

## Chapter 1 Discussion Questions

These discussion questions are all designed for students who have already completed the questions for close reading. Alternatively, if your students are strong readers, you could try doing these discussions without spending time on the questions in class. No matter which option you choose, make sure to reread key passages whenever possible. Students should always be encouraged to answer questions based on the text rather than their memories.

### Who is Nick?

Chapter One's discussion is all about Nick—who he is and what his biases are. In this novel, Fitzgerald has created (in my opinion) one of the greatest unreliable narrators of all time. While it's easy to focus on the more glamorous characters of the book, the real main character is the guy telling the story. One quick tip for discussions: I keep track of participation and grade students for participating in class. This little incentive is often enough to push more reluctant kids to speak up; however, I don't make it such a big part of their grade that extreme introverts are hurt that much.

#### 1. What do we know about Nick's past?

Students should note that Nick is upper class, comes from a wealthy family, and felt that he was privileged growing up; he fought in WWI, his family is all in the midwest, and he has come East to make money selling bonds; he has often learned the secrets of strangers, and he gained a reputation for being a politician. When he mentions at the end of the chapter that he was supposed to get married, this shows just how acutely Nick feels pressure from the opinions of others as well as how he resists those expectations.

#### 2. How do the other characters make Nick feel?

In short, Nick feels inferior a lot of the time. He feels like there others are looking down on him, like he doesn't have as much money or physical power or as many interesting things to say. He often portrays these feelings by describing other people as acting superior—the word “supercilious” probably comes up more in this novel than in any other book I've ever read. However, upon closer reading, it's mostly Nick who feels inferior.

#### 3. What is your first impression of Nick? What are his issues or secrets or hangups?

Students' answers will vary; keep the discussion going until you have heard a few different answers. The big ideas that I want them to understand from this discussion is that Nick isn't always what he seems, that he is an unreliable narrator, and that he has insecurities and biases that are subtly revealed in the narrative. At this point, students might say that they like him,

# Great Gatsby Chapter One Questions

**Judith A. Hayn, Jeffrey S. Kaplan, Karina  
R. Clemmons**



## Great Gatsby Chapter One 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 *Fitzgerald's The Great Gatsby* Nicolas Tredell,2007-02-28 Reader s Guides provide a comprehensive starting point for any advanced student giving an overview of the context criticism and influence of key works Each guide also offers students fresh critical insights and provides a practical introduction to close reading and to analysing literary language and form They provide up to date authoritative but accessible guides to the most commonly studied classic texts The Great Gatsby 1925 is a classic of modern American literature and is often seen as the quintessential novel of the jazz age This is the ideal guide to the text setting The Great Gatsby in its historical intellectual and cultural contexts offering analyses of its themes style and structure providing exemplary close readings presenting an up to date account of its critical reception and examining its afterlife in literature film and popular culture It includes points for discussion suggestions for further study and an annotated guide to relevant reading **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* 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 **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

**Action Strategies for Deepening Comprehension** Jeffrey D. Wilhelm, 2002 This book provides a wealth of enactment techniques that help students apply their social physical and intellectual selves to the books they read to help improve their comprehension

*Teaching With Text-Based Questions* Kevin Thomas Smith, 2014-03-14 Help your students navigate complex texts in history social studies and English language arts This book shows you how to use a key tool text based questions to build students literacy and critical thinking skills and meet the Common Core State Standards You'll learn how to ask text based questions about different types of nonfiction and visual texts including primary and secondary sources maps charts and paintings You'll also get ideas for teaching students to examine point of view write analytical responses compare texts cite textual evidence and pose their own high level questions The book is filled with examples that you can use immediately or modify as needed Each chapter ends with a reflection section to help you adapt the ideas to your own classroom

What's Inside Helpful information on teaching different types of nonfiction texts including literary nonfiction informational texts primary and secondary sources and visual texts Ideas for locating primary sources Questions students should ask about every text Techniques for soliciting higher order questions from students Ways to get students to think critically about the relationships between texts Strategies to help students integrate information from different types of sources a skill that will help students respond to performance tasks on the PARCC and SBAC assessments and DBQs on AP exams Tips for teaching students to write good responses to text based questions including how to cite sources and incorporate point of view Ideas for using rubrics and peer grading to evaluate students responses Connections to the informational reading standards of the Common Core State Standards for English Language Arts for grades 3-12 and of the Common Core State Standards for Literacy in History Social Studies Science and Technical Subjects

*The Great Gatsby*, 2011-03 **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

**Teachable Moments** James V. Colubiale,2023-10-12 While preparing his classroom for his first day as a teacher Jason discovered his deceased predecessor s 180 day digital lesson plan journal on a computer file entitled A Classroom Compendium to Whimsy and Delirium and the 5 Other Dwarfs Out of sheer curiosity he began to read from the log and quickly realized that he was learning more about teaching from this journal than from any college education class he ever took

**Multimedia Texts Set** Janice Marcuccilli Strop,Jennifer Carlson,2011-02-02 Today s multimedia multimodal world necessitates literacy instruction that includes a variety of text forms such as film print music Internet photographs Strop and Carlson provide all types of learners with the lifelong tools they need to explore and interpret texts This book will help teachers and students reach beyond printed texts to expand perspectives understand different text forms and genres make intertextual connections and transcend strategy based instruction Multimedia Text Sets includes ideas for explicit teaching of how to read different forms and genres of texts real stories which demonstrate the power of multiple literacies from three teachers who incorporate multimedia text sets in their classrooms engaging ideas for instruction you can use to help develop your own students reading writing practices with a variety of text forms practical suggestions on how to create your own multimedia text sets Contributors to this book are Holly Dionne Richard Kuhn and Stephanie Reid

**Teaching Young Adult Literature Today** Judith A. Hayn,Jeffrey S. Kaplan,Karina R. Clemmons,2016-11-02 Teaching Young Adult Literature Today introduces the reader to what is current and relevant in the plethora of good books available for adolescents More importantly literary experts illustrate how teachers everywhere can help their students become lifelong readers by simply introducing them to great reads smart insightful and engaging books that are specifically written for adolescents Hayn Kaplan and their contributors address a wide range of topics how to avoid common obstacles to using YAL selecting quality YAL for classrooms while balancing these with curriculum requirements engaging disenfranchised readers pairing YAL with technology as an innovative way to teach curriculum standards across all content areas Contributors also discuss more theoretical subjects such as the absence of lesbian gay bisexual transgender and questioning LGBTQ young adult literature in secondary classrooms and contemporary YAL that responds to the changing expectations of digital generation readers who want to blur the boundaries between page and screen This book has been

updated to reflect the wealth of new YA literature that has been published since the first edition appeared in March 2012 and to reflect new trends in technology that influences how adolescents are reading and responding to 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

The American Counterfeit Mary McAleer Balkun, 2006-01-04 Focusing on texts written between 1880 and 1930 this book explores the concept of the counterfeit both in terms of material goods and invented identities and the ways that the acquisition of objects came to define individuals in American culture and literature

**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

**Inquiry Paths to Literacy Learning** Elizabeth A. Kahn, Andrew Bouque, Dawn Forde, Thomas M. McCann, Carolyn C. Walter, 2019-10-31 Inquiry Paths to Literacy Learning a collection of chapters from secondary teachers and university researchers offers English language arts teachers several models and considerations for how to design and implement inquiry based teaching and learning As the contributors demonstrate an inquiry approach can significantly boost student achievement understanding and transfer of learning The chapters in this collection present classroom tested approaches activities and assignments that teachers can use right away but that also serve as models for designing learning experiences that most engage and benefit learners Focusing on issues that adolescents find consequential the sample learning activities promote the development of complex literacy skills engage students in evidence based reasoning and foster an environment

of cooperation collaboration and respect for different points of view Together the contributions in this book envision the English language arts classroom as a supportive environment for authentic inquiry and for the genuine democratic processes involved in grappling together with tough perennial and contemporary issues

*F. Scott Fitzgerald* Jackson R. Bryer, Alan Margolies, Ruth Prigozy, 2012-03-15 Years after his death F Scott Fitzgerald continues to captivate both the popular and the critical imagination This collection of essays presents fresh insights into his writing discussing neglected texts and approaching familiar works from new perspectives Seventeen scholarly articles deal not only with Fitzgerald s novels but with his stories and essays as well considering such topics as the Roman Catholic background of *The Beautiful and Damned* and the influence of Mark Twain on Fitzgerald s work and self conception The volume also features four personal essays by Fitzgerald s friends Budd Schulberg Frances Kroll Ring publisher Charles Scribner III and writer George Garrett that shed new light on his personal and professional lives Together these contributions demonstrate the continued vitality of Fitzgerald s work and establish new directions for ongoing discussions of his life and writing

**Verbal Interaction in Small-group Activities** Daniel Stotz, 1991 *Adventures in Literature Circles* Christina Baxter, 2008

**Strange Likeness** Dora Zhang, 2020-11-10 The modern novel so the story goes thinks poorly of mere description what Virginia Woolf called that ugly that clumsy that incongruous tool As a result critics have largely neglected description as a feature of novelistic innovation during the twentieth century Dora Zhang argues that descriptive practices were in fact a crucial site of attention and experimentation for a number of early modernist writers centrally Woolf Henry James and Marcel Proust Description is the novelistic technique charged with establishing a common world but in the early twentieth century there was little agreement about how a common world could be known and represented Zhang argues that the protagonists in her study responded by shifting description away from visualizing objects to revealing relations social formal and experiential between disparate phenomena In addition to shedding new light on some of the best known works of modernism Zhang opens up new ways of thinking about description more broadly She moves us beyond the classic binary of narrate or describe and reinvigorates our thinking about the novel *Strange Likeness* will enliven conversations around narrative theory affect theory philosophy and literature and reading practices in the academy

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## **Table of Contents Great Gatsby Chapter One Questions**

1. Understanding the eBook Great Gatsby Chapter One Questions
  - The Rise of Digital Reading Great Gatsby Chapter One Questions
  - Advantages of eBooks Over Traditional Books
2. Identifying Great Gatsby Chapter One Questions
  - Exploring Different Genres
  - Considering Fiction vs. Non-Fiction
  - Determining Your Reading Goals
3. Choosing the Right eBook Platform
  - Popular eBook Platforms
  - Features to Look for in an Great Gatsby Chapter One Questions
  - User-Friendly Interface
4. Exploring eBook Recommendations from Great Gatsby Chapter One Questions
  - Personalized Recommendations
  - Great Gatsby Chapter One Questions User Reviews and Ratings
  - Great Gatsby Chapter One Questions and Bestseller Lists



5. Accessing Great Gatsby Chapter One Questions Free and Paid eBooks
  - Great Gatsby Chapter One Questions Public Domain eBooks
  - Great Gatsby Chapter One Questions eBook Subscription Services
  - Great Gatsby Chapter One Questions Budget-Friendly Options
6. Navigating Great Gatsby Chapter One Questions eBook Formats
  - ePub, PDF, MOBI, and More
  - Great Gatsby Chapter One Questions Compatibility with Devices
  - Great Gatsby Chapter One Questions Enhanced eBook Features
7. Enhancing Your Reading Experience
  - Adjustable Fonts and Text Sizes of Great Gatsby Chapter One Questions
  - Highlighting and Note-Taking Great Gatsby Chapter One Questions
  - Interactive Elements Great Gatsby Chapter One Questions
8. Staying Engaged with Great Gatsby Chapter One Questions
  - Joining Online Reading Communities
  - Participating in Virtual Book Clubs
  - Following Authors and Publishers Great Gatsby Chapter One Questions
9. Balancing eBooks and Physical Books Great Gatsby Chapter One Questions
  - Benefits of a Digital Library
  - Creating a Diverse Reading Collection Great Gatsby Chapter One Questions
10. Overcoming Reading Challenges
  - Dealing with Digital Eye Strain
  - Minimizing Distractions
  - Managing Screen Time
11. Cultivating a Reading Routine Great Gatsby Chapter One Questions
  - Setting Reading Goals Great Gatsby Chapter One Questions
  - Carving Out Dedicated Reading Time
12. Sourcing Reliable Information of Great Gatsby Chapter One Questions
  - Fact-Checking eBook Content of Great Gatsby Chapter One Questions
  - Distinguishing Credible Sources
13. Promoting Lifelong Learning

- Utilizing eBooks for Skill Development
- Exploring Educational eBooks

### 14. Embracing eBook Trends

- Integration of Multimedia Elements
- Interactive and Gamified eBooks

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