



AMY HANSON SUMMERS

I have been fascinated with writing and reading since the day I first held a fat pencil in my chubby fingers and sounded out my first word. After years as a professional writer and raising my children, I decided to partner these passions with my enjoyment of teens and to pursue teaching Communication Arts in a high school setting.

As a journalist and editor, I have mentored novice writers with writing style, syntax and diction. Learning how to precisely convey your meaning on paper is something that cannot be undervalued. Writing affects many different aspects in life and knowing how to do it helps in any field of study you choose to pursue. I have also always been an avid reader. I always have a stack of novels by my bedside and read between any given three or four at a time, depending on what mood strikes me. Reading is tied to writing in that good writing draws people in and makes the pages come alive. And while the storyline and the mere entertainment of reading is a huge reason for picking up a book, you can also learn about the time period in which the author and story is from. This alternate approach to history can breathe life into an era and give it wings. You can infer attitudes of different peoples and cultures. While it is important to read classics, I believe it is also important to look at what modern day literature says about us, our world, and our representation to future generations. I would like to guide students on a journey of discovering new lands, new people, and new attitudes. Helping students find a literary genre that fits his or her interests and speaks to him or her is something I would strive to achieve with each and every one of them.

I strongly believe that education is most successful when combined with a strong belief in God that can be openly displayed and discussed. I have spent years as a Parish School of Religion (PSR) catechist and a director of Vacation Bible School. Watching students learn and expressing themselves in a Catholic environment has been a great joy for me and led me to the teaching profession.

I have been married since 1997 to William Summers who is a Board-certified physician in Internal Medicine and Infectious Disease. His calling is to minister to those with HIV/AIDS and give them the best care possible so that they can lead normal fruitful lives. We spend a lot of time raising awareness of this cause and it is very dear to our hearts. It makes me think of how Jesus treated Lepers by loving and helping them. I have three children – twin boys born in 1998 and a daughter in 2004 -- who also keep me busy. I love spending time with my extended family many of whom live in St Louis. And when I'm not buried in a book or typing away on my computer, you may find me at the movies, shopping, at the gym, or out to eat with friends.

“Whoever said ‘sticks and stones may break my bones, but words will never hurt me’ obviously didn’t know a good writer.”

Favorite Quotes:

“Reading gives us someplace to go when we have to stay where we are. “ Mason Cooley

“Give a man a fish and you feed him for a day. *Teach a man to fish* and you feed him for a lifetime.” Chinese Proverb

“Thy word is a lamp unto my feet, and a light unto my path” Psalm 119:105

“No one can make you feel inferior without your consent” Eleanor Roosevelt

On reading: “It will greatly help you to understand scripture if you note – not only what is spoken and written, but of whom and to whom, with what words, at what time, where, to what intent, with what circumstances, considering what goes before and what follows. “--Miles Coverdale, in his introduction to his Bible translation.

On writing: “The Lord shall open unto thee His good treasure, the heaven to give the rain unto thy land in his season, and to bless all the work of thine hand: and thou shalt lend unto many nations, and thou shalt not borrow.” Deuteronomy 28:1

Summative Assessment - Newspaper
Roaring 20's and *The Great Gatsby*
Amy Summers
English 4880 Final Draft
April 25, 2012

Rationale: The point of literature is more than just to present a good story and entertain readers. F. Scott Fitzgerald's *The Great Gatsby* gives insight to the 1920s and is also a commentary on "The American Dream." The novel should be considered from many perspectives and not just from the narrator. By looking at the American environment, lifestyles, fashion, industry, and history readers can look at the novel across-curriculum and can get a vivid picture of Fitzgerald's America.

Summary: Students will read the classic novel *The Great Gatsby* and learn about 1920s America. They will keep journals of their readings, take quizzes; and as a final project create a newspaper that involves character analysis, culture of American society, historical perspective of post-WW1 America done in a newspaper format.

Literary Strategies: journaling, pre-write brainstorming, exit slips, reflective writing, Unit Magazine/Newspaper

Objectives (Bloom's Taxonomy – Cognitive)

Knowledge – Read *The Great Gatsby*; learn aspects of the 20s that affects this novel by doing outside research

Comprehension – Describe the times and identify the characters' motivations.

Application – How do these characters view "The American Dream" and how society affected/exploited these views.

Analysis – How did the characters and society affect the storyline?

Synthesis – How could different financial/class backgrounds of the characters have altered the story? How would the stock market crash of 1929 have affected the characters? The storyline?

Evaluation – Did you like the book? What do you think of the 20s and the allure of "The American Dream"? Why?

Length of Curriculum: 12 days: 5 to read, journal, and hold novel discussions and 7 to plan and create newspaper

Materials and Resources: Classroom, copies of F. Scott's Fitzgerald's *The Great Gatsby*, Library, Computers, magazines and newspapers

Formative Assessment: Daily quizzes to ensure keeping up with the daily readings and graded journal entries

Summative Assessment: Each group will compile their "article" and have it edited. It will be graded on a rubric that will measure how well it was researched, explained and deals with the material in *Gatsby*. A printed newspaper will complete the unit and we'll have a press party to celebrate!

Homework: Reading each night, keeping a journal, research and write article, editing peers' articles, some newspaper layout.

Cooperative Learning Model Unit Plan

Teacher: Mrs. Summers

Subject: English

Grade Level: 10th grade

Topic: Roaring 20's and *The Great Gatsby*

Literary Devices: journaling, pre-write brainstorming, exit slips, reflective writing, Unit Magazine/Newspaper

Objectives:

Knowledge – Read *The Great Gatsby*; learn aspects of the 20s that affects this novel by doing outside research

Comprehension – Describe the times and identify the characters' motivations.

Application – How do these characters view “The American Dream” and how society affected/exploited these views?

Analysis – How did the characters and society affect the storyline?

Synthesis – How could different financial/class backgrounds of the characters have altered the story? How would the stock market crash of 1929 have affected the characters? The storyline?

Evaluation – Did you like the book? What do you think of the 20s and the allure of “The American Dream”? Why?

Materials needed:

School - Classroom, Library, Computers,

Teacher – newspapers, magazines, class handouts as needed

Student – copies of F Scott's Fitzgerald's *The Great Gatsby*, notebook/journal, paper, writing utensils

Phase 1: Introduction: Clarify goals and establish set.

- We will continue learning about American Literature writers and focus on the Roaring 20s as we read *The Great Gatsby*
- Keep daily journal. Heading of each must list chapters read and have a five sentence synopsis of what happened in the chapter. Then, choose a character (different for each chapter) and pick an important quote by that person in the chapter and why you chose it, his/her character traits and role in the novel thus far and what this character says to you. Will be collected and graded at random.

Phase 2: Present information (outline of content):

- Give a general review of journalism and what the point of the publication is.
- Students will focus on character analysis, culture of American society, historical perspective of post-WW1 America done in a newspaper format

Phase 3: Organize students into learning teams:

- Divide class into different editorial sections of a newspaper: News, Interviews, Lifestyles (Fashion, Art, Leisure), Self-help, Classified/comics/editorials
- Divide the class into 4 teams of 6 students each and 2 students in classified/comics/editorials. Give each team a section to master and create.

- Come up with articles for each section and assign one writer to each. Included will be articles possibly including but not limited to: an interview of Jay Gatsby by Nick Carraway (to show how Nick views him throughout the novel), interview with WW1 soldier post-war America, setting of the novel done in a travel-type article "Visit Here!," expose on what is the green light seen at night?, socialite page with "Dear Abby" type letters written by Daisy and Myrtle, Fashion story on styles of the time and what it says about women's attitudes and freedoms in the 20s, role of the automobile and its effect on society, criminal activity in the time, What is the American Dream, and an Advertising section including party caterers and throwers to express importance of socializing during this time, automobile ads, fashion, music, literature, etc.
- Then, one person from each team will be designated "editor" and the five students will be responsible for look and content of the newspaper.
- Each member will represent their section to the whole "editorial board."

Phase 4: Assist team work and study:

- Students will do research and write their assigned articles.
- When finished will enlist a member of their team to "edit" and peer review.
- Turn in for final grade

Phase 5: Creation of Newspaper

- Have the group fine tune and turn in their articles. Editorial board will work on layout while rest of class previews the articles of their classmates.
- Wrap up the novel *The Great Gatsby*

Phase 6: Provide team recognition

- Pass out "final" newspapers to all classmates
- Will clap and applaud and choose a class winner, while also pointing out the original ideas of different sections ("who came up with that one?" etc).
- Have snacks and discuss final publication.
- Put copies in teachers' and administrators' mailboxes.

Teacher Lesson Plan Part 1

(Day 1-6)

Friday (1)	Monday (2)	Tuesday (3)	Wednesday (4)	Thursday (5)	Friday (6)
Introduce Unit and Book	Chapters 1, 2, 3	Chapters 4, 5	Chapters 6, 7	Chapters 8, 9	Introduce Newspaper Concept
<u>Main Idea:</u> Set the stage for the novel and introduce 1920s America	<u>Main Idea:</u> Discuss Important issues, characters, etc.	<u>Main Idea:</u> Discuss Important issues, characters, etc.	<u>Main Idea:</u> Discuss Important issues, characters, etc.	<u>Main Idea:</u> Discuss Important issues, characters for whole novel	<u>Main Idea:</u> Crash course in journalism
<u>Before Class:</u> Prepare quiz, make copies, preview chapters	<u>Before Class:</u> Prepare quiz, make copies, preview chapters	<u>Before Class:</u> Prepare quiz, make copies, preview chapters	<u>Before Class:</u> Prepare quiz, make copies, preview chapters	<u>Before Class:</u> Prepare quiz, make copies, preview chapters, bring newspaper and magazine articles to review	<u>Before Class:</u> Bring newspaper and magazine samples, articles, worksheet with list of suggested articles by section
<u>In Class:</u> PowerPoint of 1920s America culture	<u>In Class:</u> Take quiz	<u>In Class:</u> Take quiz	<u>In Class:</u> Take quiz	<u>In Class:</u> Take quiz	<u>In Class:</u> Separate students into newspaper sections: News, Interviews, Lifestyles, Self-help, Classified/comics/editorials
<u>In Class:</u> F. Scott Fitzgerald bio, Setting of Novel, Main characters	<u>In Class:</u> Synopsis, key quotes, Nick, Jay Gatsby, Tom, Daisy, Myrtle, Geography (West and East Egg)	<u>In Class:</u> Synopsis, key quotes, Decline of American Dream, Hollowness of Upper Class	<u>In Class:</u> Synopsis, key quotes, Symbols (green light, Valley of Ashes, The Eyes of Doctor T. J. Eckleburg)	<u>In Class:</u> Synopsis, key quotes, "The American Dream" via Nick, what next	<u>In Class:</u> Have each group pre-write brainstorm and assign articles
<u>Homework:</u> Read Chapters 1, 2,3 and create journal entry	<u>Homework:</u> Read Chapters 4, 5 and create journal entry	<u>Homework:</u> Read Chapters 6, 7 and create journal entry	<u>Homework:</u> Read Chapters 8, 9 and create journal entry	<u>Homework:</u> Give newspaper articles for students to review and journal entry on newspaper for <i>Great Gatsby</i>	<u>Homework:</u> Begin researching and writing article

Teacher Lesson Plan Part 2

(Day 7-12)

Monday (7)	Tuesday (8)	Wednesday (9)	Thursday (10)	Friday (11)	Monday (12)
Work on individual articles	Work on individual articles	Final Editing	Editors work with section members	Editors create newspaper	Review final product and celebrate
<u>Main Idea:</u> Individual computer research and writing	<u>Main Idea:</u> Individual computer research and writing	<u>Main Idea:</u> Peer review and Editing	<u>Main Idea:</u> Create	<u>Main Idea:</u> Create	<u>Main Idea:</u> Celebrate publication!
<u>Before Class:</u> Secure computers for student research and writing, create bookmarks or suggestions of good sites to use	<u>Before Class:</u> Secure computers for student research and writing.	<u>Before Class:</u> Secure computers, read any assignments turned in	<u>Before Class:</u> Start uploading and have template ready	<u>Before Class:</u> Look over work thus far and make notes of suggestions	<u>Before Class:</u> Make newspaper copies for students, teachers, administrators
<u>In Class:</u> Have students research and write	<u>In Class:</u> Have students research and write	<u>In Class:</u> Have students review and teacher review each other's articles, and teacher questions	<u>In Class:</u> Have editor work with team on their section	<u>In Class:</u> Have editors work with team and together	<u>In Class:</u> Go through sections and praise; What did you learn?
			<u>In Class:</u> Any last minute tweaks to articles, uploading, etc.	<u>In Class:</u> Any last minute tweaks and reading other peers' works	<u>In Class:</u> What we learned. Write reflective paper
<u>Homework:</u> Continue writing	<u>Homework:</u> First Draft of article written and make corrections	<u>Homework:</u> Final Drafts Due (email for pub and paper copy to teacher)	<u>Homework:</u> Review newspapers and reflection on what students learned with project	<u>Homework:</u> Any last minute work for newspaper, Obtain book for next unit	<u>Homework:</u> Prepare for next unit, Reading assignment, etc.

Student Calendar Part 1

(Day 1-6)

Friday (1)	Monday (2)	Tuesday (3)	Wednesday (4)	Thursday (5)	Friday (6)
Begin New Unit	Chapters 1, 2, 3	Chapters 4, 5	Chapters 6, 7	Chapters 8, 9	Introduce Newspaper Concept
<u>Main Idea:</u> Prepare to read <i>Gatsby</i> and know the time period it represents	<u>Main Idea:</u> Discuss Important issues, characters, etc.	<u>Main Idea:</u> Discuss Important issues, characters, etc.	<u>Main Idea:</u> Discuss Important issues, characters, etc.	<u>Main Idea:</u> Discuss Important issues, characters for whole novel	<u>Main Idea:</u> Participate in a crash course in journalism
<u>Activity 1:</u> See PowerPoint of 1920s America culture	<u>Activity 1:</u> Take quiz on homework readings	<u>Activity 1:</u> Take quiz on homework readings	<u>Activity 1:</u> Take quiz on homework readings	<u>Activity 1:</u> Take quiz on homework readings	<u>Activity 1:</u> Get assigned to a newspaper section (News, Interviews, Lifestyles, Self-help, Classified/comics/editorials)
<u>Activity 2:</u> Learn about F. Scott Fitzgerald bio, Setting of Novel, Main characters	<u>Activity 2:</u> Discussion: Synopsis, key quotes, Nick, Jay Gatsby, Tom, Daisy, Myrtle, Geography (West and East Egg)	<u>Activity 2:</u> Discuss: Synopsis, key quotes, Decline of American Dream, Hollowness of Upper Class	<u>Activity 2:</u> Discuss Synopsis, key quotes, Symbols (green light, Valley of Ashes, The Eyes of Doctor T. J. Eckleburg)	<u>Activity 2:</u> Discuss: Synopsis, key quotes, "The American Dream" via Nick, what next	<u>Activity 2:</u> Pre-write brainstorm with team and choose individual article to create
<u>Homework:</u> Read Chapters 1, 2,3 and create journal entry	<u>Homework:</u> Read Chapters 4, 5 and create journal entry	<u>Homework:</u> Read Chapters 6, 7 and create journal entry	<u>Homework:</u> Read Chapters 8, 9 and create journal entry	<u>Homework:</u> Give magazine and newspaper articles for students to review and journal entry on newspaper for <i>Great Gatsby</i>	<u>Homework:</u> Begin researching and writing your article

Student Calendar Part 2

(Day 7-12)

Monday (7)	Tuesday (8)	Wednesday (9)	Thursday (10)	Friday (11)	Monday (12)
Work on individual articles	Work on individual articles	Final Editing	Work with section team	Editors create newspaper	Review final product and celebrate
<u>Main Idea:</u> Individual computer research and writing	<u>Main Idea:</u> Individual computer research and writing	<u>Main Idea:</u> Peer review and Editing	<u>Main Idea:</u> Create newspaper	<u>Main Idea:</u> Create and finalize newspaper	<u>Main Idea:</u> Celebrate publication!
<u>Activity:</u> Do research and begin writing your article	<u>Activity:</u> Continue research and writing your article	<u>Activity 1:</u> Review and edit other students articles for your section; ask teacher questions	<u>Activity 1:</u> Work with team on your section: layout, writing, headline writings, etc.	<u>Activity 1:</u> Work in section teams and team editors to collaborate on overall newspaper look	<u>Activity 1:</u> Review completed newspaper with class
		<u>Activity 2:</u> Make changes to article and do any additional research and writing	<u>Activity 2:</u> Make any last minute tweaks to articles, uploading, etc.	<u>Activity 2:</u> Make any last minute tweaks and reading of peers' works	<u>Activity 2:</u> Discuss what was learned. And write reflective paper on <i>Gatsby</i> and newspaper project
<u>Homework:</u> Continue writing	<u>Homework:</u> First Draft of article written and make corrections	<u>Homework:</u> Final Drafts Due (email for pub and paper copy to teacher)	<u>Homework:</u> Any work assigned by team to finish newspaper next day.	<u>Homework:</u> Any last minute work for newspaper, Obtain book for next unit	<u>Homework:</u> Prepare for next unit, Reading assignment, etc.

Lesson #1

Presentation Model Lesson Plan

TEACHER: Mrs. Summers **SUBJECT:** English **GRADE LEVEL:** 10th Grade

TOPIC: Introduce Fitzgerald's *The Great Gatsby* and 1920s America

ADVANCED ORGANIZER USED: Build on reading comprehension, writing skills, and critical thinking skills learned in previous periods of literature.

OBJECTIVE(S): Students will read *The Great Gatsby* and expand its meanings to incorporate themes of 1920s America.

MATERIALS NEEDED: Copies of *The Great Gatsby* for each student; board, markers/chalk; computer; created PowerPoint presentation with music, art, fashion, etc.; journals for students

PHASE 1 INTRODUCTION: Clarify goals and establish set

We've been studying works of American writers. Now, we are going to begin on a new period of time in Post-World War I America.

Issues of wealth, moving out west, Prohibition, you have learned in Social Studies and American Literature.

PHASE 2: Present the advance organizer (include and describe):

Pass out graded papers from the last unit on American Literature. Discuss how felt students were beginning to be active readers and dig deeper into their readings. Commend how they looked into deeper motivations than simply storytelling on part of writer, and how the culture influenced his/her writing and perhaps how the writing influenced the time. Mention how it is a written record and perhaps commentary on the culture.

PHASE 3: Present learning materials (outline of content):

Introduce *The Great Gatsby* by F. Scott Fitzgerald: read book cover, look at chapters, read first line, last line, etc.

Using PowerPoint present Fitzgerald's biography, American happenings.

Go into geography of West Egg and East Egg and their class distinctions.

Introduce the main characters and their class distinctions and relationships: Nick Carraway (narrator), Jay Gatsby, Daisy Buchannan and Myrtle Wilson.

PHASE 4: Application: (check for understanding and strengthen student thinking)

Discuss how students think characters may act due to America's culture. What problems they may face, what clothes they might wear, etc.

Read the first section aloud together and set the scene.

Have students finish first chapter in class (if time) and have them read Chapter 2 and 3 for homework.

Lesson #6

Concept Teaching Model Lesson Plan

TEACHER: Mrs. Summers **SUBJECT:** English **GRADE LEVEL:** 10th Grade

TOPIC: Introduce Newspaper Concept

OBJECTIVE(S): After completing *The Great Gatsby*, students will take what they have learned and create a newspaper that explains the themes in the novel, the culture of the times, and character analysis in a unique platform.

MATERIALS NEEDED: magazine and newspaper samples, articles, Addendum 1 handout with list of suggested articles by section (Attached)

PHASE 1 INTRODUCTION: Clarify goals and establish set

Just finished reading *The Great Gatsby*.

Differences between the Buchannans and the Wilsons. Review the themes, motifs, symbols.

Today we're going to take what we've read and expand it into a newspaper that further explores the Roaring 20s, the novel, and the effect on America.

PHASE 2: Provide examples

Direct Presentation:

- Pass out copies of newspapers, magazines and articles. Discuss what draws them into the article: headlines, good introduction paragraph, photos, etc.
- Characteristics of good journalistic writing: quotes from people (for this project make up those for characters, imaginary, or the deceased), engaging words, strong introduction
- Importance of good editing for trustworthiness
- Image is important!

Concept attainment:

1. Provide different types of articles in a newspaper
2. Students inductively arrive at the concept and attributes and how different from the standard five-paragraph essay
3. Show examples of what they listed as characteristics of good writing
4. Show examples of what "looks" good

PHASE 3: Check student attainment of concept

Show Me:

- Give different sections of a newspaper: news, lifestyle, features, interviews, classified/self-help/fashion/comics

- Divide students into teams of each section and have them brainstorm ideas.
- Students inductively arrive at the concept and attributes
- After a few minutes of group discussion, pass out handout with suggestions of articles by section (Addendum 1)
- Repeat until all teams have come up with the articles and writers for their section

Exit Slip

- Have each section give you a written paper on subject and writer and a brief sentence on content.

PHASE 4: Analyze student thinking processes

Read exit slips at end of class and make any corrections or clarifications that may be necessary.

Let other sections know what their classmates/newspaper peers are doing.

Get feedback: missing anything? Some things too redundant?

Have students begin researching and writing their article for homework and continues for next two classes

Lesson #7

Problem-Solving Lesson Plan

TEACHER: Mrs. Summers **SUBJECT:** English **GRADE LEVEL:** 10th Grade

TOPIC: Work on Individual Article for 1920s *Gatz Bee*

OBJECTIVE(S): By giving students class time with a computer and with their section members, they will be able to research and write an assigned article while understanding and communicating about 1920's America.

MATERIALS NEEDED: Computers, student notebooks, writing utensils

PHASE 1 INTRODUCTION: Clarify goals and establish set

Last class set up sections of a newspaper and received article assignments

Review the purpose and audience of newspaper

Review journalistic writing guidelines

PHASE 2 Phase 2: Organize students for study:

- Have students sit near their section mates and begin researching
- Have them vote on an "editor" for their sections who will be responsible for laying out, assigning last minute work (writing headlines, finding photos, etc), and development of their section and of newspaper as a whole.

Phase 3: Assist independent and group investigation:

- Allow students to ask each other and teacher questions or ask for any clarifications.
- Have suggested websites bookmarked for them to investigate.

Phase 4: Develop and present artifacts and exhibits:

- Last few minutes of class, students will talk with their section about how each article is coming and suggestions
- Teacher to circulate and assist as needed
-

Phase 5: Analyze and evaluate the problem-solving process:

- Editor of each section to speak with teacher for a few minutes on development of their section, to discuss any potential issues, and to receive guidance.

Suggested Articles for *Gatz Bee*.

****News****

- What is that green light?
- Myrtle Wilson death
- Jay Gatsby's Death
- Daisy and Tom Buchanan to Renew Vows
- Zelda Fitzgerald's Troubles

****Interviews****

- Jay Gatsby interview by Nick Carraway
- World War I vet
- Women's Freedoms interview by women's rights advocates
- Interview with F. Scott or Zelda Fitzgerald
- Random witness of hit and run of Myrtle Wilson
- Ask on the street: "What is the American Dream" ask random characters

****Lifestyles ****

- Travel article "Visit here!"
- Fashion of the time
- Review of "Midnight in Paris" (Woody Allen movie)
- Review of music of the time
- Review of a book perhaps read by Tom Buchanan

****Self-help****

- "Dear Abby" type letters written by Daisy and Myrtle
- Automobile help (show importance of cars to the time)
- How to Break out into Society? (Info on Jay Gatsby trying to establish himself?)
- How to look important: how to talk, look and say

****Classified/ comics/editorials****

(This section may require more than one piece per person)

- Editorial... what is the American Dream?
- Classified on things for sale (cars, jewelry) or jobs (caterers, party planners) available that show importance in the time
- Comic, political cartoon

Newspaper : *The Gatz Bee* RUBRIC

CATEGORY	4 Pulitzer Prize Winner	3 Honorable Mention	2 We'll Lose Subscriptions	1 Stop The Presses!
Articles - Purpose	90-100% of the articles establish a clear purpose in the lead paragraph, demonstrate a clear understanding of the topic, and are relatable to <i>The Great Gatsby</i> and The Roaring 20's.	85-89% of the articles establish a clear purpose in the lead paragraph, demonstrate a clear understanding of the topic, and are relatable to <i>The Great Gatsby</i> and The Roaring 20's.	75-84% of the articles establish a clear purpose in the lead paragraph and demonstrate a clear understanding of the topic, and are relatable to <i>The Great Gatsby</i> and The Roaring 20's.	Less than 75% of the articles establish a clear purpose in the lead paragraph and demonstrate a clear understanding of the topic, and are relatable to <i>The Great Gatsby</i> and The Roaring 20's.
Articles - Supporting Details	The details in the articles and the sources used are clear, effective, and vivid 80-100% of the time.	The details in the articles and the sources used are clear and pertinent 90-100% of the time.	The details in the articles and the sources used are clear and pertinent 75-89% of the time.	The details and sources used in more than 25% of the articles are neither clear nor pertinent.
Articles - Interest	The articles contain facts, figures, and/or word choices that make the articles exceptionally interesting to readers. Also, the relationship to the novel is evident.	The articles contain facts, figures, and/or word choices that make the articles interesting to readers. Also, the relationship to the novel can be seen in most articles.	The article contains some facts or figures but is marginally interesting to read. In some cases, the relationship to the novel is a stretch.	The article does not contain facts or figures that might make it interesting to read. The subjects are not easily related to the novel.
Contributions of Group Members	Each person in the group has contributed their share of the planning, writing, and presentation of <i>The Gatz Bee</i> . *	Some in the group contributed a little less than their share of the planning, writing, and presentation of <i>The Gatz Bee</i> . A few reminders were needed from peers and/or teacher. *	Not every member in the group has contributed some to the planning, writing, and the presentation of <i>The Gatz Bee</i> . Many reminders were needed from peers and/or teacher. *	Communication within the group was poor, and some students in the group required quite a lot of assistance from peers and/or teacher before contributing a little to <i>The Gatz Bee</i> . *
Knowledge Gained	All students in the group can accurately answer all questions related to a) all stories in the newspaper and b) how it relates to <i>The Great Gatsby</i> and The Roaring 20's.	All students in the group can accurately answer most questions related to a) all stories in the newspaper and b) how it relates to <i>The Great Gatsby</i> and The Roaring 20's.	Most students in the group can accurately answer most questions related to a) all stories in the newspaper and b) how it relates to <i>The Great Gatsby</i> and The Roaring 20's.	Several students in the group appear to have little knowledge about the facts of <i>The Great Gatsby</i> and The Roaring 20's.

Individual Performance	You demonstrated complete mastery of the subject matter in your article, your peers' articles and how it related to <i>The Great Gatsby</i> and The Roaring 20's. You did your share of the work excellently. *	You demonstrated a good knowledge level of the subject matter in your article, your peers' articles and how it related to <i>The Great Gatsby</i> and The Roaring 20's, with some exceptions. You did your share of the work. *	You demonstrated some knowledge of the subject matter in your article, your peers' articles and how it related to <i>The Great Gatsby</i> and The Roaring 20's. Perhaps, you did not complete your share of the work. *	You failed to demonstrate your knowledge of subject matter in your article, peers' articles and how it related to novel and The Roaring 20's. You let the team down and did not do your share of the work. *
Spelling/ Grammar/ Editing / Proofreading	No spelling or grammar errors remain after one or more people read and correct the newspaper.	No more than a couple of spelling or grammar errors remain after one or more people read and correct the newspaper.	No more than 3 spelling or grammar errors remain after one or more people read and correct the newspaper.	Several spelling or grammar errors remain in the final copy of the newspaper.
Extra Points	N/A	All peers and teacher believe you went above and beyond your role or by picking up slack of other workers and deserve 3 points. *		Your role in <i>The Gatz Bee</i> was vital and was mentioned by some peers and/or teacher, you may have picked up slack of other workers. You deserve an extra point. *

* Will be partially determined by individual group member evaluations

Your Score: _____ out of 28

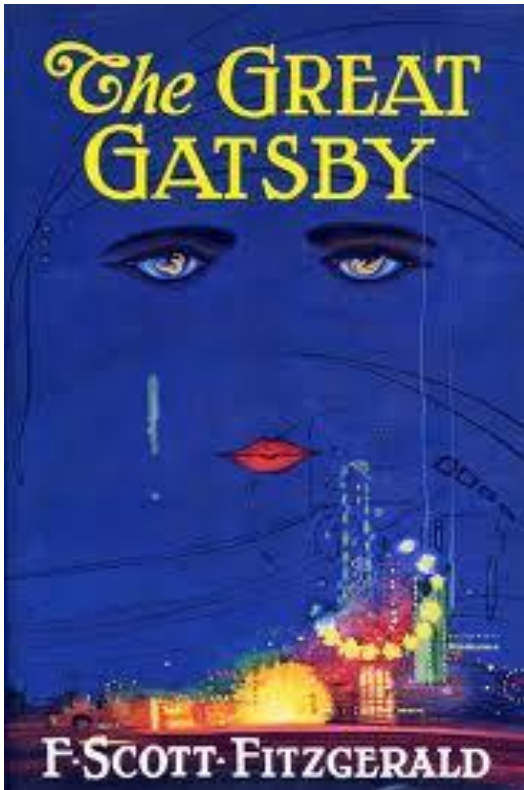
NOTES:

The Gatz Bee

Volume 1 Number 1

Fall 2013 ABC High School

Mrs. Summers English Class



Summers Introduces a New Book... Students Prepare for a Great Unit!

The Great Gatsby was written by F. Scott Fitzgerald in 1922. It is about Nick Carraway, a young Midwesterner now living on Long Island, who finds himself fascinated by the mysterious past and lavish lifestyle of his neighbor, the nouveau riche Jay Gatsby. He is drawn into Gatsby's circle, becoming a witness to obsession and tragedy.

The book is an American Classic that highlights the lifestyles of post-World War I America.

Students will begin reading on November 5. The reading schedule is:

November 5 – Chapters 1-3

November 6 – Chapters 4, 5

November 7 – Chapters 6, 7

November 8 – Chapters 8, 9

Students will **write in journals each night**. Heading of each must **list chapters read, have brief synopsis of the chapter, and a quote by a new character each night and their reaction to it.**

Journals will be collected and graded at random.

Students To Explore and Create Newspaper of the 'Roaring Twenties'

Not only will students learn about the novel and its storyline... they will also investigate the time period, known as "The Roaring 20s."

Music, social events, historical occurrences, lifestyles and fashion will be explored and captivated in an outstanding final project... a newspaper!

Students will be assigned to an editorial section of the newspaper and brainstorm topics. Then each will be assigned an article to research, edit, and add to the newspaper.

Finally, each section will submit their section and a final newspaper will be constructed.

The process from beginning of *Gatsby* to the finished newspaper will take about **12 class periods**.

Students are expected to read, write and assist their sections in and out of class. Grades will be assigned for daily reading quizzes, journal entries, newspaper article, participation and reflective paper.

Any questions should be directed to Mrs. Summers.



The 'Roaring 20s' will be explored and a newspaper will be printed and distributed to class, teachers, and administration. Students are expected to use at least **three sources** on their work. **Due: November 16.**