

 **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.

ALEXANDRE DUMAS (1802–1870)

The French novelist and dramatist Alexandre Dumas was born in 1802, the son of a general in Napoleon Bonaparte’s army. Although the plots of his novels have been criticized as melodramatic and his writing style as careless, readers still enjoy the colorful characters and exciting action in his stories.

Because of his tremendous literary output—nearly 300 volumes—Dumas became somewhat of a legend in his own time. How was he able to produce so many more books than other writers?

He hired several collaborators to search through the memoirs of earlier writers for exciting plots. Dumas cheerfully called these writing assistants his “factory” and paid no attention at all to those who criticized him for pilfering the work of others.

Today, Alexandre Dumas’ best-known works are his historical romances: *The Count of Monte Cristo*, *The Three Musketeers*, and *The Black Tulip*. In France, Dumas is still noted for his plays: *Henri III et sa cour* and *Napoleon Bonaparte*.

FACTS ABOUT THE TIMES

In 1802, when Alexandre Dumas was born...

Thomas Jefferson was the president of the United States . . . the population of New York topped 60,000 for the first time . . . Napoleon Bonaparte became president of the Italian Republic.

In 1845, when *The Man in the Iron Mask* was published...

Former U.S. President Andrew Jackson died . . . Texas and Florida became states . . . the first power loom

for manufacturing carpets was invented . . . Edgar Allen Poe published “The Raven” . . . the U.S. Naval Academy was opened at Annapolis, Maryland.

In 1870, when Alexandre Dumas died...

John D. Rockefeller founded the Standard Oil Company . . . Confederate General Robert E. Lee and English novelist Charles Dickens died . . . Jules Verne’s *Twenty Thousand Leagues Under the Sea* was published.

THE MAN IN THE IRON MASK FACTS ABOUT THE CHARACTERS

ARAMIS

A former musketeer, he is now a bishop who wants to be named pope; he plots to replace King Louis the Fourteenth with his twin brother. He knows that Philippe will help him achieve his goal.

KING LOUIS THE FOURTEENTH

A spoiled man who makes many bad decisions

PHILIPPE

Twin brother of King Louis the Fourteenth, he's been imprisoned for years in the Bastille under the name of Marchiali. Until he was 23, he had no idea who he really was.

D'ARTAGNAN

A brave musketeer, loyal to the king

FOUQUET

The king's treasurer; a man of honor who ruins Aramis' plot

PORTHOS

The strongest musketeer, he knows nothing of Aramis' plot until his life is in danger.

BAISEMEAUX

A jailer at the Bastille, he is tricked several times as Aramis proceeds to carry out his plot.

ATHOS

A former musketeer, he now lives quietly with his son, **RAOUL**.

THE MAN IN THE IRON MASK

CHAPTER SUMMARIES

CHAPTER 1

Aramis, a former musketeer, is now a bishop. His dream is to become pope. To reach his goal, however, he needs the king's help. But he can get no help from King Louis the Fourteenth, so he plots to free the king's identical twin brother, Philippe, from prison and have him replace the king. Aramis goes to the great prison, the Bastille, where Philippe is held. By tricking the jailer, Baisemeaux, Aramis frees Philippe. He takes him to an estate called Vaux, where a great party is to be held for King Louis, Philippe's brother.

CHAPTER 2

At first, Philippe is hesitant to become king, but at last he makes that choice. To prepare him to take the role of king, Aramis gives him notes to study. Philippe knows he must be wary of D'Artagnan, a musketeer who is loyal to King Louis. At last Aramis and Philippe arrive at Vaux, the estate of Fouquet, the king's treasurer, and the party begins.

CHAPTER 3

D'Artagnan suspects that Aramis is plotting something. To cover up, Aramis lies to his old friend, an act that makes him ashamed. That night, Louis' bed sinks down into the cellar of the building. (Aramis has had a special machine installed to move the bed.) Then two men take the outraged king to the Bastille. Since only a few people

know that King Louis had a twin, the jailer believes Aramis when he says he's returning the original prisoner.

CHAPTER 4

King Louis wakes up and discovers, to his horror, that he's in prison. Meanwhile, Aramis tells Fouquet about Philippe and his plan to place the royal twin on the throne. Aramis is sure that Fouquet will go along with his plan. Instead, however, Fouquet calls Aramis a traitor! He does, however, give Aramis four hours to get away, while he heads for the Bastille.

CHAPTER 5

Fouquet frees King Louis from the Bastille and tells him about Philippe. At first, the king wants to have Philippe killed, but Fouquet convinces him that Philippe is indeed Louis' twin. The king realizes that it would bring shame on the royal family to kill a prince.

CHAPTER 6

Philippe is uneasy playing the role of king, but everyone believes he is Louis. Then Louis himself arrives at Vaux with Fouquet and proves that Philippe is an impostor. He points out how pale Philippe is—the result of years in prison. Immediately, D'Artagnan arrests Philippe. Louis sentences his brother to be exiled and to wear an iron mask for the rest of his life.

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.

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.

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.

motive the driving force, either internal or external, that makes a character do something

What was the character's motive for lying?

NAME _____

DATE _____

A. Write a letter to match each *cause* on the left with its *effect* on the right.

- | | | |
|----------|---|---|
| 1. _____ | Aramis wanted to be pope. | a. The king wanted to kill the younger twin. |
| 2. _____ | Seldon made fun of the king. | b. They were both poisoned. |
| 3. _____ | Philippe read a letter from the queen. | c. King Louis the Fourteenth put him in the Bastille. |
| 4. _____ | The queen gave birth to twin boys. | d. Louis the Thirteenth sent Philippe to prison. |
| 5. _____ | Aramis gave Baisemeaux a forged letter. | e. He planned to make Philippe the king of France. |
| 6. _____ | The nurse and the tutor confessed that Philippe found a letter. | f. Philippe was freed from the Bastille. |

B. Write **T** for *true* or **F** for *false* next to each sentence.

1. _____ Philippe went down a well to get a letter from the queen.
2. _____ Louis the Fourteenth didn't know his brother was in the Bastille.
3. _____ Because Aramis was pope, he could hear Philippe's confession.
4. _____ Aramis told Baisemeaux the queen demanded Philippe's freedom.
5. _____ Louis the Fourteenth sent people to prison for minor reasons.
6. _____ Louis the Fourteenth let his younger son grow up in England.

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.

___ JUDGMENT ___ HEIR
 ___ COUNTRYMEN ___ SHED
 ___ OBSTACLE ___ EXILE
 ___ ADVISER ___ AGONY
 ___ PROTEST ___ FOIL
 ___ PAMPER ___ GAZE

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

- B.** Unscramble the puzzle words to complete the sentences.

1. “There is one serious CSBOATEL _____ that you keep forgetting.”
2. King Louis was not a good leader for his EYNTUMNCOR _____.
3. “I will send Louis into ILXEE _____,” said Philippe.
4. The king asked to see Colbert, his DVRSEIA _____.

- C.** Write a word from the hidden words puzzle under the definition that matches.

- | | |
|---|---|
| 1. to treat too well; to spoil
_____ | 3. to look at something a long time
_____ |
| 2. an objection or complaint about something
_____ | 4. to prevent a plan from being successful
_____ |