**1920s (The Great Gatsby/Jake, Reinvented) – Moral Bankruptcy and the American Dream**

**Final Project**

***Essential Question: What is the relationship between moral bankruptcy and the American Dream?***

**Six word essays of Moral Bankruptcy and the American Dream**

* (*Individual or pairs who read the same book)*
* Create creative Six-Word Memoirs for four of the following eight characters: Jay Gatsby, Daisy, Tom, George, Myrtle, Wolfsheim, Jordan, and Nick OR Rick, Didi, Jake, Todd, Nelson, Melissa, Dipsy, and Jennifer. Explain the how each memoir highlights the character’s morality or moral bankruptcy and/or vision of the American dream. A **color-coded analysis paragraph** should be allotted for each memoir.

**Artwork**

* *(Individual)*
* Creatively portray one of the symbols that we discussed throughout the novel: the valley of the ashes, the eyes of Dr. TJ Eckleburg, the green light, and east/west. Write a color-coded analysis paragraph of the artwork explaining how the artwork represents the symbol’s meaning and how it ties morality or moral bankruptcy and/or vision of the American dream.
* For *Jake, Reinvented*, create imagery that shows the book’s portrayal of moral bankruptcy or the American dream. Write a color-coded analysis paragraph showing how the artwork portrays the idea(s).

**Each Assessment Requires the Following Final Components:**

1. Artwork or electronic file (physically turned in or emailed by the project due date)
2. Written work (explanatory analysis paragraph, essay, six word essay, etc.)
3. Works Cited Page (included on same document as the written work)

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|  | **Targets**  *meet the targets below thoroughly and creatively* |
| **Ideas**  **/60** | - Creates a unique topic related to the ideas of moral bankruptcy or the American dream - Clear and relevant thesis established through subject, focus, reason, position, purpose - Clearly and completely proves and explores the thesis statement through facts, examples, details, incidents, figures, stats, etc. - Makes very strong connections between texts/characters/life - The reader has no unanswered questions |
| **Organization**  **/15** | - A clear introduction effectively establishes purpose - Paragraphs flow logically and effectively - Sentences flow logically and effectively (support+analysis, repeat) - Transitions connect ideas effectively - Conclusion effectively ties together main ideas and offers satisfying closure Uses appropriate organizational pattern for essay structure |
| **Sentence**  **Fluency**  **/15** | - Sentences have impact, fluency, and variety in structure, length, and beginnings  - Sentences are concise – no extra words/phrases |
| **Conventions**  **/10** | - Very few conventional errors - Works cited list correctly cites all text referenced in the project - Texts referenced are correctly cited within the essay - Direct quotes correctly integrated into writing |

**/100**