

The Great Gatsby by F. Scott Fitzgerald

Study Guide

Chapter 1

1. Explain what Fitzgerald achieved by using Nick's point of view to tell Gatsby's story?
Nick gives us the reader an unbiased view.
2. What do we learn about Nick Carraway in the introductory section of the novel?
Trained to be nonjudgmental but later it becomes an issue with other certain characters.
3. In discussing East Egg and West Egg, Nick states, "To the wingless a more arresting phenomenon is their dissimilarity in every particular except shape and size." Indicate what the dissimilarities might be.
There is an architectural difference between the two. East egg is traditional and west egg is a little more modern. East egg is snobby and narrow minded while west egg is open minded on new ways to use money.
4. Compare the homes of Nick, Gatsby and the Buchanans. How does each home reflect the personality of its owners?
Nick owns a little bungalow, its practical, secluded, and shows his independence. Gatsby's mansion is creative, flashy, open minded, careless, and lonely. Buchanan mansion is traditional, narrow minded, plain, boring, dull, and gray.
5. Fitzgerald's description of Tom, Daisy, and Jordan creates not only an impression of physical appearance, but also contains added information. What do you learn about their history and interests, and from their gestures and mannerisms?
Tom is athletic and plays polo, he is a bigot, and only interested in himself. He is blunt and hurtful. Daisy is traditional and comes from a spoiled childhood. Daisy is polite to company but subtle in her forcefulness.
6. When Nick leaves the Buchanan's house, he is "confused and a little disgusted." Why? What does this suggest about his values?
Daisy and Tom are forcing their way into the rumor of his engagement. Nick doesn't agree with their approach and really doesn't understand the Buchanan situation.
7. Though we do not meet Gatsby until Chapter 3, we hear references to him in the conversations of others. Note each reference. What impression do you get?
Nick discusses Gatsby on page 24 and then he sees Gatsby outside his house. We see Gatsby as a mysterious man who seems carefree and a little creepy.

Chapter 2

1. In what way is the description in the opening paragraphs of Chapter 2 appropriate to the total atmosphere of this chapter? What is symbolic about the "valley of ashes" and "the eyes of Dr. T. J. Eckleburg"?
Everything is grey. The chapter is dull and there is no relevance just a loss of hope. The eyes are the eyes of God and the loss of God in the modern world.
2. Evaluate Myrtle's talk of her unhappy marriage. What does she seem to be trying to justify?
Myrtle claims she married George because he was a gentleman. In reality what she wants is an old timey gentleman with money. AKA Tom.
3. How does Myrtle's speech reveal her character?
Myrtle is simple minded, selfish, dimwitted, low self-esteem, and not the pretty sister.
4. What does the scene in this New York apartment reveal about Tom? About Myrtle?

Answers For Great Gatsby Advanced English 1study Guide

Arthur James Wells



Answers For Great Gatsby Advanced English 1study Guide:

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publishers distributors whose titles are represented as well as information on trade associations local agents of overseas publishers literary awards more From Thorpe *Subject Guide to Books in Print* ,1983 *Teaching Literature and Language Through Multimodal Texts* Domínguez Romero, Elena,Bobkina, Jelena,Stefanova, Svetlana,2018-08-17 In the past few decades there has been a growing interest in the benefits of linking the learning of a foreign language to the study of its literature However the incorporation of literary texts into language curriculum is not easy to tackle As a result it is vital to explore the latest developments in text based teaching in which language culture and literature are taught as a continuum Teaching Literature and Language Through Multimodal Texts provides innovative insights into multiple language teaching modalities for the teaching of language through literature in the context of primary secondary and higher education It covers a wide range of good practice and innovative ideas and offers insights on the impact of such practice on learners with the intention to inspire other teachers to reconsider their own teaching practices It is a vital reference source for educators professionals school administrators researchers and practitioners interested in teaching literature and language through multimodal texts **Resources in Education** ,1984 Global Perspectives on Gameful and Playful Teaching and Learning Farber, Matthew,2019-12-27 In the fast changing field of education the incorporation of game based learning has been increasing in order to promote more successful learning instruction Improving the interaction between learning outcomes and motivation in games both digital and analog and promoting best practices for the integration of games in instructional settings are imperative for supporting student academic achievement Global Perspectives on Gameful and Playful Teaching and Learning is a collection of innovative research on the methods and applications that explore the cognitive and psychological aspects underpinning successful educational video games While highlighting topics including nontraditional exercise mobile computing and interactive technologies this book is ideally designed for teachers curriculum developers instructional designers course designers IT consultants educational software developers principals school administrators academicians researchers and students seeking current research on the design and integration of game based learning environments **The Clique** ,1954 **Multimedia and Videodisc Compendium** ,1995 El-Hi Textbooks in Print ,1984 Books in Print Supplement ,2002 El-Hi Textbooks and Serials in Print ,1986 *Saturday Review* ,1968 **Situations** Betty Jane Wagner,Mark Larson,1995 Presents various challenging situations English teachers will most likely face and provides questions to consider and thoughts on each issue Covers such areas as lessons that flop the paper load curriculum second language learners abused students and attacks on the teacher s competence **The British National Bibliography** Arthur James Wells,2003

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