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- Enter item CC2011
- Enter pass code CC2011D for Activity Pages
But it wasn't a _________ at all.

"It was a strange _________," I said.

"Why didn't he ask you to _________ a meeting?"

Something worried me.

"He's _________, he's waited so long. He thought you might be __________. You see, he's a _________ of the _________ _________ underneath it all."

"Did I have to know all this before he could ask such a thing?"

Then it had not been merely the _________ to which he had aspired on that June night. He _________, he _________, he _________, _________."

"Gatsby bought that house so that Daisy would be just across the _________.

He wants you to know," continued Jordan, "if you'll invite Daisy to your house some _________, then let him come over."

NAME: ____________________________

The Great Gatsby CC2011

Chapter Four

1. Complete the paragraphs by filling in each blank with the correct word from the list provided:

   "It was a strange _________," I said.

   "But it wasn't a _________ at all."

   "Why not?"

   "Gatsby bought that house so that Daisy would be just across the _________ from me."

   Then it had not been merely the _________ to which he had aspired on that June night. He _________ ahead. He _________ arrived. He _________ a _________ to _________ _________. He had _________ _________ years and _________ _________ to _________ _________ — so that he could come over at _________ _________ to _________ _________ garden."

   "Did I have to know all this before he could ask such a thing?"

   "He's _________. You see, he's a regular _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _______
**Writing Task #43**

**The Great Gatsby CC2011**

**Movie Review**

After you've read the book, watch the 2013 film *The Great Gatsby* directed by Baz Luhrmann and starring Leonardo DiCaprio, Tobey Maguire, Carey Mulligan, and Joel Edgerton. Divide the movie into sections that correspond with the events depicted in the chapters of the book. In a review of no less than 700 words, examine how faithfully each section of the movie aligns with the events of the book. After watching, write down how well the movie’s plot aligns with the events of the book based on your own tastes.

Be sure to explain where the movie failed to match the book if it exceeded your expectations, explain how.

Comment on any other reasons you liked or disliked the movie from how well each of the main actors played their roles.

Finally, reach a conclusion—whether you would recommend the movie or not—and grade the movie based on a grading system of your own creation. Be sure to explain your grading system separately at the beginning of your review. Keep in mind this explanation does not count against the final word count.

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**Timeline**

Make a timeline of the novel's events, doing your best to stick to the timeframe as presented in the novel. Use each of the novel's major events in your timeline. With each significant event from the novel, add the chapter, the tone or mood, and any corresponding weather that is discussed.

For each of the events, add a short paragraph describing what happened and why it’s significant. Also, discuss the relationship between the mood and any weather depicted.

When you're done making your timeline, discuss in a few short paragraphs how the novel’s main events presented themselves within the story.

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**Writing Task #45**

**The Great Gatsby CC2011**

**Comprehension Quiz**

Answer each question in a complete sentence.

1. What important advice shapes Nick’s actions in the novel? Who gave him the advice?

2. Name three important themes or motifs presented in the novel.

3. Who says Tom and Myrtle should get married?

4. Early in the novel, Nick suspects Gatsby is trying to present himself a certain way. What gives him this impression?

5. Name two early incidents in the novel that depict about Gatsby’s business and past.

6. How does Gatsby react when reintroduced to Daisy at Nick’s house?

7. Whose heavy drinking encouraged Gatsby to limit his consumption of alcohol? How old was Gatsby at the time?

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**Word Search Puzzle**

Find the following words from the story. The words are written horizontally, vertically, diagonally, and some are written backwards.

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**Assessment**

NAME: __________________

Answer each question in a complete sentence.

1. What important advice shapes Nick’s actions in the novel? Who gave him the advice?

2. Name three important themes or motifs presented in the novel.

3. Who says Tom and Myrtle should get married?

4. Early in the novel, Nick suspects Gatsby is trying to present himself a certain way. What gives him this impression?

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**GRAPHIC ORGANIZERS**

**Pillars of the Story**

Imagine Gatsby's mansion as having four pillars that hold up the roof. Imagine each of the pillars as a theme or motif presented in the novel. Each pillar should then be filled with events, characters, or places that illustrate that theme or motif. At the side of each pillar is a space to write down the theme or motif being presented. Each pillar should then be filled with events, characters, or places that illustrate that theme or motif.
Chapter Three

Answer each question with a complete sentence.

1. What can we tell about Gatsby, judging by the two girls’ conversations about him? Use evidence to support your opinion.

2. Throughout the Chapter we get a sense that Gatsby is trying to portray himself a certain way to Nick. Use evidence from the text to illustrate this point.

3. What does Nick say he expected Gatsby to be like? What does this opinion say about Nick?

4. Jordan says, “I like large parties. They’re so intimate. At small parties there isn’t any privacy.” What does this say about her?

5. Which song caused a sensation at Carnegie Hall?

6. Gatsby throws lavish parties with dozens of people and an abundance of alcohol, but doesn’t appear to take part. Why do you think he would do this?

Journaling Prompt
Do some research on Jazz music and its emergence in youth culture in the 1920s. How and where did this music develop? In a few paragraphs, describe the music genre’s impact on society and popular culture, the emergence of “flappers” and any other impacts it had throughout the 1920s. Note that this culture and the parties that went along with it appeared at a time when the sale, production, and importation of alcohol was prohibited by the United States government.
The Great Gatsby

- RSL.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.
- RSL.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.
- RSL.9-10.3 Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- RSL.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.
- RSL.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.
- RSL.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. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.
- RSL.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.
- RSL.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.
- RSL.11–12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.
- RSL.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.
- RSL.11–12.7 Analyze multiple interpretations of a story, drama, or poem, evaluating how each version interprets the source text.
- RSL.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. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.
- WS.9–10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- WS.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.
- WS.9–10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- WS.9–10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WS.9–10.7 Conduct short as well as more sustained research projects to answer a 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.
- WS.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 overreliance on any one source and following a standard format for citation.
- WS.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.
- WS.11–12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- WS.11–12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WS.11–12.7 Conduct short as well as more sustained research projects to answer a 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.
- WS.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.
- WS.11–12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.