Great Gatsby
Creative Projects (Writing and Visual) 10 points each

You are to create a creative reinterpretation, manipulation, or “spin-off” of Hawthorne’s world. The unit is comprised of two Creative Projects. You may either do two Writings or one Writing and one Visual. Visual projects require an amount of preplanning as well as acquiring your own supplies to be used during class time.

Consider the following suggestions for your Creative Projects, or discuss with me an idea of your own.

- Radio show script set in Gatsby’s house
- Hypothetical backstory of Gatsby, Nick, or other characters, or perhaps a conglomeration of multiple conflicting stories about Gatsby based on gossip
- Collection of letters between Gatsby and other character(s) during his formative years
- Letter from Nick to family back home about his experience out east
- Retelling of a scene from another character’s perspective (i.e. Jordan, Tom, Daisy)
- “How to be a Great Success” guidebook by Jay Gatsby, or “How to be Popular”, etc.
- “What if…” turn of events
- Newspaper article about Gatsby’s lavish parties or another event
- Poem from a character’s perspective

Visual Projects
- a series of symbols and concepts from the novel artistically arranged and designed to express a particular, unique interpretation of an aspect of the novel
- a map, model, or board game of the novel’s locations
- any work of visual art (small painting, sketch, or sculpture) that provides an in-depth interpretation of one of the novel’s major themes or motifs
- Theatrical design of a Great Gatsby production (costumes, set, etc.)
- a 3D display of a particular scene
- advertisement or pages from a catalogue for products of the 1920s that may pertain to a particular character
- interpretive collage
- storyboard or comic strip of a scene from the novel

* You may want to provide a brief written explanation of your visual to ensure that the instructor understands the depth of thought into your interpretation.
** Avoid computer printouts of images you have not created yourself.
Creative Writing Project Rubric (10 points total)

Approximate length: Narrative or journalistic pieces = about 2-3 pages  
Poetry = very relative; about 1 ½-2 pages  
Script = 2-3 pages (dense dialogue); 3+ pages

Creativity – Originality of ideas
4- Above and beyond the bounds of the assignment; a work worthy of publication and to be shared with other classes nationwide. Student pursued a unique topic of choice from the teacher’s listed suggestions. Student rethought aspects of the story and characters in various dimensions than provided by the author. May result in a few more pages of development than suggested.
3- Work is highly interpretive. Student pursues an idea that is highly original and may not have been done before. Student has pursued a form, voice, and/or point of view unique from the author’s original work.
2- Student fell in line with the suggestions of the assignment; has some originality and can be considered a fun “spin-off” of the literature
1- Some writing is produced at the suggested length; appears to have taken no brainstorming or forethought to create
0- no attempt to create a written interpretation of the work

Neatness - Quality of appearance
3- Clearly took hours of effort; reflects the careful attention to detail of a working writer. Carefully typed; no grammatical or formatting errors.
2- May have taken an hour or less to produce, but still reflects some pride in student’s work; errors do not distract the reader too heavily from enjoying the work. Typed or decoratively hand-written.
1- Appears thrown together in a hurry; desired result of a “great idea” may be unclear. Not proofread. Hopefully typed.
0- Hand-written in a hurry. Frequent errors.

Accuracy – Reflection of understanding of literature
3- Strongly reflects a deep knowledge and critical point of view toward the work; makes frequent factual and interpretive references to the work, perhaps along with a spin of their own
2- Shows a clear understanding of the text with a few specific references; could be more interpretive
1- Student may have a basic grasp of characters or concepts from class discussions, but clearly hasn’t read or reflected heavily on the reading.
0- Has little or no semblance to the literature
Visual Project Rubric (10 points total)

Creativity – Originality of ideas
4- Above and beyond the bounds of the assignment; implemented high tier insight and visual artistic ability or attention into a work worthy of display or publication. Perhaps implemented a unique medium of the student’s choosing not often used
3- Student’s visual is highly interpretive; tried to create a fresh piece that hasn’t been done before
2- Student fell in line with the suggestions of the assignment; has some originality and can be considered a “visual interpretation”
1- Some rendering of a visual is created; appears to have taken no brainstorming or forethought to create
0- no attempt to create a visual interpretation of the work

Neatness - Quality of appearance
3- Clearly took hours of effort; reflects the careful attention to detail of an artist (not necessarily skill). Worthy of display or as an instructional tool for future classes.
2- May have taken an hour or less to produce, but still reflects some pride in student’s work; could have perhaps included more specific details
1- Appears thrown together in a hurry; intended effect of visual may be unclear
0- Little attention to detail or attempt to produce a worthy interpretation. Pencil sketch done on notebook paper before the bell rings.

Accuracy – Reflection of understanding of literature
3- Strongly reflects a deep knowledge and critical point of view toward the work; provides many factual and interpretive details of the work in great detail
2- Shows a clear understanding of the text; could be more interpretive
1- Student may have a basic grasp of symbols or concepts from class discussions, but clearly hasn’t read or reflected heavily on the reading.
0- has little or no semblance to the literature