***Great Gatsby* Setting AnalysisTimed Essay Plan Sheet**

Write a timed extended response responding to the following prompt: In a well-organized, developed, and supported essay, explain how Fitzgerald uses setting to convey a theme related to the achievement of the American dream.

 **Intro:** Begin by recording a thesis statement below. To compose the introduction, consider the upside-down triangle strategy. The thesis is the narrow point; broaden out a little to begin and then lead to that point. You might find it helpful to plan the essay before trying to write the entire introduction; just start by writing a thesis statement. You can return to plan the rest of the introduction later.

**Thesis Statement:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Introduction**

|  |  |
| --- | --- |
| Hook: gains interest, introduces the topic in a general way—but not TOO general. It shouldn’t be able to serve as an intro for any essay about theme. What is a main idea/theme you will address? Connect to that specific idea without discussing the play itself.  |  |
| TAG it: Title, Author, Genre. Be sure this information is included in the intro.  |  |
| Main idea of the specific text. This can be connected in the same sentence as TAG information. |  |
| Thesis Statement: |  |

An outline for the **body** of the essay might look something like this:

1. Body Paragraph 1 Focus/Topic Sentence
2. Evidence 1 – Use page references in parentheses as appropriate
	1. Commentary/interpretation
	2. Commentary/interpretation
3. Evidence 2
	1. Commentary/interpretation
	2. Commentary/interpretation
4. Body Paragraph 2 Focus/Topic Sentence
5. Evidence 1
	1. Commentary/interpretation
	2. Commentary/interpretation
6. Evidence 2
7. Commentary/interpretation
8. Commentary/interpretation

Planning the Body

**Body Paragraph 1**

|  |  |
| --- | --- |
| Topic Sentence (must connect back to the thesis statement) |  |
| Evidence 1 (embed/paraphrase and cite) |  |
| Explanation of evidence (Don’t simply summarize the quote; ANALYZE. Why is this quote/evidence important in building your thesis?) |  |
| Transition: |  |
| Evidence 2 (embed/paraphrase and cite) |  |
| Explanation of evidence and link back to topic sentence, thesis |  |

**Body Paragraph 2**

|  |  |
| --- | --- |
| Topic Sentence (must connect back to the thesis statement) |  |
| Evidence 1 (embed/paraphrase and cite) |  |
| Explanation of evidence (Don’t simply summarize the quote; ANALYZE. Why is this quote/evidence important in building your thesis?) |  |
| Transition: |  |
| Evidence 2 (embed/paraphrase and cite) |  |
| Explanation of evidence and link back to topic sentence, thesis |  |

Note: You may need to adapt the outline; however, the organization should be clear. For example, if you need or want to include a third piece of evidence to develop the idea, that’s great. You would want to use a transition, embed or paraphrase the evidence and cite it, and then analyze the evidence, showing its connection to the topic sentence and thesis. Furthermore, even though a section is labeled “Body Paragraph 1” on this planning sheet, that section may require more than one paragraph: You don’t want a body paragraph to get so lengthy that the reader loses track of the argument or organization. A good place to begin a new paragraph may be after a thorough explanation of evidence that required several sentences. Therefore, you may end up with more than four paragraphs (i.e., intro, two body paragraphs, conclusion) in your essay.

**Conclusion**

|  |  |
| --- | --- |
| Restatement of Thesis (different words) |  |
| Summary of main points |  |
| “So what” statement/connect back to intro |  |

**Style Revision**

To strengthen your essay, apply the stylistic recommendations below:

* Do not call the author by first name only.
* Scan your essay and examine the verbs.
	+ If you have “being” or “linking” verbs (e.g., is, are, was), revise the sentence to have a stronger action verb.
	+ Use present tense verbs to describe events in the text (e.g., “Nick visits Daisy and Tom in East Egg” rather than “Nick visited Daisy and Tome in East Egg”).
	+ Look for variety and specificity of verb choices.
* Scan your essay and revise diction to avoid informal language.
	+ Eliminate use of first- or second-person pronouns (e.g., I, me, we, us, our, you, your).
	+ Eliminate the use of contractions (e.g., write “do not” rather than “don’t”).
	+ Eliminate the use of informal or vague words [e.g., a lot, kind of, sort of, stuff, thing, this (without a noun)].
* Use a variety of transitional words and phrases (between and within paragraphs).
* Do an inventory of your sentences. Do you have
	+ A variety of sentence beginnings (e.g., prepositional phrases, adverb clauses, transitional words/phrases, participial phrases)
	+ A variety of sentence types (simple, compound, complex, compound-complex)
	+ A variety of sentence lengths
	+ A well-used semicolon to combine two closely related sentences
	+ At least one use of parallel structure for emphasis or specificity