Selective Reading Guide
The Great Gatsby

Purpose:
The purpose of the selective reading guide is to draw students’ attention to certain aspects of the text: to show them what to look at when they are reading, as well as how to look at it. The teacher bases the reading guide on his or her own learning behaviors, to model thinking and reading for the students by having the students do it themselves.

Directions:
1. Read the selection to be assigned. Usually, this should be a more difficult section of the text so students do not feel their time is being wasted by the questions they are asked.
2. Develop an overall purpose for the reading assignment. Then, with that in mind, develop questions to direct students toward the kinds of ideas you would like the text to bring out.
3. Eliminate areas of questions which are not as important to the ideas you would like students to understand from reading the text.
4. When designing the questions, model the type of ideas and thoughts you would like students to have when reading the text.
5. In order to increase the amount of time students are thinking about the questions, you may have them work on them individually or in pairs, then go home and type up their answers so they have read the questions and their answers at least twice.
6. These questions can be followed up by group or class discussion for the more important elements.

Assessment:
Again, students should not necessarily be judged on “correct” answers, but the way they thought about the answers they came up with. Many questions deal with larger themes of the novel, so many connections can and should be made to these ideas, whether in the sheet, or in the discussion which follows. Some of these questions could be incorporated later into essay questions for students to answer.
The Great Gatsby

Directions:
As you read Chapter VIII of The Great Gatsby, answer the questions below. There often is no correct answer, I just want you to think about certain things in this section before our discussion. Read the sections where I have asked you questions more carefully because there are particular things I would like you to notice as you read. I would like these answers to be as thorough as possible given the space provided, but the answers do not necessarily have to be in complete sentences.

1. Pg 147 first paragraph. What do you think Nick felt he had to warn Gatsby about?

2. Pg 148-49, last paragraph continuing on to the next page. Read the description of Daisy’s house (in particular, the sentences around “ripe mystery”). Does it remind you of any other houses described in this novel? What does that say about Gatsby?

3. Pg 149, 4th paragraph. What are the consequences for Gatsby when Gatsby “takes” Daisy? How is this different from what you might expect?

4. Top of pg. 150. Daisy “[gleams] like silver, safe and proud above the hot struggles of the poor” Looking at that image, what do you think Daisy could represent for Gatsby besides love?

5. Pg 151, 2nd paragraph. What other “decisions” are made for Daisy in the novel by love, money, or unquestionable practicality?

6. Pg 152, 3rd paragraph. Do you agree with Gatsby’s statement? Why or why not?

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7. Middle of page 154. What do you think Nick meant by what he yelled to Gatsby? What do you think he disapproved of in Gatsby’s behavior?

8. Middle of page 158- Who does George think killed Myrtle? How can he find out who did it?

9. Bottom of page 159 through page 160- What do you think of Dr. T. J. Eckleberg now? Is he just “an advertisement?”

10. Middle of page 161. What do think Gatsby is mourning in the pool? Why is there a new world there? What is the new world?

11. Last sentence, page 162. Look at the word Holocaust. Write down what you think it means. Run find a dictionary, quick, and look it up. What does it mean? Is it the same or different from what you had predicted? Think about the definition in terms of the ash-heaps and Dr. T. J. Eckleberg.