

### The Great Gatsby Chapter Presentation Group Project

#### Group Members and Roles

Summary = \_\_\_\_\_  
Quotes = \_\_\_\_\_  
Important Details = \_\_\_\_\_  
Visual = \_\_\_\_\_

Assigned  
Chapter = \_\_\_\_\_

#### Assignment

Your assignment is to individually complete your assigned role for your assigned chapter of *The Great Gatsby*. Then, as a group, share and discuss the chapter and your role information. Finally, work as a group to present to the class all of your information about your chapter and answer any of the teacher's or the other students' questions.

#### Role Descriptions

Summary = Identify and report on the key points of your assigned chapter. Make a list or write a summary that describes how the writer develops the setting, plot, and characters in your assigned chapter. Consider how characters interact, internal/external conflicts, major events that occur, and shifts in the setting or mood that seem significant. Your summary should be concise, yet thorough.

Quotes = Find interesting and significant quotes from your assigned chapter (copy them word for word and include the page numbers). Also, write a response to the quote in which you analyze the meaning of the quote, explain why the quote is significant to the novel, and possibly pose a thoughtful question about the quote.

Important Details = Point out any other important details from your assigned chapter. Look for examples of figurative language (simile, metaphor, and personification), imagery, symbolism, foreshadowing, theme, etc. Also, try to make connections to other parts of the novel.

Visual = Create a visual (such as Power Point slides) for your group to use during your presentation to the class of your assigned chapter. The visual should enhance the information the group is sharing with the class and aid in the process of note-taking for the students listening to the presentation.

#### Steps

1. Write down the names and contact information of your assigned group. Write down the chapter your group has been assigned and the roles assigned to each individual.
2. As you read your assigned chapter of the book, thoroughly complete your role for your assigned chapter. Type up all of the role information in a Word document.
3. Get together as a group (in person or electronically) to share your completed role information for your assigned chapter, discuss it, and help each other to add to, revise, and improve the information.
4. Prepare a presentation to the class of all of the role information collected.
5. Answer the questions for your assigned chapter from the list provided by the teacher so you'll be able to answer them if the teacher or a student in the class asks during your presentation.
6. Review the rubric to ensure that your group has met all of the expectations for the project.
7. Print out all materials to hand in to the teacher and submit them as one Word file to Turn It In. Print out another copy to have in front of you while presenting. The visual will not be submitted to Turn It In; just bring it to class.

#### Grading and Due Date

This assignment is a group grade and is worth 25 points. See the following rubric for more information. The due date for the assignment will be \_\_\_\_\_. Please have one person in your group submit all typed role information as one single Word file to [www.turnitin.com](http://www.turnitin.com) by the due date. The English Department Guidelines for the Submission of Assignments applies to this assessment.

## Rubric: *The Great Gatsby* Chapter Discussion

|   | Exemplary      | Proficient          | Emerging           |
|---|----------------|---------------------|--------------------|
| <b>Content (of the Typed Role Information, the Presentation to the Class, and the Visual)</b> <ul style="list-style-type: none"> <li>– Completed in a thorough and detailed manner.</li> <li>– Includes thoughtful, meaningful, and accurate information for the assigned chapter.</li> <li>– Focuses on the specified chapters and includes relevant references to other parts of the text to deepen understanding and discussion of the specified chapters.</li> <li>– Utilizes textual evidence with exact quotes and references to specific page numbers.</li> <li>– Addresses a variety of known literary vocabulary, such as plot, characterization, conflict, theme, figurative language, symbolism, etc.</li> <li>– The visual includes significant information and enhances the oral presentation to the class.</li> <li>– The group appropriately answers any questions that the teacher or the other students in the class ask during the presentation.</li> </ul> | 15    14    13 | 12    11    10    9 | 8    7    6    5-0 |
| <b>Organization</b> <ul style="list-style-type: none"> <li>– The overall organization of the typed role information clearly communicates the information about the chapter.</li> <li>– The order of information for the presentation to the class (and in the visual) effectively communicates the material to the other students.</li> </ul>   | 5    4         | 3    2              | 1    0             |
| <b>Conventions and Presentation Skills</b> <ul style="list-style-type: none"> <li>– Standard writing conventions (spelling, punctuation, grammar, typos, etc.) are followed in all documents submitted.</li> <li>– Each member speaks and contributes equally to the group presentation.</li> <li>– The group is well-prepared and presents to the class with effective presentation skills: eye contact, volume, clarity, posture, gestures, and overall confidence.</li> </ul>  | 5    4         | 3    2              | 1    0             |

Total = \_\_\_\_\_ /25 points