

The Great Gatsby Chapter Two: Student's Worksheet

1) Settings:

a) The Buchanans' glittering white palace

Now think back to the description of the Buchanan's house. Look at the ideas below and match them together.

The Buchanans' white palace	Comment
"a cheerful red and white Georgian Colonial mansion"	This appeals to our visual sense and creates the image of a scene of enchantment.
"The lawn started at the beach and ran towards the front door, jumping over sundials and brick walls."	The scene is also there to enhance Daisy's beauty and so she puts out the candles which might compete with her beauty. OR it might show how she rejects romance.
"listening to the whip and snap of the curtains and the groan of a picture on the wall. Then there was a boom as Tom ... shut the rear windows ..."	This places them firmly as part of American history. They are members of the elite and established rich who made their fortunes in previous times.
"bright rosy-coloured space";	Here we see male dominance as Tom takes control of the situation and brings the females under his control.
"They were both in white, and their dresses were rippling and fluttering as if they had just been blown back in after a short flight around the house."	This description suggests vitality and assertion – seems to mirror their owner, Tom.
"rosy-coloured porch, open towards the sunset, where four candles flickered ... She snapped them out with her fingers."	The scene is one of beauty and movement. The women are transformed into mysterious, strange and magical creatures which fascinate Nick. They appear completely passive in contrast to Tom's dominant masculinity.

b) Look at the description at the beginning of chapter 2 of the Valley of the Ashes.

Quote	Comment
The name "valley of the ashes"	Note that this is the name given to the area by Nick and it seems to be linked to the biblical phrase in Psalms; "valley of the shadow of death".
"a fantastic farm"	
"ashes grow like wheat into ridges and hills and grotesque gardens"	
"ash grey men" work their and this raises "an impenetrable cloud which screens their operations from your sight."	
"small foul river"	

Great Gatsby Chapter Activity Answer

Shelly Buchanan



Great Gatsby Chapter Activity Answer:

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 **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

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 **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 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 **The Great Gatsby Leveled 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 Comprehension Assessment** Shelly Buchanan,2014-10-01 These assessment questions for The Great Gatsby are modeled after current testing models requiring students to revisit the text for answers Students have to support their opinions and inferences with examples from the text *The Great Gatsby* ,2011-03 [Verbal Interaction in Small-group Activities](#) Daniel Stotz,1991

Literature in the Language Classroom Joanne Collie,Stephen Slater,1987-12-17 A variety of imaginative techniques for integrating literature work with language learning [Critical Theory Today](#) Lois Tyson,2012-09-10 Critical Theory Today is the essential introduction to contemporary critical theory It provides clear simple explanations and concrete examples of complex concepts making a wide variety of commonly used critical theories accessible to novices without sacrificing any theoretical rigor or thoroughness This new edition provides in depth coverage of the most common approaches to literary analysis today feminism psychoanalysis Marxism reader response theory new criticism structuralism and semiotics deconstruction new historicism cultural criticism lesbian gay queer theory African American criticism and postcolonial criticism The chapters provide an extended explanation of each theory using examples from everyday life popular culture and literary texts a list of specific questions critics who use that theory 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 and a bibliography of primary and secondary works for further reading

CliffsNotes Praxis II English Subject Area Assessments, Second Edition Diane E Kern,2013-02-25 Your guide to a higher score on Praxis II English Subject Areas The Praxis II English Subject Area Assessment tests are designed to assess whether an examinee has the broad base of knowledge and competencies necessary to be licensed as a beginning English teacher in a variety of school settings The various exams some multiple choice questions and some essay format cover reading and understanding text language and linguistics and composition and rhetoric CliffsNotes Praxis II English Subject Area Assessments includes question type reviews subject reviews and six model practice tests for each of the Praxis II English

tests that a variety of would be English teachers need to pass to be certified Includes subject reviews of all test topics 6 practice tests one for each Praxis II English test Proven strategies from the experts at CliffsNotes If you re an aspiring teacher looking to take the Praxis II English test CliffsNotes is your ticket to scoring high at exam time **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 Pro fessor 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 Tech nology 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 Cov entry 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 *Literary Reading, Cognition and Emotion* Michael Burke,2010-10-18 This work seeks to chart what happens in the embodied minds of engaged readers when they read literature Despite the recent stylistic linguistic and cognitive advances that have been made in text processing methodology and practice very little is known about this cultural cognitive process and especially about the role that emotion plays Burk s theoretical and empirical study focuses on three central issues the role emotions play in a core cognitive event like literary text processing the kinds of bottom up and top down inputs most prominently involved in the literary reading process and what might be happening in the minds and bodies of engaged readers when they experience intense or heightened emotions a phenomenon sometimes labelled reader epiphany This study postulates that there is a free flow of bottom up and top down affective cognitive inputs during the engaged act of literary reading and that reading does not necessarily begin or end when our eyes apprehend the words on the page Burke argues that the literary reading human mind might best be considered both figuratively and literally not as computational or mechanical but as oceanic *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 *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 *It's Not "One More Thing"* Anne Swenson Ticknor, Christy Howard, Mikka 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

The Automobile in American History and Culture Michael L. Berger, 2001-07-30 This comprehensive reference guide reviews the literature concerning the impact of the automobile on American social economic and political history Covering the complete history of the automobile to date twelve chapters of bibliographic essays describe the important works in a series of related topics and provide broad thematic contexts This work includes general histories of the automobile the industry it spawned and labor management relations as well as biographies of famous automotive personalities Focusing on books concerned with various social aspects chapters discuss such issues as the car s influence on family life youth women the elderly minorities literature and leisure and recreation Berger has also included works that investigate the government s role in aiding and regulating the automobile with sections on roads and highways safety and pollution The guide concludes with an overview of reference works and periodicals in the field and a description of selected research collections The *Automobile in American History and Culture* provides a resource with which to examine the entire field and its structure Popular culture scholars and enthusiasts involved in automotive research will appreciate the extensive scope of this reference Cross referenced throughout it will serve as a valuable research tool *Crossing Over* Harold M. Foster, 2013-09-05 Primary text for secondary English language arts methods courses Takes a meaning centered approach to

integrated English language arts curriculum and instruction Includes teaching of film television and new technologies

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

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