

THE GREAT GATSBY
AP LANGUAGE 2021-2022

Chapters 1-3 Reading and Study Questions

Directions: For each section, read each chapter carefully and take notes/annotate with post-it notes. Answer each question here with **significant depth and detail**. Credit will be given only for complete and detailed work. **Please submit your work to turnitin.com.**

Chapter 1

1. Describe Nick's socio-economic status/ class. What are some of his attitudes towards the upper class? Who does he say is specifically exempt from that judgment, and why? Do you think we can trust Nick's perceptions?

Nick was from West Egg which was considered to be middle class. The East Egg is considered to be upper class. Nick says, "Only Gatsby, the man who gives his name to this book, was exempt from my reaction-- Gatsby, who represented everything for which I have an unaffected scorn" (2). Gatsby is exempt from these judgements because Nick knows that he was born poor and he had to work for what he has now. I think we can trust Nick's perceptions sometimes. Some of the things he says are logical, but other things may not be credible.

2. a.) Take note of some of the characteristics and differences between East Egg and West Egg (consider making a t-chart). b.) **Connotative language** is language that carries implications beyond the literal meaning of words. Unlike **denotation** (the literal meaning of a word), it often contains subtextual emotional or cultural meanings. Examine the **connotative language** Fitzgerald uses to contrast West Egg and East Egg (provide examples). What does this reveal about the differences between the two sides of Long Island?

West Egg is described as the less fashionable of the two. There were a few houses in West Egg that were of higher value. East Egg is described as the upper class/wealthier side of the city. People from West Egg are said to have "new money" meaning that they didn't grow up wealthy and having money is "new". People in the East Egg have "old money" which means that they have always grown up having an abundance of money and that way of life is "old" to them.

Great Gatsby Ap Language Study Questions Answers

**Peter Kuriloff, Shannon
Andrus, Charlotte Jacobs**



Great Gatsby Ap Language Study Questions Answers:

Teaching Girls Peter Kuriloff, Shannon Andrus, Charlotte Jacobs, 2017-12-01 Women continue to be underrepresented in the high paying fields of science math and engineering They receive only about 80% of the salary of men holding similar jobs in any field and still face glass ceilings that limit their attainment How do we educate and empower girls to surmount these barriers and succeed throughout their lives This unique book reveals the kinds of teaching that engages girls intellectually fosters their creativity and bolsters their confidence Drawing on descriptions of great lessons written by nearly 2 000 students and teachers it offers a practical accessible guide to anyone who wants to find better ways to help young women succeed The authors review the special qualities of lessons that resonate with girls and show how they meet their developmental needs throughout adolescence They also show how vital it is that such teaching happen within schools that help students learn about the numerous ways that gender affects girls development The authors conclude by detailing how school leaders can create cultures that support this kind of great learning and teaching

Common Core Standards and English Language Arts Grades 6 -12: Strategies for Student Success Toby Karten, 2013-01-01 The tri fold laminated reference guide Common Core Standards English Language Arts Strategies for Student Success Grades 6 12 by Toby Karten presents an at a glance overview of the CCSS for English Language Arts ELA for students in grades 6 12 It is intended to help middle and high school teachers understand the organization and application of the standards for diverse students including those with special needs Topics covered in the guide include Challenges of the cross disciplinary design of CCSS for ELA at the secondary level College and career readiness CCR CCR anchor standards for reading literature RL and informational text RI CCR anchor standards for writing W CCR anchor standards for speaking and listening SL CCR anchor standards for language L Differentiating instruction for students at different reading levels Models for measuring and evaluating text complexity Strategies for helping students with disabilities achieve ELA standards The CCSS for ELA raise the bar to ensure students master the reading writing speaking and listening and language skills they need to be college and career ready in literacy They will yield effective outcomes for all students including those with disabilities if educators creatively and consistently embrace them and connect them to all of their students

Resources in Education ,1998

Creativity for Learning Kristy Doss, Lisa Bloom, 2025-09-15 Creativity for Learning provides a comprehensive understanding of creativity s role in learning as well as practical approaches to teaching creative thinking strategies to diverse learners This book provides a roadmap for creating instructional practices that allow learners to go beyond knowledge acquisition Chapters provide research on creativity along with insights from professionals who apply creativity in their work offering valuable guidance on how to nurture these essential skills in the classroom Packed with research based activities to help learners acquire and exercise creative thinking novel approaches to assessment as well as suggestions for learning space design this book has everything you need to orchestrate a classroom that fosters equitable talent development for all students across the content

areas This must read guide will be the trusted companion for all educators seeking to transform their students into creative thinkers ready to meet the challenges of an uncertain future *English Journal* ,2000 **Linguistics and Language Behavior Abstracts** ,1996 *Classroom Strategies for Interactive Learning* Doug Buehl,2017 Educators across content areas have turned to Classroom Strategies for Interactive Learning for almost two decades This fully updated fourth edition delivers rich practical research based strategies that readers have found invaluable in the context of today s classrooms Doug has written all new chapters that focus on the instructional shifts taking place as the Common Core State Standards are implemented across the United States These introductory chapters will help you do the following Understand the research base for comprehension strategies in content classrooms Learn how to tap into students background knowledge to enhance comprehension of complex texts and build new knowledge Show learners how to question a text Teach reading and thinking through a disciplinary lens At the heart of this edition are more than forty classroom strategies with variations and strategy indexes that identify the instructional focus of each strategy pinpoint the text frames in play as students read and learn and correlate students comprehension processes across the phases of strategy implementation In addition each strategy is cross referenced with the Common Core s reading writing speaking listening and language standards Research in Education ,1974 Proficiency-Based Grading in the Content Areas Wendy Custable,Justin Fisk,Jonathan Grice,Darshan M. Jain,Dough Lillydahl,Eric Ramo,Anthony R. Reibel,Bradley Smith,Eric Twadell,Steven M. Wood,2019-05-07 No matter the content area evidence based grading puts student growth at the heart of the classroom Designed for teachers and administrators of grades 6 12 Proficiency Based Grading in the Content Areas details a five step approach for implementing evidence based grading and maintaining its effectiveness over time This book equips any educator from technical to fine arts with the tools and support to make this important shift Use proficiency based grading also known as evidence based grading to drive student success Become familiar with the basic concepts and essential decisions of evidence based grading that apply to all content areas Learn the five phases of implementing proficiency based grading 1 preparation 2 incubation 3 insight 4 evaluation and 5 elaboration Explore the steps paradigm shifts and pedagogy necessary to implement proficiency based grading in a particular content area Study individual level and institutional level grading decisions and how they differ from each other Understand how proficiency based grading differs from content area to content area and the unique benefits it offers to each Contents Introduction Chapter 1 Implementing Proficiency Based Grading With Core Belief Fidelity Chapter 2 Implementing Evidence Based Reporting in Career and Technical Education Chapter 3 Implementing Evidence Based Grading in English Language Arts Chapter 4 Implementing Evidence Based Grading in Fine Arts Chapter 5 Implementing Evidence Based Grading in Mathematics Chapter 6 Implementing Evidence Based Grading in Physical Education and Health Chapter 7 Implementing Evidence Based Grading in Sciences Chapter 8 Implementing Evidence Based Grading in Social Sciences Chapter 9 Implementing Evidence Based Grading in World Languages Epilogue Creating Self Reliant Learners

References and Resources Index Classroom Notes Plus ,1999 **Restorative Literacy Practices** Deirdre Faughey,2023
See what happens when learning is approached as a creative transaction between teachers students texts and methods The
author shares scenarios or problems from her ELA classroom the action she took to address it and the outcomes The text
includes examples of student work lesson plans rubrics handouts and suggestions for teacher preparation programs **ADE**
Bulletin Association of Departments of English,1982 Current Index to Journals in Education ,1987 *ICTE Yearbook*
,1967 **Humanities Index** ,1997 **Teaching English Today** Dwight L. Burton,1975 **Resources in Education**
,1993 **Books In Print 2004-2005** Ed Bowker Staff,Staff Bowker, Ed,2004 **School Library Journal** ,1998
 Cumulated Index of the Christian Science Monitor ,1975

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