

# Great Gatsby Chapter 4 Discussion Questions

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Following Common Core Standards, this lesson plan for F. Scott Fitzgerald's, " The Great Gatsby " is the perfect solution for teachers trying to get ideas for getting students excited about a book. BookCaps lesson plans cover five days worth of material. It includes a suggested reading schedule, discussion questions, essay topics, homework assignments, and suggested web resources. This book also includes a study guide to the book, which includes chapter summaries, overview of characters, plot summary, and overview of themes. Both the study guide and the lesson plan may be purchased individually; buy as a combo, however, and save. The Fiction of Anita Brookner is the first full-length study of this controversial contemporary writer. After discussing critical assessments of Brookner, and attempts to relate her to various classics and contemporaries, Dr Skinner skilfully combines insights from recent narrative theory with close analyses of nine novels. Moving from the first novels, and their close relations to French literary models,

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he goes on to trace the increased sophistication of Hotel du Lac and the technical innovations of its successors.

The Great Gatsby (1925) is a classic of modern American literature and is often seen as the quintessential novel of 'the jazz age'. This guide to The Great Gatsby explores the style, structure, themes, critical reputation and literary influence of F. Scott Fitzgerald's most famous novel and also discusses its stage, screen and opera versions. It includes points for discussion, suggestions for further study and an annotated guide to relevant reading.

A comprehensive study guide offering in-depth explanation, essay, and test prep for F. Scott Fitzgerald's The Great Gatsby, widely considered to be the highest achievement of Fitzgerald's career and a contender for the title of the "Great American Novel." As the quintessential novel of the Jazz Age, Fitzgerald's work serves as both an exquisite portrait of the Roaring Twenties in America and a cautionary tale regarding the American Dream. Acclaimed by generations of readers, the novel continues to embody the American spirit and the nation's enduring admiration for self-made success stories. This Bright Notes Study Guide explores the context and history of Fitzgerald's classic work, helping students to thoroughly explore the reasons it has stood the literary test of time. Each Bright Notes



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step-by-step guide, teacher and education blogger Catlin Tucker outlines the process for integrating online discussion with face-to-face instruction in a way that empowers teachers to focus their energies where they're most needed. With concrete strategies, ready-to-use resources, and sample rubrics grounded in the Common Core State Standards, this book shows teachers how to:

- Increase engagement and drive higher-order thinking
- Prepare students for high-stakes exams without sacrificing class time
- Assess online work
- Personalize learning and differentiate lessons
- Move toward flipped instruction to create a student-centered classroom

The original CliffsNotes study guides offer a look into key elements and ideas within classic works of literature. The latest generation of titles in this series also features glossaries and visual elements that complement the familiar format. CliffsNotes on *The Great Gatsby* explores F. Scott Fitzgerald's novel of triumph, tragedy, and a classic love triangle in the 1920s. Following the story of a young Midwesterner who's fascinated by the mysterious past and opulent lifestyle of his landlord, this study guide provides summaries and critical commentaries for each chapter within the novel. Other features that help you figure out this important work include:

- Personal background on the author
- Introduction to and synopsis of the book
- In-depth character analyses
- Critical essays on topics of interest
- Review section that features interactive questions and suggested essay

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topics and practice projects Resource Center with books, videos, and websites that can help round out your knowledge Classic literature or modern-day treasure—you'll understand it all with expert information and insight from CliffsNotes study guides.

A close examination of Bob Dylan's songs that locates his transgressive style within a long history of modern (and modernist) art. The 2016 Nobel Prize in Literature recognized Bob Dylan as a major modern artist, elevating his work beyond the world of popular music. In this book, Timothy Hampton focuses on the details and nuances of Dylan's songs, showing how they work as artistic statements designed to create meaning and elicit emotion. With *Bob Dylan's Poetics*, Hampton offers a unique examination of both the poetics and politics of Dylan's compositions. He studies Dylan not as a pop hero, but as an artist, as a maker of songs. Focusing on the interplay of music and lyric, Hampton traces Dylan's innovative use of musical form, his complex manipulation of poetic diction, and his dialogues with other artists, from Woody Guthrie to Arthur Rimbaud. Moving from Dylan's earliest experiments with the blues through his mastery of rock and country to his densely allusive more recent recordings, Hampton offers a detailed account of Dylan's achievement. Locating Dylan in the long history of artistic modernism, he examines the relationships among form, genre, and the political and social themes that crisscross Dylan's work. With this book, Hampton offers both a nuanced engagement with the work of a major artist and a meditation on the contribution of song at times of political and social change.

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This book shows how secondary and post-secondary teachers can help students become more responsive to the ethical themes and questions that emerge from the narratives they study. It helps teachers to integrate character education into the classroom by focusing on a variety of ways of drawing instructive insights from fictional life narratives. The case studies and questions throughout are designed to awaken students' moral imagination and prompt ethical reflection on four protagonists' motivations, aspirations, and choices. The book is divided into two parts. The first provides a theoretical approach while the second features case studies to apply this approach to the study of four literary characters: Sydney Carton from Tale of Two Cities Jay Gatsby from The Great Gatsby Elizabeth Bennet from Pride and Prejudice Janie Crawford from Their Eyes Were Watching God The questions, ideas and approaches used in these case studies can also be applied to protagonists from other narrative works in the curriculum.

A high quality, comprehensive and practical resource for the study of literature in the senior years, including a handbook of literary terms in tables. Includes a summary of the main genres, identifies key features and main conventions for the novel, short story, drama, poetry, memoir and film. This highly relevant resource for literary studies is booklisted and classlisted nationally.

Glamour is an alluring but elusive concept. We most readily associate it with fashion, industrial design, and Hollywood of the Golden Age, and yet it also shaped the language and interests of high modernism. In Glamour in

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Six Dimensions, Judith Brown looks at the historical and aesthetic roots of glamour in the early decades of the twentieth century, arguing that glamour is the defining aesthetic of modernism. In the clean lines of modernism she finds the ideal conditions for glamour-blankness, polish, impenetrability, and the suspicion of emptiness behind it all. Brown focuses on several cultural products that she argues helped to shape glamour's meanings: the most significant perfume of the twentieth century, Chanel No. 5; the idea of the Jazz Age and its ubiquitous cigarette; the celebrity photograph; the staging of primitivism; and the invention of a shimmering plastic called cellophane. Alongside these artifacts, she takes up the development, refinement, and analysis of glamour in Anglo-American poetry, film, fiction, and drama of the period. Glamour in Six Dimensions thus asks its reader to see the proximity between the vernacular and elite cultures of modernism, and particularly how glamour was animated by artists working at the crossroads of the mundane and the extraordinary: Wallace Stevens, F. Scott Fitzgerald, Virginia Woolf, Josephine Baker, D. H. Lawrence, Gertrude Stein, Nella Larsen, and others. Use this guide to familiarize students with this well-known novel and encourage them to connect the story with actual events and issues from the 1920s by completing fun, challenging activities and lessons. Readers will enjoy analyzing this complex literary piece and revel in the life lessons they take away from it. Analyzing story elements in multiple ways, close reading and text-based vocabulary practice, and determining meaning through text-dependent questions are just a few

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of the many skills students will walk away with after interacting with the rigorous and appealing cross-curricular lessons and activities in this resource. Written to support the Common Core, each activity and lesson work in conjunction with the text to teach students how to analyze and comprehend rich, complex literature.

Love it or hate it, the five-paragraph essay is perhaps the most frequently taught form of writing in classrooms of yesterday and today. But have you ever actually seen five-paragraph essays outside of school walls? Kimberly Hill Campbell and Kristi Latimer reviewed the research on the effectiveness of the form as a teaching tool and discovered that the research does not support the five-paragraph formula. --from publisher description.

"Ashes to Ashes will appeal to a wide variety of readers. Those unfamiliar with psychoanalysis will especially appreciate the author's avoidance of jargon, while psychoanalytic experts will be interested in his use of both traditional and contemporary psychoanalytic literature."--BOOK JACKET.

This text for secondary preservice and in-service English language arts teachers offers a rationale for meaning-centered English language arts teaching and practical strategies for application. Its goal is to provide readers with an understanding of the issues involved in English teaching and specific examples of how to apply this understanding to classrooms. Teaching strategies are presented through a series of stories depicting teachers from a variety of settings practicing their craft with secondary

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students. Features: \*A solid introduction and interesting personal narratives introduce the issues and ideas involved in English language arts teaching. \*Case studies based on actual teachers and students realistically illustrate methods that can be used in secondary English classes. \*Lessons are described in sufficient detail to be converted to teaching models. \*Multicultural emphasis prepares teachers for the contemporary classroom. \*Chapters and sections incorporate the new literacies of TV, film, and computers in the English language arts class. \*Pedagogical aids include end-of-chapter questions and activities, reproducible charts and worksheets; an updated listing of young adult novels; and annotated recommended readings. \*An appendix on writing a personal narrative helps students develop as writers. New in the Second Edition: \*Updates. All chapters, the bibliographies, and the references are thoroughly updated to reflect changes since the first edition was published. Chapters 1 and 2 have been totally rewritten. \*Standards/Benchmarks. The IRA/NCTE Standards for the English Language Arts are incorporated into the text. Benchmarks and Performance Assessment Measures are included in all the pedagogical chapters to address proficiency concerns. A section on helping students prepare for state proficiency tests has been added. \*Computers. More is included on the use of technology, both as a content to learn

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and as a process for learning. \*New Sample Unit Plans. Sections based on the instructional stories offer examples to help readers prepare for teaching.

\*Literature response questions. These are now provided in Chapter 4 for use in journaling and discussions. \*Glossary. A chapter on important terms and useful strategies for the English language arts classroom has been added.

This book closely examines the pedagogical possibilities of integrating the arts into history curriculum at the secondary and post-secondary levels. Students encounter expressions of history every day in the form of fiction, paintings, and commemorative art, as well as other art forms. Research demonstrates it is often these more informal encounters with history that define students' knowledge and understandings rather than the official accounts present in school curricula. This volume will provide educators with tools to bring together these parallel tracks of history education to help enrich students' understandings and as a mechanism for students to present their own emerging historical perspectives.

This study examines the ways that F. Scott Fitzgerald portrayed organized spectator sports as working to help structure ideologies of class, community, and nationhood. Situating the study in the landscape of late nineteenth/early twentieth-century American sport culture, Chapter One shows

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how narratives of attending ballgames, reading or listening to sports media, and being a 'fan,' cultivate communities of spectatorship. Adopting this same framework, the next three chapters explore how Fitzgerald's literary representations of sport culture express the complexities of American society.

Chapter Two specifically considers the 'intense and dramatic spectacle' of college football in 'This Side of Paradise' as a means of exploring links between spectatorship, emulation and ideology. Chapter Three continues with college football as its theme, but this time looks at how it is portrayed in Fitzgerald's short stories, in order to scrutinize the relationship between the performative aspects of sport and the performative aspects of social class. Finally, Chapter Four scrutinizes how *The Great Gatsby* critiques the romantic nationalist ideology of 'America's game' by revealing the class divisions and tensions of baseball's spectator culture.

First Published in 2002. Routledge is an imprint of Taylor & Francis, an informa company.

A Study Guide (New Edition) for F. Scott Fitzgerald's "The Great Gatsby", excerpted from Gale's acclaimed *Novels for Students*. This concise study guide includes plot summary; character analysis; author biography; study questions; historical context; suggestions for further reading; and much more. For any literature project, trust *Novels for Students* for all of your research needs."

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Provides brief updated portraits of eminent poets, novelists, and playwrights, accompanied by summaries of recent critical scholarship and data on the manuscripts, editions, and bibliographies of their works

The perfect companion to F. Scott Fitzgerald's "The Great Gatsby," this study guide contains a chapter by chapter analysis of the book, a summary of the plot, and a guide to major characters and themes. BookCap Study Guides do not contain text from the actual book, and are not meant to be purchased as alternatives to reading the book. We all need refreshers every now and then. Whether you are a student trying to cram for that big final, or someone just trying to understand a book more, BookCaps can help. We are a small, but growing company, and are adding titles every month.

This book is ideal for the thousands of teachers who entered the profession in the last ten years and taught prescribed curriculum geared toward end of year bubble testing. Its intent is to empower districts and their teachers to create their own (free!) curriculum that will exceed the expectations of Common Core assessments, as well as create life-long learners that are college and career ready. By employing inquiry based units of study that insist on the use of iconic literature at the center, students will be more prepared for what awaits them with Common Core exams.

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These leveled discussion questions about *The Great Gatsby* require students to read closely, make connections, and share their analyses. Included are leveled comprehension questions and suggested answers.

Scott Fitzgerald, the man who defined the Jazz Age."--BOOK JACKET.

Intertextual encounters occur whenever an author or the author's text recognizes, references, alludes to, imitates, parodies, or otherwise elicits an audience member's familiarity with other texts. F. Scott Fitzgerald and Nathanael West use the fiction of Horatio Alger, Jr., as an intertext in their novels, *The Great Gatsby* and *A Cool Million*. Callie Khouri and Ridley Scott use the buddy-road-picture genre as an intertext for their *Thelma and Louise*. In all these cases, intertextual encounters take place between artists, between texts, between texts and audiences, between artists and audiences. Michael Dunne investigates works from the 1830s to the 1990s and from the canonical American novel to *Bugs Bunny* and *Jerry Seinfeld*."

Autobiography has seen enormous expansions and challenges over the past decades. One of these expansions has been in comics, and it is an expansion that pushes back against any postmodern notion of the death of the author/subject, while also demanding new approaches from critics. *Drawing from Life: Memory and Subjectivity in Comic Art* is a collection of essays about autobiography, semiautobiography, fictionalized autobiography, memory, and self-narration in sequential art, or comics. Contributors come from a range of academic backgrounds including English, American studies, comparative literature, gender studies, art history, and cultural studies. The book engages with well-known figures such as Art Spiegelman, Marjane Satrapi, and Alison Bechdel; with cult-status figures such as Martin Vaughn James; and with lesser-known works by artists such

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as Frédéric Boilet. Negotiations between artist/writer/body and drawn/written/text raise questions of how comics construct identity, and are read and perceived, requiring a critical turn towards theorizing the comics' viewer. At stake in comic memoir and semi-autobiography is embodiment. Remembering a scene with the intent of rendering it in sequential art requires nonlinear thinking and engagement with physicality. Who was in the room and where? What was worn? Who spoke first? What images dominated the encounter? Did anybody smile? Man or mouse? Unhinged from the summary paragraph, the comics artist must confront the fact of the flesh, or the corporeal world, and they do so with fascinating results.

The Threads of The Scarlet Letter offers new discoveries regarding the origins of Hawthorne's masterpiece, as well as critical interpretations based on these discoveries. Relying on a blend of close reading, biographical analysis, and archival research, this book demonstrates anew the power of traditional scholarship. The Threads of The Scarlet Letter illuminates Hawthorne's transformation of Poe's celebrated tale The Tell-Tale Heart and Lowell's long-neglected poem A Legend of Brittany and, identifying the hitherto-unknown author of the seminal narrative The Salem Belle, investigates Hawthorne's brilliant borrowing from that novel as well. The present volume argues that Hawthorne repeatedly attenuated his sources, but also allowed sufficient detail to permit their recognition. Furthermore, this volume elaborates Hawthorne's reworking of formal traditions in The Scarlet Letter--traditions that importantly clarify the meaning of the whole. The Scarlet Letter is shown to be a complex rendering of man's fall and redemption, and a triumphant assertion of literary vocation. The Threads of The Scarlet Letter includes a useful bibliographical overview of the history of the study of the origins of Hawthorne's greatest work.

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A young man newly rich tries to recapture the past and win back his former love, despite the fact that she has married. This book explores the parallel concepts in Architecture and Literature where writers are the architects of language, designing their narratives brick by brick, and giving care and consideration to each individual word as well as their collective purpose and meaning. Bridglall examines Hass, Fitzgerald, Faulkner, Hemingway, amongst many others.

**TEACH YOUR STUDENTS TO READ LIKE**

**CHAMPIONS—WITH RIGOR, INDEPENDENCE,**

**PRECISION, AND INSIGHT** The world we are preparing our students to succeed in is one bound together by words and phrases. Our students learn their literature, history, math, science, or art via a firm foundation of strong reading skills. When we teach students to read with precision, rigor, and insight, we are truly handing over the key to the kingdom. Of all the subjects we teach reading is first among equals.

Grounded in advice from effective classrooms nationwide, enhanced with more than 40 video clips, *Reading Reconsidered* takes you into the trenches with actionable guidance from real-life educators and instructional champions. The authors address the anxiety-inducing world of Common Core State Standards, distilling from those standards four key ideas that help hone teaching practices both generally and in preparation for assessments. This 'Core of the Core' comprises the first half of the book and instructs educators on how to teach students to: read harder texts, 'closely read' texts rigorously and intentionally, read nonfiction more effectively, and write more effectively in direct response to texts. The second half of *Reading Reconsidered* reinforces these principles, coupling them with the 'fundamentals' of reading instruction—a host of techniques and subject specific tools to reconsider how teachers approach such essential topics as vocabulary, interactive reading, and student

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autonomy. Reading Reconsidered breaks an overly broad issue into clear, easy-to-implement approaches. Filled with practical tools, including: 44 video clips of exemplar teachers demonstrating the techniques and principles in their classrooms (note: for online access of this content, please visit [my.teachlikeachampion.com](http://my.teachlikeachampion.com)) Recommended book lists Downloadable tips and templates on key topics like reading nonfiction, vocabulary instruction, and literary terms and definitions. Reading Reconsidered provides the framework necessary for teachers to ensure that students forge futures as lifelong readers.

In this study, Ronald Berman examines the work of the critic/novelist Edmund Wilson and the art of F. Scott Fitzgerald and Ernest Hemingway as they wrestled with the problems of language, experience, perception and reality in the "age of jazz." By focusing specifically on aesthetics - the ways these writers translated everyday reality into language - Berman challenges and redefines many routinely accepted ideas concerning the legacy of these authors. Fitzgerald is generally thought of as a romantic, but Berman shows that we need to expand the idea of Romanticism to include its philosophy. Hemingway, widely viewed as a stylist who captured experience by simplifying language, is revealed as consciously demonstrating reality's resistance to language. Between these two renowned writers stands Wilson, who is critically influenced by Alfred North Whitehead, as well as Dewey, James, Santayana and Freud. By patiently mapping the correctness of these philosophers, historians, literary critics and writers, Berman aims to open a gateway into the era. This work should be of interest to scholars of American literature, philosophy and aesthetics; to academic libraries; to students of intellectual history; and to general readers interested in Fitzgerald, Hemingway and Wilson.

Through the overarching lens of the concepts of social

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advantage and disadvantage, this new and original edited volume - with contributions by 14 distinguished authors - provides an overview of a variety of conceptual frameworks and a spectrum of social inequalities, processes and divisions. It discusses poverty, social exclusion, capability deprivation, rights violations, social immobility, and human or social capital deficiency. From a global, European and UKperspective, it addresses the origins and effects of advantage and disadvantage in relation to family and childhood, education, work, and old age and the implications of divisions based on gender, 'race', ethnicity, migration, religion, neighbourhood, and the experience of crime. Over a period of several centuries, the academic study of risk has evolved as a distinct body of thought, which continues to influence conceptual developments in fields such as economics, management, politics and sociology. However, few scholarly works have given a chronological account of cultural and intellectual trends relating to the understanding and analysis of risks. Risk: A Study of its Origins, History and Politics aims to fill this gap by providing a detailed study of key turning points in the evolution of society's understanding of risk. Using a wide range of primary and secondary materials, Matthias Beck and Beth Kewell map the political origins and moral reach of some of the most influential ideas associated with risk and uncertainty at specific periods of time. The historical focus of the book makes it an excellent introduction for readers who wish to go beyond specific risk management techniques and their theoretical underpinnings, to gain an understanding of the history and politics of risk. Examines the phenomenon of Exodus and its influence on post-World War II understandings of Israel's beginnings.

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