

The Great Gatsby – Chapter 3

Q: What is unusual about the library books?

"He snatched the book from me and replaced it hastily on its shelf, muttering that if one brick was removed the whole library was liable to collapse" (Fitzgerald 46)



The Facts

As you read, record information that you consider helpful in getting to know elements of the novel. Think about things like setting, conflict, characterization, symbolism, theme, and overall plot. Do not record so much that you are overwhelmed, but record things that will aid in your understanding of the novel.

1. What is Nick invited to, and who does he meet there?
A:
A:
2. Owl Eyes =
3. What does Owl Eyes reveal about the library books?
A:
4. List 2 examples of yellow in the book:
A:
A:
5. List an example of gold in the book:
A:
6. Nick finally meets _____, who later requests to have a private meeting with _____.
7. Jordan is a careless _____ = foreshadowing!
8. What are 2 shady things Jordan has lied about?
A:
A:
9. Nick describes Jordan as _____

Consider the references to the colors yellow and gold in the chapter. How do these contrasts represent Old Money and New money?

Is my character in chapter 3?	Yes / No
What are some things my character says/does?	
How does my character interact with the others? What conflicts can I attribute to my character?	
Relevant page #s:	



Characterization

For chapters 2 and 3, what are the 4 reasons said to be of Gatsby?

Consider the word "illusion" and how it applies to Gatsby. What other character is good at feigning emotions?

Gatsby Chapter Activity

David M. Considine, Gail E. Haley



Gatsby Chapter Activity:

The Great Gatsby Vocabulary Activities Shelly Buchanan,2014-10-01 These vocabulary activities for The Great Gatsby incorporate key skills for college and career readiness The activities integrate vocabulary with a study of the text Includes text dependent questions definitions and text based sentences [The Great Gatsby in the Classroom](#) David Dowling,2006 Provides specific teaching strategies for each chapter and classroom tested oral written drawing and dramatic activities that help students make meaning out of the novel and engage them in its thematic and affective elements **The Great Gatsby** Roger Lathbury,2000 A guide to F Scott Fitzgerald s most famous work Written for high school students chapters discuss the history of the work historical and biographical themes the critical response and academic approaches to the book [Visual Messages](#) David M. Considine,Gail E. Haley,1992 A resource for media and visual literacy With the assertion it s not what they watch it s how they watch authors Considine and Haley offer a strong rationale for visual literacy programs in which students can develop the cognitive and viewing skills necessary in our media dominated society In this fascinating and astute examination of mass media and its effect on our culture the authors offer a profound assessment of the problems and issues surrounding the communication revolution and give sound practical solutions to those problems solutions for parents for teachers administrators librarians media specialists and especially solutions for children Ideas strategies and activities that can be easily integrated into diverse areas of the existing curriculum promote critical thinking about the information students receive in a multimedia world and the daily decisions they make as consumers whether selecting a product or a politician Only when they have developed these abilities are they prepared for the world they live in Some of the chapter titles are Making the Living Room a Learning Room by Using TV Television Effectively Advertising Exploring the Consumer Culture in the Classroom Reading the News Interpreting Form and Content and Movies as Mentors Teaching with Motion Pictures *Teaching English in Middle and Secondary Schools* Rhoda J. Maxwell,Mary Jordan Meiser,1997 This methods book advocates a process approach to English instruction which is interactive and developmental one that is learner centered rather than teacher centered **Speech Activities** ,1952 **Critical Essays on F. Scott Fitzgerald's The Great Gatsby** Scott Donaldson,1984 Critical essays on American literature **Social Forces and Aging** Robert C. Atchley,1988 [CliffsNotes on Fitzgerald's The Great Gatsby](#) Kate Maurer,2000-06-19 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

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Decoding **Gatsby Chapter Activity**: Revealing the Captivating Potential of Verbal Expression

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