

Student Packet

Grades 9–12

The Great Gatsby

F. Scott Fitzgerald

NOVEL UNITS[®]



NEW WAYS TO LEARN READING,
WRITING, & CRITICAL THINKING



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THE GREAT GATSBY

by
F. Scott Fitzgerald

Student Packet

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- Contains masters for:**
- 1 Prereading Activity
 - 7 Vocabulary Activities
 - 1 Study Guide
 - 1 Literary Analysis Activities
 - 2 Character Analysis Activities
 - 1 Comprehension Activity
 - 1 Writing Activity
 - 5 Quizzes
 - 1 Novel Test
 - 1 Alternative Assessment
- PLUS**
- Detailed Answer Key
and Scoring Rubric

Note

The text used to prepare this guide was the Collier Books/Macmillan Publishing Company softcover edition, ©1925 by Charles Scribner's Sons. The page references may differ in other editions.

Please note: Please assess the appropriateness of this book for the age level and maturity of your students prior to reading and discussing it with your class.

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Note to the Teacher

Selected activities, quizzes, and test questions in this Novel Units® Student Packet are labeled with the following reading/language arts skills for quick reference. These skills can be found above quiz/test questions or sections and in the activity headings.

Basic Understanding: The student will demonstrate a basic understanding of written texts. The student will:

- use a text's structure or other sources to locate and recall information (Locate Information)
- determine main idea and identify relevant facts and details (Main Idea and Details)
- use prior knowledge and experience to comprehend and bring meaning to a text (Prior Knowledge)
- summarize major ideas in a text (Summarize Major Ideas)

Literary Elements: The student will apply knowledge of literary elements to understand written texts. The student will:

- analyze characters from a story (Character Analysis)
- analyze conflict and problem resolution (Conflict/Resolution)
- recognize and interpret literary devices (flashback, foreshadowing, symbolism, simile, metaphor, etc.) (Literary Devices)
- consider characters' points of view (Point of View)
- recognize and analyze a story's setting (Setting)
- understand and explain themes in a text (Theme)

Analyze Written Texts: The student will use a variety of strategies to analyze written texts. The student will:

- identify the author's purpose (Author's Purpose)
- identify cause and effect relationships in a text (Cause/Effect)
- identify characteristics representative of a given genre (Genre)
- interpret information given in a text (Interpret Text)
- make and verify predictions with information from a text (Predictions)
- sequence events in chronological order (Sequencing)
- identify and use multiple text formats (Text Format)
- follow written directions and write directions for others to follow (Follow/Write Directions)

Critical Thinking: The student will apply critical-thinking skills to analyze written texts. The student will:

- write and complete analogies (Analogies)
- find similarities and differences throughout a text (Compare/Contrast)
- draw conclusions from information given (Drawing Conclusions)
- make and explain inferences (Inferences)
- respond to texts by making connections and observations (Making Connections)
- recognize and identify the mood of a text (Mood)
- recognize an author's style and how it affects a text (Style)
- support responses by referring to relevant aspects of a text (Support Responses)
- recognize and identify the author's tone (Tone)
- write to entertain, such as through humorous poetry or short stories (Write to Entertain)
- write to express ideas (Write to Express)
- write to inform (Write to Inform)
- write to persuade (Write to Persuade)
- demonstrate understanding by creating visual images based on text descriptions (Visualizing)
- practice math skills as they relate to a text (Math Skills)

Name _____

Vocabulary Analogies

disconcerting
somnambulatory
punctilious

harrowed
denizen
postern

defunct
vestige

retribution
demoniac

Directions: Complete each analogy with a word from the list below.

*Example: New is to old as elated is to distraught.
(New and old are opposites. Elated and distraught are opposites.)*

1. GOOD is to EVIL as SLOPPY is to _____
2. BLACK is to WHITE as WAKEFUL is to _____
3. DWELLER is to _____ as DOG is to CAT.
4. PUNISHMENT is to _____ as TEMPTATION is to ENTICEMENT.
5. TRANQUILIZING is to _____ as FAMILIAR is to STRANGE.
6. TRACE is to _____ as TRAP is to SNARE.

Directions: Write your own analogies for the remaining words. Trade with a partner and see if you can solve each other's analogies.

1. _____ is to _____ as _____ is to _____
2. _____ is to _____ as _____ is to _____
3. _____ is to _____ as _____ is to _____
4. _____ is to _____ as _____ is to _____

Name _____

5. What is Jay Gatsby's real name, and where was he born?
6. What effect did Dan Cody have on Gatsby's life?
7. What doesn't Gatsby realize about Mrs. Sloane's dinner invitation?
8. What did Gatsby want Daisy to tell Tom?
9. Why do you think Tom attended Gatsby's party with Daisy?
10. What did Daisy think about the party?

Chapter 7

1. Why did Gatsby fire all the servants?
2. What does the scene with Pammy suggest about Daisy as a mother? What effect does it have on Gatsby?
3. When does Tom realize that there is a definite relationship between Daisy and Gatsby?
4. Who went to town, and in which cars?
5. What plan does George Wilson reveal to Tom when they stop for gas?
6. As Myrtle looks out the window, what incorrect assumption does she make?
7. What makes Gatsby fear that "his dreams may have been crushed"?
8. What happened to Myrtle Wilson?
9. In what way is Tom Buchanan a hypocrite?
10. Who was driving the "death car"?

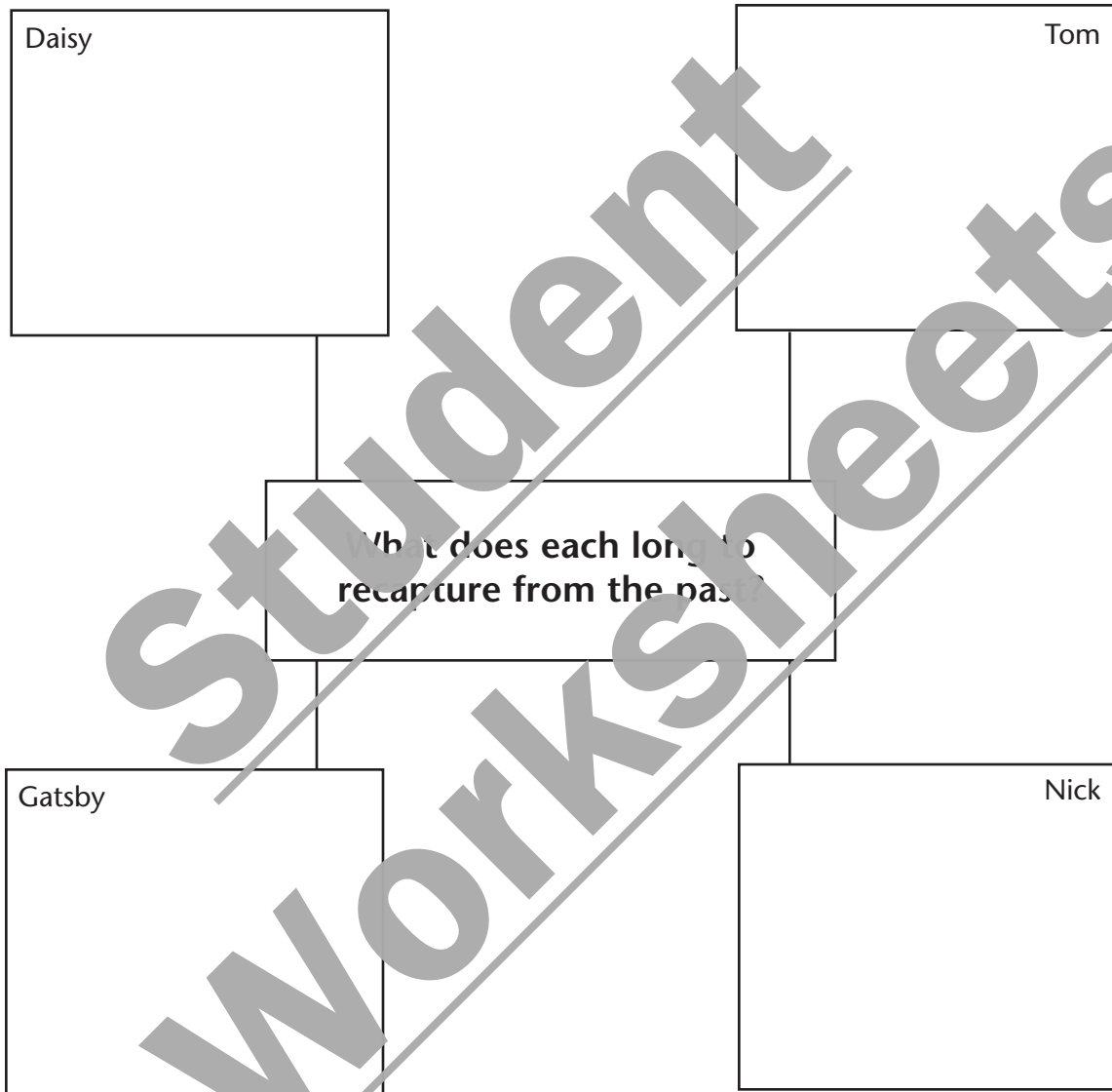
Chapters 8 and 9

1. How long had Daisy and Gatsby known each other in Louisville?
2. Who is Michaelis?
3. What did George Wilson's proof that Myrtle was having an affair?
4. How does George view the lies of Dr. Eckleburg?
5. Why wouldn't Wolfsheimer attend Gatsby's funeral?
6. What part had Tom played in Gatsby's death?
7. What additional information is given about James Gatz by his father?
8. How does Gatsby's funeral reinforce the actual position Gatsby had attained in society?
9. How had Gatsby really made his money?
10. Why does Nick call Tom and Daisy "careless people"?

Name _____

Character Wishes

Directions: Each of the characters below longs to recapture something from the past. Complete the diagram to show what each character wishes he/she could return to.



Student Worksheets