

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 Answers Learning Links

Audrey Fisch, Susan Chenelle



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Study and Revise for AS/A-level: The Great Gatsby Anne Crow,2016-03-21 Enable students to achieve their best grade in AS A level English Literature with this year round course companion designed to instil in depth textual understanding as students read analyse and revise The Great Gatsby throughout the course This Study and Revise guide Increases students knowledge of The Great Gatsby as they progress through the detailed commentary and contextual information written by experienced teachers and examiners Develops understanding of characterisation themes form structure and language equipping students with a rich bank of textual examples to enhance their coursework and exam responses Builds critical and analytical skills through challenging thought provoking questions and tasks that encourage students to form their own personal responses to the text Extends learning and prepares students for higher level study by introducing critical viewpoints comparative references to other literary works and suggestions for independent research Helps students maximise their exam potential using clear explanations of the Assessment Objectives sample student answers and examiner insights Improves students extended writing techniques through targeted advice on planning and structuring a successful essay [Sociology A-Level \(ZIMSEC\) Past Exam Questions and Model Answers](#) David Chitate ,2024-06-06 This book contains the most comprehensive question bank and model answers for ZIMSEC A Level exam questions It also includes syllabus review notes and exercises Examiners provide observations and tips and point out common errors that students make when answering questions If you use this book faithfully you can t fail and the Grade A is very much within your reach

The Great Gatsby Shelly Buchanan,2014-09-01 Familiarize students with this well known novel and encourage them to connect the story with actual events and issues from the 1920s Readers will enjoy analyzing this complex literary piece and revel in the life lessons they take away from it [Big Questions and Great Answers in Entrepreneurship Research](#) Alain Fayolle,Sandrine Le Pontois,R. D.M. Pelly,2024-10-03 Big Questions and Great Answers in Entrepreneurship Research underscores the progress that has been made and the challenges that remain within the field of entrepreneurship research by considering the field s rapid expansion over the last thirty years **Gatsby** Bob Batchelor,2013-11-07 In 1925 F Scott Fitzgerald produced his third novel a slim work for which he had high expectations Despite such hopes the novel received mixed reviews and lackluster sales Over the decades however the reputation of The Great Gatsby has grown and millions of copies have been sold One of the bestselling novels of all time it is also considered one of the most significant achievements in twentieth century fiction But what makes Gatsby great Why do we still care about this book more than eighty five years after it was published And how does Gatsby help us make sense of our own lives and times In Gatsby The Cultural History of the Great American Novel Bob Batchelor explores the birth life and enduring influence of The Great Gatsby from the book s publication in 1925 through today s headlines filled with celebrity intrigue corporate greed and a roller coaster economy A cultural historian Batchelor explains why and how the novel has become part of the fiber of the American ethos and an

important tool in helping readers to better comprehend their lives and the broader world around them A biography of F Scott Fitzgerald s masterpiece this book examines The Great Gatsby s evolution from a nearly forgotten 1920s time capsule to a revered cultural touchstone Batchelor explores how this embodiment of the American Dream has become an iconic part of our national folklore how the central themes and ideas emerging from the book from the fulfillment of the American Dream to the role of wealth in society resonate with contemporary readers who struggle with similar uncertainties today By exploring the timeless elements of reinvention romanticism and relentless pursuit of the unattainable Batchelor confirms the novel s status as The Great American Novel and more importantly explains to students scholars and fans alike what makes Gatsby so great

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

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 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 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

Hollywood or History? Paul J. Yoder,Aaron P. Johnson,2022-05-01

Traumagenic events episodes that have caused or are likely to cause trauma color the experiences of K 12 students and the social studies curriculum they encounter in U S schools At the same time that the global COVID 19 pandemic has heightened educators awareness of collective trauma the racial reckoning of 2020 has drawn important attention to historical and transgenerational trauma At a time when social studies educators can simply no longer ignore difficult knowledge instruction that acknowledges trauma in social studies classrooms is essential Through employing relational pedagogies and foregrounding voices that are too often silenced the lessons in Hollywood or History An Inquiry Based Strategy for Using Film to Acknowledge Trauma in Social Studies engage students in examining the role of traumatic or traumagenic events in social studies curriculum The 20 Hollywood or History lessons are organized by themes such as political trauma and war and genocide Each lesson presents film clips instructional strategies and primary and secondary sources targeted to the identified K 12 grade levels As a collection they provide ready to teach resources that are perfect for teachers who are committed to acknowledging trauma in their social studies instruction

Classroom Strategies for Interactive Learning

Doug Buehl,2017 Educators across content areas have turned to Classroom Strategies for Interactive Learning for almost two decades This fully updated fourth edition delivers rich practical research based strategies that readers have found invaluable in the context of today s classrooms Doug has written all new chapters that focus on the instructional shifts taking place as the Common Core State Standards are implemented across the United States These introductory chapters will help you do the following Understand the research base for comprehension strategies in content classrooms Learn how to tap into students background knowledge to enhance comprehension of complex texts and build new knowledge Show learners how to

question a text Teach reading and thinking through a disciplinary lens At the heart of this edition are more than forty classroom strategies with variations and strategy indexes that identify the instructional focus of each strategy pinpoint the text frames in play as students read and learn and correlate students comprehension processes across the phases of strategy implementation In addition each strategy is cross referenced with the Common Core s reading writing speaking listening and language standards

Bakhtinian Perspectives on Language, Literacy, and Learning Arnetha F. Ball, Sarah Warshauer Freedman, 2004-08-23 This 2004 book represents a multidisciplinary collaboration that highlights the significance of Mikhail Bakhtin s theories to modern scholarship in the field of language and literacy Book chapters examine such important questions as What resources do students bring from their home community environments that help them become literate in school What knowledge do teachers need in order to meet the literacy needs of varied students How can teacher educators and professional development programs better understand teachers needs and help them to become better prepared to teach diverse literacy learners What challenges lie ahead for literacy learners in the coming century Chapters are contributed by scholars who write from varied disciplinary perspectives In addition other scholarly voices enter into a Bakhtinian dialogue with these scholars about their ideas These other voices help our readers push the boundaries of current thinking on Bakhtinian theory and make this book a model of heteroglossia and dialogic intertextuality

Computer-Assisted Language Learning: Concepts, Methodologies, Tools, and Applications Management Association, Information Resources, 2019-01-04 In a diverse society the ability to cross communication barriers is critical to the success of any individual personally professionally and academically With the constant acceleration of course programs and technology educators are continually being challenged to develop and implement creative methods for engaging English speaking and non English speaking learners Computer Assisted Language Learning Concepts Methodologies Tools and Applications is a vital reference source that examines the relationship between language education and technology and the potential for curriculum enhancements through the use of mobile technologies flipped instruction and language learning software This multi volume book is geared toward educators researchers academics linguists and upper level students seeking relevant research on the improvement of language education through the use of technology

The Great Gatsby: York Notes for A-level ebook edition F. Scott Fitzgerald, 2015-10-07 An enhanced exam section expert guidance on approaching exam questions writing high quality responses and using critical interpretations plus practice tasks and annotated sample answer extracts Key skills covered focused tasks to develop analysis and understanding plus regular study tips revision questions and progress checks to help students track their learning The most in depth analysis detailed text summaries and extract analysis to in depth discussion of characters themes language contexts and criticism all helping students to reach their potential

The Great Gatsby meets Alain Badiou Ursula Vooght, 2023-12-21 The subject of this book is a consideration of the usefulness of the concept of fidelity put forward by the philosopher Alain Badiou in the discussion of film adaptation Fidelity or faithfulness is primarily a

consideration that emerges in relation to so called canonical texts in adaptation Fitzgerald's *The Great Gatsby* occupies a position of global recognisability and within the United States cultural mythology that has triggered strong reactions to the four Hollywood adaptations. The various adaptations allow for the differing approaches to the adaptation of this novel to be meaningfully explored. The film adaptations' paratextual elements will be discussed in order to show how these acted as limiting lenses. The strategies of the films for handling elements of Fitzgerald's prose and themes will be compared across the adaptations. This will culminate in an assertion of the worth of a larger application of a Badiouian fidelity within the field.

Teaching Literature to Adolescents Alan B. Howes, 1972 **Representations of Gender and Class in "The Great Gatsby". An Analysis of the Movie Adaptations of 1974 and 2013** Matthias Köbrich, 2016-12-12 Bachelor Thesis from the year 2014 in the subject Film Science grade 1-3 Friedrich Alexander University Erlangen Nuremberg American Studies language English abstract A tendency in the realm of gender studies has been to mainly concern oneself with gender whereas the same can be claimed in terms of class analysis showing a tendency towards primarily and exclusively dealing with class. This study tries to combine both fields in an attempt to not only expose how present forms of masculinity are established but also how these forms interact with class. In addition to Crenshaw's intersectionality theory Pyke's concept of interpersonal power and Connell's theory of hegemonic masculinity will be dealt with. The synergy between masculinity and class will be scrutinized by means of two movie adaptations of *The Great Gatsby* 1974 2013. It will be shown that factors such as social and geographical mobility career and the need or ability to display class marked objects as well as the male body can be identified as producing and helping to maintain multiple forms of class based masculinity as well as shaping and changing these masculinities.

Race to the Bottom Michael V. McGill, 2015-04-03 How did the country that invented the modern public school end up embracing policies that weaken it? What alternatives are there to current corporate reform policies? How can we give America's children an education that will truly prepare them and our nation for the challenges of tomorrow? In *Race to the Bottom* McGill successfully traces the emergence of corporate reform and describes how its tenets run counter to what he believes are the key elements of a high quality education. McGill draws from a wealth of experience as a school superintendent for over 40 years including his tenure in Scarsdale during the 2001 district wide boycott of New York State standardized tests. Showing how strong leaders working with teachers and the community have been able to strengthen schools the author offers a model of school reform that will prepare students for the 21st Century.

Survey of Historic Costume Study Guide Phyllis G. Tortora, Keith Eubank, 2009-06-15 Fairchild's *Survey of Historic Costume Study Guide* is designed to guide students through each chapter of *Survey of Historic Costume* 5th edition ISBN 9781563678066 and help them identify and synthesize core information. With its emphasis on the text and flexibility to be adapted to different course structures and methods this resource is a valuable tool for instructors as well as students. For every chapter the Study Guide includes concise Historical Snapshots to situate students in time. At a Glance tables summarizing of key information about

dress from the time period covered by each chapter space to take notes about major content and themes questions to help students identify this information in the text activities in which students must sketch or describe key styles and further review questions The Study Guide also provides students with a complete glossary of key terms used throughout the text

The Great Gatsby Joyce Friedland, Sue Gehn, Rikki Kessler, 1983 Use Novel Ties study guides as your total guided reading program Reproducible pages in chapter by chapter format provide you with the right questions to ask the important issues to discuss and the organizational aids that help students get the most out of each book they read *Connected Newsletter*, 2006

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