

# THE GREAT GATSBY CHAPTER QUESTIONS

Use these questions to guide your reading.

## Chapter I

1. How does Nick describe himself at the beginning of the book?
2. Why has Nick come to the East?
3. How does Nick describe Tom Buchanan?
4. Who is Jordan Baker? What does Nick find appealing about her?
5. How does Daisy react to the phone calls from Tom's woman in New York??
6. What is Gatsby doing when Nick first sees him?
7. Notice how many times Fitzgerald uses the words hope, or dream. Why does he do this?
8. Nick starts the novel by relaying his father's advice "Whenever you feel like criticizing anyone, just remember that all the people in this world haven't had the advantages that you've had." Does he reserve judgment in the novel?
9. Pay attention to time. What is the day and year during the first scene at Daisy's house?
10. Describe Nick. What facts do you know about him, and what do you infer about him? What kind of a narrator do you think he will be?
11. What image does the author use to describe Jordan Baker? What does it mean?
12. How does Nick react to Jordan?
13. What does Tom's behavior reveal about his character?

## Chapter II

1. How does Nick meet Tom's mistress?
2. How does Myrtle react to Tom's arrival?
3. Describe George Wilson. How does he react to Tom's arrival?
4. How does Myrtle behave as the party progresses?
5. Why, according to Catherine, has Tom not left Daisy to marry Myrtle?
6. Why did Tom break Myrtle's nose? How is this consistent with the author's description of him in

Chapter I? Judging by his treatment of Myrtle and his wife Daisy, what seems to be Tom's attitude toward women?

7. Describe the "valley of ashes." What does it look like and what does it represent?
8. Describe Mr. Wilson and Myrtle. Do they seem to fit into the setting?
9. What more have you learned about Nick in this chapter? Is he similar or different than the people he spends his time with?

## Chapter III

1. Why does Gatsby throw huge, expensive parties for people he does not even know?
2. Describe the two ways in which Nick differs from the other guests at the party?
3. What does the owl-eyed man find extraordinary about the books in Gatsby's library?
4. Why does the owl-eyed man describe Gatsby as a real Belasco?
5. What is the significance of the owl eyed man?
6. What does the reaction of the drivers of the wrecked automobile suggest about the values of Gatsby's guests?
7. What does Nick learn about Jordan after he's spent some time with her?
8. What is the significance of Jordan's lies?
9. Pay attention to Nick's judgments. What do they reveal about his character that he does this

# Great Gatsby Chapter 7 Questions

**Xiaolong Qi**



## Great Gatsby Chapter 7 Questions:

**The Great Gatsby Levelled Comprehension Questions** Shelly Buchanan,2014-10-01 These leveled discussion questions about The Great Gatsby require students to read closely make connections and share their analyses Included are leveled comprehension questions and suggested answers

**The Great Gatsby Close Reading and Text-Dependent Questions** Shelly Buchanan,2014-10-01 Students analyze The Great Gatsby using key skills for college and career readiness Close reading of the text is required to answer text dependent questions Included are student pages with the text dependent questions as well as suggested answers

*Study Guide for Decoding The Great Gatsby* Steven Smith,2023-01-03 Decoding The Great Gatsby is a comprehensive guide to F Scott Fitzgerald s classic novel offering insights and analysis into the complex themes characters and symbols that make the book a masterpiece of American literature The book explores the central questions that drive the plot of The Great Gatsby including the nature of the American Dream the corrupting influence of wealth and power and the tragedy of unrequited love It offers a detailed analysis of the novel s main characters including Jay Gatsby Daisy Buchanan and Nick Carraway as well as the secondary characters who contribute to the drama and tension of the narrative Decoding The Great Gatsby examines the symbolism of the novel exploring the many recurring motifs and symbols that give the book its distinctive and evocative style Drawing on the latest scholarship and critical analysis Decoding The Great Gatsby provides a detailed and nuanced portrait of the novel offering readers a fresh perspective on this timeless classic Whether you are a student of literature a lover of classic fiction or simply a curious reader seeking a deeper understanding of one of America s greatest novels this book is the perfect guide to unlocking the mysteries of The Great Gatsby

**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

[The Great Gatsby : Om Illustrated Classics](#) F Scott Fitzgerald,2018-11 In The Great Gatsby F Scott Fitzgerald introduces the reader to the post war America and offers a gripping social commentary on the themes of power crime betrayal greed and a vivid peek into the American life in the 1920s also known as the Roaring Twenties In the summer of 1922 Nick Carraway arrives in New York in pursuit of the big American dream Nick the story s narrator moves in next door to the mysterious millionaire Jay Gatsby the host of lavish weekly parties for the rich and the fashionable Across the bay reside Nick s distant cousin Daisy and her philandering husband Tom an old classmate from Yale Being the only link between Gatsby and his long lost love Nick gets drawn into the enthralling world of the rich and takes the reader along on the ride as he bears witness to their follies and

emerges a new enlightened man      Blended Learning in Grades 4-12 Catlin R. Tucker,2012-06-13 This book comes at the right time with answers for teachers principals and schools who want to be on the cutting edge of the effective use of technology the internet and teacher pedagogy      **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 Vocabulary Activities** Shelly Buchanan,2014-10-01 These vocabulary activities for The Great Gatsby incorporate key skills for college and career readiness The activities integrate vocabulary with a study of the text Includes text dependent questions definitions and text based sentences

**Writing and Reading Connections** Zoi A. Philippakos,Steve Graham,2022-11-18 Writing skills are essential for success in the 21st century school and workplace but most classrooms devote far more time to reading instruction with writing often addressed in isolation or excluded In this insightful professional development resource and text leading researchers discuss why and how to integrate writing and reading instruction in grades K-12 and beyond Contributors explore how to harness writing reading connections to support learning in such areas as phonics and spelling vocabulary understanding genre and text structure and self-regulated strategy development as well as across content areas and disciplines Special considerations in teaching emergent bilingual students and struggling literacy learners are described User friendly features include guiding questions classroom examples and action questions that help teachers translate the research and concepts into practice An NCTQ Exemplary Text for Reading Instruction      CliffsNotes on Fitzgerald's The Great Gatsby Kate Maurer,2011-05-18 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 is 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 websites 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 [Study Guide to The Great Gatsby by F. Scott Fitzgerald](#) Intelligent Education,2020-09-12 A comprehensive study guide offering in depth explanation essay and test prep for F Scott Fitzgerald s The Great Gatsby widely considered to be the highest achievement of Fitzgerald s career and a contender for the title of the Great American Novel As the quintessential novel of the Jazz Age Fitzgerald s work serves as both an exquisite portrait of the Roaring Twenties in America and a cautionary tale regarding the American Dream Acclaimed by generations of readers the novel continues to embody the American spirit and the nation s enduring admiration for self made success stories This Bright Notes Study Guide explores the context and history of Fitzgerald s classic work helping students to thoroughly explore the reasons it has stood the literary test of time Each Bright Notes Study Guide contains Introductions to the Author and the Work Character Summaries Plot Guides Section and Chapter Overviews Test Essay and Study Q As The Bright Notes Study Guide series offers an in depth tour of more than 275 classic works of literature exploring characters critical commentary historical background plots and themes This set of study guides encourages readers to dig deeper in their understanding by including essay questions and answers as well as topics for further research

**Teaching Literature to Adolescents** Richard Beach,Deborah Appleman,Bob Fecho,Rob Simon,2020-12-28 Now in its fourth edition this popular textbook introduces prospective and practicing English teachers to current methods of teaching literature in middle and high school classrooms This new edition broadens its focus to cover important topics such as critical race theory perspectives on teaching fiction nonfiction and drama the integration of digital literacy and teacher research for ongoing learning and professional development It underscores the value of providing students with a range of different critical approaches and tools for interpreting texts It also addresses the need to organize literature instruction around topics and issues of interest to today s adolescents By using authentic dilemmas and contemporary issues the authors encourage preservice English teachers and their instructors to raise and explore inquiry based questions that center on the teaching of a variety of literary texts both classic and contemporary traditional and digital New to the Fourth Edition Expanded attention to digital tools multimodal learning and teaching online New examples of teaching contemporary texts Expanded discussion and illustration of formative assessment Revised response activities for incorporating young adult literature into the literature curriculum Real world examples of student work to illustrate how students respond to the suggested strategies Extended focus on infusing multicultural and diverse literature in the classroom Each chapter is organized around specific

questions that preservice teachers consistently raise as they prepare to become English language arts teachers The authors model critical inquiry throughout the text by offering authentic case narratives that raise important considerations of both theory and practice A companion website a favorite of English education instructors <http://teachingliterature.pbworks.com> provides resources and enrichment activities inviting teachers to consider important issues in the context of their current or future classrooms

*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

**Thinking about Movies** Peter Lehman, William Luhr, 2018-10-30 A complete introduction to analyzing and enjoying a wide variety of movies for film students and movie lovers alike *Thinking About Movies Watching Questioning Enjoying Fourth Edition* is a thorough overview of movie analysis designed to enlighten both students and enthusiasts and heighten their enjoyment of films Readers will delve into the process of thinking about movies critically and analytically and find how doing so can greatly enhance the pleasure of watching movies Divided roughly into two parts the book addresses film studies within the context of the dynamics of cinema before moving on to a broader analysis of the relationship of films to the larger social cultural and industrial issues informing them This updated fourth edition includes an entirely new section devoted to a complete analysis of the film adaptation of *The Girl with the Dragon Tattoo* along with many in depth discussions of important films such as *Citizen Kane* and *Silence of the Lambs* The chapter on television integrates a major expansion distinguishing between television in the digital era of the convergence of the entertainment and technology industries in comparison to the era of broadcast analogue television The final chapter places film within the current context of digital culture globalization and the powerful rise of China in film production and exhibition The authors clearly present various methodologies for analyzing

movies and illustrate them with detailed examples and images from a wide range of films from cult classics to big budget award winning movies This helps viewers see new things in movies and also better understand and explain why they like some better than others Thinking About Movies Watching Questioning Enjoying Fourth Edition is ideal for film students immersed in the study of this important contemporary medium and art form as well as students and readers who have never taken a class on cinema before *The Great Gatsby. B2 / Великий Гэтсби* Фрэнсис Скотт Кэй Фицджеральд, 2025-01-14 1920 2 *Inside The Great Gatsby* A.E. Elmore, 2025-02-15 *Inside The Great Gatsby* The Hidden Subtext is a revolutionary analysis of the famed novel that reveals its important previously unknown literary foundations drawn from classical and modern literature including the works of Dante Milton Conrad Spengler Frazer Weston Joyce Eliot and the King James Bible Other studies of the novel have focused primarily on its biographical cultural or social issues but none prior to Elmore s have systematically examined the unrecognized debts Gatsby owes to previous literary works The ultimate irony is that Gatsby lauded as one of the greatest novels in the English language earned its stature based solely on recognition of only a part of its whole the literal narrative or surface story without realization or acknowledgment of its foundational subtext the hidden layer that links it to the universal library of human experience most of which remained undetected until the centennial year of the novel s original publication **The Great Gatsby**, 2011-03 **The Great Gatsby in the Classroom** David Dowling, 2006 Provides specific teaching strategies for each chapter and classroom tested oral written drawing and dramatic activities that help students make meaning out of the novel and engage them in its thematic and affective elements

**Cortical Evolution in Primates** Steven P. Wise, 2023-12-21 *Cortical Evolution in Primates* provides a stand alone resource for neuroscience graduate students and established neuroscientists who have an interest in cortical evolution and primates Discussions of both cortical evolution and primates often rely on terms and concepts unfamiliar to many neuroscientists but such readers will have no need to look elsewhere to understand the text or figures in this book As well as reviewing the pertinent terminology and taxonomy Wise explores the palaeontology adaptations and paleoecology of primates Through summarizing a neglected source of data fossil primates the book harnesses the power of comparative neuroanatomy to examine how cortical maps changed during private evolution including nine proposals on why the cortex changed Together these topics inform a full understanding of cortical evolution in primates Wise concludes that the cortex expanded more recently than most neuroscientists suspect and it happened many times Furthermore cortical expansion occurred independently in several major primate lineages as ancestral primates adapted to the ecosystems of their time and place Natural selection favored the expansion of cortical areas with neural representations that provided a selective advantage to ancestral primates in those times and those places

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simplify  $m_2 = 38^\circ$  subtract  $142^\circ$  from each side  $\Delta a d e \cong \Delta d g f$  by sss since corresponding parts of congruent triangles are congruent  $m_3 = m g d = 52^\circ$

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web segment addition postulate if three points a, b and c are collinear and b is between a and c then  $ab + bc = ac$  protractor  
postulate let ray oa and ray ob be opposite rays in a plane ray oa, ray ob and all the rays with the endpoint o that can be drawn on one side of line ab can be paired with the real numbers from 0 to  $180^\circ$  so that a ray

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