

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

Great Gatsby Chapter Discussion Questions

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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 (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 Unofficial Great Gatsby Companion** BookCaps,2013-09-05 If you can t get enough of

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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* **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 **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 **Lesson Plans: Literature** BookCaps, 2014-01-25 How do you teach classic works of literature in school This book provides five day lesson plans for over a half dozen of greatest books *To Kill a Mockingbird* *The Great Gatsby* *Adventures of Huckleberry Finn* *Lord of the Flies* *The Outsiders* *The House of Mango Street* *Great Expectations* and *The Color Purple* Each lesson plan may also be purchased separately *The Great Gatsby*, 2011-03 **Excel Preliminary English** David Mahony, 2003 *2024-25 SSC General Studies Chapter-wise, Topic and Subject-wise Solved Papers* YCT Expert Team , 2024 25 SSC General Studies Chapter wise Topic and Subject wise Solved Papers 1104 1595 E This book contains 957 set papers with detail analytical explanation and based on revised answer key **American Voices** Dr. Santosh Ramsundar Prasad, 2025-06-15 The book provides valuable insights into the history culture and voices of America by offering an in depth analysis of the diverse facets of socio cultural dynamics of America This book traces the history of American Poetry Drama Fiction social and literary criticism from the early 17th century through the turn of the 21st century Individualism and Self Reliance American these themes are focused in the book The dream of American people is depicted very effectively The book has two parts in part I there are 10 chapters covering all the major themes of American literature including modernism and post modernism racism and search for identity in Afro American Literature The part II covers critical responses Post colonialism has become one of the most exciting rapidly expanding and challenging areas of literary and cultural studies today Hence the book includes the chapter modernism and post modernism Dealing with the major themes of poetry drama and fiction the book aims at fascinating the readers with a broad spectrum of perspectives which have much contemporary relevance in the arena of post colonial literature today This book is useful for all U G and P G students who are studying American Literature *Strategic Reading* Jeffrey D. Wilhelm, Tanya N. Baker, Julie Dube, 2001 *Strategic Reading* provides the tools teachers need to help students of all abilities make the important transition to higher level texts *Reading Reconsidered* Doug Lemov, Colleen Driggs, Erica Woolway, 2016-02-24 **TEACH YOUR STUDENTS TO READ WITH PRECISION AND INSIGHT** The world we are preparing our students to succeed in is one bound

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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

Gatsby's Oxford Christopher A Snyder, 2019-04-02 The story of F Scott Fitzgerald's creation of Jay Gatsby war hero and Oxford man at the beginning of the Jazz Age when the City of Dreaming Spires attracted an astounding array of intellectuals including the Inklings W B Yeats and T S Eliot A diverse group of Americans came to Oxford in the first quarter of the twentieth century the Jazz Age when the Rhodes Scholar program had just begun and the Great War had enveloped much of Europe Scott Fitzgerald created his most memorable character Jay Gatsby shortly after his and Zelda's visit to Oxford Fitzgerald's creation is a cultural reflection of the aspirations of many Americans who came to the University of Oxford Beginning in 1904 when the first American Rhodes Scholars arrived in Oxford this book chronicles the experiences of Americans in Oxford through the Great War to the beginning of the Great Depression This period is interpreted through the pages of *The Great Gatsby* producing a vivid cultural history Archival material covering Scholars who came to Oxford during Trinity Term 1919 when Jay Gatsby claims he studied at Oxford enables the narrative to illuminate a detailed portrait of what a historical Gatsby would have looked like what he would have experienced at the postwar university and who he would have encountered around Oxford an impressive array of artists including W B Yeats Virginia Woolf Aldous Huxley and C S Lewis

Teaching Literature in Virtual Worlds Allen Webb, 2012-03-12 What are the realities and possibilities of utilizing on line virtual worlds as teaching tools for specific literary works Through engaging and surprising stories from classrooms where virtual worlds are in use this book invites readers to understand and participate in this emerging and valuable pedagogy It examines the experience of high school and college literature teachers involved in a pioneering project to develop virtual worlds for literary study detailing how they created utilized and researched different immersive and interactive virtual reality environments to support the teaching of a wide range of literary works Readers see how students role play as literary characters extending and altering character conduct in purposeful ways and how they explore on line interactive literature maps museums archives and game worlds to analyze the impact of historical and cultural setting language and dialogue on literary characters and events This book breaks exciting ground offering insights pedagogical suggestions and ways for readers to consider the future of this innovative approach to teaching literary texts

Fitzgerald's The Great Gatsby Nicolas Tredell, 2007-04-28 *The Great Gatsby* 1925 is a classic of modern American literature and is often

seen as the quintessential novel of the jazz age This guide to *The Great Gatsby* explores the style structure themes critical reputation and literary influence of F Scott Fitzgerald s most famous novel and also discusses its stage screen and opera versions It includes points for discussion suggestions for further study and an annotated guide to relevant reading

The Dream of the Great American Novel Lawrence Buell, 2014-02-10

Magisterial make s you suddenly see new things in familiar books brilliant analyses of a dozen or so front runners in the Great American Novel sweepstakes Michael Dirda Virginia Quarterly Review The idea of the great American novel continues to thrive almost as vigorously as in its nineteenth century heyday defying more than 150 years of attempts to dismiss it as amateurish or obsolete In this landmark book the first in many years to take in the whole sweep of national fiction Lawrence Buell reanimates this supposedly antiquated idea demonstrating that its history is a key to the dynamics of national literature and national identity itself The dream of the G A N as Henry James nicknamed it crystallized soon after the Civil War In fresh in depth readings of selected contenders from the 1850s onward in conversation with hundreds of other novels Buell delineates four scripts for G A N candidates and their themes illustrated by such titles as *The Scarlet Letter* *The Great Gatsby* *Invisible Man* *Uncle Tom s Cabin* *Beloved* *Moby Dick* and *Gravity s Rainbow* works dwelling on topics from self invention to the promise and pitfalls of democracy The canvas of the great American novel is in constant motion reflecting revolutions in fictional fashion the changing face of authorship and the inseparability of high culture from popular As Buell reveals the elusive G A N showcases the myth of the United States as a nation perpetually under construction Engaging and provocative ultimately affirms the importance of literature to a nation s sense of itself Sarah Graham Times Literary Supplement Rich in critical insight Buell wonders if the GAN isn t stirring again in surprising new developments in science fiction An impressively ambitious literary survey Booklist starred review

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