

The Great Gatsby

Chapter One

1. How does Nick describe himself at the beginning of the book?
He is tolerant and doesn't make snap judgments about people. People therefore tend to confide in him. He is also restless, seeking something he cannot name.
2. How does Nick describe Tom Buchanan?
Tom is aggressive, arrogant, pugnacious, and extremely wealthy.
3. Who is Jordan Baker?
A friend of Daisy.
4. What does Nick find appealing about her?
She is aloof and self-sufficient.
5. Describe the ambiguity in Nick's initial descriptions of Gatsby.
Nick says that Gatsby represented "everything for which I have an unaffected scorn," yet he also says that "There was something gorgeous about him," and that he "turned out all right."
6. How does the tone of Nick's description of Tom reveal Nick's feelings about Tom?
He describes Tom's manner as "supercilious," his body as "cruel," and his voice as gruff and husky, which "added to the impression of fractionousness he conveyed." These physical descriptions indicate the flaws that Nick sees in Tom's character.
7. How would you describe Daisy's state of mind during dinner?
Daisy seems flighty and upset.
8. What does she say and do that help reveal her inner conflicts?
She confesses to Nick that she has become cynical and overly sophisticated and implies that she is deeply unsatisfied with her marriage.
9. Nick thinks that, given the state of their marriage, Daisy should leave Tom, but it is clear to him that she has no intention of doing so. What indication is there that Tom and Daisy are closely linked despite their marital difficulties?
The most significant link between Tom and Daisy is implied after Daisy's outburst to Nick when she smirks "as if she had asserted her membership in a rather distinguished secret society to which she and Tom belonged."
10. What indications are there that the green light will have a powerful emotional significance to Gatsby?
Gatsby's gesture and his trembling help to highlight the significance of the green light.

Great Gatsby Literature Guide Answers Ch 5

Clifford Lane



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The Great Gatsby: An Instructional Guide for Literature Shelly Buchanan,2014-09-01 The Great Gatsby An Instructional Guide for Literature is the perfect tool to familiarize students with this well known novel and encourage them to connect the story with actual events and issues from the 1920s By completing rigorous and appealing cross curricular lessons and activities students will learn to analyze story elements in multiple ways practice close reading and text based vocabulary determine meaning through text dependent questions and more Each activity and lesson work in conjunction with the text to teach students how to analyze and comprehend rich complex literature **The Great Gatsby** ,2011-03 **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 (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 Study Guide to The Great Gatsby by F. Scott Fitzgerald Intelligent Education,2020-09-12 A comprehensive study guide offering in depth explanation essay and test prep for F Scott Fitzgerald s The Great Gatsby widely considered to be the highest achievement of Fitzgerald s career and a contender for the title of the Great American Novel As the quintessential novel of the Jazz Age Fitzgerald s work serves as both an exquisite portrait of the Roaring Twenties in America and a cautionary tale regarding the American Dream Acclaimed by generations of readers the novel continues to embody the American spirit and the nation s enduring admiration for self made success stories This Bright Notes Study Guide explores the context and history of Fitzgerald s classic work helping students to thoroughly explore the reasons it has

stood the literary test of time Each Bright Notes Study Guide contains Introductions to the Author and the Work Character Summaries Plot Guides Section and Chapter Overviews Test Essay and Study Q As The Bright Notes Study Guide series offers an in depth tour of more than 275 classic works of literature exploring characters critical commentary historical background plots and themes This set of study guides encourages readers to dig deeper in their understanding by including essay questions and answers as well as topics for further research

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

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 Comprehension Assessment Shelly Buchanan,2014-10-01 These assessment questions for The Great Gatsby are modeled after current testing models requiring students to revisit the text for answers Students have to support their opinions and inferences with examples from the text

The Great Gatsby Vocabulary Activities Shelly Buchanan,2014-10-01 These vocabulary activities for The Great Gatsby incorporate key skills for college and career readiness The activities integrate vocabulary with a study of the text Includes text dependent questions definitions and text based sentences

The Unofficial Great Gatsby Companion BookCaps,2013-09-05 If you can t get enough of The Great Gatsby then this is one book you will not want to miss This companion is a bundle of several of BookCaps bestselling books It includes a short biography of F Scott Fitzgerald a look into the marriage of F Scott and Zelda a study guide to the novel and teacher lesson plans BookCap Study Guides do not contain text from the actual book and are not meant to be purchased as alternatives to

reading the book This study guide is an unofficial companion and not endorsed by the author or publisher of the book

The Living Moment Jeffrey Hart,2012-07-31 In the spirit of Lionel Trilling Edmund Wilson and Susan Sontag the renowned literary critic Jeffrey Hart writes *The Living Moment* a close reading of literature as it intersects with the political Hart s book is an even handed guide for anyone toddling into the mists of the modernist moment effortlessly moving between such modernist monuments as Eliot s *The Waste Land* Hemingway s *A Farewell to Arms* Mann s *Doctor Faustus* and Fitzgerald s *The Great Gatsby* Hart s most stunning achievement is his brilliant inclusion of Marilynne Robinson s *Gilead* as a modernist text for the way the novel teaches us to see more to hear more to feel more Hart s dazzling study is an examination of important works of literature as they explore the experience of living in a broken world with thought and sometimes with examples of resolve that possess permanent validity *The Living Moment* is for anyone who is wearied by so much of today s trendy narrow and ideologically driven criticism xml namespace prefix o ns urn schemas microsoft com office office

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

Excel Preliminary English David Mahony,2003 *Inquiry Paths to Literacy Learning* Elizabeth A. Kahn,Andrew Bouque,Dawn Forde,Thomas M. McCann,Carolyn C. Walter,2019-10-31 *Inquiry Paths to Literacy Learning* a collection of chapters from secondary teachers and university researchers offers English language arts teachers several models and considerations for how to design and implement inquiry based teaching and learning As the contributors demonstrate an inquiry approach can significantly boost student achievement understanding and transfer of learning The chapters in this collection present classroom tested approaches activities and assignments that teachers can use right away but that also serve as models for designing learning experiences that most engage and benefit learners Focusing on issues that adolescents find consequential the sample learning activities promote the development of complex literacy skills engage students in evidence based reasoning and foster an environment of cooperation collaboration and respect for different points of view Together the contributions in this book envision the English language arts classroom as a supportive environment for authentic inquiry and for the genuine democratic processes involved in grappling together with tough perennial and contemporary issues **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

Life Skills English Bonnie L. Walker,1992 F. Scott Fitzgerald's Odyssey Bernard R. Tanner,2003 In this study independent scholar Tanner aims to show that F Scott Fitzgerald

designed *The Great Gatsby* using literary methods such as burlesquing characters from mythology that he had found in James Joyce's *Ulysses*. The focus is on commonly overlooked Biblical parodies underlying Fitzgerald's text. Tanner taught high school English for 30 years in Palo Alto, California. The volume is not indexed. Annotation 2004. Book News, Inc., Portland, OR. booknews.com

Advanced Fiction Amy E. Weldon, 2023-07-27. Confident with the basics of your craft. Looking to take your writing to the next level. *Advanced Fiction* gives you the tools to hone your skills by thinking more deeply and systematically about deploying them on the page. Friendly and down to earth. Amy Weldon guides you through the realities of craft and process, combining a broad anthology of landmark stories with instruction on the more advanced aspects of fiction writing. Featuring interactive prompts, exercises, and suggestions for further reading, this book guides you from larger philosophical issues to subtler technical ones, from topics as diverse as the intricate principles of storytelling to navigating artistic and political landscapes conscientiously and building a writing career. Beginning with a brief recap of the basics, the text goes on to examine the psychology of writing and revising, practical methods for drafting and notebook keeping, taking personal and technical risks with ideas, images, and forms, making responsible decisions about representing identities, bodies, and histories on the page. Complex craft concepts such as world building, structure, time, and moving from short forms to novels. Placing students' own work in conversation with established stories, the accompanying anthology selections range widely in culture, technique, and time period, including authors of dystopia, historical fiction, satire, and fiction in translation, as well as literary realists tackling themes like economic inequality, climate change, and identity. Thoughtful and essential, this book provides excellent guidance for students and budding authors on the complexities of fiction writing, from the beginning of a writing project (short story or novel) to the end.

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.

Bret Easton Ellis's *Controversial Fiction* Sonia Baelo-Allué, 2011-04-21. Both literary author and celebrity, Bret Easton Ellis represents a type of contemporary writer who draws from both high and the low culture, using popular culture references, styles, and subject

matters in a literary fiction that goes beyond mere entertainment His fiction arousing the interest of the academia mass media and general public has fuelled heated controversy over his work This controversy has often prevented serious analysis of his fiction and this book is the first monograph to fill in this gap by offering a comprehensive textual and contextual analysis of his most important works up to the latest novel *Imperial Bedrooms* Offering a study of the reception of each novel the influence of popular mass and consumer culture in them and the analysis of their literary style it takes into account the controversies surrounding the novels and the changes produced in the shifty terrain of the literary marketplace It offers anyone studying contemporary American fiction a thorough and unique analysis of Ellis's work and his own place in the literary and cultural panorama

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object fields are accessed by their name you must use a name that is unambiguous you may use a simple name for a field within its own class for example we can add a statement within the rectangle class that prints the width and height system out println width and height are width height in this case width and height are

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using transient application data objects and objects of classes that are not persistence capable for parameter values is not portable across jdo implementations declaring the query s variables the query interface provides a method to declare

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in order to provide persistent services for the application s data objects jdo must manage the objects within a java virtual

machine jvm jdo manages some objects and does not manage other objects if jdo manages an object it manages its persistent state or its transactional state or both

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managers using a persistence manager the application can control the life cycle and caching of application data objects it can get the identity object for a persistent application data object and it can later fetch the persistent object that corresponds to an identity object finally the persistence manager interface has factory methods

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