



TIMELESS CLASSICS

STUDY GUIDE



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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.

MARY SHELLEY (1797–1851)

EARLY LIFE

Mary Wollstonecraft Shelley was born in London in 1797. Her parents were a famous political philosopher and a feminist writer. Her mother died shortly after her birth. When her father remarried, Mary was abused by her stepmother. Her life was very unhappy until, at age 16, she met and eloped with the well-known English poet, Percy Bysshe Shelley.

PROFESSIONAL CAREER

In 1816, the Shelleys spent the summer in Geneva, Switzerland. There they stayed at the villa of another famous English poet, Lord Byron. Horror stories, which were beginning to become very popular at the time, were one of their favorite topics of discussion. It was then that the idea for *Frankenstein* first came to her. Published in 1818, *Frankenstein*, Mary Shelley's first novel, soon made her a celebrity.

An important figure in the Romantic movement in literature, Mary Shelley felt that great art must focus more on emotion

than on reason, and create a realm that was entirely different from the known world of the reader. As did other writers of the Romantic Era, such as Edgar Allen Poe, she emphasized the strange, the bizarre, and the unexpected in order to create a sense of mystery and horror in the minds of her readers.

Mary Shelley's personal life was, unfortunately, plagued by tragedy. Within the next few years, her sister committed suicide, and her first son, William, died of an illness. Then, in 1822, her husband was drowned in a boating accident. He was not quite 30 years old.

OTHER WORKS

Mary Shelley's further literary work includes the novels *Valperga*, *Lodore*, and *The Last Man*, published in 1826.

In 1851, at the age of fifty-four, Mary Shelley died in London.

FRANKENSTEIN

FACTS ABOUT THE TIMES

In 1797 when Mary Shelley was born...
Napoleon's troops were marching through Germany, Beethoven and Haydn were writing their great works, and in the United States, John Adams had just succeeded George Washington as President.

In 1818, when *Frankenstein* was published...
Queen Victoria and Karl Marx were born, pigtails had gone out of style for men,

and a new English law limited a child's workday to a maximum of 12 hours.

In 1851, when Mary Shelley died...

Robert Louis Stevenson was born in Scotland. In the United States, Herman Melville published *Moby Dick*, and Isaac Singer invented the sewing machine. In London, the first horse, drawn, double-decker bus was introduced.

FACTS ABOUT THE CHARACTERS

ROBERT WALTON

A ship's captain who meets Frankenstein and the creature at the end of their lives

VICTOR FRANKENSTEIN

A young Swiss scientist whose experiments bring life from death and thereby ruin his life and many others

VICTOR'S MOTHER

A kindly woman who dies when Victor is 17 years old

VICTOR'S FATHER

The head of a well-known family in Geneva

ERNEST and WILLIAM FRANKENSTEIN

Victor's brothers; William is murdered by Victor's creature

JUSTINE MORITZ

A young woman in the Frankenstein household who is wrongly convicted and executed for William's murder

HENRY CLERVAL

Victor's closest friend who eventually is murdered by the creature

ELIZABETH LAVENZA

Victor's adopted sister and later, his wife; another of the creature's victims

DR. KREMPE

One of Victor's professors at the university; a rude man

DR. WALDMAN

A kindly professor of chemistry

FRANKENSTEIN'S MONSTER

The creature created by Victor; a victim of misunderstanding

OLD DE LACEY

A Frenchman who is exiled by the French government

FELIX and AGATHA DE LACEY

Grown son and daughter who now live with their father in a humble cottage in Germany

SAFIE

Felix's fiancée, who joins the De Laceys when her father dies

FRANKENSTEIN

CHAPTER SUMMARIES

OPENING LETTER

A ship's captain traveling to the North Pole writes his sister in England. He tells her he saw a "giant" driving a dog sled on a plain of ice, and later rescued a half-frozen man with a troubling story to tell.

CHAPTER 1

Victor Frankenstein, the "half-frozen man," narrates his early life in Geneva. He describes his parents and their adoption of a young girl from a poor farmer. He tells of his close friend Henry Clerval, and his own early interest in science, which he came to see as "foolish."

CHAPTER 2

Victor's mother dies of scarlet fever shortly before he leaves for college in Germany. At the university, entranced by his scientific studies, Victor discovers the secret of life. He decides to make a being of gigantic size and soon his work obsesses him. For a year he works on his experiment, night and day. All the while he is torn between excitement and loathing.

CHAPTER 3

Finishing his project in a state of exhaustion, Victor is appalled when his huge, frightening-looking creature approaches his bedside with a grin on its face. The unexpected arrival of his friend, Henry Clerval, finds Victor roaming the streets trying to figure out how to avoid the creature. Then Victor collapses in a nervous fever and is ill for many months. When he recovers, he attends classes with Henry for a while and then the two young men go on a walking trip through

the countryside. When they return, Victor is refreshed and hopeful again.

CHAPTER 4

Victor receives a letter from his father, telling of his young brother William's murder. In grief and shock, Victor returns to Geneva and spots his creature lurking in the woods. At once he knows that the creature is the murderer. In desperation and horror, Victor decides to tell no one about the creature. At home he finds that Justine Moritz, a family servant, has been accused of William's murder. The family is deeply grieved when Justine is convicted and executed.

CHAPTER 5

Guilty and remorseful, Victor considers himself the true murderer since the monster is his own creation. To save himself from despair, he takes a walking trip in the Alps, and there sees his creature coming toward him with superhuman speed. The monster pleads for Victor's help, saying that, as his creator, Victor owes him the opportunity to tell his story. Victor decides that perhaps he does owe the creature some happiness, so he follows the creature to a hut near the mountaintop to hear his story.

CHAPTER 6

The creature relates the following events of the past two years: surviving on roots and berries, discovering how to make a fire, being attacked by villagers, hiding in a shed and spying on the family in the adjacent cottage. From this family, a young man and woman and their blind father, the creature learns what normal human life is about and

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 in the puzzle. They may go up, down, across, backward, or diagonally. Check off each word as you find it.

___ VIOLENT	___ SCIENCE
___ ADOPT	___ DESTINY
___ ATTITUDE	___ MERCHANT
___ THEORY	___ PERSONALITY
___ SOULS	___ ADORED
___ SPELLS	___ NOBLEMAN

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

- B.** Use a word from the puzzle to complete each sentence below.

- Mrs. Frankenstein asked the farmer if she could _____ the little girl.
- Elizabeth became the _____ companion of Victor's childhood.
- Lightning blasted an oak tree during a _____ storm.
- Victor heard a scientist explain his _____ on the subject of electricity.
- Victor thought the laws of _____ had already sealed his terrible fate.
- After a change of _____, Victor studied mathematics instead of science.
- Elizabeth was born the daughter of a _____.
- Victor's friend Henry Clerval was the son of a Geneva _____.

NAME _____

DATE _____

What did you learn about the characters in Chapter 1?
Circle two letters to identify facts about each character.

1. **Victor Frankenstein**

- a. went off to fight for his country.
- b. grew up in Geneva, Switzerland.
- c. practiced raising ghosts and casting spells.
- d. spent a week at Lake Como in Italy.

2. **Elizabeth Lavenza**

- a. was interested in helping the poor.
- b. was the daughter of a nobleman.
- c. read the books in Victor's library.
- d. was adopted by Victor's mother.

3. **Henry Clerval**

- a. was the son of a Geneva merchant.
- b. came to visit Victor's father.
- c. was a close friend of Victor and Elizabeth.
- d. had been put in the care of a farmer.

4. **Victor's father**

- a. told stories of heroes and great adventures.
- b. had little money and four hungry children.
- c. was the head of a well-known family.
- d. said that Victor's books were trash.

5. **Victor's mother**

- a. had always wanted a little girl.
- b. was shocked when lightning destroyed an old oak tree.
- c. was different from the others in looks and personality.
- d. had another child when Victor was seven.

6. **Ernest and William**

- a. told Victor about the theory of electricity.
- b. were Victor's brothers.
- c. gave up their travels and stayed home.
- d. were too young to share Victor's interest in science.

NAME _____

DATE _____

A. Use the clues to complete the crossword puzzle.

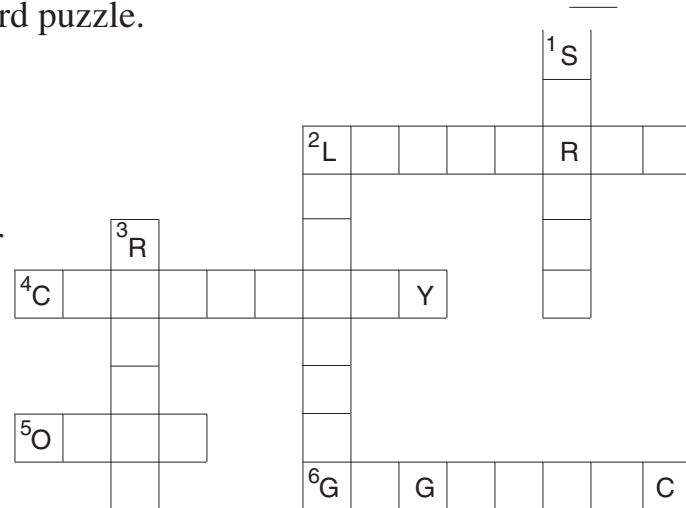
ACROSS

2. At the university, Victor read books and attended _____.

4. Dr. Waldman was Victor's professor of _____.

5. Elizabeth's sickness was the first _____ of Victor's future misery.

6. Victor decided to make a being of _____ size.



DOWN

1. The death of Victor's mother was the first _____ of his life.

2. Victor often turned away with _____ from his secret work

3. His mother said, "I _____ that I am being taken from you."

B. Draw a line to match each vocabulary word on the left with its synonyms (words with the same meaning) on the right.

- | | |
|--------------------|----------------------------------|
| 1. loathing | a. grief; sadness |
| 2. gigantic | b. hatred; disgust |
| 3. sorrow | c. huge; enormous |
| 4. regret | d. being troubled or sorry about |

C. Unscramble the word from the puzzle that matches each definition.

1. STEERCUL: classroom talks on certain subjects
2. EMON : a sign of something yet to come
3. TRESICHMY : science of chemical elements