

## The Great Gatsby Discussion Questions

### CHAPTER 1

1. How does Nick describe himself at the beginning of the book? Why do you think Fitzgerald chose him to be the narrator?

At the beginning of the book, Nick describes himself as tolerant, inclined to reserve judgment about others, and a good listener. Fitzgerald likely chose him as the narrator because, as an observant outsider, Nick can provide an objective, reliable account of events and insights into the other characters.

2. How does Nick describe Tom Buchanan? Daisy? What kind of relationship do they have (and not just that they are cousins/old college buddies)?

Nick describes Tom as arrogant, aggressive, and imposing in stature. He depicts Daisy as charming and vivacious but also cynical and superficial. Though married, Tom and Daisy have an unhappy relationship marred by infidelity and lack of communication.

3. Who is Jordan Baker? What does Nick find appealing about her?

Jordan Baker is a professional golfer and a friend of Daisy's. Nick finds Jordan cynical but also finds her self-assurance and dishonesty fascinating.

4. What is Gatsby doing when Nick first sees him?

When Nick first sees Gatsby, Gatsby is standing alone on his lawn, stretching his arms out toward the dark water.

5. How does the tone of Nick's description of Tom reveal Nick's feelings about Tom? What is significant of Tom's reference to the book he is reading?

The tone of Nick's description of Tom reveals Nick's contempt for Tom's arrogant sense of entitlement and narrow worldview. Tom's reference to the racist book he is reading further establishes him as close-minded and bigoted in Nick's view.

6. How would you describe Daisy's state of mind during dinner? What does she say and do that helps reveal her inner conflicts?

During dinner, Daisy speaks and acts erratically, suggesting inner turmoil over her unhappy marriage and her lingering feelings for Gatsby. She makes exaggerated remarks, insincere outbursts, and flights of fancy to avoid confronting reality.

7. Why does Daisy describe her childhood as a "white girlhood"? Why does Daisy hope that her daughter ends up to be a "beautiful little fool"?

Daisy describes her childhood as a "white girlhood" to emphasize her privileged upbringing as a wealthy white woman protected from life's harsher realities. She hopes her daughter grows up to be a "beautiful little fool" so she can enjoy a carefree life of parties and luxury like Daisy did.

8. Nick thinks that, given the state of their marriage, Daisy should leave Tom, but it is clear to him that she has no intention of doing so. What indication is there that Tom and Daisy are closely linked despite their marital difficulties?

Though unhappy, Tom and Daisy are bound together by their wealth, social status, and dependence on one another to maintain their extravagant lifestyle and self-absorption.

9. Why does Daisy speak in such exaggerated phrases? Why does Nick feel she is trying to be a cynic (believe the worst about people/life)?

Daisy speaks in exaggerated phrases as a means of glossing over painful truths and exercising a childlike flight of imagination. Nick feels she does this to adopt a pose of sophisticated cynicism about love and relationships.

# Gatsby Discussion Questions Chapter 1

**RJ Alexander**



## **Gatsby Discussion Questions Chapter 1:**

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**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*      **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      **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      **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      **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      *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      **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

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round out your knowledge Classic literature or modern day treasure you ll understand it all with expert information and insight from CliffsNotes study guides *Economics in Film and Fiction* Milica Z. Bookman,Aleksandra S.

Bookman,2009-01-16 Economics is everywhere It s in business It s in government It s in our personal lives Now this groundbreaking textbook supplement brings this reality to the classroom The book uses both contemporary and classic film and literature to illustrate 33 fundamental concepts in introductory economics Designed for use in introductory economics courses the clearly organized text brings both sides of the lectern closer together through real life illustration of economic concepts in such favorites as Jaws Legally Blonde Casablanca The Great Gatsby The Scarlet Letter and The Da Vinci Code Each economic topic is described and terms are defined A plot synopsis of a film or book sets the stage for each discussion Using a detailed scene description the authors then show how the scene illustrates the concept under study Classroom discussion and assignments are facilitated through a series of questions that probe deeper **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

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