










The Great Gatsby: (a) Introduction

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 refers to links on www.crossref-it.info

- ❖ **Lesson focus:** To prepare the students for reading the novel by providing useful background knowledge and ways of reading Chapter 1.
- ❖ **Opening exercise:** Give out the **Worksheet a)i** quiz sheet. [Completion can be undertaken as homework, or by sending students to the Library for half an hour.]
 - Go through the answers together, picking up any points of interest.
 -  (Social / political context of *The Great Gatsby* > The Jazz Age)
 -  (Author > Biographical context)
- ❖ **Textual examination:** Read aloud the first section of Chapter 1 (up to '... short-winded elations of men.')
- Collect, and briefly discuss, first impressions. These could include:
 - Style and mood
 - The narrator
 - The first mention of Gatsby.
-  (*The Great Gatsby*: Narrative devices > Nick as narrator)
- Give students time to read the longer second section of Chapter 1 (up to '...to which she and Tom belonged.')
- Students answer the questions on **Worksheet a)ii**
-  (*The Great Gatsby*: Synopses and commentary > Chapter 1)
- ❖ **Discussion ideas:** Discuss the answers students have produced to the question sheet.
 - Link ideas to the background information gathered in the opening exercise.
 - Aim to give students a clear idea of the type of novel they are about to read.
-  (Literary context of *The Great Gatsby* > Artistic expression in the modern world)
- ❖ **Recreative task:** Rewrite a short section of the scene in Tom and Daisy's home, in the words of one of the three characters other than Nick.
 - These characters could be allocated around the class, some read out, and differences compared.
 -  (*The Great Gatsby*: Narrative devices > An absent voice: Daisy)
- ❖ **Critical task:** 'In Chapter One of *The Great Gatsby*, Fitzgerald draws us quickly into the world he has created.'
 - How far do you agree with this statement, and what techniques does the author use to achieve this?
 -  (The structure of *The Great Gatsby* > Disrupted chronology > Chapter 1)
- ❖ **Extension task:** Research into America during the Jazz Age is useful in understanding Fitzgerald's themes.
 - Ask students to read one of Fitzgerald's other works of fiction (he wrote a number of short stories and his few novels are not long).
 -  (Social / political context of *The Great Gatsby*)