Throughout reading The Great Gatsby, this class will be producing questions to lead our discussions based on the following “levels.”

|  |  |
| --- | --- |
| **Level 1** | **Factual Questions:**  have only one right answer that can be supported with evidence.  *EXAMPLES:*  *What was the name of Jack’s Cow?*  *What items did Jack take from the Ogre?*  *How many times did Jack go up the beanstalk?* |
| **Level 2** | **Interpretive Questions:**  have more than one answer that can be supported with evidence from the text.  EXAMPLE:  *“Ah! You don’t know what these beans are,” said the man. “If you plant them overnight, by morning they will grow right up to the sky.”*  *“Really?” says Jack. “You don’t say so.”*  Question: Does Jack believe that beans will grow right up to the sky?  Part of the story supports the idea that Jack really does believe that man’s words, but other parts suggest he does not. “Really? You don’t say so,” might be sarcastic or naïve. Simply knowing what the text says is not enough. If one wants to understand the story, he or she needs to figure out what the text means by these key words.  To answer an interpretive question, the reader must figure out what the text means. Like John Green says, people enjoy, learn, and live fuller lives because they can make sense of the world around them. To interpret is to make sense, or meaning. It is perhaps the most important activity in the mind. Almost more important than that answer to that Trivia Crack question that stumped you while not paying attention to Mr. Restad’s lecture. |
| **Level 3** | **Evaluative Questions**:  Ask the reader to decide whether he or she agrees with the author’s ideas or point of view in light of his or her own knowledge, values, or experience.  *EXAMPLE:*  *Is it necessary to take risks, as Jack does, in order to grow up?*  Like an interpretive question, this one can be validly answered in more than one way. Exploring answers to it, however, will lead not to the text as much as it will to the values, beliefs, and experience of the reader. |
| **Level 4** | Holy bikini’s batman!? There’s a level four? How academic does this stuff get? Can’t we go back to talking about what kind of bunnies Lenny liked to catch?  **AP style analysis**  These questions deal with the use of specific stylistic devices in literature and the effect of using these devices. |