

The Great Gatsby – Chapter 1 Questions

1. How does Nick describe himself at the beginning of the book? Why do you think Fitzgerald chose him to be the narrator?
 - a. Nick sees himself as reserved, nonjudgmental (which makes him slightly hopeful), but he can only be tolerant of others for so long.
 - b. To use Nick as the narrator places psychic distance to the story. Nick is part of the action, yet he is not one of the principals. He shares some of the emotions and is in a position to interpret those of the others. However, the happenings are not centered on him.
2. How does Nick describe Tom Buchanan? Daisy? What kind of relationship do they have (and not that they're cousins / old college buddies!)?
 - a. Nick describes Tom as enormously wealthy, violent, forceful, aggressive, sturdy, supercilious, arrogant, aggressive, and cruel. He is always living in search of that great feeling he once had in his youth as the big man on campus, the star athlete.
 - b. Nick describes Daisy as his cousin, a lady who is charming, inviting yet sad, lovely with bright features (eyes, lips), and who has a thrilling voice / murmur that draws people in / captivates them.
 - c. Nick's relationship with the Buchanans is completely superficial. Nick speaks of the Buchanans as dear friends he barely knows.
3. Who is Jordan Baker? What does Nick find appealing about her?
 - a. Jordan is described as the "balancing girl" – the girl Nick originally thought was snobbish but later came to like for her confident air. Jordan grew up in Louisville with Daisy. She's also a professional golfer, and Nick's heard her name mentioned somewhere, although he can't exactly recall where it was / what it was about.
 - b. Jordan's self-assurance is intriguing – she's so confident and full of herself that she almost comes off as "self-sufficient."
4. What is Gatsby doing when Nick first sees him?
 - a. Gatsby's reaching out towards something, staring at a green light across the water which Nick says could come from a light at the end of a dock. He seems to be doing this secretly, making Nick not want to disturb him.
5. How does the **tone** of Nick's description of Tom reveal Nick's feelings about Tom? What is the significance of Tom's reference to the book he is reading?
 - a. Nick isn't very fond of Tom. He sees him as dangerous, violent, threatening, and pompous in a way. He even mentions a nervous feeling of wanting to call the cops when he feels the tension between Tom and Daisy rising and how the best bet for Daisy would be to leave Tom immediately, which even at this point he knows she won't do.
 - b. The content of the book Tom's reading implies a certain lack of intellect on Tom's part. It reveals Tom's belief that the dominant race must stay in control, that lesser races must be beaten off, which of course reflects Tom's own need to be in control and dominant of his surroundings and those around him.

Great Gatsby Study Guide Questions Answers Key

WJ Hussar



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The Great Gatsby, 2011-03 *Study Guide of F. Scott Fitzgerald's the Great Gatsby: Chapter Questions, Vocabulary, and Answer Keys* The English Teacher's Pet, 2019-02-11 Can't relive the past? Why of course you can! Jay Gatsby! F. Scott Fitzgerald's *The Great Gatsby* is a testament to the 1920s' live for today reckless attitude. It also has withstood the test of literary time with its unforgettable characters: Nick Carraway, Daisy, and Tom Buchanan, and the Great Jay Gatsby. Included in this comprehensive study guide is almost 100 chapter questions, 40 vocabulary words, and an answer key for the teacher. Ready to pass out with your Gatsby novels today? [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*. [High School English Teacher's Guide to Active Learning](#) Victor J. Moeller, Marc V. Moeller, 2000 These books show you how you can foster reflective, independent thinking in your class, boost the number of students who actively participate, prevent the discussions from falling flat or degenerating into dull sessions. This volume features 18 student-centered lesson plans and includes answer keys for teachers. Each lesson plan engages students in active learning. **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 use text-based vocabulary to 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 - 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 [I've Got A Test On The Great Gatsby](#) I've Got A Test On Press, 2025-04-17 Stressed about your upcoming test on The Great Gatsby Don't worry you've got this Whether you've read the book or just skimmed it this fast focused and student friendly guide will walk you through everything you need to know to feel confident and ready on exam day Inside this guide you'll find Clear and concise chapter summaries so you can review all the key moments and plot twists at a glance Detailed character breakdowns to help you understand who's who and why they matter Major themes and symbols explained in plain English Common test questions with smart sample answers to help you prep like a pro Essay starters and writing tips to give your paper a strong foundation Whether you're cramming the night before or reviewing throughout the semester this guide is designed to help you study smarter not harder It's everything you need no fluff no filler just the essential stuff to help you ace your exam

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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 Text series is designed to help In this fourth volume Volume 1 Using Informational Text to Teach To Kill a Mockingbird Volume 2 Using Informational Text to Teach A Raisin in the Sun Volume 3 Connecting Across Disciplines Collaborating with Informational Text we offer challenging and engaging readings to enhance your teaching of Gatsby Texts from a wide range of genres a TED Talk federal legislation economic policy material newspaper articles and 1920s political writing and on a variety of topics income inequality nativism and immigration anti Semitism the relationship between wealth and cheating the Black Sox scandal and newspaper coverage and prohibition help students answer essential questions about F Scott Fitzgerald s novel Each informational text is part of a student friendly unit with media links reading strategies vocabulary discussion and writing activities and out of the box class activities **Representations of Gender**

and Class in "The Great Gatsby". An Analysis of the Movie Adaptations of 1974 and 2013 Matthias

Köbrich, 2016-12-12 Bachelor Thesis from the year 2014 in the subject Film Science grade 1 3 Friedrich Alexander University Erlangen Nuremberg American Studies language English abstract A tendency in the realm of gender studies has been to mainly concern oneself with gender whereas the same can be claimed in terms of class analysis showing a tendency towards primarily and exclusively dealing with class This study tries to combine both fields in an attempt to not only expose how present forms of masculinity are established but also how these forms interact with class In addition to Crenshaw s intersectionality theory Pyke s concept of interpersonal power and Connell s theory of hegemonic masculinity will be dealt with The synergy between masculinity and class will be scrutinized by means of two movie adaptations of The Great Gatsby 1974 2013 It will be shown that factors such as social and geographical mobility career and the need or ability to display class marked objects as well as the male body can be identified as producing and helping to maintain multiple forms of class based masculinity as well as shaping and changing these masculinities Differentiating Instruction With Menus Laurie E.

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