"mostly we authors repeat ourselves--that's the truth. We have two or three moving experiences in our lives--experiences so great and moving that it doesn't seem at the time that anyone else has been so caught up and pounded and dazzled and astonished and beaten and broken and rescued and illuminated and rewarded and humbled in just that way before. Then we learn our trade, well or less well, and we tell our two or three stories--each time in a new disguise--maybe ten times, maybe a hundred, as long as people will listen."—F. Scott Fitzgerald

What's Inside:
-Class Structure/Point Totals
-Calendar
-Annotation Assignments
-Group Assignments
-Paper Assignments
-Study Guide questions
Great Gatsby Class Structure

Depending on the day, here’s what we’ll be up to:

1) Discussion Days: You will be engaged in one of the following activities:
   - Whole Class Discussion (in the circle)
   - Whole Class/Group Activity (regular arrangement)
   - Group Discussion (with group)

2) Maintenance Days: You will be engaged in one of the following activities
   - ACT practice
   - Grammar
   - In-class time to read or write

Readings: For some reading assignments you will have several days to complete a chapter; others will require you to read a good number of pages in a single night. I will try to give you some class time when possible to get ahead on your reading.

Writing Assignments (70 points): You will be completing three responses over the course of the novel (four if you count the one due Tuesday, the 11th); they will be assigned on a Wednesday or Thursday and will be due the following Monday or Tuesday. I hope to use class time on Fridays to prepare, compose and revise these assignments. The writing assignments are in this packet.

Journals/Questions (15 points): I will ask you to respond to a question or write your own questions during the course of the novel; this may take place in class or during outside of reading. You’ll get a handout when such an assignment is required. I will collect the journals toward the end of the unit.

Participation (45 points): Will be 15 points a week, so roughly 5 points for each discussion we have. This’ll add up. It will be absolutely essential that you use your group time effectively.

Quizzes (30 points): I have scheduled a quiz a week covering the readings (and, potentially, grammar)—the first will be 5 points, the second 15, the last 10 points. If I feel that the reading is not being done, I may have to resort to daily assessments.

Annotation (30 points): see annotation page for more.

Test (25 points): Will be essay based off of your annotation. Scheduled for November 1.
Annotation/Side Notes Assignment: Symbolism

First and foremost: Please do not use Cliff Notes or Sparknotes for this novel. I am supportive of you using them with The Scarlet Letter, but I feel you will find this novel an enjoyable read if allow yourself the opportunity.

At the end of the unit, I will collect your books and assess you for the work you do to read carefully and critically. This is either the easiest 30 points you can earn, or the easiest way to fail the class.

Your Responsibilities:
1) **Track your symbol** (see below) throughout the novel: Mark where your symbol(s) appears in the reading; note who or what it is connected to and what it may mean. You will be expected to share your findings with your group mates, and you essay test at the end of the novel will be on what you found.
2) Each chapter, **pick one page that you feel is significant and take notes on what is going on**. Underline key passages. Make notes on the margin. Write a question or make a thematic connection at the bottom of the page.
3) Finally, be sure to highlight other sections of the chapter that seem significant to you—or you are confused about—and take notes on areas of the text discussed in class.

What is a symbol? It’s a concrete object that stands not only for itself but for some abstract idea as well. For example: A red rose is a flower, but can also be a symbol of love or beauty.

Symbol Groupings in Gatsby:
- **a) Color symbolism:** the green light, yellow, white, gray
- **b) Location symbolism:** west egg vs. east egg; east vs. (mid)west; seasons
- **c) Car Symbolism and Death Imagery**
- **d) ‘Higher power’ symbolism:** Eyes, religious imagery, flowers

(see group assignments on the next page for your specific task)

Here’s Your Test question: What is the purpose and significance behind one of the symbols you tracked? How does this symbol develop over the course of the novel, and how does that relate to the events and/or character development that take place?
Gatsby Response #1 (20 points)

Please finish reading Chapter 3 before responding. Choose one of the following options…please remember that you will need to quote the text for all of them.

Formalist/Pragmatic/Expressive Response:
Here’s a good question: Why Nick? Fitzgerald could have chosen any perspective for his point of view—he primarily used third person for the short stories leading up to the novel—but he chose first person narration, and he developed Mr. Carraway for a purpose. Why? Based on what you’ve read so far, what do you think Nick’s role is? How does it connect to the author’s own perspective? Can we trust Nick? (He says at the end of 39 that he is “the only honest man he’s ever known”; literary critics, however, often consider him hopelessly dishonest and hypocritical.)

Meta-Textual/Pragmatic/Formalist Response:
Here’s another: Fitzgerald seems to be utterly obsessed with eyes and noses and mouths in The Great Gatsby and “Winter Dreams”. Find descriptions in both texts and consider their significance: What do they tell us about the characters being described, and how do they relate to ideas or issues we’ve talked about in the last week? How does it connect with what makes a first impression on you and other people your age? Why are these facial features such powerful symbols?

Creative Response:
One of the reasons The Great Gatsby remains the Great American Novel is the writing, which is often described as “poetic,” “expressive,” or “imagistic.” Here’s your chance to try it out for yourself:

1) Find a spot where you found the writing to be powerful or meaningful—let’s say a paragraph or several sentences—and note why you selected it: what impression did it leave on you. What did the author do to give you that feeling?

2) Try imitating or modeling Fitzgerald’s style in your own observations of the world. You may pick any mundane or end-of-the-world subject, but here’s some practical ideas:
   - Scenes from a party you go to this weekend.
   - A late night walk by yourself.
   - A vivid portrait/reflection of a girlfriend/boyfriend.
   - Your first impressions of someone new you meet.

3) Include a paragraph that describes the stylistic choices you made—How did you consciously evoke Fitzgerald in your writing?
Gatsby Response #2 (20 points)

Please complete your reading of Chapter 6 before beginning this assignment. Then pick one of the following options:

**Mimetic Response:**
Investigate one of the historical and/or cultural aspects of the novel, then connect it back to its significance in the text. What is Fitzgerald’s commentary on it and how it affects the characters and society of his novel? A few ideas:

- Automobiles
- Flappers/party scene
- Prohibition
- The stock market
- Jazz music
- Racism/immigration backlash

If you choose this option, please touch base with me, so I can direct you toward the right resources. You are required to cite your sources.

**Pragmatic Response:**
Does Gatsby really love Daisy? I’m curious to hear if you buy into his dreams, or if you think he’s delusional and is really in love with the idea of her. Be sure to support your views with evidence from the text.

**Formalist Response:**
In a nice and tidy one page response, choose of the following symbols that we have not discussed and explain what it represents and what its significance

- Gatsby’s clothes (note the difference between his and the Buchanans)
- The passage of time (‘time’ appears 487 times in the novel)
- The weather (it will help a great deal if you’re ahead on the reading)
- The role of sports in the novel

Again, be sure that you support your views with clear evidence from the text.
Gatsby Response #3 (30 points)

Your final paper will require you to use an outside source in addition to the novel, thereby requiring a works cited page. Please select one of the following options:

**Formalist/Pragmatic Response:**

1. Is *Gatsby* a criticism of the American Dream, or does it (cautiously) reaffirm it? Or is it something else entirely?

2. Admirable or loathsome? Jay Gatsby: a romantic dreamer whose pursuit is heroic, or a morally corrupt figure we should distance ourselves from? Argue your case.

*Literary criticism will be provided for these responses.*

**Meta-Textual Response:**

3. Watch *Wall Street*, Oliver Stone’s seminal film about 1980s greed. Write a response comparing and contrasting one of the following:
   - Bud Fox and Nick Carraway: their characters/moral dilemmas/their futures.
   - Gordon Gekko/Jay Gatsby: their illusions, particularly Gatsby’s “past” and Gekko’s “greed” speeches.
   - The role of fathers or surrogate fathers in the texts.
   - Each film’s view of how greed compromises the Dream.

**Mimetic/Pragmatic Response**

4. Sven Bickerts’ “A *Gatsby* for Today” argues that the novel is as relevant to the 1980s (when he wrote the essay) as it was during the 1920s, suggesting that the novel’s significance transcends the time period it was written in. If you agree, write your own “A *Gatsby* for 2005,” discussing what you feel are the most relevant aspects of the novel to today’s world. What is the lasting message of the novel to your generation?
Questions to Ponder During the First Chapters of the Novel

Chapter 1
What is the difference between East Egg and West Egg and the people who live in each?

What kind of relationship exists between Nick and the Buchanans?

What is the significance of Tom’s reference to the book he is reading?

On page 18, Daisy describes herself as sophisticated. Is she proud and happy about this? Why does Daisy always speak in such exaggerated phrases? Why do you think she wants her daughter to grow up to be a fool?

When Nick leaves the Buchanan's house, he is "confused and a little disgusted." Why? What does this suggest about his values?

Why does Gatsby reach out to the water?

Chapter 2
The railway and road into New York City between West Egg and the city passes through an ugly section of land. What is the prominent color and substance which Fitzgerald writes about in the opening paragraph?

Contrast the green light at the end of Chapter 1 and the gray images in the Valley of Ashes in Chapter 2. What thematic statement do the contrasting images reveal?

Why is Tom having an affair? What does Myrtle mean to Tom? Is Tom in love with her? Why does Tom insist on showing Myrtle off to Nick? What things does Myrtle buy? What does this say about her?

Like the first chapter, the second chapter describes a party. But what is the difference in the people’s attitudes and behavior at these parties, specifically Tom and Nick, who are at both parties?

Why does Tom break Myrtle’s nose? -Daisy and Myrtle each embody a way of living, thinking, feeling and acting, with corresponding beliefs about love, marriage, etc. Try to determine these.

Chapter 3
Note that the first three chapters, each of which is set in one basic locale, include three different styles of parties and three different social levels and types of people. How does Fitzgerald show this difference?
What is the significance of the "owl-eyed" man?

What is the contrast between Gatsby and his party?

What is the significance of Jordan's lies? What does Jordan's comment mean when she says, "And I like large parties. They're so intimate. At small parties there isn't any privacy"? p

Why are Gatsby's gardens “blue”? p. 43
Gatsby Vocabulary

Chapter 1
1. Incredulous
2. Reciprocal
3. Wan
4. Complacent
5. Intimation
6. Feign
7. Supercilious
8. Conscientious

Chapter 2
1. Contiguous
2. Facet
3. Cower
4. Interpose
5. Apathetic
6. Languid
7. Imply
8. Strident
9. Deft
10. Clad

Chapter 3
1. Permeate
2. Innuendo
3. Vehement
4. Cordial
5. Impetuous
6. Vacuous
7. Corpulent
8. Provincial

Chapter 4
1. Knickerbockers
2. Fluctuate
3. Sporadic
4. Divine retribution
5. Rajah
6. Elicit
7. Valor
8. Somnabulatory
9. Jauntily

Chapter 5
1. Rout
2. Suppressed
3. Innumerable
4. Ecstatic
5. Reproach
6. Obstinate
7. Exultation
8. Hulking
9. Nebulous

Chapter 6
1. Laudable
2. Insidious
3. Repose
4. Debauch
5. Antecedent
6. Ingratiate
7. Perturb
8. Dilatory
9. Desolate
10. Elusive

Chapter 7
1. Insistent
2. Tentative
3. Tumult
4. Portentous
5. Irreverent
6. Vicarious
7. Rancor
8. Formidable

Chapter 8
1. Indiscernible
2. Garrulous
3. Incoherent
4. Conceivable
5. Forlorn
6. Laden

Chapter 9
1. Pasquinade
2. Derange
3. Surmise
4. Superfluous
5. Eloquence
6. Unutterable
7. Orgastic
8. Commensurate
Study Questions

Chapter One

1. Why is Nick Carraway made the narrator? Why tell this story from Nick’s point of view? What does that enhance -- or obscure -- in the telling?

2. What kind of relationship exists between Nick and the Buchanans?

3. Why does Daisy always speak in such exaggerated phrases?

4. What is the significance of Tom’s reference to the book he is reading?

5. Why does Daisy hope her child will be a beautiful fool?

6. Why does Nick feel that Daisy is trying to show off her cynicism?

7. Why does Daisy describe her youth as a “white girlhood”?

8. Why does Gatsby reach out to the water?

9. On pages 1 and 2 the narrator of the novel introduces himself. What qualifications does Nick establish that should make him a good and trustworthy narrator?

10. When did the narrator return from the East Coast?

11. At his return, apparently he was upset with everyone he knew except Gatsby. Why does he say he approved of Gatsby?

12. Why did Nick move to the East?

13. What is the difference between East Egg and West Egg and the people who live in each?

14. Who are Tom and Daisy Buchanan? What is your first impression of Tom as he described in the novel?

15. What kind of party do the Buchanans throw for Nick?

16. Tom is very opinionated and talks about some of his theories. Indicate what some of his theories are.

17. Describe Daisy and decide her most outstanding characteristic.

18. Two telephone calls interrupt the dinner party. Who presumably made the calls?
19. On page 18, Daisy describes herself as sophisticated. Is she proud and happy about this? Why do you think she wants her daughter to grow up to be a fool?

20. How do Jordan and Daisy know each other and what does Jordan do for a living?

21. Who does Nick see on the lawn outside his home when he returns to West Egg and what does he seem to be staring at?

1. Explain what Fitzgerald achieved by using Nick's point of view to tell Gatsby's story?
2. What do we learn about Nick Carraway in the introductory section of the novel?
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.
4. Compare the homes of Nick, Gatsby, and the Buchanans. How does each home reflect the personality of its owner?
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?
6. When Nick leaves the Buchanan's house, he is "confused and a little disgusted." Why? What does this suggest about his values?
7. Though we do not meet Gatsby until Chapter 3, we hear references to him in the conversations of others. Note each reference. What impressions do you get?

1. What is the advice that Nick's father gave him? Does Nick believe it?
2. When Nick came back from the East last autumn, what did he want? Who is the exception and why?
3. Where is Nick from? Where did he go to school?
4. Why did he decide to live on East Egg?
5. Describe East and West Eggs.

East Egg West Egg

6. Who are Tom and Daisy Buchanan? Give four facts about each of them.

Tom Buchanan
Daisy Buchanan

7. What did Daisy say when her child was born? What do you think she meant by this?
8. Who is Jordan Baker? What kind of story does Nick remember hearing about her?
9. Where are Jordan and Daisy from?
10. What rumor about Nick have Daisy and Tom heard?
11. What do you think Nick thinks of Tom and Daisy at this point, even though he “reserves judgment” of them and does not directly give his assessment of them?

12. What does Nick see in the yard after he returns from the Buchanans?

13. What does Nick see over the water?

1. Describe the ambiguity in Nick's initial descriptions of Gatsby.
2. How does the tone of Nick's description of Tom reveal Nick's feelings about Tom?
3. How would you describe Daisy's state of mind during dinner? What does she say and do that helps reveal her inner conflicts?
4. Nick thinks that, given the state of their marriage, Daisy should leave Tom, but it is clear to him that she has no intention of doing so. What indication is there that Tom and Daisy are closely linked despite their marital difficulties?
5. What indications are there that the green light will have a powerful emotional significance to Gatsby?

1. Consider the references to people in literature or history in the chapter. What purpose(s) do they serve?

2. Write a character sketch of Daisy (or Tom or Jordan), focusing on the recurring "tag" used to describe them. Daisy leans forward and talks in a low voice; Tom is restless and hulking; Jordan balances something on her chin almost in an athletic stance. What is Fitzgerald's purpose in thus describing them?

3. Explain how the first chapter of this novel is critically important in the development of plot, characters, and themes.

Chapter 2

1. Consider the possibilities of an agrarian society being the epitome of the American Dream. Find evidences of farming or pastoral scenes and diction in the first two chapters which suggest the belief that such a society fulfills the ideal American Dream.

2. Contrast the green light at the end of Chapter 1 and the gray images in the Valley of Ashes in Chapter 2. What thematic statement do the contrasting images reveal?

3. How can George Wilson be said to symbolize the American Dream? Consider the Horatio Alger ("rags-to-riches") motif, as well as his undying desire to better his situation.

4. Write about Fitzgerald's poetic style, focusing especially on the vivid metaphors and images, such as this description from Catherine: "Her eyebrows had been plucked and then drawn on again at a more rakish angle, but the efforts of nature toward the restoration of the old alignment gave a blurred air to her face." How is Fitzgerald a disciplined writer with great control of his prose?

5. Research descriptions of archetypal heroes, including their mysterious beginnings associated with rumors and mythical power. Consider Gatsby as such a hero, based upon the rumors surrounding him.
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 Doctor T. J. Eckleburg"?

2. Evaluate Myrtle's talk of her unhappy marriage. What does she seem to be trying to justify?

3. How does Myrtle's speech reveal her character?

4. What does the scene in this New York apartment reveal about Tom? About Myrtle?

5. Does Nick enjoy the afternoon at the apartment in New York? Why or why not?

1. Why is Wilson covered with dust from the ashes?

2. Why does Myrtle Wilson behave with such hauteur, both toward her husband and in the city apartment?

3. Why does Nick see himself as both on the outside and inside of the apartment?

4. What is ironic about Myrtle saying, "You can't live forever"?

5. What two facets of Tom's personality are revealed when he breaks Myrtle's nose?

6. The railway and road into New York City between West Egg and the city passes through an ugly section of land. What is the prominent color and substance which Fitzgerald writes about in the opening paragraph?

7. Critics call this area, which is actually supposed to be Queens, the Valley of Ashes because of the description. What is the economic status of the people who live here?

8. Who are Myrtle and George Wilson? How does Tom B. know them?

9. What are the "eyes of Dr. Eckleburg" described in your book?

10. Myrtle is Tom's mistress. How does she differ in looks and manner from Daisy?

11. In buying the dog for Myrtle, Tom uses a word to describe the sex of the dog. Would Tom have used it in his household in front of Daisy? What does this show about his character?

12. Like the first chapter, the second chapter describes a party. But what is the difference in the people's attitudes and behavior at these parties, specifically Tom and Nick, who are at both parties?

13. Mrs. Wilson changes her dress. What happens to her demeanor when she changes into the cocktail dress?

14. Why did Myrtle marry her current husband? Why do you think she is involved with Tom?
15. What even breaks up the party and what does that event truly tell you about Tom?

6. Why does Tom insist on showing Myrtle off to Nick?
7. What things does Myrtle buy? What does this say about her?
8. How does Myrtle change when she enters the apartment?
9. What rumor has Catherine heard about Gatsby?
10. Why does Myrtle think that Tom isn’t divorced?
11. How did Myrtle discover that George wasn’t a gentleman?
12. How are Tom and Myrtle alike (personality and values)?
13. Why does Tom break Myrtle’s nose?
14. How do Tom’s actions in this chapter reveal his basic character to be domineering and arrogant?

1. Describe the setting of the valley of ashes where George and Myrtle live. What aspects of the setting imply that it is intended to have a symbolic meaning as well as a literal one?
2. How does Fitzgerald describe Myrtle Wilson? Does her physical appearance reflect her character in any way?
3. Compare the setting of the party in this chapter with the setting of the party in Chapter One. Why does Tom attack Myrtle at the end of the party? How does this validate Fitzgerald’s description of Tom in Chapter One?

Chapter Three

1. What is revealed when Nick says that people aren't actually invited to Gatsby's parties, they just sort of go there?
2. Why is Jordan Baker again described as looking contemptuous?
3. What is the significance of the "owl-eyed" man?
4. Why does the owl-eyed man describe Gatsby as a real Belasco?
5. What is the contrast between Gatsby and his party?
6. What is the significance of Jordan's lies?
1. Note the vivid description of activities at Nick’s neighbor’s house in the first paragraph. Write down all the metaphors and similes you can find.

2. Look at the same paragraph and tell me what the last sentence says about the type of people who attend Gatsby’s parties and what kind of parties he holds.

3. Note that the first three chapters, each of which is set in one basic locale, include three different styles of parties and three different social levels and types of people. How does Fitzgerald show this difference?

4. How many people had been invited to Gatsby’s party?

5. Much gossip about Gatsby, who seems to be a mysterious figure to everyone at the party, fills Nick’s ears during this chapter. What are the specific rumors about Gatsby and his background that Nick overhears?

6. What observation about Gatsby’s books (and therefore his character) does the owl-eyed man in the library make? How does this tie in with the information we receive about the way he throws a party?

7. What is unusual about Gatsby’s behavior at his own party?

8. How does Nick meet his host and why is the scene somewhat humorous?

9. What is the most outstanding physical feature of Gatsby which Nick comments on at length?

10. A violent event ended the party at Myrtle Wilson’s apartment in Chapter 2. What violent event occurred at the end of this party?

11. How is Gatsby shown at the end of the party?

12. After the party at Gatsby’s house ends, we return to the present time when Nick is back in the Mid-West writing down the story. Here he tells the reader how he became involved with Jordan and of two incidents with cars in which she had exposed her character as “incurably dishonest” and careless. What are those two incidents?

Chapter 3

1. Why are Gatsby’s gardens “blue”? p. 43

2. What is the tone of the first paragraph on p. 43?

3. Why do people arrive at Gatsby’s parties uninvited, “[conduct] themselves according to the rules of behavior associated with amusement parks”, and come “with a simplicity of heart that was its own ticket of admission”? p.45
4. What is the effect of describing the man in the library as having “enormous owl-eyed spectacles”? Why is the man surprised that the books are real? What is the function of this scene? p.49

5. What does Jordan’s comment mean when she says, “And I like large parties. They’re so intimate. At small parties there isn’t any privacy”? p.54

6. Why does Nick think, “I could see nothing sinister about him”? p.54

7. What is the effect of Nick’s assessment of himself when he reflects, “Everyone suspects himself of at least one of the cardinal virtues, and this is mine: I am one of the few honest people that I ever known”? p.64

8. Why does Fitzgerald describe the party (in the passage beginning “By seven o’clock the orchestra has arrived”) in the present tense?

2. How does Nick characterize the guests at Gatsby's party? What do his characterizations tell us about how Nick feels about most of these people? What sense of life in the Jazz Age do we get from the description of this party?

3. Describe the ambiguity in Gatsby's character that strikes Nick.

4. Describe two incidents involving automobiles in this chapter. What role do automobiles seem to play in the novel so far?

Chapter 3

1. Trace references to music in the Jazz Age—specific songs, types of instruments, description of the sounds—and draw a conclusion about their purpose(s). Discuss the dominant musical types of the 1920s.

2. Find a list of the seven deadly sins and the seven cardinal virtues. Write a paper in which you analyze some or all of the characters in regard to these sins and virtues. Which vice or virtue does each manifest?

3. Study Nick as a symbol of honesty and Jordan as a symbol of dishonesty. Write a character sketch which reveals their likenesses and differences in terms of veracity and credibility.

Chapter Four

1. Why is the catalog of Gatsby's guests included?

2. Why does Gatsby call Nick "old sport"?

3. Why does Wolfsheim mourn the passing of the Metropole?

4. What is ironic about Gatsby’s appraisal of Jordan?

5. What is significant in Jordan's remark that Daisy's voice has an amorous tinge?

6. Why does Gatsby want Daisy to see his house?
1. What does Gatsby’s car show about his personality?

2. Briefly list the main facts about his past that Gatsby reveals to Nick. Does Nick believe them?

3. Who does Nick meet at lunch? What is his profession? What judgment can you make about Gatsby based on his friendship with this man?

4. How does Nick react to the information Gatsby gives him about the fixing of the World Series? What does this tell us about Nick?

5. In Chapter Four, we get an account of Daisy’s girlhood related by Jordan. Summarize the most important information from this text.

6. Why does Daisy almost cancel her wedding to Tom? Why does she go through with it?

7. What do we learn about Tom as a husband even from the early years of his marriage?

8. Why has Gatsby bought his house on the West Egg?

9. What favor does Gatsby ask Nick through Jordan? Why do you think he doesn’t do it himself?

1. What is the meaning of the phrase, “the world and its mistress”? p.65

2. What is the tone behind the sentence that concludes the list: “All these people came to Gatsby’s house in the summer”? p.68

3. Why does Nick suddenly think, “Then it was all true”? p.71

4. Why does Wolfsheim pronounce ‘connection’ as ‘gonnegtion’ and ‘Oxford’ as ‘Ogssford’, and what is the effect on the reader?

5. Why does Fitzgerald refer to Wolfsheim’s “ferocious delicacy”? p.75

6. Nick has taken two trips to New York by the end of this chapter, one with Tom in Chapter 2 and another with Gatsby in this chapter. What are the similarities and differences between the two trips?

7. In what way has does Gatsby “[come] alive to Nick, delivered suddenly from the womb of his purposeless splendor”? p.83

8. What is the significance of Nick’s thought, “There are only the pursued, the pursuing, the busy, and the tired”? p.85

9. You have learned many details about Gatsby’s life in this chapter and the last. Make a list of information about Gatsby’s life so far.

Interpreting Meanings
1. Aside from the improbability of his story, what other evidence is there that Gatsby is lying when
he tells Nick about his background?
2. What does Gatsby's friendship with Meyer Wolfsheim imply about his own background?
3. How does Daisy behave after Gatsby goes overseas? What does her behavior show about her feelings for Gatsby?
4. After Jordan tells Nick the story of Gatsby and Daisy, Nick says that Gatsby "came alive to me, delivered suddenly from the womb of his purposeless splendor." How does the metaphor of birth help explain what Gatsby's behavior had meant to Nick up to then?
5. With Jordan in his arms, Nick thinks of a phrase: "There are only the pursued, the pursuing, the busy, and the tired." How do you think this phrase reflects on the events of the novel so far? Do you think that Gatsby would agree with the phrase?

Chapter 4

1. Show how the American Dream associated with America's past has succumbed to mercenary, almost exclusively materialistic values, derived from get-rich-quick schemes. Find evidence of the historical basis in fact and corresponding evidence in the novel.

2. Elaborate on the epigram: "There are only the pursued, the pursuing, the busy, and the tired." Show how it contributes to the development of plot, character, and theme in the novel. Give justification for its being the single most important line in the novel.

3. Determine where this chapter fits on the pyramid of dramatic structure: antecedent action (or what has taken place before the action of the novel begins), inciting moment (or the catalyst which creates interest in the actions and conflicts which follow), rising action (or the intensifying of interest and suspense), climax (or most intense moment from which there is no turning back for the protagonist), reversal (or falling action), and denouement (or tying up of loose ends). Defend your decision.

4. Select one or more of the names Nick lists on his timetable, and research to discover their stories and to comprehend Fitzgerald's choice of those names. How were they involved in American history?

5. Research Montenegro and discern its role in World War I. Gauge Gatsby's account of wartime activity by these historical findings.

Chapter Five

1. Why is Gatsby dressed in a gold tie and silver shirt?

2. Why does Nick reject Gatsby's offer of business?

3. What is significant about Nick's embarrassment during the tea, and the fact that he leaves and walks around the house?

4. What hint is given in the story of how Gatsby's house was built?

5. What is ironic about the cottage owners' refusal to put thatched roofs on their homes?
6. Does Gatsby really believe, as he tells Daisy, that his house is always full of interesting, famous people?

7. What is significant about Klipspringer's song?

3. Describe in detail the suit that Gatsby is wearing for tea with Daisy.

4. What does Gatsby almost drop? What is this significant?

5. How long has it been since Gatsby and Daisy have seen each other?

6. What were the three states that Gatsby went through at the tea with Daisy?

7. Why does Daisy cry over the shirts?

8. What does Daisy have at the end of her dock? Why has Gatsby lost one of his “enchanted objects” now, according to Nick?

9. At the end of chapter 5, Nick seems to think that Gatsby may be disappointed or discontented. Why?

Chapter 5

1. Gatsby's actions in preparing for Daisy's arrival seem both flamboyant and absurd. What does he do? Why?

2. Discuss Gatsby's actions once Daisy arrives. How do we know he is nervous? How does he try to impress her?

3. Toward the end of the chapter, Nick attempts to explain "the expression of bewilderment that had come back into Gatsby's face." What explanation does Nick give? Why, in his opinion, is Daisy not at fault?

4. Describe Daisy's reactions during the course of her meeting with Gatsby.

5. Has Nick been affected by the meeting between Gatsby and Daisy? In what way?

Interpreting Meanings

1. What is Gatsby's dialogue like in this chapter? What does it tell us about Gatsby?

2. Why do you think Daisy sobs when Gatsby shows her his shirts?

3. What is the weather like in this chapter? How does it reflect on the emotional climate of Gatsby and Daisy?

4. In this chapter, Gatsby's dream seems to be fulfilled. What indications are there, though, that reality cannot satisfy his dream?

Chapter 5

1. Consider ways in which Gatsby might be a counterpart to Don Quixote. Research the characteristics of this fictional Spanish dreamer, and write an essay in which you show their likenesses and, of course, differences.

2. Consider ways in which Tom Buchanan and George Wilson are alike, in that the wives of both men are capable of being lured away by another man. Therefore, both men, different as they are, are cuckolds (a Middle Ages term, defining men whose wives are unfaithful. In the legendary account, such husbands were said to grow horns, thus
becoming monsters).

3. The reunion of Daisy and Gatsby, a rather sordid relationship, signals simultaneously the beginning and the end of Gatsby's dream and of his success. Justify this statement.

**Chapter Five**

1. At the beginning of the chapter while Gatsby is preparing for Daisy's afternoon arrival, Fitzgerald shows how Gatsby is obsessed with appearances. What are the incidents in which Gatsby tries to present a perfect impression?

2. What does Gatsby offer to Nick to show his appreciation for arranging the meeting with Daisy? Why doesn't Nick take him up on it? What does this show you about the differences in their character?

3. How do you feel about Nick's agreement to bring about this meeting? What does it show about his character?

4. When Gatsby shows Daisy his house, they wander through it, ending up in Gatsby's own rooms. What is your impression of the house and what is your impression of how Gatsby's room differ from the rest of the house?

5. When Gatsby shows Daisy his shirts, why do you think she cries?

6. Only one photograph other than Gatsby at age 18 is in Gatsby's study. Whose photo is it, and how is it similar to the photo of the young Gatsby?

7. Nick calls Gatsby's obsession with loving Daisy a what? And that is because it's an illusion: "No amount of fire or freshness can challenge what a man will store up in his ghostly heart." What could this foreshadow?

8. How would you describe Gatsby in this chapter? What is different about his manner from what of the other scenes? How can you account for this change?

2. Is Daisy capable of measuring up to Gatsby's expectations of her? Explain why or why not.

Chapter 5:
Why is Gatsby so nervous? What does he hope for? What will happen if it meets his expectations? What will happen if it doesn’t?
What do you think of Gatsby's hopes—good or bad and why?

After her reunion with Gatsby, how does Daisy feel about herself, her life? Has this reunion changed her?
-Gatsby's devotion to Daisy explained as a grail-quest: religious devotion and knightly service
-Daisy becomes the meaning of his life because she embodies everything Gatsby has ever dreamed of and wanted to have

Chapter Six
1. Why does Fitzgerald reveal the truth about Gatsby's background at this particular point in the novel?

2. What is ironic about Dan Cody?

3. What parallel is suggested by the fact that Gatsby never gets the inheritance bequeathed to him by Cody?

4. Compare the attitudes of Gatsby and the visiting trio which includes Tom Buchanan.

5. What is the irony of Tom's remark that women run around too much and meet the wrong kind of people?

6. Why does Daisy say she's giving out "green" cards?

7. How does Tom sense immediately that Gatsby is a bootlegger?

8. What is the meaning of the ladder that Gatsby imagines he saw in the blocks of the sidewalk?

9. What finality does he create when he first kisses Daisy?

Chapter Six
1. Although the events which Nick tells us weren't shared by Gatsby until much later. Nick chooses to tell us about them now. Is there a reason for this? What?

2. What are the actual facts of the life of James Gatz?

3. Who is Dan Cody and what does he represent to Gatsby?

4. How good a judge of character is Gatsby based on his mishandling of the Sloans? What does this incident say about the kind of man Gatsby is?

5. In Chapter Six, Tom says, "By God, I may be old-fashioned in my ideas, but women run around too much these days to suit me. They meet all kinds of crazy fish." He is referring to Gatsby, but what is ironic about this statement?

6. We get Daisy's appalled reaction to Gatsby's party. What does her reaction foreshadow for the rest of the novel?

7. More foreshadowing with Tom's ominous statement, "I'd like to know who he is and what he does, and I think I'll make a point of finding out." What could this foreshadow?

8. Note in the chapter Gatsby says, "Why of course you can [repeat the past]." What is your reaction to his statement? How does he wish to repeat the past?
1. What was Gatsby's real name? Why and when had he changed it?
2. In what way was Dan Cody involved in Gatsby's destiny?
3. Why does Tom attend Gatsby's party? How does this scene reveal the contrast between Gatsby and Tom?
4. What is deeply ironic in Tom's statement, "... I may be old-fashioned in my ideas, but women run around too much these days to suit me"?
5. Note the reactions of Tom and Daisy at different times during Gatsby's party. Did they enjoy themselves? Explain.
6. What suspicions does Tom have about Gatsby? What does he vow to do?
7. What do Nick and Gatsby talk about after the party?
8. What is Gatsby expecting of Daisy that prompts Nick to warn him, "I wouldn't ask too much of her... You can't repeat the past"?

Chapter 6
1. What is Gatsby’s real name, birthplace, and family history?
2. Who was Dan Cody and what role did he play in Gatsby’s life?
3. What does Gatsby tell the partygoers is Tom’s profession?
4. Did Daisy like the party? Why or why not?
5. What does Gatsby want Daisy to say to Tom?
6. Gatsby describes his first kiss with Daisy at the end of chapter 6. What does he compare it to? What is the kiss' effect on him?
7. Why did Gatsby throw so many parties?

11. Gatsby's tragedy is that he chooses the wrong dream (Daisy). Has he been corrupted by society? Or is his choice an indication that he is part of the corruption?

Interpreting Meanings

Chapter 6: The Facts
1. When does James Gatz change his name? Why?
2. What is Daisy's real response to the party, according to Nick?
3. What does Gatsby tell Nick he wants Daisy to do?

Interpreting Meanings
1. Plato held that reality was an imperfect reflection of an ideal, permanent realm. With this in mind, what would you say Nick means when he says that "Jay Gatsby sprang from his Platonic conception of himself?"
2. How is the comparison of Gatsby with Christ ("he was a son of God and he must be about his
Father's business") ironic? If the comparison with Christ were to continue through the book, what would happen to Gatsby?
3. Tom, Mr. Sloane, and a young lady visit Gatsby and the lady invites Gatsby to come to dinner with them. What does Gatsby's response tell us about his social sensitivity? What connection, if any, do you think this scene might have with Gatsby's love of Daisy?
4. What is Gatsby's view of the past? When Nick says that Gatsby "wanted to recover something, some idea of himself perhaps, that had gone into loving Daisy," what do you think he means?
5. At the end of the chapter, Nick describes Gatsby kissing Daisy in Louisville five years before. What is Gatsby giving up when he kisses her? Why?

Chapter 6
1. Study the various parties and guests at the parties in order to construct a thesis and arguments that typify America and Americans at play in the 1920s. What do the parties reveal about these guests?

2. Consider all the meanings of Daisy's admiration for the movie director leaning over his wife. Does she see herself in that image? Is Fitzgerald simply magnifying film, a new medium in the 1920s?

3. Gatsby grew into adolescence after being introduced to a tawdry lifestyle on Dan Cody's yacht. Show how the boy on the yacht was ironically more worldly and realistic than the unrealistic adult gazing longingly at the green light.

4. In what ways can Nick be said to be the real hero of the story? Prove your answer.

5. Select a line or a passage about time and show its thematic significance.

Chapter Seven
1. Why does Fitzgerald emphasize the heat?

2. Why does Gatsby view Daisy's child with surprise?

3. What is significant about Tom's inaccuracy about the sun?

4. What is the significance of Daisy's question about what they will do with the rest of their lives?

5. Contrast the reactions of Nick and Gatsby to Daisy's voice.

6. Why does Gatsby object to letting Tom drive his car?

7. What is ironic about Tom saying that he has second sight?

8. What comparison is made between Wilson and Tom?

9. What ironic situation is occurring on the drive to town?
10. What is the significance of "Blocks" Biloxi?

11. Why is Nick so pleased with Gatsby's honesty about Oxford?

12. What has increased Tom's hatred of Gatsby?

13. Why does Tom refer to the liaison between Daisy and Gatsby in terms of intermarriage?

14. Why does Tom's defense of family life and traditional institutions amuse Nick?

15. What is the alien but recognizable look that comes over Gatsby's face several times in this chapter?

16. What is the significance of Nick's thirtieth birthday?

17. Why does Tom insist that Daisy and Gatsby drive home together?

18. How does Nick compare Daisy and Jordan?

19. Why does Nick change his feelings toward Jordan?

20. What is Nick's attitude toward Gatsby?

21. Why are Tom and Daisy reconciled?

22. Why is Gatsby left standing outside his mansion "watching over" nothing?

23. How does Nick react when he realizes Gatsby's innocence?

Chapter Seven

1. What change has taken place at Gatsby's house? Why?

2. Notice how hot the weather is during this chapter. How does Fitzgerald use the temperature as a barometer of the action line?

3. What on page 119 gives Tom the indication that his wife and Gatsby are intimate?

4. On page 120, Nick and Gatsby have a discussion about Daisy's voice. What does Gatsby mean that her voice was "full of money"?

5. On the way to town, the characters get into two cars. Who drive in whose car? Who determines the partners? What does this show us about her at this state in the action?

6. What reason does Wilson give for deciding to leave town?
7. On page 129, Tom begins his cross examination of Gatsby. He obviously has done some investigating. What does he accuse Gatsby of? How affected do you believe Daisy to be by this accusation?

8. Do you think Tom would be upset at Daisy having an affair with someone of their own class or is he only upset that she chose someone he finds vulgar?

9. On pages 131-133 the time has come for Daisy to make the break with Tom that she promised Gatsby she would. Instead, how does she fail him? And why does she fail him?

10. As soon as Tom finds out that the car which hit Myrtle was yellow, he grabs George and tells him that the yellow car he was driving was not his. What is your opinion of Tom based on this reaction?

11. How does Tom seem to feel about the death of Myrtle? Does he show genuine grief?

12. What is Wilson’s reaction to the death of his wife?

13. On page 143 Nick refused to go into Tom’s house, saying “I’d had enough of all of them for one day, and suddenly that included Jordan too.” What is happening to Nick’s fascination with the fast life of the East and of the rich?

14. As Nick waits for the taxi by the gates of Tom’s house, he comes across Gatsby hiding in the bushes. What is the purpose of his vigil? What is he in fact watching over, ironically?

15. Does Gatsby tell Nick that Daisy is responsible for the accident or does Nick figure it out? Is that important?

16. When Nick moves to the window to check out Tom and Daisy, he finds them sitting at the table in a situation of “natural intimacy.” What does this scene tell you about Daisy? What could it foreshadow?

Chapter 7

1. Note the use Fitzgerald makes of the weather as a background for significant events. Point out examples in this chapter and in previous chapters.

2. Gatsby has made some changes in his lifestyle that so concerned Nick that he went to check on him. What changes do you note? Why did he make them?

3. Analyze Daisy’s attitude toward her child as evidenced in this chapter and in Chapter 1. Is she a good mother? Explain why Gatsby looked "at the child with surprise."

4. With whom does Tom talk on the telephone early in the chapter? About what?
5. What startling discovery does Tom make shortly after lunch?

6. What does Gatsby mean when he says that Daisy's voice is "full of money"? Why does Fitzgerald put those words in Gatsby's mouth and not Nick's?

7. What arrangements are made regarding the passengers of each car on the trip to the city? Why?

8. Eyes play a significant role in this chapter. Explain.

9. Explain Nick's statement paralleling Tom and Wilson, "... it occurred to me that there was no difference between men, in intelligence or race, so profound as the difference between the sick and the well." Refer to the text and explain what prompted Nick to say this.

10. What does Gatsby do that makes Nick want "to get up and slap him on the back"? Why does Nick feel this way?

11. Does Daisy know what love is? Whom does she really love?

12. In what way is each of the major characters involved in the tragedy that occurs at the end of this chapter?

13. Is there any significance in the fact that the day is Nick's birthday?

14. Why is it necessary for the author to introduce a new character, Michaelis, at this point in the novel?

15. Explain what Nick means when he says, "... suddenly I guessed at the truth"?

16. At the end of Chapter 7 Nick observes Gatsby, Tom, and Daisy after the accident. What conclusions does he reach?

17. Explain the last paragraph of Chapter 7.

Chapter 7

1. Why has Gatsby dismissed so many of his servants?

2. How does Gatsby react when he meets Pammy, Daisy’s child?

3. What is the day like?

4. How does Tom first come to suspect the affair between Daisy and Jay Gatsby?

5. What does Gatsby compare Daisy’s voice to?

6. What is George Wilson like when Tom stops at the gas station? Where does he say they are going? Does Tom show sympathy for him?

7. How does Gatsby explain that he is an Oxford man?

8. What does Gatsby want Daisy to say? Does she do it?

9. Why does Tom let Daisy ride home from New York with Gatsby?

10. What is significant about the day to Nick?

11. What do Nick and Tom see on the way home from New York?
12. Who was driving the car?

13. What does Nick see when he looks through the Buchanan’s window?

**Chapter 7**

1. Write an essay analyzing the Gatsby-Trimalchio connection and its importance. Compare Trimalchio, the hero or protagonist of The Satyricon, to Gatsby. Refer to William Rose Benét's The Reader's Encyclopedia for concise background information.

2. Trace the recurring image of eyes, and ascertain the purposes of those images. Consider blindness on any level as well as sight.

3. Compare the two passages below from T. S. Eliot's The Wasteland with remarkably similar ones from The Great Gatsby. Better still, find a copy of the poem and discover other passages which correspond. What do the similarities suggest?

"I think we are in rats' alley
Where the dead men lost their bones . . . "

"What shall I do now? What shall I do?
I shall rush out as I am, and walk the street
With my hair down, so, What shall we do tomorrow?"

and from Gatsby, Chapter 2:

"It seemed to me that the thing for Daisy to do was to rush out of the house, child in arms—but apparently there were no such intentions in her head."

and from Chapter 7:

"What'll we do with ourselves this afternoon?" cried Daisy, "and the day after that, and the next thirty years?"

4. Explain the significance of the comments: "They weren't happy . . . and yet they weren't unhappy either. There was an unmistakable air of natural intimacy about the picture, and anybody would have said that they were conspiring together."

**Chapter 7: The Facts**

1. Why does Gatsby stop giving parties?
2. When does Tom first realize that Daisy loves Gatsby?
3. Why is Myrtle Wilson upset when she sees Tom and Jordan?
4. Why does George Wilson lock Myrtle in the bedroom?

Interpreting Meanings

1. How does Gatsby characterize Daisy's voice? What do you think he means by this?
2. Why does Gatsby lose Daisy during the confrontation at the Plaza? Could he have done anything to win her, do you think? If he could have, why doesn't he?
3. Why does Tom insist that Daisy go home with Gatsby? What do you think this tells us about Tom's character and his relationship with Daisy?
4. What indications are there at the end of the chapter that Tom and Daisy are going to stay together despite his philandering and her love for Gatsby?
5. At the end of the chapter, Gatsby is standing alone, looking out at Daisy's house. Where else in the novel does he do this? How is this different?

3. Why do you believe that Daisy stayed with Tom rather than leave him for Gatsby?

Chapter Eight

1. How has Gatsby's house changed?

2. Why does Fitzgerald choose this point in the novel to present a detailed discussion of the initial love affair between Gatsby and Daisy?

3. Why is Gatsby's love for Daisy described in religious terms?

4. Why does Daisy's wealth always remain in the foreground of Gatsby's feelings and memories of her?

5. What was the basis of Daisy's decision to marry Tom?

6. What is the significance of Gatsby's grudging acceptance that if Daisy did love Tom once, it was "just personal"?

7. Why does Daisy always seem mysterious to Gatsby?

8. How does Nick leave Gatsby?

9. What is Gatsby's response to Nick's compliment?

10. What is the irony of the reference to Gatsby's "ancestral home"?

11. Why is it important that Nick thanks Gatsby for his hospitality?

Chapter Eight

1. On page 148 you find out this was the night that Gatsby told Nick about his life story (which you read in Chapter Six). Now, in this chapter you find out about his obsession with Daisy. What does this symbolize for him?
2. What did Gatsby do after he came back from Oxford and discovered she was married?

3. Read the description of Gatsby in his final goodbye with Nick. What key words in that long paragraph describe the paradox of Gatsby?

4. Nick tries to reconstruct what happened on that day and the night before for George Wilson. He retraces what the man did. Again, you run across the eyes of Dr. Eckleburg. For George, what do the eyes represent?

5. Gatsby waits all day for a phone call. Who is he waiting to hear from? How do you account for the fact that the call does not come?

6. Note that Gatsby uses the swimming pool for the first time all summer on this day. What happens down by the pool on the afternoon after the car crash which killed Myrtle Wilson? How do the autumn leaves contribute to the scene?

Chapter 8
1. At the beginning of the chapter, the story is interrupted at its most dramatic point. What is the author's purpose in breaking the story here?

2. What had prompted Gatsby to talk freely to Nick now, when he was unwilling to do so in the past?

3. What further information do we learn about Gatsby?

4. As Nick leaves Gatsby the morning after the accident, he remarks, "They're a rotten crowd." Enumerate the people "they" refers to. Why are they "rotten"?

5. What is the compliment that Nick pays to Gatsby? Why does Nick feel compelled to commend Gatsby?

6. Explain Nick's meaning when he balances Gatsby's supposed "corruption" against his "incorruptible dream."

7. How does Wilson view the "eyes of Doctor T. J. Eckleburg"? Does Wilson's statement have a symbolic level for the novel as a whole? Explain.

8. Trace the movements of Gatsby and Wilson at the end of Chapter 8. What is Nick's meaning when he says, "... the holocaust was complete"?

Chapter 8
Chapter 8
1. Some of the characters in the novel symbolize a production ethic; others symbolize a consumption ethic. Classify the characters accordingly, and draw a conclusion about the American Dream, as you understand it, from Fitzgerald.

2. Eyes and sight recur frequently in the novel. What is Fitzgerald's statement about the
ability to distinguish between illusion and reality?

3. How is this story an ironic inversion of a knightly quest for the grail?

Chapter 8: The Facts
1. What does Gatsby tell Nick the night of the accident? Why?
2. Did Gatsby want to go to Oxford?
3. How does George Wilson spend the night after the accident?
4. What evidence had Wilson found that his wife was having an affair?

Interpreting Meanings
1. What would you say is the principal reason for Daisy's appeal to Gatsby?
2. How is Nick's attitude toward Gatsby ambivalent even at the moment when he says goodbye to him?
3. What do the eyes of Dr. T. J. Eckleburg symbolize to George Wilson? What is significant about this symbol?
4. How do you think Wilson got Gatsby's name? Does any evidence in this chapter point to a particular person?
5. How does Nick characterize Gatsby's state of mind before he is killed?
1. Why does Nick want Jay Gatsby to go away?

2. What does Daisy represent to Gatsby?

3. How does Gatsby rationalize that Daisy had loved Tom?

4. What had George found among Myrtle’s things?

5. What does George compare the billboard of T.J. Eckleberg to?

6. What does George do at the end of Chapter 8?

4. What qualities do Gatsby and George Wilson have in common? What is the irony of their deaths?

5. Do you feel pity for Gatsby? Why and when? Why not?

Chapter 8
What does Gatsby think and feel about his life? How do you think he regarded himself—successful? Failure?
Why is it so important to Nick that he gather mourners for Gatsby's funeral? What do the lack of mourners mean to Nick about Gatsby's life?
How true is Nick's conception of himself as an honest person? Can he be careless, too?

Chapter Nine
1. What is the significance of Nick's taking charge of Gatsby's funeral arrangements?

2. Why do Tom and Daisy leave?

3. How does Nick react to the phone call revealing Gatsby's criminal activities?

4. What is the significance of Mr. Gatz's arrival?

5. What is the irony of Mr. Gatz's admiration of the house?
6. What is the pathos of Gatsby's youthful resolutions?

7. What two emotions are pulling at Mr. Gatz?

8. What is the irony of Mr. Gatz's comment about James J. Hill?

9. What is the significance of the owl-eyed man's attendance at the funeral?

10. What is the significance of Jordan's comment about the "bad driver"?

11. How does Tom cling to his image of himself just as Gatsby clings to his dream of Daisy?

12. Why does Nick finally shake hands with Tom?

13. Why does Nick feel that Gatsby's tragedy is a contrast between East and West?

6. Identify the quality or qualities in Gatsby that confirm the word "great" in the novel's title.

Chapter Nine

1. How many years have passed since the events of the summer of 1922? Why do you think Nick waited so long to write about them?

2. Where is Daisy? What is your reaction to her absence?

3. Who attends Gatsby's funeral? Why do neither Wolfshemer nor the people who attended the parties not show up?

4. Mr. Gatz showed Nick a copy of Hopalong Cassidy which Gatsby had written in when he was around 16 or 17. What was written in the book? What does it show about Gatsby?

5. At the graveside, Owl-eyes shows up again. What are his final words about Gatsby? What important role has he played in the story?

6. On pages 176 and 177, Nick compares the West with the East by remembering details about them both. What are some of his memories of the West? Of the East, particularly West Egg? Why does he decide to move back?

7. On page 179 Jordan calls Nick a "bad driver". Why? Is she justified?

8. On pages 179-181 Nick meets Tom again. Does Tom seem to know about the truth concerning Myrtle's death? This time, Nick does not reserve judgment about Tom and Daisy. What does he call them?
9. Before leaving New York, Nick revisits Gatsby’s house for one last time. What does he wipe off the steps? Why? What does this action remind you of in another work we have read this year?

10. Read closely the final page and try to figure out what period of history Nick is describing. Here is where the book comes together. Why does Fitzgerald take the reader back in time here?

Chapter 9

1. What makes Nick assume responsibility for the funeral arrangements? Specify the things he did.

2. What version of the tragedy appeared in the newspapers? How would you account for the fact that this version went unchallenged and uncorrected?

3. How had Gatsby's father learned of the tragedy? To what extent does the father know his son?

4. Discuss the significance of Gatsby's boyhood program for self-improvement.

5. What is the irony of Gatsby's funeral?

6. What is the significance of including the scene with Jordan Baker?

7. What moral judgment does Nick make about Tom and Daisy? Discuss.

8. Explain the significance of the last page of the novel in relation to Gatsby's dream and to the American Dream.

Chapter 9

1. Why does Nick take responsibility for the arrangements?

2. Who came?

3. Why won’t Wolfsheim make an appearance?

4. What does Klipspringer want?

5. What are some of the things that Gatsby had written in the cover of Hopalong Cassidy?

6. Where are Tom and Daisy?

7. Why does Nick say that “his has been a story of the West, after all”?

8. Why does Nick break things off with Jordan?

9. In the last three paragraphs of the book, Nick ponders the meaning of everything that happened: what does he think is significant or meaningful?

Interpreting Meanings

1. Nick says that "this has been a story of the West, after all." What do you think he means by that?

2. How does Nick characterize Tom and Daisy at the end of the book? What has each of them "smashed" during the course of the novel?
3. At the end of the book, Nick imagines what the continent must have been like when it was first seen by Dutch sailors. How does this contrast with the environment described in the novel?
4. What does the green light symbolize at the end of the novel?

Chapter 9
1. Why does Nick compare the Dutch sailors to Gatsby? How does the comparison help to state Fitzgerald's conclusion?

2. How is the story an ironic twist of the American Dream? Consider Daisy and Gatsby, Daisy and Tom, Myrtle and George Wilson, Myrtle and Tom, Nick and Jordan.

3. Nick speaks of the "corruption" of Gatsby's guests and Gatsby's "incorruptible dream." How do these phrases begin to pull all the threads of the story together?

4. How does Fitzgerald make statements about pseudo-intellectualism?

5. Fitzgerald demonstrates the power of proper names. Prove this statement.

With your fellow group members, focus on the central message of these, the "Ginerva" articles.

Based on what you’ve read, what themes from Fitzgerald’s own life seem to be playing out in his fiction? In other words, how does (his) art imitate (his) life?

In your group, look again at the “modes of literary analysis” chart: If Expressive Analysis considers how the author’s life influences a text, what are the other modes concerned with? Try to come up with some ideas for each so that you contribute to the other groups’ definitions.

Turn this sheet over…look familiar? Based on what you talked about what patterns (similarities) do you anticipate repeating in the other articles? What do they tell us about the author’s intentions (purpose) with his work?
With your fellow group members, focus on the central message of “Gatsby’s America.”

What are the key ideas of your piece? List the major events and changes that it discusses.

Your piece would be an example of **Mimetic analysis**. Talk with your group mates about what you think that is. Together, come up with a definition of what the Mimetic approach covers. You will inform the rest of the class so that we can fill out the box on our chart.

What do they tell us about the world in which The Great Gatsby (and “Winter Dreams”) takes place–its values and preoccupations?
With your fellow group members, focus on the central message of “Winter Dreams and Summer Sports.”

Really, what’s this piece about? How do sports help convey Fitzgerald’s major themes?

Your piece falls under almost all the categories, but I want you to look at it as a piece of Formalist Analysis. Together, come up with a definition of what the Formalist approach covers. You will inform the rest of the class so that we can fill out the box on our chart.

Turn this sheet over…look familiar? Based on what you talked about what patterns (similarities) do you anticipate repeating in the other articles? What do they tell us about the author’s intentions (purpose) with his work?
With your fellow group members, focus on the central message of “A Sensible Thing.”

How are George and Dexter similar/different? Judy and Jonquil? How do the preoccupations expressed by Fitzgerald in “Early Success” play out in both these stories?

Your piece would be an example of **Meta-Textual analysis**. Talk with your group mates about what you think that is. Together, come up with a definition of what the Meta-textual approach covers. You will inform the rest of the class so that we can fill out the box on our chart.

Turn this sheet over...look familiar? Based on what you talked about what **patterns** (similarities) do you anticipate repeating in the other articles? What do they tell us about the author’s intentions (**purpose**) with his work?
Before There Was *Gatsby*, There Was You…

Please respond to one of the following options in a TYPED response:

**Option #1** (pragmatic/meta-textual/mimetic/expressive): Based on what we’ve read so far, and based on what we’ve discussed, what do you think Fitzgerald’s views on the American Dream are? Our class has noted such things as family and security as Dream-worthy, but what is he suggesting that people strive for? Do you think Fitzgerald sees the Dream as something that is attainable, or is it an illusion? (Or, very Steinbeck-like, is it both to him?) Why? What do you expect will be the major preoccupations of *The Great Gatsby*? (Don’t go look it up on the internet; give me your own expectations and predictions). *You Could Use:* “Early Success”; “Winter Dreams”; text selections from Friday (if you need a copy of one of these texts, let me know).****

**Option #2** (pragmatic/meta-textual): Define “The Chase”: What is it? Why do we love it so much? Why is the actual relationship—after we’ve won over the significant other—so often a letdown? If our romantic dreams are so often disappointing, why do we continue to put all our hopes in them? *You Could Use:* personal evidence (your life, your friends’ life); popular culture (film and television); the Fitzgerald texts or other texts you’ve read.****

****If you read anything on here, make it this: This paper is asking for what’s called an **Exemplification Response**. What this means is that I’m looking for you to talk about YOUR OWN VIEWS USING RELEVANT EXAMPLES TO SUPPORT YOUR OPINION. I’m not asking for a thesis-at-the-end-of-your-introduction or a “five paragraph essay”; you can have eight paragraphs if it makes your paper better. Make this creative and insightful, and support your opinions by being meta-textual—that is, connect your views to what others have said.****

Due:  
Points:  
Length:
### The Great Gatsby

Please have the following chapters read by the beginning of class on the dates below.

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**NOTE:** This schedule is subject to change; however, you are responsible for all reading assignments whether you are in school or not.

**NOTE #2:** Please keep track of any additional writing or grammar work assigned in class; this is just a reading schedule, and does not list the quizzes and papers to be assigned.

**ADVICE:** Use the back of the bookmark to keep track of all of the characters.
QUOTES ORGANIZED BY TOPIC

1. On the symbolism of color

- “Our white girlhood was passed there. Our beautiful white –” (24).
- “high in the white palace the king’s daughter, the golden girl” (127).
- “And if you want to take down any addresses here’s my little gold pencil” (112).
- “She dressed all in white and had a little white roadster and all day long the telephone rang in her house” (79).
- “Gatsby believed in the green light, the orgastic future that year by year recedes before us” (189).
- “Sitting down behind many layers of glass in a sort of green leather conservatory we started to town” (68).
- “a fresh green breast of the new world. It’s vanished trees, the trees that had made way for Gatsby’s house, had once pandered in whispers to the last and greatest of all human dreams; for a transitory enchanted moment man much have held his breath” (189).

2. On Waste and Carelessness

- “This is a valley of ashes-- a fantastic farm where ashes grow like wheat into ridges and hills and grotesque gardens, where ashes take the forms of houses and chimneys and rising smoke” (27)
- “They were careless people, Tom and Daisy--they smashed up things and creatures and then retreated back into their money or their vast carelessness or whatever it was that kept them together, and let other people clean up the mess they had made” (187-8).
- “Gatsby turned out all right at the end; it is what preyed on Gatsby, what foul dust floated in the wake of his dreams that temporarily closed out my interest in the abortive shadows and short-winded elations of men” (6-7).
- "I went over and looked at that huge incoherent failure of a house once more. On the white steps an obscene word, scrawled by some boy with a piece of brick, stood out clearly" (188).

3. On The American Dream

- “There was something gorgeous about him, some heightened sensitivity to the promises of life” (6)
- "It had gone beyond her, beyond everything. He had thrown himself into it with a creative passion" (101"
- "a promise that the rock of the world was founded securely on a fairy's wing” (105)
- "once there he could suck on the pap of life, gulp down the incomparable milk of wonder" (117)
- "He had come a long way to this blue lawn and his dream must have seemed so close that he could hardly fail to grasp it." (189)
4. On A Class conscious Society

- "My family have been prominent, well-to-do people in this middle-western city for three generations" (7)
- "The front was broken by a line of French windows, glowing now with reflected gold" (11)
- "It was a factual imitation of some Hotel de Ville in Normandy" (9)
- "After that I lived like a young rajah in all the capitals of Europe" (70)
- "At his lips' touch she blossomed for him like a flower and the incarnation was complete" (117)
- "They were careless people, … they smashed up things and creatures and then retreated back into their money" (188)
Some Famous F. Scott Fitzgerald Quotes:

- "The test of a first-rate intelligence is the ability to hold two opposing ideas in mind at the same time and still retain the ability to function."

- "one ought to be able to see that things are hopeless and still be determined to make them otherwise."

- In his 20s: "life was something you dominated if you were any good."

- In his 30s: "life is essentially a cheat and its conditions are those of defeat, and that the redeeming things are not `happiness and pleasure.'"

- "There are no second acts in American lives."

- "There are all kinds of love in this world, but never the same love twice."

- "I want to be the greatest writer that ever lived, don’t you?"
A. Tom Buchanan
He had changed since his New Haven years. Now he was a sturdy straw-haired man of thirty with a rather hard mouth and a supercilious manner. Two shining arrogant eyes had established dominance over his face and gave him the appearance of always leaning aggressively forward. Not even the effeminate swank of his riding clothes could hide the enormous power of that body—he seemed to fill those glistening boots until he strained the top lacing, and you could see a great pack of muscle shifting when his shoulder moved under his thin coat. It was a body capable of enormous leverage—a cruel body.

1. List four underlined phrases showing Tom Buchanan to possess physical strength and endurance.
(1)_________________ (2)__________________
(3)_________________ (4)__________________

2. List two underlined phrases that make Buchanan seem expensively dressed.
(1)_________________ (2)___________________

3. List five other underlined phrases that add up to create a negative attitude toward Tom Buchanan.
(1)_________________ (2)__________________
(3)_________________ (4)__________________
(5)_________________

4. Name two character traits that Buchanan seems likely to possess.

B. Jay Gatsby
If personality is an unbroken series of successful gestures, then there was something gorgeous about him, some heightened sensitivity to the promises of life, as if he were related to one of those intricate machines that register earthquakes ten thousand miles away. This responsiveness had nothing to do with that flabby impressionability which is dignified under the name of the “creative temperament”—it was an
extraordinary gift for hope, a romantic readiness such as I have never found in any other person and which it is not likely I shall ever find again. No—Gatsby turned out all right in the end; it is what preyed on Gatsby, what foul dust floated in the wake of his dreams that temporarily closed out my interest in the abortive sorrows and short winded elations of men.

1. List the right underlined phrases, and mark (+) for positive, (-) for negative, and (0) for neutral in the blank space before each.

   (1) ____________________________
   (2) ____________________________
   (3) ____________________________
   (4) ____________________________
   (5) ____________________________
   (6) ____________________________
   (7) ____________________________
   (8) ____________________________

2. List two phrases describing a negative kind of responsiveness that do not fit Gatsby.______________________________________________________

3. Does Gatsby seem to be basically a positive or negative character?__________
   Explain the reason for your choice.___________________________________________
   ________________________________________________________________________
   ________________________________________________________________________

4. Does “something gorgeous” refer to Gatsby’s outward appearance or inner nature?
   ____________________________ Explain the reason for your choice.______________
   ________________________________________________________________________
   ________________________________________________________________________

5. List two phrases that imply that all Gatsby’s problems were not of his own making.

6. Explain what effect the experience of knowing Gatsby had on the speaker. (use your own words)____________________________
   ________________________________________________________________________
   ________________________________________________________________________
The Great Gatsby
Style analysis activity

Look at chapter 3 and analyze Fitzgerald’s style of using adjectives before nouns to develop the atmosphere of the party at Gatsby’s mansion. Study the examples below first.

1. p. 47, 6th P: "premature moon"

2. p. 47, 6th P: "slender golden arm"

3. p. 49, 1st P: "persistent undergraduate"

4. p. 49, 1st P: "dignified homogeneity"

Now go back and tell what each of these adj/noun phrases means. Use your book to decipher them. What characters do they refer to? Do they relate to setting? plot? theme?

With your partner, find 4 examples of your own in chapter 3. List the page number, and the paragraph, then write it out (put quotations around the phrases), then analyze what each phrase means, and connect it to an element of the story (character, plot, theme, etc).

5. 

6. 

7. 
IN CONCLUSION, MAKE A COMMENT ABOUT THE OVERALL EFFECT OF THIS STYLISTIC TECHNIQUE AND TELL WHAT IT DOES FOR YOU THE READER:
Journal entry: Suppose that you could actually construct a persona and change yourself to mirror the various aspects that you have incorporated into your persona. What parts of what people would you choose

Check for outlines

Do a whip around of what everyone put for trying to interpret the previous

Discuss a few questions from Chapter 6 (ask if they have any)

1. Why does Fitzgerald reveal the truth about Gatsby's background at this particular point in the novel?
2. Plato held that reality was an imperfect reflection of an ideal, permanent realm. With this in mind, what would you say Nick means when he says that "Jay Gatsby sprang from his Platonic conception of himself?"
3. Gatsby: How is the boy on the yacht ironically more worldly and realistic than the unrealistic adult gazing longingly at the green light.
4. Why is Daisy “offended” by the party? What does her reaction foreshadow for the rest of the novel?
5. When Nick says that Gatsby "wanted to recover something, some idea of himself perhaps, that had gone into loving Daisy," what do you think he means? Why has his life been “confused and disordered” since?
6. What is the meaning of the ladder that Gatsby imagines he saw in the blocks of the sidewalk?
7. What is Gatsby giving up when he kisses her? Why?
8. what are the words that nick cannot get out?
9. Let’s say Gatsby’s problem is that he chose the wrong dream: whose to blame—the world around him or himself?

Shadows=past

Go over thesis writing

Have them get with someone else doing their essay and discuss what they’re going to say
Topic: The American Dream in Black and White

We have been thinking about “The American Dream” quite a bit this semester. For tomorrow’s discussion I want you to be able to compare and contract the apparent “dream” of the black population, which was expressed in the Harlem Renaissance, with the “dream” of the characters in F Scott Fitzgerald’s fiction (Gatsby and “Winter Dreams”). Fitzgerald and Langston Hughes were writing at the same time in history. They were in the same city. They were listening to the same Jazz. However, their perspectives vastly different. Obviously we can figure out why; what I want you to do is look at exactly how their priorities, their personal dreams, and their view of the world came through in their writing. Also you should consider, which dream is “better” you know, more honorable, more realistic, more about the values that our country was founded on, etc. You MUST use specific evidence from the texts (poems, stories, essays, novel) to back up your comments. You may also bring in outside sources.

Some tips as you prepare:
1. Remember that Gatsby’s dream was complex. It was about more than just one thing—look back at his childhood goals.
2. Look back at the biographical information about Fitzgerald, Hughes, and Hurston.
3. Look at some art, listen to some music or read some facts from the Harlem Renaissance online at one of these sites, or one that you find on your own:
   - http://www.yale.edu/ynhti/curriculum/units/1978/2/78.02.08.x.html
   - http://www.fatherryan.org/harlemrenaissance/
4. Think back to the video, Flashback, we watched about life in the 1920s. What were those people’s goals? What were their dreams? How did the live their lives, what were the consequences?
5. Consider the ideas of Horatio Alger, an influential Writer in the 1800s

“Alger captured the essence, emotion, soul and especially the spirit of an emerging America. His books all had the same message: no matter who they were, poor, orphaned or powerless, that if they would persevere, if they would do their best, if they would always try to do the right thing, they would succeed.

Through honesty, hard work, and strong determination, the American Dream was available to anyone willing to make the journey.” (www.usdreams.com/Alger12.html)
Your Focus: Gatsby

Please take notes in your book as you read through the duration of Chapter 1. What I’m asking you look at will be exactly the things you may be assessed for on your annotations. Your group needs to then answer the questions below, which you’ll present to the class.

In your groups, stop when you get to the end of each section and discuss the question or idea. Mark your responses in your text:
- Pages 3 to the bottom of 4: Why is Nick going East? Given what you know about Dexter from “Winter Dreams” (and George from “The Sensible Thing”), who also went East, what negative value is implied by the move?
- Pages 5-12: Note the differences between East and West Egg (what is meant by “their dissimilarity in every particular except shape and size”?) first impressions of Daisy, Tom, Jordan; Nick’s self-consciousness in this environment.
- Pages 13-19: The race conversation; what does Daisy mean when she hopes that her daughter will be a “beautiful little fool”? How significant of a role do you think Tom and Daisy’s daughter plays in their lives?
- Pages 20-21: What is Gatsby reaching towards? What might the green light mean?

Our initial impressions of Gatsby come in Nick’s very vague and hyper-stylized introduction, where he says that “there was something gorgeous about him, some heightened sensitivity to the promises of life” (2). Based on Nick’s initial remarks on page 2, how do you think Gatsby contrasts with the Buchanans and Nick?

The end of chapter one presents a series of images of Gatsby that seem mysterious but are clearly significant. Read back over the last parts of 25 and 26 and try to throw out some ideas of what you make of the following:

“It was Mr. Gatsby himself, come out to determine what share was his of our local heavens”
“he stretched out his arms towards the water in a curious way…I could have sworn he was trembling.”
“a single green light, minute and far away, that might have been at the end of a dock.”
Your Focus: Setting

Please take notes in your book as you read through the duration of Chapter 1. What I’m asking you look at will be exactly the things you may be assessed for on your annotations. Your group needs to then answer the questions below, which you’ll present to the class.

In your groups, stop when you get to the end of each section and discuss the question or idea. Mark your responses in your text:

Pages 3 to the bottom of 4: Why is Nick going East? Given what you know about Dexter from “Winter Dreams” (and George from “The Sensible Thing”), who also went East, what negative value is implied by the move?

Pages 5-12: Note the differences between East and West Egg (what is meant by “their dissimilarity in every particular except shape and size”?); first impressions of Daisy, Tom, Jordan; Nick’s self-consciousness in this environment.

Pages 13-19: The race conversation; what does Daisy mean when she hopes that her daughter will be a “beautiful little fool”? How significant of a role do you think Tom and Daisy’s daughter plays in their lives?

Pages 20-21: What is Gatsby reaching towards? What might the green light mean?

We only get a very brief description of Gatsby’s estate at the bottom of page 9, but there are plenty of clues in the passage that tell us a great deal about his status. Write down the key descriptors Fitzgerald uses to define the house…what do you know about the West Egg and Gatsby from it? What would be a modern equivalent?

Write down the key descriptors for the Buchanan house. What do you know about Tom and Daisy from it?

What colors are used to describe the Buchanan house (and other East Egg houses)? What might they symbolize?
Your Focus: Daisy

Please take notes in your book as you read through the duration of Chapter 1. What I’m asking you look at will be exactly the things you may be assessed for on your annotations. Your group needs to then answer the questions below, which you’ll present to the class.

In your groups, stop when you get to the end of each section and discuss the question or idea. Mark your responses in your text:

Pages 3 to the bottom of 4: Why is Nick going East? Given what you know about Dexter from “Winter Dreams” (and George from “The Sensible Thing”), who also went East, what negative value is implied by the move?

Pages 5-12: Note the differences between East and West Egg (what is meant by “their dissimilarity in every particular except shape and size”?) ; first impressions of Daisy, Tom, Jordan; Nick’s self-consciousness in this environment.

Pages 13-19: The race conversation; what does Daisy mean when she hopes that her daughter will be a “beautiful little fool”? How significant of a role do you think Tom and Daisy’s daughter plays in their lives?

Pages 20-21: What is Gatsby reaching towards? What might the green light mean?

Find and copy down as many key descriptors of Daisy’s physical features and appearance as possible (and there are a lot). What impression is Fitzgerald trying to leave us with? What’s the author’s purpose in describing her with these terms?

What do you think is suggested by the fact she is always leaning forward, or people are always leaning towards her? (Tom is also described this way.)

How would you define Daisy’s relationship with Tom? Find evidence in the text to support this.
Your Focus: Tom

Please take notes in your book as you read through the duration of Chapter 1. What I’m asking you to look at will be exactly the things you may be assessed for on your annotations. Your group needs to then answer the questions below, which you’ll present to the class.

In your groups, stop when you get to the end of each section and discuss the question or idea. Mark your responses in your text:

Pages 3 to the bottom of 4: Why is Nick going East? Given what you know about Dexter from “Winter Dreams” (and George from “The Sensible Thing”), who also went East, what negative value is implied by the move?

Pages 5-12: Note the differences between East and West Egg (what is meant by “their dissimilarity in every particular except shape and size”?); first impressions of Daisy, Tom, Jordan; Nick’s self-consciousness in this environment.

Pages 13-19: The race conversation; what does Daisy mean when she hopes that her daughter will be a “beautiful little fool”? How significant of a role do you think Tom and Daisy’s daughter plays in their lives?

Pages 20-21: What is Gatsby reaching towards? What might the green light mean?

Find and copy down as many key descriptors of Tom’s physical appearance as possible (and there are a lot). What’s Fitzgerald’s purpose in describing him with these terms?

Copy down a line that best describes Nick’s feelings towards Tom. How does he think of him, and what makes Nick feel this way?

How would you define Tom’s relationship with Daisy? Find evidence in the text to support this.
Your Focus: Nick
Please take notes in your book as you read through the duration of Chapter 1. What I’m asking you look at will be exactly the things you may be assessed for on your annotations. Your group needs to then answer the questions below, which you'll present to the class.

In your groups, stop when you get to the end of each section and discuss the question or idea. Mark your responses in your text:
Pages 3 to the bottom of 4: Why is Nick going East? Given what you know about Dexter from “Winter Dreams” (and George from “The Sensible Thing”), who also went East, what negative value is implied by the move?
Pages 5-12: Note the differences between East and West Egg (what is meant by “their dissimilarity in every particular except shape and size”)?; first impressions of Daisy, Tom, Jordan; Nick’s self-consciousness in this environment.
Pages 13-19: The race conversation; what does Daisy mean when she hopes that her daughter will be a “beautiful little fool”? How significant of a role do you think Tom and Daisy’s daughter plays in their lives?
Pages 20-21: What is Gatsby reaching towards? What might the green light mean?

Write down everything the reader knows about Nick by the end of the first chapter.

What is Nick’s attitude (tone) towards the Buchanans? Jordan? Gatsby (at the end of the chapter)? Himself?

With the little you know so far, what guesses could you take about Nick’s role as narrator? In other words, why would Fitzgerald, as the author, intentionally use him to help express the significance of this story?
Your Focus: Jordan

Please take notes in your book as you read through the duration of Chapter 1. What I’m asking you look at will be exactly the things you may be assessed for on your annotations. Your group needs to then answer the questions below, which you’ll present to the class.

In your groups, stop when you get to the end of each section and discuss the question or idea. Mark your responses in your text:
- Pages 3 to the bottom of 4: Why is Nick going East? Given what you know about Dexter from “Winter Dreams” (and George from “The Sensible Thing”), who also went East, what negative value is implied by the move?
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- Pages 13-19: The race conversation; what does Daisy mean when she hopes that her daughter will be a “beautiful little fool”? How significant of a role do you think Tom and Daisy’s daughter plays in their lives?
- Pages 20-21: What is Gatsby reaching towards? What might the green light mean?

Find and copy down as many key descriptors of Jordan’s physical appearance and character as possible. What impression does the reader and Nick get of her?

The first time we see Jordan (and Daisy) is a fantastic description in the first full paragraph on page 8. Look at this passage: What do you think Fitzgerald is suggesting about these two women through this imagery? What other evidence is given in the chapter to support that idea?

How does Jordan respond to the idea of Tom’s affair? What does this say about her attitude toward marriage?
Your Focus: Odds and Ends

Please take notes in your book as you read through the duration of Chapter 1. What I’m asking you look at will be exactly the things you may be assessed for on your annotations. Your group needs to then answer the questions below, which you’ll present to the class.

In your groups, stop when you get to the end of each section and discuss the question or idea. Mark your responses in your text:

Pages 3 to the bottom of 4: Why is Nick going East? Given what you know about Dexter from “Winter Dreams” (and George from “The Sensible Thing”), who also went East, what negative value is implied by the move?

Pages 5-12: Note the differences between East and West Egg (what is meant by “their dissimilarity in every particular except shape and size”?). First impressions of Daisy, Tom, Jordan; Nick’s self-consciousness in this environment.

Pages 13-19: The race conversation; what does Daisy mean when she hopes that her daughter will be a “beautiful little fool”? How significant of a role do you think Tom and Daisy’s daughter plays in their lives?

Pages 20-21: What is Gatsby reaching towards? What might the green light mean?

Tom is, of course, a racist, something we learn at the bottom of pages 12-13. The question, however, is why: 1) why does he want to believe this? 2) Why does Fitzgerald characterize him this way? Think about the way he is physically described by Nick. Also, what does Daisy’s reaction to his comments tell us about their relationship?

What do you make of Nick’s reaction on 17 to Daisy’s self-deprecating comments? After a string of comments mocking her lifestyle, he feels that her words are “insincere”, which is proven by the “absolute smirk” she gives him. What is meant, then, by the line “she asserted her membership in a rather distinguished secret society to which she and Tom belonged” (17)?
**What is an Image Journal?**

An image journal is a tool to help you record the rich symbolism, imagery, and descriptive language that you will find in *The Great Gatsby*. You will target one or more images in each chapter that are especially creative, noteworthy, or unusual, and capture them in your own journal.

Using the image journal sheet, record the following:

- Chapter number
- Copy a quote on the left side of the open book which best captures the symbolism, imagery, or descriptive language you choose.
- Place these visual representations on the right side of the open book page (draw, cut and paste from some magazine, or use clip art). Make sure you utilize COLOR in these drawings! Fill the entire space on the right side of the open book graphic. Make your image journal as colorful as the language of Fitzgerald!
- Write a topic sentence, follow-up commentary, a concrete detail, and a minimum of three sentences of commentary.

Image journal pages will be stamped “on time” the day after each reading assignment. After you complete 2 image journal entries, you must submit that journal page. The quote you choose for your chunk should be a key quote which is of major significance to the character development, plot, or symbolism of the novel.

At the end of the novel, compile your 10 Journal entries (5 pages). Then create an illustrated cover page for your journal that represents the best of the imagery and symbolism from the entire novel. Include your name, date, period, and image journal title on the cover page.
Writing Assignment: Interpretive Questioning (5 points)

You've had a chance to explore the characters, some symbolism and done a few close readings of the text. What I'd like you to do now is get in the habit of analyzing a text on your own, even if you don't fully understand it. We can do this by ignoring the idea that there is always a “right” answer and instead form discussable questions about things you’re not sure about. I’m going to give you points for being confused.

**STEP 1:** Identify 2 sentences/passages from Chapter 5 whose meanings are unclear to you but you know are significant.

1) 

2) 

(Ex (from chapter 3): “Everyone suspects himself of at least one of the cardinal virtues, and this is mine: I am one of the few honest people that I have ever known” (59).)

**STEP 2:** Try to restate what you quote in your own words so it makes some semblance of sense.

1) 

2) 

(Ex: Nick, despite being infatuated with Jordan Baker, sees himself as being moral distinct from the East Egg crowd because he is not “careless” and is genuine with other people.)

**STEP 3:** Attempt an initial analysis by trying to explain the significance of these words and their relations to characters or ideas in the novel.

1) 

2) 

(Ex: This is the second time where Nick has mentioned in his writing that he is fair or unbiased person—is he hiding something? Should we believe him? Perhaps the author is suggesting that he is anything but nonjudgmental or honest, and he and Jordan deserve each other. Dexter Green also saw himself as morally superior and his illusions destroyed him.)
**STEP 4:** Form a question out of your quote, restatement and analysis like so:

“When (character) says, “(quote from text)” (pg #), is he/she saying that (restatement of quote in your own words)? If so, is he/she suggesting that (analysis of text)?”

1) 

2) 

(Ex: When Nick says, “Everyone suspects himself of at least one of the cardinal virtues, and this is mine: I am one of the few honest people that I have ever known” (59), is he trying to convince the reader that he should not be considered apart of the story’s events because he sees through the Eggs’ vacuous and carefree life and maintains his morals? If so, is the author alerting us to the fact that Nick is too deep in the story’s events to be reliable and may, in fact, be completely dishonest to the reader?)
Motif Trace Group Activity

_The Great Gatsby_, on one level, is a fascinating, plot-driven read that most students find to be a gratifying page-turner. The careful reader will also note, however, that this is the work of a fine craftsman who wields symbol and imagery with subtlety and skill.

It can be difficult, however, to keep an eye on all the motifs Fitzgerald so dexterously juggles throughout his text. For this reason, you will be divided into groups and assigned a _single_ motif to trace; each motif group will have a secondary motif to follow as well (since no one motif is ever-present); pay careful attention to when these two motifs intersect.

**Group #1 - Color (secondary motif: vision)**
Specifically yellow, blue, and green; red too, though symbolically rather obvious; leave white to the Bridal Innocence group

**Group #2 – Vision (secondary motif: color)**
Look for images of eyes, references to vision, sight and obstruction thereof. A good initial consideration: What do we generally mean when we speak of a man or woman “of vision”?

**Group #3 – Ghosts (secondary motif: carelessness and waste vs. creativity and hope)**
Look for images of ghostliness and death; references to ashes and dust (_ashes to ashes, dust to dust …_); remnants of what once was and is no more; remains.

**Group #4 - Carelessness and Waste vs. Creativity and Hope (secondary motif: Ghosts)**
Look for dreamers and destroyers, apathy and optimism. Pay close attention to tone. Of whom/what does Fitzgerald (or Nick) approve? Disapprove? WHY? What does he believe is the root cause of each?

**Group #5 - Seasons: Symbolism and Chronology (secondary motif: Bridal Innocence)**
Note the seasonal references and consider the usual symbolism associated with each (perhaps a good opening discussion: with what is each season usually associated?); pay close attention to holidays, birthdays, astrological import. By the end of the novel your group must have created a timeline for the book’s events. How does Fitzgerald invest elements of his story with symbolic meaning by structuring his novel in this manner?

**Group #6 – Bridal Innocence (secondary motif: Wow, I don’t know! Pick one!)**
Look for use of white and bridal imagery. Note language that refers to purity and incorruptibility. When is the image a true picture of the situation described, and when is the innocence only superficial? When used, why is the bridal imagery appropriate?

**JOURNAL INSTRUCTIONS**

**Step One - Reading:** Underline or highlight passages in which your motif is referenced.
**Step Two - Evaluation:** When you finish a chapter, look over your annotations and decide which seem important, and which are probably incidental. You will be less selective in early entries - you don’t yet know what is or is not important. As you see trends develop in later chapters, you will have a better idea what to notice. This is particularly true of the color group.

**Step Two - Comprehension:** Write in your notebook the page number and brief paraphrases of the important passages (usually one or two), including direct quotes from the truly important parts (please keep all of these entries together for the duration of our study of the novel).

**Step Three - Analysis:** Write a brief exploration of the tone/connotations associated with the theme in each passage, or a defense of why the passage is important. Consider author intent (what is Fitzgerald most likely doing) and narrator’s commentary (what is the effect on Nick) as two separate things. Thoughtful and thorough completion of these steps is required as a part of your daily class participation.

**Step Four (to be completed, periodically, in discussion with your fellow group members.):** Draw conclusions about how the motif is used in the chapter. For example, compare the passage to one you recorded earlier by explaining how the meaning of your motif is affected by the character, situation or tone in which it is applied. (Note: this step will be completed periodically in discussion with your fellow group members.)

**Example: Carelessness and Waste**

**Bottom of 16, top of page 17:**

“Sometimes she and Miss Baker talked at once, unobtrusively and with a bantering inconsequence that was never quite chatter, that was as cool as their white dresses and their impersonal eyes in the absence of all desire.”

This is Nick’s first impression of the Daisy Buchanan and her friend Jordan, as they sit calmly in their white, billowing dresses. He is not particularly judgmental of them; if anything, he seems rather enchanted, in spite of the “inconsequence” (unimportance) of their talk.

Jordan and Daisy are portrayed as so “cool” and “impersonal” that they desire nothing. This does not mean that they are particularly satisfied; they are simply completely apathetic. They do not even seem to care about what they are saying to one another, speaking at the same time of matters completely lacking in “consequence.”

*Each journal should be about a page long if typed, and will be collected on unannounced days. Please do type if your writing is illegible; double-space your comments, and single space any quotes … the quote itself should not make up the bulk of your entry. Please complete each journal thoroughly so your group benefits from your thoughts and your work is accurately assessed.*
A signal phrase lets us know that a quote and a paraphrase are coming; they may also occur after the quote to connect it to a new idea. It’s essential that the quotes enhance your writing instead of disconnecting your ideas. It’s your paper, not Fitzgerald’s.

There are three techniques that are useful in integrating quotes into your own sentences; ALL require contextual set-up beforehand. In your Gatsby essays, you will be required on your use of at least TWO of the techniques reviewed here (so you need at least two pieces of textual evidence).

**Technique #1: Full sentence set up for a full sentence quote**

Best for:
- Block quotes (quotes of more than three lines)
- Quotes which are best explained when one or more full sentences of text are required

Proper Punctuation to Use: The semicolon (;) and the colon (:)

*Nick makes it clear to us in retelling Gatsby’s first kiss with Daisy that though the act accomplished his dreams, it also destroyed them: “He talked a lot about the past, and I gathered that he wanted to recover something, some idea of himself perhaps, that had gone into loving Daisy. His life had been confused and disordered since then, but if he could once return to a certain starting place and go over it slowly, he could find out what that thing was…”*(110).

**Technique #2: Partial sentence set-up completed by full sentence quote**

Proper punctuation and set up:
- a verb such as “says,” “writes,” or “indicates,” followed by a comma
- a verb such as “says,” “writes,” or “indicates,” followed by “that” and NO comma

*Fitzgerald connects the realization of the Daisy image with a simile during their first kiss, saying, “At [Gatsby] lips’ touch [Daisy] blossomed for him like a flower and the incarnation was complete”* (111).

**Technique #3: Partial sentence set-up completed by partial quote.**

Proper punctuation: same rules apply as to any full sentence. Set up and quote, together, must read as a complete, non-run-on sentence.

*Nick suggests, no matter how much Daisy might love Gatsby, he will never be satisfied until “she had obliterated four years with that sentence: ‘I never loved you’”* (109).
Symbol Tracking

**Your Responsibilities:**

1) **Track your symbol** (see below) **throughout the novel:** Mark where your symbol(s) appears in the reading; note who or what it is connected to and what it may mean. You will be expected to share your findings with your group mates, and you essay test at the end of the novel will be on what you found.

2) Each chapter, **pick one page that you feel is significant and take notes on what is going on.** Underline key passages. Make notes on the margin. Write a question or make a thematic connection at the bottom of the page.

3) Finally, be sure to highlight other sections of the chapter that seem significant to you—or you are confused about—and take notes on areas of the text discussed in class.

**What is a symbol?** It’s a concrete object that stands not only for itself but for some abstract idea as well. For example: A red rose is a flower, but can also be a symbol of love or beauty.

**Symbol Groupings in Gatsby:**

- *a) Color symbolism:* the green light, yellow, white, gray
- *b) Location symbolism:* west egg vs. east egg; east vs. (mid)west; seasons
- *c) Car Symbolism and Death Imagery*
- *d) ‘Higher power’ symbolism:* Eyes, religious imagery, flowers

(see group assignments on the next page for your specific task)

**Here’s Your Test question:** What is the purpose and significance behind one of the symbols you tracked? How does this symbol develop over the course of the novel, and how does that relate to the events and/or character development that take place?
In your journal, take a few minutes to answer the following:

1) Suppose that you could actually construct a new persona for yourself based on the various elements you admired or wished for. What parts of what people would you wish for? What impression would/do you want people to come away with after meeting you?

Now, look at page 98 (or 104)…Gatsby’s vision of himself is determined at your age, and it was “to this conception he was faithful until the end” (98). What persona does he take on or try to imitate? Here’s the key: why, as a result of this persona, does Nick/the author call it his “Platonic” conception and that he was a “Son of God”?

2) In your response papers, those of you who answered the question about Fitzgerald’s American Dream often pointed to the desire for wealth, success, and the (elusive) perfect girl; most of you felt this dream was illusory and impossible to obtain. What I’d like everyone to do now is to separate the author and his work—why did Fitzgerald create Nick, Gatsby, Dexter, etc.? What is the author’s attitude (i.e., his tone) towards these people? How do they serve to show Fitzgerald’s views on the American Dream?
Journal Entry—Chapter 6

Reading Assignment: Please read from the start of the chapter (98) to page 101 ("It was a halt, too...”). 4 pages, that's it. You’ll read the rest for Monday.

Journal Assignment: Again, I want to focus on restating difficult passages in your own words, then offering an interpretation of them in question form. I can understand if this seems tedious, but how can you possibly understand what Fitzgerald means by “a universe of ineffable gaudiness spun itself out in his brain” (99) if you only skim once? I can’t do it; no one can. So stop, realize that, like Gatsby, it’s all within your grasp and get cracking.

I have two passages I want you to try to interpret in question form. Write them out in your journal.

“The truth was that Jay Gatsby of West Egg, Long Island, sprang from his Platonic* conception of himself. He was a son of God—a phrase which, if it means anything, means just that—and he must be about His Father’s business, the service of a vast, vulgar meretricious** beauty” (98).

“Each night he added to the pattern of his fancies until drowsiness closed down upon some vivid scene with an oblivious embrace. For a while these reveries*** provided an outlet for his imagination; they were a satisfactory hint of the unreality of reality, a promise that the rock of the world was founded securely on a fairy’s wing” (99).

These are tough! But you can’t just skip them; they’ll still be there, and their meaning will still elude you if you do not attempt to try to take a shot of them. You know what fairies are connected to and what an allusion to Christ might signify—go with that.

Question form: “When Nick says, “(quote from text)” (pg #), is he saying that (restatement of quote or part of the quote in your own words)? If so, is he suggesting that (your interpretation of the quote)?”

*Plato, an ancient Greek philosopher, believed an individual could create and live out his/her own ideal perfect image of him or herself (otherwise known today as the “Self-made Man”)
**means showy, insincere
***dreams
Chapter 8 Journal Entry: Praise or Bury?

We’re nearing the end of this saga; you’ll find out in Chapter 8 if Gatsby, as Nick says, “turns out all right in the end.” This will be your last journal entry.

**Prompt:** Should we admire Gatsby as a dreamer, or should we criticize him for being morally corrupt? On one hand, Gatsby’s quest is heroic; he wants something greater out of life, which we all want. On the other, he tries to buy—with wealth he acquired through illegal means—Daisy’s affection. So where do you stand?

Plan on sharing your responses in groups on Monday.
Chapter 3 Journal

Please read pages 39-53* of chapter 3 (the start to "But as I walked down the steps I saw that the evening was not quite over"...in the old pagination, it's 43 to 58) this weekend. Two things: 1) if the party in Chapter 3 seems absurd, it's supposed to be (think about it); 2) strange isn't it that all three chapters thus far have had parties that have fallen apart?

**Journal assignment:** on Friday I assigned you a symbol (or symbols) to track in your book—your particular assignment is in the guide I handed out on Monday, right next to your group assignments. Again, your task is to follow your symbols as they appear in the text, noting the connections they have to the characters and the main ideas of the novel.

Here's what I want you to do this weekend: In addition to looking for their appearance in Chapter 3, go back into Chapters 1 and 2 and find references to your symbol(s). In your journal, set up the top part of the page to record any mentions of the symbol, and use the space below it to discuss possible meanings. You don't have to mention every time something appears in a chapter, but you need to find several instances where it is connected to something important.

Before you protest: they are there, they are obvious, and we talked about many of them already with Chapter 1. This is the most intentional novel ever written; he put these symbols in deliberately and wants the reader to see them.

*If you have the car/death imagery, you'll need to finish chapter 3, as all of the early car motifs are between 53-59. Plenty of death stuff at the beginning of Chapter two though.
Journal Example

Let’s say my assignment was only to track the Green Light…

**Green Light**

(put your symbol assignment—i.e., “Colors” or “Locations”—here as the title)

**Appearances in the text:** “a single green light, minute and far away” (21);…

(write out the phrase or the words around the mention, but be sure to put the page #)

**Possible Interpretation:** This is the only time the green light has been mentioned so far, but it’s connected to Gatsby, so one would think it might have something to do with money. Green, however, normally represents nature so there might be another connection (or it’s merely being ironic); also, sometimes stars tend to have a greenish glow about them. This might be associated with…(sorry, I won’t spoil everything)

(Write out your interpretation here…use what you know about the characters and what you know from all the work we’ve done prior to starting the novel to guess what your symbols might mean.)
Chapter 2 Journal: Formalist/Pragmatic Response

The key to any deep reading of a text is, of course, rereading. This is particularly true of *Gatsby*, as Fitzgerald labored over even the smallest of details for years so it would be absolutely perfect (is there ever such a thing?).

Now, I’m a realist: I know you have four or five other classes demanding your time; you’re only going to get one shot at reading Chapter 2; some of you may skim it, some of you may give up after five pages. This assignment is going to ask you to stop, slow down and think about what you’re reading.

Journal assignment: Please pick a passage of about 1-3 paragraphs from Chapter 2 that you either a) didn’t understand or b) figure is of some importance but didn’t quite grasp that significance. At the top of the page, tell me what passage you’ve selected by including the first several words (i.e., “In my younger, more vulnerable years…” (5)) and the page number. Then do the following:

1) Write a series—at least two—of questions you need to ask about that passage in order to understand it. Don’t do the “what does this passage mean?” question; be specific and identify exactly what you don’t understand. For example, some of the language has been difficult for many of you, “Why is the picture of Myrtle’s mother described as ‘like an ectoplasm’ on page 30”?

2) Try to answer your own questions by looking for clues in the text. What do you know about the rest of the paragraph, the ones that came before it or the rest of the chapter that may help you decode the passage you have chosen? Do not discount what you already know: the way Tom is characterized; Nick’s attitude towards his subject and environment (tone); how Myrtle is different from Daisy; the differences in the locations thus far. **Respond in paragraph form by offering an interpretation based on what’s in the text, and what connections there seems to be to other parts of the text.**

**Some passages ripe for self-questioning and analysis:**
- 30-31 ("The sister, Catherine…I think it’s--")
- 35: ("The bottle of whiskey…variety of life")
- 37: ("Daisy! Daisy Daisy!” to the end of the chapter)

And there are, of course, the famous passages that open the chapter. I’ve included this scene on the back of this sheet, with a few questions to boot; if nothing else, you may give it a shot.
1) After finishing Chapter 9: What did you think of the book? Did you enjoy reading it? Was it relevant to your life? Did you find it profound? If you did, tell me about your personal connections; if you didn’t, please let me know why—beyond the basic fact that its schoolwork and you hate schoolwork—this book didn’t connect with you. Normally the book is talked about in terms of morality and greed...did our perspective, focusing on romanticism and dreams,

2) Let’s say, hypothetically, I assigned you a literary analysis paper on Gatsby and you had to pick your own topic. What would you have liked to have explored further? What do you see yourself writing on? I’m curious to see if there were things not covered in class that intrigued you.

Here are/were the journal assignments:
1) “Winter Dreams”: you were asked to define what “romantic” was—how does Dexter Green, the lead character in “Winter Dreams”, represent that idea? What is the connection between the story’s end and the ending to Fitzgerald’s essay on his early success? Plus, you needed to write two questions for discussion.
2) Chapter 2 journal: I asked you to find two passages you didn’t understand, ask questions about them, then try to answer your inquiry.
3) Chapter 3 journal: I asked you to get started tracking your symbol, noting where it appeared in the first three chapters, who it was connected to
4) In-class journal, prior to discussion of Chapters 2-3: you were asked about why Tom was with Myrtle, as well as how the various parties reflected the characters’ beliefs and values.
5) Chapter 6 Journal: asked you to respond, in question form, to the lines about Gatsby being “the son of God” and viewing the world as a “rock nestled on a faeries wing”
6) In-class journal the day we discussed Chapter 6: I asked about constructing your own persona and how that connected with Gatsby’s idea of himself; in addition, I wanted you to distinguish Fitzgerald’s conception of the American Dream from that of his characters.
7) Chapter 8 journal: Should we admire Gatsby as a dreamer, or should we criticize him for being morally corrupt?
8) Chapter 9 journal (see above)
Group Work—Chapters 4 & 5

Chapter 4:
a) What can you infer about the letter sent to Daisy the night before her wedding? Whose it from? What does it say? Afterwards, why does she sober up and marry Tom? What’s significant about the way Jordan describes Tom and Daisy’s relationship after the marriage (76-77)?

b) Why do you think Gatsby insists on Daisy seeing his house? (79)

Chapter 5:
a) What is the significance of the scene with the clock when Daisy and Gatsby first reunite (86-87)? Think about what the clock and time might symbolize here.

b) What’s with the shirts? Why would Gatsby show them to Daisy? What do you make of her reaction? (92)

c) How is that Nick’s presence makes Gatsby and Daisy more “satisfactorily alone” (94)?

d) What do you make of the changes in weather that occur throughout the chapter?

Part II: In your group, paraphrase the follow passages. I don’t want you to summarize the main ideas in the paragraph; instead, rewrite these passages in your own words to express these ideas in your own language.

1. “Possibly it had occurred to [Gatsby] that the colossal significance of that light had now vanished forever. Compared to the great distance that had separated him from Daisy it had seemed very near to her, almost touching her. It had seemed as close as a star to the moon. Now it was again a green light on a dock. His count of enchanted objects had diminished by one” (93).

2. “Almost five years! There must have been moments even that afternoon when Daisy tumbled short of his dreams -not through her own fault, but because of the colossal vitality of his illusion. It had gone beyond her, beyond everything. He had thrown himself into it with a creative passion, adding to it all the time, decking it out with every bright feather that drifted his way” (95-96).

3. “I think [Daisy’s] voice held him most, with its fluctuating, feverish warmth, because it couldn’t be over-dreamed—that voice was a deathless song” (96).
Why does Fitzgerald choose this point in the novel to present a detailed discussion of the initial love affair between Gatsby and Daisy?

At the beginning of the chapter, the story is interrupted at its most dramatic point. What is the author's purpose in breaking the story here?

Why is Gatsby's love for Daisy described in religious terms?

Why does Daisy's wealth always remain in the foreground of Gatsby's feelings and memories of her?

What is the significance of Gatsby's grudging acceptance that if Daisy did love Tom once, it was "just personal"?

Explain Nick's meaning when he balances Gatsby's supposed "corruption" against his "incorruptible dream."

Do you feel pity for Gatsby? Why and when? Why not?

What does Gatsby think and feel about his life? How do you think he regarded himself—successful? Failure?

What connection might there be between Wilson and Michaelis' discussion about the eyes of Eckleberg as a God and advertisement to the same terminology used to describe Gatsby

What does Gatsby mean when he says Daisy's love was "just personal"?

-Grammar
-Go over schedule/other papers
-Share journals in groups
-Look at literary criticism
-Did Gatsby turn out all right in the end?
-hand back papers/grades
-HW: complete book + journal
Discussion Pre-write

We’re in the circle today; your participation will be for a small grade (5 points). I want to focus on close readings of the text—now that things are starting to make a little more sense, we can focus on what the author is up to. Please take 5 to 10 minutes now to respond to the following in your journal so that you have something to contribute to discussion.

1. Why Myrtle? You have to figure that Tom, of the richest and most elite stock in the country, can have anyone—including Daisy. So why have an affair with Myrtle? And why would he make it so that people’s knowledge of the affair “was insisted upon wherever he was known” (24)? Why would Tom lie to Myrtle about Daisy’s being Catholic?

2. There are obvious parallels between the parties in Chapter 2 and 3, just as both contrast with the dinner at the Buchanans in Chapter 1. Choose one of the parties and answer the corresponding questions:

For the party in Chapter 2: Why is Nick “simultaneously enchanted and repelled by the inexhaustible variety of life” (35)? What is significant about the way Myrtle acts on pages 30-35—what sort of social chameleon is she? Why is Tom almost invisible throughout the gathering, and what do we learn about him when he breaks Myrtle’s nose? (i.e., would he do this to Daisy?)

For the party at Gatsby’s in Chapter 3: Why is the party “something significant, elemental and profound” (47) to Nick? Why do you think Fitzgerald makes Gatsby, much like Tom in Chapter 2, almost invisible at his own party while continuing to not reveal anything about his background? Why are the guests “so reluctant to go home” (51)?
When you read this the first time I can imagine you were somewhat boggled: what the heck is a “valley of ashes”, and why should you care? Well, it’s there for a reason. Read the intro again and write down a few notes to the questions below it.

1. Chapter 1 ends with the green light; Chapter 2 begins with the gray images in the Valley of Ashes. What aspects of the setting imply that it is intended to have a symbolic meaning as well as a literal one?

2. Find an example of personification and alliteration in the first paragraph. Why do you think the author uses these techniques here?

3. What do you think the “eyes of Dr. Eckleburg” represent? Think about what we’ve said about eyes in previous classes—what is potentially significant about this billboard of an oculist that hangs over the land?
### Gatsby Discussion Questions: pp. 5-6

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
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<tbody>
<tr>
<td>In the first sentence, which words invite us to identify with the narrator?</td>
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<tr>
<td>What is the significance of Nick opening his tale with his father’s advice?</td>
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<td>How would the opening of this novel come across differently if written in the third person?</td>
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<td>After reading the first page, what would you say are Nick’s most <strong>noble</strong> characteristics as a narrator? Why?</td>
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<td>What is the difference between “reserving judgments” and “not judging at all”?</td>
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<td>We readers can tell from the first page that Nick has a multi-dimensional personality. What clues confirm that the following adjectives apply to him?</td>
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<td><em>Serious:</em></td>
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<td><em>Humorous:</em></td>
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<td><em>Romantic:</em></td>
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<td><em>Realistic:</em></td>
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<td><em>Inquisitive:</em></td>
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<td>What other adjectives would you add to complete an initial profile if Nick’s personality traits?</td>
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# Gatsby Discussion Questions: Chapter 1

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<tr>
<th>Page</th>
<th>Question</th>
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<tbody>
<tr>
<td>8-9</td>
<td>Why does Nick define the well-rounded man as “the most limited of all specialists”?</td>
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<td>9</td>
<td>Given his background and his function as the narrator, what is the significance of Nick claiming, “Life is much more successfully looked at from a single window”?</td>
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<td>9</td>
<td>What contrast between the land (Long Island) and the water (Long Island Sound) does Nick establish?</td>
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<td>9</td>
<td>What is the effect of Nick referring to people as “the wingless”?</td>
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<td>6</td>
<td>How do Tom and Daisy differ from Nick in terms of their background, motivation, and occupation?</td>
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<td>11</td>
<td>What three adjectives would you choose to describe Tom?</td>
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<td>12</td>
<td>How does Fitzgerald use figurative language to contrast the two women with Tom?</td>
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<td>9</td>
<td>What kind of person says, “I’m p-paralyzed with happiness”?</td>
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<tr>
<td>13-14</td>
<td>What is Daisy’s most distinguishing characteristic and why?</td>
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<td>14</td>
<td>How do Daisy’s and Tom’s personalities differ?</td>
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<td>10-17</td>
<td>What personality deficiencies do we see in Daisy and Tom?</td>
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<td></td>
<td>What personality traits does Nick possess that seem to transcend his background?</td>
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<tr>
<td>18</td>
<td>What does the story about the butler’s nose have to do with anything?</td>
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<td>19</td>
<td>Why does Daisy compare Nick to a “rose” and talk about the “romantic outdoors”?</td>
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<td>20</td>
<td>Why does it make sense, given his background, that Nick would want to telephone the police?</td>
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<tr>
<td>21</td>
<td>Why does Daisy think the best thing in the world a girl can be is a fool? Is Daisy a fool?</td>
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<td>22</td>
<td>What is Daisy’s tone when she says, “Sophisticated--God, I’m sophisticated!”? (Is there more than one possibility?)</td>
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<tr>
<td>22</td>
<td>What are the characteristics of the distinguished society to which Daisy and Tom belong?</td>
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<td>23</td>
<td>Assess Daisy’s statement: “I think the home influence will be very good for her.”</td>
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<td>25</td>
<td>Why doesn’t Daisy rush away from Tom with their child in her arms?</td>
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<tr>
<td>25-6</td>
<td>Considering the fashion in which Fitzgerald introduces Gatsby, what three adjectives best describe Nick’s neighbor?</td>
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# Gatsby Discussion Questions: Chapter 2

<table>
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<tr>
<th>Page</th>
<th>Question</th>
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<tbody>
<tr>
<td>27</td>
<td>Contrast the valley of ashes with the Buchanan’s home.</td>
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<td>27</td>
<td>What is alliteration? Can you find two examples on p. 27? Why do authors use alliteration and when is it most effective?</td>
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<tr>
<td>27</td>
<td>What is the significance of Dr. T.J. Eckleberg seeing the “obscure operations” of the residents which the drivers cannot see?</td>
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<td>278</td>
<td>What is the passive voice? Why does it often weaken writing? Can you find an example on p. 28 in which Fitzgerald uses the passive voice effectively? When should a writer use the passive voice?</td>
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<td>28-9</td>
<td>Why does Fitzgerald have Main Street go by Wilson’s shop?</td>
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<td>29</td>
<td>Which words can you find on p. 29 that Fitzgerald uses to describe inanimate objects but could just as easily apply to Wilson? Discuss how these words characterize Myrtle’s husband.</td>
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<tr>
<td>31</td>
<td>What is the significance of the dog seller bearing “an absurd resemblance” to John D. Rockefeller? How does Fitzgerald use the dog to portray the relationship between Tom and Myrtle?</td>
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<tr>
<td>33</td>
<td>To what extent is Myrtle a social chameleon?</td>
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<td>33</td>
<td>Why does Fitzgerald use the words “decomposed apathetically” to describe the dog biscuits in the saucer of milk?</td>
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<td>33</td>
<td>How does Tom and Myrtle’s apartment in the city compare with the Buchanan’s home in East Egg?</td>
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<tr>
<td>34</td>
<td>In what way are Mr. McKee's photographs a metaphor for the whole afternoon?</td>
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<tr>
<td>38</td>
<td>Why does Fitzgerald tell us that Myrtle's opinion of her husband is &quot;violent and obscene&quot; instead of revealing the actual words she uses?</td>
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<tr>
<td>38</td>
<td>What do you think is the origin of the lie that Daisy is Catholic?</td>
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<tr>
<td>40</td>
<td>How does Myrtle's comment that she'd have to call a policeman connect to Nick's earlier similar comment at Daisy's party?</td>
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<tr>
<td>41</td>
<td>How does Tom's physical treatment of Myrtle connect to his earlier comment about the dog?</td>
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<tr>
<td>42</td>
<td>How does Fitzgerald communicate Nick's escalating drunkenness and fatigue toward the end of the party?</td>
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## Gatsby Discussion Questions: Chapter 3

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<tbody>
<tr>
<td>44-5</td>
<td>Analyze the figurative language in the paragraph beginning at the bottom of p. 44.</td>
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<tr>
<td>45</td>
<td>How do people act when they conduct “themselves according to the rules of behavior associated with amusement parks”?</td>
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<td></td>
<td>What are the recurring themes at Gatsby’s party?</td>
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<tr>
<td>47</td>
<td>Why can we consider the girls in twin yellow dresses a revealing symbol of the party?</td>
<td></td>
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<tr>
<td>48</td>
<td>Why do dark rumors circulate about Gatsby? What traits inspire “romantic speculation”?</td>
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<tr>
<td>50</td>
<td>What does Owl Eyes mean when he points to the library books and insists that Gatsby exhibits just the right amount of realism?</td>
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<td></td>
<td>Why is alcohol an essential and pervasive ingredient at the party?</td>
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<tr>
<td>52-3</td>
<td>Compare Gatsby’s smile with Daisy’s voice on pp. 13-14.</td>
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<tr>
<td>53</td>
<td>Why does Fitzgerald continue to make Gatsby’s origin obscure?</td>
<td></td>
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<tr>
<td>54</td>
<td>What does Jordan mean when she says, “I like large parties. They’re so intimate. At small parties, there isn’t any privacy”?</td>
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<tr>
<td>55-6</td>
<td>What is odd about a woman <em>deciding</em> that everything is very sad?</td>
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<tr>
<td>57</td>
<td>What amazing thing do you think Gatsby tells Jordan?</td>
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<tr>
<td>58-60</td>
<td>What are the similarities and differences between the aftermath of Gatsby’s party and the party itself?</td>
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<tr>
<td>60-2</td>
<td>What does Gatsby’s isolation on p. 60 have to do with Nick’s loneliness on p. 62?</td>
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<tr>
<td>63</td>
<td>What do you make of Nick’s statement: “Dishonesty in a woman is a thing you never blame deeply?”</td>
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<td></td>
<td>Jordan admits that she is a careless driver and considers Nick a careful one. How does careless driving apply to other characters in the novel? Compare Jordan’s moral code with the Buchanans’ and with Nick’s.</td>
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# Gatsby Discussion Questions: Chapter 4

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<tr>
<td>65-8</td>
<td>What recurring motifs can you find in the names and characteristics of the guests who attend Gatsby’s parties?</td>
<td></td>
</tr>
<tr>
<td>68</td>
<td>Is Gatsby saying in regard to his car: “It’s pretty, isn’t it, old sport?” the same as Tom saying in regard to his house: “I’ve got a nice place here”?</td>
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<tr>
<td>70</td>
<td>How much of Gatsby’s story about his past do you believe? Why do you think he responds “San Francisco” to Nick’s question about the part of the Midwest he comes from?</td>
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<tr>
<td>70</td>
<td>What does the phrase “leaking sawdust at every pore” suggest about Gatsby’s credibility?</td>
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<tr>
<td>70-1</td>
<td>Are the medal from Montenegro and the picture of Oxford sufficient to convince you of the truthfulness of part or all of Gatsby’s story?</td>
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<tr>
<td>72-3</td>
<td>What is the significance of the white card that Gatsby shows the policeman? What does the expression “carte blanche” mean?</td>
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<tr>
<td>73</td>
<td>What does “non-olfactory” money mean? Why are there so many references to noses in this novel?</td>
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<td>/3-8</td>
<td>What does Gatsby’s connection with Wolfsheim add to your hypothesis about Gatsby’s past? Do you find Fitzgerald’s depiction of Wolfsheim anti-Semitic?</td>
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<td>/1-8</td>
<td>Why do you think Gatsby has trouble keeping his “professional” and personal lives separate?</td>
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<tr>
<td>71-8</td>
<td>What two facts are most memorable about Wolfsheim and what is their significance?</td>
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<td>79</td>
<td>Why does Gatsby disappear just as Nick is about to introduce him to Tom?</td>
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<tr>
<td>79-85</td>
<td>How much about Gatsby does Jordan’s story explain? How much does it leave unanswered?</td>
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# Gatsby Discussion Questions: Chapter 5

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<tbody>
<tr>
<td>88</td>
<td>What does Nick mean when he says that under different circumstances, Gatsby's offer might have been one of the crises of his life?</td>
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<tr>
<td>88-9</td>
<td>Does Daisy's question “Who is Tom?” have any connection with Gatsby’s question “What grass?”</td>
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<tr>
<td>90</td>
<td>Why do you think Fitzgerald has Gatsby repeatedly vanish from Nick’s vision?—First, after gazing at the green light—Second, just before Nick wants to introduce him to Tom—And now, as Daisy comes into the front door.</td>
<td></td>
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<tr>
<td>91</td>
<td>How does Fitzgerald make the reunion between Daisy and Gatsby as awkward as possible? What do you think the detunc clock represents?</td>
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<tr>
<td>93</td>
<td>Why is Gatsby surprised that Daisy is embarrassed?</td>
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<tr>
<td>93</td>
<td>Analyze the thoughts Nick has in his backyard.</td>
<td></td>
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<tr>
<td>96</td>
<td>What do you make of Gatsby’s statement to Daisy that he keeps his house full of celebrated people?</td>
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<tr>
<td>98-9</td>
<td>What facet(s) of her character does Daisy reveal when she says, “It makes me sad because I’ve never seen such beautiful shirts before” and “I’d like to just get one of those pink clouds and put you in it and push you around”?</td>
<td></td>
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<tr>
<td>98</td>
<td>Upon meeting Daisy again, why does Gatsby’s count of enchanted objects diminish by one? Examine this comparison: A star seems as close to the moon as the green light seems to Daisy.</td>
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<tr>
<td>99</td>
<td>How could Nick’s presence make Gatsby and Daisy feel more satisfactorily alone? Is the paradox of this situation similar to Jordan feeling more privacy at large parties?</td>
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<tr>
<td>101</td>
<td>What is the one thing about Daisy that cannot be over-dreamed and why is that fact ominous?</td>
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# Gatsby Discussion Questions: Chapter 6

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<tr>
<td>104</td>
<td>The second full paragraph is one of the most important passages in the novel so read it carefully several times.</td>
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<tr>
<td></td>
<td>a. What would a Platonic conception of oneself be?</td>
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<td></td>
<td>b. How does Fitzgerald employ a religious metaphor to represent something secular?</td>
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<tr>
<td>105</td>
<td>Does the promise that Gatsby senses --&quot;the rock of the world was founded securely on a fairy’s wing&quot;--provide the clue to why Gatsby is doomed to fail in his quest of Daisy (and everything she symbolizes)?</td>
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<td>108</td>
<td>Why does Gatsby tell Tom that he knows Daisy and why does he want to see more of Tom?</td>
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<tr>
<td>111</td>
<td>How is the significance of the green card that Daisy suggests different from the white card that Gatsby presented (p. 72) to the policeman?</td>
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<tr>
<td>114</td>
<td>Why is Daisy appalled by West Egg and does Gatsby have any chance of changing her response?</td>
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<td>116</td>
<td>Why does Gatsby think the past can be repeated?</td>
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<td>117-8</td>
<td>The final paragraphs of the chapter contain some of the most important passages in the novel.</td>
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<tr>
<td></td>
<td>a. In what way does Gatsby’s memory of kissing Daisy contain the clue(s) to the impossibility of his quest?</td>
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<td></td>
<td>b. Contrast Gatsby’s kiss to Nick’s earlier kiss (with Jordan -- p. 85)</td>
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<td></td>
<td>c. What do you think were the words that never escaped from Nick’s lips?</td>
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### Gatsby Discussion Questions: Chapter 7

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<tr>
<td>121</td>
<td>Why does Fitzgerald make the weather “Hot! Hot! Hot!” for this scene? Notice that Nick's romantic temperament comes alive even during miserable moments: “That anyone should care in this heat whose flushed lips he kissed, whose head made damp the pajama pocket over his heart.” How do these words apply to the major characters in this chapter?</td>
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<tr>
<td>122</td>
<td>What do you make of Tom's threat: “...as for your bothering about it at lunchtime, I won’t stand that at all”?</td>
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<tr>
<td>123</td>
<td>Why is Gatsby's response to Daisy and Tom's child not surprising?</td>
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<tr>
<td>123</td>
<td>Just minutes after Daisy has said “You know I love you” to Gatsby, she wonders, “What’ll we do with ourselves this afternoon?...and the day after that, and the next thirty years?” How do you reconcile these two statements?</td>
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<tr>
<td>125-7</td>
<td>Daisy says that Gatsby resembles an advertisement of a man and Gatsby says that Daisy’s voice is “full of money.” How do these statements characterize their relationship and foretell its doom?</td>
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<tr>
<td>130-1</td>
<td>Wilson's discovery of betrayal has made him sick whereas Tom’s discovery of betrayal has not affected his good health. What is the significance of this difference between the two men?</td>
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<tr>
<td>131</td>
<td>Why does Fitzgerald forge a connection between Dr. T.J. Eckleberg's eyes and Myrtle Wilson's eyes?</td>
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<tr>
<td>134-5</td>
<td>What is Biloxi’s function in the plot?</td>
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<td>131</td>
<td>What does Nick mean when he says of Tom: “The transformation from libertine to prig was so complete”?</td>
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<td></td>
<td>Contrast Gatsby’s and Tom’s strategies to win Daisy over for good. Why is Tom bound to win? What are Gatsby’s mistakes?</td>
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<td>Page</td>
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<tr>
<td>140-2</td>
<td>Why does Fitzgerald write, “She turned to her husband” instead of “She turned to Tom”? Why does Fitzgerald write, “The voice begged again to go” instead of “Daisy begged again to go”?</td>
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<td></td>
<td>Why can one claim that Gatsby is dead before the group returns to the Eggs?</td>
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<tr>
<td>142</td>
<td>Why can Tom afford to have Daisy and Gatsby travel back to Long Island together?</td>
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<tr>
<td>142-3</td>
<td>What is the significance of Nick remembering that he is thirty today? Why does he suddenly think of the coming decade as a portentous, menacing road?</td>
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<td></td>
<td>Following the chain of events, can the reader blame Tom not only for breaking Myrtle’s nose but also for killing her?</td>
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<td>145</td>
<td>What words does Fitzgerald employ to depict the dead Myrtle as less than a human being?</td>
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<td>150</td>
<td>Why does Gatsby just standing outside Daisy’s house seem a “despicable occupation” to Nick?</td>
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<td>152-5</td>
<td>What do you think Daisy and Tom are talking about over “a plate of cold fried chicken between them”? [Is the secret society to which Nick referred on p. 22 in session?]</td>
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<td>Page</td>
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<td>135-7</td>
<td>Was there anything tainted about Gatsby’s initial love for or dream associated with Daisy?</td>
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<tr>
<td>160</td>
<td>What does Gatsby mean when he says that Daisy’s love for Tom was “just personal”?</td>
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<td>162</td>
<td>Why does Nick say to Gatsby: “You’re worth the whole damn bunch of them put together”?</td>
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<td>162</td>
<td>Nick says that Gatsby’s smile makes him feel as if the two of them have been in “ecstatic cahoots” all along. How does this alliance between Nick and Gatsby contrast with the “secret society” (p.22) to which Daisy and Tom belong?</td>
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<tr>
<td>163</td>
<td>Why does Nick refer to Myrtle Wilson’s death as her “tragic achievement”?</td>
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<tr>
<td>165</td>
<td>What does George Wilson have instead of a church?</td>
<td>Do you consider Myrtle Wilson’s death an accident? Explain.</td>
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<tr>
<td>166</td>
<td>What relationships does the dog leash symbolize?</td>
<td>George Wilson has no friend for Nick to telephone. Who else has no friend to call later in the novel?</td>
</tr>
<tr>
<td>167</td>
<td>Do George’s statement about God and Michaelis’ statement about an advertisement make the symbolism of Dr. T.J. Eckleberg any clearer? (Note that Gatsby is also associated with God [p. 104] and an advertisement [p. 125].)</td>
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<td>169</td>
<td>Examine the characteristics of Gatsby’s post-Daisy reality.</td>
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<td>169</td>
<td>What is unique about Nick among the four people who run down to Gatsby’s pool?</td>
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# Gatsby Discussion Questions: Chapter 9

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<tr>
<td>172-4</td>
<td>Is there any connection between the reasons that Daisy and Wolfshiem do not call Gatsby?</td>
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<td>176</td>
<td>Why are Mr. Gatz’s tears described as “isolated and unpunctual”?</td>
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<td>To what extent is it Gatsby’s fault that he has no friends besides Nick to attend his funeral?</td>
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<tr>
<td>181</td>
<td>Are there any seeds of Jay Gatsby in Jimmy Gatz’s schedule and resolves?</td>
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<tr>
<td>183</td>
<td>Is Owl Eyes Gatsby’s T.J. Eckleberg?</td>
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<tr>
<td>184</td>
<td>Nick surmises that perhaps all of the Westerners--himself, Daisy, Tom, Gatsby, and Jordan--possessed some deficiency in common which made them subtly unadaptable to Eastern life. What could this deficiency be?</td>
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<tr>
<td>185</td>
<td>Analyze the El Greco image of West Egg that remains in Nick’s mind. Note that two of the words--“fantastic” and “grotesque”-- also describe the Valley of Ashes on p. 27 and Wilson’s murder of Gatsby on p. 169.</td>
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<td>186</td>
<td>Why does Jordan accuse Nick of being a bad driver during their last meeting?</td>
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<td>187-8</td>
<td>How much does Tom really miss Myrtle? How can we tell? (Why might it be appropriate for Tom to purchase a pair of cuff buttons?)</td>
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<tr>
<td>189</td>
<td>How do Nick’s thoughts about the Dutch sailors’ island relate to other symbols of Gatsby’s dream?</td>
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<td>189</td>
<td>What do the last two lines of the novel mean?</td>
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Final Response

Your final paper will require you to use an outside source in addition to the novel. Please select one of the following options:

**Formalist/Pragmatic Response:**

1. Is *Gatsby* a criticism of the American Dream, or does it (cautiously) reaffirm it? Or is it something else entirely?

2. Admirable or loathsome? Jay Gatsby: a romantic dreamer whose pursuit is heroic, or a morally corrupt figure we should distance ourselves from? Argue your case.

Literary criticism will be provided for these responses.

**Meta-Textual Response:**


**Mimetic/Pragmatic Response**

4. Sven Bickerts’ “A *Gatsby* for Today” argues that the novel is as relevant to the 1980s (when he wrote the essay) as it was during the 1920s, suggesting that the novel’s significance transcends the time period it was written in. If you agree, write your own “A *Gatsby* for 2005,” discussing what you feel are the most relevant aspects of the novel to today’s world. What is the lasting message of the novel to your generation?
Gatsby Response #1 (20 points)

Please finish reading Chapter 3 before responding. Choose one of the following options…please remember that you will need to quote the text for all of them.

Formalist/Pragmatic/Expressive Response:
Here’s a good question: Why Nick? Fitzgerald could have chosen any perspective for his point of view—he primarily used third person for the short stories leading up to the novel—but he chose first person narration, and he developed Mr. Carraway for a purpose. Why? Based on what you’ve read so far, what do you think Nick’s role is? How does it connect to the author’s own perspective? Can we trust Nick? (He says at the end of 39 that he is “the only honest man he’s ever known”; literary critics, however, often consider him hopelessly dishonest and hypocritical.)

Meta-Textual/Pragmatic/Formalist Response:
Here’s another: Fitzgerald seems to be utterly obsessed with eyes and noses and mouths in *The Great Gatsby* and “Winter Dreams”. Find descriptions in both texts and consider their significance: What do they tell us about the characters being described, and how do they relate to ideas or issues we’ve talked about in the last week? How does it connect with what makes a first impression on you and other people your age? Why are these facial features such powerful symbols?

Creative Response:
One of the reasons *The Great Gatsby* remains the Great American Novel is the writing, which is often described as “poetic,” “expressive,” or “imagistic.” Here’s your chance to try it out for yourself:

1) Find a spot where you found the writing to be powerful or meaningful—let’s say a paragraph or several sentences—and note why you selected it: what impression did it leave on you. What did the author do to give you that feeling?

2) Try imitating or modeling Fitzgerald’s style in your own observations of the world. You may pick any mundane or end-of-the-world subject, but here’s some practical ideas:
   - Scenes from a party you go to this weekend.
   - A late night walk by yourself.
   - A vivid portrait/reflection of a girlfriend/boyfriend.
   - Your first impressions of someone new you meet.

3) Include a paragraph that describes the stylistic choices you made—How did you consciously evoke Fitzgerald in your writing?
Gatsby Mini-Essay #1

Please complete your reading of Chapter 6 before picking one of the following options:

**Pragmatic/Formalist Response (Option #1):**
Does Gatsby really love Daisy? I’m curious to hear if you buy into his dreams, or if you think he’s delusional and is really in love with the idea of her. Be sure to support your views with evidence from the text, whether from Gatsby or Nick.

**Pragmatic Response (Option #2):**
What is your take on Fitzgerald’s portrayal of women in this book? Is he sexist, treating women as objects to be bought and sold, or is this a sympathetic critique of a male-dominated society? But perhaps it is something else entirely: could he be suggesting that it is the female characters here who have the control and the cleverness, and that men go to ruin over them? Pick 2 of the 3 main female roles—Daisy Buchanan, Jordan Baker, Myrtle Wilson—and discuss how their characterization proves your interpretation of gender roles in this novel.

**Formalist Response (Option #3):**
In a nice and tidy full page response, choose one of the following symbols that we have not discussed and explain what it represents and its significance to the major ideas of the work:

- The passage of time (‘time’ words appear 487 times in the novel)
- The weather (it will help a great deal if you’re ahead on the reading)
- The role of sports in the novel
- Daisy’s voice

Again, be sure that you support your views with clear evidence from the text.

**Meta-Textual (Option #4):**
Compare and contrast Gatsby to another dreamer, perhaps Holden Caulfield, Romeo, etc. What do these two characters say about the themes or concerns of the novelists? How do their quests reflect our own?

**Length:** at least one full page
**Points:** 20 (rubric on back)
**Due:** Thursday, October 27

This is a thesis driven response, but not a five paragraph essay. We’ll work on developing your argument in class.
### The Great Gatsby Mini-Essay Rubric

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<tr>
<td><strong>5</strong></td>
<td>Creates a clear, debatable thesis that provides rich insight into the novel.</td>
<td>Thesis is strong with some insight into the novel, but needs more explanation and exploration.</td>
<td>Thesis is present, but is not clear, is not debatable and/or does not include a why/so what/because.</td>
<td>Only the most basic or no thesis.</td>
</tr>
<tr>
<td></td>
<td>The paper retains a tight focus on the topic laid out in the introduction.</td>
<td>The paper loses some focus.</td>
<td>The paper has little focus.</td>
<td>The paper has no focus.</td>
</tr>
<tr>
<td></td>
<td>There are clear transitions between the sentences in the paragraph and between paragraphs.</td>
<td>Could improve transitions.</td>
<td>Transitions awkward.</td>
<td>No transitions.</td>
</tr>
<tr>
<td></td>
<td>Final draft free from spelling, grammar, capitalization, run-on, fragment and punctuation errors.</td>
<td>Final draft has a few spelling, grammar, capitalization, run-on, fragment and punctuation errors.</td>
<td>Final draft has many spelling, grammar, capitalization, run-on, fragment and punctuation errors.</td>
<td>Editing problems throughout the paper negatively impact the reader’s experience.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Integrations of Evidence</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>Below</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>5</strong></td>
<td>Signal phrases are consistently and correctly used to introduce the quotation.</td>
<td>Some problems with signal phrases.</td>
<td>Many problems with signal phrases.</td>
<td>No signal phrases.</td>
</tr>
<tr>
<td></td>
<td>Proper in-text citation format is used.</td>
<td>Some problems with in-text citations.</td>
<td>Many problems with in-text citations.</td>
<td>No in-text citations.</td>
</tr>
<tr>
<td></td>
<td>Quotations are formatted properly.</td>
<td>Some problems with quotation format.</td>
<td>Many problems with quotation format.</td>
<td>No quotations.</td>
</tr>
<tr>
<td></td>
<td>Best evidence is used to support thesis.</td>
<td>Good evidence is used to support thesis.</td>
<td>The relevance of the evidence is shaky.</td>
<td>No quotation formatting.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Quality of Thinking</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>Below</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>10</strong></td>
<td>There is a clear distinction between summary and analysis that serves the paper’s focus well.</td>
<td>There is confusion between summary and analysis.</td>
<td>The summary and analysis doesn’t stick to the focus.</td>
<td>Inaccurate summary or analysis.</td>
</tr>
<tr>
<td></td>
<td>Analysis clearly illustrates how the evidence supports the claim in the thesis.</td>
<td>Analysis present, but could be clearer or more accurate.</td>
<td>Analysis confusing, not in-depth, or incorrect.</td>
<td>There is only summary. No analysis.</td>
</tr>
</tbody>
</table>

Total_____/20
Prepping your paper

After you’ve decided on a topic….

Step 1: Write a one-paragraph summary of your main idea (i.e., what YOU are going to say in your paper) in the space below. You will use this to construct a thesis for the essay.

Step 2: What evidence from the text is there to support this? Find three examples that you will use in your response.

Evidence #1 (+ page number)

Evidence #2 (+ page number)

Evidence #3 (+ page number)
A Handy Guide to the Thesis Statement (Hold on to this…)

Believe it or not, a thesis statement is supposed to help you…

But remember: a thesis is an argument—it’s not just an opinion statement, or the place where you put the author’s name and the title. It’s a statement where you make it clear that it is your perspective—with the evidence and analysis you have—that is the right one; this is not the place for “everyone’s entitled to his/her opinion.” Of course, they are—but it’s your paper.

**Thesis = topic (what you’re specifically writing on) + explanation (what you’re going to prove)**

**“Because Daisy Buchanan and Jordan Baker seemingly wink at the carelessness and insincerity they are criticized for (explanation), their characterization suggests they are less trophies for men and more shrewd manipulators of a vain, patriarchal society (topic).”**

**“Sports are used in The Great Gatsby (topic) to show that the rugged individualism of the male characters’ Middle West youth has been corrupted by the selfish immorality of the East, as embodied by Meyer Wolfshiem and Jordan Baker (explanation).”**

I generally notice three issues when expressing a paper’s main idea in a single sentence:

**The thesis makes no claim.**
* “This paper will compare the characters of Jay Gatsby and Holden Caulfield.”
* “The valley of ashes is used by the author to add detail.”
*(There is nothing to discuss because these are just statements.)*

**The thesis is too broad or too obvious:**
* “The American Dream is different for everyone.”
* “The Great Gatsby is a novel about love and morality.”
*(Of course! So where do you go from here?)*

**The thesis states the writer’s perspective but does not argue for it.**
* “I think Gatsby really did love Daisy.”
*(This is an opinion: while you can oppose this view, you can’t oppose the person’s right to their views, which is what this sentence is really about)*

PLEASE!!!
1) A thesis does not have to be the last sentence in the introduction.
2) A paper does not have to be five paragraphs.
3) You must establish some larger purpose for writing; otherwise, the experience is pure DEATH.

Thesis Builder on back…
Your thesis needs to answer two questions:

· What's the main point you're trying to prove?
· Is it focused and specific enough to be proven within the paper

Fill out the following to narrow things down:

What are you writing on? _______________________________________

What's your perspective? _______________________________________

What's the point? ______________________________________________

Who or what are you focusing on? _________________________________

If you are stuck and have absolutely nowhere to turn, try simply writing a sentence where you state your topic and then why it is true.

__________ (My topic/opinion) because _____________ (main reason why you believe it)

Ex: Gatsby loves Daisy because he pursues her faithfully for almost five years.

The So What? Question

The whole point of any writing assignment is to justify itself: you answer the prompt, of course, but you are also investigating why the question is important in a larger, non-fictional context. In other words, you are answering the following:

· What does your idea tell you about the author’s intentions for his/her work?
· How is your idea connected to a larger question or problem in the real world?
· How does your idea shed new light on aspects of your own life?
Thesis Statement
for Great Gatsby Paper

Write a one-paragraph summary of your main idea for your Great Gatsby final paper in the space below. We will be working to turn this summary into a thesis statement in the computer lab. This summary will be collected tomorrow.
Signal Phrases

A signal phrase is, simply put, the way you set up a piece of evidence—for instance, a quote—in your own language. You can understand how important this is when you answer the following question: who is doing the writing here, you or the author you’re writing on?

There are three techniques that are useful in integrating quotes into your own sentences; ALL require contextual set-up beforehand. In your Gatsby essays, you will be required to integrate ALL quotes, making use of at least TWO techniques reviewed here.

Technique #1: Full sentence set up for a full sentence quote

Best for:
- Block quotes (quotes of more than three lines)
- Quotes which are best explained when one or more full sentences of text are required

Proper Punctuation to Use: The semicolon (;) and the colon (:

Ex: Nick suggests that it not so much a love of Daisy that drives Gatsby but some vision he had of himself when he was with her: “He talked a lot about the past, and I gathered that he wanted to recover something, some idea of himself perhaps, that had gone into loving Daisy. His life had been confused and disordered since then, but if he could return to a certain starting place and go over it all slowly, he could find out what that thing was” (110).

Technique #2: Partial sentence set-up completed by full sentence quote

Proper punctuation and set up:
- a verb such as “says,” “writes,” or “indicates,” followed by a comma
- a verb such as “says,” “writes,” or “indicates,” followed by “that” and NO comma

Ex: Nick makes us doubt his sincerity when he comments, “I am one of the few honest people that I have ever known” (59).

Technique #3: Partial sentence set-up completed by partial sentence quote.

Proper punctuation: same rules apply as to any full sentence. Set up and quote, together, must read as a complete, non-run-on sentence.

Ex: Fitzgerald uses weather to symbolize “an hour of profound change” (95)—representing both the power of the dream and the brevity with which Gatsby actually realizes it.
Congratulations, You’re Now a Literary Critic (but don’t ask for a paycheck…)

Please read this carefully.

The symbolism assignment is now officially a paper, not a test. The point total is also doubled to 50.

Paper requirements:
- you still need to discuss the two symbols you have chosen.
- you still need to connect them to the larger significance of the text—or life in general—that you have chosen.
- New: you still need to use mini-quotations; I'm requiring at least two, one that contains a series of short descriptions and one that contains a phrase that introduces or concludes a sentence.
- you can use as many regular, full sentence quotes as you need to get the job done.
- New: you must use/reference/quote at least one piece of literary criticism in your paper. Grab a copy of the most appropriate essay during class today.
- New: you’ll need to use in-text citations when you use a source.
- New: you must bring in a rough draft (3 copies please!) on Monday… I reserve the right to penalize students 1 ½ letter grades for not doing so.
- New: You’ll submit to turnitin.com by 7:45AM, Tuesday, November 8.

When in Rome…Use your literary criticism piece as a model.
1) The thesis in a critic’s piece is always implied; you don’t have to actually state it so far as your purpose is clear throughout your piece.
2) Literary critics don’t use a five paragraph format, so bonus points for you if you can go 6+. Use a variety of paragraph lengths.
3) Don’t waste your time on generalities or meaningless statements like “Fitzgerald uses a lot of symbols.”
4) If the easiest way to start the paper is to dive right in, do so.
5) make this process interesting for yourself, not to mention me; if you have, for example, your own personal experience with a guy/girl who you thought was white but turned out yellow—and it connects—by all means use it. You may also want to talk about your own reading experiences with the book. Feel free to use “I”—but make it count.
Objective Rubric

Interpretation
_____ Writer discusses two symbolic elements from Gatsby.
_____ Connects literal objects in novel to the larger themes and ideas of the work.
_____ Focuses on analyzing how the symbol is used to create meaning rather than summarizing plot points it is involved in.
_____ Discusses how symbols may develop or change over the course of the novel.

Support
_____ Evidence is clear and supportive of the writer’s intentions.
_____ Writer uses two mini-quotes, including one series of descriptions and one phrase that begins/ends a sentence
_____ Writer utilizes literary criticism
_____ Writer incorporates other relevant evidence from the novel or criticism as needed.

Structure
_____ Organization is logical; clear development of ideas.
_____ Usage and mechanical issues are minimal and do not impede comprehension.

_______/35

Subjective Rubric

_____ Writer makes an ARGUMENT; paper interprets with substance.
_____ Paper expresses the writer’s ideas, not a study guide’s interpretation
_____ Writing shows care and depth of thought
_____ Writer avoids rote formal, five paragraph essay.

_______/15
Symbolism Test

**Test question**: Pick any two symbols from one of the categories below and develop a focused response that uses evidence from the text and your own interpretations. You’ll need to keep in mind the following: What is the purpose and significance behind these motifs? How does this symbol develop over the course of the novel, and how does that relate to the events and/or character development that take place?

**Category 1: Color Symbolism**
Green
White
Yellow
Gray
Blue (connect to nautical images)

**Consider**: Who is connected to these colors, and how does the color reflect their characterization? How does the color/symbol change over time? (i.e., note that the green light, for example, means something different at the end of the novel.)

**Category 2: Location Symbolism**
West Egg vs. East Egg
East vs. (mid)West
Valley of Ashes

**Consider**: What is the significance of the location(s)? How does it compare to other settings in the novel? What is Fitzgerald’s purpose in making these places have a figurative representation? What is the difference between “going west” and “going east”?

**Category 3: Eyes and Mouths Symbolism**
Daisy’s voice
Eyes (note the use of eyes in Chapter 7)

**Consider**: Based on conversations throughout this unit, what do eyes and mouths seem to generally represent? How does Fitzgerald specifically use them in the novel to create meaning? Make sure you use specific examples from the book—and two obvious ones come to mind.

**Category 4: Other**
Cars (connection to death, materialism, carelessness)
Time/past
Seasons (significance of summer to fall)
Death imagery (where and when is death brought up? Why?)
Gatsby as a Christ figure (particularly in Ch. 7 & 8)
Flowers (note how the rose is described at the start, and then in chapter 8)
Using mini-quotations in a Formalist Analysis

I expect you to use direct evidence from the text to explain the symbol(s) you choose to interpret.

But how will you do this, you ask, when a symbol might pop up for a few words and disappear again for several chapters? With mini-quotations, says I.

A mini-quotations is a series of words or short phrase from the text rather than a full sentence; it requires that the paper writer—you—to construct 99% of your text and only use Fitzgerald’s language when it emphasizes or enhances your point. So rather than throw a big chunk of a quote into the middle of your paper that may only describe one section of the book, you take little bits from all over to express an overarching idea.

Two easy ways to do this:

Use a brief quote to introduce or conclude a sentence:

**Opener:** With his “extraordinary gift for hope” and “romantic readiness” (3), Gatsby’s entire conception of self is based to dream impossible goals.

**Conclusion:** Now that he knew he had lost Daisy forever, Gatsby becomes aware that he had “paid a high price for living too long with a single dream” (168).

Use a series of short descriptions that are related to one larger idea:

The repeated usage of the adjective “grotesque” in descriptions like “grotesque gardens” (24), “grotesque dreams” (148) and “grotesque roses” (161) suggests that the stuff of Gatsby’s romantic dreams has been tainted by a corrupted, disillusioned world he cannot live in.

Let’s do an example. Say we wanted to say something like, “Daisy’s voice is full of money because it represents both the enchantment and carelessness of wealth”—what descriptions of her voice might confirm this? List ‘em below.
Symbolism Test Prep Sheet

Part 1: (Formulating a basic answer—Fact + Opinion)
Define your terms (be as specific as possible):
   a) What symbols will you cover?
________________________________________________________________________

b) What does/do your symbol(s) symbolize?
________________________________________________________________________
________________________________________________________________________

   c) Which other elements of the novel do they help define or strongly relate to?
________________________________________________________________________

   d) Specify your literary device (Which characterization/Which theme/Which element of
      the plot structure do you plan on dealing with?):
________________________________________________________________________
________________________________________________________________________

Part 2: (So what?)
Formulate an answer to the following question:
How does (your symbol) _______________________________________ relate to and
create a deeper understanding of (other literary device) ______________________?

Answer this question:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Part 1+2=Beginning Thesis Statement:  Try writing your answers from part 1 and your
answer from the line above together in one sentence:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

   A basic template might look like the following: “Fitzgerald uses ____________ symbols/symbolism to ______________”

Part 3: (Mapping the rest of your essay): On the back of this sheet, write down your
two symbols and find every place in the novel where they appear; copy down the words
used to describe them in the blank space and use this as a crib sheet.

Go to the Gatsby Index at http://brtom.org/gg/ggind2.html for page numbers to
every symbol and idea in the book. A great resource!
Rubric

+ Excellent
√ Good
√ Adequate
- Inadequate/incomplete

Writer discusses two symbolic elements from Gatsby.
Connects literal objects in novel to the larger themes and ideas of the work.
Focuses on analyzing how the symbol is used to create meaning rather than summarizing plot points it is involved in.
Discusses how symbols may develop or change over the course of the novel.
Evidence is clear and supportive of the writer’s intentions.
Writer uses mini-quotations and signal phrases.
Organization is logical; clear development of ideas.
Usage and mechanical issues are minimal and do not impede comprehension.

________/25

Symbol 1_________________:
Evidence:

Symbol 2_______________:
Evidence:
Quick Gatsby Quiz: Ch. 1

Just circle your answer for each question right on this page.

1. Nick (the narrator) is engaged to be married.
   A. True
   B. False

2. Jordan Baker’s occupation is:
   A. Teacher
   B. Secretary
   C. Homemaker
   D. Golf pro

3. At the end of chapter 1, Gatsby is pointing towards this:
   A. Nick’s house
   B. His car
   C. A green light
   D. The water

4. After moving east from the Midwest, Nick rents a house on:
   A. East Egg
   B. West Egg
   C. Manhattan Island
   D. Staten Island

5. Nick leaves Tom and Daisy’s house in East Egg feeling:
   A. “Confused” and “a little disgusted”
   B. “Alone” and “trembling”
   C. “Defiant” and “sophisticated”
   D. “Uncivilized” and “pathetic”
Gatsby—Chapters 4 & 5 Quiz

1. Gatsby reveals some information about himself to Nick. Which of the following is not information provided by Gatsby.
   A. he is the son of wealthy parents from the middle-west
   B. he owns a real estate company
   C. he attended Oxford
   D. he was promoted to major in the army

2. According to Jordan, Gatsby’s only reason for moving to West Egg was:
   A. be near Daisy
   B. save money
   C. to escape the noise of New York
   D. to buy his childhood home

3. What did Daisy do on the night before her wedding to Tom?
   a) She skipped her bridal dinner
   b) She got drunk and considered calling off the wedding.
   c) She called Gatsby.
   d) She told Nick how miserable her life was, just as she did when they met again at her house at the start of the story.

4. What is unusual about Gatsby’s house in the beginning of chapter 5?
   A. Gatsby’s house is all lit up but there is no party
   B. Gatsby has placed a large tent in the backyard
   C. Gatsby is putting on an addition
   D. The house is completely dark and empty

5. How many years has it been since Jay and Daisy have seen each other?
   A. 3
   B. 4
   C. 5
   D. 6

6. What lie does Nick catch Gatsby telling about the source of his money?
   a) He earned it in the stock market.
   b) He killed a man for it.
   c) He made his wealth while at Oxford.
   d) He inherited it.

7. Nick, Daisy and Gatsby would be able to see this if it wasn’t so misty.
   A. Gatsby’s garden
   B. Gatsby’s house
   C. Daisy’s green dock light
   D. Daisy’s car and chauffeur
The following paragraph takes place during Chapter 5, when the three tour Gatsby’s mansion. Read the passage and answer question 8:

“Daisy put her arm through his abruptly, but he seemed absorbed in what he had just said. Possibly it had occurred to him that the colossal significance of that light had now vanished forever. Compared to the great distance that had separated him from Daisy it had seemed very near to her, almost touching her. It had seemed as close as a star to the moon. Now it was again a green light on a dock. His count of enchanted objects had diminished by one.” (93)

8. The word “colossal” is repeated three times in Chapter 5 to describe Gatsby. The author’s purpose in doing so here and elsewhere during the visit by Daisy to his house is to:
   a) Express the size of the wealth and fortune he built up to woo Daisy back.
   b) Suggest that he built up his dreams about reigniting his love with Daisy to the point where the actual reunion could not live up to his expectations.
   c) Daisy’s dock is large enough to be seen across a large body of water.
   d) He has fulfilled all his hopes and dreams and can live happily now.

9. The color yellow is most likely associated with Gatsby because of its connections to:
   a) Egg yolk, which is surrounded by symbolic white.
   b) Summertime and romance.
   c) Wealth and materialism.
   d) Physical illness.
The following grid indicates which of the Common Core State Standards are covered in this unit plan. You may find that you also cover other standards not listed or checked while teaching this unit. This list is not meant to be exhaustive or restrictive, but is intended as a basic reference for teachers and administrators needing to confirm that the lessons and activities in this unit conform to the curriculum prescribed by the Common Core State Standards.
# Standards Alignment Grid: Grades 9-10

## Reading: Literature and Informational Text

<table>
<thead>
<tr>
<th>Key Ideas and Details</th>
<th>RL.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</td>
</tr>
<tr>
<td></td>
<td>RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</td>
</tr>
<tr>
<td>Craft and Structure</td>
<td>RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</td>
</tr>
<tr>
<td></td>
<td>RL.9-10.5. Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</td>
</tr>
<tr>
<td></td>
<td>RL.9-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</td>
</tr>
<tr>
<td>Integration of Knowledge and Ideas</td>
<td>RL.9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).</td>
</tr>
<tr>
<td></td>
<td>RL.9-10.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</td>
</tr>
<tr>
<td></td>
<td>RL.9-10.9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).</td>
</tr>
<tr>
<td>Range of Reading and Level of Text Complexity</td>
<td>RL.9-10.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</td>
</tr>
</tbody>
</table>
## Writing

### Text Types and Purposes

| ✔️ W.9-10.1. | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| ✔️ W.9-10.2. | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. |

### Text Types and Purposes (continued)

| ✔️ W.9-10.3. | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. |

### Production and Distribution of Writing

| ✔️ W.9-10.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| ✔️ W.9-10.5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| ✔️ W.9-10.6. | Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. |

### Research to Build and Present Knowledge

| ✔️ W.9-10.7. | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. |
| ✔️ W.9-10.8. | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. |
| ✔️ W.9-10.9. | Draw evidence from literary or informational texts to support analysis, reflection, and research. |

### Range of Writing

| ✔️ W.9-10.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
### Speaking and Listening

<table>
<thead>
<tr>
<th>Comprehension and Collaboration</th>
</tr>
</thead>
<tbody>
<tr>
<td>SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</td>
</tr>
<tr>
<td>SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</td>
</tr>
<tr>
<td>SL.9-10.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Presentation of Knowledge and Ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td>SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</td>
</tr>
<tr>
<td>SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</td>
</tr>
<tr>
<td>SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</td>
</tr>
</tbody>
</table>

### Language

<table>
<thead>
<tr>
<th>Conventions of Standard English</th>
</tr>
</thead>
<tbody>
<tr>
<td>L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
</tr>
<tr>
<td>L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Knowledge of Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>L.9-10.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Vocabulary Acquisition and Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <em>grades 9–10 reading and content</em>, choosing flexibly from a range of strategies.</td>
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<td>L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</td>
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<td>L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</td>
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# Standards Alignment Grid: Grades 11-12

## Reading: Literature and Informational Text

### Key Ideas and Details

| RL.11-12.1 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. |
| RL.11-12.2 | Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. |
| RL.11-12.3 | Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). |

### Craft and Structure

| RL.11-12.4 | Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) |
| RL.11-12.5 | Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. |
| RL.11-12.6 | Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). |

### Integration of Knowledge and Ideas

| RL.11-12.7 | Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) |
| RL.11-12.8 | Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses). |
| RL.11-12.9 | Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics. |

### Range of Reading and Level of Text Complexity

<p>| RL.11-12.10 | By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. |</p>
<table>
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<tr>
<th>Writing</th>
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<tr>
<td><strong>Text Types and Purposes</strong></td>
</tr>
<tr>
<td>✓ W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</td>
</tr>
<tr>
<td>W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</td>
</tr>
<tr>
<td>W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</td>
</tr>
<tr>
<td><strong>Production and Distribution of Writing</strong></td>
</tr>
<tr>
<td>✓ W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</td>
</tr>
<tr>
<td>✓ W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</td>
</tr>
<tr>
<td>✓ W.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</td>
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<tr>
<td><strong>Research to Build and Present Knowledge</strong></td>
</tr>
<tr>
<td>W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</td>
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<tr>
<td>✓ W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</td>
</tr>
<tr>
<td>✓ W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</td>
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<tr>
<td><strong>Range of Writing</strong></td>
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<tr>
<td>✓ W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes</td>
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### Speaking and Listening

#### Comprehension and Collaboration

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<tr>
<td>SL.11-12.1</td>
<td>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</td>
</tr>
<tr>
<td>SL.11-12.2</td>
<td>Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</td>
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<tr>
<td>SL.11-12.3</td>
<td>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</td>
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#### Presentation of Knowledge and Ideas

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<td>SL.11-12.4</td>
<td>Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</td>
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<tr>
<td>SL.11-12.5</td>
<td>Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</td>
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<tr>
<td>SL.11-12.6</td>
<td>Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</td>
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### Language

#### Conventions of Standard English

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<td>L.11-12.1</td>
<td>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
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<tr>
<td>L.11-12.2</td>
<td>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</td>
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#### Knowledge of Language

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<tr>
<td>L.11-12.3</td>
<td>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</td>
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