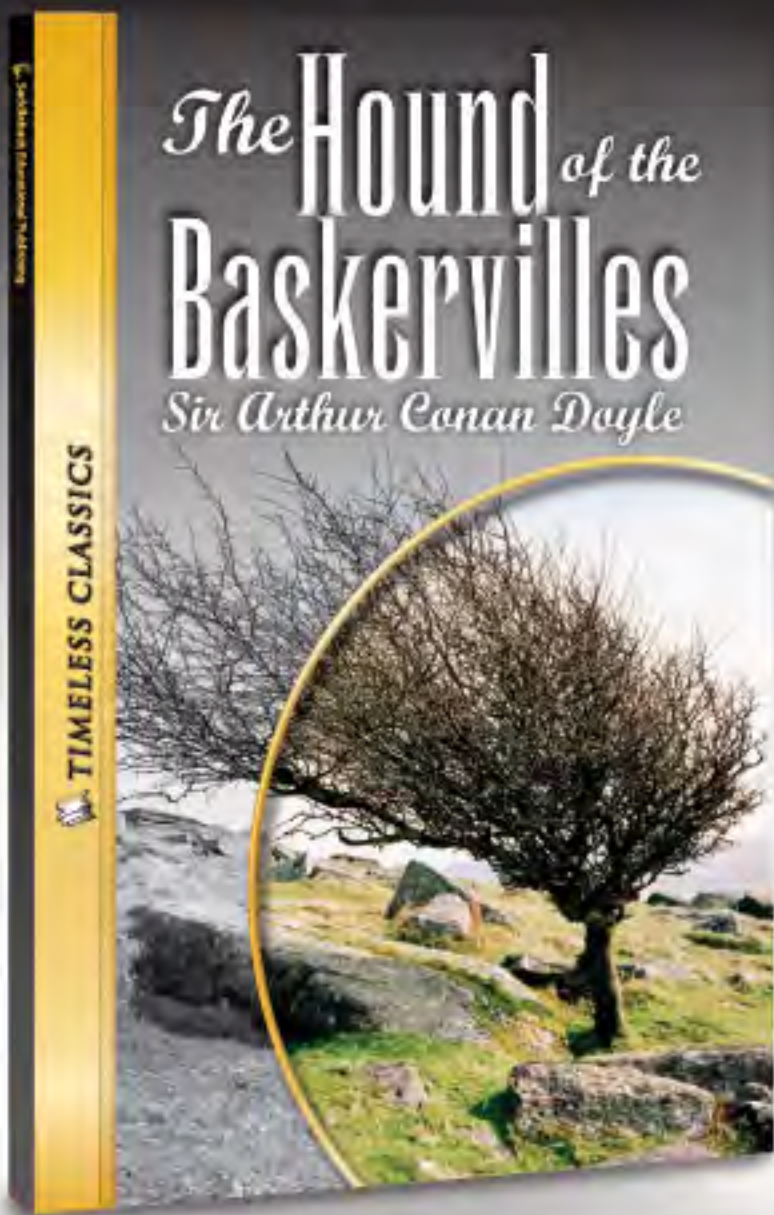


 **TIMELESS CLASSICS**

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.

ARTHUR CONAN DOYLE

(1859–1930)

Arthur Conan Doyle was born in 1859 in Edinburgh, Scotland. He grew to be an avid sportsman and athlete, and attended medical school. He was particularly drawn to one professor, Dr. Joseph Bell, who taught his students how keen observation can help a doctor make an accurate medical diagnosis. He would later draw upon this characteristic for inspiration for his most famous fictional character. With his medical degree, Doyle traveled the seas from Greenland to South Africa as a ship's surgeon, and in 1885 married Louise Hawkins.

After several years of private medical practice failed to excite his passion, he turned to his longtime interest in writing. In 1887, his first story featuring a crafty detective named Sherlock Holmes—*A Study in Scarlet*—was published. The character was a big hit, and Doyle went on to write a total of 68 stories about the clever detective, whose razor-sharp powers of observation

enabled him to outwit even master criminals. “The Hound of the Baskervilles,” published in 1902, is one of Doyle's best-loved stories featuring Sherlock Holmes; other favorites include “The Sign of Four” in 1890, “The Adventures of Sherlock Holmes” in 1892, and “His Last Bow” in 1917.

Doyle returned briefly to medicine to serve as a physician in England's Boer War in South Africa (1899–1902). His books on this conflict, *The Great Boer War* (1900) and *The War in South Africa* (1902), earned him the honor of knighthood and the title “Sir” in 1902. His autobiography, *Memories and Adventures*, was published in 1924, six years before his death. His immortal character Sherlock Holmes has never diminished in popularity; hundreds of societies, clubs, and associations around the world and on the Internet devote themselves to a continuing study of the Holmes stories.

THE HOUND OF THE BASKERVILLES

FACTS ABOUT THE TIMES

In 1859, when Arthur Conan Doyle was born . . .

The U.S. population was around 32 million, while the population of Great Britain was around 23 million...Abraham Lincoln was campaigning to be the 16th U.S. president on the eve of the Civil War... French inventor Lenoir was constructing the first practical internal combustion engine ...American inventor Christopher Sholes was assembling the world's first typewriter ...French daredevil Charles Blondin crossed Niagara Falls on a tightrope.

In 1902, when Doyle's *Hound* was published . . .

His contemporaries were publishing their acclaimed work, including Kipling's

Just So Stories, Chekhov's *Three Sisters*, and Beatrix Potter's *Peter Rabbit*... J.M. Bacon became the first man to cross the Irish Channel in a balloon...5,774 British soldiers and 4,000 Boers became casualties of the Boer War.

In 1930, when Sir Arthur Conan Doyle died . . .

The last Allied troops from WWI left the Rhineland...Sigmund Freud wrote *Civilization and Its Discontents*...the "Blondie" comic strip began to boom in popularity...Dashiell Hammett was thought to inherit the mantle of best mystery writer from Sir Arthur Conan Doyle with his publication of *The Maltese Falcon*.

FACTS ABOUT THE CHARACTERS

SHERLOCK HOLMES

The famous 19th-century London detective, known to solve mysterious crimes with his extraordinary powers of observation

DR. WATSON

Sherlock Holmes's trusted assistant, who narrates the story

DR. MORTIMER

The man who brings the case to Sherlock Holmes, relating the legend of "The Hound of the Baskervilles"

SIR CHARLES BASKERVILLE

The last resident of a large country estate called Baskerville Hall, whose mysterious death Holmes will investigate

SIR HENRY BASKERVILLE

The heir to Sir Charles, who comes to England to claim Baskerville Hall

MR. AND MRS. BARRYMORE

Caretakers of Baskerville Hall

MR. STAPLETON

A naturalist and a neighbor to Baskerville Hall

BERYL STAPLETON

The neighbor claiming to be Mr. Stapleton's sister, in whom Sir Henry develops a romantic interest

MR. FRANKLAND

Another neighbor of Baskerville Hall, who keeps his telescope trained on strange sightings in the moor

LAURA LYONS

The estranged daughter of Mr. Frankland

SELDEN

The escaped convict who is on the loose in the moor

CHAPTER SUMMARIES

CHAPTER 1

The famous detective Sherlock Holmes and his assistant Dr. Watson playfully speculate about what sort of person might have left a walking stick outside their door. When Dr. Mortimer returns the next day, grateful to find his treasured walking stick, he presents an unusual case to Sherlock Holmes.

CHAPTER 2

Dr. Mortimer tells the story of how his friend and patient Sir Charles Baskerville died of a heart attack outside his home, Baskerville Hall. For generations, this family estate has been cursed by a mysterious legend about a giant hound-like beast who haunts the surrounding marsh, or moor, with its fearsome moan. The beast is said to bring misfortune to the family. With the arrival of the only heir to the Baskerville estate due in London soon, Dr. Mortimer hopes Sherlock Holmes can look into this case immediately.

CHAPTER 3

As soon as Sir Henry arrives from North America to claim Baskerville Hall, the plot thickens. A note found at his hotel warns him to stay away from Baskerville Hall, and strangely, one of his new boots disappears. Holmes enthusiastically agrees to take up the case. The detective tracks down a cab that appeared to be following Sir Henry, directs a young boy to search London hotels for the source of the threatening note, and sends a telegram to Baskerville Hall to discover the whereabouts of the caretaker.

CHAPTER 4

Sir Henry's new boot shows up, but now one of his *old* boots is missing. Sherlock Holmes' initial leads go nowhere, but Sir Henry will not be kept from going to his family's country estate. Holmes regrets he cannot go with him, saying business keeps him in London. Holmes does, however, volunteer Dr. Watson to go with Sir Henry. A surprised Watson promises to search for clues and report back to Sherlock Holmes.

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 a word from the box to complete each sentence.

absent-minded wispy mastiff deductions renowned

1. The _____ clouds float lightly across the sky.
2. The famous comedian is _____ for his quick wit.
3. A _____ is a large breed of dog.
4. The _____ teacher often misplaced his eyeglasses.
5. A clever detective collects clues to make _____ about a case.

B. Draw a line to match each word from the story on the left with its *antonym* (word that means the opposite) on the right.

- | | |
|--------------------|--------------|
| 1. praise | a. amateur |
| 2. expert | b. criticism |
| 3. elderly | c. ugly |
| 4. handsome | d. young |

C. Solve the crossword puzzle.

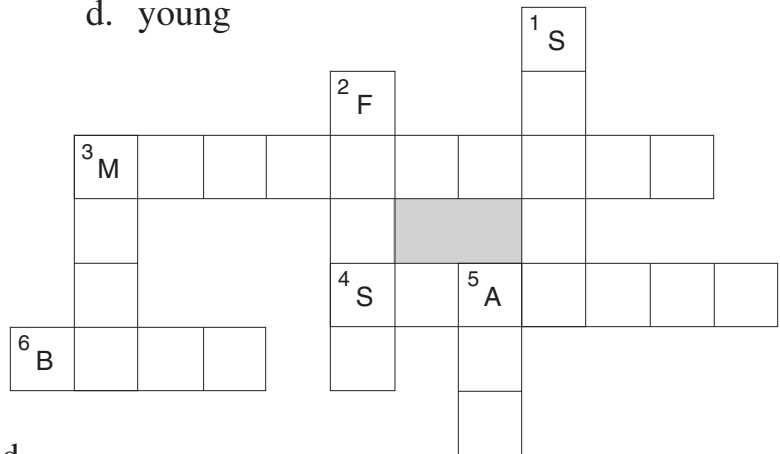
Answers are words that complete the sentences.

ACROSS

3. Holmes took the stick from Watson’s hands and examined it with a ___ glass.
4. “Dear, dear, that’s bad,” said Holmes, ___ his head back and forth.
6. He was very thin and tall, with a long nose like a bird’s ___.

DOWN

1. “You have it! I would not lose that ___ for the world!” Dr. Mortimer said.



2. “To the scientific mind,” Dr. Mortimer said, “Monsieur Bertillon would be the ___.”
3. “Well, Watson. What do you ___ of it?” Holmes asked.
5. “___!” cried Holmes. “Then we are not so wrong after all.”

IDIOMS

NAME _____

DATE _____

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

1. Dr. Watson told Sherlock Holmes, “I believe you have **eyes in the back of your head.**”
 - a. Your eyesight is poor.
 - b. Your eyesight is excellent.
 - c. It’s as if you can see things behind you as well as in front of you.
2. Holmes asks Dr. Watson, “But what do you **make of** the stick?”
 - a. what he might make from the stick
 - b. what he thinks about the stick
 - c. what the stick is made of
3. Holmes tells Watson, “You should have **given yourself more credit.**”
 - a. Watson owes a great deal to Holmes.
 - b. Watson has been a greater help to Holmes than he claims.
 - c. Watson should ask for more money.
4. Dr. Mortimer’s gray eyes **sparkled out** from behind a pair of glasses.
 - a. His eyes were lined with phosphorus.
 - b. He appeared suspicious.
 - c. He appeared enthusiastic.
5. “I would not lose that stick **for the world,**” exclaims Dr. Mortimer.
 - a. The stick means a great deal to him.
 - b. He promises to never forget the stick again.
 - c. The stick is more important to him than the world.
6. “Then perhaps you had better go to Monsieur Bertillon,” Holmes **snapped.**
 - a. Holmes lost his temper.
 - b. Holmes makes a professional recommendation.
 - c. Holmes feels a little insulted.
7. “But as a practical man, you, of course, **stand alone,**” responded Dr. Mortimer.
 - a. You are the best.
 - b. You are on your own.
 - c. No one agrees with you.
8. “Tell me the **exact nature** of your problem,” says Sherlock Holmes.
 - a. The problem took place in the country.
 - b. The problem seems natural.
 - c. Holmes wants specific information.

INFERENCE

NAME _____

DATE _____

A lot of detective work is *inference*—deciding what the clues *imply* or suggest about a person. For example: What did Sherlock Holmes and Dr. Watson *infer* about the owner of the walking stick found outside their door? Circle a letter to complete each sentence.

1. Holmes and Watson recognize that the letters M.R.C.S. stand for
 - a. a medical degree.
 - b. a mortician's license.
 - c. a marriage license.

2. Holmes thinks the letters C.C.H. stand for
 - a. the name of a hunting club.
 - b. the name of a walking club.
 - c. the name of a country hospital.

3. This handsome gift suggests that
 - a. its owner is generous.
 - b. those who gave the gift are elderly.
 - c. its owner is well-liked.

4. The fact that the owner left the walking stick behind implies that
 - a. its owner intended to leave an important clue.
 - b. its owner was forgetful.
 - c. its owner was one of the suspects.

5. The tooth marks on the stick suggest that
 - a. the owner has a small terrier.
 - b. the owner has a medium-sized dog.
 - c. someone owns the Hound of the Baskervilles.