

Module 3 Summative: Concept Map

Directions: Two texts can look nothing alike and still make the same argument. In this summative, you'll prove it by building on the concept map your classmate started for you. You will explain your choices in a recorded presentation.

Part I: Make Your Concept Map

Open the concept map your classmate built for you in the *Module 3 Discussion*. It already includes:

- Your argument in the center, with your concept and theme highlighted
- One version of *The Great Gatsby* (literary or non-literary) with one device/choice
- One outside text of the opposite type, with one device/choice

Make a *copy* of their version so only you have access to it. You will hand this version in for your application.

Complete the map so it has two literary texts and two non-literary texts. Complete each step below.

1. Add a second device/choice to each of the two texts your classmate added.
2. Add two *new* outside texts, one literary and one non-literary, that make the same argument. ***These must come from outside the course materials (no Gatsby and no texts used in class).***
 - a. You may replace the outside text your classmate added, but its replacement must also be an outside text of the same type (literary or non-literary).
3. Please fill in the template according to the instructions in each box. Link your map at the end of this document when finished. Ensure I have access by sharing with me.

Part II: TAPAC

Complete TAPAC for the two texts you'll use in your thesis. Answer each step in a sentence or two. Use the *TAPAC Reference Sheet* if you need help. [Fill in the cells in blue.](#)

TAPAC Step	Literary Thesis Text:	Non-Literary Thesis Text:
Text Type: What kind of text is this, and what form does it take?		
Author: Who made the text, and what do they do?		
Purpose: Is it persuading us? Warning us? Informing us?		
Audience: Who is this text made for?		
Context: When was this text made, and what was happening at the time?		

Part III: Finish Your Concept Map

Your finished concept map must include:

- ☐ **Legend:** your IB concept and theme (keep your classmate's color key)
- ☐ **Center:** your argument
- ☐ **Each of the four texts:** title and author, plus two devices/choices, each with evidence and a one-sentence explanation of how it supports the argument
- ☐ **Synthesis:** a thesis statement using one literary and one non-literary text. Mark both texts with a symbol and add that symbol to the legend.
 - ☐ **Thesis template:** In [literary text] and [non-literary text], [author] and [author] both argue that [argument], which is seen through [device/choice] and [device/choice].
- ☐ **Names:** your name and the name of the classmate who did your prebuild
- ☐ **Paste the link to your finished concept map here:** _____

Part IV: Recorded Explanation (~3-5 minutes)

Record yourself walking through your concept map. You can use any platform, but Google Meet is recommended. You may record with your camera on or off.

Complete each step for your recording.

1. State your IB concept, theme, and argument.
2. Walk through all four texts and their devices/choices.
3. Summarize TAPAC for your two thesis texts.
4. Explain your thesis: how did each text's type allow it to reach the same argument in its own way?

[Google Meet Screen Sharing Tutorial](#)

[Google Meet Screen Recording Tutorial](#)

When you are finished recording using Google Meet, wait about 15 minutes for the recording to populate into your Google Drive. When it does, copy the link from your drive, make sure I have access, and link it below.

Link to your recording: _____

Final Submission

Add your concept map link and recording link above, then click 'Turn in' in Google Classroom.

Objectives Assessed

CO1 Identify different text types, authorial choices, and IB concept lenses.

CO2 Analyze texts through IB concept lenses to determine different arguments within a text.

CO3 Apply the IB-style thinking framework, TAPAC, when analyzing literary and non-literary texts.

CO4 Evaluate analyses of texts from IB concept lenses to create a thesis statement informed by text type and authorial choice.

CO5 Create a product communicating intertextual understanding of how text type and authorial choice work together to convey the same concept-informed argument.