

臺北市第 15 屆中小學及幼兒園教育專業
創新與行動研究 [創新教學活動設計類]

題目：《大亨小傳》培養帶得走能力
專題導向的閱讀課程設計

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摘要

現今世界局勢變化越來越快，課程也要因應時代的需要，因此本研究的目的是培養學生帶得走的重要能力，幫助他們成為這個知識經濟時代所需要的人才。本課程是採用專題導向的課程設計，透過閱讀英美經典名著《大亨小傳》，達成五個主要課程目標 (1)培養英文的聽、說、讀、寫的進階能力 (2)涵養對文學的了解與欣賞；(3)訓練批判思考的思維；(4)培養團隊合作和人際溝通的能力；(5)增進對多元文化的認識和社會議題的關懷。本研究採用多元的教學活動來提升學習者的英語文能力以及鼓勵探究真實社會中的議題，從小說文本出發，帶領學生賞析文學作品再到小說延伸的社會議題探討，然後再跨出課本和校園應用所學，以英語文訪問外國人對社會議題的觀點，課程尾聲以成果發表會的形式驗收學習成果，最後以多元評量者：自評、同儕互評及教師評量的方式幫助學習者省思學習歷程。

關鍵字：專題導向的課程設計、多元評量、小說文本教學

一、緣起

現今的世界局勢不斷變動，教育改革也持續地推動，然而在今日的課室內，教學似乎並沒太大改變：日復一日，老師餵養學生文法、句型、單字等語言的知識，學生們抱著厚厚的書本，應付著無數的考試。如同專家學者所指出的，台灣的英語教學大部分著重在英語語言知識（language knowledge）的教導與學習為主，但卻很少強調英語的應用（language use），因而未來教學應培養學習者用英語表達自身意見的能力(林傑聖, 2003；張武昌, 2009)。

表達能力固然重要，若沒有深刻的思維和豐富的內涵也是徒然，故批判思考和跨文化思維是對培養人才的實力也很重要。(陳超明, 2013)，台灣的高中英文課程因時數有限及教師爲了趕進度並給學生考試，極少有時間花在訓練學生的批判思考能力以及對重要的社會議題深入探討。然而，對社會重要議題的關懷卻是成爲國際化人才的其中一項重要指標，這種對人權、環境、性別、土地等等的關懷能夠穿透或消弭由於人和人之間的差異所造成的心靈上的藩籬和溝通上的隔閡 (江明修, 2014)

面對全球化的浪潮，媒體不斷放送和強調英語是和世界溝通的語言，然後我們真的和世界溝通了嗎？還是我們學習這個世界通用的語言，卻仍讓它僅僅停留在課本及試卷上呢？國際資源教學平台（International Education And Resource Network, iEARN）的宣言是「我們與這個世界一同學習，而非僅僅學習關於這個世界的知識而已。」（“We learn with the world, not just about it.”）。這句宣言啓發了我們教學上的想法，因此除了訓練思考能力和關懷重要社會議題外，也希望在教學設計上提供學生和來自不同國家或文化的人交流想法的機會。

考量到小說情節引人入勝，可引起學生的興趣且可延伸重要議題，我們選擇英美經典小說《大亨小傳》（*The Great Gatsby*），然後以這個文本爲基礎，採用專案導向學習(project-based learning)的教學法，發展出一個教學計畫，讓學生能夠在增進英文的同時，培養他們這個知識經濟時代所需的帶得走的能力。

二、課程理念與特色

(一) 專題導向學習 (project-based learning, PBL)

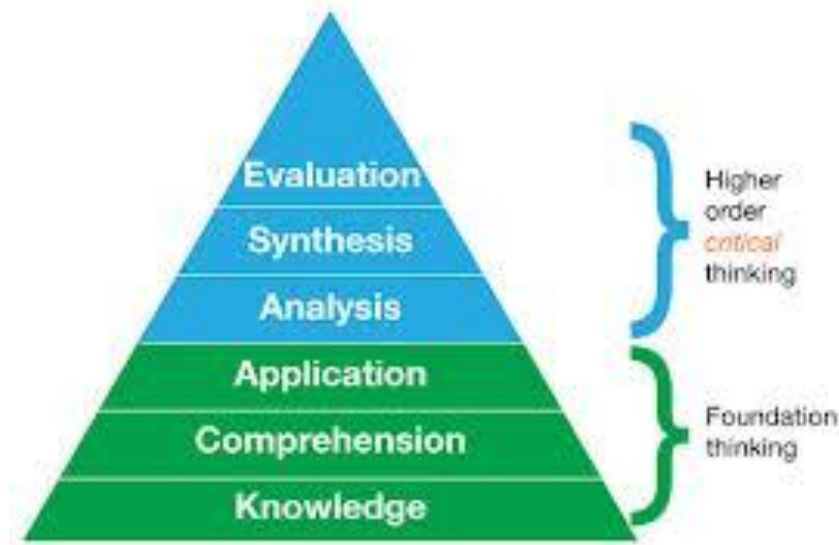
專題導向學習奠基於建構主義和情境學習理論，強調透過合作鼓勵學生探究真實世界的議題。在過程中，學生必須將其學到的知識整合並應用於許多情境。學生還必須運用批判性思考、團隊合作、等能力來完成小組分派的任務，之後他們會發表完成的作品來展現學習成果。

Markham, Mergendoller, Larmer, and Ravitz 認為專案導向可使學習者具備七個 C 技能 (如下圖)：

七個 C	技巧剖析
批判性思考和行動力	解決問題、研究、分析、專案管理等
創意	創造新知識、最佳模式的解決方法、說故事很生動
合作	合作、妥協、同意、建立社群等
跨文化認知	跨越種族、知識和不同機構的文化
溝通	精心製作訊息並善用媒體
電腦能力	有效運用電子訊息和知識工具
工作自主、學習主動	應付改變、終身學習和對工作重新定義

(二) 批判性思考 (Critical Thinking)

批判性思考指的以系統化和有邏輯的方式建構思維，研究批判思的學者葉尼斯(Robert Ennis, 1996)認為批判性思考涵蓋十二種心理層面的活動，如快速掌握句子大意，判斷文章邏輯是否有謬誤，思考問題有無界定清楚等等。此外，批判性思考包含進階的認知能力和邏輯分析，教育心理學專家布魯姆發展出認知能力分類系統的修正版(Anderson & Krathwohl, 2001)，其包含六個層次：知識、理解、應用、分析、整合、評估。如下圖：



圖表一：布魯姆認知領域教育目標

而此分類中的進階能力的分析、整合、評估屬於批判性思考的範疇。爲了增進學生的思考能力，我們在課程設計融合許多學生必須要運用所學的知識進一步去分析文本的觀點和角色，此外，我們也設計專案讓學生整合資訊，再經由小組訪問或報告的方式呈現學生所建構、整合的知識和想法。在決定如何呈現成果時，學生必須評估資訊對主題的重要性和關聯性，同時，他們也必須思考何種呈現方式會最有效最能打動聽眾。

(三) 合作學習 (Cooperative Learning)

合作學習是一種同儕互助合作的學習模式，活動歷程通常會以小組的方式進行，透過學習者互助互賴，達成共同的學習任務。其分組方式常採異質分組，目的是讓不同能力、背景、性別的學習者互相合作並學習尊重不同個體的人格特質和思維模式。合作學習雖然強調組員間正向積極的互賴和團體歷程，但同時也注重個人的學習責任(Johnson & Johnson, 1999)。因此，在學習歷程中，學習者不能過度依賴組員，也要學會分擔責任及對自己的學習負責。合作學習的實施方式有許多種，包含小組成就區分法、小組遊戲競賽法、拼圖法、團體調查法、合作統整

閱讀寫作法等(黃政傑, 林佩璇, 1996)。本研究採用異質分組, 設計多次分組活動, 每次依活動的性質, 將學生每組劃分成二至七個人不等。


(四) 多元性評量 (Multiple Assessment)

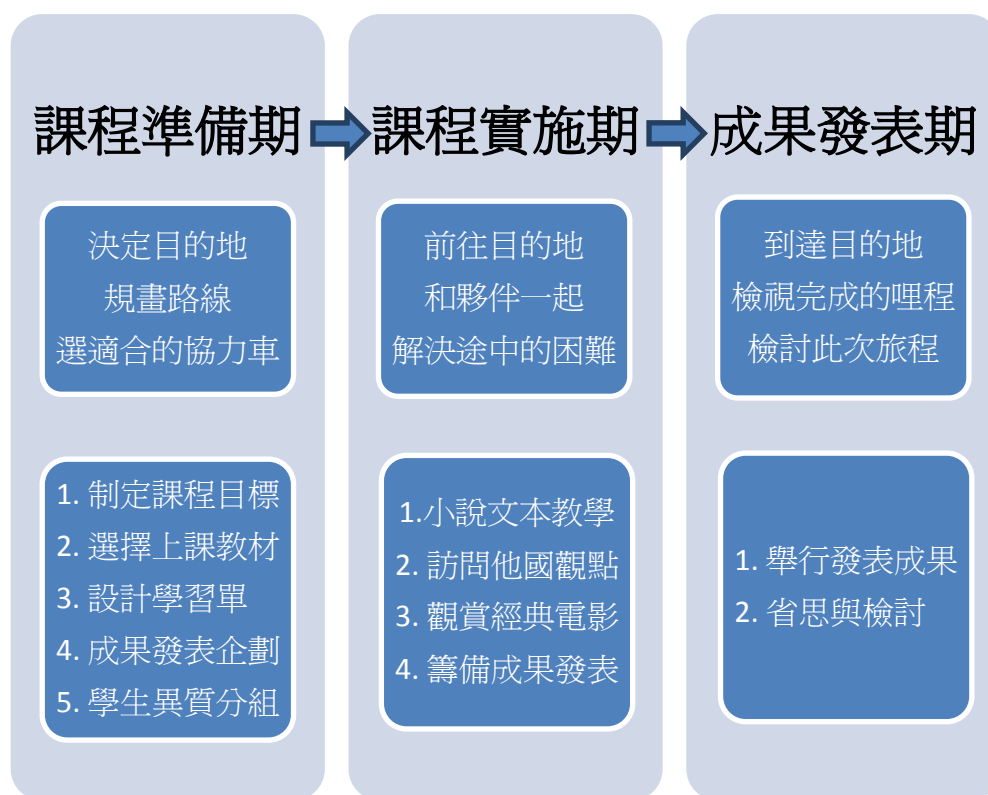
多元性評量是指以多元的評量方式來評估學生的學習歷程和成果, 多元化的內涵包括了評量時間、評量內容、以及評量者的多元。(許月貴, 2003) 評量的目的在於藉由多樣化的評估方式評估學習者之學習成效, 進而輔助調整學習者的學習內容。其理論基礎奠基於 Gardner(2003) 的多元智能理論(Multiple Intelligence)為基礎, 藉由學生多元的智能專長, 如語文、數學邏輯、空間視覺等, 達到其最高之學習成就, 並能從中呈現表達學習者本身的學習成效。

多元評量方式眾多, 強調彈性、多元、變通及動態。故本研究便配合每週課程主題的需求選定評量方式, 包括訪問、演戲、拍短片、口頭報告、寫學習單、寫歌詞、寫明信片、電子海報、新聞報導、收集彙整資料、學生報紙等方式。希望藉由多樣化的評量方式鼓勵學生發揮多元能力並增進教師對學生真實學習成效的了解。

三、教學實施概況

(一) 課程設計架構

<p>本次課程由兩位英文科的教師策劃課程，而課程中學生也有多次機會和同儕一起合作，整個過程有些像是和同儕騎協力車前往目的地(課程/學習目標)，故我們以此做比喻來呈現課程架構圖。</p>	
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圖表二：課程架構示意圖

1. 教學準備期

思考課程目標的時候，我們參考普通高級中學英文科課程綱要，和敝校校本課程的 5C 概念(文化理解、創意、溝通、合作、批判思考)，我們訂定以下的課程目標：(1)培養英文的聽、說、讀、寫的進階能力；(2)涵養對文學的了解與欣賞；(3)訓練批判思考的思維；(4)培養團隊合作和人際溝通的能力；(5)增進對多元文化的認識和社會議題的關懷。至於教材選擇，由於想培養學生的閱讀能力及文學素養，故我們選擇了英美經典小說《大亨小傳》作為指定教材。

由於選定的原文小說《大亨小傳》對高中生是在概念上和文字理解上都是較具挑戰性的，故我們設計了一些課前學習單，讓學生在課前讀小說時，有一個重心和方向，同時也訓練學生的寫作和單字能力，而對教師而言也可以確認學生對小說的理解程度。學習單的作業採用兩人異質分組的合作方式，每次合作的同學都不一樣，創造學生和不同人合作的學習機會。

課前學習單內容共分成三部分，第一部分是閱讀網絡圖(Graphic Organizer)設計的閱讀理解的問題；第二部分學生必須在看完指定篇章後，和學習夥伴共同討論後，自己想出兩個問題和可能的答案。第三部分是單字筆記(Vocabulary Journal)，每位學生必須自己挑選五個小說章節中重要單字，寫英文解釋、詞性和自己用這些新學的單字造句。除了課前學習單，我們也針對每周的小說指定章節和主題設計課堂學習單。在小說結束前會有一個成果發表展，故也開始構思成果發表專案和整個課程規劃的方向和主題。如下表：

[課程主題一覽]

課程主題	細部說明
1. 凡事預則立— 課前作業	學生需在課前閱讀完小說的指定章節並完成課前學習單。
2. 文學的饗宴— 小說文本賞析	(1) 學生小組報告 (2) 文學賞析教學 (3) 社會議題探討
3. 觀點萬花筒— 訪問外國人對社會 議 題的看法	訪問外國人關於種族和階級歧視的觀點
4. 小說嘉年華— 課程成果發表會	每組製作小說相關主題的報告，以指定方式呈現，共有八種呈現方式。
5. 三省乎吾身— 反省與檢討	三省：自評、同儕互評、教師評量

2. 課程實施期

首先進行的是小說文本教學，每次上課內容都會涵蓋學生小組報告、文學賞析、小說延伸的社會議題探討。

(1) 課程教案總覽

課程名稱	英語實驗班 閱讀專題： 大亨小傳	教學對象	一年一班共36人 二年一班共31人	授課時間	小說文本賞析--- 12節 電影欣賞— 2節 成果發表—3節
教材	大亨小說英文小說 重要議題相關英文影片和英詩 大亨小傳改編電影				
教學	a. 培養英文的聽、說、讀、寫的進階能力。				

目標	<p>b. 涵養對文學的了解與欣賞。</p> <p>c. 訓練批判思考的思維。</p> <p>d. 培養團隊合作和人際溝通的能力</p> <p>e. 增進對多元文化的認識和社會議題的關懷。</p>
核心能力	<p>能理解英文小說內容並以英語講述小說篇章摘要。</p> <p>能欣賞文學，分析人物及瞭解敘述者的觀點及態度。</p> <p>能大致聽懂英語影片的內容，</p> <p>能蒐集過濾重要社會議題的資料，統整後用英語介紹議題，</p> <p>能進行批判思考，並以英語文書寫思考評估後的想法。</p> <p>能書寫簡單的心得、感想、寫明信片、劇本改編、寫歌詞等。</p> <p>能積極參與各種小組活動</p>
評量方式	<p>採用多元評量，包含包含筆試、口試、報告、實作、任務、演戲、寫歌詞、訪問、收集彙整資料、拍影片、學生報紙</p>
教學資源	<p>電腦、投影機、生涯教室、綜合會議室</p>

(2) 小說文本賞析分節教案

節數	第一、二節
單元目標	<p>1. 學生能了解作者生平。</p> <p>2. 學生能辨別文學中採用的敘事觀點(Point of view)。</p> <p>3. 學生能了解社會達爾文主義與階級制度的理論背景。</p>
教學流程	<p>1. 學生小組報告</p> <p>(1) 第一組同學報告小說內容，包含以下要點：</p> <p>A. 小說作者生平</p> <p>B. 第一章摘要</p> <p>C. 小說問題問答(Q&A)</p> <p>(2) 討論學生自製報告學習單(請參見附件二)</p> <p>當第一組同學報告時，其他同學需要填寫和報告內容相關的學習單，幫助同學在聽報告時保持專心和確認他們對報告內容的</p>

	<p>理解。</p> <p>(3) 教師和同儕給予報告的同學口頭回饋。</p> <p>2. 文學賞析教學</p> <p>(1) 介紹文學中採用的敘事觀點(Point of view)</p> <p>(2) 分析《大亨小傳》的敘事觀點，探討敘事者看待事物的角度。</p> <p>(3) 將上述所學兩點應用於分析小說，探討從三個不同人(女主角自己、丈夫、堂兄)之觀點來看待女主角黛西。</p> <p>3. 社會議題探討</p> <p>(1) 介紹社會達爾文主義及其對社會的影響</p> <p>(2) 觀賞影片，此片探討社會達爾文主義及其對社會各階級影響，還有此理論如何強化種族歧視。</p> <p>(3) 小說女主角的白人丈夫湯姆，分辨及討論他在小說中歧視其他種族的言論。</p> <p>4. 課外閱讀文章</p> <p>虛擬實境可以用來解決種族歧視嗎? (Can virtual reality be used to tackle racism?)</p>
節數	第三至六節
單元目標	<p>1. 學生能深入認識 1920 年代的爵士樂精神。</p> <p>2. 學生能欣賞 1920 年代爵士樂的作品。</p> <p>3. 學生能辨別文學中的主題(theme)、母題(motif)和象徵(symbol)。</p> <p>4. 學生能了解社會階級的定義和決定階級的因素。</p> <p>5. 學生能分析小說中有關 1920 年代女性特質的敘述。</p>
教學流程	<p>1. 學生小組報告</p> <p>(1) 第二組同學報告小說內容，包含以下要點：</p> <p>A. 介紹小說背景—1920s 爵士年代</p> <p>a. 1920 年代的精神和小說主題的連結。</p> <p>b. 播放一首當代的爵士樂來呈現爵士年代和小說的關聯。</p> <p>B. 第二、三章摘要</p> <p>C. 小說問題問答(Q&A)</p> <p>(2) 討論學生自製報告學習單</p> <p>(3) 教師和同儕給予報告的同學口頭回饋。</p> <p>2. 文學賞析教學</p> <p>(1) 介紹文學中的主題(theme)、母題(motif)和象徵(symbol)</p> <p>(2) 探討小說中的重要主題和作者所採用的母題和象徵。</p> <p>(3) 辨識小說反覆提到的地點和其所象徵的社會階層。</p>

	<p>3. 社會議題探討</p> <p>(1) 性別議題：</p> <p>A. 比較小說中女主角黛西、女配角卓丹和梅朵這三位截然不同女性的個性、衣著及行為舉止。</p> <p>B. 講解 1920s 年代的新女性(flappers)，並觀看相關影片。</p> <p>C. 分析小說中那些敘述是描述當代新女性的特質。</p> <p>D. 介紹當代女權興起和女性投票權。</p> <p>(2) 社會階級議題：</p> <p>A. 介紹社會階級的定義和決定階級的因素。</p> <p>B. 觀賞影片：美國社會的階級(Social Class in America)</p> <p>C. 填寫影片學習單後，和同儕討論有問題或不清楚的地方。</p> <p>D. 教師帶領全班進行討論影片學習單</p>
節數	第七至八節
單元目標	<p>1. 學生能深入認識禁酒令的歷史背景及失落的一代的意義。</p> <p>2. 學生能辨別比喻性文體中的明喻(simile)、暗喻(metaphor)和意象(imagery)。</p> <p>3. 學生能探討小說章節中關於不同階級者之描述的重要意涵。</p> <p>4. 學生能欣賞英詩及其意涵。</p>
教學流程	<p>1. 學生小組報告</p> <p>(1) 第三組同學報告小說內容，包含以下要點：</p> <p>A. 禁酒令和失落的一代</p> <p>B. 第四和五章的小說摘要</p> <p>C. 小說問題問答(Q&A)</p> <p>(2) 討論學生自製報告學習單。</p> <p>(3) 教師和同儕給予報告的同學口頭回饋。</p> <p>2. 文學賞析教學</p> <p>(1) 介紹比喻性語言中的明喻、暗喻和意象。</p> <p>(2) 分析作者如何善用比喻性語言生動描述書中之人事物。</p> <p>3. 引導學生進行批判性思考：</p> <p>(1) 女主角的堂兄尼克說了一句令人深思的話，「只有追求的、被追求的、忙碌的以及疲憊的。」" There are only the pursued, the pursuing, the busy, and the tired." 追求的、被追求的、忙碌的以及疲憊的。這四者分別指小說中的哪些人？請用小說中的引述來說明你/妳的看法。</p> <p>(2) 小說男主角蓋茲比真正追求的是甚麼？財富、愛人、名望抑或</p>

	<p>是他自己創造出來的幻覺？他如何得到他想要的？</p> <p>4. 社會議題探討：</p> <p>(1) 議題一：</p> <p>A. 介紹禁酒令、組織犯罪以及失落的一代的價值觀。</p> <p>B. 觀賞禁酒令影片。</p> <p>C. 閱讀英詩：失落的一代。</p> <p>由於這個主題較嚴肅，所以教師以影片以英詩來增進學生對主題的興趣。比較特別的是這首英詩從上往下讀是描述失落的一代的價值觀，但是最後一行是「這些負面的事都會成真，除非我們逆轉這一切！」於是再從下往上讀，就會發現過度崇尚物質、道德墮落的價值觀也開始逆轉成正面的價值觀。</p> <p>(2) 議題二：</p> <p>A. 介紹社會達爾文主義及其對社會的影響</p> <p>B. 觀賞影片，此片探討社會達爾文主義及其對社會各階級的影響，還有此理論如何強化種族歧視。</p> <p>C. 分辨女主角的白人丈夫在小說中的哪些言論帶有種族歧視的含意。</p> <p>4. 課外閱讀文章： 咆嘯的年代 (The Roaring Twenties)</p>
節數	第九、十節
單元目標	<p>1. 學生能了解 1920 年代美國物質主義的影響。</p> <p>2. 學生能辨別文學手法—伏筆(Foreshadow)。</p> <p>3. 學生能思考小說中主角困境的另類解決方法。</p>
教學流程	<p>1. 學生小組報告</p> <p>(1) 第四組同學報告小說內容，包含以下要點：</p> <p>A. 介紹物質主義(Materialism)</p> <p>a. 小說中如何呈現對物質主義的批判。</p> <p>b. 物質主義如何影響台灣青少年的價值觀。</p> <p>B. 第六、七章摘要</p> <p>C. 小說問題問答(Q&A)</p> <p>(2) 討論學生自製報告學習單</p> <p>(3) 教師和同儕給予報告的同學口頭回饋。</p> <p>2. 文學賞析教學</p> <p>(1) 介紹文學手法—伏筆(Foreshadow)。</p> <p>(2) 分析作者如何使用伏筆來增加文章連貫性。</p> <p>3. 社會議題探討</p>

	社會流動與貧富差距
節數	第十一、十二節
單元目標	<ol style="list-style-type: none"> 1. 學生能了解「美國夢」的起源與歷史背景。 2. 學生能辨別文學手法—諷刺(irony)和小說文體—諷刺小說(satire) 3. 學生能思考「追尋美國夢」在現今的時代意義與轉變。
教學流程	<ol style="list-style-type: none"> 1. 學生小組報告 <ol style="list-style-type: none"> (1) 第五組同學報告小說內容，包含以下要點： <ol style="list-style-type: none"> A. 介紹小說重要主題 <ol style="list-style-type: none"> a. 介紹美國夢的定義和其跟主角蓋茲比的夢想之關聯。 b. 探討作者對美國夢的看法，需用書中引述佐證。 B. 第八、九章摘要 C. 小說問題問答(Q&A) (2) 討論學生自製報告學習單 (3) 教師和同儕給予報告的同學口頭回饋。 2. 文學賞析教學 <ol style="list-style-type: none"> (1) 介紹文學手法—諷刺(irony)和小說文體—諷刺小說(satire) (2) 分辨小說哪些陳述是諷刺和其諷刺的人事物。 (3) 討論小說名稱《偉大的蓋茲比》(The Great Gatsby) 是否也是刺？原因為何？ 3. 社會議題探討：美國夢的追尋 <ol style="list-style-type: none"> (1) 觀賞 BBC 製作的美國夢專題報導。影片共觀賞兩次，看影片時必須留意學習單上的問題。 (2) 影片播完第一次後，會先讓學生針對剛才聽不清楚的地方進行討論，再播放第二次。 (3) 第二次影片觀賞結束後，教師會帶領全班討論影片學習單，學習單內容針對不同年代追尋美國夢的動機、信念和對社會流動的看法做比較。

(3) 觀點萬花筒—訪問外國人對社會議題的看法

在小說文本課程中期，學生對社會階級、社會流動、種族歧視等社會議題已有一些了解和討論後，爲了讓學生了解不同文化對社會議題的觀點，我們設計了「觀點萬花筒」的活動，將學生分成四人一組，訪問外國人對社會議題的看法。學習單設計如下：

學習單問題	目標
(1) 自我介紹、取得對方背景資料。	人際互動技巧。 了解訪問對象背景。
(2) 詢問及比較受訪者來台灣前和來台灣後對台灣的印象。	了解外國人眼中的台灣。 辨別刻板印象(stereotype)。
(3) A. 讀一篇林書豪受訪時談及籃球界的種族歧視的英文報導。 B. 讀完後用英文寫成摘要。 C. 訪問時需做英語口頭摘要給受訪者聽。 D. 詢問受訪者感想，並問一個相關問題。	培養做英文摘要的技巧。 培養跨文化認知。 同時訓練學習者英語文的聽說讀寫能力。
(4) 觀察四張有關社會流動的圖片，和同儕討論出相關訪問問題。	訓練觀察力。 鍛鍊思考及發問的能力。
<div style="display: flex; justify-content: space-around;"> <div data-bbox="347 1173 831 1921"> <p>Worksheet page 1 includes sections for 'Interview project', 'World Kaleidoscope: See the World from Different Perspectives', 'I. Self-introduction', 'II. About the Interviewee', and 'III. Expressions about Taiwan'. It contains various text boxes, lines for writing, and small illustrations.</p> </div> <div data-bbox="831 1173 1315 1921"> <p>Worksheet page 2 includes sections for 'IV. Comments on the article about Racial Discrimination' and 'V. Social Mobility - Class system in different cultures'. It features a photo of Jeremy Lin, a Q&A section, and four images related to social mobility with accompanying text.</p> </div> </div>	

【觀點萬花筒：訪談外國人學習單】

【學生與受訪者合影】



【摘錄學生設計之訪談問題及受訪者回應】

2. Create interview questions about social mobility.

- **What do you think about (or feel) the differences between Taiwan's social mobility and German's?**

There are few of very rich people, and there are actually not many poor people in Germany. They are not really poor, they are just starving or something. They need money from the government and to survive. Also, some people will donate to them. I guess it's the same in Taiwan, right?

- **What do you think about the social mobility in your own country(the United States)?**

It depends where you live. If you live in an area like Washington D.C. or New York or other big cities with a lot of opportunities, it's pretty good. If you live in the states like Mississippi, Louisiana, Texas (outside of major city and in the south states), there is not much, and it's very difficult to move.

3. 成果發表期

在整本小說上完後，教師播放 1974 年版本的原著改編的電影給學生看，原因是 1974 年的版本比其他年份的版本更接近原著。為了讓同學可以整合並應用所學知識，在課程的尾聲，我們安排了成果發表會，採四人一組的異質分組，以下為成果發表會小組任務表和流程圖：

【成果發表會小組任務表 (詳細內文請參考附件四)】

<p style="text-align: center;">Gatsby_Mid-term Project Presentation</p> <p style="text-align: center;">EEC Mid-term Project Presentation [Revised Version]</p> <p>I. OVERVIEW</p> <p>This is a mid-term project for the course Adolescent Film Literature. Utilizing both library and internet resources, your team will create a 2-minute presentation on one of the sub-topics listed below. Each of you is required to work with 2-4 classmates as a group and put what you have learned or been inspired in the past few weeks into a fully-organized presentation. All of your creative presentations and works will be recorded and displayed on our campus!</p> <p style="text-align: right;"> > Participants: Class 101 (36 people) > Venue: 1F 學生會大樓, DTSB Class 201 (31 people) > Time: 09:00-11:00, Apr. 17, 2014 </p> <p>II. Content of Your Presentation:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;">Task No.</th> <th style="width: 20%;">Topic</th> <th style="width: 70%;">Instructions</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1</td> <td style="text-align: center; background-color: #f0e6ff;">From The Roaring 20s To The Roaring 90s</td> <td> <p>Glogster-making</p> <p>a) Design a Glogster poster that demonstrates one of the main features in The Roaring Twenties (e.g. music, dance, art, clothing, literature, etc.)</p> <p>b) Explain the spirit or the socio-cultural factors behind the feature. For example, how is the spirit of the Roaring Twenties related to the jazz music in the 1920s? If you introduce clothing, you can further explain the relation between clothing and women's liberation during that period.</p> <p>c) Connect the Roaring 20s with the Roaring 90s. Compare and contrast the feature of the 1920s and that of the 1990s.</p> <p>d) Your Glogster should include relevant pictures, music and videos.</p> <p>e) Present your glogster on Apr. 17th.</p> <p>Useful Resources: Glogster Tutorial</p> <p>a) http://www.cemtpd2010.pbworks.com/Glogster%2BHandout.pdf</p> <p>b) http://www.tju.edu.cn/elearning/uden.php?openurl.com_content/viewmeta/richtext/124-glogster-dicard=13/course-users/7itemde3/</p> </td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center; background-color: #e6f0ff;">Drama Performance</td> <td> <p>a) Select your favorite act in <i>The Great Gatsby</i> and adapt it into a drama script. Please change the setting into a modern setting.</p> <p>b) Hand in your script and explanation for your selection of the part and why you adapt it in this way.</p> <p>c) Perform your drama on Apr. 17th.</p> </td> </tr> <tr> <td style="text-align: center;">3</td> <td style="text-align: center; background-color: #e6ffe6;">Gender Role: How do you and the society perceive different genders?</td> <td> <p>Poster-making: Postcards connecting the world in newspapers</p> <p>a) Each person needs to design & write ONE postcard via Posterwing Project writing about your observation on gender roles in the society you're living now. Share your postcards with us on Apr. 17th.</p> <p>b) Steps: Register on www.posterwing.com, request 1 address from the website, design and write your postcard. Mail it after Apr. 17th.</p> <p>c) Make sure the pictures of your postcards are clear and easy to read.</p> <p>d) Your presentation is around 5 minutes, including the demonstration of the postcards and a brief introduction of your design rationale.</p> </td> </tr> </tbody> </table>	Task No.	Topic	Instructions	1	From The Roaring 20s To The Roaring 90s	<p>Glogster-making</p> <p>a) Design a Glogster poster that demonstrates one of the main features in The Roaring Twenties (e.g. music, dance, art, clothing, literature, etc.)</p> <p>b) Explain the spirit or the socio-cultural factors behind the feature. For example, how is the spirit of the Roaring Twenties related to the jazz music in the 1920s? If you introduce clothing, you can further explain the relation between clothing and women's liberation during that period.</p> <p>c) Connect the Roaring 20s with the Roaring 90s. 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As for interviews, be sure to select the interviewees from diverse backgrounds. (Ex. different genders or ages)</p> <p>Useful Resources: iReport Tutorial & Interview Tips</p> <p>a) http://i-report.com.com/toolkit.jsp</p> <p>b) http://edison.com.com/2010/REPORT/10/01/interviewtips.jsp?int=1001</p> </td> </tr> <tr> <td style="text-align: center;">7</td> <td style="text-align: center; background-color: #ffe6e6;">Living A Less Materialistic Lifestyle</td> <td> <p>Broader Four Editing</p> <p>a) You're going to publish a mini-newspaper that highlights the significance and ways of living a less materialistic life.</p> <p>b) Compose an A4-size, double-page student newspaper.</p> <p>c) Requirements: a site for your newspaper, adopting newspaper or magazine layout, at least 3 articles within 100-200 words, using illustrations or ads that accompany your articles.</p> <p>Share Clip Making</p> <p>a) Produce a 2-3 minute video clip on the topic, featuring the importance and ways of living a less materialistic life.</p> <p>b) Plan and promote an event relevant to the topic and introduce it in your video. It will be displayed on our campus.</p> </td> </tr> </tbody> </table>	4		<p>Useful Resources: Postcard-making Tutorial</p> <p>1) http://www.walshdm.com/Walsh-a-Postcard</p> <p>2) http://www.1009.poster.net/line.com/13189993/ 【Commons】 明信片作法</p> <p>Lyrics Creation</p> <p>a) Create lyrics about the topic and put it into a song melody you like.</p> <p>b) The lyrics need to be meaningful and in-depth.</p> <p>c) Explain the lyrics and perform the song with us on Apr. 17th.</p>	5	A New Moral Value of Taiwan's Youth	<p>Open Presentation</p> <p>a) Find out a unique moral value of Taiwan's high school students nowadays, explain and provide supportive examples, and make a 5-min presentation for us.</p> <p>b) Explore the possible factors leading to the moral value.</p> <p>c) Reflect upon the moral value and come up with possible advantages and disadvantages related to the moral value.</p> <p>iReport</p> <p>a) Explore one or two vital moral values of high school students in Taiwan.</p> <p>b) Collect the information through interviews, media, questionnaires, etc.</p> <p>c) Provide a professional news report based on your analysis via iReport, including a clip and a written summary of your clip.</p> <p>(1) The overall presentation is around 5 minutes, including a 2-minute clip and a brief introduction and wrap-up.</p> <p>(2) The summary is within 100-150 words.</p> <p>(3) If you adopt questionnaire as a way of collecting information, the number of your questions can be 3-5 questions, including one open-ended question. 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It will be displayed on our campus.</p>
Task No.	Topic	Instructions																				
1	From The Roaring 20s To The Roaring 90s	<p>Glogster-making</p> <p>a) Design a Glogster poster that demonstrates one of the main features in The Roaring Twenties (e.g. music, dance, art, clothing, literature, etc.)</p> <p>b) Explain the spirit or the socio-cultural factors behind the feature. For example, how is the spirit of the Roaring Twenties related to the jazz music in the 1920s? If you introduce clothing, you can further explain the relation between clothing and women's liberation during that period.</p> <p>c) Connect the Roaring 20s with the Roaring 90s. Compare and contrast the feature of the 1920s and that of the 1990s.</p> <p>d) Your Glogster should include relevant pictures, music and videos.</p> <p>e) Present your glogster on Apr. 17th.</p> <p>Useful Resources: Glogster Tutorial</p> <p>a) http://www.cemtpd2010.pbworks.com/Glogster%2BHandout.pdf</p> <p>b) http://www.tju.edu.cn/elearning/uden.php?openurl.com_content/viewmeta/richtext/124-glogster-dicard=13/course-users/7itemde3/</p>																				
2	Drama Performance	<p>a) Select your favorite act in <i>The Great Gatsby</i> and adapt it into a drama script. Please change the setting into a modern setting.</p> <p>b) Hand in your script and explanation for your selection of the part and why you adapt it in this way.</p> <p>c) Perform your drama on Apr. 17th.</p>																				
3	Gender Role: How do you and the society perceive different genders?	<p>Poster-making: Postcards connecting the world in newspapers</p> <p>a) Each person needs to design & write ONE postcard via Posterwing Project writing about your observation on gender roles in the society you're living now. Share your postcards with us on Apr. 17th.</p> <p>b) Steps: Register on www.posterwing.com, request 1 address from the website, design and write your postcard. Mail it after Apr. 17th.</p> <p>c) Make sure the pictures of your postcards are clear and easy to read.</p> <p>d) Your presentation is around 5 minutes, including the demonstration of the postcards and a brief introduction of your design rationale.</p>																				
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【成果發表會流程】

發表順序	活動內容
開場	由四位學生主持人以影片與主題介紹開場
第一組	Glogster 電子動態海報：介紹 1920 年代的衣著時尚
第二組	戲劇發表：改編《大亨小傳》小說經典橋段
第三組	明信片設計與寫作：性別議題探討與意見交流
第四組	創作歌詞：以性別議題為主題創作英文歌詞
第五組	Prezi 動態簡報：台灣新世代青年的價值觀
第六組	iReport 新聞報導：台灣青年價值觀之報導影片
第七組	學生刊物發表：如何降低物質主義帶來的負面影響
第八組	宣導短片：如何在現實生活中減低物慾的方法

2. 學生自評&同儕互評

學生自評表：在專案及成果發表會結束之後，學生針對自己在「發表內容」、「專案參與」、「成果發表技巧」以及「發表時間掌控」四個面向作自我評分的動作；並對於自己的表現提出省思以及可改善的方法。最後每個學生則需對於一起合作的同儕給與正面的感謝與回饋。

【學生自評表】

同儕互評表：本於合作學習的精神，在專案及成果發表結束後，學生可針對自己以及組內同儕的表現，依照「對小組的貢獻度」、「與他人合作程度」、以及「充分準備度」三個面向做同儕互評。藉由同儕互評的過程，學生不僅可以提供教師一些不同的評量角度，更可以透過讓學生參與評量的過程，讓學生清楚了解自己與他人在籌備專案時所做的付出與學習。

PEER ASSESSMENT – Group Report Participation Rubric (*The Great Gatsby*)

Group: _____

Using the following rubric, you will be asked to evaluate your peer's contribution to your group report. This peer evaluation is worth 10 points. Your score will be calculated by averaging the scores provided by the members of your group.

Group Member (Fill in each member's Chinese name & number.)		Contribution: (4%) Provided useful ideas and relevant information.	Working with Others: (3%) Listened, shared, and worked well with peers.	Preparedness: (3%) Brought needed materials & was ready to work.	Points Earned
No.	Name				
1.		4 3 2 1 0	3 2 1 0	3 2 1 0	
2.		4 3 2 1 0	3 2 1 0	3 2 1 0	
3.		4 3 2 1 0	3 2 1 0	3 2 1 0	
4.		4 3 2 1 0	3 2 1 0	3 2 1 0	
5.		4 3 2 1 0	3 2 1 0	3 2 1 0	
6.		4 3 2 1 0	3 2 1 0	3 2 1 0	
Self-assessment					
7.		4 3 2 1 0	3 2 1 0	3 2 1 0	

【學生互評表】

四、教學成果

1. 學生專案作品

(1) 開場：由四位學生主持人以影片與主題介紹開場



(2) Glogster 電子動態海報：介紹 1920 年代的衣著時尚



(3) 戲劇發表：改編《大亨小傳》小說經典橋段



(4) 明信片設計發表：性別議題探討與意見交流





【其他成果發表會照片】

2. 學生對小說專題課程的回饋

本研究採計質性的學生回饋單，來蒐集學生的本課程的想法。

(1) 對課程的挑戰和收穫之回饋

從學生的回饋中可以發現學生覺得此課程挑戰性高，且須在閱讀小說及寫學習單上花費許多時間和心力，但最後學生覺得有許多學習上的收穫，除了字彙和閱讀能力有提升外，對美國文化和文學也有進一步的認識和體會。

- ◆ 原本看這本書可說是極為不願，作業和學習單也令人頭疼，但到最後，我發現我其實學到的頗多。除了基本的語感、單字量，我也學到許多課外的知識和美國文化。
- ◆ “The Great Gatsby” 是一本 1920 年代的諷刺小說，含意深遠，但困難度相當高，小說裡面有許多艱澀難懂的單字，還有複雜的情結，令人難以捉摸，每次閱讀和寫課前學習單都要花很多時間，但這可以提升我的閱讀理解力和英文程度，也可透過此小說更了解當時 1920 年代的背景和文學，令我受益良多。

(2) 對上台成果發表的回饋

大多數學生事前花了許多時間準備報告內容，體認到為了短短的報告，事前的準備卻需要非常多討論、製作和排練。但也有少數同學沒準備好，而在台上出糗的，但這對他們也是一種學習和警惕。

- ◆ 中途的準備真的比台上的表現來得多很多，所謂台上十分鐘，台下十年功，不是說假的。
- ◆ 我們做的很差，在台上大部分的時間都在呢喃，下次要早點做完，多練習。

(3) 對團隊合作的回饋

由於小組所分配的任務是需要花許多心思和時間製作的，加上採異質分組，每一組或多或少都有能力須加強或是付出較少的同儕，雖然有些組別分工得很好，互相幫助、分擔責任。但有的組別卻起了衝突，互相抱怨彼此。比較有趣的的是有一組，部分組員先前合作時因為分工不均的緣故鬧得不愉快，但這次合作卻給了他們一個機會磨合，發現和不同對象的合作模式。

- ◆ 一開始我們這組真的很不融洽，因為觀念不合，加上時間有點趕，大家都很忙沒空討論，但經過理性的溝通後，我們重整旗鼓，各自發揮專長，從中我們學到很多，在溝通上，我也了解到你不說別人就不知

道，因為他/她不是妳，有意見就要拿出來討論的道理。

◆ 這是都是跟沒有和做過的同學一組

小婷：這次的 PPT 能夠完整都要感謝她，她多加的 opening 是我原本都沒想到的。

小偉：合作後才發現其實他只要有被要求就可以完成任務!

最後要感謝最辛苦的老師!

五、教學省思

1. 課程規劃方面

在課程的安排上，由於小說的難度較高且加上延伸的文學賞析和社會議題份量也不少，故課程的節奏是相當緊湊的，有時爲了把課程上完，有些值得討論的問題無法留充分的時間給學生討論，我們覺得這會有些可惜。下一次若再上類似課程，會把進度放慢，讓學生可以有較充裕的時間思考和討論，或是會考慮用網路平台，讓學習者可以依自己的速度，去平台的討論版發表意見似乎也是可以考慮的作法。

2. 學生合作上的挑戰

學生在這次的課程有許多和同儕合作的機會，且是採異質分組的分式，我們觀察到學生在兩人一組的課前學習單上較少反映合作上的問題，有可能是因爲任務較簡單，僅需填寫雙面 A4 大小的學習單，且學習單部份有需兩人一起討論的問題，也有只需個人完成的部分(例如字彙筆記)，可能因此合作上的爭議較少。

但到成果發表的報告時，部分組別開始有合作上的問題，會抱怨分工不均、意見不合等問題，其實我們事前就預期會發生這方面的問題，並且採取了一些措施，譬如說要求學生交分工表、自評、同儕互評表，且告訴學生學會和不同人合作的重要，有些組和合作夥伴有開始試圖磨合，學習和彼此合作，甚至會感謝對方。但以上方法仍對少數一兩組不

管用，彼此無法好好溝通合作，雙方都不愉快。在教導學生人際技巧和合作學習的這一塊是我們未來要努力的方向。

附件一：課前學習單

Week 1: Chapter 1

No. 13 Name: 林怡
No. 2 Name: 林怡

The Great Gatsby

I. Study Questions (Pair Work)

1. What kind of narrator is Nick Carraway? Based on your observation, and the advice of Nick's father mentioned in the beginning of chapter one.

With it as the first page introduction, one who reserves his opinions to himself, by suggestion of his father. Outwardly, he appears in a high, calm, serene manner, but in narration, he expresses some of his thoughts, including commending on Jordan and Daisy's characteristics and outlook of Tom. I. Daisy's Profile: How is Daisy portrayed in chapter one? Please fill in the following table about Daisy.

What are her traits? Attention, idealism, self-obsessed, material, happy as usual, fresh, a "ligger"	She wants her daughter to be a first in position like from the social world.
More about Daisy: She looks around people, she is material, married to the business and looks as if she is not really happy.	She lives in West Egg, Long Island, she belongs to the upper class.

II. Your Turn (Pair Work)

Work in pairs, then read the first chapter of the Great Gatsby and come up with two meaningful questions about the plot and the characters. Please offer possible answers to your questions.

Q1: Daisy Buchanan stated that she hoped her daughter would become "a beautiful little fool". Why is this? What question can support this?

Possible answer: Daisy believes the world to be cruel, to be unkind, and she wants to protect her daughter from the harsh world.

Q2: Why does Tom and Daisy's marriage seem unfulfilled?

Possible answer: Having another woman is just one of the reasons. They both have too many secrets from each other.

Week 2: Chapter 2-3

No. 21 Name: 林怡
No. 22 Name: 林怡

The Great Gatsby

I. Study Questions

1. (Chapter 2) What is "the eyes of Dr. T. J. Eckleburg" in the story? Describe it with specific details. Based on what you have observed in the story, what do you think these eyes may represent? The eyes you notice the line of spiritual values in America. The Eckleburg eyes seemed to provide the balance of an equilibrium in American life. It is like the eyes symbolize the general commercialism of American life. America is all about money, a lot of money as evidenced by the wealth of people like Tom.

2. (Chapter 2&3) Compare and contrast Tom's and Gatsby's parties. Tom's is a really boring party.

	Tom's parties (West Egg)	Gatsby's parties (West Egg)
Differences	Tom invited the people who were from the East. Gatsby invited Daisy and Nick.	On the other hand, Gatsby's parties were filled with strangers that came for the food and drink. It seemed to be more about enjoyment.
Similarities	They are the same in the aspect of their values, but they differ in their life styles. Both of them were unhappy because Daisy and Gatsby were not really married and Tom was cheating on Daisy. They were also not and thought their money was the best of parties completely the materialistic money to impress people.	Both parties is to attract Daisy and show her all the riches that he had accumulated out of what he had done. He had her Red Gatsby feel out of place. This shows the contrast in terms of how much money he is worth, but in the end, they both need of peace as they are lonely.

II. Your Turn

Work in pairs, then read Chapter 2-3 of the Great Gatsby and come up with two meaningful questions about the plot and the characters. Please offer possible answers to your questions.

Q1: (K&A) Why does Tom attack Gatsby to humiliate his "new money"?

Possible answer: Tom and Gatsby both wanted something that Daisy could not give. Gatsby offered her love, but Tom offered her status and money.

Q2: (K&A) How does the "blue world" in the novel?

Possible answer: The world of money and power is not a blue world. It is a world of greed and corruption. The blue world is the world of the honest, the world of the poor, the world of the people who will work hard to earn their money.

Week 3: Chapter 4-5

No. 15 Name: 林怡
No. 2 Name: 林怡

The Great Gatsby

I. Study Questions

1. What kind of person is Mr. Wolfshelm? How do you know about his characteristics? (Please provide quotes or descriptions in the novel as support.) Plus, draw an image of Mr. Wolfshelm from your observation and imagination.

Traits of Mr. Wolfshelm	Evidence from the novel	Portrait of Mr. Wolfshelm
a. crafty	Gatsby told him that he had been in a game with the world long ago, but he was not a player.	
b. arrogant	He was very proud and he had a lot of money.	
c. vindictive	He had a lot of enemies and he was very cruel to them.	

2. What is the false identity made up by Gatsby? What is his motivation?

What does Gatsby's relationship with Mr. Wolfshelm imply about his real background? The false identity is that he said that he is the son of some wealthy people in the Midwest. He said that he was a young man who had been in the army and had been in the West. He said that he was a young man who had been in the army and had been in the West.

Daisy would also agree to the idea of Gatsby coming from a wealthy family. The relationship implies that Daisy used some superficial means to attract his attention (flattery). Gatsby's relationship with Mr. Wolfshelm is a classic example of a man who is trying to impress a woman.

II. Your Turn

Work in pairs, then read Chapter 4-5 of the Great Gatsby and come up with two meaningful questions about the plot and the characters. Please offer possible answers to your questions.

Q1: (K&A) Is there anything between Nick and Jordan?

Possible answer: No, there is nothing between them. They are just friends.

Q2: (K&A) What is the significance of the green light?

Possible answer: I think the significance of the green light is the hope that Gatsby has for his relationship with Daisy to come back again.

Week 4: Chapter 6-7

No. 2 Name: 林怡
No. 3 Name: 林怡
No. 25 Name: 林怡

The Great Gatsby

I. Study Questions

1. Reorganize Gatsby's recollections part to correct order (1-the earliest, 7-the latest)

1. Dedicates to be rich and successful
2. Attends and drops out of St. Olaf College in northern Minnesota
3. Falls in love with Daisy's mother and of some legal issues
4. Works as a farmer in North Dakota around 1900
5. Sports more than a year on the south shore of Lake Superior (cherrying and fishing)
6. Meets Dan Cody and becomes his assistant for five years
7. Changes his name to Jay Gatsby

2. How does Daisy feel about Gatsby's party? And how do her opinions affect Gatsby?

1. Daisy doesn't like his party because she has never been to a party like that before. She thinks it is a little bit of a party, but she doesn't like it.

2. Gatsby feels that he is not really a party because he is not really a party. He is just a party because he is not really a party.

3. In Chapter 7, how do the following characters react to Myrtle's death? (Please provide quotes or descriptions in the novel as support?)

Character	Reaction
Wilson	He says that he is not really a party because he is not really a party. He is just a party because he is not really a party.
Tom	He says that he is not really a party because he is not really a party. He is just a party because he is not really a party.
Gatsby	He says that he is not really a party because he is not really a party. He is just a party because he is not really a party.

II. Your Turn

Work in pairs, then read Chapter 6-7 of the Great Gatsby and come up with two meaningful questions about the plot and the characters. Please offer possible answers to your questions.

Q1: (K&A) Why does Tom say "I wonder where in the devil he met Daisy"?

Possible answer: Because women still didn't really equal to men. Women are still seen as a man's property and can't go wherever she wants to go. And Tom may be a little jealous, also.

Q2: (K&A) Why Gatsby asked as if he had "killed a man" after Tom said "something Walter's afraid to tell me"? He acted so gently before.

Possible answer: He heard these words because all the hopes of which he had worked so hard to build collapse. Now Daisy knew he didn't belong to the world they belong to. He made friends with people and even had a house with them, but Daisy and Tom were still there.

Flappers were a "new breed" of young Western women in the 1920s who wore short skirts, bobbed their hair, listened to jazz, and flaunted their disdain for what was then considered acceptable behavior.

Women Suffrage Movement

Women's suffrage in the United States was achieved gradually, at state and local levels during the late 19th century and early 20th century, culminating in 1920 with the passage of the Nineteenth Amendment to the United States Constitution, which provided: "The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of sex."

@video clip (womans suffrage) - https://www.youtube.com/watch?v=3W0KYms_880

III. A Closer Look: Social Stratification (or Class Division)

A. Definition

wealth principles hierarchy differences

Social stratification **refers** to a system by which a society makes categories of people in a **hierarchy**. In the United States it is perfectly clear that some groups have greater status, power, and **wealth** than other groups. These **differences** are what lead to social stratification. Social stratification is based on four major **principles**.

1. **social stratification** is a **trait of society**, not simply a reflection of **individual differences**.
2. **social stratification** persists **across generations**.
3. **social stratification** is **universal** (it happens everywhere) but **variable** (it takes different forms across different societies).
4. **social stratification** involves not just **inequality** but **beliefs** as well (inequality is rooted in a society's philosophy).

> Questions about Society and Class

Q1. In *The Great Gatsby*, does wealth alone decide which class a character belongs to? What are the various markings of the upper class in the novel? What distinguishes it from the other classes?

Q2. Does Gatsby love Daisy, or does he love the lifestyle she represents? Is she only his ticket to the upper classes? If so, does Gatsby realize this?

B. Watch and Think: Social Class in America (15 mins)

> Source: <https://www.youtube.com/watch?v=UgDhCZLDeY>

- Newborn citizens of the United States ought to be free and with rights guaranteed by the constitution.
- These new arrivals in a typical American town may have equal legal rights. But regarding class, they're not equal at all. Each has a **status** handed on to him and his family ascribed to him at birth.

	Ray 1	Ray 2	Ray 3
Name	Gilbert Ames III	David Denton	Thomas (Ted) Eastwood
Class	upper class	lower class	middle class
father's background	Gilbert Ames II, the wealthiest in town, owns a factory	Michael Denton, an unskilled factory worker	Joseph Eastwood, a well-to-do merchant
Education (years)	Dry League university to keep with his social position	high school	high school
Occupation	future factory-owner	auto mechanic	a bank teller
Workplace	father's factory	factory's department	factory's department
Relationship	wife's name: Mary	married (3 kids)	ex-girlfriend's name: Mary
Class Transition	✓ Gil: No. ✓ David: Not at all. ✓ Ted: production assistant in NY (a glorified employee) • head of the art department (highly paid)		
(Conclusion)	<ul style="list-style-type: none"> • In the United States, all newborn babies, and all citizens, are equal before the law - but not the same by standards of class. • A child's mobility will depend greatly upon himself. • This film was produced to explain basic concepts of sociology, but ends up presenting a rather dark view of social class and mobility in America. 		

附件四：專案學習單

Gatsby_Mid-term Project Presentation

EEC Mid-term Project Presentation [Revised Version]

I. OVERVIEW

This is a mid-term project for the course Adolescent/Film Literature. Utilizing both library and Internet resources, your team will create **a 5-minute presentation** on one of the tasks/topics listed below. Each of you is required to work with 2-4 classmates as a group and put what you have learned or been inspired in the past few weeks into a fully-organized presentation. All of your creative presentations and works will be recorded and displayed on our campus!

- **Participants:** Class 101 (36 people)
Class 201 (31 people)
- **Venue:** 1F 綜合會議室, DTSH
- **Time:** **09:00-12:00**, Apr. 17, 2014

II. Content of Your Presentation:

Task No.	Topic	Instructions
1	From The Roaring 20s To The Roaring 90s	<p>Glogster-making</p> <p>a) Design a Glogster poster that demonstrates one of the main features in The Roaring Twenties (eg. music, dance, art, clothing, literature etc.)</p> <p>b) Explain the spirits or the socio-cultural factors behind the feature. For example, how is the spirit of the Roaring Twenties related to the jazz music in the 1920s? If you introduce clothing, you can further explain the relation between clothing and women's liberation during that period.</p> <p>c) Connect the Roaring 20s with the Roaring 90s. Compare and contrast the feature of the 1920s and that of the 1990s.</p> <p>d) Your Glogster should include relevant pictures, music and videos.</p> <p>e) Present your glogster on Apr. 17th.</p> <p><i>Useful Resources: Glogster Tutorial</i></p> <p>a) http://sunrisemypd2010.pbworks.com/f/Glogster%2BHandout.pdf</p> <p>b) http://ocw.fju.edu.tw/elearning/index.php?option=com_content&view=article&id=134:-glogster-&catid=28:current-users&Itemid=55</p>
2		<p>Drama Performing</p> <p>a) Select your favorite part in <i>The Great Gatsby</i> and adapt it into a drama script. Please change the setting into a modern version).</p> <p>b) Hand in your script and explanation for your selection of the part and why you adapt it in this way.</p> <p>c) Perform your drama on Apr. 17th.</p>
3	Gender Roles: How do you and the society perceive different genders?	<p>Postcrossing: Postcards connecting the world 與世界交換明信片</p> <p>a) Each person needs to design & write ONE postcard via Postcrossing Project, writing about your observation on gender roles in the society you're living now. Share your postcards with us on Apr. 17th.</p> <p>b) Steps: Register on www.postcrossing.com, request 1 address from the website, design and write your postcard. Mail it after Apr. 17th.</p> <p>c) Make sure the pictures of your postcards are clear and easy to read.</p> <p>d) Your presentation is around 5 minutes, including the demonstration of the postcards and a brief introduction of your design rationale.</p>

		<p><i>Useful Resources: Postcrossing Tutorial</i></p> <p>1) http://www.wikihow.com/Write-a-Postcard</p> <p>2) http://iamk1029.pixnet.net/blog/post/131899982- 【postcrossing】 自己設計明信片</p>
4		<p>Lyrics Creating</p> <p>a) Create lyrics about the topic and put it into a song/melody you like.</p> <p>b) The lyrics need to be meaningful and in-depth.</p> <p>c) Explain the lyrics and perform the song with us on Apr. 17.</p>
5	A New Moral Value of Taiwan's Youth	<p>Prezi Presentation</p> <p>a) Find out a unique moral value of Taiwan's high school students nowadays, explain and provide supportive examples, and make a Prezi presentation for us.</p> <p>b) Explore the possible factors leading to the moral value.</p> <p>c) Reflect upon the moral value and come up with possible advantages and disadvantages related to the moral value.</p>
6		<p>iReport</p> <p>a) Explore one or two vital moral values of high school students in Taiwan.</p> <p>b) Collect the information through interviews, media, questionnaires, etc.</p> <p>c) Provide a professional news report based on your analysis via iReport, including a clip and a written summary of your clip.</p> <p>(1) The overall presentation is around 5 minutes, including a 2-3minute clip and a brief introduction and wrap-up.</p> <p>(2) The summary is within 120-150 words.</p> <p>(3) If you adopt questionnaire as a way of collecting information, the number of your questions can be 3-5 questions, including one open-ended question. As for interviews, be sure to select the interviewees from diverse backgrounds. (Ex: different genders or ages)</p> <p><i>Useful Resources: iReport Toolkit & Interview Tips</i></p> <p>a) http://ireport.cnn.com/toolkit.jspa</p> <p>b) http://edition.cnn.com/2010/IREPORT/10/01/interview.tips.irpt/index.html</p>
7		<p>Student Post Editing</p> <p>a) You're going to publish a mini-newspaper that highlights the significance and ways of living a less materialistic life.</p> <p>b) Compose an A4-size, double-page student newspaper.</p> <p>c) Requirements: a title for your newspaper, adopting newspaper or magazine layout, at least 3 articles within 120-200 words, using illustrations or ads that accompany your articles.</p>
8	Living A Less Materialistic Lifestyle	<p>Short Clip Making</p> <p>a) Produce a 2-3 minute video clip on the topic, featuring the importance and ways of living a less materialistic life.</p> <p>b) Plan and promote an event relevant to the topic and introduce it in your video. It will be displayed on our campus.</p>



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