

## American Literature

Ms. Libby

Spring 2018

**Prompt:** How do the authors studied in this unit portray a common experience of the American Dream in the 1920s in their writing?

**Details:** Connect and cite examples from *The Great Gatsby* and the other texts we have studied thus far to support your argument. Your essay should show how these texts present a common experience of the American Dream in the 1920s through key characters' experiences. Make it clear that you understand definition of the American Dream and the central message each author sends through their writing.

### Requirements:

- Refer to *The Great Gatsby* plus at least two more of the texts we read this unit
- Craft an analytical, academic claim that provides for a multi-paragraph essay (two body paragraph minimum)
- Discern the appropriate essay and paragraph structure relevant to the claim and topic sentences you have written
- Adhere to MLA guidelines
- Your response should be a thoughtful and thorough analysis of the prompt in accordance with the rubric below

Final Analysis Grade \_\_\_\_\_

Name \_\_\_\_\_

Final Mechanics Grade \_\_\_\_\_

*The Great Gatsby* essay

Expectation	Exceptional	Meets Expectations	Needs Attention	No Evidence
<b>ANALYSIS</b>				
Intro paragraph has hook, context, and thesis. Paragraph is organized.				
Thesis articulates author’s overarching claim, responds to the prompt, and guides essay.				
Topic sentences outline main ideas of the paragraph and connects to the thesis.				
Context gives relevant background to the evidence. Concise yet thorough. Integrates evidence into paragraph/sentence.				
Evidence is a direct quote from a required text that directly supports the claim in the topic sentence. Only the essential parts of the quote are included. Appropriate amount of evidence used (as called for in Topic Sentence & Thesis)				
Commentary 1 Includes low- and high-level analysis that ties all evidence together, to the topic sentence and thesis. Utilizes relevant academic language to further analysis. Critical thinking is evident.				
Commentary 2 clarifies why the evidence matters within the text through a universal claim. Should conclude the paragraph with a statement that summarizes the main idea and connects back to the topic sentence and essay’s overarching themes.				
Conclusion paragraph restates the proven claims of the essay with varied syntax and diction. Well organized and connects all BIG ideas to texts and TS. This should not be a restatement of the thesis and topic sentences.				
<b>GRAMMAR &amp; MECHANICS</b>				
Essay contains complete and varied sentence structures; no run-ons or errors in semicolon or comma usage.				
Essay has no pronoun-antecedent or errors in subject-verb agreement.				
Essay uses relevant academic language and sophisticated vocabulary.				
Essay is free of errors in spelling, punctuation, and grammar.				
Essay follows MLA format, including correct in-text citations.				
Essay has a complete and organized “Work Cited” page (MLA Format).				
All pre-work was completed on time.				