

Study Guide: The Great Gatsby

by F. Scott Fitzgerald

Vocabulary Chapters 1-2

1. epigram
2. supercilious
3. extemporizing
4. rotogravure
5. peremptory
6. oculist
7. contiguous
8. hauteu

Chapter 1

Study Questions

1. How does the narrator describe Gatsby?
2. From where did the narrator come and why?
3. Describe the narrator's house.
4. Describe the Buchanans' house.
5. How does Nick know Daisy and Tom?
6. Describe Tom. What is our impression of him in Chapter 1?
7. What kind of person is Daisy?
8. What did Miss Baker tell Nick about Tom?
9. When asked about her daughter, what does Daisy say?
10. How is Gatsby introduced into the novel?

Chapter 2

Study Questions

1. What is the "valley of ashes"?
2. What are the "eyes of Dr. T. J. Eckleburg"?
3. Who did Tom take Nick to meet?
4. Identify Myrtle and George Wilson.
5. What did Mrs. Wilson buy while she was out with Tom and Nick?
6. Where did they go? What was at 158th Street?
7. Identify Catherine and Mr. & Mrs. McKee.
8. What does Mr. McKee tell Nick about Gatsby?
9. What reason did Myrtle give for marrying George Wilson?
10. What did Tom do to Myrtle when she mentioned Daisy's name?

Chapter 3 Vocabulary

1. omnibus
2. erroneous
3. innuendo
4. convivial
5. obstetrical
6. rivulets
7. caterwauling

8. affectations

9. subterfuges

Chapter 3

Study Questions

1. Describe Gatsby's wealth. List some of the things that represent wealth.
2. What kind of people come to Gatsby's parties?
3. Why did Nick Carraway go to the party?
4. How does Nick meet Gatsby?
5. What are some of the stories about Gatsby?
6. Is Gatsby a "phony"?
7. Describe Nick's relationship with Jordan.

Chapter 4-5 Vocabulary

1. labyrinth
2. raja
3. somnambulatory
4. denizen
5. receptacles
6. corrugated
7. nebulous

Chapter 4

Study Questions

1. Who is Klipspringer?
2. What does Gatsby tell Nick about himself?
3. What "matter" did Gatsby have Jordan Baker discuss with Nick?
4. Who is Mr. Wolfsheimer?
5. What does Mr. Wolfsheimer tell Nick about Gatsby?
6. What does Jordan tell Nick about Daisy, Gatsby and Tom?

Chapter 5

Study Questions

1. Describe the meeting between Gatsby and Daisy. Why was he so nervous?
2. How long did it take Gatsby to make the money to buy the mansion?
3. Why did Gatsby want Daisy to see the house and his clothes?
4. What had the green light on the dock meant to Gatsby?
5. What had Gatsby turned Daisy into in his own mind?

Great Gatsby Resource Guide Answers

Yi-Tong Ma



Great Gatsby Resource Guide Answers:

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 **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

Banned Books Resource Guide Robert P. Doyle,2000-06 *Resources in Education* ,1994-12 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 **Using Informational Text to Teach The Great Gatsby** Audrey Fisch,Susan Chenelle,2018-03-22 The Common Core State Standards initiated major changes for language arts teachers particularly the emphasis on informational text Language arts teachers were asked to shift attention toward informational texts without taking away from the teaching of literature Teachers however need to incorporate nonfiction in ways that enhance rather than take away from their teaching of literature The Using Informational

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Student-Centered Learning by Design Jacquelyn Whiting, 2021-03-15 Current research is pushing schools to adopt more student centered approaches to the classroom experience and educators librarians and classroom teachers alike are being challenged to revise their curricula and instruction to be student centered personalized and differentiated This book empowers librarians teachers and administrators to be empathic problem solvers and decision makers By reframing the challenges that members of a learning community face as opportunities to better meet teaching and learning needs readers will find that adoption of a mindset focused on users namely design thinking elevates and creates opportunities for innovating pedagogy Moreover it can enhance school culture as well as build channels of communication among various stakeholders in schools and districts When educators of any subject or discipline apply design thinking skills to their curriculum implementation authentic student centered learning experiences become the core of the learning experience The case studies shared in this book provide examples of student centered approaches being used in elementary middle and high schools so that readers have many models on which to base their work and from which to build confidence in shifting their pedagogy to keep the student at the center of teaching and learning decisions

ECEL2015-14th European Conference on e-Learning, Amanda Jefferies and Marija Cubric ,2015-10-13 These Proceedings represent the work of

contributors to the 14th European Conference on e Learning ECEL 2015 hosted this year by the University of Hertfordshire Hatfield UK on 29 30 October 2015 The Conference and Programme Co Chairs are Professor Amanda Jefferies and Dr Marija Cubric both from the University of Hertfordshire The conference will be opened with a keynote address by Professor Patrick McAndrew Director Institute of Educational Technology Open University UK with a talk on Innovating for learning designing for the future of education On the second day the keynote will be delivered by Professor John Traxler University of Wolverhampton UK on the subject of Mobile Learning No Longer Just e Learning with Mobiles ECEL provides a valuable platform for individuals to present their research findings display their work in progress and discuss conceptual advances in many different branches of e Learning At the same time it provides an important opportunity for members of the EL community to come together with peers share knowledge and exchange ideas With an initial submission of 169 abstracts after the double blind peer review process there are 86 academic papers 16 PhD Papers 5 Work in Progress papers and 1 non academic papers in these Conference Proceedings These papers reflect the truly global nature of research in the area with contributions from Algeria Australia Austria Belgium Botswana Canada Chile Coventry Czech Republic Denmark Egypt England Estonia France Germany Ireland Japan Kazakhstan New Zealand Nigeria Norway Oman Portugal Republic of Kazakhstan Romania Saudi Arabia Scotland Singapore South Africa Sweden the Czech Republic Turkey Uganda UK United Arab Emirates UK and USA Zimbabwe A selection of papers those agreed by a panel of reviewers and the editor will be published in a special conference edition of the EJEL Electronic Journal of e Learning www.ejel.org

Young Adult and Canonical Literature Paula Greathouse, Victor Malo-Juvera, 2021-03-15 In the last decade alone the world has changed in seismic ways as marriage equality has been ruled on by the supreme court social justice issues such as metoo and BlackLivesMatter have arisen and issues of immigration and deportation have come to the forefront of politics across the globe Thus there is a need for an updated text that shares strategies for combining canonical and young adult literature that reflects the changes society has and continues to experience The purpose of our collection is to offer secondary 6 12 teachers engaging ideas and approaches for pairing young adult and canonical novels to provide unique examinations of topics that teaching either text in isolation could not afford Our collection does not center canonical texts and most chapters show how both texts complement each other rather than the young adult text being only an extension of the canonical Within each volume the chapters are organized chronologically according to the publication date of the canonical text The pairings offered in this collection allow for comparisons in some cases for extensions in others and for critique in all Volume 2 covers The Canterbury Tales 1392 through Fallen Angels 1988 *Jack Clayton* Georg Gaston, 1981 **The British National Bibliography** Arthur James Wells, 2003 **Resources in Education**, 1992

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