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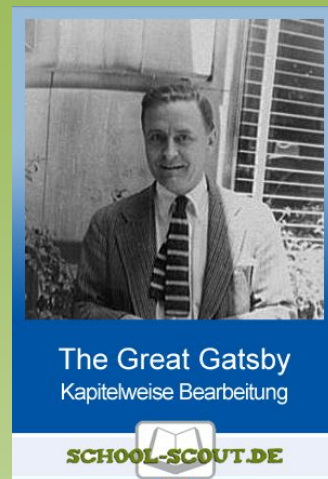
Unterrichtsmaterialien in digitaler und in gedruckter Form

Auszug aus:

*The Great Gatsby - Unterrichtshilfe zur kapitelweisen
Bearbeitung*

Das komplette Material finden Sie hier:

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| | |
|-------------------|---|
| Titel: | F. Scott Fitzgerald: The Great Gatsby |
| Reihe: | Erschließung der Lektüre |
| Bestellnummer: | 62458 |
| Kurzvorstellung: | <p>Diese Unterrichtshilfe zu der Lektüre „The Great Gatsby“ von F. Scott Fitzgerald umfasst ausgearbeitete Aufgaben zur kapitelweisen Erschließung und zu kapitelübergreifenden Themen. Dabei werden alle zentralen Themen des Romans angesprochen und müssen von den SchülerInnen</p> <p>Seiten- und Zeilenangaben zitierter Textstellen beziehen sich auf folgende Ausgabe: F. Scott Fitzgerald – The Great Gatsby</p> <p>Diesterwegs Neusprachliche Bibliothek 1994 Bildungshaus Schulbuchverlage Westermann Schroedel Diesterweg ISBN 978-3-425-04850-5</p> |
| Inhaltsübersicht: | <ul style="list-style-type: none">• Tasks Chapter 1-9• Character Sheets• Leitmotifs and Symbols• Symbolism: Settings – Characters – Directions• Theme and Plot Structure• Gatsby and his American Dream• Index of photos and pictures• Exam Paper |

Chapter 1

Point of view

Collect information about the narrator and quote words and phrases which support the image the narrator intends to create of himself to establish his credibility.

Family Background:

Education and career:



Attitudes towards people and change of attitudes:

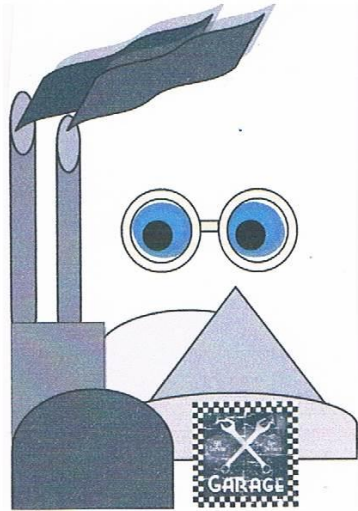
Attitudes towards himself:

1918-1922 Reconstruct the time between the end of World War I and the narrator's life at this time and explain the point of view from which the story is told.

Chapter 2

Opening

Chapter 2 starts with a description of the setting 'Valley of Ashes'. Examine how the stylistic devices create the atmosphere.



Adjectives-Nouns/Verbs-Nouns

Scenery:

Air:

River:

People:

Dr Eckleburg:

Buildings:

| Text passage | Stylistic devices |
|--|-------------------|
| ...so as to shrink away from... (p.23 line 3) | |
| ...fantastic farm where ashes grow like wheat into hills... where ashes take the form of houses... (p.23 line 4-5) | |
| ...spasms of bleak dust drift... (p. 23 line 12) | |
| ...some wild wag of an oculist set them there to fatten his practice... (p. 23 line 16-17) | |
| ...eyes, dimmed a little by many paintless days, under sun and rain, brood on... (p.23 line 19-20) | |

Describe the atmosphere:

Chapter 4 Tone and Choice of words

Analyse the conversation between Gatsby and Nick on their ride to New York and present **the information given about Gatsby's** past and his present concern. Interpret **Nick and Gatsby's** tone, choice of words and/or attitudes (p. 56 line 9 – p. 61. Line 8)



| Gatsby | Tone Choice of words | Nick's response | Choice of words Attitude |
|------------------------------------|-------------------------|------------------------|-----------------------------|
| Family background and education: | | | |
| Lifestyle after his studies / Why? | | | |
| Position during the war: | | | |
| Evidence: | | | |
| Present concern: | | | |

Sample Solutions

Page 2 Times and Setting

How does the author manage to catch the reader's attention?

The author plunges the reader into the experience of a first person narrator who tells his story looking back over more than a year. He lets the reader know that the events taking place during his stay at New York have provoked a change in his attitude and his behaviour and he captures the reader's interest making him curious about what might have happened.

Characteristic traits of the Golden Twenties:

Jazz, new dances, new fashion trends (bobs, short dresses)

Economic growth and materialism

Women's emancipation

Prohibition (the 18th amendment banned the sale, the production, transportation and importation of alcohol and created organized bootlegging)

Language used to describe the setting:

The author uses metaphorical language. **Images like 'egg', 'wet barnyard', 'domesticated' and 'wingless' are taken from nature/agriculture and point to a yet concealed meaning of the settings on a symbolic level.** Making a difference between the human (intellectual) eye and that of the gull Fitzgerald reinforces this intention as the places only look identical in **shape and size from a bird's perspective.** The reader is asked to watch out for the differences unfolding in the course of the story. Most important is the egg-symbol (worksheet: 'symbols'), as the egg is a breeding place that gives life to different characters of the same species.

Page 3 Point of view

Nick's family background

Nick descends from an educated business family with noble Scottish ancestors. He grew up in the Middle West.

His solid background is reflected in the following words/phrases: prominent (well integrated and respected in the community they live in), well-to-do (industrious and honorable businessmen), for three generations (established), sent a substitute to fight (wealthy).

Nick's education and career

He studied in New Haven from where he graduated in 1915. After being a soldier in World War II he decided to go to New York and join the bond business.

A solid background together with a good education and the performance of his duty as an American citizen contribute to his credibility as a narrator.

Theme - Plot Structure

Theme: A creative and ambitious young man dreams of leaving his poor origin behind by creating a new identity for himself. This identity gets shape with the various opportunities he receives. These however leave him without money, a vital reason why he loses the woman he loves. The loss gives his dream a new direction. In order to win his love back he allows getting involved in criminal businesses and accumulates a vast amount of money. Up to the end he refuses to recognize that his love and his wealth are not enough to overcome social barriers.

Time scheme:

Autumn 1923: The narrator Nick Carraway starts writing down his story

Summer 1922: The story begins

Autumn 1922: The story ends

Autumn 1924: The narrator finishes writing the story

Plot Structure:

| | Chapters | Structural elements |
|----------------|----------|--|
| Exposition | 1-3 | Introduction of the main characters and the settings, presentation of the leitmotifs |
| Rising action | 4-6 | Development of the conflict |
| Turning point | 5 | The dream is confronted with reality (leitmotif: the green light) |
| Climax | 7 | Rapid change of settings Resolution: external conflict The dream disintegrates |
| Falling action | 7-9 | Revelation of characters |
| Catastrophe | 8 | Death of the protagonist Resolution of conflicts Leitmotif: Dr. Eckleburg |
| Resolution | 9 | Revelation of characters; The green light; Theme of the novel |

Links between chapters through parallelization and contrast: 3 and 6 (party at Gatsby's), 2 and 7 (Valley of Ashes/Plaza Hotel), 1 and 7 (East Egg), 1, 5 and 9 (The green light/the dream)

English LK: F. Scott Fitzgerald – **Dimensions of Gatsby's dream**

Name:

Content:

| Comprehension (1) | points | achieved points |
|-------------------------|--------|-----------------|
| 1 Introductory sentence | 5 | |
| 2 Task 1 | 10 | |
| 3 Task 2 | 6 | |
| Analysis (2) | | |
| 1 Structure | 12 | |
| 2 Stylistic devices | 15 | |
| 3 Interpretation | 12 | |
| Content: total points | 60 | |

Linguistic presentation

| Composition | Texts (1) and (2) | |
|---|-------------------|--|
| 1 The texts match the tasks | 6 | |
| 2 The types of text can be clearly identified | 6 | |
| 3 The outer and inner structure of the texts are apparent | 8 | |
| 4 The texts are confined to relevant and decisive points | 5 | |
| 5 Passages from the text are relevant/quoted correctly | 5 | |
| Usage of language | Texts (1) and (2) | |
| 1 The texts are written in the student's own words | 6 | |
| 2 The vocabulary is precise, differentiated, appropriate | 8 | |
| 3 The texts include appropriate terminology | 6 | |
| 4 The sentence order is clear and varies | 10 | |
| Linguistic presentation: total points | 60 | |

Language correctness

| | | |
|------------------------------------|----|--|
| Vocabulary | 12 | |
| Grammar | 12 | |
| Orthography | 6 | |
| Language correctness: total points | 30 | |

Points:

Mark:



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