**11th grade Honors American Literature**

**Close Reading**

***The Great Gatsby:* Chapter Two and Three**

“This is a valley of ashes-a fantastic farm where ashes grow like wheat into ridges and hills and grotesque gardens, where ashes take the forms of houses and chimneys and rising smoke and finally, with a transcendent effort, of men who move dimly and already crumbling through the powdery air. Occasionally a line of grey cars crawls along an invisible track, gives out a ghastly creak and comes to rest, and immediately the ash-grey men swarm up with leaden spades and stir up an impenetrable cloud which screens their obscure operations from your sight” (Fitzgerald 27).

1. Diction: **bold** all repeated words. Highlight words that seem significant to you in terms of tone or theme. *Italicize* verbs and adjectives.

2. Imagery: Underline imagery and figures of speech (metaphor, simile, personification). Note any patterns or groupings of images.

3. Syntax: describe the syntax, note sentence length, construction, patterns, punctuation, and rhythms. Consider how the syntax contributes to tone and theme.

4. Sound devices: Highlight alliteration, assonance, internal rhyme, consonance, and onomatopoeia.

5. What point of view is the passage told in? Copy and paste the textual evidence here.

6. --------- Put a dotted line where the passage could be broken into sections.

7. Use arrows to connect and parts that seem related.

8 Tone: Describe the tone of this passage using specific examples from the passage to support your assertion.

9 Theme: What does the valley of ashes represent? Consider the evidence you have collected in marking your passage. Also consider: the name of the setting, and the contrast of this setting to East/West Egg. Use evidence from the passage to support your assertion.

**Excerpt from Chapter 3**

“He smiled understandingly-much more than understandingly. It was one of those rare

smiles with a quality of eternal reassurance in it, that you may come across four or times

in life. It faced-or seemed to face-the whole external world for an instant, and then

concentrated on you with an irresistible prejudice in your favor. It understood you just so

far as you wanted to be understood, believed in you as you would like to believe n

yourself and assured you that it had precisely the impression of you that, at your best, you

hoped to convey. Precisely at that point it vanished-and I was looking at an elegant young

rough-neck, a year two over thirty, whose elaborate formality of speech just missed being

absurd” (Fitzgerald 52-53).

1. Diction: **bold** all repeated words. Highlight words that seem significant to you in terms of tone or theme. *Italicize* verbs and adjectives.

2. Imagery: Underline imagery and figures of speech (metaphor, simile, personification). Note any patterns or groupings of images.

3. Syntax: describe the syntax, note sentence length, construction, patterns, punctuation, and rhythms. Consider how the syntax contributes to tone and theme.

4. Sound devices: double underline alliteration, assonance, internal rhyme, consonance, and onomatopoeia.

5. What point of view is the passage told in? Copy and paste the textual evidence here.

6. --------- Put a dotted line where the passage could be broken into sections.

7. Use arrows to connect and parts that seem related.

8 Tone: Describe the tone of this passage using specific examples from the passage to support your assertion.