ENG 3U Independent Study Unit: *The Great Gatsby*

For this unit, you will read F. Scott Fitzgerald’s *The Great Gatsby* and complete the following:

1. Reading Comprehension Test
2. Literary Essay

**The Reading Comprehension Test will be given on Friday, April 5.** It will include true/false, multiple choice and matching activities. It will focus on plot, characters, and theme.

**The Literary Essay is due Friday, May 3.** For the essay, you must answer the following question:

**Is Jay Gatsby a tragic hero?**

To answer this question, you should determine which criteria of a tragic hero Jay meets. You can use the organizer below to help you answer the question.

Please note that we will be introducing the role of the tragic hero when we start reading *Macbeth*.

Your essay should:

* be approximately 1,500 words
* be typed
* be double spaced
* follow MLA guidelines for formatting and citing
* include a Works Cited page with full citations in MLA format
* include at least nine quotations from the novel
* make text-to-text connections
* use standard academic English
* use the present tense (when describing the novel)
* follow the organization of a literary essay (see *PowerPoint* notes)
* be submitted to the drop box in the e-learning site

Is Jay Gatsby a Tragic Hero?

|  |  |  |
| --- | --- | --- |
| **Criteria of a Tragic Hero (According to Aristotle)** | **Does Gatsby Meet the Criterion?** | **Supporting Example or Quote from *The Great Gatsby*** |
| is noble and good in nature |  |  |
| is imperfect so that the audience can identify with him |  |  |
| has great potential |  |  |
| occupies a high position in society |  |  |
| has a tragic flaw, with which he is born (*hamartia*) |  |  |
| suffers from a reversal of fortune due to his tragic flaw (*peripeteia*) |  |  |
| falls from great heights (i.e., his downfall is significant) |  |  |
| recognizes that the reversal was brought about by the hero’s own actions (*anagnorisis*) |  |  |
| accepts his fate courageously, redeeming himself |  |  |
| suffers more than he deserves |  |  |
| is pitied by the audience (*catharsis*) |  |  |

Evaluation

**Be sure to review the rubric during the completion of the assignment.**

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| --- | --- | --- | --- | --- |
| **Level**  **Criteria** | **Level 1** | **Level 2** | **Level 3** | **Level 4** |
| ***Knowledge and Understanding***  Student demonstrates an understanding of the tragic hero, referring to specific criteria and incorporating key terms correctly.  Student demonstrates an understanding of the character of Jay Gatsby, incorporating a variety of details and quotations relevant to the topic of the essay.  Quotations are effectively introduced by providing context and identifying the speaker. Quotations are explained and described so that the reader understands their importance in the text. | rarely agree  rarely agree  rarely agree | partially agree  partially agree  partially agree | generally agree  generally agree  generally agree | strongly agree  strongly agree  strongly agree |
| ***Thinking and Inquiry***  Student’s thesis is clear and specific. The student’s argument is convincing, specific, and logical. The student has a clear purpose in mind and uses the body of the essay to carry out that purpose; as a result, the whole and its parts are unified and coherent.  Student is able to make relevant, creative connections to other examples of a tragic hero (from tragedy to pop culture). These are well explained and help explore the topic of the tragic hero. | rarely agree  rarely agree | partially agree  partially agree | generally agree  generally agree | strongly agree  strongly agree |
| ***Communication***  Student communicates clearly and concisely by using words appropriately, eliminating unnecessary words, and avoiding awkward or unclear expression. There are few mistakes in language conventions which do not interfere with comprehension.  The essay uses standard academic English. Student uses the present tense when describing and analyzing the novel. Student avoids first-person pronouns, contractions and colloquialisms (i.e., slang).  The organization of ideas is logical and reader-oriented. The thesis and thesis breakdown appear at the end of the introduction. Each body paragraph identifies the main idea of the paragraph in the beginning, and this main idea is clearly linked to the thesis statement. The ending of each paragraph summarizes the main idea, makes a connection to the thesis, and transitions to the next paragraph. Transitional expressions are used effectively throughout the essay. | rarely agree  rarely agree  rarely agree | partially agree  partially agree  partially agree | generally agree  generally agree  generally agree | strongly agree  strongly agree  strongly agree |
| ***Application***  Student applies the conventions of a literary essay correctly and effectively. MLA is used correctly, and the “Works Cited” page is complete and error-free. | rarely agree | partially agree | generally agree | strongly agree |