

Approved for use in

Summary of the Work:

From IMDB: "A writer and a wall street trader, Nick, finds himself drawn to the past and lifestyle of his millionaire neighbor, Jay Gatsby."

The film will be viewed in the following manner:

- Full-length film (*Note: Must have purchased appropriate rights. If uncertain, contact your Teacher-Librarian for copyright guidelines.)
- Clips of film

Rationale: This film will accompany the reading of *The Great Gatsby* by F. Scott Fitzgerald in English III. Students will be able to compare the text and the film to gain a deeper understanding of symbols in the text (particularly visual symbols), characterization, and theme. While much of the film will be shown, it will be broken up into clips during reading so students can more immediately compare the two.

Professional Reviews and/or Critical Essays

[Shimmying off the literary mantle](#)

[What a High School English Teacher Thought of The Great Gatsby movie](#)

- * Resources are available from the library media center and libraries in the district. Contact any Teacher-Librarian to view the scholarly sources.
- * Scholarly reviews are also available online. Contact the Teacher-Librarian for guidance.

Noted Distinction: Academy Award for Best Production Design (2014)
Academy Award for Best Costume Design (2014)
AACTA International Awards Best Director (Nominee) (2014)

Content Rating: G PG **PG-13** R

Learning Resources Guidelines

- The film meets the [Learning Resources Guidelines](#) and [Board Policy](#).

Approval:

Submitted to Committee:

Approved for Adoption:

Notes on the Film:

(The best way to evaluate and understand a film is to personally watch the film in its entirety.)

The film portrays the scale of *The Great Gatsby* in a way students might not always easily grasp on the page due to Fitzgerald's writing style. It serves as a visual reminder of how often certain symbols or motifs show up (the green light, Dr. Eckleburg, the Valley of Ashes, etc.). The film's production value lends itself to a truly immersive experience of the era, which will hopefully help certain students visualize the setting and characters more easily than if they weren't to watch the film while reading. Most importantly, it will help students to see the benefit of multiple interpretations of the text. While the film certainly sticks to its source material, students will be able to see an interpretation of it and identify differences between Luhrmann's view of *Gatsby* and their own.

Connection to the Curriculum:

What purpose is this film serving within your unit?

To allow students to compare and contrast a film and a text and to help them gain a deeper understanding of symbolism, characterization, and theme.

What are students engaged in while viewing the film?

Students will take active, two column notes while viewing, answer guided questions, and participate in a post-viewing discussion of the similarities and differences between the film and the text.

Standard Alignment: *(Type which standard number then link to specific standard document on OPI website.)*

(RL.9-10.2)

(RL.9-10.3)

(RL.9-10.7)

[Montana Content Standards for English Language Arts and Literacy](#)

Additional Connections:

(AP, Honors, Essential/Applied, Dramas, Other Films, Novels, etc.)