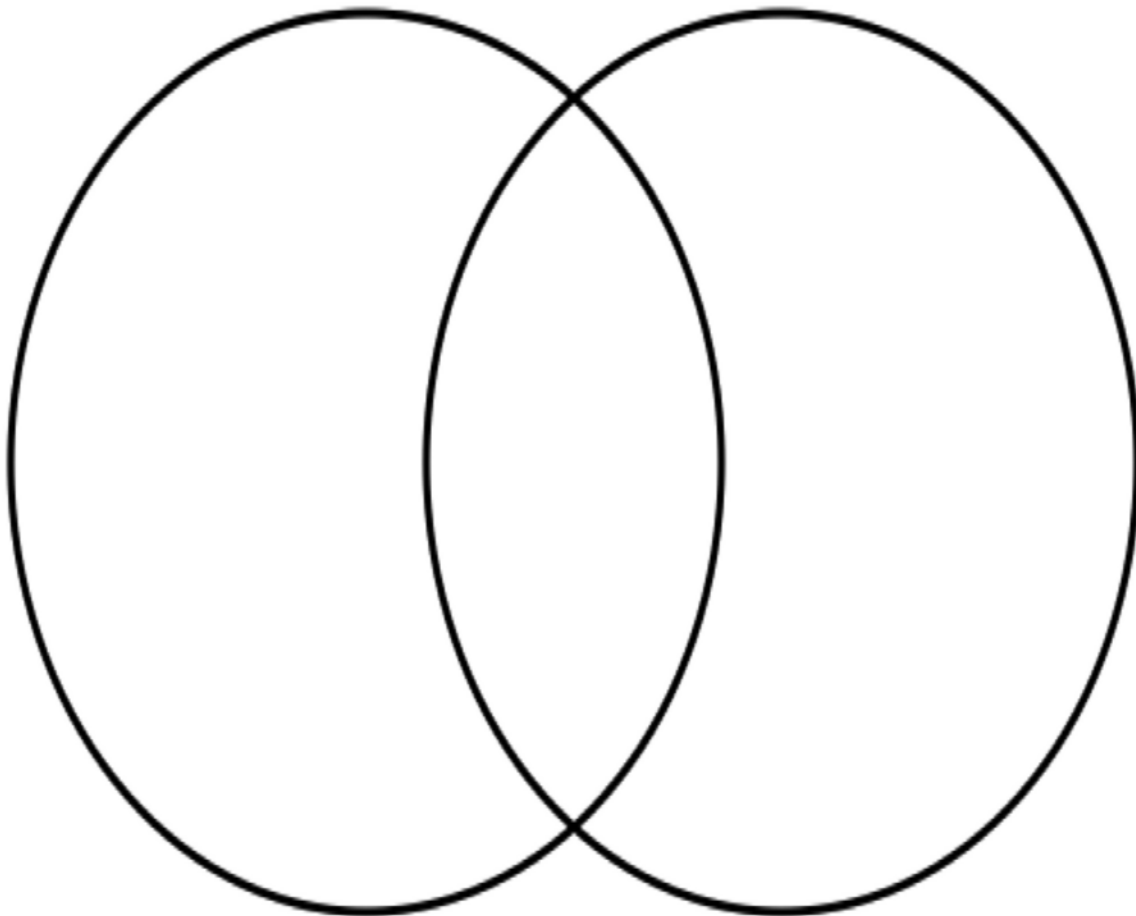
<https://www.boredpanda.com/how-different-drugs-affect-you-artist-illustrations-art-brian-pollett/>

Students will then be able to create their own chemical formulas. The chemical formulas will contain ALCOHOL and other drugs discussed in class. This will allow students to even invent new molecular formulas.

<http://www.chemicalformula.org/alcohol>

(Lesson 1: Activity 3)

Students will use the Venn Diagram to compare and contrast the authors life styles and obstacles which they may have faced while writing.



(Lesson 1: Activity 4)

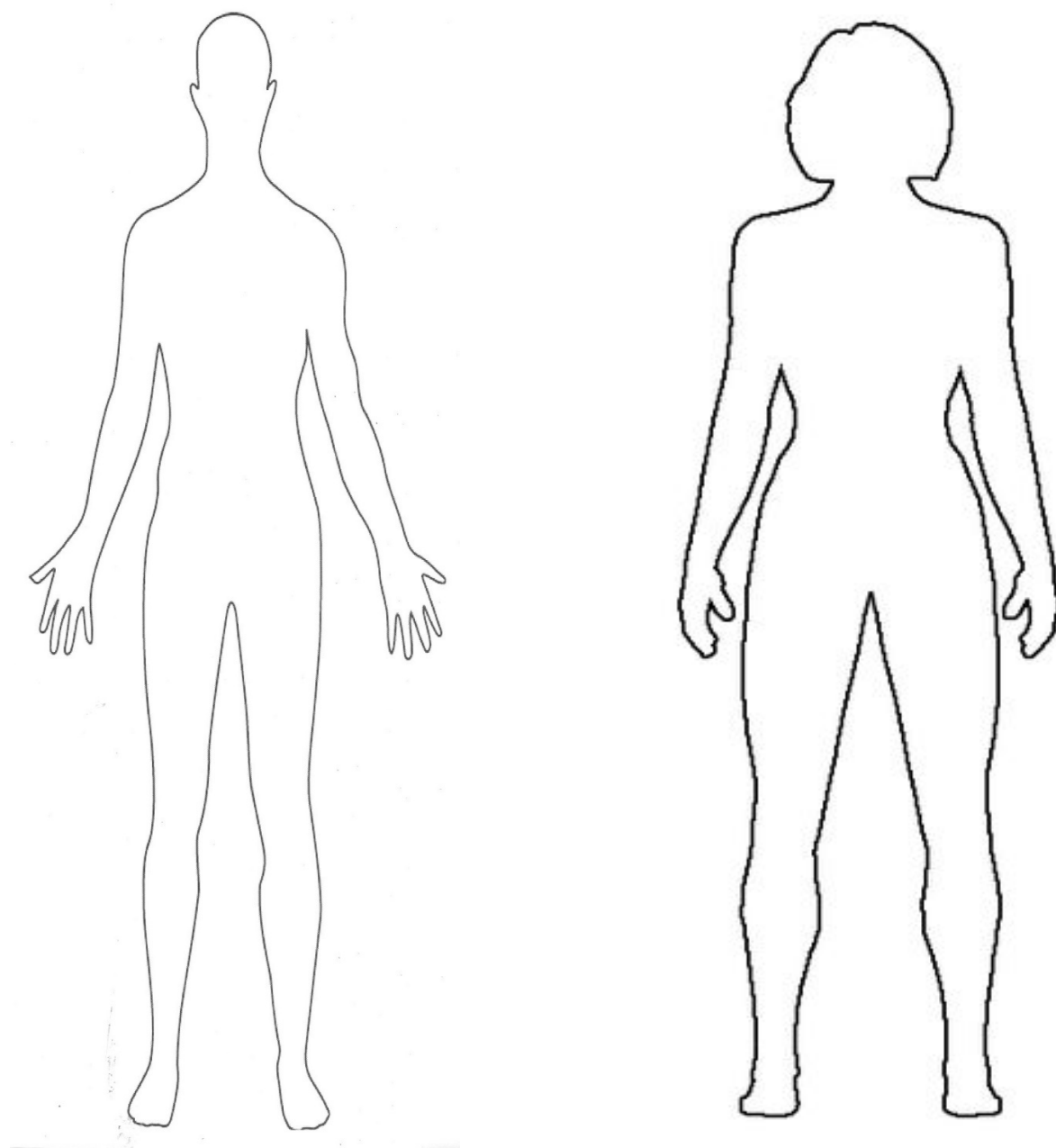
Students will examine the following symbols in *The Great Gatsby*. Describe the meaning/function of each symbol. Some of the symbols are characters and some of them are actions. Think about all of them in the following way: what is the function/meaning of this symbol?

- A. Gatsby's uncut books/Nick's unread books
- B. Wolfsheim's cufflinks
- C. Gatsby's car/Gatsby's clothes
- D. Tom Buchanan pushing people around/Tom Buchanan quoting things "he's read"
- E. The faded timetable (showing the names of Gatsby's guests)
- F. Anti-semitism, prejudice
- G. Weather
- H. Time, seasons
- I. Alcohol
- J. The ash heap
- K. The green light at the end of Daisy's dock
- L. East versus West Egg
- M. Gatsby's career/Nick's career
- N. Dan Cody
- O. T.J. Eckleberg
- P. Silver and gold (color)
- Q. White (color)
- R. Green (color)

Appendix 8: Labeling Diagram

(Lesson 4: Activity 10)

Students will create a large diagram of the human body, either male or female and show the path that alcohol and drugs will take in the body. They will label each part of the body and write a statement explaining the effects of the alcohol and drugs on that particular part of the body.



**Teacher Resources**

**Novel:**

The Great Gatsby

### Articles

1. “What Does Alcohol Do to Your Liver?” *DrugRehab.org*, 21 July 2017, [www.drugrehab.org/what-does-alcohol-do-liver/](http://www.drugrehab.org/what-does-alcohol-do-liver/).
2. How to conduct a Socratic Seminar: <http://www.readwritethink.org/professional-development/strategy-guides/socratic-seminars-30600.html>
3. Close reading strategies: [www.weareteachers.com/strategies-for-close-reading/](http://www.weareteachers.com/strategies-for-close-reading/)

Article/Activity: [Appendix 5](#)

### Artist Takes 20 Different Drugs and Creates 20 Illustrations to Show Drug Effects

<https://www.boredpanda.com/how-different-drugs-affect-you-artist-illustrations-art-brian-pollett/>

### Technology

Chrome books, Promethean Board, Large Block Butcher paper, visuals to post in the classroom

### Bibliography

"Alcohol Effects on the Body." Alcohol Answers - Evidence-based Treatment & Support. 2011. Accessed November 11, 2017. <http://www.alcoholanswers.org/alcohol-and-your-health.cfm>.

This is an interactive, virtual, evidence-based treatment and support site, which displays each vital part of the body.

"Alcohol." *Chemical Formula*, [www.chemicalformula.org/alcohol](http://www.chemicalformula.org/alcohol).

This website was provided as an interactive website to show students how to create chemical formulas for various drugs.

Avey, Tori. "The Great Gatsby, Prohibition, and Fitzgerald." PBS. May 14, 2013. Accessed June 05, 2017. <http://www.pbs.org/food/the-history-kitchen/great-gatsby-prohibition-fitzgerald/>.

The entire article provided an understanding of how alcohol was a main contributor in the novel "The Great Gatsby" by F. Scott Fitzgerald.

"Beyond Hangovers: understanding alcohol's impact on your health." 2010. Accessed June 05, 2017. <https://pubs.niaaa.nih.gov/publications/Hangovers/beyondHangovers.pdf>.

The entire publication provided support with the understanding of how alcohol specifically affects all vital organs of the body.

Clayton, Lawrence. *Alcohol drug dangers*. Springfield, NJ: Enslow Publishers, 2000.

The entire book provided special attention to the various charts on statistics, comparisons of alcohol usage in various countries, symptoms and questions.

Dye, Christina. "Drugs and the Body: How Drugs Work." *Drugs and the Body: How Drugs Work*. N.p., July 2007. Web. 05 June 2017.

The article provided information on how drugs interact with chemicals in the body.

Fitzgerald, F. Scott, and Gary Arpin. *The Great Gatsby*. New York: Holt, Rinehart and Winston. The novel, read and used as a basis for all instruction.

Gilpin, NW, and GF Koob. "Neurobiology of Alcohol Dependence." *Neurobiology of Alcohol, Dependence*, 2014, i. doi:10.1016/b978-0-12-405941-2.00027-4.

The entire journal article provided information on the dependency and effects of alcohol usage on the body.

Haerens, Margaret. *Alcohol*. Detroit: Greenhaven Press, 2012.

Chapters 1 and 2 provided support on the research of the trends of alcohol abuse and strategies to curb alcohol abuse.

Koob, George F. "Neurocircuitry of alcohol addiction." *Handbook of Clinical Neurology*, 2014, 33-54. doi:10.1016/b978-0-444-62619-6.00003-3.

The entire journal article provided information on the brain dysfunctions in the absence of the dependency of alcohol, which begins in the brain and then funnels to the body.



Lew, Kristi. *The truth about oxycodone and other narcotics*. New York: Rosen Publishing, 2014. The entire book was reviewed with a focus on Chapter 2, "Flooding the Brain" which was based on how the brain is affected by chemical interactions with the body.

Libal, Joyce. *Substance-related disorders*. Broomall, PA: Mason Crest Publishers Inc., 2014. Provides information about the use and abuse of alcohol and drugs on the mental state

Maher, Jacquelyn. "Exploring Alcohol's Effects on Liver Function." 1997, 5-12. Accessed November 11, 2017. <https://pubs.niaaa.nih.gov/publications/arh21-1/05.pdf>.

An excerpt of the article created an opportunity to read and analyze the key points of how alcohol affects the liver.

Markel, Dr. Howard. "F. Scott Fitzgerald's life was a study in destructive alcoholism." PBS. April 11, 2017. Accessed June 05, 2017. <http://www.pbs.org/newshour/updates/f-scott-fitzgeralds-life-study-destructive-alcoholism/>.

The article provided an understanding and connection of how alcohol and the abuse of influenced the author's creative work.

Marsico, Katie. *Alcohol abuse*. New York: Cavendish Square, 2014.

The book provided insight for teens to become aware of the dangers of alcohol abuse.

Mooney, Carla. *Mental illness research*. San Diego, CA: Reference Point Press, 2012.

The focus was on Chapter 1 was based on "Mental Illness and Substance Abuse." Mooney discussed how the use of alcohol and substance abuse enhanced and even triggered mental illness.

So, Jimmy. "F. Scott Fitzgerald's 'On Booze': America's Drunkest Writer." The Daily Beast.

January 30, 2017. Accessed June 05, 2017. <http://www.thedailybeast.com/f-scott-fitzgeralds-on-booze-americas-drunkest-writer>.

The entire article provided support and understanding of F. Scott Fitzgerald's life. How Fitzgerald was unable to cope with the many intricacies of life.

"Stages of Addiction | Discovery Place." Drug & Alcohol Recovery Programs | Discovery Place Nashville, TN. Last modified 1999. <http://www.discoveryplace.info/stages-addiction>.

The journal provided the varied stages of alcohol abuse.

The Biochemical Basis of Neuropharmacology. Jack R. Cooper, Ph.D., Floyd E. Bloom, M.D., and Robert H. Roth, Ph.D., Oxford University Press, 1991.

The article provided how pharmacology terms and uses of chemicals in the body.

Tikunova, Paulina. "Artist Takes 20 Different Drugs And Creates 20 Illustrations To Show Drug Effects." *Bored Panda*, [www.boredpanda.com/how-different-drugs-affect-you-artist-illustrations-art-brian-pollett/](http://www.boredpanda.com/how-different-drugs-affect-you-artist-illustrations-art-brian-pollett/).

The article provided students with a visual of how various drugs affect the body.

Walker, Ida. *Alcohol addiction: not worth the buzz*. Broomall, PA: Mason Crest, 2013.  
The entire book was read and used, however the focus was chapter four on the pharmacological treatment of addiction

Walker, Ida. *Addiction treatment: escaping the trap*. Philadelphia: Mason Crest Publishers, 2013.  
The book provided several sources of the addiction treatment for alcohol and drug abusers. The majority of the information focused on chapter 4.

“What Does Alcohol Do to Your Liver?” *DrugRehab.org*, 21 July 2017,  
[www.drugrehab.org/what-does-alcohol-do-liver/](http://www.drugrehab.org/what-does-alcohol-do-liver/).

The article provided information about the liver and its use.

## ENDNOTE

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<sup>1</sup> Maher, 1997

<sup>2</sup> Fitzgerald, n.d.

<sup>3</sup> Maher, 1997

<sup>4</sup> Fitzgerald, n.d.

<sup>5</sup> So, 2017

<sup>6</sup> Markel, 2017

<sup>7</sup> So, 2017

<sup>8</sup> Avery, 2013

<sup>9</sup> Marisco, 2014

<sup>10</sup> Lew, 2014

<sup>11</sup> Koob, 2014

<sup>12</sup> Maher, 1997

<sup>13</sup> Clayton, 2000

<sup>14</sup> Lew, 2014

<sup>15</sup> Maher, 1997