
MAPPING INTEGRITY IN *THE GREAT GATSBY*

Main Objectives: Students will be able to define the word “integrity” and identify examples of integrity by filling in an Integrity Map pertaining to F. Scott Fitzgerald’s *The Great Gatsby*. Students will analyze examples of integrity (or lack of integrity) and apply integrity to their own lives.

Class Assignment:

1. Distribute the Integrity Map handout after students complete chapter 9 of *The Great Gatsby*: have students fill out the Integrity Map (15 Minutes).
2. After 15 minutes, ask students to share what they wrote in each category and discuss what defines integrity (10 Minutes).

Suggested Teacher Script:

1. *Today you are going to define the word “integrity” by filling in a concept map that asks you to gather examples from The Great Gatsby in order to see the role of characters’ integrity (or lack of integrity) in the book. This exercise will also ask you to reflect on your own experiences and how integrity might be applied in your life. To complete this activity, fill in and around each starburst a short response as requested about integrity. For example, on the left side of the paper, you can provide a brief description of any actions you take in your own life that demonstrate integrity. On the top of the page record behaviors that represent integrity (or lack of integrity) in The Great Gatsby. The right side of the page asks you to make application of integrity observed in The Great Gatsby to your own life. Once you are finished I will call on some of you to share your observations.*
2. *Now that you have finished filling in the Integrity Map, let’s take a look at your definition of integrity. (Allow for a few students to answer, then compare their definitions to how Merriam-Webster’s online dictionary defines the term: **“the firm adherence to a code of especially moral or artistic values” [honesty, incorruptibility] along with “the quality or state of being complete or undivided.”**) Let’s compare your definition to the formal definition given in Merriam-Webster’s. (After reading the dictionary’s definition to students, continue going over the Integrity Map as a class to identify the role of integrity—positive and negative—in The Great Gatsby and in the students’ lives.)*

Homework:

Using their Integrity Map, students will outline and draft a 750-word essay reflecting on the integrity (or lack of integrity) demonstrated by a character from *The Great Gatsby*, and analyze how this character’s integrity would be helpful or harmful to the students’ life goals (5 minutes to explain the assignment and take questions).

Suggested Teacher Script:

For tonight’s homework, you will be outlining and drafting a 750-word essay reflecting on how the integrity a character from The Great Gatsby demonstrates would be helpful or harmful to you in achieving your life goals.

Connection to Final Essay:

Today’s activity and homework assignment serve as a catalyst to outline and draft an integrity essay. The Integrity Essay Grading Rubric is a guide for students to participate in a peer review seminar during the writing process as well as a guide for your own grading. We encourage that the writing exercise take place immediately following the Integrity Map activity to help students attain a full understanding of integrity (or lack of integrity) in *The Great Gatsby* and how integrity may apply in their lives.