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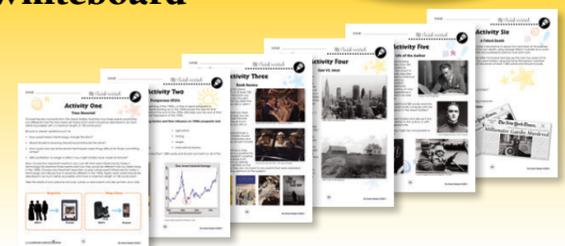
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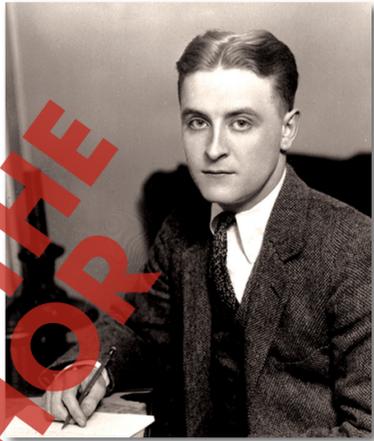
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F. Scott Fitzgerald

Francis Scott Key Fitzgerald was born on September 24, 1896 in St. Paul Minnesota to parents Edward Fitzgerald and Mary McQuillan.

While Fitzgerald's father operated a wicker furniture business in St. Paul, his mother's family had gained some wealth as wholesale grocers. Following the wicker business's failure, Edward Fitzgerald secured a position with Proctor & Gamble, which forced the family to travel between Syracuse and Buffalo for most of the next 10 years. However, in 1908 he lost the job, forcing the family back to Minnesota where they lived off McQuillan's inherited wealth. Fitzgerald was 12.



When Fitzgerald turned 15, he was sent to New Jersey to attend the distinguished Catholic preparatory school—the Newman School. Two years later, Fitzgerald graduated and decided to attend Princeton University to focus on Writing. Ultimately, Fitzgerald dropped out of Princeton to join the U.S. Army, and quickly produced a novel called *The Romantic Egotist*, fearing he might not come back.

At the end of the war, Fitzgerald returned home to rewrite *The Romantic Egotist*, and polished the work into his first published novel, *This Side of Paradise*. The Novel quickly brought fame to the 24-year-old. One week later, he married Zelda Sayre in New York. In 1922, Fitzgerald published his second novel, *The Beautiful and Damned*, and in 1924 he moved to France to focus on his next project. It was there he wrote *The Great Gatsby*, now considered by many to be the author's defining literary work.

Following the novel's publishing, Fitzgerald fell into alcoholism and battled writer's block. His wife Zelda had her own battle with mental health issues, and it took 10 years for Fitzgerald to publish another novel—*Tender is the Night* in 1934. When the novel was poorly received, Fitzgerald again became mired in alcohol and depression. In 1937 he moved to Hollywood to work as a screenwriter, and in 1939 began work on another novel called *The Love of the Last Tycoon*. He completed over half of the project before dying of a heart attack on December 21, 1940 at the age of 44.

Did You Know?

• Fitzgerald was inspired to write *The Great Gatsby* after attending lavish parties while visiting Long Island. He died considering the novel a failure.

- Fitzgerald's short story *The Curious Case of Benjamin Button* inspired the 2008 film starring Brad Pitt. It was first published in 1922.
- Fitzgerald was named for Francis Scott Key, who wrote the lyrics to the *Star-Spangled Banner*. Key is also Fitzgerald's second cousin three times removed on his father's side.



Chapter Two

Answer the questions in complete sentences.

1. In the previous Chapter, we were introduced to Nick, Daisy, and Tom. Use evidence from the text to describe each of their backgrounds. Use that background information to predict how each might react to meeting the mysterious Gatsby.

2. In the previous Chapter, we found out that Tom may be cheating on Daisy. Predict how this might affect Tom and Nick's relationship throughout the story.

Vocabulary

With a straight line, connect each word on the left with its meaning on the right.

1. **deft**

Foggy, vague, ill-defined

A

2. **hauteur**

Harsh and shrill

B

3. **desolate**

Causing horror or fright

C

4. **grotesque**

Conceal from sight

D

5. **ghastly**

Touching, adjacent

E

6. **obscure**

Moved with exaggerated motions

F

7. **contiguous**

Repulsively ugly

G

8. **strident**

Skillful in one's movements

H

9. **flounced**

Deserted, bleak emptiness

I

10. **hazy**

Disdainful pride

J



Chapter Four

1. Complete the paragraphs by filling in each blank with the correct word from the Chapter.

"It was a strange _____," I said.

a

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

b

"Why not?"

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

c

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

d

came alive to me, delivered suddenly from the _____ of his purposeless _____.

e

f

"He wants you to know," continued Jordan, "if you'll invite Daisy to your house some

g

h

afternoon and then let him come over." The _____ of the _____ shook me. He had

i

j

k

l

m

waited _____ years and bought a _____ where he _____ to _____

_____ — so that he could "come over" some afternoon to a _____ garden.

n

o

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

"He's _____, he's waited so long. He thought you might be _____. You see, he's a

p

q

regular _____ underneath it all."

Something worried me.

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

s

"He wants her to _____ his house," she explained. "And your house is right next door."

t



Chapter Seven Part One

(From the beginning to the paragraph "Now see here, Tom," said Daisy...)

Answer each question with a complete sentence.

1. Why does Gatsby say he fired all of his servants?

2. What increases Tom's suspicions that Daisy has a relationship with Gatsby?

3. With what does Nick say the group drank down "nervous gaiety"?

4. What type of drink does the group plan to have at the Plaza Hotel?

5. What do we learn about Tom when he discovers Daisy's affection for Gatsby?

6. What do you think Tom has uncovered about Gatsby when he says, "I've made a small investigation of this fellow"?



Journaling Prompt

At the beginning of the Chapter, Nick compares Gatsby to Trimalchio, a character from a first century Roman fiction called *Satyricon*, which was written by Petronius. Research this work and the character, and in about 500 words give a detailed description of Trimalchio. Compare this character to Gatsby. How are they different? How are they similar? Come to a conclusion as to why Nick would make this comparison.



Chapters 1 to 9

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 novel. In a review of no less than 700 words, examine how faithful each section of the movie was to the book. After examining how well the movie's plot aligns with the events of the book, review the movie based on your own tastes.

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

Comment on any other reasons you liked or disliked the movie, and on 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.



Chapters 1 to 9

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 corresponding tone or mood, and any corresponding weather that's 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.



Word Search Puzzle

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

adventitious	effeminate	prig	sporadic
affront	evasions	racy	stagnant
ambitious	grotesque	redolent	superfluous
cahoots	hauteur	reveries	taken
colossal	innuendo	riotous	vestige
confidential	laudable	sneering	vivid
deft	melancholy	snobbishly	
dejection	obliged	speculation	

s	t	o	o	h	a	c	t	s	p	e	c	u	l	a	t	i	o	n	p	n	v	p	a	
n	n	o	i	t	i	n	e	m	e	r	p	g	d	a	b	y	y	r	k	r	n	s		
s	t	r	e	t	n	a	n	g	a	t	s	t	e	c	h	c	h	i	s	o	i	t	u	i
m	a	o	b	o	d	z	a	n	p	p	t	p	r	o	h	e	g	a	p	o	s			
n	e	l	k	l	a	e	a	f	f	r	o	n	t	p	r	i	s	n	e	e	l	d	t	
t	f	l	a	e	j	n	m	s	e	i	l	e	r	f	i	g	r	g	i	h	o			
t	a	r	a	b	n	s	b	l	d	h	i	l	c	h	e	d	u	f	s	v	s	g	c	
m	n	a	c	n	l	b	i	s	u	n	i	t	t	o	s	e	l	i	i	g	r	u	r	
e	o	e	f	l	c	t	t	o	e	g	t	s	e	v	u	i	v	s	c	e	h	o		
r	d	m	l	g	f	h	i	f	i	r	e	m	n	u	o	l	a	s	s	o	l	o	c	
u	n	e	r	o	c	n	o	t	c	d	a	y	d	u	e	b	s	n	b	n	s	h	i	
e	e	n	y	u	d	t	u	l	k	l	s	r	s	b	l	e	t	e	i	f	n	o	d	
t	u	s	b	l	i	e	s	o	y	u	f	i	w	d	f	r	e	e	t	i	d	g	a	
u	n	b	t	r	m	l	r	t	o	d	e	h	l	g	g	r	e	r	l	d	y	w	r	
a	n	t	a	i	o	l	a	w	l	o	d	b	r	g	m	u	i	o	e	l	a	o		
h	i	t	n	h	a	t	s	b	u	e	e	u	o	h	e	s	n	u	n	h	s	p		
b	n	g	f	w	o	n	a	a	l	g	g	l	t	p	p	s	g	s	t	s	h	s		
d	e	j	e	c	t	i	o	n	b	r	f	i	l	e	h	s	u	y	i	i	a	d		
a	e	d	o	n	y	e	y	a	a	w	e	l	y	s	l	s	o	a	o	a	b	d	t	
s	l	a	e	c	d	r	d	c	f	i	r	b	r	q	n	e	t	m	g	l	b	b	a	
p	n	v	k	i	b	u	y	e	t	o	b	o	a	u	a	n	o	u	a	l	o	x	f	
h	d	d	s	c	a	l	s	n	o	i	s	a	v	e	t	i	i	d	f	w	n	n	u	
a	u	n	b	l	e	f	f	e	m	i	n	a	t	e	v	i	r	c	r	e	s	n	u	



Comprehension Quiz

Answer each question in a complete sentence.

- What important advice shapes Nick's actions in the novel? Who gave him the advice?

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

- Who says Tom and Myrtle should get married?

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

- Name two early incidents that raise suspicion about Gatsby's business and past.

- How does Gatsby react when reintroduced to Daisy at Nick's house?

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

SUBTOTAL: /14

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, with the peak of the mansion's roof representing the main theme or message of the book. 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.



NAME: _____

After You Read 



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.

1.

Answers will vary, but may include: Gatsby is a private person, and nobody is quite sure about his past or how he came into his wealth.

2.

Nick says Gatsby's "elegant formality of speech just missed being absurd." He says he got the impression Gatsby was choosing his words carefully.

3.

Nick says he expected Gatsby to be a "florid and corpulent" middle-aged man. Answers will vary.

4.

Answers will vary, but may include: Jordan says without irony that larger parties offer more intimacy than smaller ones. This shows she prefers the shallow pomp of the large parties as opposed to a smaller gathering which could offer more substantive interaction.

5.

Vladimir Testoff's "Jazz History of the World."

6.

Answers will vary.

19

Vocabulary

Across

2. ferocious
4. luxuriated
5. rivalry
7. retribution
8. brooded
11. generalities
14. urgent
16. punctilious
17. sporadic
18. subtle

Down

1. benediction
3. melodious
6. lurched
9. delicacy
10. labyrinth
11. gorgeous
12. evasions
13. sterner
15. divine

20

1.

a) coincidence

b) coincidence

c) bay

d) stars

e) womb
f) splendor

g) modesty
h) demand

i) five
j) mansion
k) dispensed

l) starlight
m) casual
n) moths
o) stranger's
p) afraid
q) offended

r) tough

s) arrange

t) see

21



1.

Nick says Doctor Webster Civet drowned in Maine.

2.

Answers will vary, but may include: The list illustrates the popularity of Gatsby's parties, while alluding to a sort of moral decay by mentioning who has been killed, sent to prison, etc.

3.

Daisy received a letter that is assumed to have been from Gatsby.

4.

Gatsby knowingly associates with criminals, such as gambler Meyer Wolfsheim. He also avoids getting pulled over by police, saying "I was able to do the commissioner a favor once ..."

5.

Answers will vary, but may include: Gatsby wants to prove he is as cultured and sophisticated as those who attend his parties. He also wants to avoid questions about his past, how he attained his wealth, and limit suspicion.

6.

Nick is annoyed that Gatsby approached Jordan to speak with Nick about Daisy and, in doing so, imposing on Nick's time with Jordan. "I hadn't asked Jordan to tea to discuss Mr. Jay Gatsby."

22

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 following a standard format for citation.
- **WS.9-10.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.
- **WS.11-12.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
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- **WS.11-12.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.