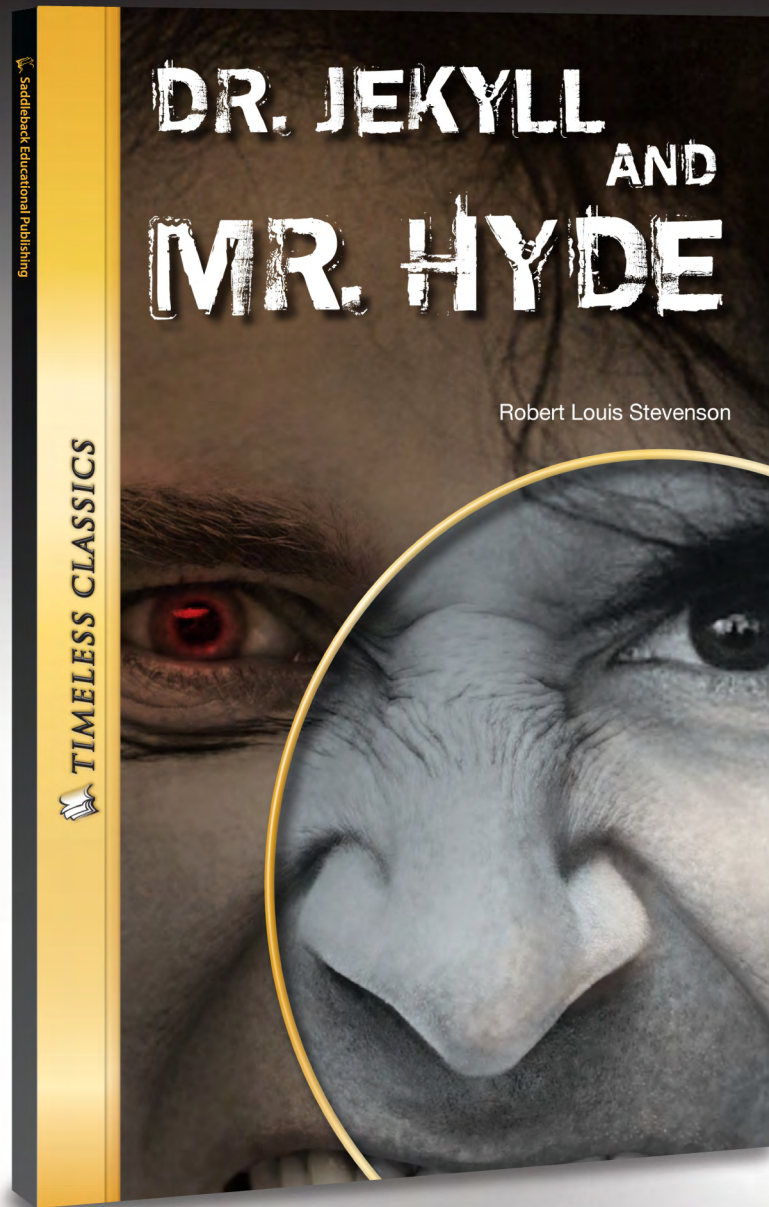


 *TIMELESS CLASSICS*

# 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

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

<b>16</b> Cause and Effect, Ch. 6.....	29
<b>17</b> Words and Meanings, Ch. 7 .....	30
<b>18</b> Sequence of Events, Ch. 7 .....	31
<b>19</b> Words and Meanings, Ch. 8 .....	32
<b>20</b> Figurative Language, Ch. 8.....	33
<b>21</b> Recalling Details, Ch. 8 .....	34
<b>22</b> Words and Meanings, Ch. 9 .....	35
<b>23</b> Synonyms/Antonyms, Ch. 9 ....	36
<b>24</b> Comprehension Check, Ch. 9...	37

## END-OF-BOOK EXERCISES

<b>25</b> Book Sequence.....	38
<b>26</b> Final Exam, Part 1 .....	39
<b>26</b> Final Exam, Part 2 .....	40

## UNIVERSAL EXERCISES

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

## ROBERT LOUIS STEVENSON (1850–1894)

Robert Louis Stevenson was born in Edinburgh, Scotland, on November 13, 1850. Like his well-to-do father, he studied civil engineering. But young Stevenson was drawn to the world of literature and the arts. To his family's disappointment, at the age of 20 he told them he wanted to be a writer. Soon he had abandoned the family's strict religion and created a new social life with a free-thinking crowd of artists and writers.

As a sickly child, Stevenson had been educated by private tutors while traveling to climates that were supposed to be good for his health. Even as a young man he continued to search for a place where his health might improve. At the age of 26, he met an American woman in France. When the two were married in 1880, Stevenson, his wife, and his stepson sailed a schooner to Hawaii. For the next nine years the little family spent time in several American and European health resorts. They also took an 18-month voyage to the South Seas, visiting such exotic places as Tahiti, Australia, and Samoa.

Stevenson inherited a fortune when his father died in 1887. With his financial future guaranteed, he bought an estate on the Samoan island of Upolu. Happily, the

climate there seemed to suit both his health and his romantic, adventurous spirit. Among the Samoans he became known as *Tusitala*, the teller of tales.

Stevenson's first successful book, *Treasure Island*, was begun in Scotland in 1881 and published there in 1883. The idea for the story had come from a map of two imaginary islands Stevenson had drawn for his stepson. Although most of his writing had to be done as he rested in bed, he tried to write a chapter a day.

Stevenson's much beloved book of poems, *A Child's Garden of Verses*, was published in 1885. The next year he published *The Strange Case of Dr. Jekyll and Mr. Hyde* as well as the historical romance, *Kidnapped*. Both books remain popular even today.

Stevenson did not leave Samoa during the last years of his life. In 1894, he died there while working on another book.

Scholars today applaud Stevenson for his power of invention, his command of horror and the supernatural, and the psychological depth he brought to romance.



## DR. JEKYLL AND MR. HYDE

### FACTS ABOUT THE TIMES

**In 1850, when Robert Louis Stevenson was born . . .**

The population of the United States reached 23 million . . . California became a state . . . Nathaniel Hawthorne published *The Scarlet Letter* . . . Jenny Lind, the singer called the “Swedish Nightingale,” went on tour in the United States.

**In 1886, when *The Strange Case of Dr. Jekyll and Mr. Hyde* was published . . .**

The great baseball player Ty Cobb was born in Georgia . . . the Statue of Liberty was dedicated in New York Harbor .

. . . Grover Cleveland was president of the United States . . . Bonaparte was banished from France . . . Henry James published *The Bostonians*.

**In 1894, when Robert Louis Stevenson died . . .**

Rudyard Kipling published *The Jungle Book* . . . Thomas Edison opened the first public movie theater . . . King Gillette invented the safety razor . . . the first professional football game was held in the United States.

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### FACTS ABOUT THE CHARACTERS

#### MR. UTTERSON

a London lawyer who is a longtime friend of Jekyll and Landon, he tries to rescue Jekyll from the madness of his experiments

#### RICHARD ENFIELD

Mr. Utterson’s cousin and walking companion

#### EDWARD HYDE

the evil side of Jekyll’s personality released by Jekyll’s scientific experiments, he is a demonic criminal without a conscience

#### INSPECTOR NEWCOMEN

the police officer from Scotland Yard who investigates Hyde’s crimes

#### DR. HENRY JEKYLL

a respected London physician, a kindly and generous man who is finally doomed by his experiments with separating the good and evil sides of human personality

#### POOLE

the butler in Dr. Jekyll’s house

#### DR. LANYON

old friend of Utterson and Jekyll who breaks off his friendship with Jekyll because he disapproves of his insane experiments

#### MR. GUEST

Mr. Utterson’s chief clerk and a handwriting expert

## CHAPTER SUMMARIES

### CHAPTER 1

Mr. Utterson, a reserved London lawyer, and Enfield, his distant cousin and walking companion, are taking one of their usual Sunday afternoon strolls. By chance they come upon a small back street that has bright, busy shops on one side of the street and a strange, sinister-looking building on the other. Remarking that the door to this building reminds him of a strange event, Enfield tells Utterson the story.

It seems that he once saw an odd-looking little man hurrying so quickly down the street that he ran into a little girl coming from the other direction. Since the child had actually been trampled, Enfield ran after the man, who had walked on as if nothing had happened.

Outraged, the girl's family called a doctor to the scene who joined Enfield in demanding that the man compensate the family in some way. After entering the door they had noticed, the little man, who says that his name is Edward Hyde, returns with a check for 100 pounds.

When Enfield says that the man who wrote the check was not Hyde but a well-known, respectable man in London, Utterson says he knows who the man is without being told.

### CHAPTER 2

It worries Utterson that the check-writer is his old friend and client, Dr. Henry Jekyll. Because Dr. Jekyll named the mysterious Hyde as his heir in the will Utterson drew up,

the old lawyer visits his friend, Dr. Lanyon, to ask for advice. Lanyon has never heard of Hyde but tells Utterson that he has seen little of Jekyll since they disagreed over a scientific matter. Still disturbed, Utterson has frightening dreams in which Jekyll is victimized by Hyde.

Utterson lurks outside the sinister building until Mr. Hyde approaches, whereupon he sees his face and questions him. Horrified by the small man's hateful appearance and manner, he visits Jekyll's house but finds him out for the evening. Poole, Jekyll's butler, tells Utterson that Hyde is a guest in the house and a friend of Jekyll's. Utterson's worries about this strange relationship only deepen.

### CHAPTER 3

After a dinner party at Jekyll's, Utterson questions his friend about the terms of his will. Assuring Utterson that there is no problem, Jekyll makes Utterson promise that he will be fair to Hyde in the case of his death.

A year later, when a prominent old member of Parliament is clubbed to death in the street, Utterson suspects Hyde. He and Inspector Newcomen of Scotland Yard inspect Hyde's rooms. There they find half of a broken cane that had been used as the murder weapon. Utterson is horrified since the cane was once his gift to his friend Henry Jekyll.

## 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.

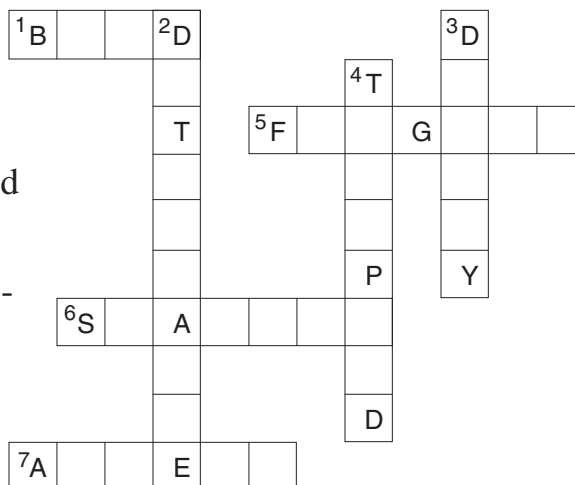
**WORDS AND MEANINGS**

NAME \_\_\_\_\_

DATE \_\_\_\_\_

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

1. A \_\_\_\_ is a force that unites, binds, or ties people together.
5. A copy of something valuable that is passed off as the real thing is a \_\_\_\_.
6. A shocking event that causes someone public shame and disgrace is a \_\_\_\_.
7. An American born in another country may speak English with a foreign \_\_\_\_.

**DOWN**

2. Someone who is hated can be described as \_\_\_\_.
3. A person or a thing that is gloomy, sad, and uninteresting might be called \_\_\_\_.
4. If you crushed or hurt something by stepping on it heavily, you \_\_\_\_ it.

**B. Circle a word to correctly complete each sentence.**

1. The ( bond / accent ) that united Utterson and Enfield was a blood relationship.
2. Enfield and the doctor threatened to make a ( forgery / scandal ) out of Mr. Hyde's evil deed.
3. The man Enfield saw had ( tripped / trampled ) the child's body.
4. Enfield believed the man's check was sure to be a ( scandal / forgery ).
5. The doctor spoke with a strong Edinburgh ( accent / bond ).
6. People saw Utterson as lean, long, dusty, and ( detestable / dreary ).
7. Enfield told Utterson there was something downright ( trampled / detestable ) about Edward Hyde.



## IDIOMS

NAME \_\_\_\_\_

DATE \_\_\_\_\_

Circle a letter to show the meaning of each **boldfaced** phrase.

1. Mr. Utterson's friends were those **of his own blood**, or those he had known the longest.
  - a. with whom he had made a blood oath
  - b. of his own blood type
  - c. family members related by blood
2. Mr. Richard Enfield was a well-known **man about town**.
  - a. a worldly fellow seen in fashionable places
  - b. a man who owned many houses in town
  - c. one who knew many facts about the town
3. Utterson's and Enfield's friendship was **a nut to crack** for many.
  - a. as tough as a nutshell
  - b. hard to understand
  - c. worth opening
4. The family's doctor was about **as emotional as a bagpipe**.
  - a. stiff, not showing passion
  - b. whining and piping
  - c. wild and free
5. Enfield promised Hyde that he would **make his name stink** from one end of London to the other.
  - a. people would hold their noses when they said his name
  - b. tell everyone what he had done
  - c. make fun of his name
6. Enfield **took to his heels** and seized the man by the collar.
  - a. leaned back on his heels
  - b. grabbed his shoes
  - c. started to run
7. Although Hyde was frightened, he was **carrying it off like Satan**.
  - a. carrying stolen money in his pockets
  - b. acting as boldly as the devil
  - c. trying to run off down the street
8. Enfield thought that an honest man must be **paying through the nose** for a mistake in his youth.
  - a. paying large amounts of money as blackmail
  - b. writing checks with his nose
  - c. apologizing for a mistake in the past

**WORDS AND MEANINGS**

NAME \_\_\_\_\_

DATE \_\_\_\_\_

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

___ <b>DOCUMENT</b>	___ <b>BALDERDASH</b>
___ <b>IMAGES</b>	___ <b>MENACE</b>
___ <b>SCROLL</b>	___ <b>HOARSE</b>
___ <b>DEFIANT</b>	___ <b>HESITATE</b>
___ <b>SAVAGELY</b>	___ <b>DEVILISH</b>
___ <b>FITTING</b>	___ <b>RELIEVED</b>

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

- B.** Write a word from the puzzle under the definition it matches.

1. to be made free of pain or worry

\_\_\_\_\_

2. a danger or threat of harm

\_\_\_\_\_

3. nonsensical talk or writing

\_\_\_\_\_

4. fiercely, brutally, wildly

\_\_\_\_\_

5. to stop or hold back because of feeling unsure

\_\_\_\_\_

6. proper, suitable, appropriate

\_\_\_\_\_

7. written or printed proof of something

\_\_\_\_\_

8. wicked, reckless; like an evil spirit

\_\_\_\_\_

9. pictures in the mind; likenesses

\_\_\_\_\_

10. describes a rough, husky voice

\_\_\_\_\_

11. a continuous series of pictures; a loose roll of paper with writing on it

\_\_\_\_\_

12. attitude of bold opposition

\_\_\_\_\_