***The Great Gatsby* – Modernist Edition – Presentation – Individual Effort**

**Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Individual Presentation Rubric**

1. **Sub-topic statement:** Student presents his/her sub-topic of the presentation and establishes a purpose before delivering his/her analysis.

**Score \_\_\_\_\_\_ / 10 points**

1. **Literary Analysis of *The Great Gatsby***: (1) The student provides a context for the quotation and establishes an understanding of where the moment occurs within the text. (2) The student selects a passage from *The Great Gatsby* as an example of best evidence of modernist attributes. (3) The student unpacks the quotation and provides the class with in-depth analysis concerning F. Scott Fitzgerald’s use of modernist attributes. The analysis extends well beyond simply identifying the modernist attributes present and shows how the attributes apply to the text and how they develop modernist themes or tones in relation to the greater thesis statement. (4) The student shows great command over the material and speaks as one who has mastered the concepts. (5) The student develops an efficient bulleted list of modernist attributes present in the passage and clearly explains his/her understanding of modernist attributes**.**

**Score \_\_\_\_\_\_ / 40 points**

1. **Analysis of Painting:** (1) The student presents the title and artist. (2) The student clearly and creatively showcases why the painting should be used to illustrate his/her selected moment in the text. The rationale is based on the common modernist attributes and extends well beyond a literal interpretation of visual elements present in the art work. (3) The student demonstrates keen attention to detail and studies the painting in an in-depth manner. (4) The student showcases an ability to think critically and analyze the painting in a creative and abstract manner. (5) The student draws creative parallels between the work of art and the literary analysis in connection to the greater thesis statement.

**Score \_\_\_\_\_\_ / 30 points**

1. **Oral Presentation / Public Speaking Performance:** (1) The student uses a formal tone. The speech is loud, clear and delivered at a steady pace that is easy to follow. The presentation is clearly well prepared. (2) The student appears comfortable as he/she delivers his/her understanding. (3) The student’s uses of body language and hand gestures enhance the presentation. (4) Student speaks with enthusiasm for the subject matter, emphasizes major points, and maintains the audience’s attention. (5) The student is able to relay his/her understanding within the given time limit of 5-8 minutes.

**Score \_\_\_\_\_\_ / 20 points**

**Final Score \_\_\_\_\_\_ / 100**

**Comments:**