


# 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 is thinking in this scene: Why?

What Gatsby is thinking in this scene: Why?

**THE GREAT GATSBY**  
**Chapter 7: Class Reading & Graphics**

Directions: Read each part of the chapter and respond to the graphic prompts provided.

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

What Nick has heard about Daisy, Tom, and Jordan?

What has Nick heard today about them?

**THE GREAT GATSBY**  
**Chapter 7: Bonus Materials**

**Creative Writing Of The New Prompts**

Students will answer the following questions in their notes and during whole class discussion before or after reading Chapter 7.

**Writing Prompt A:**

- What is your favorite moment?
- Is the American Dream achievable for everyone? Why/Why not?
- What character in the novel represents the American Dream?
- What do these characters represent for American Dream?

**Writing Prompt B:**

What is your favorite moment in all the chapters of Chapter 7? What does it tell you about the story? Why? How is it related to the story? How is it related to the story? How is it related to the story?

**Writing Prompt C:**

What is your favorite moment in all the chapters of Chapter 7? What does it tell you about the story? Why? How is it related to the story? How is it related to the story? How is it related to the story?

**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      **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      *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

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 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      **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 - 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,2022-12-21 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      [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 Handbook of Research on Science Literacy Integration in Classroom Environments Tai, Chih-Che, Moran, Renee M. R., Robertson, Laura, Keith, Karin, Hong, Huili, 2018-10-12 Secondary schools are continually faced with the task of preparing students for a world that is more connected advanced and globalized than ever before In order to adequately prepare students for their future educators must provide them with strong reading and writing skills as well as the ability to understand scientific concepts The Handbook of Research on Science Literacy Integration in Classroom Environments is a pivotal reference source that provides vital research on the importance of cross curriculum discipline connections in improving student understanding and education While highlighting topics such as curriculum integration online learning and instructional coaching this publication explores practices in teaching students how to analyze and interpret data as well as reading writing and speaking This book is ideally designed for teachers graduate level students academicians instructional designers administrators and education researchers seeking current research on science literacy adoption in contemporary classrooms *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 *The Automobile in American History and Culture* Michael L. Berger, 2001-07-30 This comprehensive reference guide reviews the literature concerning the impact of the automobile on American social economic and political history Covering the complete history of the automobile to date twelve chapters of bibliographic essays describe the important works in a series of related topics and provide broad thematic contexts This work includes general histories of the automobile the industry it spawned and labor management relations as well as biographies of famous automotive personalities Focusing on books concerned with various social aspects chapters discuss such issues as the car s influence on family life youth women the elderly minorities literature and leisure and recreation Berger has also included works that investigate the government s role in aiding and regulating the automobile

with sections on roads and highways safety and pollution The guide concludes with an overview of reference works and periodicals in the field and a description of selected research collections The Automobile in American History and Culture provides a resource with which to examine the entire field and its structure Popular culture scholars and enthusiasts involved in automotive research will appreciate the extensive scope of this reference Cross referenced throughout it will serve as a valuable research tool

**Teaching Literature to Adolescents** Richard Beach, Deborah Appleman, Bob Fecho, Rob Simon, 2020-12-28 Now in its fourth edition this popular textbook introduces prospective and practicing English teachers to current methods of teaching literature in middle and high school classrooms This new edition broadens its focus to cover important topics such as critical race theory perspectives on teaching fiction nonfiction and drama the integration of digital literacy and teacher research for ongoing learning and professional development It underscores the value of providing students with a range of different critical approaches and tools for interpreting texts It also addresses the need to organize literature instruction around topics and issues of interest to today's adolescents By using authentic dilemmas and contemporary issues the authors encourage preservice English teachers and their instructors to raise and explore inquiry based questions that center on the teaching of a variety of literary texts both classic and contemporary traditional and digital New to the Fourth Edition Expanded attention to digital tools multimodal learning and teaching online New examples of teaching contemporary texts Expanded discussion and illustration of formative assessment Revised response activities for incorporating young adult literature into the literature curriculum Real world examples of student work to illustrate how students respond to the suggested strategies Extended focus on infusing multicultural and diverse literature in the classroom Each chapter is organized around specific questions that preservice teachers consistently raise as they prepare to become English language arts teachers The authors model critical inquiry throughout the text by offering authentic case narratives that raise important considerations of both theory and practice A companion website a favorite of English education instructors <http://teachingliterature.pbworks.com> provides resources and enrichment activities inviting teachers to consider important issues in the context of their current or future classrooms

**Tender Is the Night and F. Scott Fitzgerald's Sentimental Identities** Christian K. Messenger, 2015-01-15 Tender Is the Night and F. Scott Fitzgerald's Sentimental Identities is a major examination of Fitzgerald's 1934 masterpiece as the clearest exemplar of Fitzgerald's sentimentalism a mode that shaped his distinctive blend of romance and realism throughout his career

**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

*More Novels and Plays* Albert B. Somers, Janet E. Worthington, 2000-05-15 Another information packed time saving tool for teachers from the authors of *Novels and Plays* this book contains 30 teaching guides for some of the best literature commonly taught in grades 6-12 With initiating activities chapter by chapter discussion questions writing assignments and interdisciplinary extensions these are complete lesson plans For each book there is also a brief plot summary a critique lists of themes and literary concepts for teaching suggestions for outside reading and vocabulary study and lists of available print and electronic media resources

**The Gambler's Daughter** Annette B. Dunlap, 2012-08-02 Screening calls from her father's creditors hiding his mail from her mother being the child of a compulsive gambler wasn't easy and Annette B. Dunlap thought for years that her experience was a singular one In early adulthood she was fortunate enough to learn that she was not unique that other children had grown up with parents usually fathers addicted to gambling But when she learned shortly before her mother died that her grandfather had also been involved in gambling she realized the extent to which gambling was a part of her family history As she delved further into the subject she also discovered the extent to which gambling is in her words a peculiarly Jewish addiction Framing the issue of gambling in both historical and sociological terms Dunlap examines the struggle between the official Jewish community Jewish leaders have long either condemned or ignored the evils of gambling and the significant number of everyday Jews who continue to gamble many at a level that would be considered addictive Gambling continues to be a serious problem within the Jewish community Dunlap argues regardless of whether the person is Orthodox or a Jew in name only *The Gambler's Daughter* is both a personal story of a father's gambling addiction and a more general inquiry into the hidden history of gambling in the Jewish community Readers who either live or have lived with an addictive family member will find the book useful as will those students of Jewish social history interested in a long ignored facet of American Jewish life

**Teaching Secondary Science: A Complete Guide** Adam Boxer, 2021-11-19 Teaching science is no simple task Science teachers must wrestle with highly abstract and demanding concepts ideas which have taken humanity's greatest minds thousands of years to formulate and refine Communicating these great and awesome theories involves careful forethought and planning We need to deliver crystal clear explanations guide students as they develop their embryonic knowledge and then release them to develop their thinking independently all the while curating and tending to their long term understanding as it develops over time In

Teaching Secondary Science A Complete Guide Adam breaks down the complex art of teaching science into its component parts providing a concrete and comprehensive set of evidence informed steps to nurturing brilliant science students Adam hopes that you find this book interesting but his main aim is for you to find it useful Useful when it comes to sketching out your curriculum useful when preparing your explanations useful for mapping out how you will check student understanding and useful for all other aspects of science teaching This is a truly complete guide and science teachers of any experience will find it packed with ideas that are new challenging interesting and most importantly useful



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