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- Table of Contents
- Introduction to the *LitPlan Teacher Pack™*
- first page of the Study Questions
- first page of the Study Question Answer Key
- first page of the Multiple Choice Quiz Section
- first Vocabulary Worksheet
- first few pages of the Daily Lessons
- a Writing Assignment
- first page of the Extra Discussion Questions
- first page of the Unit Test Section

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TEACHER'S PET PUBLICATIONS

LITPLAN TEACHER PACK™

for

The Great Gatsby

based on the book by  
F. Scott Fitzgerald

Written by  
Mary B. Collins

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## A FEW NOTES ABOUT THE AUTHOR F. SCOTT FITZGERALD

FITZGERALD, F. Scott (1896-1940). The novels and short stories of F. Scott Fitzgerald are famous for portraying the "lost generation" of the post-World War I era. They depict the rich disenchanted youth of what he called the Jazz Age.

Francis Scott Key Fitzgerald was born in St. Paul, Minn., on Sept. 24, 1896, the only son of Edward and Mary Fitzgerald. His father was a descendant of Francis Scott Key, author of 'The Star-Spangled Banner'. Fitzgerald attended St. Paul Academy and the Newman School, in New Jersey. After entering Princeton University in 1913 he wrote for student publications. In November 1917 Fitzgerald left college to enlist in the Army. While stationed in Montgomery, Ala., he fell in love with Zelda Sayre.

Following his release from the Army in 1919, Fitzgerald worked for an advertising agency in New York City for several months. After Zelda broke their engagement, he returned to St. Paul to rewrite a novel he had worked on when he was in the Army. The novel-'This Side of Paradise'-was published in 1920. The first chronicle of flaming youth, it brought Fitzgerald fame, money, and marriage to Zelda. The couple had one daughter. To maintain the luxurious life he and his wife liked to lead, Fitzgerald wrote at a furious pace. In 1920 he published 'Flappers and Philosophers', a volume of short stories. His second novel, 'The Beautiful and Damned', and 'Tales of the Jazz Age' appeared in 1922. In 1924 the Fitzgeralds moved to Europe, where Fitzgerald wrote his masterpiece, 'The Great Gatsby'. Typical of his work, it glorified romance and disillusionment, and the dialogue was flawless.

In 1930 Zelda suffered a breakdown, a step on the way to her insanity. The family returned to the United States in 1930. Fitzgerald's novel 'Tender Is the Night' was published in 1934. It failed to sell, and Fitzgerald felt defeated. In 1936 he wrote about his emotional state in 'The Crack-up'. Fitzgerald went to Hollywood in 1937 to write scenarios for motion pictures. On Dec. 20, 1940, he suffered a fatal heart attack. He had begun a novel about Hollywood, called 'The Last Tycoon'. The unfinished work, published in 1941, was another attempt to create his dream of the promises of American life and of a man who could realize them.

-- Courtesy of Compton's Learning Company

## INTRODUCTION - *The Great Gatsby*

This unit has been designed to develop students' reading, writing, thinking, and language skills through exercises and activities related to *The Great Gatsby* by F. Scott Fitzgerald. It includes twenty lessons, supported by extra resource materials.

The **introductory lesson** introduces students to some background to the novel through a film (teacher supplied). Following the introductory activity, students are given a transition to explain how the activity relates to the book they are about to read. Following the transition, students are given the materials they will be using during the unit. At the end of the lesson, students begin the pre-reading work for the first reading assignment.

The **reading assignments** are approximately thirty pages each; some are a little shorter while others are a little longer. Students have approximately 15 minutes of pre-reading work to do prior to each reading assignment. This pre-reading work involves reviewing the study questions for the assignment and doing some vocabulary work for 8 to 10 vocabulary words they will encounter in their reading.

The **study guide questions** are fact-based questions; students can find the answers to these questions right in the text. These questions come in two formats: short answer required or multiple choice. The best use of these materials is probably to use the short answer version of the questions as study guides for students (since answers will be more complete), and to use the multiple choice version for occasional quizzes. If your school has the appropriate equipment, it might be a good idea to make transparencies of your answer keys for the overhead projector.

The **vocabulary work** is intended to enrich students' vocabularies as well as to aid in the students' understanding of the book. Prior to each reading assignment, students will complete a two-part worksheet for approximately 8 to 10 vocabulary words in the upcoming reading assignment. Part I focuses on students' use of general knowledge and contextual clues by giving the sentence in which the word appears in the text. Students are then to write down what they think the words mean based on the words' usage. Part II nails down the definitions of the words by giving students dictionary definitions of the words and having students match the words to the correct definitions based on the words' contextual usage. Students should then have a good understanding of the words when they meet them in the text.

After each reading assignment, students will go back and formulate answers for the study guide questions. Discussion of these questions serves as a **review** of the most important events and ideas presented in the reading assignments.

After students complete reading the work, there is a **vocabulary review** lesson which pulls together all of the fragmented vocabulary lists for the reading assignments and gives students a review of all of the words they have studied.

A lesson is devoted to the **extra discussion questions/writing assignments**. These questions focus on interpretation, critical analysis and personal response, employing a variety of thinking skills and adding to the students' understanding of the novel.

There are two **group activities** students working in small groups to discuss symbolism and characterization in the novel.

The group activity is followed by a **reports and discussion** session in which the groups share their ideas about the themes with the entire class; thus, the entire class is exposed to information about all of the themes and the entire class can discuss each theme based on the nucleus of information brought forth by each of the groups.

There are three **writing assignments** in this unit, each with the purpose of informing, persuading, or having students express personal opinions. The first assignment is to inform: students explain how the houses of the main characters are appropriate for their social position and personalities. The second assignment is to persuade: students choose from one of three persuasive letters to write. The third assignment is to give students a chance to express their own opinions and to think about their own futures: they write out a plan for their own success.

In addition, there is a **nonfiction reading assignment**. Students are required to read a piece of nonfiction related in some way to *The Great Gatsby*. After reading their nonfiction pieces, students will fill out a worksheet on which they answer questions regarding facts, interpretation, criticism, and personal opinions. During one class period, students make **oral presentations** about the nonfiction pieces they have read. This not only exposes all students to a wealth of information, it also gives students the opportunity to practice **public speaking**.

The **review lesson** pulls together all of the aspects of the unit. The teacher is given four or five choices of activities or games to use which all serve the same basic function of reviewing all of the information presented in the unit.

The **unit test** comes in two formats: multiple choice or short answer. As a convenience, two different tests for each format have been included. There is also an advanced short answer test for students who need more of a challenge.

There are additional **support materials** included with this unit. The **extra activities packet** includes suggestions for an in-class library, crossword and word search puzzles related to the novel, and extra vocabulary worksheets. There is a list of **bulletin board ideas** which gives the teacher suggestions for bulletin boards to go along with this unit. In addition, there is a list of **extra class activities** the teacher could choose from to enhance the unit or as a substitution for an exercise the teacher might feel is inappropriate for his/her class. **Answer keys** are located directly after the **reproducible student materials** throughout the unit. The student materials may be reproduced for use in the teacher's classroom without infringement of copyrights.

## UNIT OBJECTIVES - *The Great Gatsby*

1. To expose students to a different era of American life.
2. Students will demonstrate their understanding of the text on four levels: factual, interpretive, critical and personal.
3. Students will consider what it means to be successful and/or rich, and the responsibilities that accompany success and/or wealth.
4. Students will be given the opportunity to practice reading aloud and silently to improve their skills in each area.
5. Students will answer questions to demonstrate their knowledge and understanding of the main events and characters in *The Great Gatsby* as they relate to the author's theme development.
6. Students will enrich their vocabularies and improve their understanding of the novel through the vocabulary lessons prepared for use in conjunction with the novel.
7. The writing assignments in this unit are geared to several purposes:
  - a. To have students demonstrate their abilities to inform, to persuade, or to express their own personal ideas  
Note: Students will demonstrate ability to write effectively to inform by developing and organizing facts to convey information. Students will demonstrate the ability to write effectively to persuade by selecting and organizing relevant information, establishing an argumentative purpose, and by designing an appropriate strategy for an identified audience. Students will demonstrate the ability to write effectively to express personal ideas by selecting a form and its appropriate elements.
  - b. To check the students' reading comprehension
  - c. To make students think about the ideas presented by the novel
  - d. To encourage logical thinking
  - e. To provide an opportunity to practice good grammar and improve students' use of the English language.
8. Students will read aloud, report, and participate in large and small group discussions to improve their public speaking and personal interaction skills.

READING ASSIGNMENT SHEET - *The Great Gatsby*

Date Assigned	Reading Assignment	Completion Date
	1 - 2	
	3	
	4 - 5	
	6 - 7	
	8 - 9	



UNIT OUTLINE - *The Great Gatsby*

<b>1</b> Introduction  P & V 1-2	<b>2</b> Read 1-2 Orally	<b>3</b> ?s 1-2  P & V 3 Read 3	<b>4</b> Quiz/?s P & V 4-5 Read 4-5	<b>5</b> ?s 4-5  Writing Assignment 1
<b>6</b> P & V 6&7  Read 6&7	<b>7</b> ?s 6&7 PV&R 8-9 Writing Conf.	<b>8</b> ?s 8-9  Group Activity	<b>9</b> Writing Assignment 2	<b>10</b>  Vocabulary
<b>11</b> Group Activity	<b>12</b> Reports & Discussion	<b>13</b> Extra ?s & Quotes	<b>14</b> Library Planning Session	<b>15</b>  Planning
<b>16</b>  Nonfiction	<b>17</b> Writing Assignment 3	<b>18</b>  20's Day	<b>19</b>  Review	<b>20</b>  Test

KEY: P = preview study ?s V = vocabulary work R = read

## LESSON ONE

### Objectives

1. To introduce the *Great Gatsby* unit.
2. To distribute books and other related materials
3. To preview the study questions for chapters 1-2
4. To familiarize students with the vocabulary for chapters 1-2

### Activity #1

Explain to students that you will be reading *The Great Gatsby* by F. Scott Fitzgerald and that the novel takes place in the Roaring Twenties. Ask students what they know about the "Roaring Twenties."

Show a film or video with background information about the 1920's in America. If a film is not available, invite a guest speaker from a local museum or historical society (or perhaps you know someone who lived through the 1920's who could come and talk and answer questions. Another option is to offer some extra-credit work for students who will research and make an oral report about the 1920's and F. Scott Fitzgerald.

### Activity #2

Distribute the materials students will use in this unit. Explain in detail how students are to use these materials.

Study Guides Students should read the study guide questions for each reading assignment prior to beginning the reading assignment to get a feeling for what events and ideas are important in the section they are about to read. After reading the section, students will (as a class or individually) answer the questions to review the important events and ideas from that section of the book. Students should keep the study guides as study materials for the unit test.

Vocabulary Prior to reading a reading assignment, students will do vocabulary work related to the section of the book they are about to read. Following the completion of the reading of the book, there will be a vocabulary review of all the words used in the vocabulary assignments. Students should keep their vocabulary work as study materials for the unit test.

Reading Assignment Sheet You need to fill in the reading assignment sheet to let students know by when their reading has to be completed. You can either write the assignment sheet up on a side blackboard or bulletin board and leave it there for students to see each day, or you can "ditto" copies for each student to have. In either case, you should advise students to become very familiar with the reading assignments so they know what is expected of them.

## WRITING ASSIGNMENT #1 - *The Great Gatsby*

### PROMPT

We have briefly discussed the homes of Nick, the Buchanans and Gatsby. Your assignment is to describe each of their homes and explain how the home of each corresponds to the social position, lifestyle and personality of the owners.

### PREWRITING

One way to begin is to jot down notes describing each house. Go back and decide what social position each owner holds and which personal characteristics are relevant. Then jot down notes as to how each home suits the owner.

### DRAFTING

Write an opening (introductory) paragraph in which you introduce the idea that each of the homes suits the characteristics of its owners.

In the body of your composition, write one paragraph about each home/owner combination. In each of these body paragraphs, start with a sentence which will let your reader know about which home/owner combination the paragraph is about (a topic sentence). Follow that with the information you have about the home/owner combination.

Write a concluding paragraph in which you summarize your ideas and make your final statements and conclusions.

### PROMPT

When you finish the rough draft of your paper, ask a student who sits near you to read it. After reading your rough draft, he/she should tell you what he/she liked best about your work, which parts were difficult to understand, and ways in which your work could be improved. Reread your paper considering your critic's comments, and make the corrections you think are necessary.

### PROOFREADING

Do a final proofreading of your paper double-checking your grammar, spelling, organization, and the clarity of your ideas.