

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

The Great Gatsby Questions Chapter 1

Jeffrey D. Wilhelm



The Great Gatsby Questions Chapter 1:

The Great Gatsby Levelled 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 **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 **Multimedia Text Sets** Janice

Marcuccilli Strop,Jennifer Carlson,2010 Today s multimedia multimodal world necessitates literacy instruction that includes a variety of text forms such as film print music Internet photographs Strop and Carlson provide all types of learners with the lifelong tools they need to explore and interpret texts This book will help teachers and students reach beyond printed texts to expand perspectives understand different text forms and genres make intertextual connections and transcend strategy based instruction Multimedia Text Sets includes ideas for explicit teaching of how to read different forms and genres of texts real stories which demonstrate the power of multiple literacies from three teachers who incorporate multimedia text sets in their classrooms engaging ideas for instruction you can use to help develop your own students reading writing practices with a variety of text forms practical suggestions on how to create your own multimedia text sets Contributors to this book are Holly Dionne Richard Kuhnen and Stephanie Reid 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 *Teachable Moments*

James V. Colubiale,2023-10-12 While preparing his classroom for his first day as a teacher Jason discovered his deceased predecessor s 180 day digital lesson plan journal on a computer file entitled A Classroom Compendium to Whimsy and Delirium and the 5 Other Dwarfs Out of sheer curiosity he began to read from the log and quickly realized that he was learning more about teaching from this journal than from any college education class he ever took **Action Strategies for**

Deepening Comprehension Jeffrey D. Wilhelm,2002 This book provides a wealth of enactment techniques that help

students apply their social physical and intellectual selves to the books they read to help improve their comprehension

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Omnibus III Douglas Wilson, Douglas Wilson and G. Tyler Fischer, 2006-12 **CliffsNotes on Fitzgerald's The Great Gatsby** Kate Maurer, 2000-06-19 The original CliffsNotes study guides offer a look into key elements and ideas within classic works of literature The latest generation of titles in this series also features glossaries and visual elements that complement the familiar format CliffsNotes on The Great Gatsby explores F Scott Fitzgerald's novel of triumph tragedy and a classic love triangle in the 1920s Following the story of a young Midwesterner who's fascinated by the mysterious past and opulent lifestyle of his landlord this study guide provides summaries and critical commentaries for each chapter within the novel Other features that help you figure out this important work include Personal background on the author Introduction to and synopsis of the book In depth character analyses Critical essays on topics of interest Review section that features interactive questions and suggested essay topics and practice projects Resource Center with books videos and Web sites that can help round out your knowledge Classic literature or modern day treasure you'll understand it all with expert information and insight from CliffsNotes study guides **Excel Preliminary English** David Mahony, 2003 **The Great Gatsby** Roger Lathbury, 2000 A guide to F Scott Fitzgerald's most famous work Written for high school students chapters discuss the history of the work historical and biographical themes the critical response and academic approaches to the book **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 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 Intercollegian**, 1955 Where the World is Not Kim Savelson, 2009 How do novels that literally discuss invention and inventors engage through such discussions an array of critically important conversations and issues beyond invention And to where and how can we trace and follow such discourses In Where the World Is Not Cultural Authority and Democratic Desire in Modern American Literature Kim Savelson examines the ways in which resoundingly popular U S novels by Frank Norris Willa Cather F Scott Fitzgerald and Ralph Ellison host the tug of war between thought and action between the democratic agenda of the pragmatist movement and the aristocratic idea of aesthetics Savelson argues for and reads these novels as a way of thinking through the implications for the meaning and making of culture brought about by the ongoing social revolution of democratic modernity She thus expands the scope of the current work being done on pragmatism as well as the work being done on literature and democracy carving out an intersection of these

two fields Savelson demonstrates that the questions under her consideration appeared at different key moments over the course of the first half of the twentieth century embodying and deepening the struggle between the abstract and the practical the cultural and the commercial a struggle that turned into a dilemma and a period of growth for modern democratic desire In so doing she offers a historical recontextualization of selected literary texts analyzing them as a way of thinking about intellectual history with subtlety and particularity Adventures in Literature Circles Christina Baxter,2008

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