**AP Gatsby Seminar Prep Sheet** Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date of Seminar\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Review your notes about Fitzgerald’s life. What are three major autobiographical events that also shaped the novel?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Standard** | NE | 1 | 2 | 3 | 4 |
| **RSR.1A.ES**  Identify and describe components of the rhetorical situation: the **exigence**, audience, ***writer, purpose, context, and message.*** | No Evidence | I cannot identify the majority of the components of the rhetorical situation. | I can identify some of the components independently, but only if I have help can I identify and describe all components correctly. | I can identify and describe all the components of the rhetorical situation accurately and completely. | I can identify and describe all the components and explain how they work together, no matter what text type is assigned. I can also find clues for the elements that are not explicitly stated in the text. |

\*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. Review the anticipation guide we discussed at the beginning of the book. Determine what Fitzgerald would say about each issue presented, based on what you know from the book and his personal life. (finish and attach the guide). Standards on Anticipation Guide

3. Read the NY Times article and determine whether or not you agree with the author. Write the thesis of your response and provide a bullet list here of evidence you would use to defend your position and address the counter claim:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Standard** | NE | 1 | 2 | 3 | 4 |
| **CEW.4B.ES Write a thesis statement that requires proof or defense and that may preview the structure of the argument.** | No Evidence | I cannot write a thesis that requires proof or defense. I make only statements of fact or definition and may struggle to stay on topic. | With help, I can write a thesis that requires proof or defense and sometimes it previews the structure of the argument. I am able to stay on topic. | I can write a focused thesis statement that requires proof or defense and previews the structure of the argument. | I can write a nuanced thesis statement that requires defense, reflects the purpose and provides a preview of the argument. |
| **ROW.6A.ES Develop a line of reasoning and commentary that explains it throughout an argument.** | No Evidence | I can make simple statements of opinion, but provide no reasoning or my explanation is off topic. | I can provide opinion statements, related topics and offer some reasoning for support. | I can give convincing evidence and reasoning with clear and valid, complete explanations to build an argument. | I can give a wide variety of applicable evidence and reasoning with explanations which reflect significant maturity, broad knowledge of the world and build a convincing argument. |

\* \*

\* \*

\* \*

\* \*

4. Interview an adult who has read The Great Gatsby at some point in their life. Ask them the following questions:

Name/ Relationship of Interviewee:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

When/ why did they read the book?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\*\*Does the concept of the American dream still exist? How would you define/ describe it? Explain.

\*\*How would you respond to Fitzgerald’s claim that “Love is only a dream”?

\*\*Explain your reaction to Fitzgerald’s criticism of what he calls the “shallowness of the upper class”?

\*\*Should school continue to teach The Great Gatsby as a classroom novel? Explain.

We will discuss these interviews as part of the Socractic seminar on Friday, April 3rd and standards will be assessed at that point.