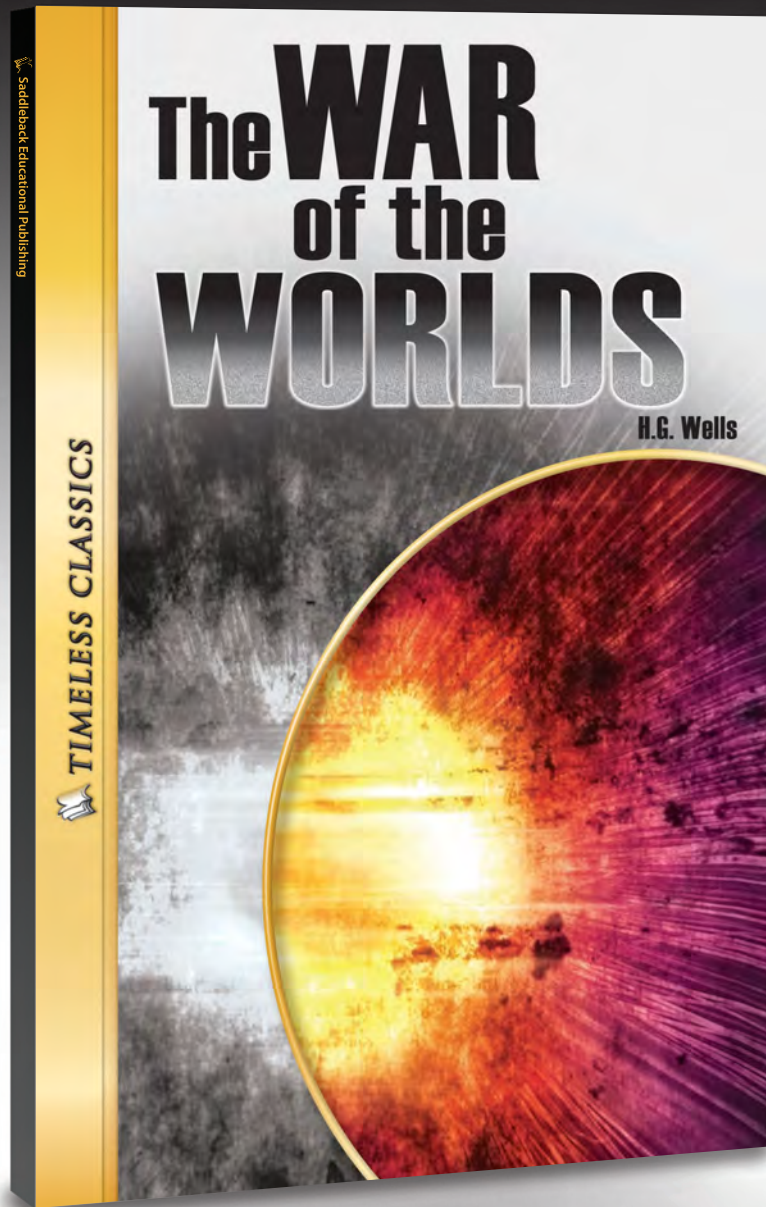




TIMELESS CLASSICS

STUDY GUIDE



| Contents |

Notes to the Teacher	4
Facts About the Author	5
Facts About the Times	6
Facts About the Characters	6
Chapter Summaries	7
Answer Key	10
Literary Glossary	12

CHAPTER EXERCISES

1 Words and Meanings, Ch. 1 . . .	14
2 Comprehension Check, Ch. 1 . .	15
3 Words and Meanings, Ch. 2 . . .	16
4 Descriptive Words, Ch. 2 . . .	17
5 Words and Meanings, Ch. 3 . . .	18
6 Cause and Effect, Ch. 3	19
7 Synonyms & Antonyms, Ch. 4 . . .	20
8 Personalizing the Story, Ch. 4 . . .	21
9 Words and Meanings, Ch. 5 . . .	22
10 Inference, Ch. 5	23
11 Words and Meanings, Ch. 6 . . .	24
12 Verbs, Ch. 6	25
13 Words and Meanings, Ch. 7 . . .	26
14 Sequence of Events, Ch. 7 . . .	27
15 Words and Meanings, Ch. 8 . . .	28
16 Recalling Details, Ch. 8 . . .	29

17 Words and Meanings, Ch. 9 . .	30
18 What and Where, Ch. 9 . . .	31
19 Words and Meanings, Ch. 10 . .	32
20 Figurative Language, Ch. 10 . .	33
21 Words and Meanings, Ch. 11 . .	34
22 Descriptive Words, Ch. 11 . . .	35
23 Words and Meanings, Epilogue . .	36
24 Comprehension Check, Epilogue.	37

END-OF-BOOK EXERCISES

25 Book Sequence	38
26 Final Exam, Part 1	39
26 Final Exam, Part 2	40

UNIVERSAL EXERCISES

27 Beyond the Text	41
28 Plot Study	42
29 Theme Analysis	43
30 Character Study	44
31 Vocabulary Study	45
32 Glossary Study	46
33 Book Review, Part 1	47
33 Book Review, Part 2	48

TIMELESS CLASSICS

NOTES TO THE TEACHER

THE NOVELS

Timeless Classics were expressly designed to help struggling readers gain access to some of the world's greatest literature. While retaining the essence and stylistic "flavor" of the original, each novel has been expertly adapted to a reading level that never exceeds grade 4.0.

An ideal introduction to later investigations of the original works, *Timeless Classics* utilize a number of strategies to ensure the involvement of struggling readers: airy, uncomplicated page design; shortened sentences; easy-reading type style; elimination of archaic words and spellings; shortened total book length; and handsome illustrations.

To further engage struggling readers, some of our *Timeless Classics* titles are available in a new and exciting graphic format, which can bridge literacies and build complex reading skills—a perfect opportunity for differentiation.

THE STUDY GUIDES

The *Timeless Classics Study Guides* provide a wealth of reproducible support materials to help students extend the learning experience. Features include critical background notes on both the author and the times, character descriptions, chapter summaries, and eight "universal" exercises that may be used for any *Timeless Classic* or *Saddleback Illustrated Classic*.

In addition to the universal exercises, 26 title-specific activities are included to review, test, or enrich the student's grasp of important vocabulary and concepts. These reproducible worksheets are designed to be used chapter-by-chapter as the student's reading of the novel proceeds. At least two exercises are provided for each book chapter. One of the two always focuses on key vocabulary. The other may be a simple comprehension check or present an important literary concept.

Research shows that the most effective way to improve comprehension is to teach students strategies. The foundation of any comprehension strategy requires knowledge of the skills found in these activities including: main idea, noting details, drawing conclusions, finding the sequence, cause and effect, making inferences, and more. A two-page final exam is also included in every *Timeless Classics Study Guide*.

USING THE STUDY GUIDES

Before assigning any of the reproducible exercises, be sure your students each have a personal copy of the *Glossary* and the *Facts About the Author* and *About the Times*. By organizing the reading process in this way, you will be able to set a purpose for reading and activate prior knowledge. The *Facts About the Author* and *About the Times* lend themselves to any number of writing or research projects you may wish to assign. To further preview the novel, you may wish to review the *Facts About the Characters*. Students will also need to be familiar with many of the literary terms in order to complete the worksheets.

The title-specific exercises may be used as a springboard for class discussions and role-playing. Alternatively, you may wish to assign some exercises as homework and others during the closing minutes of a class period.

All exercises in this Guide are designed to accommodate independent study as well as group work. The occasional assignment of study partners or competitive teams often enhances interest and promotes creativity. Oral language activities, such as paraphrasing or summarizing a part of the story, provide an intervention opportunity to strengthen oral language skills and, in turn, strengthen reading skills.

H. G. WELLS

(1866–1946)

The first great writer of science fiction, Herbert George Wells, was born in Kent, England, in 1866. The son of a small tradesman and professional cricketer, Wells worked in a dry goods store and a drugstore before attending the College of Science in Kensington. After graduating, he taught science until 1893, when he began to write for a living.

Wells published his first book, *The Time Machine*, in 1895 when he was 29 years old. In the following two years, publication of *The Island of Dr. Moreau* and *The Invisible Man* firmly established his reputation in the literary world.

Besides his enormously popular science fiction, Wells is known for his satirical novels, such as *Love and Mr. Lewisham*, and his many popularized

accounts of science and history, such as *A Short History of the World* and *The Science of Life*.

Wells was one of the most rigorous intellects of his time. Many of his writings express his strong belief in socialism, feminism, evolutionism, rationalism, and the advances of science. Much of his work was concerned with improving the living conditions of humankind. An outspoken critic of society, Wells himself was often criticized for his radical politics.

Wells became highly eccentric in later life. At the time of his death, he had reached a point of deep despair about human development. Yet even to this day, the progressive ideas he developed at the turn of the century are widely regarded as worthy goals for social and scientific advancement.

THE WAR OF THE WORLDS

FACTS ABOUT THE TIMES

In 1866, when H. G. Wells was born...

The 14th Amendment to the United States Constitution was passed . . . Alfred Nobel invented dynamite . . . Andrew Johnson was president of the United States . . . the carpet sweeper was a popular new invention . . . the American Civil War had been over for one year.

In 1898, when *The War of the Worlds* was published...

Pierre and Marie Curie discovered radium . . . Lewis Carroll died and Ernest Hemingway was born . . . the Spanish-American War began as

the United States declared war with Spain over Cuba . . . German Count Ferdinand von Zeppelin built his famous airship.

In 1946, when H. G. Wells died...

The population of the United States reached 140 million . . . Harry S. Truman was president of the United States . . . Joe Louis defended his heavyweight boxing title for the 23rd time . . . Dr. Benjamin Spock published *Baby and Child Care* . . . comedian W. C. Fields died . . . John D. Rockefeller donated \$8.5 million for the site of the new United Nations complex in New York.

FACTS ABOUT THE CHARACTERS

THE NARRATOR

a writer. He is able to watch the Martians in action more than any other surviving human

THE NARRATOR'S WIFE

she becomes separated from her husband as the Martians attack

OGILVY

a well-known astronomer

THE CURATE

a whining, fearful man. As he comes in close contact with the Martians, he loses his mind

THE MARTIANS

very intelligent beings who plan to make Earth their new home. They use many ingenious machines to move around in the Earth's atmosphere

THE WAR OF THE WORLDS

CHAPTER SUMMARIES

CHAPTER 1

In the last part of the nineteenth century, Earth was being studied—by Martians. Mars was growing colder. In order to survive, the Martians needed a new place to live. They looked on Earth with cold envy. They saw the people of Earth as lowly animals, so they prepared to take Earth for themselves.

The first signs of the invasion were flashes of light coming from Mars. The narrator of the story learns about this phenomenon from his friend, a well-known astronomer named Ogilvy. Ogilvy had no idea what was coming toward Earth, nor did anyone else.

CHAPTER 2

The flashes of light coming from Mars turn out to be spacecraft. One of these landed near the narrator's home. Early the next morning, Ogilvy went to investigate. What he found was a huge cylinder. By afternoon, a crowd had gathered around it. Then the lid of the cylinder opened and a Martian crawled out. It was a horrid-looking thing the size of a big bear, with long, waving tentacles.

CHAPTER 3

The narrator watched as a group of men approached the Martians with a

white flag. Suddenly a shaft of heat shot out and burned the men to death! The heat ray swept through the crowd, killing 40 people. The narrator ran off in a panic. But when he reached home, his confidence had returned. As he told his wife, the Martians could hardly move. Since Earth's gravity was so much stronger than the gravity on Mars, they were helpless. But he did not realize how intelligent the Martians were.

CHAPTER 4

Most people were not affected by the arrival of the Martians. They went about their business as if Mars did not exist. Meanwhile, the clever Martians worked constantly on their machines. A company of soldiers had just camped around the cylinder when the second cylinder fell to Earth.

CHAPTER 5

Fighting soon broke out against the Martians. The battle was so close to the narrator's home that he and his wife fled their home in Maybury, borrowed a horse and cart, and traveled to the nearby town of Leatherhead. Then, as the narrator returned the horse and cart, he saw several giant walking machines. He decided to return to Leatherhead at once and take his wife out of the country.

TIMELESS CLASSICS

LITERARY GLOSSARY

action what happens in a story; the acts or events that take place

The war story was full of battle action.

author the writer of a book, story, article, etc.

Ernest Hemingway was an American author.

author's purpose the author's specific goal or reason for writing a certain book

In that novel, the author's purpose was to make readers laugh.

character a fictional person who plays a part in a story or novel

Long John Silver is an important character in *Treasure Island*.

classic excellent artwork, novel, painting, symphony, etc. that remains popular over many years

Norman Mailer's *The Naked and the Dead* has become an American classic

climax the outcome of the novel's main conflict

The capture of the criminal was the climax of the detective story.

conclusion the resolution of all plot conflicts, bringing the story to a close

That play's conclusion was very satisfying. Every conflict was resolved.

conflict The struggle between characters or forces at the center of the story

The conflict was resolved when the suspect confessed.

description the parts of a story or novel that tell about the appearance of the setting or characters

His description of the Alps was breathtaking.

dialogue words spoken by the characters in a novel, story, or play

The dialogue in that comedy is very witty and amusing.

effect in literature, an impression created by the writer

Murder mysteries often create a suspenseful, chilling effect.

event a specific occurrence; something that happens

A plane crash is the first event in that adventure novel.

fiction a literary work in which the plot and characters are the products of the author's imagination

Mary Shelley's *Frankenstein* is a popular work of fiction.

figurative language colorful wording not meant to be taken literally, but to form a colorful, sharp picture in the mind

A "screaming" headline may be set in large type, but it makes no sound at all.

imagery figures of speech that help the reader to visualize the characters or setting; pictures in words

In Stephen Crane's imagery, the color of blood suggests courage.

introduction a short reading that presents and explains a novel; sometimes the first part of a novel that sets the scene

The introduction to *Frankenstein* is in the form of a letter.

mood the overall feeling or atmosphere the author creates in a story or novel

The author's skillful use of language created a dismal, hopeless mood.

moral the instructive point of a story or novel; the lesson to be drawn by the reader

The moral of the story is to choose your friends carefully.

NAME _____

DATE _____

A. Use the clues to complete the crossword puzzle.

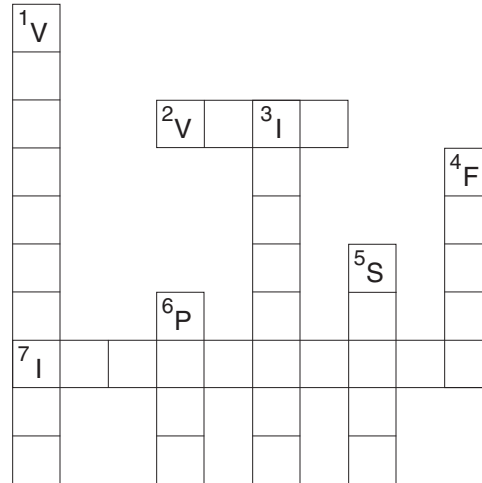
Answers are words from Chapter 1.

ACROSS

2. too proud or conceited
7. a person or animal living in a certain place

DOWN

1. plant life
3. low in quality or value
4. not clear or strong; weak
5. to move in a large group
6. the rate of speed at which someone or something is moving



B. Circle a word to correctly complete each sentence.

1. Ogilvy showed me three (brilliant / faint) points of light.
2. The points of light were (falling / hurtling) through space.
3. We were being studied, just as we study creatures (swarming / touring) in a drop of water.
4. Across the (gulf / gap) of space, other minds were at work.
5. How could we on Earth be so (vain / concerned) and self-important?
6. Our own planet was green with (legislation / vegetation).
7. The cold had become a problem for the (inhabitants / nourishment).
8. They were moving at a (race / pace) of many miles a second.
9. The Martians must see us as (superior / inferior) animals.

NAME _____

DATE _____

Circle a letter to show how each sentence should be completed.

Hint: In one sentence, *both* choices are correct.

1. **The planet Mars was**
 - a. becoming too hot.
 - b. slowly cooling.
2. **The Martians saw people on Earth as**
 - a. animals.
 - b. microscopic.
3. **For years, the Martians had been**
 - a. preparing to take over our planet.
 - b. destroying other planets.
4. **For 10 nights, people on Earth**
 - a. saw red flashes from Mars.
 - b. heard signals from Mars.
5. **People on Earth didn't know**
 - a. there was intelligent life on Mars.
 - b. life on Mars had died out years ago.
6. **The Martians wanted**
 - a. to occupy a new planet.
 - b. to use humans as slaves.
7. **The Martian population was**
 - a. growing older.
 - b. growing too large.
8. **Planet Earth was being**
 - a. studied by the Martians.
 - b. singled out as a place to attack.
9. **It turned out that Martians were**
 - a. more intelligent than humans.
 - b. afraid of the dark.
10. **People on Earth had no idea that**
 - a. the Martians might be a threat.
 - b. the Martian attack had been canceled.
11. **The narrator of the story was**
 - a. a writer.
 - b. an astronomer.

NAME _____

DATE _____

- A.** Circle the hidden words. They may go up, down, across, backward, or diagonally. Check off each word as you find it.

___ METEORITE	___ ROSE
___ CYLINDER	___ BULK
___ ASTOUNDED	___ RECALL
___ WRIGGLED	___ MASS
___ PEDDLER	___ DREAD
___ MOUND	___ NOTED

W	A	X	D	F	T	N	K	L	O	P	K	A
S	F	L	R	E	L	D	D	E	P	Z	L	D
P	O	U	Y	I	K	L	T	B	V	C	U	E
Q	R	G	C	Y	L	I	N	D	E	R	B	D
L	L	A	C	E	R	A	N	D	E	T	O	N
E	D	N	U	O	M	O	B	C	V	D	E	U
S	W	R	E	K	C	V	S	Z	A	S	T	O
S	L	T	I	L	M	D	A	E	R	D	Y	T
A	E	S	X	D	E	L	G	G	I	R	W	S
M	T	H	J	L	D	K	F	C	N	D	E	A

- B.** Use words from the puzzle to complete the sentences.

- The next morning, Ogilvy _____ with the idea of finding the shooting star.
- Ogilvy's _____ friend telegraphed the news to London.
- A grayish _____, about the size of a bear, was rising out of the cylinder.
- A _____ was selling green apples and ginger beer.
- Many thought that another _____ had crashed to Earth.
- Ogilvy couldn't _____ hearing any birds that morning.
- Something within the _____ was unscrewing the top!
- I was nearly overcome with disgust and _____.
- The tentacle _____ in the air toward me.