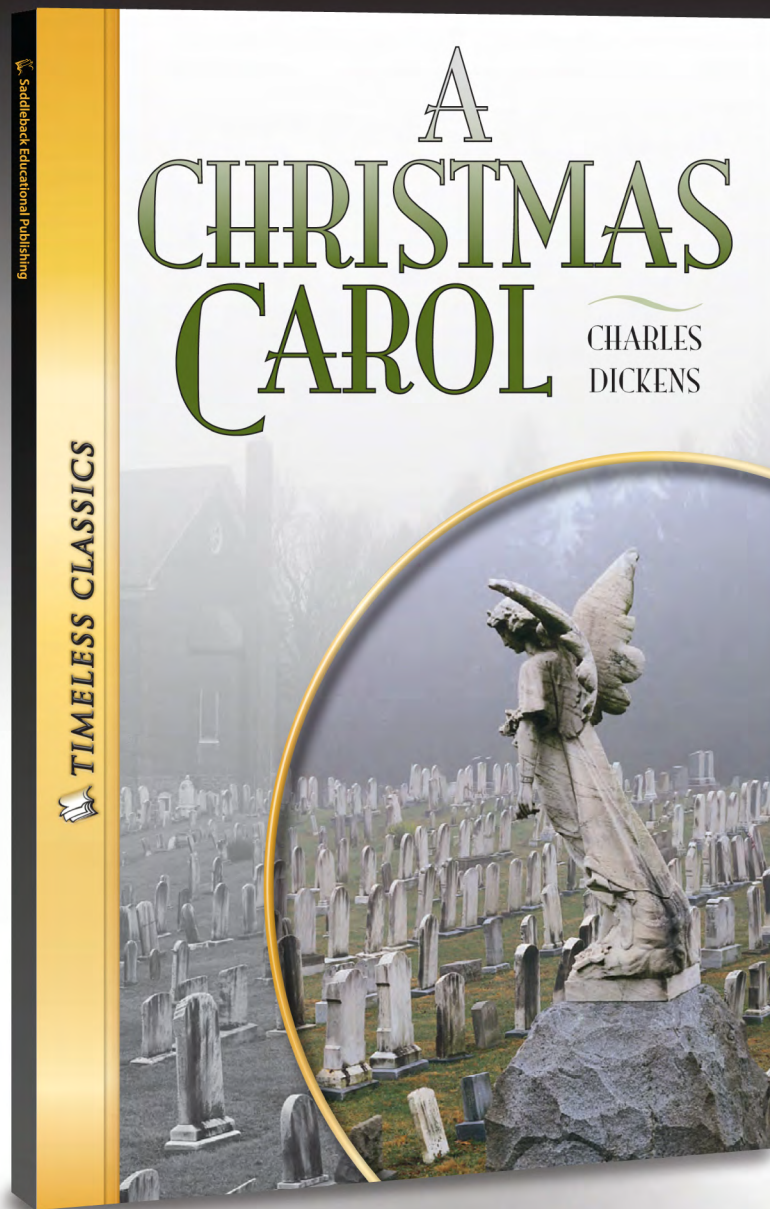


 *TIMELESS CLASSICS*

STUDY GUIDE



| Contents |

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

CHAPTER EXERCISES

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

16 Words and Meanings, Ch. 7	29
17 Inference, Ch. 7	30
18 Words and Meanings, Ch. 8	31
19 Comprehension Check, Ch. 8... ..	32
20 Personalizing the Story, Ch. 8	33
21 Words and Meanings, Ch. 9	34
22 Sequence of Events, Ch. 9	35
23 Words and Meanings, Ch. 10	36
24 Inference, Ch. 10.....	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.

CHARLES DICKENS

(1812–1870)

EARLY LIFE

Born in Portsmouth, England, Charles Dickens endured a difficult, unhappy childhood—much like the children in his novels. When his father, a clerk, was thrown into debtor’s prison, young Charles was sent to work in a shoe polish factory. In later years he was to say that his parents’ failure to educate him was his greatest disappointment. After the age of 14, he never returned to school.

PROFESSIONAL CAREER

A lifelong hard worker, Dickens held jobs as an office boy and then as a newspaper reporter of debates in Parliament. Under the pen name *Boz*, he wrote humorous satires on daily life for a magazine. This series immediately became popular, encouraging Dickens to write his first novel, *The Pickwick Papers*—which was published when he was 24 years old. With the great success of this novel, Dickens’ literary career was launched.

In *Oliver Twist*, his next novel, Dickens began his lifelong crusade against social conditions that grossly abuse the poor, especially children. While on a reading tour in the United States, he also spoke out for the abolition of slavery.

The publication of *A Christmas Carol* in 1843 met with sensational success. As the father of 10 children, Dickens freely admitted

that he wrote the book in order to generate income. But he received an even greater reward: he said that he laughed and cried over *A Christmas Carol* as he did no other story.

OTHER WORKS

Among the best known of his 20 novels are *David Copperfield*, *A Tale of Two Cities*, *Hard Times*, and *Great Expectations*.

Charles Dickens is considered by many to be the greatest English novelist. Although his work is sometimes criticized as sentimental, his stature as a great humorist and creator of characters is unparalleled. His imaginative use of detail, odd gestures, expressions, speech patterns, and physical characteristics has brought his characters to life for millions of readers. As a social critic, he attacked hypocrisy, injustice, and cruelty as few other novelists have had the skill to do.

The Victorian Era, when Dickens wrote, is sometimes called “the age of Dickens” because his characters and ideas so well exemplify life at this time.

LATER LIFE

At the age of 58, Dickens died in England while working on his novel, *The Mystery of Edwin Drood*. He was buried in Westminster Abbey.

A CHRISTMAS CAROL

FACTS ABOUT THE CHARACTERS

JACOB MARLEY

Former business partner of Ebenezer Scrooge; as the story begins, Marley has been dead for seven years.

EBENEZER SCROOGE

Unloved and unloving old businessman known for his bad temper and stinginess

BOB CRATCHIT

Kind-hearted, poorly paid clerk in Scrooge's office; a family man with several children

FRED

Scrooge's good-natured nephew, son of Scrooge's deceased sister, Fan

MARLEY'S GHOST

Spirit who returns to earth to warn Scrooge about the consequences of a selfish, money-obsessed life

THE GHOST OF CHRISTMAS PAST

Childlike spirit who shows Scrooge scenes from his boyhood and young manhood

FAN

Scrooge's deceased sister

FEZZIWIG

Scrooge's kindly, light-hearted, and generous former employer

DICK WILKINS

A fellow apprentice with Scrooge in Fezziwig's shop

BELLE

Scrooge's long-ago sweetheart

THE GHOST OF CHRISTMAS PRESENT

A spirit in the form of a jolly giant who shows Scrooge many different people, including Bob Cratchit's family, who enjoy the festive season in spite of difficult circumstances

MRS. CRATCHIT

Bob's wife; a kindly wife and mother

MARTHA, BELINDA, and PETER

The Cratchit family's eldest children

TINY TIM

The Cratchits' youngest child, a very small crippled boy

THE GHOST OF CHRISTMAS YET TO COME

A darkly draped and hooded phantom who shows Scrooge images of likely future events including Scrooge's own sad, unlamented death, the selling off of his belongings by raggickers, and the death of Tiny Tim

A CHRISTMAS CAROL

FACTS ABOUT THE TIMES

In 1812, when Charles Dickens was born . . .

Napoleon marched on Moscow, James Madison was elected President of the United States, the first billiards parlor opened in England, the United States declared war on Britain, and Beethoven wrote his Seventh and Eighth Symphonies.

In 1843, when *A Christmas Carol* was published . . .

The United States Congress allocated \$30,000 to Samuel F. B. Morse to build the first telegraph line, Sequoyah created the

Cherokee alphabet, Daniel Webster retired as Secretary of State, and the world's first nightclub opened in Paris.

In 1870, when Charles Dickens died . . .

John D. Rockefeller founded the Standard Oil Company, Jules Verne published *Twenty Thousand Leagues Under the Sea*, Robert E. Lee died, Lenin was born, and P.T. Barnum was preparing to open "The Greatest Show on Earth" in Brooklyn.

CHAPTER SUMMARIES

CHAPTER 1

Seven years to the day after the death of his partner, Jacob Marley, a cold-hearted old businessman named Ebenezer Scrooge sits in his counting house. It is Christmas Eve. The year is sometime in the mid-1800s, and the place is London. The day is bitterly cold and foggy. The inside of the office is cold as well, warmed only by two small fires. Bob Cratchit, Scrooge's humble clerk, is copying letters as Fred, Scrooge's nephew, comes in to wish his uncle a Merry Christmas. Scrooge berates the holiday as "humbug" and rudely turns down Fred's invitation to dinner the next day.

CHAPTER 2

Two gentlemen then visit the office asking for donations for the poor. Scrooge rants and raves in response, giving them nothing. He says that he wants only to be left alone, and that poor people belong in

prisons and workhouses. In contrast, out on the cold streets, shop windows are brightly decorated and people are happily preparing to celebrate the holiday. Some time after the gentlemen are sent on their way, Scrooge scolds his clerk for expecting to be off on Christmas day. As the workday finally ends, Bob Cratchit hurries home to his family and Scrooge dines alone in a nearby tavern.

CHAPTER 3

As he unlocks the door of his gloomy building, Scrooge is surprised to see Marley's face on the door knocker. Startled, but passing it off as a trick of the imagination, Scrooge enters his rooms and prepares for bed. But again he is startled—this time to hear the sound of a heavy chain dragging up the stairs—and then to see Marley's Ghost, a transparent but recognizable spirit, standing in front of him. Marley tells Scrooge that the chain of padlocks, ledgers, and cash boxes he

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.

WORDS AND MEANINGS

NAME _____

DATE _____

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

- | | |
|----------------------|------------------------|
| _____ CHINK | _____ SOLITARY |
| _____ RUDDY | _____ SHILLINGS |
| _____ MOURNER | _____ PELTING |
| _____ DENSE | _____ HUMBUG |
| _____ GLUM | _____ INFLUENCE |
| _____ BITTER | _____ OYSTER |

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

B. Write a word from the puzzle to complete each sentence.

1. Scrooge was Marley’s only _____ .
2. Fog poured in every _____ and keyhole.
3. “Bah!” cried Scrooge, “ _____ !”
4. Fred’s face was _____ and handsome.

C. Write a puzzle word under the definition it matches.

- | | |
|--|--|
| 1. soft-bodied shellfish
_____ | 5. British coins of small value
_____ |
| 2. living or being alone
_____ | 6. beating down hard
_____ |
| 3. unhappy, downhearted
_____ | 7. extremely cold
_____ |
| 4. the power to make a difference
_____ | 8. very thick
_____ |

DRAWING CONCLUSIONS

NAME _____

DATE _____

Circle a letter to show the best answer to each question.

1. **If Scrooge was Marley’s “only mourner,” what is implied (suggested but not stated) about Marley?**
 - a. Marley was not liked and would not be missed.
 - b. No funeral was held for Marley.

2. **What does it mean to say that Scrooge is “solitary as an oyster”?**
 - a. He has the shape of a shellfish.
 - b. He has no friends or social life.

3. **Why did dogs tug their owners into doorways when they saw Scrooge coming?**
 - a. Scrooge gave them the evil eye.
 - b. Scrooge always kicked dogs.

4. **Why was it hard to see the houses on the other side of the narrow street?**
 - a. The fog was very thick and dense.
 - b. The houses were very small.

5. **Why did Scrooge keep the coal box in his own room?**
 - a. There was a shortage of coal that year.
 - b. He didn’t want Cratchit to take any more.

6. **Why was Scrooge so unpleasant to his nephew Fred?**
 - a. He thought Fred wanted to borrow money.
 - b. Scrooge didn’t believe in Christmas merriment.

7. **Why did Scrooge think it was foolish for Bob Cratchit to celebrate Christmas?**
 - a. He thought Cratchit was too poor to celebrate anything.
 - b. He wanted Cratchit to be boiled in his own pudding.

WORDS AND MEANINGS

NAME _____

DATE _____

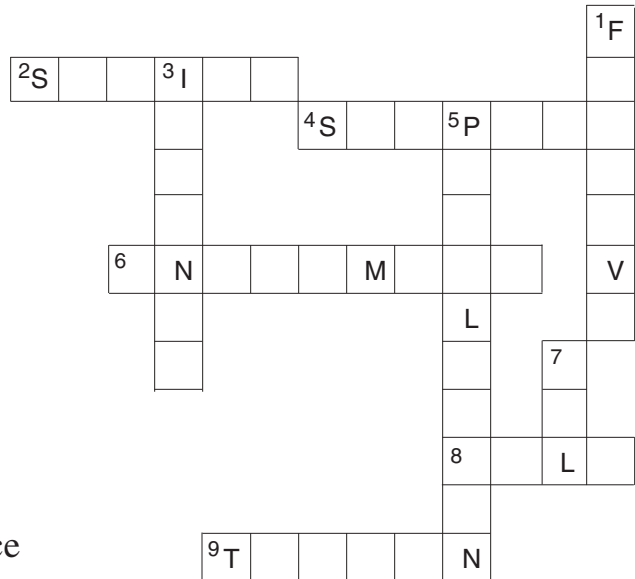
A. Use the clues to solve the crossword puzzle.

ACROSS

- 2. little twigs or branches
- 4. extra; not needed
- 6. person whose name is not known
- 8. not working; not busy
- 9. a small bar that serves food

DOWN

- 1. merry; in the holiday spirit
- 3. extreme; very strong or deep
- 5. all the people living in a certain place
- 7. negative; bad



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

- 1. With _____ will, Scrooge nodded to his clerk.
- 2. Berries and _____ of holly decorated the shop windows.
- 3. If more people died, it would decrease the _____ population.
- 4. The gentleman asked Scrooge if he wanted to be _____ .
- 5. Scrooge said he couldn't afford to make _____ people merry.
- 6. Christmas is a _____ season.
- 7. Scrooge had dinner at a nearby _____ .