

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 Contemporary Classic Study Questions Answered

Lorraine M. Radice



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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 essay

New Essays on The Great Gatsby Matthew Joseph Brucoli, 1985-10-31 Provides students of American Literature with introductory critical guides to the great works of American fiction

New Directions in American Reception Study Philip Goldstein, James L. Machor, 2008-01-30 Contemporary reception study has developed a diversity of approaches and methods including the institutional textual historical authorial and reader response which to a greater or lesser extent acknowledge the various ways in which readers have found texts literature television shows movies and newspapers meaningful This collection emphasizes that new diversity examining movies newspapers fans television shows and traditional American as well as modern Hispanic Black and Women s literature The essays on literature include James Machor on Melville s short fiction Kenneth Roemer on Edward Bellamy s utopian work Looking Backward Amy Blair on the popularity of Sinclair Lewis s Main Street Marcial Gonzalez on Danny Santiago and his Hispanic novel Famous All Over Town and Leonard Diepeveen on modernist fiction and criticism The theoretical essays on reader oriented criticism include Patsy Schweickart on interpretation and the ethics of care and Jack Bratich on active audiences Media versions of response criticism include Andrea Press and Camille Johnson s ethnographic analysis of fans of the Oprah Winfrey Show Janet Staiger on Robert Aldrich s film version of Mickey Spillane s Kiss Me Deadly and Rhiannon Bury on the fans of the HBO television show Six Feet Under History of the book versions include Barbara Hochman on the popularity of the 1890s editions of Harriet Beecher Stowe s Uncle Tom s Cabin Ellen Garvey on nineteenth century scrapbooks of newspaper and David Nord on early twentieth century newspapers relations to audience charges of bias and unfairness Poststructuralist studies include Philip Goldstein on Richard Wright s Native Son Steve Mailloux on Reading Lolita in Tehran and Tony Bennett on the cultural analyses of Pierre Bourdieu The collection concludes with essays by Janice Radway on the limits of these methods and on the possibility of new forms of

sociological and anthropological reception study and by Toby Miller on the reception deception in relation to the worldwide distribution and reception of movies and television shows **The Publishers' Trade List Annual** ,1975 Sociology For Dummies Nasar Meer,Jay Gabler,2011-04-11 Sociology For Dummies helps you understand the complex field of sociology serving as the ideal study guide both when you re deciding to take a class as well as when you are already participating in a course Avoiding jargon Sociology For Dummies will get you up to speed on this widely studied topic in no time Sociology For Dummies UK Edition Provides a general overview of what sociology is as well as an in depth look at some of the major concepts and theories Offers examples of how sociology can be applied and its importance to everyday life Features an in depth look at social movements and political sociology Helps you discover how to conduct sociological research Offers advice and tips for thinking about the world in an objective way 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 *Revolving Literacy*
Lorraine M. Radice,2025-03-11 Drawing on author Lorraine M Radice s literacy teaching and leadership experience this book provides practical resources to design future ready reading writing and research curriculum and instruction including unit planners lesson plans reflection prompts discussion questions and organizing strategies With the revolving literacy framework secondary educators can boost student engagement increase relevance in learning and better prepare students for future success Grades 6 12 English teachers will Implement a process that promotes growth of curriculum to meet future challenges Prioritize student engagement and relevance in curriculum design and lesson planning Encourage student agency through options in what students choose to read and learn Cultivate prized qualities such as innovation to enhance students future professional profiles Contents Introduction Chapter 1 Newfound Literacies in Future Ready Skills Chapter 2 Tools for Designing New Visions and New Priorities Chapter 3 How to Plan Lessons Using the Revolving Literacy Lesson Structure Chapter 4 Teaching Writers in the Revolving Literacy Classroom Chapter 5 Teaching Researchers in the Revolving Literacy Classroom Chapter 6 Teaching Readers in the Revolving Literacy Classroom Conclusion References and Resources Index

Annual Paperbound Book Guide for High Schools ,1969 Phenomenological Approaches to Popular Culture
Michael Thomas Carroll,Eddie Tafoya,2000 Within popular culture studies one finds discussions about quantitative sociology Marxism psychoanalysis myth criticism feminism and semiotics but hardly a word on the usefulness of phenomenology the branch of philosophy concerned with human experience In spite of this omission there is a close relationship between the aims of phenomenology and the aims of popular culture studies for both movements have attempted to redirect academic study toward everyday lived experience The fifteen essays in this volume demonstrate the way in which phenomenological approaches can illuminate popular culture studies and in so doing they take on the entire range of popular culture

Classroom Notes Plus ,1999 Solutions to Problems of Race, Class, and Gender Vernon McClean,Lois Lyles,1993

Resources in Education ,2001-10 **Long Drums and Canons** Bernth Lindfors,1995 This collection of essays addresses questions pertinent to the teaching of the relatively new discipline surrounding the teaching and researching of African literature A valuable resource for both researchers lecturers and students it examines current practices considers which material and writers should be studied and considers how academic programmes can be structured Handbook of Research on Children's and Young Adult Literature Shelby Wolf,Karen Coats,Patricia Enciso,Christine Jenkins,2011-04-27 This multidisciplinary handbook pulls together in one volume the research on children s and young adult literature which is currently scattered across three intersecting disciplines education English and library and information science Reading and Writing in Science Maria C. Grant,Douglas Fisher,Diane Lapp,2015-01-21 Engage your students in scientific thinking across disciplines Did you know that scientists spend more than half of their time reading and writing Students who are science literate can analyze present and defend data both orally and in writing The updated edition of this bestseller offers

strategies to link the new science standards with literacy expectations and specific ideas you can put to work right away Features include A discussion of how to use science to develop essential 21st century skills Instructional routines that help students become better writers Useful strategies for using complex scientific texts in the classroom Tools to monitor student progress through formative assessment When students are curious they thrive Give your students the strong base they need to create and share scientific ideas that have an impact in the classroom and beyond This is a teacher friendly book that drew me in from the introduction to the end Through real life scenarios combined with useful methods for instruction it illustrates how science teachers can use language as a tool for teaching science Trina Allen Science Content Specialist Measurement Incorporated An eminently readable guide for the novice and experienced teacher The many practical ideas in this volume demonstrate that improving students skills in reading and writing can also improve their understanding and ability in science Cary Sneider Associate Research Professor Portland State University Portland OR

Literature and Cartography Anders Engberg-Pedersen, 2017-11-24 The relationship of texts and maps and the mappability of literature examined from Homer to Houellebecq Literary authors have frequently called on elements of cartography to ground fictional space to visualize sites and to help readers get their bearings in the imaginative world of the text Today the convergence of digital mapping and globalization has spurred a cartographic turn in literature This book gathers leading scholars to consider the relationship of literature and cartography Generously illustrated with full color maps and visualizations it offers the first systematic overview of an emerging approach to the study of literature The literary map is not merely an illustrative guide but represents a set of relations and tensions that raise questions about representation fiction and space Is literature even mappable In exploring the cartographic components of literature the contributors have not only brought literary theory to bear on the map but have also enriched the vocabulary and perspectives of literary studies with cartographic terms After establishing the theoretical and methodological terrain they trace important developments in the history of literary cartography considering topics that include Homer and Joyce Goethe and the representation of nature and African cartographies Finally they consider cartographic genres that reveal the broader connections between texts and maps discussing literary map genres in American literature and the coexistence of image and text in early maps When cartographic aspirations outstripped factual knowledge mapmakers turned to textual fictions Contributors Jean Marc Besse Bruno Bosteels Patrick M Bray Martin Br ckner Tom Conley J rg D nne Anders Engberg Pedersen John K Noyes Ricardo Padr n Barbara Piatti Simone Pinet Clara Rowland Oliver Simons Robert Stockhammer Dominic Thomas Burkhardt Wolf

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 *Back to School in Babylonia* Susanne Paulus,2023-09-15 This volume the companion book to the special exhibition Back to School in Babylonia of the Institute for the Study of Ancient Cultures of the University of Chicago explores education in the Old Babylonian period through the lens of House F in Nippur excavated jointly by the University of Chicago and the University of Pennsylvania in the early 1950s and widely believed to have been a scribal school The book s twenty essays offer a state of the art synthesis of research on the history of House F and the educational curriculum documented on the many tablets discovered there while the catalog s five chapters present the 126 objects included in the exhibition the vast majority of them cuneiform tablets **The Crisis of Democratic Capitalism** Martin Wolf,2023-02-07 From the chief economics commentator of the Financial Times a magnificent reckoning with how and why the marriage between democracy and capitalism is coming undone and what can be done to reverse this terrifying dynamic Martin Wolf has long been one of the wisest voices on global economic issues He has rarely been called an optimist yet he has never been as worried as he is today Liberal democracy is in recession and authoritarianism is on the rise The ties that ought to bind open markets to free and fair elections are threatened even in democracy s heartlands the United States and England Around the world powerful voices argue that capitalism is better without democracy others argue that democracy is better without capitalism This book is a forceful rejoinder to both views Even as it offers a deep lucid assessment of why this marriage has grown so strained it makes clear why a divorce of capitalism from democracy would be a calamity for the world They need each other even if they find it hard to life together For all its flaws argues Wolf democratic capitalism remains far and away the best system for human flourishing But something has gone seriously awry the growth of prosperity has slowed and the division of its fruits between the hypersuccessful few and the rest has become more unequal The plutocrats have retreated to their bastions where they pour scorn on government s ability to invest in the public goods needed to foster opportunity and sustainability But the incoming flood of autocracy will rise to overwhelm them too in the end Citizenship is not just a slogan or a romantic idea it s the only idea that can save us Wolf argues Nothing has ever harmonized political and economic freedom better than a shared faith in the common good This wise and rigorously fact based exploration of the epic story of the dynamic between democracy and capitalism concludes with the lesson that our ideals and our interests not only should align but must do so for everyone s sake *Critical Encounters in Secondary English* Deborah Appleman,2023-12-22 Grounded in solid theory with new field tested classroom

activities the fourth edition of *Critical Encounters in Secondary English* continues to help teachers integrate the lenses of contemporary literary theory into practices that have always defined good pedagogy. The most significant change for this edition is the addition of Critical Race Theory (CRT) as an analytical lens. CRT offers teachers fresh opportunities for interdisciplinary planning and teaching as it lends itself to lessons that encompass a variety of disciplines such as history, sociology, psychology, and science. As with the previous edition, each chapter concludes with a list of suggested nonfiction pieces that work well for the particular lens under discussion. This popular text provides a comprehensive approach to incorporating nonfiction and informational texts into the literature classroom with new and revised classroom activities appropriate for today's students.

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This Third Edition proves that Appleman still has her hand on the pulse of the rapidly changing landscape of education. Ernest Morrell, Teachers College, Columbia University.

This new edition of Deborah Appleman's now classic book demonstrates even more dramatically than previously how the critical theories she so skillfully teaches serve not only as lenses for the reading of literature but as tools for discovering, interrogating, and challenging injustice, hypocrisy, and the hidden power relations that students are likely to encounter. Sheridan Blau, Teachers College, Columbia University.

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