

THE GREAT GATSBY CHAPTER QUESTIONS

Use these questions to guide your reading.

Chapter I

1. How does Nick describe himself at the beginning of the book?
2. Why has Nick come to the East?
3. How does Nick describe Tom Buchanan?
4. Who is Jordan Baker? What does Nick find appealing about her?
5. How does Daisy react to the phone calls from Tom's woman in New York??
6. What is Gatsby doing when Nick first sees him?
7. Notice how many times Fitzgerald uses the words hope, or dream. Why does he do this?
8. Nick starts the novel by relaying his father's advice "Whenever you feel like criticizing anyone, just remember that all the people in this world haven't had the advantages that you've had." Does he reserve judgment in the novel?
9. Pay attention to time. What is the day and year during the first scene at Daisy's house?
10. Describe Nick. What facts do you know about him, and what do you infer about him? What kind of a narrator do you think he will be?
11. What image does the author use to describe Jordan Baker? What does it mean?
12. How does Nick react to Jordan?
13. What does Tom's behavior reveal about his character?

Chapter II

1. How does Nick meet Tom's mistress?
2. How does Myrtle react to Tom's arrival?
3. Describe George Wilson. How does he react to Tom's arrival?
4. How does Myrtle behave as the party progresses?
5. Why, according to Catherine, has Tom not left Daisy to marry Myrtle?
6. Why did Tom break Myrtle's nose? How is this consistent with the author's description of him in

Chapter I? Judging by his treatment of Myrtle and his wife Daisy, what seems to be Tom's attitude toward women?

7. Describe the "valley of ashes." What does it look like and what does it represent?
8. Describe Mr. Wilson and Myrtle. Do they seem to fit into the setting?
9. What more have you learned about Nick in this chapter? Is he similar or different than the people he spends his time with?

Chapter III

1. Why does Gatsby throw huge, expensive parties for people he does not even know?
2. Describe the two ways in which Nick differs from the other guests at the party?
3. What does the owl-eyed man find extraordinary about the books in Gatsby's library?
4. Why does the owl-eyed man describe Gatsby as a real Belasco?
5. What is the significance of the owl eyed man?
6. What does the reaction of the drivers of the wrecked automobile suggest about the values of Gatsby's guests?
7. What does Nick learn about Jordan after he's spent some time with her?
8. What is the significance of Jordan's lies?
9. Pay attention to Nick's judgments. What do they reveal about his character that he does this

Great Gatsby Chapter Questions

Eric R. Arzubi, Elisa Mambrino



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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

Study Guide of F. Scott Fitzgerald's *The Great Gatsby*: Chapter Questions, Vocabulary, and Answer Keys The English Teacher's Pet, 2019-02-11 Can't relive the past Why of course you can Jay Gatsby F Scott Fitzgerald's *The Great Gatsby* is a testament to the 1920's live for today reckless attitude It also has withstood the test of literary time with its unforgettable characters Nick Carraway Daisy and Tom Buchanan and the Great Jay Gatsby Included in this comprehensive study guide is almost 100 chapter questions 40 vocabulary words and an answer key for the teacher Ready to pass out with your *Gatsby* novels today

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

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* *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 : Om Illustrated Classics* F Scott Fitzgerald,2018-11 In *The Great Gatsby* F Scott Fitzgerald introduces the reader to the post war America and offers a gripping social commentary on the themes of power crime betrayal greed and a vivid peek into the American life in the 1920s also known as the Roaring Twenties In the summer of 1922 Nick Carraway arrives in New York in pursuit of the big American dream Nick the story's narrator moves in next door to the mysterious millionaire Jay Gatsby the host of lavish weekly parties for the rich and the fashionable Across the bay reside Nick's distant cousin Daisy and her philandering husband Tom an old classmate from Yale Being the only link between Gatsby and his long lost love Nick gets drawn into the enthralling world of the rich and takes the reader along on the ride as he bears witness to their follies and emerges a new enlightened man **The Great Gatsby** ,2011-03 **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 **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 Blended Learning in Grades 4-12 Catlin R. Tucker,2012-06-13 Use technology to focus on your students In this step by step guide teacher and education blogger Catlin Tucker outlines the process for integrating online discussion with face to face instruction in a way that empowers teachers to focus their energies where they re most needed With concrete strategies ready to use resources and sample rubrics grounded in the Common Core State Standards this book shows teachers how to Increase engagement and drive higher order thinking Prepare students for high stakes exams without sacrificing class time Assess online work Personalize learning and differentiate lessons Move toward flipped instruction to create a student centered classroom **High School English Teacher's Guide to Active Learning** Victor J. Moeller,Marc V. Moeller,2000 These books show you how you can foster reflective independent thinking in your class boost the number of students who actively participate prevent the discussions from falling flat or degenerating into bull sessions This volume features 18 student centered lesson plans and include answer keys for teachers Each lesson plan engages students in active learning **Thinking about Movies** Peter Lehman,William Luhr,2018-10-01 A complete introduction to analyzing and enjoying a wide variety of movies for film students and movie lovers alike Thinking About Movies Watching Questioning Enjoying Fourth Edition is a thorough overview of movie analysis designed to enlighten both students and enthusiasts and heighten their enjoyment of films Readers will delve into the process of thinking about movies critically and analytically and find how doing so can greatly enhance the pleasure of watching movies Divided roughly into two parts the book addresses film studies within the context of the dynamics of cinema before moving on to a broader analysis of the relationship of films to the larger social cultural and industrial issues informing them This updated fourth edition includes an entirely new section devoted to a complete analysis of the film adaptation of The Girl with the Dragon Tattoo along with many in depth discussions of important films such as Citizen Kane and Silence of the Lambs The chapter on television integrates a major expansion distinguishing between television in the digital era of the convergence of the entertainment and technology industries in comparison to the era of broadcast analogue television The final chapter places film within the current context of digital culture globalization and the powerful rise of China in film production and exhibition The authors clearly present various methodologies for analyzing movies and illustrate them with detailed examples and images from a wide range of films from cult classics to big budget award winning movies This helps viewers see new things in movies and also better understand and explain why they like some better than others Thinking About Movies Watching Questioning Enjoying Fourth Edition is ideal for film students immersed in the study of this important contemporary medium and art form as well as students and readers who have never taken a class on cinema before **A Guide to Neuropsychological Testing for**

Health Care Professionals Eric R. Arzubi, Elisa Mambrino, 2010-04-20 Neuropsychological assessments are now widely used to identify learning disabilities and shape educational interventions. However, many special education teachers, speech therapists, lawyers, pediatricians, psychiatrists, rehabilitation counselors, and a host of other helping professions know very little about how to interpret and act on information contained in neuropsychological assessments. The neuropsychological evaluations discussed in this text help shed light on a wide variety of psychiatric and medical conditions, including learning disabilities, severe and persistent mental illness, traumatic brain injury, neuropsychiatric disorders with accompanying chronic cognitive deficits, and acquired or congenital neurological conditions. This book emphasizes the breadth and depth of neuropsychological assessments and the many practical uses they have, such as treatment planning, diagnosis, interventions, and many more. The authors offer practical guidance on neuropsychological testing and assessment across the lifespan, from pediatric through geriatric patients. The book is designed specifically for those professionals with little to no training in neuropsychology that need to apply knowledge gleaned from neuropsychological assessments. Key topics discussed: Neuropsychological testing and psychoanalysis; Using neuropsychological instruments in school settings: possibilities and limitations; Using neuropsychological information in vocational rehabilitation planning; Neuropsychology and speech language therapy.

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Applying the Flipped Classroom Model to English Language Arts Education Young, Carl A., Moran, Clarice M., 2017-03-31 The flipped classroom method, particularly when used with digital video, has recently attracted many supporters within the education field. Now more than ever, language arts educators can benefit tremendously from incorporating flipped classroom techniques into their curriculum. *Applying the Flipped Classroom Model to English Language Arts Education* provides a comprehensive examination of the latest strategies for incorporating the flipped classroom technique into English language courses. Highlighting innovative practices and applications in many areas, such as curriculum development, digital tools, and instructional design, this book is an ideal reference source for academicians, educators, students, practitioners, and researchers who are interested in the advancement of the flipped classroom model in curriculums.

Gatsby's Oxford Christopher A. Snyder, 2019-04-02 The story of F. Scott Fitzgerald's creation of Jay Gatsby, war hero and

Oxford man at the beginning of the Jazz Age when the City of Dreaming Spires attracted an astounding array of intellectuals including the Inklings W B Yeats and T S Eliot A diverse group of Americans came to Oxford in the first quarter of the twentieth century the Jazz Age when the Rhodes Scholar program had just begun and the Great War had enveloped much of Europe Scott Fitzgerald created his most memorable character Jay Gatsby shortly after his and Zelda s visit to Oxford Fitzgerald s creation is a cultural reflection of the aspirations of many Americans who came to the University of Oxford Beginning in 1904 when the first American Rhodes Scholars arrived in Oxford this book chronicles the experiences of Americans in Oxford through the Great War to the beginning of the Great Depression This period is interpreted through the pages of *The Great Gatsby* producing a vivid cultural history Archival material covering Scholars who came to Oxford during Trinity Term 1919 when Jay Gatsby claims he studied at Oxford enables the narrative to illuminate a detailed portrait of what a historical Gatsby would have looked like what he would have experienced at the postwar university and who he would have encountered around Oxford an impressive array of artists including W B Yeats Virginia Woolf Aldous Huxley and C S Lewis

Teaching English, How To.....: Raymond Stopper, Shirley DeLano Ryan, 2004-07-19 Teaching English How To emphasizes three fundamental teaching techniques directing reading assignments modeling skills and using students questions to motivate learning and discussion Three special features are daily ten minute writing sessions to improve style and correctness preparing students for the SAT 20 minute essay and a problem centered grammar program designed to be applied to writing This book contains specific recommendations for teaching almost every aspect of secondary English

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 Approaches to Teaching Fitzgerald's *The Great Gatsby* Jackson R.

Bryer, Nancy P. Vanarsdale, 2009 Who is this Gatsby anyhow Answering that question voiced by one of the book s characters is fundamental to teaching F Scott Fitzgerald s *The Great Gatsby* Although there is no simple answer classroom analysis of this classic American novel can lead to a rich exploration of the colorful yet contradictory period Fitzgerald dubbed the Jazz Age The novel also prompts considerations of novelistic technique specifically point of view characterization and narrative structure This volume aims to give instructors of *The Great Gatsby* multiple tools and strategies for teaching the novel and

for introducing students to the culture of the 1920s Part 1 Materials reviews the novel's composition history and the scholarly resources related to the novel In part 2 Approaches contributors demonstrate a range of frameworks that usefully inform teaching from the new historicism to feminist and gender studies to narrative theory They also examine the novel's complex artistry variety of motifs and symbol patterns and cultural and social influences such as the era's changing racial attitudes the rise of a new suburban culture and the dichotomy of East versus West in America

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