

Homework Assignment for Week 6

Your student number ends in an even number (0, 2, 4, 6, 8):

Read Chapter 4 in Japanese. <http://www1.bbiq.jp/kareha/trans/html/great_gatsby_the.html>

Be ready to explain the plot and main events of Chapter 4, including individual scenes:

- Nick's description of the people in East and West Egg
- Nick's and Gatsby's drive into New York. What do they talk about? What do they see?
- Nick's and Gatsby's lunch. Who do they meet? What kind of person is he?
- The story of Daisy and Gatsby told by Jordan at tea. How do Daisy and Gatsby know he each? What does Gatsby want Nick to do?

Your student number ends in an odd number (1, 3, 5, 7, 9):

Read Chapter 4 in English. Book or free PDF file <<https://www.planetebook.com/free-ebooks/the-great-gatsby.pdf>>.

Read as much as you can of chapter 4. (Don't worry if you can't understand all of the contents.)

Focus on ONE of the following scenes:

(1) Gatsby and his car: How does Nick describe Gatsby and his car? (Print / PDF: p. 46 / Book: p. 51) Do you think Nick believes the story that Gatsby tells as they drive in NYC? (Print / PDF: pp. 46-48 / Book: 52-53)

(2) Nick's conversation with Jordan: What has Gatsby been planning for Daisy? (Print: pp. 55-57 / Book: pp. 62-64)

Next week, you will discuss chapter 4 in your groups (readers in Japanese and readers in English together).

Presentation Assignment: *The Great Gatsby* and America in the 1920s

Working with your group members, research, write and make a short presentation (up to 10 minutes) on one of the topics below:

1. **Women's Fashions in the 20s:** Investigate any aspect of women's fashions during the 20s.
2. **Popular Music in the 1920s:** Discuss the development of the music industry in the US between 1900 and the 1920s. Focus on a song in *The Great Gatsby*. How does it connect to the story?
3. **Cars, Automobile Industry and Car Culture in the US:** Discuss the development of the automobile industry during the 20s. How did cars reshape urban life? Comment on cars in *The Great Gatsby*.
4. **Changing Roles for Women:** Discuss changes in the lives of American women during the 1920s. Discuss the image of the young independent woman, or flapper, in the 1920s.
6. **Prohibition and Organized Crime in New York in the 1920s:** Provide background information about the illegal sale of alcohol and development of organized crime, including crime bosses such as Arnold Rothstein.
7. **Zelda Fitzgerald: Her Life and Achievements:** Research Zelda's career as a painter, dancer and writer, including her novel *Save Me the Waltz*.
8. **Film Adaptations:** Give background information about the 1974 or 2013 film adaptations of *The Great Gatsby*. What is unique about the film version? What changes can you see between the book and the film? Story, actors, theme? Which film has a better Gatsby or Daisy? Why?
9. **Movie-Making and Entertainment in the 1920s:** Provide background on the film industry or other forms of entertainment popular during the 1920s: dancing, musical productions, parties and night clubs, amusement parks, etc. What kinds of entertainment do we see in *The Great Gatsby*?
11. **Public Scandals:** Investigate public scandals in business and sports in the 1920s: The Fuller-McGee Case and the Black Sox Scandal. Comment on the connection to *The Great Gatsby*.
12. **African Americans in the 1920s:** Research the experience of African Americans during the 20s. What forms of artistic expression (music, painting, literature, etc.) did they develop?
13. **Your Choice:** If your group has an idea for a topic, please talk to me.

- Use Internet resources and reference books in the L.S. Wing. A list of links will be posted on the homepage.

- Presentations will be held in the L. S Wing in week 8. Presentations should include slides with visuals.

- Time will be available in class for you to meet with your group members, including time in a computer room. Some of our classes will be held in the L.S. Wing and the computer rooms.

- You should assign roles to each member: All should do research: One or two might prepare slides; one might lead the project; two or more group members can do the presentation. Make sure each group member makes a contribution to the project. Group members will be evaluated by others in the group.