

The Great Gatsby--Unit Plan Rubric

English 11 Advanced

Teacher Name: **Norm Dannen**

Student Name: _____

CATEGORY	4	3	2	1	NS/0	Total
Content Knowledge 3.1 Reading	The student can easily relate Fitzgerald's idea of "The American Dream" to Jay Gatsby's actions and give three specific written or verbal examples.	The student can relate Fitzgerald's idea of "The American Dream" to Jay Gatsby's actions and give two specific written or verbal examples.	The student can relate Fitzgerald's idea of "The American Dream" to Jay Gatsby's actions, but has trouble giving written or verbal examples.	The student has trouble relating Fitzgerald's idea of "The American Dream" to Jay Gatsby's actions and cannot give any examples.	The student is unable to relate Fitzgerald's idea of "The American Dream" to Jay Gatsby's actions, or give any examples of same.	
Compare and Contrast	The student can easily recognize the similarities and differences between <i>The Great Gatsby</i> and Fitzgerald's short story, "Winter Dreams, and can give three specific written or verbal examples.	The student can recognize the similarities and differences between <i>The Great Gatsby</i> and Fitzgerald's short story, "Winter Dreams, and can give two specific written or verbal examples.	The student can recognize the similarities and differences between <i>The Great Gatsby</i> and Fitzgerald's short story, "Winter Dreams, but has trouble giving written or verbal examples.	The student has trouble recognizing similarities and differences between <i>The Great Gatsby</i> and Fitzgerald's short story, "Winter Dreams," and cannot give written or verbal examples	The student is unable to recognize the similarities and differences between <i>The Great Gatsby</i> and Fitzgerald's short story, "Winter Dreams," or give written or verbal examples.	
Research/Resource Skills	The student demonstrates advanced Internet and in-depth library research skills in the content and delivery of an oral presentation about <i>The Great Gatsby</i> .	The student demonstrates some Internet and limited library research skills in the content and delivery of an oral presentation about <i>The Great Gatsby</i> .	The student demonstrates only limited library research skills in the content and delivery of an oral presentation about <i>The Great Gatsby</i> .	The student does not demonstrate research skills that are relevant to the content and delivery of an oral presentation about <i>The Great Gatsby</i> .	The student cannot demonstrate any research skills or understanding of what is required in the content and delivery of an oral presentation about <i>The Great Gatsby</i> .	
Media Production 3.5 Viewing and Media Literacy	The student produces an informative and error-free PowerPoint graphic organizer, using in-depth knowledge of <i>The Great Gatsby</i> and the theme of the American Dream.	The student produces an informative PowerPoint graphic organizer with grammatical errors, using in-depth knowledge of <i>The Great Gatsby</i> and the theme of the American Dream.	The student produces a PowerPoint graphic organizer with grammatical and formatting errors, using knowledge of <i>The Great Gatsby</i> and the theme of the American Dream.	The student produces a graphic organizer that is incomplete, using superficial knowledge of <i>The Great Gatsby</i> and the theme of the American Dream.	The student fails to produce a graphic organizer and shows little or no knowledge of <i>The Great Gatsby</i> and the theme of the American Dream.	

Category	4	3	2	1	NS/0	Total
Critical Thinking <u>3.2 Writing</u>	The student is able to identify and integrate his or her own morals with Fitzgerald's idea of "The American Dream" and to express these morals clearly in an essay format.	The student is able to identify and integrate his or her own morals with Fitzgerald's idea of "The American Dream," but does not express these morals clearly in an essay format.	The student is able to identify Fitzgerald's idea of "The American Dream," but is unable to integrate this idea with his/her own morals, or express them clearly in an essay format.	The student is able to identify his or her own morals, but cannot connect them to Fitzgerald's idea of "The American Dream," nor express them clearly in an essay format.	The student is unable to identify and integrate his or her own morals with Fitzgerald's idea of "The American Dream."	
Collaboration <u>3.4 Listening</u>	Group discussion reflects a thorough understanding of the themes, morals, and ideas represented by Fitzgerald in <i>The Great Gatsby</i> and "Winter Dreams". Students are able to express and defend their points of view vigorously.	Group discussion reflects a high-level understanding of the themes, morals, and ideas represented by Fitzgerald in <i>The Great Gatsby</i> and "Winter Dreams". Students are able to express and defend their points of view.	Group discussion reflects a superficial understanding of the themes, morals, and ideas represented by Fitzgerald in <i>The Great Gatsby</i> and "Winter Dreams". Students are able to express, but not defend, their points of view.	Group discussion reflects little understanding of the themes, morals, and ideas represented by Fitzgerald in <i>The Great Gatsby</i> and "Winter Dreams". Students are unable to express and defend their points of view.	Group discussion reflects no understanding of the themes, morals, and ideas represented by Fitzgerald in <i>The Great Gatsby</i> and "Winter Dreams". Students are unable to express a point of view.	
Elements of the Novel	The student easily demonstrates an understanding of the fictional elements of the novel (theme, setting, symbolism and irony) and can give specific written or verbal examples.	The student easily demonstrates an understanding of the fictional elements of the novel (theme, setting, symbolism and irony), but can only give one or two written or verbal examples.	The student demonstrates an understanding of the fictional elements of the novel (theme, setting, symbolism and irony), but can give no written or verbal examples.	The student demonstrates a superficial understanding of the fictional elements of the novel (theme, setting, symbolism and irony), and can give no written or verbal examples	The student does not demonstrate an understanding of the fictional elements of the novel (theme, setting, symbolism and irony) and can give no written or verbal examples.	

TOTAL SCORE

Unit Rationale	<p>The purpose of this 15-day unit rubric is to have students interpret <i>The Great Gatsby</i> artistically, thematically and historically. In so doing, they will be able to identify with the autobiographical nature of the novel and apply the moral themes of this American literary classic to their own development as young adults. Students will achieve these objectives through a close reading of the novel (in-class and aloud, with Study Guide Questions), writing exercises (Compare and Contrast, character analysis), small group discussion (analysis of the value of the American dream as viewed by Fitzgerald) and critical thinking skills, in accordance with NJ CCCS for Reading, Speaking, Writing, and Media.</p>
-----------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------