

## Welcome to The Egg Exploring The Great Gatsby

**WebQuest Description:** Reading Project for Sophomore Cambridge Students

**Grade Level:** 9-12

**Curriculum:** English / Language Arts

**Keywords:** characters, key passage, author, analysis, Costa's Levels of Questioning, concept map

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### Introduction

You are about to embark upon a journey through the lives of some very dramatic characters and their experiences in what the author, F. Scott Fitzgerald, coined "The Jazz Age" AKA the lavish, materialistic America of the 1920's. So, welcome to The Egg, the setting of the classic novel The Great Gatsby.

You will complete each task included in the Reading Assignment, which will be detailed in this web quest. Your work is due when you return from Winter Break! So, be prepared, enjoy your experience through this wonderful piece of literature, and e-mail your AICE General Paper teacher, Ms. Lafferty, ([nataliekl@leeschools.net](mailto:nataliekl@leeschools.net)) if you have any questions throughout this process. Also, see resources below on each page for additional assistance and understanding.

### Tasks

**Purpose:** This is a Reading Assignment in which students not only read the novel, The Great Gatsby by F. Scott Fitzgerald, but also form a deeper understanding by diving into & researching the novel's historical background, major themes, passage analysis, and information about the author.

**Subject and Grade Level:** 10th grade; AICE General Paper; for Cambridge Program

**Academic Standards:**

LA.910.1.7.3 - [Benchmark] - determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details

LA.910.1.7.8 - [Benchmark] - use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.

LA.910.2.1.6 - [Benchmark] - create a complex, multi-genre response to the reading of two or more literary works, describing and analyzing an author's use of literary elements (e.g., theme, point of view, characterization, setting, plot), figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, allusion, imagery), and analyzing an author's development of time and sequence through the use of complex literary devices such as foreshadowing and flashback

LA.910.2.1.8 - [Benchmark] - explain how ideas, values, and themes of a literary work often reflect the historical period in which it was written

Please continue to the "Process" section to view the Reading Assignment

### Process

#### READING ASSIGNMENT:

Please read through the assignments before beginning the novel, so you know what to watch for, and what is expected of you. Typed assignments are preferred, but handwritten (neat) will be accepted. Please organize your paper so it is easy to follow, and each section is clearly marked. See Sample Reading Assignment Paper in Teacher Page if you need an example to work from.

When you return to school, there will be additional activities and assessments for which you will be responsible. Your teacher will let you know when you return what those classroom assignments will be.

This assignment is 20% of your third quarter grade.

I. Proper heading with your name, date, and novel title.

II. Character Descriptions: Choose three characters in your novel. For each character list four words which describe the character distinctly. This is a good time to think about vivid vocabulary words and to check the dictionary and thesaurus for ideas. If you use a particular word to describe one character, you may not use that same word to describe another character. Please steer clear of general words like nice or mean or crazy.

III. Key Passage: Choose the most important passage in the novel (in your opinion). Type it up word-for-word and make sure to identify the speaker(s).

IV. Key Passage Explanation: In a fully-developed paragraph, explain why your chosen passage is important to understanding the novel. In your explanation, make sure you integrate quotes (actual words or phrases) from the key passage to strengthen your explanation. Often, this selected passage will offer clues to the novel's themes. Explain any mentioned or inferred themes connected to the key passage.

V. Author Letter: Using your own resources (Internet, inside or back cover of the book, local library) read about the author of your book. Then, write a letter to the author. Your letter should demonstrate knowledge of the author

through your comments and questions. Explain to the author what you liked about the book – be specific. Next, explain what you did not like about the book, or what you didn't understand. Finally, tell the author what you would like to see changed in the book, or give ideas for a sequel. Be sure to sign your name.

VI. Discussion/Essay Questions: Write three questions that a teacher might ask you about the novel or play either in class or for an essay. These questions should be thought-provoking and almost always take more than one line to type because they ask readers to combine more than one idea. Just writing these types of questions helps you to anticipate what questions might be asked of you in class discussion or on a test and encourages you to think more insightfully about the book.

PLEASE READ CAREFULLY

Cheating: It is important to realize that summer reading is an individual assignment. Any form of cheating during the completion of this project is not acceptable. All work that appears to be copied, borrowed, or plagiarized will be given a ZERO, and the cheater will receive a referral. Lending your work to a classmate is considered cheated, as well, and both students will receive a zero.

What is Plagiarism?:

If you copy, translate, or paraphrase materials from websites, the library, or other sources in your assignment without giving full and proper credit to the author, you are plagiarizing. Whenever you use the words or ideas of others, it is academic practice to identify your sources. Merely mentioning an author's name during your writing or changing some words of someone else's work here and there does not mean you are free to copy someone else's effort. As a matter of fact, this is considered illegal and cause for suspension or expulsion from most universities or colleges.

If you find yourself in doubt about using quotations or the use of websites, books, magazines, or other sources, simply don't do it. Take pride in completing your own work!

## Evaluation

Below is the rubric the teacher will use in assessing the Reading Assignment.

Category and Score	Exemplary 14-15	Very Good 12-13	Developing 10-11	Beginning 7-9	Score
Character Description	Three characters are listed followed by 4 vivid words that describe each.	Three characters are listed followed by 4 descriptive words.	Three characters are listed followed by 1-3 weak descriptive words.	Characters are missing and description is very weak.	15 points
Key Passage and Explanation	Includes chapter, page number, and passage. Passage explanation is NOT a summary, but an analysis on the text and its significance in the novel. Integrates quotes and explains and analyses on major themes.	Chapter or page number may be missing. Passage may not be exactly quoted. Passage explanation is NOT a summary, but an analysis on the text and its significance in the novel. Integrates quotes and comments on major themes.	Chapter or page number may be missing. Passage may not be exactly quoted. Passage explanation has little analysis or appears more like a summary. A quote or theme reference may or may not be used.	Chapter or page number may be missing. Passage may not be exactly quoted. Passage explanation does not include enough information and appears like a summary. No quote or theme included.	15 points
Author Letter	In a letter format. Utilizes outside sources without plagiarism. Uses knowledge of the author to discuss the text in detail. Suggests improvements or asks questions about the text. Suggests ideas for a sequel.	In a letter format. Utilizes outside sources without plagiarism. Uses knowledge of the author to discuss the text. May suggest improvements or ask a question about the text. Suggests ideas for a sequel.	Not necessarily in a letter format. Does not utilize outside sources. Uses little knowledge of the author to discuss the text. May or may not suggest improvements or ideas for a sequel.	Not necessarily in a letter format. Does not utilize outside sources. Discusses text at face level without incorporating knowledge of the author, questions, improvements, or ideas for a sequel.	15 points
Discussion Questions	Designs 3 thought-provoking, high level questions used for group discussion.	Designs 3 interesting questions for group discussion.	Designs 1-2 interesting questions for group discussion.	Designs 1-3 low level, recall questions.	15 points
				Total Score	60

## Conclusion

Congratulations! You have made it through The Egg. As your English teacher, I hope that you enjoy The Great Gatsby as much as I do. Remember, your Reading Assignment is due the day you return from Winter Break. Here are some ideas I'd like you to think about as the due date approaches:

Will I be able to participate in a Socratic Seminar on the novel?

Will I be able to create a concept map with a group in order to realize connections between characters, settings, and themes? (see Teacher Page for example)

Will I be able to write a Cambridge style essay on The Great Gatsby?

# Teacher Page

Click on the following resources below for additional assistance. Includes:

1. Example Reading Assignment
2. TWO lesson plans for teachers to utilize with this project.
3. Example Concept Map for The Great Gatsby

## **Standards**

## **Credits**

## **Other**