The Great Gatsby Ch. 7 Questions and Answers 100% Correct

why do you suppose, Fitzgerald links the behavior of the characters to the hottest day of the summer? - ANSWER - It's sweltering hot, everything is about to explode. It's the climax of the book.

When Gatsby briefly meets Daisy's little girl, he is somewhat unnerved. Symbolically, what does the little girl represent? - ANSWER - The reality that Daisy and Tom are together and that they cannot repeat the past. The little girl could also represent Daisy and Tom's reunion.

What causes Tom to realize that his wife has been having an affair with Gatsby? ANSWER - Tom witnesses a moment between Daisy and Gatsby. "You always look so
cool," and "She told him that she loved him and Tom saw."

What does Gatsby understand about Daisy's voice that Nick does not? - ANSWER - Her voice sounds like it's full of money. She has no worry, she gets what she wants.

Why is it so important to Gatsby that Daisy say she never loved Tom? - ANSWER - It shows that her love is pure and only for Gatsby. He's created a fantasy, "She's been in love with him for five years and so was he."

How has Gatsby earned most of his money, and what does Tom say that startles Gatsby? - ANSWER - Tom knows Gatsby is working on something bigger and more illegal.

Describe the driving arrangement that brings the five characters into the city? - ANSWER - Daisy and Gatsby take Tom's car. Jordan, Tom, and Nick take Gatsby's car.

Why, do you suppose, Tom decides to let Wilson finally have the car he has been promising to him? - ANSWER - Tom feels bad for Wilson, he's figured out Myrtle's been cheating on him with someone. He looks really sick.

Great Gatsby Contemporary Classics Study Questions Answers

Robert Merritt Orton

Great Gatsby Contemporary Classics Study Questions Answers:

Study and Revise for AS/A-level: The Great Gatsby Anne Crow, 2016-03-21 Enable students to achieve their best grade in AS A level English Literature with this year round course companion designed to instil in depth textual understanding as students read analyse and revise The Great Gatsby throughout the course This Study and Revise guide Increases students knowledge of The Great Gatsby as they progress through the detailed commentary and contextual information written by experienced teachers and examiners Develops understanding of characterisation themes form structure and language equipping students with a rich bank of textual examples to enhance their coursework and exam responses Builds critical and analytical skills through challenging thought provoking questions and tasks that encourage students to form their own personal responses to the text Extends learning and prepares students for higher level study by introducing critical viewpoints comparative references to other literary works and suggestions for independent research Helps students maximise their exam potential using clear explanations of the Assessment Objectives sample student answers and examiner insights Improves students extended writing techniques through targeted advice on planning and structuring a successful Pose, Wobble, Flow Antero Garcia, Cindy O'Donnell-Allen, 2015 This book proposes a pedagogical model called Pose Wobble Flow to encapsulate the challenge of teaching and the process of growing as an educator who questions existing inequities in schooling and society and frames teaching around a commitment to changing them The authors provide six different culturally proactive teaching stances or poses that secondary ELA teachers can use to meet the needs of all students whether they are historically marginalized or privileged They describe how teachers can expect to wobble as they adapt instruction to the needs of their students while also incorporating new insights about their own cultural positionality and preconceptions about teaching Teachers are encouraged to recognize this flexibility as a positive process or flow that can be used to address challenges and adopt ambitious teaching strategies like those depicted in this book Each chapter highlights a particular pose describes how to work through common wobbles incorporates teacher voices and provides questions for further discussion Pose Wobble Flow presents a promising framework for disrupting the pervasive myth that there is one set of surefire culturally neutral best practices Book Features A structure for career long growth for ELA teachers including ways to adapt pedagogy from one year to the next A focus on culturally proactive positions within ELA classrooms to ensure criticality in how we teach and how we advocate for the teaching profession Six different poses that are standards aligned critical and expand the possibilities of what takes place in school Guidelines for creating original poses beyond the scope of the book discussion questions for courses and resources for classroom teachers In Pose Wobble Flow Garcia and O Donnell Allen remind all of us that teaching is not about following directions it s about listening to our students and paying attention to the social forces that shape their lives about learning how to navigate department school district and federal rules to benefit our students so we can keep a job while we continue to honor our core beliefs about education Linda

Christensen Director Oregon Writing Project Lewis Clark College Antero Garcia and Cindy O Donnell Allen have written a book about teaching that I ve been hoping someone would write They deftly provide a clear and insightful framework from which any thoughtful teacher can build a vital practice while also inserting a wealth of examples to ground the framework in working classrooms It s a must have for preservice and inservice teachers who care about their teaching Bob Fecho Professor and Department Head University of Georgia Annual Paperbound Book Guide for High Schools ,1969 The Publishers' Trade List Annual .1992 **Fiction, 1876-1983: Titles** R.R. Bowker Company. Department of Bibliography, R.R. Bowker Company. Publications Systems Department, 1983 El-Hi Textbooks & Serials in Print, 2000 American Book Publishing Record Cumulative, 1950-1977 R.R. Bowker Company. Department of ,2000 Bibliography, 1978 Classroom Notes Plus ,1999 The Writer's Idea Book 10th Anniversary Edition Jack Heffron, 2012-01-15 Where do you get your ideas It s a question that plagues every writer And once you ve got an idea what then Ideas without a plan without a purpose are no more than pleasant thoughts So how do you come up with those ideas and how do you turn them into writing that will engage your reader The Writer's Idea Book is here to help you find the answers Utilizing more than 400 prompts and exercises you ll generate intriguing ideas and plumb their possibilities to turn them into something amazing This indispensable guide will help you Develop good writing habits that foster creativity Explore your own life for writing material Draw inspiration from the world around you Find form for your ideas develop them into a piece of writing and make them better Let The Writer's Idea Book give you the insight and self awareness to create and refine ideas that demand to be transformed into greater works the kind of compelling absorbing writing that will have other writers asking where do you get your ideas Catalog of Reprints in Series Robert Merritt Orton,1950 Law Meets Literature Gretchen Oltman, Johnna L. Graff, Cynthia Wood Maddux, 2015-12-23 This text was developed by three experienced English teachers who also happen to be lawyers The law provides a new dimension to popular literary themes like justice fairness and equality These legal documents will enhance the discussion in the English Language Arts classroom With the Common Core State Standards emphasis on incorporating primary documents of historical and literary significance literature teachers have more opportunity than ever to use case law and other legal documents as texts Each thematic unit includes essential questions familiar fiction and nonfiction selections with connections to the theme teaching notes and relevant cases with before during and after discussion questions. The text demonstrates not only the importance of the thoughtful selection of legal documents to meet state and national standards but also includes new approaches to classic texts With an easily accessible format teachers will overcome any intimidation of case law and embrace the use of legal documents to enhance the literature in a new insightful way Catalog of Reprints in Series ,1946 Rethinking Our Classrooms Rethinking Schools, Ltd. Milwaukee, WI., 2001 Readings resources lesson plans and reproducible student

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