

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

Chapter 5 Great Gatsby Questions

**Coles Editorial Board, F. Scott
Fitzgerald**



Chapter 5 Great Gatsby Questions:

The Great Gatsby Leveled Comprehension Questions Shelly Buchanan, 2014-10-01 These leveled discussion questions about The Great Gatsby require students to read closely make connections and share their analyses Included are leveled comprehension questions and suggested answers Blended Learning in Grades 4-12 Catlin R. Tucker, 2012-06-13 This book comes at the right time with answers for teachers principals and schools who want to be on the cutting edge of the effective use of technology the internet and teacher pedagogy **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 bull sessions This volume features 18 student centered lesson plans and include answer keys for teachers Each lesson plan engages students in active learning Computer-Assisted Language Learning: Concepts, Methodologies, Tools, and Applications Management Association, Information Resources, 2019-01-04 In a diverse society the ability to cross communication barriers is critical to the success of any individual personally professionally and academically With the constant acceleration of course programs and technology educators are continually being challenged to develop and implement creative methods for engaging English speaking and non English speaking learners Computer Assisted Language Learning Concepts Methodologies Tools and Applications is a vital reference source that examines the relationship between language education and technology and the potential for curriculum enhancements through the use of mobile technologies flipped instruction and language learning software This multi volume book is geared toward educators researchers academics linguists and upper level students seeking relevant research on the improvement of language education through the use of technology Action Strategies for Deepening Comprehension Jeffrey D. Wilhelm, 2002 This book provides a wealth of enactment techniques that help students apply their social physical and intellectual selves to the books they read to help improve their comprehension **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

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

The Great Gatsby Roger Lathbury, 2000 A guide to F Scott Fitzgerald's most famous work Written for high school students chapters discuss the history of the work historical and biographical themes the critical response and academic approaches to the book

The Great Gatsby Coles Editorial Board, F. Scott Fitzgerald, 1983

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

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Thinking about Literature Robert McMahon, 2002 Details a different system for teaching classic and contemporary literature in high school that is designed to keep students interested in what they are learning and understand the material

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Table of Contents Chapter 5 Great Gatsby Questions

1. Understanding the eBook Chapter 5 Great Gatsby Questions
 - The Rise of Digital Reading Chapter 5 Great Gatsby Questions
 - Advantages of eBooks Over Traditional Books
2. Identifying Chapter 5 Great Gatsby Questions
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Chapter 5 Great Gatsby Questions
 - User-Friendly Interface
4. Exploring eBook Recommendations from Chapter 5 Great Gatsby Questions
 - Personalized Recommendations
 - Chapter 5 Great Gatsby Questions User Reviews and Ratings
 - Chapter 5 Great Gatsby Questions and Bestseller Lists
5. Accessing Chapter 5 Great Gatsby Questions Free and Paid eBooks
 - Chapter 5 Great Gatsby Questions Public Domain eBooks
 - Chapter 5 Great Gatsby Questions eBook Subscription Services

- Chapter 5 Great Gatsby Questions Budget-Friendly Options
- 6. Navigating Chapter 5 Great Gatsby Questions eBook Formats
 - ePub, PDF, MOBI, and More
 - Chapter 5 Great Gatsby Questions Compatibility with Devices
 - Chapter 5 Great Gatsby Questions Enhanced eBook Features
- 7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Chapter 5 Great Gatsby Questions
 - Highlighting and Note-Taking Chapter 5 Great Gatsby Questions
 - Interactive Elements Chapter 5 Great Gatsby Questions
- 8. Staying Engaged with Chapter 5 Great Gatsby Questions
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Chapter 5 Great Gatsby Questions
- 9. Balancing eBooks and Physical Books Chapter 5 Great Gatsby Questions
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Chapter 5 Great Gatsby Questions
- 10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
- 11. Cultivating a Reading Routine Chapter 5 Great Gatsby Questions
 - Setting Reading Goals Chapter 5 Great Gatsby Questions
 - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of Chapter 5 Great Gatsby Questions
 - Fact-Checking eBook Content of Chapter 5 Great Gatsby Questions
 - Distinguishing Credible Sources
- 13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development
 - Exploring Educational eBooks
- 14. Embracing eBook Trends

- Integration of Multimedia Elements
- Interactive and Gamified eBooks

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