

## 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 road 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 breeze came suddenly into the air” or “the thrilling returning trains of my youth, and the street lamps and sleigh bells in the fringe dark and the shadows of bells beneath thrown by lighted windows on

# Great Gatsby Chapter Discussion Questions

**J Elliott**



## **Great Gatsby Chapter Discussion Questions:**

**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 (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

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**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

**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      **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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*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

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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

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

1. Understanding the eBook Great Gatsby Chapter Discussion Questions
  - The Rise of Digital Reading Great Gatsby Chapter Discussion Questions
  - Advantages of eBooks Over Traditional Books
2. Identifying Great Gatsby Chapter Discussion 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 eBook Platform
  - User-Friendly Interface
4. Exploring eBook Recommendations from Great Gatsby Chapter Discussion Questions
  - Personalized Recommendations
  - Great Gatsby Chapter Discussion Questions User Reviews and Ratings
  - Great Gatsby Chapter Discussion Questions and Bestseller Lists

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