

### Chapter 1 Study Questions

Answer in complete sentences, using textual evidence. Use additional paper if necessary.

1. What does the reader learn about the narrator (Nick Carraway) in the opening page(s) of the book?
2. From what point of view is the story told? Make an inference as to why Fitzgerald might have chosen to narrate the story this way.
3. Describe Nick's family. How did he end up in the East?
4. Describe the house Nick moves into.
5. What are some of the differences between West Egg and East Egg? What are their real-life counterparts?
6. Who is Nick's neighbor, and what sort of house does she live in?
7. Who does Nick know in East Egg across the bay? Describe her and her husband and the house they live in.
8. Provide examples of imagery from Nick's first encounter with Daisy.
9. What inferences can the reader make about Daisy based on her dialogue?
10. What information does Mr. Baker tell Nick about Tom and Daisy's marriage?
11. What does Nick see at his neighbor's house at the end of chapter one?

# Great Gatsby Resource Guide Answers

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## Great Gatsby Resource Guide Answers:

**The Great Gatsby (Study Guide)** LessonCaps,2012-08-13 Following Common Core Standards this lesson plan for F Scott Fitzgerald s The Great Gatsby is the perfect solution for teachers trying to get ideas for getting students excited about a book BookCaps lesson plans cover five days worth of material It includes a suggested reading schedule discussion questions essay topics homework assignments and suggested web resources This book also includes a study guide to the book which includes chapter summaries overview of characters plot summary and overview of themes Both the study guide and the lesson plan may be purchased individually buy as a combo however and save **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 *Banned Books Resource Guide* Robert P. Doyle,2000-06 **Resources in Education** ,1994-12

**The Unofficial Great Gatsby Companion** BookCaps,2013-09-05 If you can t get enough of The Great Gatsby then this is one book you will not want to miss This companion is a bundle of several of BookCaps bestselling books It includes a short biography of F Scott Fitzgerald a look into the marriage of F Scott and Zelda a study guide to the novel and teacher lesson plans BookCap Study Guides do not contain text from the actual book and are not meant to be purchased as alternatives to reading the book This study guide is an unofficial companion and not endorsed by the author or publisher of the book

*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

**CliffsNotes on Fitzgerald's The Great Gatsby** Kate Maurer,2000-06-19 The original CliffsNotes study guides offer a look into key elements and ideas within classic works of literature The latest generation of titles in this series also features glossaries and visual elements that complement the familiar format CliffsNotes on The Great Gatsby explores F Scott Fitzgerald s novel of triumph tragedy and a classic love triangle in the 1920s Following the story of a young Midwesterner who s fascinated by the mysterious past and opulent lifestyle of his landlord this study guide provides summaries and critical commentaries for each chapter within the novel Other features that help you figure out this important work include Personal background on the author Introduction to and synopsis of the book In depth character analyses Critical essays on topics of interest Review section that features interactive questions and suggested essay topics and practice projects Resource Center with books videos and Web sites that can help round out your knowledge Classic literature or modern day treasure you ll understand it all with expert information and insight from CliffsNotes study guides

*X-Kit Literature Series: FET Great Gatsby* ,2005 *A/AS Level English Literature B for AQA Student Book* Carol Atherton,Andrew Green,Gary Snapper,2015-06-04 A new series of bespoke full coverage resources developed for the 2015 A Level English qualifications Endorsed for the AQA A AS Level English Literature B specifications for first teaching from 2015 this print Student Book is suitable for all abilities providing stretch opportunities for the more able and additional scaffolding for those who need it Helping bridge the gap between GCSE and A Level the unique three part structure focuses on texts within a particular time period and supports students in interpreting texts and reflecting on how writers make meaning An enhanced digital version and free Teacher s Resource are also available

**Teens Guide to College & Career Planning** Peterson's,2008-03-11 Handbook for high school students offering advice on college planning and career exploration

**The Internet Resource Directory for K-12 Teachers and Librarians** Elizabeth B. Miller,2000 Directory of information useful for K 12 students and teachers which can be accessed by e mail gopher usenet telnet and file transfer protocol FTP

*English Journal* ,1999 *Life Skills English* Bonnie L. Walker,1992

[Elevating React Web Development with Gatsby](#) Samuel Larsen-Disney,2022-01-21 Learn how to create SEO friendly powerful static websites using Gatsby by harnessing the power of React Key FeaturesUnderstand how to use Gatsby

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**Student-Centered Learning by Design** Jacquelyn Whiting,2021-03-15 Current research is pushing schools to adopt more student centered approaches to the classroom experience and educators librarians and classroom teachers alike are being challenged to revise their curricula and instruction to be student centered personalized and differentiated This book empowers librarians teachers and administrators to be empathic problem solvers and decision makers By reframing the challenges that members of a learning community face as opportunities to better meet teaching and learning needs readers will find that adoption of a mindset focused on users namely design thinking elevates and creates opportunities for innovating pedagogy Moreover it can enhance school culture as well as build channels of communication among various stakeholders in schools and districts When educators of any subject or discipline apply design thinking skills to their curriculum implementation authentic student centered learning experiences become the core of the learning experience The case studies shared in this book provide examples of student centered approaches being used in elementary middle and high schools so that readers have many models on which to base their work and from which to build confidence in shifting their pedagogy to keep the student at the center of teaching and learning decisions [ECEL2015-14th European Conference on e-Learning](#), Amanda Jefferies and Marija Cubric ,2015-10-13 These Proceedings represent the work of

contributors to the 14th European Conference on e Learning ECEL 2015 hosted this year by the University of Hertfordshire Hatfield UK on 29 30 October 2015 The Conference and Programme Co Chairs are Professor Amanda Jefferies and Dr Marija Cubric both from the University of Hertfordshire The conference will be opened with a keynote address by Professor Patrick McAndrew Director Institute of Educational Technology Open University UK with a talk on Innovating for learning designing for the future of education On the second day the keynote will be delivered by Professor John Traxler University of Wolverhampton UK on the subject of Mobile Learning No Longer Just e Learning with Mobiles ECEL provides a valuable platform for individuals to present their research findings display their work in progress and discuss conceptual advances in many different branches of e Learning At the same time it provides an important opportunity for members of the EL community to come together with peers share knowledge and exchange ideas With an initial submission of 169 abstracts after the double blind peer review process there are 86 academic papers 16 Phd Papers 5 Work in Progress papers and 1 non academic papers in these Conference Proceedings These papers reflect the truly global nature of research in the area with contributions from Algeria Australia Austria Belgium Botswana Canada Chile Coventry Czech Republic Denmark Egypt England Estonia France Germany Ireland Japan Kazakhstan New Zealand Nigeria Norway Oman Portugal Republic of Kazakhstan Romania Saudi Arabia Scotland Singapore South Africa Sweden the Czech Republic Turkey Uganda UK United Arab Emirates UK and USA Zimbabwe A selection of papers those agreed by a panel of reviewers and the editor will be published in a special conference edition of the EJEL Electronic Journal of e Learning [www.ejel.org](http://www.ejel.org)

**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 **Jack Clayton** Georg Gaston, 1981 **The British National Bibliography** Arthur James Wells, 2003 [Resources in Education](#) , 1992

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