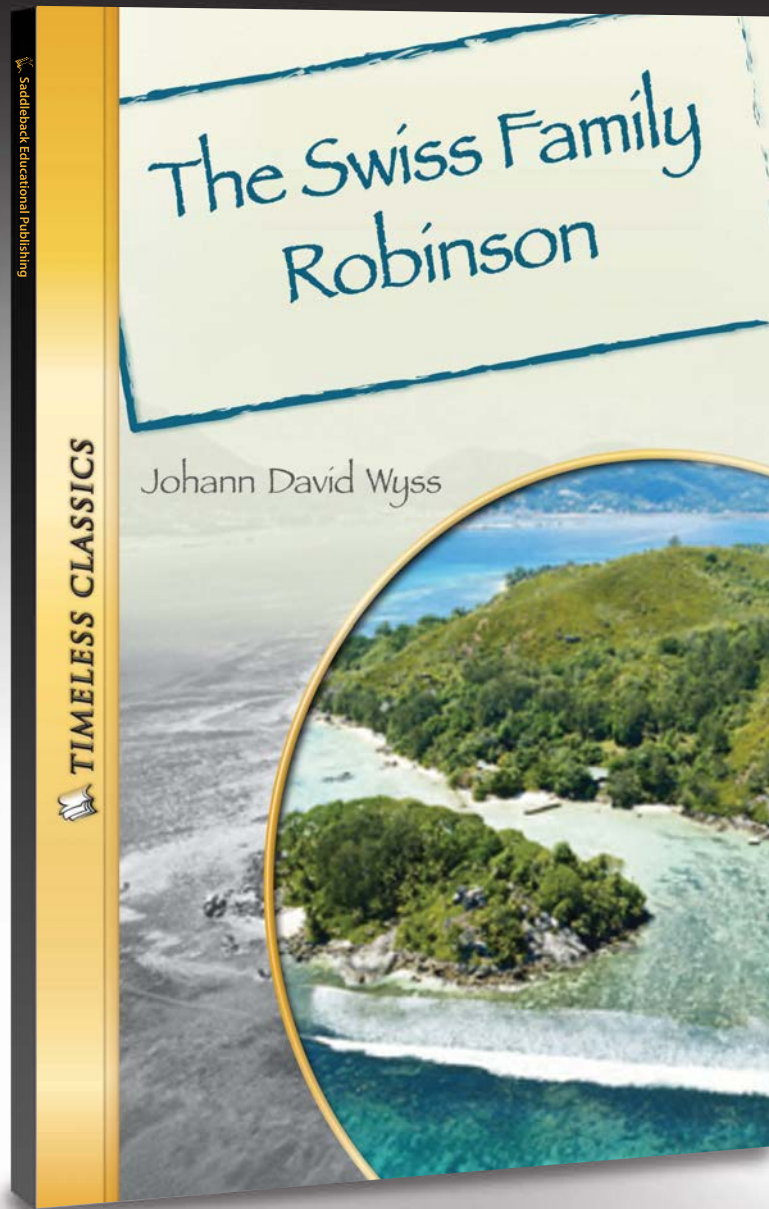




*TIMELESS CLASSICS*

# STUDY GUIDE



 *TIMELESS CLASSICS*  
**STUDY GUIDE**

**Literature Set 1 (1719-1844)**

A Christmas Carol  
The Count of Monte Cristo  
Frankenstein  
Gulliver's Travels  
The Hunchback of Notre Dame  
The Last of the Mohicans

Oliver Twist  
Pride and Prejudice  
Robinson Crusoe  
**The Swiss Family Robinson**  
The Three Musketeers

**Literature Set 2 (1845-1884)**

The Adventures of Huckleberry Finn  
The Adventures of Tom Sawyer  
Around the World in 80 Days  
Great Expectations  
Jane Eyre  
The Man in the Iron Mask

Moby Dick  
The Prince and the Pauper  
The Scarlet Letter  
A Tale of Two Cities  
20,000 Leagues Under the Sea

**Literature Set 3 (1886-1908)**

The Call of the Wild  
Captains Courageous  
Dracula  
Dr. Jekyll and Mr. Hyde  
The Hound of the Baskervilles  
The Jungle Book

Kidnapped  
The Red Badge of Courage  
The Time Machine  
Treasure Island  
The War of the Worlds  
White Fang



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ISBN-13: 978-1-61651-151-7  
ISBN-10: 1-61651-151-6  
eBook: 978-1-60291-882-5

Printed in the United States of America

15 14 13 12 11 1 2 3 4 5

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## 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.

## **JOHANN DAVID WYSS**

(1743–1818)

### **JOHANN RUDOLPH WYSS**

(1781–1830)

A Swiss clergyman named Johann David Wyss and his two sons were great admirers of Daniel Defoe’s *Robinson Crusoe*, an exciting story of shipwreck and survival. After reading and discussing Defoe’s famous story, they decided to continue the adventure. So they pretended that they, too, had been shipwrecked on a desert island. They spent many winter evenings telling each other tales of their imaginary life there. The father wrote down their stories, and one son, Johann Emmanuel, illustrated them with drawings and watercolors.

### **JOHANN EMMANUEL WYSS**

(not available)

Some years later, the other son, Johann Rudolph, edited and published the stories as *Swiss Family Robinson*. The book quickly became very popular and was translated into English in 1820. To this day, the Wyss family’s tale of the adventures of a shipwrecked Swiss family is a favorite of young people all over the world.

Johann David Wyss’s son, Johann Rudolph Wyss, is also known for writing a national song of Switzerland, “My Country Calls.”

## THE SWISS FAMILY ROBINSON FACTS ABOUT THE TIMES

**FACTS ABOUT THE TIMES . . .** of Johann Rudolph Wyss, son of the book's author, Johann David Wyss. Johann Rudolph edited and published this wonderful story toward the end of his father's life.

### **In 1781, when Johann Rudolph Wyss was born...**

The planet Uranus was discovered . . . a new opera by the great Mozart debuted in Munich, Germany . . . construction of the Siberian Highway began . . . the mineral tungsten was first discovered . . . the British were defeated at Yorktown, ending all land operations in America's Revolutionary War.

### **In 1813, when *Swiss Family Robinson* was published...**

Mexico declared its independence . . . Jane Austen published *Pride and Prejudice* . . . James Madison was serving his second year as president of the United States . . . the great musical composers Giuseppe Verdi and Richard Wagner were born

. . . the last gold guinea coins were issued in England . . . the waltz became the favorite dance in the ballrooms of Europe.

### **In 1830, when Johann Rudolph Wyss died...**

A primitive early version of the sewing machine was devised by a French tailor . . . Joseph Smith founded the Church of Jesus Christ of Latter-day Saints (Mormons) in New York state . . . stiff shirt collars became fashionable for men, while ladies' skirts became shorter and their hats became enormous . . . the great American poet Emily Dickinson was born . . . Andrew Jackson began his second year as president of the United States.

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## FACTS ABOUT THE CHARACTERS

### **THE FATHER**

Brave and resourceful, he works constantly to keep his family safe and comfortable.

### **THE MOTHER**

Hard-working and uncomplaining like her husband, she finally chooses to stay and live on New Switzerland.

### **FRANZ**

The youngest son, he eventually leaves the island to go to school in Europe.

### **JACK**

The middle son, he decides to stay with his parents on the island.

### **ERNEST**

The second oldest son, he is mild, calm and studious. He also chooses to remain on the island.

### **FRITZ**

The oldest son, he falls in love with Jenny Montrose and leaves the island with her to return to Europe.

### **JENNY MONTROSE**

The daughter of a sea captain, she was shipwrecked and lived alone on a nearby island for three years before meeting the Robinsons.

## THE SWISS FAMILY ROBINSON

### CHAPTER SUMMARIES

#### CHAPTER 1

A Swiss family is traveling on a ship that is wrecked during a storm. As the ship slams into rocks, the crew manages to escape, leaving the family behind. The Robinsons make a boat out of barrels and float it to a nearby island. As they leave the ship, they take many items with them, including animals, weapons, tools, and food. Two dogs from the ship, Juno and Turk, become their pets, as does a baby monkey they find on the island.

#### CHAPTER 2

Fritz and the father return to the ship in the barrel boat, while the mother and the other boys stay on the island. The father and mother signal with a flag to communicate with each other. Fritz and his father load the barrel boat with food and tools. They also use cork and barrels to make “life jackets” for several animals. When they return, the mother tells them she has found a good place to live—in a tree!

#### CHAPTER 3

The family moves their belongings to an enormous tree. With wood from the shipwreck, they build a floor across its branches. They use sailcloth for a roof and walls. They decide to name the place Falcon’s Nest and call their island New Switzerland. Also, they discover a porcupine and a kangaroo, which they kill and eat.

#### CHAPTER 4

The father, with the help of his sons, makes two more trips to the ship. He wants to salvage as many supplies as possible before a storm breaks the wrecked boat apart. They find tools, money, utensils, seeds, fruit trees, and a small sailboat. While her husband is away, Mrs. Robinson plants a vegetable garden.

#### CHAPTER 5

After removing everything useful from the ship, the father blows up the wreck. With the ship gone, the family feels completely isolated. They wonder if they’ll ever return to Switzerland, their home.

They explore the interior of the island and find, among other things, a rubber tree. Grizzle, their donkey, runs off, but they capture a new beast of burden—a young buffalo. They also get two new pets, an eagle and a young jackal, which they name Fangs.

When they return, they build a staircase inside their tree. They also use bamboo to make pipes to bring river water to their home.

#### CHAPTER 6

Grizzle returns to the family, along with a wild female donkey, which the father tames. The family prepares for winter by gathering food and making a shelter for their animals. They spend a long, boring winter in the trunk of Falcon’s Nest. At night, the father

## CHAPTER SUMMARIES

writes a journal of their experiences at New Switzerland. When spring finally arrives, they feel like prisoners who have been set free.

Fritz discovers a great cavern with walls of rock salt. The family realizes that the cavern, which is large and dry, is a perfect place to spend their winters. They name their winter home Rock House.

### CHAPTER 7

The family has been on the island for two years. They mark this anniversary with a day of celebration and contests among the boys.

One day, Jack runs into trouble while gathering reeds in a marsh. He nearly sinks in the mud, but saves himself by grabbing onto Fangs' tail. The faithful jackal pulls him to safety. The father is grateful for his rescue and makes a loom with the reeds. With the loom, the mother can weave cloth and make clothing for everyone.

As winter approaches, they spend the next few weeks gathering food.

### CHAPTER 8

The winter season proves to be much more pleasant than they expected. Snug in Rock House, they unpack books and furniture they had rescued from the wrecked ship. They set up a workshop and begin to make tables, shelves, benches, and more.

In spring, they leave the cave and roam New Switzerland once more. One

day, they find a dead whale on a nearby island. With hatchets and knives, they cut blubber from the whale's body. They also make leather from the whale skin. This work takes several days.

When they return home, they boil the blubber until it turns to liquid (whale oil). Now they have a large supply of fine oil. It is enough to keep their lanterns burning for years to come.

### CHAPTER 9

The family is threatened by an enormous boa constrictor. As the snake approaches, they take the animals into Rock House, then hurry inside. They wait in the cave, restless and frustrated, for three days. There is little food for the animals in Rock House, so finally, the family decides to risk going outside. Their plan is to take the animals to the farm so they can be fed.

As they are preparing to leave Rock House, Grizzle runs off and the boa captures him. As the horrified family watches, the boa squeezes poor Grizzle to death and slowly works the donkey's body down its throat. They kill the snake as it digests its prey.

### CHAPTER 10

After the family has lived on New Switzerland for three years, they decide to explore the entire island. When they reach a desert area, they spot a herd of ostriches. Unfortunately, their pet eagle kills a male ostrich, but they do collect a number of ostrich eggs.



As they continue their journey, Ernest is chased by a bear. Two bears appear, but Fritz and the father manage to kill them. The father, mother, and Franz spend the next few days skinning the bears. While exploring a plain, the older boys drive an entire herd of antelope to a forest near Rock House. They also capture an ostrich, which they hope to use as a saddle horse.

## **CHAPTER 11**

The father tames the ostrich. At first, the giant bird refuses food, but the mother prepares a special meal, which it finally eats. Before long, they are able to ride the animal, after equipping him with special blinkers. They name the ostrich Hurricane.

After doing a lot of field work, the father has some free time. He makes Swiss caps for everyone in the family.

The months and years pass. Before they know it, the family is celebrating its tenth year on the island.

## **CHAPTER 12**

At an unexplored part of the island, Fritz finds a seabird with a note attached to its leg. The message is from a young woman, Jenny Montrose. It says that she's been living on a nearby island for three years. Her ship, on its way

from India to England, had also been wrecked during a storm.

Fritz visits Jenny's island and brings her back home with him. The family welcomes her with a feast. After dinner, Jack and Franz blow up a barrel for target practice. They are amazed when a passing ship answers with gunshots!

The ship turns out to be English; its captain has been searching for Jenny.

Having an unexpected chance to return home, the family must now decide whether to leave or stay at New Switzerland. The mother and father decide to stay. So do Jack and Ernest. Franz wants to go to school in Europe, and Fritz and Jenny want to leave and get married.

Some of the passengers on the English ship also decide to stay. The mother would like more people to join them and for New Switzerland to become a permanent colony.

The evening before Franz, Fritz, and Jenny leave, the father gives Fritz his journal. He hopes the story of the family's adventures can be published someday.

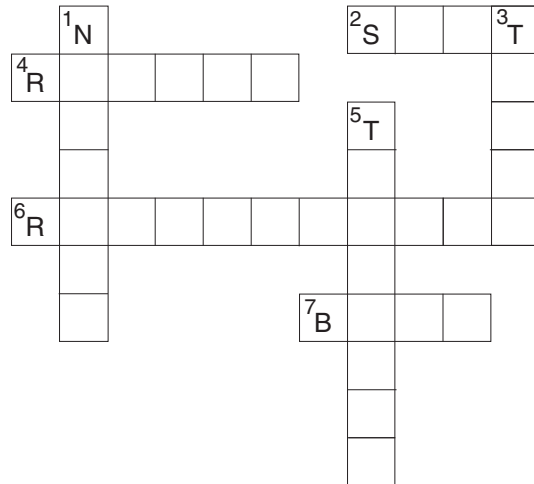
NAME \_\_\_\_\_

DATE \_\_\_\_\_

**A.** Use the clues to complete the crossword puzzle.

**ACROSS**

2. A thin, pointed rod on which meat is roasted is a \_\_\_\_\_.
4. If you're worn out, rest and a hot meal can \_\_\_\_\_ you.
6. If you are in charge of something, you are \_\_\_\_\_ for it.
7. When you tie up a package with string, you \_\_\_\_\_ it.



**DOWN**

1. If you fail to care for something properly, you \_\_\_\_\_ it.
3. If you leave something behind to show you were there, you leave a \_\_\_\_\_.
5. The time just before sunset is called \_\_\_\_\_.

**B.** Circle the word that correctly completes each sentence.

1. The animals had been ( neglect / neglected ) during the storm.
2. Father ( revived / revival ) the boys' spirits and gave them confidence.
3. We used long strips of wood to ( bound / bind ) the barrels together.
4. There was little or no ( twilight / moonlight ) on the island, so I knew we were near the equator.
5. We felt ( responsibility / responsible ) for the orphaned monkey.
6. We roasted several fine fish on a ( spit / split ) over the fire.

**PERSONALIZING THE STORY**

NAME \_\_\_\_\_

DATE \_\_\_\_\_

Compare your own thoughts and experiences to those of the characters.

1. **The family was shipwrecked on a tropical island.** Imagine that you could *choose* a place to be shipwrecked. What sort of place would you select?

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2. **The family was alone on the island.** If you were shipwrecked on an island, who would you like to have with you, and why?

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3. **The family was able to take many items from the ship to the island.** Suppose you were about to be shipwrecked on a deserted island—and you could take only five items with you. What would you take?

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4. **Imagine living on an island, completely isolated from the rest of the world.** For you, what would be the hardest thing about being cut off from the rest of the world? Is there anything about it that you'd *like*?

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5. **Again, imagine being cut off from the rest of the world with a small group of people.** Name two rules you would make to help everyone survive and get along.

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