

Recommended Time	Supplies/ Activity Directions
<p>Homework</p> <p>5 Mins →</p>	<p>Supplies: Integrity essay worksheet</p> <p>Homework: Students will outline and draft 750 word essay in which they identify a character from <i>The Great Gatsby</i> that illustrates integrity and how that is applicable to the student's life.</p>
<p>Suggested Teacher Script:</p> <p><i>Tonight you will outline and draft a 750 word essay in which you identify a character from The Great Gatsby that illustrates integrity and how that example (positive or negative) is applicable to your own life. When completing this assignment keep in mind what you discussed in your small groups today. Please refer to the Integrity Essay worksheet for directions and space to write your essay.</i></p>	

Connection to Laws of Life Essay focused on Integrity:
 Today's activity and homework assignment serve as a catalyst to outline and draft a *Laws of Life* essay that is focused on integrity. The attached essay grading rubric is a guide for students to participate in a peer review seminar during the writing process as well as a guide for your own grading. We encourage the writing process take place immediately following the Discussing Integrity activity to help students attain a full understanding of integrity (positive and negative) in *The Great Gatsby* and how integrity may apply in their own lives.

INTEGRITY QUOTATIONS

Directions: Consider the quotes below taken from *The Great Gatsby*³. In discussion groups please focus on the questions that pertain to the quote you are assigned. Each student should choose one question below the group's assigned quote (or write your own question) and write it on a sticky note to be placed on the discussion organizer. Each student then reads their question to the group and records responses from classmates. In response to questions, please use specific examples (from the novel or life) to support your ideas.

1. **"After Gatsby's death the East was haunted for me like that, distorted beyond my eyes' power of correction. So when the blue smoke of brittle leaves was in the air and the wind blew the wet laundry stiff on the line I decided to come back home." (p. 176)**
 - Can we identify the moral/ethical values of those residing in East Egg that troubled Nick?
 - What moral/ethical values does Nick hold that contrast with people in the East?
 - What moral/ethical principles affect Nick's decision to return to the West?
 - Was there another way for Nick to deal with the moral values of East Egg, besides returning to the West?

2. **"When a man gets killed I never like to get mixed up in it in any way. I keep out. When I was a young man it was different—if a friend of mine died, not matter how, I stuck with them to the end. [...] Let us learn to show friendship for a man when he is alive and not after he is dead." (p. 171-172)**
 - Do you agree with this statement?
 - What moral/ethical values are important to the speaker?
 - Do you think these values are demonstrated in everyday life?
 - When Nick says "let us learn to show friendship for a man when he is alive and not after he is dead" an example of a desirable trait in friendship or any relationship you can relate to today?

3. **"They were careless people, Tom and Daisy--they smashed up things and creatures and then retreated back into their money of their vast carelessness, or whatever it was that kept them together, and let other people clean up the mess they had made." (p. 179)**
 - Do Tom and Daisy illustrate integrity?
 - From the book, can you determine what moral/ethical values are held by Tom and Daisy?
 - Is Tom and Daisy's moral code something desirable to live by today?
 - What keeps Tom and Daisy together?
 - Would Tom and Daisy's ethical/moral values help you reach your life goals? (How or how not?)

4. **"I'm thirty," I said. "I'm five years too old to lie to myself and call it honor." (p. 177)**
 - What is Nick realizing in this quote?
 - How do the themes of innocence and experience affect Nick's integrity in chapter 9?
 - Assuming F. Scott Fitzgerald (through this quote) is saying that everyone is judgmental, then how does one deal with "human nature to judge?"
 - What does this quote say about the moral/ethical values of society today?

³ Fitzgerald, F. S. (1925). *The Great Gatsby*. Sioux Falls, SD, NuVision Publication.

Integrity Essay Grading Rubric

Directions: Please use the rubric below to grade the Integrity Essay. When grading the essay use the comments row to note specific editing suggestions and indicate whether the student has A, B, C, or D quality for each component of the rubric.

POSSIBLE GRADE:	A	B	C	D	Comments
INTRODUCTION Background/History Thesis Statement	Well-developed introduction engages the reader and creates interest, contains detailed background information, Thesis clearly states a support or rebuke of integrity demonstrated by selected character(s)	Introduction creates interest, Thesis clearly states a position.	Introduction adequately explains the background, but may lack detail, Thesis states a position but is awkwardly written	Background details are a random collection of information, unclear, or not related to the topic. Thesis is vague or unclear	
MAIN POINTS Body Paragraphs	Three or more well developed main points directly related to the thesis, supporting examples are concrete and detailed, the narrative is developed with a consistent and effective point-of-view, illustrating the essay with detail	Three main points are related to the thesis, but may lack details, the narrative shows events from the author's point of view using some details	Three main points are present, but without much detail, the narrative describes the events, but may lack details and organization.	Less than three main points, and/or poor development of ideas, the narrative is undeveloped, with vaguely connected examples	
ORGANIZATION Structure Transitions	Logical progression of ideas with a clear structure that enhances the thesis, transitions are mature and graceful with connecting vocabulary.	Logical progression of ideas, transitions are present throughout essay.	Organization is evident, transitions are present, but often not well constructed.	No cohesive organization, transitions are unclear or not present	
STYLE Sentence flow, Variety Word Selection	Writing is smooth, skillful, and coherent, sentences are strong and expressive with varied structure, words are well chosen	Writing is clear and sentences have varied structure	Writing can be awkward and sentences may lack variety	Writing is confusing, hard to follow, contains fragments and/or run-on sentences and inappropriate word use	
MECHANICS Spelling and Punctuation,	Punctuation and spelling are correct with no errors	Punctuation and spelling are generally correct with few errors (1-2)	A few errors in punctuation and spelling (3-4)	Distracting errors in punctuation and spelling (5 +)	
CONCLUSION	Conclusion effectively wraps up essay and provides memorable synthesis	Conclusion effectively summarizes thesis	Conclusion is recognizable and attempts to tie up thesis points	Conclusion does not summarize main points of thesis	

Place participant one's response here

I agree with your point, however...
can you help me understand ...

Place participant two's response here

Place group discussion question here.

Here is an example of what I am seeing...

My main point is... because...
Do I understand you are saying...

Place participant three's response here

I agree and would like to add ...
I recognize your point is ... and I would like to suggest this difference...

Place participant four's response here