



TIME'S Edition to Celebrate *The Great Gatsby*

Introduction

Published in 1925, *The Great Gatsby* has stood the test of time. Generations of students around the world have cheered and cried with Jay Gatsby as his story of the American Dream of love and wealth unfold through the storytelling of Nick Carraway.

However, life has changed tremendously since the book was published over 80 years ago. In order to better understand and envision the events in the story, you need to have some background knowledge about the time period. In this assignment, you will be working in small groups to publish an 80th anniversary edition of TIME magazine celebrating F. Scott Fitzgerald and his amazing novel *The Great Gatsby*.

Task

To celebrate the 80th anniversary of *The Great Gatsby*, TIME magazine will publish an edition dedicated to the era of the 1920s. Your job, in a small group, is to write and publish this magazine.

Look through an old TIME magazine. You need to model your edition on the same style. There are several sections in each magazine:

- Nation – specifically the USA – Prohibition, government,
- World – major events and people
- Business and Technology
- Science and Health
- Arts – literature, entertainment, visual arts, music

Process

- 1) Each person should select a section to focus on. Think about what questions need to be answered in your section.
 1. General search terms should include “The 1920s” - “The Roaring Twenties” - “The Jazz Age” - “Pre-Depression Era”
 2. Get an overview first, then narrow down to a few topics to explore
- 2) Research and take notes on the topic. Also, find pictures to be used in the magazine.
 1. You will need to turn in your notes and a bibliography page of all your sources.
 2. You may use note card method, electronic method or any other style that is comfortable for you.
 1. Must be in your own words
 2. Must be organized
 3. Picture MUST be cited
- 3) Meet with your group to share your information. Get ideas for articles – make sure the major events and people from the 1920s are covered.
- 4) Write articles, advertisements, interviews etc.
 1. At minimum, each person needs to write one major article and 3 other features. A major article should be a page long.
- 5) Peer edit within your group.
- 6) Compile all writings from all members into one magazine.

Evaluation

Individual

- note taking and bibliography
- individual written contribution to the final product, using correct conventions
 - D - Participants fail to produce minimum number of articles.
 - C - Participants produce 1 major, 3 minor articles each.
 - B - Participants produce 1 major, 3 minor articles each, including either advertisements or extra features.
 - A - Participants produce extra features and advertisements or extra articles as well as the major and minor articles.
- member evaluation of work - using "Collaborative Work Skills" rubric

Group

- Finished magazine – style, format



Ideas About Note Taking

by: Barbara A. Jansen

Note Taking

Taking notes in middle school and high school should be more than just copying common knowledge, facts or ideas from others. In addition to the note taking from sources such as books, web sites, journals and texts, you should add your own ideas and opinions about the information. Jamie McKenzie calls this "green ink" or fresh thinking (McKenzie, 2000). You should also use electronic means whenever possible to take and store notes. This makes notes easily accessible and searchable, as well as allowing for ease of revising, amending, and creating a final product or paper. (McKenzie, 2000)

Note taking tips:

Paraphrase: Don't copy and paste huge blocks of text. If you need the information from a large amount of text, paraphrase it. Paraphrasing is appropriate for supporting information, biographical information, predictions, hypothesis, and drawing conclusions. You will put the information into your own words. This type of note taking must be cited (giving credit to its source).

Summarize (read a large section for overall meaning and summarize it into one or two sentences). Summarizing is typically used for beginning research, i.e., general explanatory material. It must be cited unless the information contains common facts and knowledge.

Copy and paste small portions of text such as specific details, facts, definitions, and statistics. Typically you don't need to cite this kind of information if it is common knowledge, unless it is a new or unique perspective on the knowledge.

Direct quotes. Quotations are reserved for one or two sentence statements that prove a point or reveal an attitude. Don't use quotations to make your point, just to back it up. They are especially appropriate for primary sources such as diaries, journals, speeches, interviews, letters, memos,

manuscripts, memoirs, and autobiographies. You need to use quotation marks and footnotes. (Stripling and Pitts, 1988)

Tip to avoid plagiarism: Add quotation marks around text that is extracted directly from the source, and add brackets or some other notation to information that you summarize or paraphrase as soon as you write, type or paste the notes in the note taking form (see below). Do this so you won't forget whether or not it is a direct quote or paraphrased when you are using the information in a paper. You will include the quotation marks around a direct quote in your final paper. You do not need to put quotation marks around a paraphrase or summary, but you do need to cite either.

In MLA style, in-text citations, called **parenthetical citations**, are used to document any external sources used within a document (unless the material cited is considered general knowledge). The parenthetical citations direct readers to the full bibliographic citations listed in the **Works Cited**, located at the end of the document. In most cases, the parenthetical citations include the author's last name and the specific page number for the information cited.

Use of Authors' Names

Always mention the author's name—either in the text itself or in the parenthetical citation—unless no author is provided.

If the author's name is mentioned in the text

If the author's name is used in the text introducing the source material, then cite the page number(s) in parentheses:

Branscomb argues that "it's a good idea to lurk (i.e., read all the messages without contributing anything) for a few weeks, to ensure that you don't break any of the rules of netiquette" (7) when joining a listserv.

If the author's name is not mentioned in the text

If the author's name is not used in the sentence introducing the source material, then include the author's last name in the parenthetical citation before the page number(s). Note that no comma appears between the author's name and the page number(s).

The modern world requires both the ability to concentrate on one thing and the ability to attend to more than one thing at a time: "Ideally, each individual would cultivate a repertoire of styles of attention, appropriate to different situations, and would learn how to embed activities and types of attention one within another" (Bateson 97).

References

McKenzie, Jamie. (2000) Beyond Technology: Questioning, Research and the Information Literate School. Bellingham, WA: FNO Press.

Note taking tips modified from: Stripling, Barbara K. and Judy M. Pitts. (1988). Brainstorms and Blueprints: Teaching Library Research as a Thinking Process. Englewood, CO: Libraries Unlimited,



Possible Note Taking Form

Today's date	
Source (title, author, publication, date, URL, etc.)	
Subject	
Abstract (pertinent information—paraphrase, avoid copying and pasting huge blocks of text)	
Ideas (record here your ideas and reactions to the information, ways to use it in your paper, your opinions, or further research you need to do on the information)	





NOTE-TAKING Rubric

Rating	Description
A	Excellent work The information in my notes relates directly to my research question(s). I understand everything I have written in my notes: there are no words I cannot define. I wrote in my own words except for direct quotes. My notes are grouped according to each research topic. My notes refer to the bibliography. The bibliography is in the correct format. The notes are detailed - far beyond expectations. Clearly written. Many different sources used.
B	Good work I will probably not use some information in my notes, but most of my notes answer my research question(s). There are words or ideas in my notes that I cannot explain, but I can get more information so they make sense to me. Some notes I copied directly from my source and did not use quotes. My notes are organized according to the source where I found the information and some keyword – I can find what I need, but others has to look harder to see the organization structure. I have a full bibliography, though some of the formatting may be incorrect. There are many notes, written clearly and neatly. Several different sources used.
C	Satisfactory My notes relate to my topic but do not answer all my research questions. When I read my notes there are many things I do not understand. I copied most of my notes directly from my source. Keywords are highlighted, but not all the information is organized. The notes are readable. Bibliography is included, but in the incorrect format. A few different sources used.
D	Needs improvement Some organization, but inconsistent. Took some notes for each area. Made a few connections. Bibliography is just a list of web site addresses.
F	Unsatisfactory Few notes. Notes may not be clear. No bibliography.
0	No attempt or extremely poor effort.



Elements of On-Line Bibliography Entry

1. **Author or editor** (Last name, First name, *ed.* for editor) **NOTE:** The editor's name *follows* the title in an entry for a project or database.
2. **Title of article, page, posting** (followed by the description "On-line posting")
3. **Title of book and printed version information** (if part of a book)
4. **Title of the site, database, periodical, etc.**, or a description such as *Home page*
5. **Version, volume, issue**, or other identifying number
6. **Date posted** (or last update)
7. **Name of subscription service, and name and location (city) of library where accessed**
8. **Listserv or forum name**
9. **Number of pages (pp.) or paragraphs (pars.)**, if numbered
10. **Sponsoring organization**
11. **Date accessed**
12. **Electronic address** (or URL or keyword of the subscription service)
NOTE: If a URL is quite long and complicated, simply give the site's search page or home page URL.

If certain items do not apply or are not available, do not include them.

You **MUST** alphabetize your list in the final copy – based on the author's last name or title of the text.

Format of On-Line Entry

Author or editor. "Title." Book title. Printed version

information. Site title. Volume or issue number. Date

posted. Name of subscription service, library name and

location. Listserv name. 00 pp. Sponsoring organization.

Date accessed <Electronic address>.

Sample Citations

Web Site (Professional)

ESPN.com. 10 Nov. 1999. ESPN Internet Ventures.

24 Nov. 1999 <<http://espn.go.com>>.

Article Within a Web Site

Devitt, Terry. "Flying High." The Why Files. 9 Dec. 1999.

University of Wisconsin, Board of Regents. 4 Jan. 2000

<<http://whyfiles.news.wisc.edu/shorties/kite.html>>.

Article Within a Web Site (Anonymous)

"Becoming a Meteorologist." Weather.com. 12 Nov. 1999. The

Weather Channel. 24 Nov. 1999 <<http://weather.com/>

learn_more/resources/metro.html>.

Note: When line length forces you to break a Web address, always break it after a slash mark.

Web Site (Personal)

Hamilton, Calvin J. Views of the Solar System. 12 Nov. 1999

<<http://solarviews.com/eng/homepage.htm>>.

Note: When a professional or personal site has no title, use the description "Home page" without an underscore.

On-Line Government Document

United States. U.S. Census Bureau. Poverty in the United States: 1998. Sept. 1999. 12 Nov. 1999 <<http://www.census.gov/prod/99pubs/p60-207.pdf>>.

E-Mail Message

Toshner, David. 22 Feb. 1998. E-mail to the author.

25 Feb. 1998.

Note: This entry begins with the name of the e-mail writer and the date the message was sent, and ends with the description "E-mail to the author" and your date of access.

Use this same format for a "Works Cited" list.





TIME MAGAZINE RUBRIC

A. Time Format

1. Does not follow Time magazine format.
2. Magazine replicates Time format.
3. Magazine replicates Time format with some creativity.
4. Magazine replicates Time format with much creativity.

B. Clarity

1. The entire magazine is confusing and unclear.
2. Magazine has some confusing components that affect the clarity of the magazine.
3. Most important parts of the magazine are free of confusing parts or elements.
4. Entire magazine is free of confusing parts or elements.

C. Articles

1. Major articles are not found or justified.
2. Major articles are found but are not justified.
3. Major articles are found and justified.
4. Major articles are clearly presented and are significant.

D. Journalistic Style

1. Group members appear to have taken material directly from their sources.
2. Group members use a combination of others styles and their own style.
3. Group members use their own words to write articles with some creativity.
4. Group members use creative journalistic styles to write articles.

E. Historical Accuracy

1. The magazine makes no attempt to be historically accurate.
2. There are a few historical errors throughout the entire magazine.
3. Magazine articles are written in proper time period, but other parts of the magazine show some errors in historical accuracy.
4. Magazine articles, advertisements, extra features, etc., are all written in the proper time period.

F. Citing Sources

1. Nothing is cited throughout the magazine.
2. Only pictures are cited.
3. All pictures are cited and some external sources – Works Cited page included.
4. All pictures are cited and many external sources – Works Cited page included.



Collaborative Work Skills : Great Gatsby Magazine

CATEGORY	Excellent	Good	Satisfactory	Needs Improvement
Contributions	Routinely provides useful ideas when participating in the group and in classroom discussion. A definite leader who contributes a lot of effort.	Usually provides useful ideas when participating in the group and in classroom discussion. A strong group member who tries hard!	Sometimes provides useful ideas when participating in the group and in classroom discussion. A satisfactory group member who does what is required.	Rarely provides useful ideas when participating in the group and in classroom discussion. May refuse to participate.
Quality of Work	Provides work of the highest quality.	Provides high quality work.	Provides work that occasionally needs to be checked/redone by other group members to ensure quality.	Provides work that usually needs to be checked/redone by others to ensure quality.
Focus on the task	Consistently stays focused on the task and what needs to be done. Very self-directed.	Focuses on the task and what needs to be done most of the time. Other group members can count on this person.	Focuses on the task and what needs to be done some of the time. Other group members must sometimes nag, prod, and remind to keep this person on-task.	Rarely focuses on the task and what needs to be done. Lets others do the work.
Working with Others	Almost always listens to, shares with, and supports the efforts of others. Tries to keep people working well together.	Usually listens to, shares, with, and supports the efforts of others. Does not cause "waves" in the group.	Often listens to, shares with, and supports the efforts of others, but sometimes is not a good team member.	Rarely listens to, shares with, and supports the efforts of others. Often is not a good team player.

Time-management	Routinely uses time well throughout the project to ensure things get done on time. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination.	Usually uses time well throughout the project, but may have procrastinated on one thing. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination.	Tends to procrastinate, but always gets things done by the deadlines. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination.	Rarely gets things done by the deadlines AND group has to adjust deadlines or work responsibilities because of this person's inadequate time management.
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Due Dates

May 8th - Research – Notes and bibliography

May 17th - Rough Drafts

May 24th - Final Magazine

