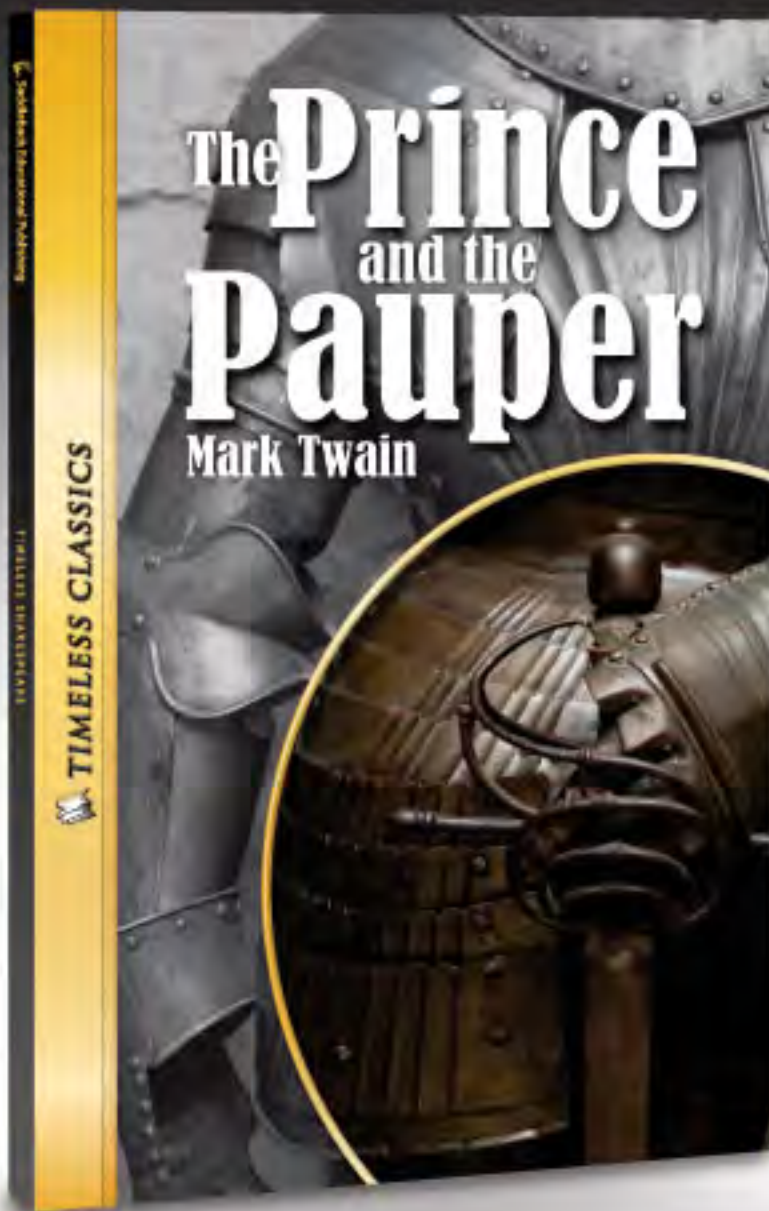


 **TIMELESS CLASSICS**

# 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.

## MARK TWAIN

(1835–1910)

In 1835, Samuel Langhorne Clemens, better known as Mark Twain, was born in Florida, Missouri. He later moved to the town of Hannibal on the Mississippi River. He adopted the name Mark Twain from his days as a riverman on Mississippi River steamboats. It is said that the term “mark twain” referred to a certain measurement of safe water. He traveled extensively around the United States, finding work as a typesetter, prospector, and journalist. In 1865, he published a tall tale called “The Jumping Frog of Calaveras County” under the name Mark Twain. Twain is best known for his tales of the Mississippi River adventures of Tom Sawyer (1876) and Huckleberry Finn (1884), stories that continue to stir up controversy a hundred years after they were written.

*The Prince and the Pauper*, published in 1881, was a different kind of story for Twain. It’s a historical novel about the British monarchy set in England about 500 years ago. Yet the story contains some of Twain’s favorite themes—the wisdom of a simple genius and the inhumanity of a culture and government that overlooks the downtrodden.

Twain married Olivia Langdon, his chief editor and critic, and they had four children. Sadly, only Clara, one of their three daughters, outlived her parents. Twain was plagued by these tragedies, as well as health problems and financial troubles, toward the end of his life. He died in 1910. To this day he remains America’s most beloved novelist.

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### FACTS ABOUT THE CHARACTERS

#### PRINCE EDWARD

The son of King Henry VIII; pampered and sheltered by his royal birth, he feels deprived of a carefree childhood

#### TOM CANTY

Born into a poor family with a violent father, Tom is wise beyond his years and daydreams of being a prince

#### JOHN CANTY

Tom’s violent and abusive father

#### FR. ANDREW

The gentle priest who befriends, tutors, and tries to protect young Tom; suffers for his efforts

#### MILES HENDON

The loner who rescues the young beggar and good-naturedly goes along with the boy’s claim to be the King of England

#### HUGH HENDON

The greedy older brother of Miles, who cheats him out of the family estate

**FACTS ABOUT THE TIMES**

**In 1835, when Mark Twain was born...**

Martin Van Buren is the eighth president of the United States...the Alamo falls to the Mexican Army, inspiring the U.S. Army to "Remember the Alamo!"...the second Seminole War begins in Florida territory... Hans Christian Andersen publishes his beloved collection of fairy tales, including *The Emperor's New Clothes* and *The Princess and the Pea*...P.T. Barnum first goes on the road with his traveling carnival... Delmonico's restaurant in New York introduces a new American delicacy, the "Hamburg steak."

**In 1881, when *The Prince and the Pauper* was published...**

President Garfield is assassinated in his first year in office, only four months before the Russian ruler Aleksandr II is also assassinated...notorious outlaw Billy the Kid is killed at a shootout at the OK Corral in Arizona territory...a Cuban physician makes the connection between mosquitoes and the spread of yellow fever...a railroad

between New Orleans and San Francisco links east and west, ushering in a decade of tremendous railway expansion in the United States...the Tuskegee Institute is founded in Alabama by Booker T. Washington... the Red Cross is founded by Civil War nurse Clara Barton...the Impressionist art movement gains momentum with Renoir's celebrated painting "Luncheon of the Boating Party."

**In 1910, when Mark Twain died...**

Taft is the 27th American president... the U.S. population reaches 92 million... South Africa proclaims its independence from Britain...the National Association for the Advancement of Colored People (NAACP) is founded in New York as the Great Migration brings two million African-Americans from the South to the North... the Boy Scouts and the Camp Fire Girls are founded...Father's Day is first celebrated as an official holiday.



## CHAPTER SUMMARIES

### CHAPTER 1

The story is set in London, England, around 500 years ago. Two boys were born on the same day. One was born to royalty and named Edward, Prince of Wales. The other, Tom Canty, was born into a poor family and thus had to endure many of poverty's hardships in his sad life on Offal Court. His dreams of being a prince lead him to Westminster, where harsh treatment by the castle guard brings him to the attention of the young prince inside the gates.

When Edward and Tom get to talking, they discover that each envies the life of the other. To Tom, the life of royalty is blessedly free of the poverty and cruel violence that defines his everyday existence. To Edward, a life outside the castle walls represents freedom from his royal responsibilities and confinement. They decide to swap clothes.

### CHAPTER 2

Edward, in Tom's clothes, is thrown out on the streets where he receives common mistreatment and humiliation. When he claims to be the prince, he is only mocked and jeered at. Even Tom's father believes that Edward is his son. For the first time, Edward begins to see the harsh realities of life outside the palace walls.

At the same time, Tom is learning that royal life is not what he imagined. Impersonating the prince is frightening, but when he insists he is *not* the true prince, everyone in the palace worries that the prince has lost his mind. This only increases

the impatient king's desire to execute the Great Marshall Norfolk so that the prince's title can be made secure by another official title.

### CHAPTER 3

Tom makes many awkward mistakes in trying to act as a prince, yet he finds comfort in the friendship of the princesses. He is also fortunate to come upon a book which explains the rules and customs of royalty. That night he is decked out in a golden robe and jewels. Young Tom is amazed and thrilled to find himself surrounded by such splendor and adoration.

### CHAPTER 4

As John Canty beats the poor prince, Fr. Andrew rushes in to protect the boy and is dealt a fatal blow. When the prince arrives at Tom's home on Offal Court insisting he is royalty, Tom's mother finds that this seemingly familiar child does not have her son's reflexes. Her doubts increase. Dragged off again by John Canty, Edward sees a crowd gathered at Guild Hall to announce that the king is dead. He knows now that he is king, but the impostor Tom is recognized as the king instead. Edward protests at the door that he is the true king. A friendly stranger named Miles Hendon protects the boy from the jeers of the crowd.

Inside the hall, Tom gives his first order as the supposed king: He decrees that the rule of blood is over, and the life of Lord Norfolk will be spared.

## 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.

**SYNONYMS/ANTONYMS**

NAME \_\_\_\_\_

DATE \_\_\_\_\_

**A.** Remember that the prince and the pauper were *opposites*. Words that are opposites are called *antonyms*. Draw a line from each word on the left to its antonym on the right.

- |                    |            |
|--------------------|------------|
| 1. <b>poor</b>     | commoners  |
| 2. <b>nobility</b> | wrong      |
| 3. <b>right</b>    | rich       |
| 4. <b>prompt</b>   | cheerful   |
| 5. <b>gloomy</b>   | tardy      |
| 6. <b>impress</b>  | disappoint |

**B.** Notice the **boldfaced** word in each sentence. Then circle the *synonym* (word that means the same) in the word group below.

- All of England had awaited the **birth** of Edward, Prince of Wales.  
death      arrival      return      swap
- Offal Court was a **filthy** street near London Bridge.  
tidy      busy      dirty      sparkling
- Tom had a **wretched** life.  
fixed      difficult      easy      envious
- Days on Offal Court were filled with begging and **brawling**.  
playing      trading      fighting      compromising
- Poor Tom's **fondest** wish had come true!  
favorite      last      hopeless      wisest





**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.

\_\_\_ HOMELESS

\_\_\_ TRICK

\_\_\_ SHELTER

\_\_\_ THRONE

\_\_\_ ORPHANS

\_\_\_ HEIR

\_\_\_ FRENCH

\_\_\_ GRANT

\_\_\_ CAPTIVE

\_\_\_ DEATH

\_\_\_ CAGE

\_\_\_ LAD

H	E	V	I	T	P	A	C
O	T	F	R	E	N	C	H
M	R	E	T	L	E	H	S
E	I	P	E	G	A	C	P
L	C	T	H	R	O	N	E
E	K	D	E	A	T	H	L
S	A	F	I	N	N	B	A
S	O	L	R	T	G	S	D

- B.** Use words from the puzzle to complete the sentences.

- Tom feared he might be held \_\_\_\_\_ in the castle.
- Christ's Church was a home for \_\_\_\_\_.
- The king thought his son was trying to \_\_\_\_\_ him by acting so strangely.
- Life inside the castle was like being trapped in a golden \_\_\_\_\_.
- King Henry VIII ordered that the Duke of Norfolk be put to \_\_\_\_\_ by execution.
- A common British term for a boy or young man is \_\_\_\_\_.
- Prince Edward was the son and \_\_\_\_\_ of Henry VIII.
- "When I am king, the poor shall not have bread and \_\_\_\_\_ only," thought Edward.
- In a beautiful room, the king sat on a velvet \_\_\_\_\_.