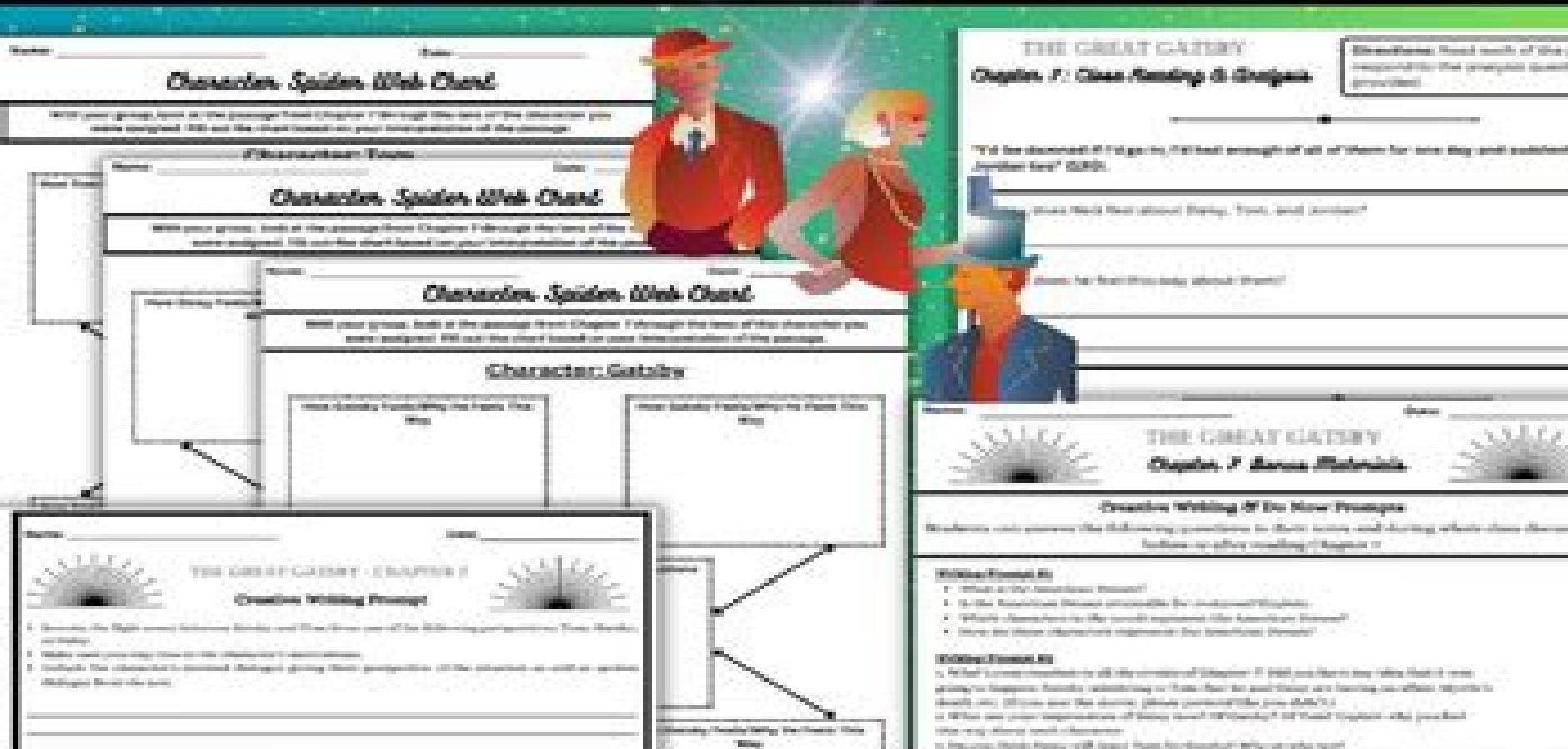


THE GREAT GATSBY : CHAPTER SEVEN LESSON PLAN & CREATIVE WRITING



Character: Spider Web Chart

With your group, look at the passage from Chapter 7 through the lens of the character you were assigned. Fill out the chart based on your interpretation of the passage.

Character: Spider Web Chart

With your group, look at the passage from Chapter 7 through the lens of the character you were assigned. Fill out the chart based on your interpretation of the passage.

Character: Spider Web Chart

With your group, look at the passage from Chapter 7 through the lens of the character you were assigned. Fill out the chart based on your interpretation of the passage.

Character: Gatsby

What Gatsby has to say about Nick, Tom, and Jordan

What Gatsby has to say about Nick, Tom, and Jordan

THE GREAT GATSBY
Chapter 7: Class Reading & Graphics

Directions: Read each of the 3 responses to the graphic novel provided.

"I'd be damned if I'd give it the best enough of all of them for one day and without Jordan too!" GATSBY.

What Nick has to say about Nick, Tom, and Jordan?

What Nick has to say about Nick, Tom, and Jordan?

THE GREAT GATSBY
Chapter 7: Bonus Materials

Creative Writing Of The Novel Prompts

Students will answer the following questions to their story and during which class session follows up after reading Chapter 7.

Writing Prompt #1

- What is the most important moment?
- Is the narrative most accessible to understand Chapter 7?
- What is the most important moment in the story?
- What is the most important moment in the story?

Writing Prompt #2

What is the most important moment in the story of Chapter 7? What is the most important moment in the story of Chapter 7? What is the most important moment in the story of Chapter 7?

Writing Prompt #3

What is the most important moment in the story of Chapter 7? What is the most important moment in the story of Chapter 7? What is the most important moment in the story of Chapter 7?

GRAPHIC ORGANIZERS - FREE RESPONSE ANALYSIS QUESTIONS

Gatsby Chapter 7 Activity

Shelly Buchanan



Gatsby Chapter 7 Activity:

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: 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 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 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 *Summary of The Great Gatsby* Alexander Cooper,2022-10-22 The Great Gatsby A Comprehensive Summary The Great Gatsby is a 1925

American book by F Scott Fitzgerald The Great Gatsby is based on Fitzgerald s personal experiences during the Jazz Age of the 1920s and it depicts the era s wealth and hedonism via a cast of people who live in the fictional Long Island communities of West Egg and East Egg Many current historians place The Great Gatsby in the canon of Great American Novels despite a hostile reception from reviewers and the public upon its debut The Great Gatsby was named the second finest English language novel of the twentieth century by the Modern Library in 1998 Here is a Preview of What You Will Get A Detailed Introduction A Comprehensive Chapter by Chapter Summary Etc Get a copy of this summary and learn about the book

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

Writing and Reading Connections Zoi A. Philippakos,Steve Graham,2022-11-18 Writing skills are essential for success in the 21st century school and workplace 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

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 **Omnibus III** Douglas Wilson, Douglas Wilson and G. Tyler Fischer, 2006-12 *Understanding and Creating Digital Texts* Richard Beach, Chris M. Anson, Lee-Ann Kastman Breuch, Thomas Reynolds, 2014-10-16 Given the increased use of digital reading and writing tools in the classroom this book provides secondary and college English language arts teachers with activities and classroom examples for using a range of different digital tools blogs wikis websites annotations Twitter mapping forum discussions etc to engage students in understanding and creating digital texts It therefore integrates reading and writing instruction through goal driven activities supported by uses and affordances of digital tools This book also provides a framework for designing these activities that encourage students to define purpose and audience make connections between digital texts and people collaborate with others employ alternative modes of communication and gain new perspectives and constructing identities practices that are linked to addressing the high school English Language Arts Common Core State Standards The book also describes ways to use digital tools to support these practices for example using digital tools to foster students collaborative reading and writing The book also describes use of digital feedback and e portfolio tools to foster students reflection on their uses of these practices **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 *Teaching Literature to Adolescents* Richard Beach, Deborah Appleman, Bob Fecho, Rob Simon, 2016-03-10 This popular textbook introduces prospective and practicing English teachers to current methods of teaching literature in middle and high school classrooms It underscores the value of providing students with a range of different critical approaches and tools for interpreting texts and the need to organize literature instruction around topics and issues of interest to them Throughout the textbook readers are encouraged to raise and explore inquiry based questions in response to authentic dilemmas and issues they face in the critical literature classroom New in this edition the text shows how these approaches to fostering responses to literature also work as rich tools to address the Common Core English Language Arts Standards Each chapter is organized around specific questions that English educators often hear in working with pre service teachers Suggested pedagogical methods are

modelled by inviting readers to interact with the book through critical inquiry methods for responding to texts Readers are engaged in considering authentic dilemmas and issues facing literature teachers through inquiry based responses to authentic case narratives A Companion Website <http://teachingliterature.pbworks.com> provides resources and enrichment activities inviting teachers to consider important issues in the context of their current or future classrooms

A Better World is Possible Georgina Ferry,2017-09-07 On 17 March 1967 the 26 year old David Sainsbury wrote out a cheque for 5 and established the trust which would become the Gatsby Charitable Foundation Gatsby's purpose was ambitious to make the world a better place by taking on some of the social economic and scientific challenges that face humanity In recent years Gatsby has spent around 50m annually on charitable activities and by its 50th anniversary in 2017 it will have spent over 1bn on programmes that range from reducing poverty in Africa to raising the standard of technical education investigating how plants fight disease and finding out how the brain works But despite Gatsby's wide reach and the level of its donations it has always functioned discreetly and out of the public eye Georgina Ferry's in depth account reveals its achievements and invites us to question how the super rich and even the moderately affluent might spend their money more wisely and for the common good

Statistical Signal Processing for Neuroscience and Neurotechnology Karim G. Oweiss,2010-09-22 This is a uniquely comprehensive reference that summarizes the state of the art of signal processing theory and techniques for solving emerging problems in neuroscience and which clearly presents new theory algorithms software and hardware tools that are specifically tailored to the nature of the neurobiological environment It gives a broad overview of the basic principles theories and methods in statistical signal processing for basic and applied neuroscience problems Written by experts in the field the book is an ideal reference for researchers working in the field of neural engineering neural interface computational neuroscience neuroinformatics neuropsychology and neural physiology By giving a broad overview of the basic principles theories and methods it is also an ideal introduction to statistical signal processing in neuroscience A comprehensive overview of the specific problems in neuroscience that require application of existing and development of new theory techniques and technology by the signal processing community Contains state of the art signal processing information theory and machine learning algorithms and techniques for neuroscience research Presents quantitative and information driven science that has been or can be applied to basic and translational neuroscience problems

DIY Community Action Richardson, Liz,2008-03-12 This book presents a lively challenge to the existing thinking on community development and proposes ways forward for community building

I'm Sorry About the Clock Thomas Pendleton,1993 Pendleton that virtually none of these temporal incoherences seem to have been noted before Moreover this study departs from the critical consensus that the earlier drafts of the novel are evidence of Fitzgerald's consummate artistry Among the discoveries presented here are that Fitzgerald made no use of the 1922 calendar that he did not work out the novel's time scheme until after completing about half of the manuscript version possibly because he intended Gatsby to be much longer and that quite

probably he attempted to disguise at least some of the book's temporal misplacements and contradictions. Further, this study shows that even the most praised of Fitzgerald's revisions, his relocation of materials dealing with Gatsby's past, so as to gradually reveal his secret, was apparently without exception accompanied by faulty temporal connections to the plot line.

The Bloomsbury Handbook to F. Scott Fitzgerald Laura Rattray, Linda Wagner-Martin, 2025-01-23. Bringing together leading voices from across the globe, *The Bloomsbury Handbook to F. Scott Fitzgerald* presents state-of-the-art scholarship on the renowned Jazz Age writer, as well as offering an approachable overview of his background, influences, and cultural context. This comprehensive volume features a variety of national and transnational perspectives, essays which consider Fitzgerald's work via key contemporary approaches such as race studies, whiteness studies, queer studies, the digital humanities, literary geography, and ecocriticism. New comparative approaches that consider the author in the context of his contemporaries, including writers of the Harlem Renaissance and modernism. An innovative cluster of short essays by practitioners reflecting on their work with Fitzgerald materials. Offering an indispensable resource for researchers and students alike, this handbook brings together the most exciting scholarship on a true giant of American literature.

Long-term Research and Development in Science Education Avi Hofstein, Abraham Arcavi, Bat-Sheva Eylon, Anat Yarden, 2021-10-25. Over the past 50 years, the Department of Science Teaching at the Weizmann Institute of Science in Israel was actively involved in all the components related to curriculum development, implementation, and research in science, mathematics, and computer science education, both learning and teaching. These initiatives are well-designed and effective examples of long-term developmental and comprehensive models of reforms in the way science and mathematics are learned and taught. The 16 chapters of the book are divided into two key parts. The first part is on curriculum development in the sciences and mathematics. The second describes the implementation of these areas and its related professional development. Following these chapters, two commentaries are written by two imminent researchers in science and mathematics teaching and learning: Professor Alan Schonfeld from UC Berkeley, USA, and Professor Ilka Parchman from IPN at the University of Kiel, Germany. The book, as a whole, as well as its individual chapters, are intended for a wide audience of curriculum developers, teacher educators, researchers on learning and teaching of science and mathematics, and policy makers at the university level interested in advancing models of academic departments working under a common philosophy yet under full academic freedom. Contributors are Abraham Arcavi, Michal Armoni, Ron Blonder, Miriam Carmeli, Jason Cooper, Rachel Rosanne Eidelman, Ruhama Even, Bat-Sheva Eylon, Alex Friedlander, Nurit Hadas, Rina Hershkowitz, Avi Hofstein, Ronnie Karsenty, Boris Koichu, Dorothy Langley, Ohad Levkovich, Smadar Levy, Rachel Mamlok, Naaman Nir, Orion Zahava, Scherz Alan Schoenfeld, Yael Shwartz, Michal Tabach, Anat Yarden, and Edit Yerushalmi.

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