

 **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.

FACTS ABOUT THE AUTHOR

CHARLOTTE BRONTË

(1816–1855)

Born into a poor curate's family in Yorkshire, England, Charlotte Brontë lost her mother when she was only five years old. Just a few years later, Charlotte and three of her sisters were sent to board at the Clergy Daughters' School. Conditions there were dreadful—much like the grim picture Charlotte painted of Lowood School in her masterpiece, *Jane Eyre*. Only when the two eldest girls died there in 1825 were Charlotte and Emily allowed to return home.

During much of their childhood, the four remaining Brontë children were free to roam and play in the Yorkshire moors. All four of them learned to use their imaginations to amuse themselves. Charlotte, with the help of her brother Branwell, wrote lively adventure stories about Angria, a vast African empire of their own invention.

After graduating from Roe Head School, Charlotte taught there for three years and later worked as a governess for a time. She and her sisters Emily and Anne then collaborated on a book of poetry which disappointingly sold only two copies.

The publication of Charlotte's novel *Jane Eyre*, however, achieved spectacular success. Although her financial worries were over, Charlotte's happiness did not last long. Her brother and two sisters died within a few years, and Charlotte was left to care for her father, who was going blind. Yet she managed to write two more novels, *Shirley* and *Villette*, during this time.

In 1854, Charlotte married Arthur Bell Nichols, her father's curate. But after just one year of marriage, Charlotte died in 1855. She was 39 years old.

FACTS ABOUT THE TIMES

In 1816, when Charlotte Brontë was born . . .

The waltz was becoming the most popular dance in Europe . . . Napoleon Bonaparte was languishing in exile at St. Helena . . . Indiana was made a state . . . the American Bible Society was founded . . . James Madison was president of the United States.

In 1847, when *Jane Eyre* was published . . .

The first gold discoveries were made in California . . . the first railroad in Switzerland

began operation . . . the working day of British women was restricted to 10 hours . . . Emily Brontë published *Wuthering Heights* . . . the potato famine in Ireland worsened.

In 1855, when Charlotte Brontë died . . .

Cholera broke out in London . . . the World's Fair was held in Paris . . . Walt Whitman published *Leaves of Grass* . . . Franklin Pierce became U.S. president . . . Florence Nightingale introduced hygienic standards into military hospitals as the Crimean War continued.

JANE EYRE

FACTS ABOUT THE CHARACTERS

JANE EYRE

as the story begins, she is a 10-year-old orphan living in Gateshead Hall, the home of her cold-hearted aunt

JOHN REED

Jane's 14-year-old cousin; a bully

ELIZA AND GEORGIANA REED

John's sisters

MRS. REED

widow of Jane's blood uncle; a cruel woman

BESSIE

the kindly maid employed by the Reed family

MR. BROCKLEHURST

chief official of the Lowood Charity Institution; a stern, heartless disciplinarian

HELEN BURNS

Jane's fellow student at Lowood; a friendly girl who dies of consumption

MISS TEMPLE

the kindly superintendent of Lowood who befriends Jane

MR. LLOYD

apothecary called in to treat patients at Gateshead Hall

MRS. FAIRFAX

elderly housekeeper at Thornfield Hall

ADELE VARENS

young French girl who is allegedly the daughter of Mr. Rochester; Jane's pupil at Thornfield Hall

GRACE POOLE

seamstress at Thornfield Hall; caretaker of Bertha Mason

MR. EDWARD ROCHESTER

master of Thornfield Hall; the object of Jane's affections, and later, her husband

BLANCHE INGRAM

proud and pompous society woman who hopes to marry Mr. Rochester

MR. JOHN EYRE

Jane's wealthy uncle in Madeira, Spain; upon his death he leaves Jane his fortune

MR. RICHARD MASON

visitor at Thornfield Hall; brother of Bertha Mason

BERTHA MASON

insane wife of Mr. Rochester

ST. JOHN, MARY, AND DIANA RIVERS

family members who take Jane in when she comes to Whitcross; later discovered to be her cousins

CHAPTER SUMMARIES

CHAPTER 1

Ten-year-old Jane, recently orphaned, lives the sad life of an abused servant at Gateshead Hall, the home of her cold-hearted aunt. When she defends herself from her bullying older cousin, her aunt, Mrs. Reed, punishes Jane by locking her in the red room, the place in which the girl's uncle recently died. Terrified, Jane pleads for mercy and then faints. Soon after, Mrs. Reed arranges for Jane to be shipped off to Lowood Charity Institution, to be put in the care of the grim-looking Mr. Brocklehurst. Before departing for Lowood, Jane tastes bittersweet revenge by telling her aunt what she thinks of her.

CHAPTER 2

At Lowood, Jane finds living conditions to be very harsh. When Mr. Brocklehurst visits, he accuses her of being a liar and having a wicked heart. As punishment, she is forced to stand on a stool for hours. But Jane is soon befriended by a sickly girl named Helen Burns and a woman named Miss Temple, the superintendent of Lowood. When Miss Temple checks Jane's story against Mr. Brocklehurst's version of Jane's past misdeeds, Jane is cleared of all charges. Now relatively comfortable, Jane does well at her studies and becomes content at Lowood.

CHAPTER 3

Many girls become sick and die because of a typhus epidemic at Lowood. Even sadder for Jane, her friend Helen Burns dies of consumption. The scandal caused by the epidemic inspires wealthy people to donate money so that Lowood can be moved to a

better location and living conditions can be improved. For two years, Jane stays on as a teacher at Lowood when her school days end. But when Miss Temple marries and leaves the school, Jane applies for a position as governess at Thornfield Hall. Before she leaves, however, the Reeds' maid, Bessie, comes for a last visit and tells Jane that her uncle, a Mr. John Eyre from Madeira, tried to reach her seven years ago, but was turned away by Mrs. Reed.

CHAPTER 4

At Thornfield Hall, Jane meets the housekeeper, Mrs. Fairfax, and her student, a little French girl named Adele Varens. One day she hears an odd, loud laugh coming from one of the dark and gloomy rooms on the third floor. Mrs. Fairfax scolds a servant named Grace Poole for making too much noise, and nothing more is said about the laugh. While hurrying to a nearby village to post a letter, she sees a rider fall off his horse on the icy lane and helps him up. Unknowingly, she has met the master of Thornfield Hall, Mr. Edward Rochester.

CHAPTER 5

As she gets to know Mr. Rochester, Jane finds him to be a moody fellow, sometimes friendly and charming, and at other times rude and abrupt. Mrs. Fairfax explains that he has suffered greatly from some unspecified troubles with his family. As he fascinates Jane with tales of his travels, Rochester also reveals that Adele, his ward, is allegedly the product of his relationship with a beautiful Frenchwoman who was his mistress.

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.

NAME _____

DATE _____

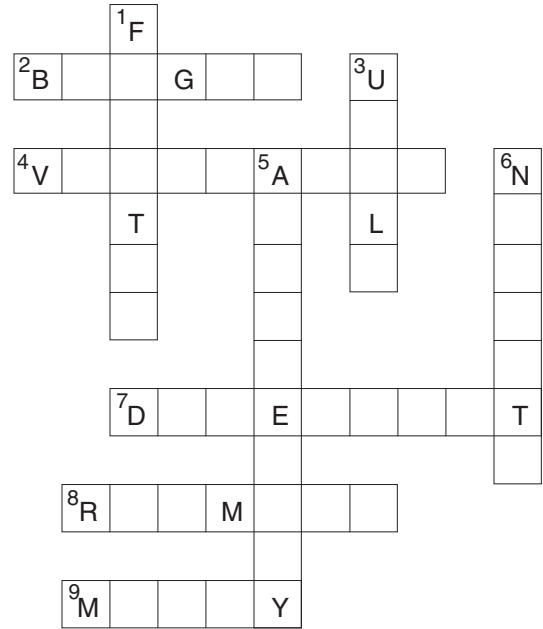
A. Use the clues to complete the crossword puzzle.

ACROSS

2. John Reed rudely ____ into the room.
4. When Jane called Mrs. Reed a liar, she tasted something like ____.
7. John Reed told Jane that she was a ____.
8. John told Jane not to ____ through his book shelves.
9. Jane cried out for ____ when she was locked in the red room.

DOWN

1. When John pulled her hair, Jane was ____.
3. Mr. Reed had been Jane's ____.
5. When Jane was ill, the ____ was called in.
6. Mr. Brocklehurst called Jane a ____ child.



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

1. Years ago, a druggist or pharmacist was called an _____.
2. If you _____ in on a private meeting, you wouldn't be welcome.
3. Until you can pay your own way, you are your parents' _____.
4. The kindly babysitter took _____ on the _____ child.
5. I like to _____ through items at a yard sale.
6. If you don't study, you may feel _____ on test day.
7. You are taking _____ if you hurt someone who has hurt you.
8. Her _____ Charlie is married to her Aunt Helen.

NAME _____

DATE _____

Read the **boldfaced** lines from the story. Then relate the events in the story to your own experiences. Answer the questions in complete sentences.

1. **“Tell Mama that Jane must have run out in the rain—bad animal!”**

Has someone ever tried to get you in trouble by telling on you? Explain the situation and describe what finally happened.

2. **“Try to be pleasant,” Bessie whispered, “or she will send you to the poorhouse.”**

Who gives you good advice about staying out of trouble? Give an example.

3. **“I thought I saw a ghostly gleam on the wall. I screamed and ran to the door.”**

Did you ever think you saw something that wasn't really there? Were you frightened? What did you actually see?

4. **“The tall man in the drawing room had a face as stiff as a carved mask.”**

Have you ever talked to someone whose face showed no expression? Who was it? Why is it hard to talk to someone with a “stiff face”?

5. **“Do you know where the wicked go after death?”**

Some people think that truly bad people are punished for all eternity. Others think that bad behavior is usually punished right here on earth. What do *you* think?

CHARACTER STUDY

NAME _____

DATE _____

A. Circle two words that could be used to describe each character.1. **Jane Eyre**

privileged vulnerable sophisticated young

2. **John Reed**

violent courteous deprived unkind

3. **Mrs. Reed**

athletic pitiless harsh sympathetic

4. **Bessie**

worried rude impatient gentle

5. **Mr. Lloyd**

haughty helpful concerned conceited

6. **Mr. Brocklehurst**

chipper stern condemning indifferent

B. Write a character's name to correctly complete each sentence.

- _____ said, "You have no business to take our books."
- "Do you know where the wicked go after death?" asked _____.
- _____ said, "This child should have a change of scene."
- "Try to be pleasant, Jane, or she will send you to the poorhouse," _____ whispered.
- "The girl is a liar!" cried _____.
- _____ said, "You have fooled people into thinking you are a good woman!"