

Great Gatsby Interpretive Discussion Questions

Answers

The Medievalist Impulse in American Literature Recognitions Meaningful Discussions The
Common Review Joycean Elements in F. Scott Fitzgerald's The Great Gatsby Teaching
Literature to Adolescents The Great Gatsby The Bloomsbury Handbook to F. Scott
Fitzgerald High School English Teacher's Guide to Active Learning The Structure of Literary
Understanding Gatsby's Party Thinking about Literature Exploring Texts Whole-class Discussions
of Literature Jungian Literary Criticism, 1920-1980 Twentieth-century Literary
Criticism Hungarian Studies in English The Great Gatsby, by F. Scott Fitzgerald The Great
Gatsby Reading Reminders Kim Ileen Moreland Enrico Botta Robin Anne Christopher Barney
Tanner Richard Beach Roger Lathbury Laura Rattray Victor J. Moeller Stein Haugom Olsen
Patti White Robert McMahon George Newell Sharon Cummins Eddleston Jos Van Meurs Gale
Research Company Morris Dickstein Coles Editorial Board Jim Burke

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what does the existence of this impulse in its various idiosyncratic manifestations reveal about these writers and american culture

this volume offers a critical exploration of the many ways in which transcodification acts at the intersection of literature art history and social and cultural artifacts to foster instances of recognition in the us recognition covers a wealth of meanings from the mere acknowledgement of existence validity or legality or appreciation of something as valuable to the identification of something as known or familiar accordingly this volume deals with different struggles for recognition one focus of the volume is the assessment of artistic achievement in relation to a so called original with essays concerned with cultural codes and with the role that translation adaptation and cross cultural encounters have played in us artistic and literary productions a second parallel strand focuses on the fight for political and social inclusion or on the dynamics beneath the recognition of group and gender identities to explore how activism and artistic literary productions challenge received identity boundaries and accepted social and cultural hierarchies bringing together recognition and transcodification transculturality the book deconstructs crystalized and codified categories and celebrates the crossing of boundaries

this research monograph argues that scott fitzgerald consciously used a variety of joycean devices in the great gatsby and these devices were the result of close readings of joyce s dubliners and ulysses the monograph breaks new ground in fitzgerald scholarship and has implications for joyceans as well the author s research was first begun under the mentorship of

professor wallace stegner and has lasted over 35 years tanner also benefited from a correspondence with edmund wilson prior to wilson s death this study sets out to prove that fitzgerald modeled numerous elements of gatsby on elements found in joyce s ulysses fsf imitated joyce s use of the first letter in each of the parts of ulysses there joyce alluded to two matters 1 the first names of his characters and 2 the logical steps of a syllogism fitzgerald enriched this device he developed three parts in his novel 3 3 3 and used the first and last letters of each of his 9 chapters for two purposes to repay in a bold and playful way his debt to joyce and to honor ernest renan famed for his life of jesus and a source of burlesque techniques employed in gatsby this is just one example of a number of research issues raised by tanner a number new to fitzgerald scholarship other chapters deal with fsf imitation of joyce s araby in fitzgerald s story absolution a precursor to gatsby sources for christian allusions and direct allusions to ulysses the shadowing and doubling of characters patterns of imagery and numeracy in topics and theme the work contains two appendices including a significant comparison of trimalchio and the great gatsby

this text for pre service and in service english education courses presents current methods of teaching literature to middle and high school students the methods are based on social constructivist socio cultural theories of literacy learning and incorporate research on literary response conducted by the authors teaching literature to adolescents a totally new text that draws on ideas from the best selling textbook teaching literature in the secondary school by beach and marshall reflects and builds on recent key developments in theory and practice in the field including the importance of providing students with a range of critical lenses for analyzing texts and interrogating the beliefs attitudes and ideological perspectives encountered in literature organization of the literature curriculum around topics themes or issues infusion of multicultural literature and emphasis on how writers portray race class and gender differences

use of drama as a tool for enhancing understanding of texts employment of a range of different ways to write about literature integration of critical analysis of film and media texts with the study of literature blending of quality young adult literature into the curriculum and attention to students who have difficulty succeeding in literature classes due to reading difficulties disparities between school and home cultures attitudes toward school english or lack of engagement with assigned texts or response activities the interactive site contains recommended readings resources and activities links to sites and powerpoint presentations and opportunities for readers to contribute teaching units to the site databases instructors and students in middle and high school english methods courses will appreciate the clear engaging useful integration of theory methods and pedagogical features offered in this text

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

bringing together leading voices from across the globe the bloomsbury handbook to f scott fitzgerald presents state of the art scholarship on the renowned jazz age writer as well as offering an approachable overview of his background influences and cultural context this comprehensive volume features a variety of national and transnational perspectives essays which consider fitzgerald s work via key contemporary approaches such as race studies whiteness studies queer studies the digital humanities literary geography and ecocriticism new comparative approaches that consider the author in the context of his contemporaries including writers of the harlem renaissance and modernism an innovative cluster of short essays by practitioners reflecting on their work with fitzgerald materials offering an indispensable resource for researchers and students alike this handbook brings together the most exciting

scholarship one a true giant of american literature

these books show you how you can foster reflective independent thinking in your class boost the number of students who actively participate prevent the discussions from falling flat or degenerating into bull sessions this volume features 18 student centered lesson plans and include answer keys for teachers each lesson plan engages students in active learning

this is a paperback edition of what has become an important contribution to aesthetics and the theory of literature

information based theories and sets up a theory of relations as a critical methodology to widen the field of approaches to narrative dynamics

details a different system for teaching classic and contemporary literature in high school that is designed to keep students interested in what they are learning and understand the material

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