



INSTRUCTOR: MS. HAMILTON

COURSE: ENGLISH III H



PROJECT SUMMARY

- Students will plan a Jazz age party that will include: entertainment, attire, food and drinks. They will research the historical, cultural, and social background of the 1920's while reading *The Great Gatsby*. They will learn about motifs, significance of colors, characters, themes and figurative language found in the book.



DRIVING QUESTION

- How can we recreate the essence of a 1920s Jazz Age party to reflect the cultural, social, and artistic themes found in *The Great Gatsby*?



SUSTAINED INQUIRY & AUTHENTICITY

- By investigating the cultural, social, and historical context of the 1920s, students practice research skills that are valuable in many real-world careers, especially those in marketing, history, fashion, entertainment, and hospitality.



STUDENT VOICE & CHOICE WITH PUBLIC PRODUCTS

- Students invited other teachers and student to attend their party.



TEACHER REFLECTION

- Reflecting on the Great Gatsby PBL with my 11th-grade students, I observed how deeply they engaged with the life and culture of the 1920s as Fitzgerald portrayed it. Through creating a party table based on scenes from the novel, they were able to grasp the theme of the American Dream and explore key literary elements, making the era's social dynamics and motifs come alive in a tangible way. This project enhanced their understanding of the novel's historical context and thematic depth.



STUDENT REFLECTIONS

- "It taught me when to fire others from the group."
- "I got better at reading comprehension."
- "I learned to have the skill of time management and adaptability."
- "We grew with time management skills and acquiring a college-type mindset."



NOTED SKILLS GAINED

- TIME MANAGEMENT
- ADAPTABILITY
- RESEARCH
- TEAMWORK

CHECK OUT MORE VMCCA PBLs BY SCANNING THE QR CODE

