

Questions on chapter 9 of *The Great Gatsby* ANSWER KEY

1. Why does Nick say that he was "responsible" for Gatsby?

He says that he was responsible because "no one else was interested."

2. How does Nick feel when he receives the letter from Wolfsheimer?

He says, "I began to have a feeling of defiance, of scornful solidarity between Gatsby and me against them all." In other words, he feels like he is on Gatsby's side against the world.

3. Gatsby's father says, "If he'd of lived, he'd of been a great man. A man like James J. Hill. He'd of helped build up the country." James J Hill was a railroad executive who was nicknamed "The Empire Builder." Do you agree with this assessment of Gatsby? Why or why not?

Students answers will vary; keep the discussion going until they have discussed both sides of the question. Some might say that Gatsby wasn't a great man, just someone who made a lot of money to try to impress a girl. Some might say that Gatsby was a self-made man who pulled himself up from nothing, and since he was young when he died, he could have made something of himself if he had lived longer.

4. Why do you think the schedule that Gatsby made as a boy is included in the novel? What does it show about Gatsby?

Students answers will vary; keep the discussion going until they have discussed a few possible answers. Gatsby's father sees it as a sign that his son was going to be a great success in life; he says, "Jimmy was bound to get ahead. He always had some resolves like this or something. Do you notice what he's got about improving his mind? He was always great for that." Some students might point out that this shows how disciplined and driven Gatsby was, even from a young age. Some might point out that the schedule is an interesting objective piece of information, when everything we have read about Gatsby has been through the perspective of Nick, which is hardly objective.

5. Reread Nick's memory that starts "One of my most vivid memories..." and ends with "I decided to come back home." What time of year does he describe? What were the Nick and the others doing? Quote one vivid description of the landscape or setting.

Nick describes memories of December. They are going back to the midwest for Christmas break and they meet in Union station in Chicago to talk about holiday parties and connect with friends. There are many vivid descriptions of the winter night that Nick saw as he rood through the countryside. Some options that students might choose include "When we pulled out into the winter night and the real snow, our snow, began to stretch out beside us and twinkle against the windows, and the dim lights of small Wisconsin stations moved by a sharp wild brace came suddenly into the air" or "the thrilling returning trains of my youth, and the street lamps and sleigh bells in the frosty dark and the shudders of hell's semaphores thrown by lighted windows on

Multiple Choice Study Guide Questions The Gatsby

Ronald E. Hallett



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The Great Gatsby ,2011-03 *The Great Gatsby - Literature Kit Gr. 9-12* Chad Ibbotson,2016-01-01 Experience the rise and fall of mankind through a series of events that ultimately lead to a tragic end Encourage students to make connections between the novel and real life through discussion questions and writing prompts Students brainstorm the different themes that may be presented prior to reading the novel Use evidence from the text to explain how Nick describes Myrtle s sister Complete sentences from the story with their missing vocabulary words Research the real life scandal of the 1919 World Series touched on in the novel and explain the social and cultural impacts this event had in the United States Pick up Nick s story five years after the events in the novel and discuss where Nick would be and what he would be doing Aligned to your State Standards and written to Bloom s Taxonomy additional crossword word search comprehension quiz and answer key are also included About the Novel The Great Gatsby written by F Scott Fitzgerald is a story about a man prospering from the Jazz Age and his inevitable downfall Told through the eyes of Nick Carraway we are introduced to his mysterious neighbor Jay Gatsby who spends every evening throwing lavish parties One such night Nick is extended an invitation There we learn of Gatsby s intention of using Nick to facilitate a reunion between Gatsby and his lost love Daisy Buchanan Daisy who lives across the lake in the house with the green light at the end of the dock also happens to be Nick s cousin Daisy and Gatsby s reunion leads to a tragic love affair that changes the lives of each character forever *Using Informational Text to Teach The Great Gatsby* Audrey Fisch,Susan Chenelle,2018-03-22 The Common Core State Standards initiated major changes for language arts teachers particularly the emphasis on informational text Language arts teachers were asked to shift attention toward informational texts without taking away from the teaching of literature Teachers however need to incorporate nonfiction in ways that enhance rather than take away from their teaching of literature The Using Informational Text series is designed to help In this fourth volume Volume 1 Using Informational Text to Teach To Kill a Mockingbird Volume 2 Using Informational Text to Teach A Raisin in the Sun Volume 3 Connecting Across Disciplines Collaborating with Informational Text we offer challenging and engaging readings to enhance your teaching of Gatsby Texts from a wide range of genres a TED Talk federal legislation economic policy material newspaper articles and 1920s political writing and on a variety of topics income inequality nativism and immigration anti Semitism the relationship between wealth and cheating the Black Sox scandal and newspaper coverage and prohibition help students answer essential questions about F Scott Fitzgerald s novel Each informational text is part of a student friendly unit with media links reading strategies vocabulary discussion and writing activities and out of the box class activities *The Great Gatsby: An Instructional Guide for Literature* Shelly Buchanan,2014-09-01 The Great Gatsby An Instructional Guide for Literature is the perfect tool to familiarize students with this well known novel and encourage them to connect the story with actual events and issues from the 1920s By completing rigorous and appealing cross curricular lessons and activities students will learn to analyze story

elements in multiple ways practice close reading and text based vocabulary determine meaning through text dependent questions and more Each activity and lesson work in conjunction with the text to teach students how to analyze and comprehend rich complex literature *Summary of Salman Khan's Brave New Words* Milkyway Media,2024-10-20 Buy now to get the main key ideas from Salman Khan s Brave New Words The AI revolution is set to transform education and understanding its potential is crucial for parents and educators In Brave New Words 2024 Salman Khan founder of Khan Academy explores how artificial intelligence will reshape learning by personalizing education Khan emphasizes the need for responsible AI use highlighting its potential to democratize education while addressing concerns about cheating job displacement and bias Despite the challenges Khan sees AI as a tool for creating a more equitable and innovative future

It's Not "One More Thing" Anne Swenson Ticknor,Christy Howard,Mikkaka Overstreet,2021-07-01 Ticknor Howard and Overstreet offer educators insights into the how tos of culturally responsive pedagogy They build on their experiences and research of CRP to offer vignettes of literacy instruction that may be common in K 12 classrooms These examples are offered as a way to situate how teachers may use research based and effective literacy practices while ignoring the identities and experiences of their students They disrupt the vignettes using theories and concepts presented in the chapter to make visible how each practice could be reimaged to integrate more culturally responsive strategies Example lessons and activities are provided in each chapter that offer readers glimpses into CRP thinking and decision making Guiding prompts are also included for readers to use the chapter topic and example lessons to consider ways to be more culturally responsive teachers for their students and in their local communities **Study Guide** Garraty,2000-07 *Educational Experiences of Hidden Homeless Teenagers* Ronald E. Hallett,2012-01-30 Homeless youth face countless barriers that limit their ability to complete a high school diploma and transition to postsecondary education Their experiences vary widely based on family access to social services and where they live More than half of the 1 5 million homeless youth in America are in fact living doubled up staying with family or friends because of economic hardship and often on the brink of full on homelessness Educational Experiences of Hidden Homeless Teenagers investigates the effects of these living situations on educational participation and higher education access First hand data from interviews observations and document analysis shed light on the experience of four doubled up adolescents and their families The author demonstrates how complex these residential situations are while also identifying aspects of living doubled up that encourage educational success The findings of this powerful book will give students researchers and policymakers an invaluable look at how this understudied segment of the adolescent population navigates their education *New Progress to First Certificate Teacher's Book* Leo Jones,1996-11-07 This new colour edition has been updated to conform to the revised FCE specifications *Critical Theory Today* Lois Tyson,2023-04-25 This thoroughly updated fourth edition of Critical Theory Today offers an accessible introduction to contemporary critical theory providing in depth coverage of the most common approaches to literary analysis today including feminism psychoanalysis

Marxism reader response theory New Criticism structuralism and semiotics deconstruction new historicism and cultural criticism lesbian gay and queer theory African American criticism and postcolonial criticism and ecocriticism This new edition features A brand new chapter on ecocriticism including sections on deep ecology eco Marxism ecofeminism including radical Marxist and vegetarian ecofeminisms and postcolonial ecocriticism and environmental justice Considerable updates to the chapters on feminist theory African American theory postcolonial theory and LGBTQ theories including terminology and theoretical concepts An extended explanation of each theory using examples from everyday life popular culture and a variety of literary texts A list of specific questions critics ask about literary texts An interpretation of F Scott Fitzgerald s *The Great Gatsby* through the lens of each theory A list of questions for further practice to guide readers in applying each theory to different literary works Updated and expanded bibliographies Both engaging and rigorous this is a how to book for undergraduate and graduate students new to critical theory and for college professors who want to broaden their repertoire of critical approaches to literature

The Imaginative Argument Frank L. Cioffi, 2017-12-11 More than merely a writing text *The Imaginative Argument* offers writers instruction on how to use their imaginations to improve their prose Cioffi shows writers how they can enliven argument the organizing rubric of all persuasive writing by drawing on emotion soul and creativity the wellsprings of imagination While Cioffi suggests that argument should become a natural habit of mind for writers he goes still further inspiring writers to adopt as their gold standard the imaginative argument the surprising yet strikingly apt insight that organizes disparate noises into music that makes out of chaos chaos theory Rather than offering a model of writing based on established formulas or templates Cioffi urges writers to envision argument as an active parsing of experience that imaginatively reinvents the world Cioffi s manifesto asserts that successful argument also requires writers to explore their own deep seated feelings to exploit the fuzzy but often profoundly insightful logic of the imagination But expression is not all that matters Cioffi s work anchors itself in the actual Drawing on Louis Kahn s notion that a good architect never has all the answers to a building s problems before its physical construction Cioffi maintains that in argument too answers must be forged along the way as the writer inventively deals with emergent problems and unforeseen complexities Indeed discovery imagination and invention suffuse all stages of the process *The Imaginative Argument* offers all the intellectual kindling that writers need to ignite this creativity from insights on developing ideas to avoiding bland assertions or logical leaps It cites exemplary nonfiction prose stylists including William James Ruth Benedict and Erving Goffman as well as literary sources to demonstrate the dynamic of persuasive writing Provocative and lively it will prove not only essential reading but also inspiration for all those interested in arguing more imaginatively more successfully This edition features new chapters that cover the revision process in greater depth as well as the particular challenges of researching and writing in the digital age such as working with technology and avoiding plagiarism The book also includes new sample essays an appendix to help instructors use the book in the classroom and much more

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English Journal ,1999 **Bloom's how to Write about F. Scott Fitzgerald** Kim Becnel, 2008 Known for his masterwork *The Great Gatsby* a searing criticism of American society during the 1920s F Scott Fitzgerald claimed the distinction of creating what many readers and scholars consider to be the great American novel Bloom s *How to Write about F Scott Fitzgerald* offers valuable paper topic suggestions clearly outlined strategies on how to write a strong essay and an insightful introduction by Harold Bloom on writing about Fitzgerald This new volume is designed to help students develop their analytical writing skills and critical comprehension of this modern master and his major works [Excel Preliminary English](#) David Mahony, 2003 **Young Adult and Canonical Literature** Paula Greathouse, Victor Malo-Juvera, 2021-03-15 In the last decade alone the world has changed in seismic ways as marriage equality has been ruled on by the supreme court social justice issues such as metoo and BlackLivesMatter have arisen and issues of immigration and deportation have come to the forefront of politics across the globe Thus there is a need for an updated text that shares strategies for combining canonical and young adult literature that reflects the changes society has and continues to experience The purpose of our collection is to offer secondary 6 12 teachers engaging ideas and approaches for pairing young adult and canonical novels to provide unique examinations of topics that teaching either text in isolation could not afford Our collection does not center canonical texts and most chapters show how both texts complement each other rather than the young adult text being only an extension of the canonical Within each volume the chapters are organized chronologically according to the publication date of the canonical text The pairings offered in this collection allow for comparisons in some cases for extensions in others and for critique in all Volume 2 covers *The Canterbury Tales* 1392 through *Fallen Angels* 1988 **Critical Approaches to Teaching the High School Novel** Crag Hill, Victor Malo-Juvera, 2018-10-25 This edited collection will turn a critical spotlight on the set of texts that has constituted the high school canon of literature for decades By employing a set of fresh vibrant critical lenses such as youth studies and disabilities studies that are often unfamiliar to advanced students and scholars of secondary English this book provides divergent approaches to traditional readings and pedagogical practices surrounding these familiar works By introducing and applying these interpretive frames to the field of secondary English education this book demonstrates that there is more to say about these texts ways to productively problematize them and to

reconfigure how they may be read and used in the classroom *Explaining Creativity* R. Keith Sawyer, 2012-01-12

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