# Week 8: And so the characters depart...

### **Learning Targets (What I should know!)**

- I can comprehend the characters and setting of *The Great Gatsby*, noting how the character's social and economic environment influence them.
- I can analyze the significance of figurative language on character development and setting.
- I can demonstrate my understanding of character in a academic, augmentative paragraph.

#### **Announcements:**

This week is your last assignment!

CHECK YOUR GRADES! <u>I will only accept previous late work until May</u>
29<sup>th</sup>

I may have an optional Zoom celebration/goodbye during Week 9 (June 1<sup>st</sup>-June 5<sup>th</sup>) I will keep you posted on the exact time and date!

# Week 8 Agenda

## \*Always complete in order

- Read Chapters 9 of The Great Gatsby. (Suggested: take notes on character.)
- 2. Look at the prompt and rubric for your **Final Paragraph** respond to the prompt completely, making sure to focus on only one character and including 2-3 pieces of evidence! 30 pts.

All work will be due Monday June 1st

#### **Character Paragraph Instructions**

Choose **one** of the characters form *The Great Gatsby*, then make an <u>argument</u> addressing the following prompt:

**To what extent do you agree:** In *The Great Gatsby*, Fitzgerald creates [chosen character] to contain both flaws and redeeming qualities, which makes them neither a hero, nor a villain. In turn, the reader is able to feel both empathy and disdain for [chosen character].

Make sure to convey a clear stance about your character and **include 2-3 quotes as evidence.** Avoid the use of 1<sup>st</sup> person pronouns – and plagiarism!

Responsive to

prompt. Takes a

clear stance. Uses

11

Attempts to

answer prompt.

Evidence vague or

10 or lower

Struggles to engage

with question or

major problems in

13-12

17-16

General paragraph

qualities

Thoughtfully

responsive to

prompt. Well-

15 - 14

Responsive to

entire prompt.

Takes a clear

	argued stance supported by strong evidence. Thorough analysis. Transitions aid argument.	stance. Uses strong Evidence. Multi-step analysis. Transitions used.	Evidence. Some analysis. Transitions used.	paraphrased.	construction.	
Question-Specific qualities	Engages thoughtfully with character as a fictional construct.	Discusses character as a fictional construct.	Takes a stance on character.	Stance is vague or inaccurate.	Misunderstands question or casts too narrow a net.	
	nctional construct.					

