**Task One: 20%**

***The Great Gatsby* Journal**

For your chapter you must complete the following.

1. Title entry with the chapter number.
2. A one-sentence summary.
3. (200+ words) Choose a sentence or short passage from the novel that best represents that chapter. Record it and cite it. Underneath it, write about how this sentence/passage exemplifies Fitzgerald’s use of literary techniques and theme.
4. (200+ words) Choose a character on which to focus.
	1. Name the character.
	2. Choose a quote from the chapter that you think best represents him or her and tell why it represents him or her.
	3. Then describe the character's role in the novel. Do not summarize plot. We already know what he or she does. What we want to know is what that character represents.
5. (200+ words) From each chapter, discuss the symbols present and how they further the themes in the novel.
	1. Choose from the following symbols:

|  |  |
| --- | --- |
| **Gatsby Symbols*** Gatsby's uncut books/Nick's unread books
* Wolfsheim's cufflinks
* Gatsby's car/Gatsby's clothes
* Tom Buchanan pushing people around/Tom Buchanan quoting things "he's read"
* The faded timetable (showing the names of Gatsby's guests)
* Anti-Semitism, prejudice
* Weather
* Time, seasons
 | * The ash heap
* The green light at the end of Daisy's dock
* East versus West Egg
* Gatsby's career/Nick's career
* Dan Cody
* T.J. Eckleberg
* Silver and gold (color)
* White (color)
* Green (color)
 |

|  |
| --- |
| Grading *Gatsby* Journals Rubric |
| Chapter Title | 5 points |
| Chapter Summary | 5 points |
| Chapter Quote Analysis | 30 points |
| Character Analysis | 30 points |
| Symbol Tracking | 30 points |
| Total Points |  |

**Task Two: 20%**

You will create a 10 panel storyboard of your chapter. Your storyboard must include plans for sound, lighting, point-of-view, shots, etc.

You will also include dialogue taken directly from the text.

Storyboarding Rubric

|  |  |  |  |
| --- | --- | --- | --- |
| **Criteria** | **1****Poor** | **3****Good** | **5****Exemplary** |
| Technical Elements-setting-perspective-audio tracks | Technical elements are haphazard or badly planned | Setting, perspective, and audio support the message of the story | Setting, perspective, and audio tie strongly into story’s purpose |
| Content Elements-purpose of story-organization/structure-sequencing-narrative | Story is badly organized or does not keep interest of audience | Purpose and organization of the story are evident and clear Sequencing and narration tell story well | Purpose and organization are seamless; audience is captivated by story |
| Emotional Elements-audience engagement -analysis | No impact on the audience | Audience empathizes with story | Story evokes reflection, and/or transformation |
| **Storyboarding** | Lacks organization; students did not follow storyboard | Organized; students followed storyboard | Students followed storyboard and took steps to insure technical measures were adhered to |

**Task Three: 20%**

Please see separate rubric for film comparison.

**Task Four: 20%**

You will now write an argument determining which version of *The Great Gatsby* best fits the original source. You will support your argument using evidence from the films. You will be assessed using the Common Core Argument Rubric.

**Task Five: 20%**

You will present your findings to class in a five to seven minute presentation. You will be graded according to the IB IOP rubric.