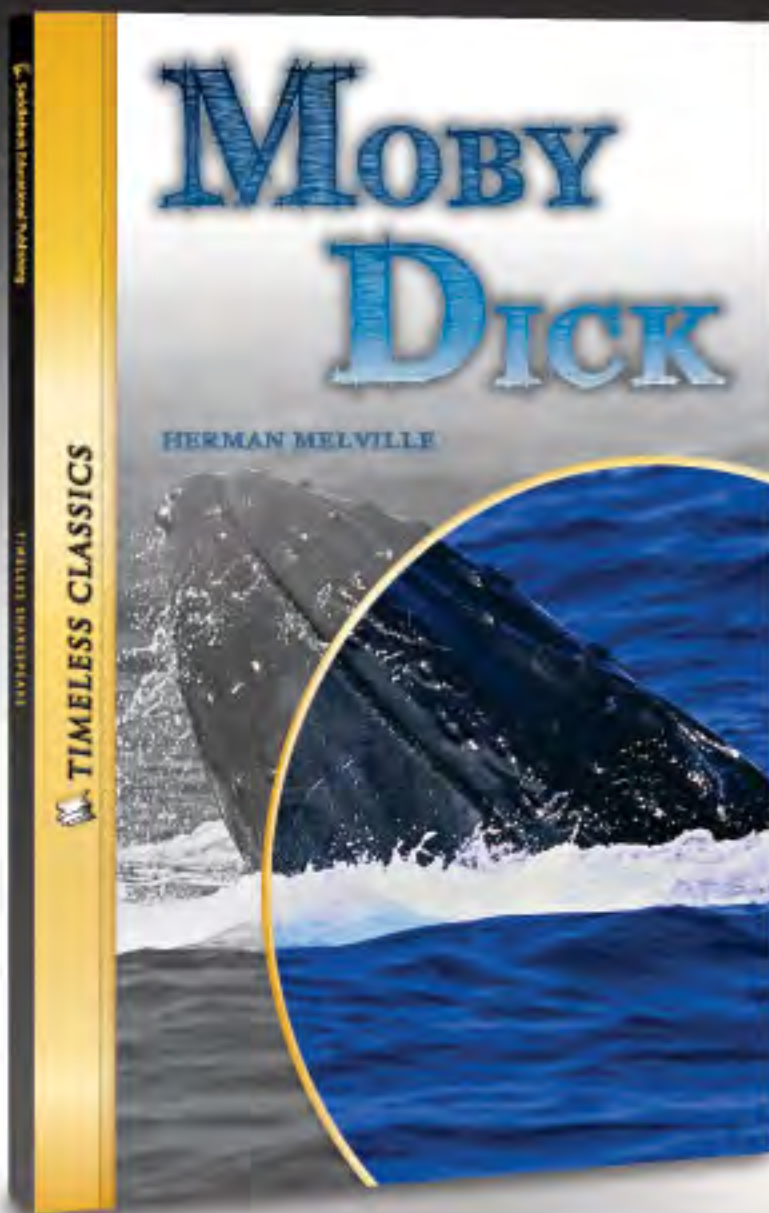


 **TIMELESS CLASSICS**

# 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**

**HERMAN MELVILLE**

(1819–1891)

Herman Melville, the renowned American novelist, short-story writer, and poet, was born into a once prominent New York family in 1819. Melville was just 13 years old when his father died. It was then, to help support the family, that he left school and took a job as a bank clerk.

A few years later, Melville tried his hand at school teaching. But the imaginative young man soon became bored in the classroom and went to sea as a common seaman. There he had all the adventure he had been longing for. On one voyage to the South Seas, he deserted his ship and took refuge among the Typees, a cannibalistic tribe. On another voyage he became involved in a mutiny.

Melville was 24 when he returned home from his adventures at sea. It was then that he began reading widely to develop his knowledge of the world's great literature. Along with his more prosperous friend, Nathaniel Hawthorne, he began to write. His masterpiece, *Moby Dick*, was published in 1851, when Melville was 32 years old.

After traveling to England, Melville returned to the United States in 1857. Because the genius of his work was not recognized until many years after his death, economic necessity forced Melville to work as a customs inspector for the next 20 years. In these later years, he wrote mostly poetry. Melville died in 1891, at the age of 72.

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**FACTS ABOUT THE TIMES**

**In 1819, when Herman Melville was born . . .**

James Monroe was U.S. president . . . Florida was purchased from Spain . . . Beethoven lost his hearing . . . the future Queen Victoria was born . . . professional horse racing was introduced in the United States . . . a maximum 12-hour workday for juveniles was made law in England.

**In 1851, when *Moby Dick* was published . . .**

Isaac Singer invented the sewing machine . . . Nathaniel Hawthorne published *The House of Seven Gables* . . . Millard

Fillmore was U.S. president . . . gold was discovered in Australia . . . the *New York Times* appeared for the first time.

**In 1891, when Herman Melville died . . .**

Java Man was discovered . . . Russia suffered from famine . . . the zipper was invented . . . Benjamin Harrison was U.S. president . . . Van Gogh exhibited his paintings in France . . . an earthquake wracked Japan . . . Arthur Conan Doyle published his first Sherlock Holmes story.

## MOBY DICK

### FACTS ABOUT THE CHARACTERS

#### **ISHMAEL**

a young schoolteacher who looks for adventure as a whale hunter on the *Pequod*

#### **PETER COFFIN**

landlord of the Spouter Inn in New Bedford, Massachusetts

#### **QUEEQUEG**

tattooed South Sea islander, an expert harpooner, who befriends Ishmael and signs up with him to sail on the *Pequod*

#### **FATHER MAPPLE**

a priest at the church in New Bedford

#### **PELEG**

former sea captain who signs on Ishmael and Queequeg; one of the *Pequod's* owners

#### **ELIJAH**

a crazed old sailor who warns Ishmael and Queequeg about the evil Ahab

#### **STARBUCK**

first mate on the *Pequod* and the voice of reason against Ahab's madness

#### **CAPTAIN AHAB**

one-legged captain of the *Pequod*; a man turned evil by his desire for revenge on the white whale that took his leg

#### **STUBB**

second mate on the *Pequod*; a friendly, joking fellow

#### **FLASK**

third mate on the *Pequod*; a bitter man who hates all whales

#### **TASHTEGO**

a harpooner; an American Indian whose New England tribe hunted whales

#### **DAGGOO**

a harpooner; an African who gained his skills by hunting lions

#### **FEDALLAH**

Ahab's personal harpooner; an Arabian prophet

#### **CAPTAIN GARDINER**

captain of the *Rachel* who has lost a son at sea; rescuer of Ishmael

## CHAPTER SUMMARIES

### CHAPTER 1

Desiring adventure as a whale hunter, Ishmael, a young schoolteacher, arrives in New Bedford, Massachusetts in December 1851. At the Spouter Inn, the landlord, Peter Coffin, says that the inn is full, but Ishmael can share a room with a harpooner who is out for the evening. Later, peeping from under the covers, Ishmael is shocked to see that the harpooner is a huge man, heavily tattooed, who looks like a cannibal. When Queequeg, the strange-looking harpooner, sees Ishmael in his bed, he lets out a wild cry.

### CHAPTER 2

Peter Coffin properly introduces Ishmael and Queequeg, after which they quickly fall asleep. The next day Queequeg explains his background to Ishmael as they explore the town. They attend a church service together when the weather turns bad. Having quickly become fast friends, they sail to Nantucket the next day and sign up on the crew of the *Pequod*.

### CHAPTER 3

As Ishmael and Queequeg work to get the ship ready for her voyage, they meet an old sailor named Elijah who warns them that Captain Ahab is evil and the *Pequod* is doomed. They brush him off as “not right in the head.” Captain Ahab is nowhere to be seen when the *Pequod* sets sail on Christmas Day. But Ishmael and Queequeg do meet the first mate, Starbuck, the second mate, Stubb, and the third mate, Flask. They also meet three harpooners: Tashtego, Daggoo,

and Fedallah. For the second time they hear strange stories about the mysterious, and possibly evil, Captain Ahab.

### CHAPTER 4

After several days at sea, Ahab appears. He is a stern-looking, one-legged man who wears an ivory pegleg. The evil look in his eyes makes Ishmael shudder. Ahab offers a gold Spanish coin to the first man who sights the white whale, Moby Dick. Only Starbuck refuses to pledge Ahab his help in chasing Moby Dick. In spite of Ahab’s taunts about Starbuck’s lack of courage, the first mate declares that Ahab’s anger at a dumb animal is “madness.”

### CHAPTER 5

For the first time, Ishmael hears the cry, “There she blows!” He takes part in his first whale hunt, which turns out to be a near-death experience when the *Pequod* accidentally hits the whaleboat in a storm. Ishmael is fascinated to learn many facts about whales as well as to participate in both the kill and the processing of the whale’s blubber. He also marvels at his first sight of a giant squid.

### CHAPTER 6

Against Ahab’s resistance to interrupting their hunt for Moby Dick, Starbuck insists that they stop to get wood from an island to repair leaking oil barrels in the ship’s hold. After repairing the barrels, Queequeg becomes very ill and asks the ship’s carpenter

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

- |              |              |
|--------------|--------------|
| ___ TATTOOS  | ___ ICEBERG  |
| ___ HARPOON  | ___ GRUB     |
| ___ IVORY    | ___ LANDLORD |
| ___ KNAPSACK | ___ DOZED    |
| ___ CANNIBAL | ___ ANNOYED  |
| ___ TOMB     | ___ SPEARS   |

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

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

- |   |   |
|---|---|
| 1. slang word for food<br>_____             | 7. owner of property someone rents<br>_____             |
| 2. bothered or irritated<br>_____           | 8. grave or vault for the dead<br>_____                 |
| 3. one who eats human flesh<br>_____        | 9. ice mass broken away from a glacier<br>_____         |
| 4. substance of animal tusks<br>_____       | 10. backpack worn by hikers<br>_____                    |
| 5. barbed spear attached to a line<br>_____ | 11. permanent ink designs on skin<br>_____              |
| 6. slept lightly<br>_____                   | 12. weapons with a long shaft and a sharp head<br>_____ |



NAME \_\_\_\_\_

DATE \_\_\_\_\_

Read the **boldfaced** lines from the story. Then relate each story event to your personal experience. Write in complete sentences.

1. **There is something about the open seas that lifts my spirits when I am feeling down.**

Is there a special place you like to go when you feel bored or unhappy?  
Is there an activity or person that always cheers you up? Explain what you do to make yourself feel better at such times.

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2. **I knew there was good money in the whaling trade.**

Are you familiar with any trades or professions that “pay good money”?  
What are they? How do you happen to know about them? How much pay do you think is “good money”?

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3. **My dark mood was no way to begin an adventure.**

Have you ever fallen into a bad mood—even when you’re doing something you wanted to do? What did you do to cheer yourself up?

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4. **I saw a collection of whalers’ tools—harpoons, clubs, and spears.**

Are you familiar with the range of tools used in any trade or profession?  
Name the job and describe the tools used to do that kind of work.

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5. **Queequeg was a giant of a man. His skin was tattooed all over with designs.**

Do you know a person who is very, very tall? Or someone who has many tattoos? Give a description of one of these people, or describe an interesting tattoo you have seen.

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NAME \_\_\_\_\_

DATE \_\_\_\_\_

**A.** Write a letter to match each word with its definition.

- |                             |   |
|-----------------------------|---|
| 1. ____ <b>seafaring</b>    | a. controlled in drinking; not drunk                        |
| 2. ____ <b>congregation</b> | b. platform where clergyman stands to preach                |
| 3. ____ <b>homeland</b>     | c. describes land with no trees or grass                    |
| 4. ____ <b>sober</b>        | d. body motion that expresses an idea or feeling            |
| 5. ____ <b>barren</b>       | e. having to do with life at sea                            |
| 6. ____ <b>docked</b>       | f. the forward part of a ship                               |
| 7. ____ <b>pulpit</b>       | g. country in which you were born or have lived a long time |
| 8. ____ <b>gesture</b>      | h. members of a particular church                           |
| 9. ____ <b>prow</b>         | i. landed; brought a ship to shore                          |

**B.** Use the clues to solve the crossword puzzle.

**ACROSS**

- When a ship \_\_\_\_ at Queequeg's island, he tried to go aboard.
- "Better to sleep with a \_\_\_\_ cannibal than with a drunken Christian!"
- The pulpit was built to look like the \_\_\_\_ of a ship.
- Queequeg's tribe were a \_\_\_\_ people.
- Father Mapple stood at his \_\_\_\_ to give the sermon.
- Queequeg left his \_\_\_\_ to see the world.

**DOWN**

- The church \_\_\_\_ was singing.
- Queequeg meant the slap to be a friendly \_\_\_\_.
- Nantucket was a sandy, \_\_\_\_ place.

