

Name: \_\_\_\_\_

# THE GREAT GATSBY

## Close Reading Inference Worksheet (Chapter 1)

**Directions:** Use these questions to reflect more deeply about the novel's plot. For short answer questions, respond in complete sentences.

\_\_\_\_ 1. The author begins the novel with a soliloquy from the narrator. What is the author's intent? Choose the most logical option in the context of the chapter.

- A. To invite the reader into the private thoughts of the narrator.
- B. To create a sense of empathy toward the narrator.
- C. To characterize the narrator as an insecure person.
- D. To provide background on how difficult the narrator's upbringing was.

\_\_\_\_ 2. Which statement most accurately explains the narrative technique?

- A. A third person omniscient narrator allows readers into the minds of all characters.
- B. A third person limited narrator invites readers into the mind of the protagonist.
- C. A first person narrator reflects on the past to help readers understand how events unfolded.
- D. A first person narrator explains how circumstances play out in live time.

3. According to Nick, why do people confide their innermost thoughts to him?

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# Chapter 1 Great Gatsby Lesson Plans

**Jackson R. Bryer, Nancy P. Vanarsdale**



## **Chapter 1 Great Gatsby Lesson Plans:**

**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

**Common Core Curriculum: English, Grades 9-12** Great Minds,2014-04-16 Common Core's English resources empower educators to meet the expectations of the Common Core State Standards CCSS for English Language Arts ELA and build essential content knowledge for students in grades 9-12 Each grade in The Wheatley Portfolio features a comprehensive coherent sequence of thematic units that engage students in deep study of worthwhile texts and topics Features of this book include Six thematic units for each grade each centered on a curated collection of literary and informational texts Focus standards for each unit that complement the topic and promote student mastery of essential literacy skills Suggested texts and activities to incorporate science art and history into English instruction This revised second edition includes a sample text study that guides students through a close read of an exemplary text updated web resources and refreshed suggested works Educators who create their curriculum based on Common Core's Wheatley Portfolio guarantee that students are exposed to content rich instruction and have ample opportunity to master the reading writing speaking listening and language skills articulated in the CCSS for ELA **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

**Resources in Education**,1993 **Teachable Moments** Dennis M. Fare, Allison Coyle,2017-02-15 Teachable Moments will look at various pieces of the vocation of what it means to be a teacher in our school buildings today through all of the most impactful reforms on the fabric of American education As administrators we see the push for the need to create data

tables and pie charts in an attempt to make conclusions about improving instructional practices to encourage student performance. Some things many moments cannot be quantified however. So where do we begin? There is absolutely no singular starting point but the experience of the teaching practitioner is vast and goes far beyond that which can be measured numerically. Our vocation and its many ups and downs often cannot be assigned a neat number. This book will examine the ways in which school districts approach these educational changes through the lens of the teacher. From one on one teacher interactions with each other to those memorable moments with students this book will be a collection of rich essays that capture the experience of the newer teacher.

**Teaching Literature to Adolescents** Richard Beach, Deborah Appleman, Susan Hynds, Jeffrey Wilhelm, 2013-08-21. This text for pre service and in service English education courses presents current methods of teaching literature to middle and high school students. The methods are based on social constructivist socio cultural theories of literacy learning and incorporate research on literary response conducted by the authors. *Teaching Literature to Adolescents* a totally new text that draws on ideas from the best selling textbook *Teaching Literature in the Secondary School* by Beach and Marshall reflects and builds on recent key developments in theory and practice in the field including the importance of providing students with a range of critical lenses for analyzing texts and interrogating the beliefs attitudes and ideological perspectives encountered in literature organization of the literature curriculum around topics themes or issues infusion of multicultural literature and emphasis on how writers portray race class and gender differences use of drama as a tool for enhancing understanding of texts employment of a range of different ways to write about literature integration of critical analysis of film and media texts with the study of literature blending of quality young adult literature into the curriculum and attention to students who have difficulty succeeding in literature classes due to reading difficulties disparities between school and home cultures attitudes toward school English or lack of engagement with assigned texts or response activities. The interactive Web site contains recommended readings resources and activities links to Web sites and PowerPoint presentations and opportunities for readers to contribute teaching units to the Web site databases. Instructors and students in middle and high school English methods courses will appreciate the clear engaging useful integration of theory methods and pedagogical features offered in this text.

**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.

*Joycean Elements in F. Scott Fitzgerald's The Great Gatsby* Barney Tanner, Bernard R. Tanner, 2007. This research monograph argues that Scott Fitzgerald consciously used a variety of Joycean devices in *THE*

GREAT GATSBY and these devices were the result of close readings of Joyce's DUBLINERS and ULYSSES. The monograph breaks new ground in Fitzgerald scholarship and has implications for Joyceans as well. The author's research was first begun under the mentorship of Professor Wallace Stegner and has lasted over 35 years. Tanner also benefited from a correspondence with Edmund Wilson prior to Wilson's death. This study sets out to prove that Fitzgerald modeled numerous elements of GATSBY on elements found in Joyce's ULYSSES. FSF imitated Joyce's use of the first letter in each of the parts of ULYSSES. There, Joyce alluded to two matters: 1) the first names of his characters and 2) the logical steps of a syllogism. Fitzgerald enriched this device. He developed three parts in his novel, 3-3-3, and used the first and last letters of each of his 9 chapters for two purposes: to repay in a bold and playful way his debt to Joyce and to honor Ernest Renan, famed for his LIFE OF JESUS and a source of burlesque techniques employed in Gatsby. This is just one example of a number of research issues raised by Tanner, a number new to Fitzgerald scholarship. Other chapters deal with FSF's imitation of Joyce's Araby in Fitzgerald's story Absolution, a precursor to Gatsby; sources for Christian allusions and direct allusions to ULYSSES; the shadowing and doubling of characters; patterns of imagery and numeracy in topics and theme. The work contains two appendices including a significant comparison of Trimalchio and THE GREAT GATSBY.

**Methods for Teaching** David Jacobsen, 1985. *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.

**Teaching English in Middle and Secondary Schools** Rhoda J. Maxwell, Mary Jordan Meiser, 1997. This methods book advocates a process approach to English instruction which is interactive and developmental, one that is learner-centered rather than teacher-centered. English Journal, 1997.

**Teaching Writing in Middle and Secondary Schools** Margot Soven, 1998. Handbook for English language arts teachers of students in grades 6-12. *I'm Sorry About the Clock* Thomas Pendleton, 1993. Pendleton that virtually none of these temporal incoherences seem to have been noted before. Moreover, this study departs from the critical consensus that the earlier drafts of the novel are evidence of Fitzgerald's consummate artistry. Among the discoveries presented here are that Fitzgerald made no use of the 1922 calendar; that he did not work out the novel's time scheme until after completing about half of the manuscript; version possibly because he intended Gatsby to be much longer and that quite probably he attempted to disguise at least some of the book's temporal misplacements and contradictions. Further, this study shows that even the most praised of Fitzgerald's revisions, his relocation of materials dealing with Gatsby's past so as to gradually reveal his secret, was apparently without exception accompanied by faulty temporal connections to the plot line.

A History with a Difference Mathew T. Downey, James R. Giese, Fay D. Metcalf, *The Great Gatsby* LessonCaps, 2012-08-12. 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 Illinois English Bulletin ,1959 *A Voice Full of Money* Derick Bingham,2001 F Scott Fitzgerald was the star and spokesman for the decade he called the Jazz Age the 1920 s the greatest and gaudiest spree in history which saw a whole race going hedonistic deciding on pleasure It all crashed and with it came a severe poisoning of the American dream In his masterpiece *The Great Gatsby* he warns of the corruption of values and the decline of spiritual life Fitzgerald s writing is looked on today by millions as prophetic This book is a look at what he so masterfully exposed and its aim is to apply the ageless Scriptures to the emptiness of hedonism and show how we can be led to make the right choices to travel on the right road and to know a sure and steadfast hope in the midst of a Western civilization that is selling its very soul for the transient

**McGraw-Hill Education SAT 2017 Edition** Christopher Black,Mark Anestis,2016-05-13 Publisher s Note Products purchased from Third Party sellers are not guaranteed by the publisher for quality authenticity or access to any online entitlements included with the product The go to study guide that will prepare you for the SAT with invaluable features and customizable test planner app We ve put all of our proven expertise into McGraw Hill s SAT 2017 to make sure you re ready for this difficult exam You ll get essential skill building techniques and strategies developed by professional SAT instructors who have helped thousands of students just like you to succeed on this important test Packed with targeted instruction this guide will boost your test taking confidence and help you dramatically increase your scores You ll get online help 4 full length practice tests hundreds of practice problems and all the facts about the redesigned SAT exam Features Include 4 realistic full length practice SATs Comprehensive coverage of all math and evidenced based reading and writing sections In depth review of the new optional essay section Explanation of the new scoring system Hundreds of sample questions with detailed explanations Strategies to help you answer every type of SAT question FREE customizable Test Planner app to help you organize your time and set your own study goals The Way We Really Live Sam Bass Warner,1977

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