**Learning Goals**: Students will create a storyboard adaptation of a scene from *The Great Gatsby*. The storyboard will showcase the students understanding and interpretation of the novel, along with the different aspects necessary to create a storyboard.

Length of written: 1 page double spaced

Length of storyboard: 2-4 pages

**How do you make a storyboard?**

Most commonly, storyboards are drawn in pen or pencil. If you do not like to draw you can also take photos, cut out pictures from magazines, or use a computer to make your storyboards. Keep in mind that your drawings do not have to be fancy! In fact, you want to spend just a few minutes drawing each frame. Use basic shapes, stick figures, and simple backgrounds. If you draw your storyboard frames on index cards, you can rearrange them to move parts of the story around.

Steps to creating your storyboard:

1. Choose an important scene from *The Great Gatsby* and identify the key characters and events within the scene.
2. Create drawings (by hand or using technology) for the key scenes you identified. Remember a storyboard highlights the main ideas of a scene, not every scene with dialogue.
3. It is best to plan out in writing the scenes and images you want to show, and then create them in a template. You can choose which template or organization of squares you want to use.
4. Draw your scenes, add labels if need, and provide 1-2 sentences under each square to give a brief description of what is happening in the square.
5. Decorate your images in the storyboard as needed in order to fit with your adaptation and the novel.
6. Once your storyboard is complete, write your written portion and explain briefly what you created in your storyboard and how you determined which scene to create, and what was important and what was not important to include from the novel.

**Storyboard Adaptation Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| Category | Level 4  (80%-100%) | Level 3  (70%-79%) | Level 2  (60%-69%) | Level 1  (50%-59%) | Below Level 1  (50%-59%) |
| Comic Strip reflects poem and understanding of poem  /10 | Comic strip uses lines from original poem effectively and with style | Comic strip uses lines from original poem effectively | Comic strip most uses lines from original poem somewhat effectively | Comic strip uses some lines from original poem | Comic strip does not use lines from original poem effectively |
| Format  /10 | The comic strip uses images, captions, thought bubbles, call outs, dialogue, backgrounds, props, and characters that relate well to the content. | The comic strip uses images, captions, thought bubbles, dialogue, backgrounds, props, and characters. | The comic strip uses some images, captions, thought bubbles, dialogue, backgrounds, props, and characters. | The comic strip seems incomplete and lacks adequate use of images, captions, thought bubbles, dialogue, backgrounds, props, and characters. | The comic strip seems incomplete and lacks adequate use of images, captions, thought bubbles, dialogue, backgrounds, props, and characters. |
| Writing format and technique  /10 | Clearly applies appropriate text format and techniques | Applies appropriate text format and techniques | Somewhat applies appropriate text format and techniques | Rarely applies appropriate text format and techniques | Does not apply appropriate text format and techniques |
| Follows writing process  /5 | Clearly creates written works that reflect a successful writing process | Clearly creates written works that reflects most parts of the writing process | Creates written works that reflect a considerable amount of the writing process | Creates written works that reflect a limited amount of the writing process | Creates written works that does not reflect the writing process |
| Word Usage  /5 | Clearly maximizes word usage with an abundant amount of words appropriate to the type of text | Clearly maximizes word usage with a large amount of words appropriate to the type of text | Somewhat maximizes word usage with a considerable amount of words appropriate to the type of text | Does not maximize word usage with a very limited amount of words appropriate to the type of text | Does not maximize word usage with a very limited amount of words appropriate to the type of text |
| Creativity  /10 | Comic strip includes unique features that communicate insights and perspectives in unusual and surprising ways | Comic strip includes features that communicate insights and perspectives in unusual and surprising ways | Comic strip includes some features that communicate insights and perspectives in unusual and surprising ways | Comic strip includes limited features that communicate insights and perspectives in unusual and surprising ways | Comic strip does not include features that communicate insights and perspectives in unusual and surprising ways |
| Total /50 | | | | | |
| Comments | | | | | |