

Chapter 7 Discussion Questions

These discussion questions are all designed for students who have already completed the questions for close reading. Alternatively, if your students are strong readers, you could try doing these discussions without spending time on the questions in class. No matter which option you choose, make sure to reread key passages whenever possible. Students should always be encouraged to answer questions based on the text rather than their memories.

1. The story of Biloxi broadens the theme of liars and con artists. What point do these two stories make about why people are easily deceived by others? What point do they make about how we construct our identities, especially as they relate to others?

Fitzgerald points out the way that people feel hurt or taken advantage of when they are lied to, but he also points out how those who believe the lies are often as much to blame as the liars. One thing that's interesting to note is that the characters don't seem very upset about Biloxi's lies, and yet Daisy might be deciding to choose Tom over Gatsby because she is made aware of truths about him. They also tend to believe what they want to believe about the other characters. Tom wants to believe that he is in control of his life, so he doesn't realize that Daisy is cheating on him for a while. Nick never mentions to Jordan that he remembers the scandal of her lying at a golf tournament. Nick laughs at Gatsby's stories about the rubies and traveling around Europe, and yet he never confronts him about it. And when Gatsby explains how he is an "Oxford man," Nick is relieved again. Ultimately, Fitzgerald seems to be saying that we believe what we want to believe and what's most convenient to believe, about ourselves and others.

2. Is chapter 7 the climax of the novel? If so, what event has the reader anticipated? What comes to light about the themes or ideas of the book when examined in this way?

The climax is the event that the reader waits and waits for—in this case, that event would be a confrontation between Tom and Gatsby and/or the truth about Gatsby's past. If the climax of the novel were chapter 5, then this would be a book about romantic love and reunions. Chapter 7 has bleaker ideas. This is a chapter about restoring people to their "rightful" place in society—about restoring the class lines that separate the upper class from the others. Additionally, this is the most violent chapter in the book. The woman who aspired to climb above her station, Myrtle, is violently punished for that desire. Gatsby, another climber who thought that he could be with someone as upperclass as Daisy, is also put in his place. In fact, Tom is so secure in his station and his control by the time they leave New York that he doesn't even care if Gatsby and Daisy ride together. In short, for all of his criticism of the upper class and the values of money, Fitzgerald is actually quite conservative in the end. The climax in chapter 7 makes this more a book about confrontations, violence, and conservative ideas and much much less about love.

Great Gatsby Chapter Seven Study Guide Answers

K Morrison



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college teacher Based on six fundamental areas of teaching competency known as Model Teaching Characteristics outlined by The Society for the Teaching of Psychology STP this book describes how college faculty from all disciplines and at all levels of experience can use these characteristics to evaluate guide and improve their teaching Evidence based research supports the inclusion of each characteristic each of which is illustrated through example to help readers master the skills Readers learn to evaluate their teaching abilities by providing guidance on what to document and how to accumulate and organize the evidence Two introductory chapters outline the model teaching characteristics followed by six chapters each devoted to one of the characteristics training instructional methods course content assessment syllabus construction and student evaluations The book Features in each chapter self evaluation surveys that help readers identify gaps between the model characteristics and their own teaching case studies that illustrate common teaching problems discussion questions that encourage critical thinking and additional readings for further exploration Discusses the need to master teaching skills such as collaborative learning listening and using technology as well as discipline specific knowledge Advocates for the use of student learning outcomes to help teachers better evaluate student performance based on their achievement of specific learning goals Argues for the development of learning objectives that reflect the core of the discipline s theories and applications strengthen basic liberal arts skills and infuse ethical and diversity issues Discusses how to solicit student feedback and utilize these evaluations to improve teaching Intended for professional development or teacher training courses offered in masters and doctoral programs in colleges and universities this book is also an invaluable resource for faculty development centers college and university administrators and college teachers of all levels and disciplines from novice to the most experienced interested in becoming more effective teachers *Literature and Language Teaching* Gillian

Lazar,1993-01-28 *Literature and Language Teaching* is for teachers and trainers who want to incorporate literature into the language classroom It is suitable for teacher trainers teacher development groups or teachers working on their own This book contains tasks and activities which encourage reflection on some of the issues and debates involved in using literature in the language classroom and explore different approaches to using literature with teenage and adult learners at all levels It suggests criteria for selecting and evaluating materials for classroom use and identifies some of the distinctive features of novels short stories poems and plays so that these can be successfully exploited in the classroom A wide range of practical ideas and activities for developing materials is provided Tasks also encourage the observation and assessment of lessons using literacy texts and draw on English language material by a variety of authors from all over the world **AP English**

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