

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 Answers

Jack Heffron



Great Gatsby Contemporary Classic Study Questions Answers:

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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

Solutions to Problems of Race, Class, and Gender Vernon McClean, Lois Lyles, 1993

The Publishers' Trade List Annual, 1992

Annual Paperbound Book Guide for High Schools, 1969

American Book Publishing Record Cumulative, 1950-1977 R.R. Bowker Company. Department of Bibliography, 1978

Classroom Notes Plus, 1999

Codes and Consequences Carol Myers-Scotton, 1998-08-20 Carol Myers-Scotton has edited a collection of essays that covers the choice of one style of English over another in everything from Bible translations to surprise in poetry to supervisor worker interactions on the automobile assembly line An important theme developed to varying degrees in these papers is the notion that speakers and writers as rational actors exploit the unmarked marked opposition regarding audience expectations so as to convey messages of intentionality charged with social or psychological import

Christian Reading Companion for 50 Classics James P. Stobaugh, James Stobaugh, 2013-01-25 Reading and understanding the classics is important for college preparation as well as for personal enjoyment With the Christian Reading Companion for 50 Classics you can gain a deeper understanding of them from a Christian perspective Selections include books and plays for both middle school and high school levels

El-Hi Textbooks & Serials in Print, 2000, 2000

The Best of Notes Plus Ruth K. J. Cline, 1989

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

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