**The Great Gatsby Research Project / First Semester Final Details**

We will continue to study *The Great Gatsby* from a literary perspective. We will also look at it through a non-fiction/research perspective.

**Part 1: Group** (**Part 1 is due by the end of class today, December 6).**

**Task 1: Develop an Essential Question**

Your group must develop an essential question to guide your research:

 • Must include an aspect of the topic that requires persuasive, controversial,

 or argumentative conclusions.

 Ask yourself: *Could people disagree on the answer?*

 • Must consider the topic through the lens of Fitzgerald’s Gatsby.

Ask yourself: *How does Fitzgerald see this topic?*

*How do I predict I will see this topic (today or some other researchable time period)?*

*Essential Question Examples: How has the perception of (my topic) changed over time?; How do (perspective) view (my topic)?*

Key Brainstorm: Define your Topic (What do Wealth, Class, Love, Death, American Dream *mean*?)

Then come up with the Essential Question.

**Task 2: Create 4 Focus Questions**

After you develop your Essential Question, create 4 Focus Questions, which you will divide among

your group members.

*Focus Question Examples:*

1. *What was the state of (my topic) in America in the 1920’s?*
2. *How important was (my topic) to the characters of The Great Gatsby?*
3. *What did (my topic) look like as a “snapshot” in time – during the Great Depression? the 50’s, the 60’s, etc.?*
4. *What is the state of (my topic) in America today?*

**Part 2: Individual (Part 2 is due at the beginning of class on December 14).**

**Task: Research YOUR focus question**

**Source Types you will need:**

• For this project you will be looking at:

- Statistical information - try census and .gov websites

- Anecdotal evidence (stories) - blogs, newspapers, memoirs, etc.

- Expert / Primary and/or Secondary Sources

**You will have completed (THIS MUST BE TURNED IN ON DECEMBER 14!):**

* **Annotated Bibliography: MLA format, 1) Type of source, 2) Paraphrase, 3) Any Bias, 4) Why do you think it was relevant to your research (why did you use it).**

**Part 3: Group Synthesis (Everything is due at the beginning of class on December 14)**

You group must create a Gallery Presentation of your findings

• Explain your Project

- Poster/Graphic/ 3-D representation of your group’s findings and conclusions – filled with Symbols.

- Must present research findings

 • Artifacts / Dress appropriately for the swanky occasion – Jazz Age

 • Gallery Presentation must include at least ONE graphic illustration that is **SYMBOLIC** of your findings:

*Graphic Illustration examples include: timeline, highway map, river, plate of food, console of a car, play list, menu in a restaurant, tree, house, etc. Just make sure it is some symbolic representation of your topic.*

**Write your Essential Question Here:**

**Write your four focus questions here and circle the one you will research, write, and present on:**

**Instructor Details / The Requirements all Due with Your Gallery Presentation on \_\_\_\_\_\_\_\_\_\_\_\_\_\_.**

1. Individuals must turn in an Annotated Bibliography with three sources! Instruction and details explained in class (also listed on previous page).

2. The Graphic Presentation/Poster /Objects/Symbols/Dressing up/ Illustrations /Food ?/ Music? /Artifacts. Have fun, will you!!! This is a group synthesis activity. The two of you will come up with cool stuff so you can symbolize your topic. Please have fun, come in character, be spirited. Good times.

3. The Gallery. On the day of class before your final, your group will be on hand to give several presentations on what the symbol(s) represent with regard to your topic. Each of you will simply say, "This was my focus question, and these are the answers I came up with..., and here are my symbols… Get it?”

4. The Written Final.  Unrelated to any of the above, on the day of your class FINAL, each of you will be given an in-class test on *The Great Gatsb*y (half of which will be on **Symbolism**) where you will be asked five questions, worth a total of Many, Many Points – so read the book, okay!

5.Topics/Pairs (Groups): Topics/Pairs (Groups):

Death: Luis & Justin AD: Sophie & Toby

Love: Leo & Danielle Love: Rachel & Lilyana

Class: Hallie & Amy Love: Marco & Makayla
Wealth: Kadence & Matt AD: Maddie & Lyra

Class: Haley & Joel Love: Sean & Yatziri

Wealth: Izzy & Becca Wealth: Ulises & Aaron

Love: Cecy & Ashley AD: Lavinia and Connor

Death: Alex & Louisa

AD: Emma & Grayden

6. Trading partners: you may trade partners if all four members agree to switch.

7. Partner issues. Be prepared to complete the Annotated Bibliography AND the Visual for the Gallery on your own, but only if your partner does not meet expectations for an Honors English class. As for excuses, I have heard them all. If you feel as though your partner did not carry their weight I am sure it will be reflected in *their* Annotated Bibliography. Please feel free to work out any issues you have on your own before coming to me.