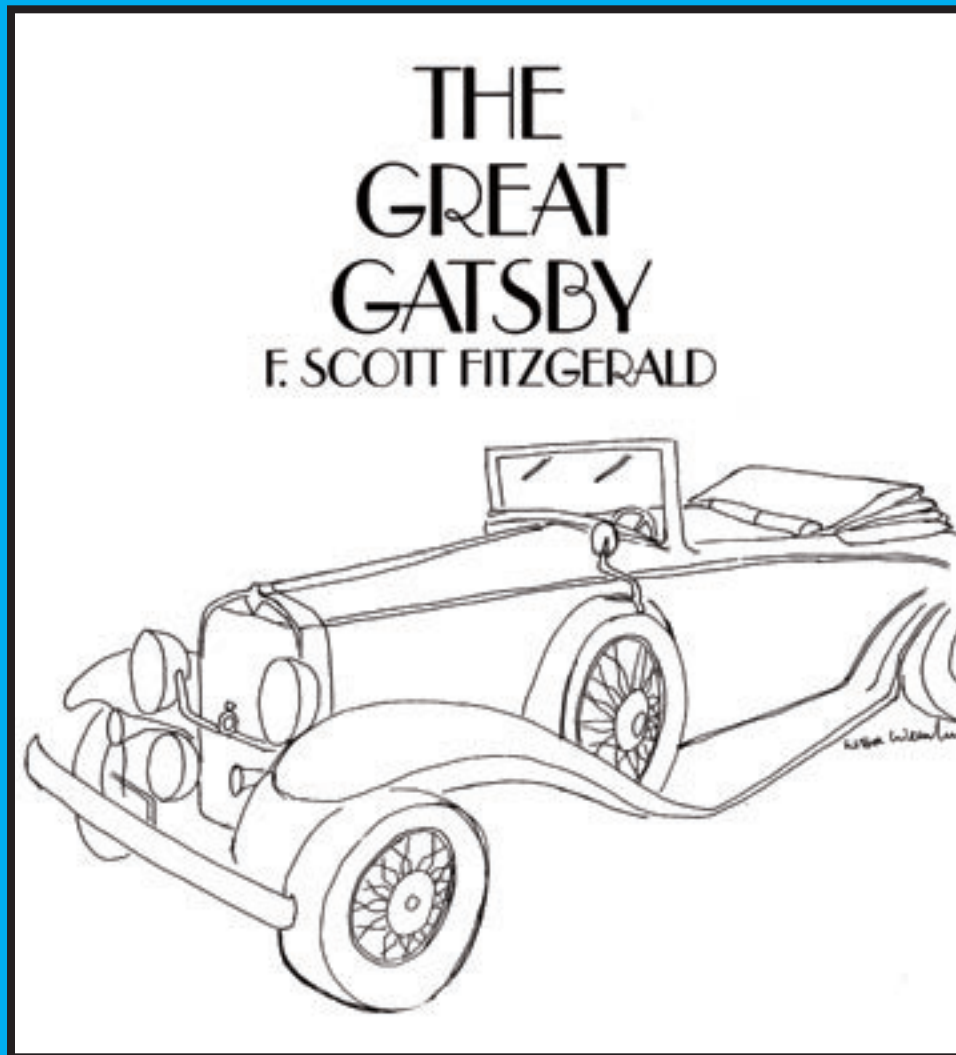


Novel•Ties



A Study Guide

Written By Sue Gehn and Estelle Kleinman

Edited by Joyce Friedland and Rikki Kessler

LEARNING LINKS

P.O. Box 326 • Cranbury • New Jersey 08512

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For the Teacher

This reproducible study guide consists of lessons to use in conjunction with the novel *The Great Gatsby*. Written in chapter-by-chapter format, the guide contains a synopsis, pre-reading activities, vocabulary and comprehension exercises, as well as extension activities to be used as follow-up to the novel.

In a homogeneous classroom, whole class instruction with one title is appropriate. In a heterogeneous classroom, reading groups should be formed: each group works on a different novel at its reading level. Depending upon the length of time devoted to reading in the classroom, each novel, with its guide and accompanying lessons, may be completed in three to six weeks.

Begin using NOVEL-TIES for reading development by distributing the novel and a folder to each student. Distribute duplicated pages of the study guide for students to place in their folders. After examining the cover and glancing through the book, students can participate in several pre-reading activities. Vocabulary questions should be considered prior to reading a chapter or chapter unit; all other work should be done after the chapter has been read. Comprehension questions can be answered orally or in writing. The instructor should determine the amount of work to be assigned, always keeping in mind that readers must be nurtured and that the ultimate goal is encouraging students' love of reading.

The benefits of using NOVEL-TIES are numerous. Students read good literature in the original, rather than in abridged or edited form. The good reading habits, formed by practice in focusing on interpretive comprehension and literary techniques, will be transferred to the books students read independently. Passive readers become active, avid readers.

AUTHOR INFORMATION: *F. Scott Fitzgerald*

F. Scott Fitzgerald was born in St. Paul, Minnesota in 1896. As the son of an unsuccessful furniture salesman and an Irish immigrant mother with a large inheritance, Fitzgerald grew up in an upper middle class, solidly Catholic household.

Fitzgerald started writing in high school. His first published story appeared in the school newspaper. More enthusiastic about his writing than his academics, Fitzgerald dropped out of Princeton University to join the army. While he was in the army, Fitzgerald continued to pursue his writing career by submitting articles to magazines. At the age of twenty-one, he submitted his first novel, *The Romantic Egoist*, to Scribners, where it was rejected.

In 1918, while stationed in Montgomery, Alabama, Fitzgerald fell in love with and became engaged to Zelda Sayre, an eighteen-year-old Southern belle. The engagement ended, however, one year later when Zelda lost faith in Scott's ability to attain fame and fortune. When Scribners finally accepted a rewrite of the novel, now entitled *This Side of Paradise*, Zelda agreed to marry him.

Zelda and Scott enjoyed the life of the young and wealthy in the era of the Roaring Twenties. They attended parties and socialized with high society and other artists. Fitzgerald wrote about this world in his second novel, *The Beautiful and the Damned*. Three years later, after the birth of their first and only child, Scottie, Fitzgerald completed his most famous work, *The Great Gatsby*.

Years of extravagant living took its toll on both Zelda and Scott Fitzgerald. Scott suffered from alcoholism and Zelda experienced a series of mental breakdowns. By 1936, Scott was in serious debt, estranged from his wife and daughter, and physically incapacitated.

Fitzgerald's life took a more positive turn in 1937 when he won a contract to write for Metro-Goldwyn-Mayer in Hollywood and fell in love with movie columnist Sheilah Graham. Although his health seemed to improve, enabling him to begin writing again, he suffered a heart attack and died in 1940 at the age of forty-four. At the time of his death, Scott considered himself a failure, and the world at the beginning of World War II, confirmed this opinion. The excesses of the Roaring Twenties and the works written about that era seemed trivial. Fitzgerald's work did not earn the credibility and recognition it holds today until years after his death.

CHAPTER I

Vocabulary: Draw a line from each word on the left to its definition on the right. Then use the numbered words to fill in the blanks in the sentences below.

- | | |
|------------------|----------------------------------|
| 1. feigned | a. scornful; haughty |
| 2. levity | b. nearness |
| 3. proximity | c. improvising |
| 4. supercilious | d. pretended |
| 5. fractiousness | e. lack of seriousness |
| 6. extemporizing | f. unruliness; rebelliousness |
| 7. peremptorily | g. hint |
| 8. intimation | h. expressing urgency or command |
-

- Not expecting to win the award, he had to resort to _____ when called upon to speak.
- The soldiers of the defeated dictator _____ signaled the group to disperse.
- Not wanting to be found awake, I _____ sleep when my parents returned home.
- Her gruff manner conveyed an impression of _____.
- The _____ waiter made us feel uncomfortable during the entire meal.
- A funeral is no place for _____.
- His body language gave the _____ that he did not want to be disturbed.
- My home is very desirable because of its _____ to the beach.

Questions:

- What part of Chapter I served as an introduction to the novel? Why do you think Fitzgerald included this introduction?
- Nick said, "I came East, permanently, I thought, in the spring of twenty-two." Why did Nick go East? Why do you think the Buchanans went East?