**Outline #4 – Comparative extract to comparative whole**

Use this outline if you find your argument works best by first discussing both extracts and then discussing the whole work and non-literary body of work. This structure allows you to offer more comparisons between the work and the text on both an extract level and on a broader level.

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| Narrowed Down Global Issue:  Social Classes and Divides (in the field of inquiry of culture, identity, and community) |

**1-minute introduction (This is just a suggestion and is not exhaustive nor the only thing students can do! In no particular order, students may want to have the following in their introduction:)**

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| What is the global issue and how have you narrowed it down?  The global issue is the social divides caused by class gaps, which is in the more general global area of culture, identity, and community.  What is the summary/description of the “whole” literary work you’ve chosen? Write 1-2 bullet points.   * The Great Gatsby is told by the protagonist Nick Carraway, a medium-upper class resident of New York, as he follows the story of his cousin Daisy and his neighbor Jay Gatsby * Daisy and Gatsby are both extremely wealthy individuals who have romantic inclinations towards each other   What is the summary/description of this particular extract you’ve chosen and why? Write 1-2 bullet points.   * Every weekend, Gatsby throws lavish parties that attract guests from all over New York and surrounding areas * Demonstrates the consumerism and extravagance of the affluent upper classes   What is the summary/description of the “whole” non-literary body of work you’ve chosen? Write 1-2 bullet points.   * Parasite is about the Kim family, a lower-class family that attempts to better their lives by sneaking into the wealthier Park household * They so do by replacing servants of the Park family with themselves   What is the summary/description of this particular extract you’ve chosen and why? Write 1-2 bullet points.   * Moon-Gwang, the old housekeeper of the Park family, discloses to Ms. Kim the underground basement of the Park family * Moon-Gwang’s husband Geun-se is revealed to have lived there for four years, unknown to the Park family * Conversation demonstrates aspirations of both families   What is the link or connection between the literary and the non-literary work/text and how do they connect to the global issue in question?   * These extracts portray the two sides of the social spectrum – the poor in destitution and the excessive spending of the wealthy * The gap between them is evident and hard to bridge; motives are clear   What is your thesis or main claim? Alternatively, what is a question you could pose that would frame your exploration?  Through stylistic choices, both of my chosen works give the message that the lower classes always try to better their social status and minimize their class gap with the rich. |

**2-minute literary extract discussion zooming in on specific and detailed examples of the author’s choices in connection to the global issue**

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| Main claim/argument for this portion of the IO:  In this extract, Fitzgerald uses imagery and juxtaposition to characterize the extravagance of the upper class.  Piece(s) of evidence to support the claim/argument:   * “In his blue gardens men and girls came and went like moths among the whisperings and the champagne and the stars” * “And on Mondays eight servants including an extra gardener toiled all day with mops and scrubbing-brushes and hammers and garden shears…” * “there was a machine in the kitchen which could extract the juice of two hundred oranges in half an hour, if a little button was pressed two hundred times by a butler’s thumb”   Unpacking of the evidence - Name the formal or technical choice(s) in your evidence and add your analysis and interpretation of how meaning is created:   * Quote 1: uses imagery to illustrate the upper class and their flashy activities. This provides a depiction of the dream that lower classes are looking and striving for. The special reference to whisperings, champagnes, and stars gives the scene an extra sense of surrealism and sense of dreamy yearning * Quote 2: exemplifies how the poor had to often clean up after the rich; juxtaposes the activities of the rich with those of the poor * Quote 3: interesting how it brings up the labor needed by the butler, despite there being a machine already; this demonstrates how ironically, the rich still depend on the poor to support their position in society. However, in no way can the poor ever come close to being rich   (Repeat the evidence and the unpacking as many times as you need. There’s no set number here as to how many examples you must have or how many choices you must discuss in relation to meaning.) |

**2-minute non-literary extract discussion zooming in on specific and detailed examples of the author’s choices in connection to the global issue**

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| Main claim/argument for this portion of the IO while also connecting to the previous claim:  In this extract, Joon-ho uses symbolism, dialogue, and irony to portray the continual struggles of lower classes to raise their social status.  Piece(s) of evidence to support the claim/argument:   * “We've no house, no money, only debts! Sis, please! Even after 4 years of hiding, those debt collectors won't give up. They're still searching for him, threatening to stab him.” * Moon-Gwang: “As fellow members of the needy, please don’t.” Chung-sook: “I'm not needy!” * Background is an underground basement   Unpacking of the evidence - Name the formal or technical choice(s) in your evidence and add your analysis and interpretation of how meaning is created:   * Evidence 1: uses dialogue to demonstrate the misfortunes of Geun-se, characteristic of how the poor live on edge and one bankruptcy or similar slip can ruin a fruitful life. They were forced into this position in the first place anyways when they were working for a better life. This also implies how odds are heavily tilted towards higher classes and social stratifications are pretty static * Evidence 2: unexpected response from Ms. Kim (whose family is obviously poor) is highly ironic and demonstrates how the poor don’t want to be seen as poor; they want to identify among the upper classes * Evidence 3: the underground basement is a symbol of how both families are participating in “underground” (figuratively) activities behind the Park family. Only this way can they better their own conditions (they don’t care if its not right)   (Repeat the evidence and the unpacking as many times as you need. There’s no set number here as to how many examples you must have or how many choices you must discuss in relation to meaning.) |

**2-minute whole literary work discussion zooming out on larger authorial choices in connection to the global issue**

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| Main claim/argument for this portion of the IO:  This extract is characteristic of how throughout the Great Gatsby, Fitzgerald uses symbolism an imagery to convey contrast between the lower and upper parts of society.  Piece(s) of evidence to support the claim/argument:   * “This is a valley of ashes – a fantastic farm where ashes grow like wheat into ridges and hills and grotesque gardens, where ashes take the forms of houses and chimneys and rising smoke and finally, with a transcendent effort, of men who move dimly and already crumbling through the powdery air” (27)   Unpacking of the evidence - Name the broader authorial choices or how the choices in the extract are continued in the whole literary work. Make sure to add your analysis and interpretation of how meaning is created:   * Quote 1: in the Great Gatsby, the place where the lower classes reside is known as the valley of ashes, which is introduced in this quote. The imagery here juxtaposes with that of the affluent upper-class society. It accentuates the destitute and bleak situation of people of lower classes – they seem to be stuck in a barren place, without much chance of social advancement. Throughout the novel, the valley of ashes serves as a symbol of the effect of evident social gaps on the poor, which seems to make them lose their vitality and motivation as well   (Repeat the evidence and the unpacking as many times as you need. There’s no set number here as to how many examples you must have or how many choices you must discuss in relation to meaning.) |

**2-minute body of work discussion zooming out on larger authorial choices in connection to the global issue**

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| Main claim/argument for this portion of the IO while also connecting to the previous claim:  This excerpt connects to the whole film Parasite in that it is consistent with using symbolism to give the message of the poor attempting to better their social status as well. It uses a different set of symbols than the Great Gatsby and to a different effect.  Piece(s) of evidence to support the claim/argument:   * Symbol of “underground” actions which are “in the dark” * Symbol of stairs & the Kim family tumbling down the stairs   Unpacking of the evidence - Name the broader authorial choices or how the choices in the extract are continued in the whole literary work. Make sure to add your analysis and interpretation of how meaning is created:   * As aforementioned, the underground setting of the interactions between the Kim family and Moon-Gwang highlight how lower classes will do anything in their self-interest. Oftentimes, this may include being parasites on the rich – ex. Geun-se living in the basement for years on end and the Kim family forging their way into the Park household * The stairs are also an important symbol throughout the work. It can be symbolic of a social ladder, where everybody tries to climb to the top. When Ms. Kim tries to situate herself and her family at a higher step on these social stairs, Moon-Gwang and Geun-se are infuriated and drag her back down by flipping a switch. The Kim family come tumbling down the stairs, and are afterwards subjugated by Geun-se and Moon-Gwang because they are now on an equal level as them   (Repeat the evidence and the unpacking as many times as you need. There’s no set number here as to how many examples you must have or how many choices you must discuss in relation to meaning.) |

**Conclusion/Synthesis (This is just a suggestion and is not exhaustive nor the only thing students can do! In no particular order, students may want to have the following in their conclusion:)**

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| Return to the global issue at hand. Why does it matter?  The global issue of wealth gaps matters because it is omnipresent in society. Differences due to varying levels of wealth is inevitable and widespread in society, both in the settings of Parasite and the Great Gatsby and in modern times. Our actions today can also be attributed to the idea of social divides – we want to be educated only so we can excel later in life and maintain (or gain) a high status in society.  Return to the techniques and choices used by both authors in the extract and the body of work or whole work. How is the global issue presented in both the work and the text? Why? Make sure this isn’t just a list of devices or features!  The global issue is presented by both authors throughout their works through implicit symbols and illustrations of the lower and upper classes respectively. This contrast is more pronounced when comparing these two texts, one of which follows the story of a poor family, and the other of which is told from the perspective of a member of affluent upper-class society.  Try to synthesize what both authors have done in connection to the global issue. What’s interesting or insightful about the ways in which they have explored the global issue?  Both authors have connected to the global issue by showing one side of the social divide. What is especially insightful is the way in which Fitzgerald and Joon-ho alluded to class gaps without directly stating it – only in contrast with each other can the full extent of inequality be perceived clearly.  If you want to do so, go broad. Why does all of this matter? How might this connect to TOK? What makes this worth studying?  All of this matters because these interesting outlooks into the lives of the rich and poor give insight into tensions and differences between different social classes. This can be applicable to our own lives because we can better understand motives of the poor. However, this also brings up the question of whether we, as middle-upper class citizens, can fully understand the extravagance of those at the very top of the social ladder or the struggles of those at the very bottom of the stratification. But nonetheless, this is worth studying because social divides define individuals and society all around us. |

**Feedback space (from peers, your teacher, or your own self-reflection)**

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| (I’m going to edit this outline as I prep more for my IO) |