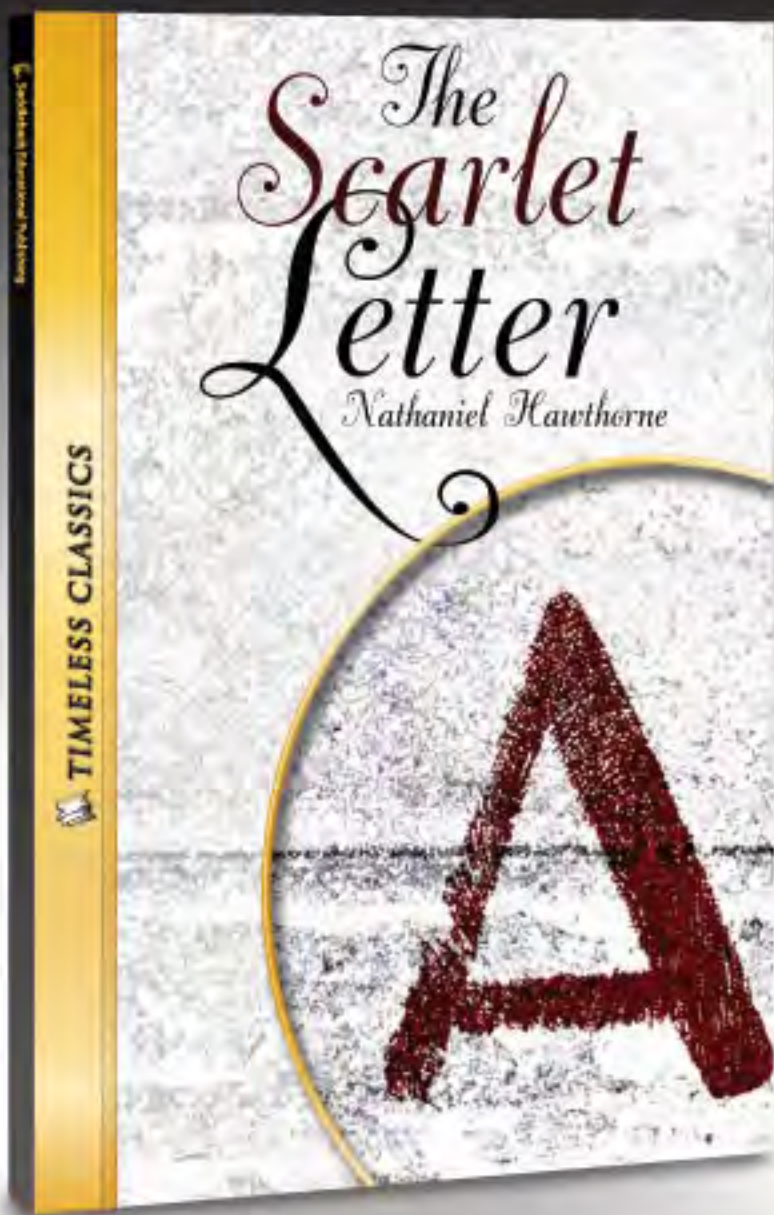




TIMELESS CLASSICS

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 Classic* 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.

NATHANIEL HAWTHORNE

(1804–1864)

EARLY LIFE

Nathaniel Hawthorne, an American novelist and short-story writer, was born in Salem, Massachusetts in 1804. The son of a sea captain, young Hawthorne was educated at Bowdoin College, where he was a classmate of the poet Henry Wadsworth Longfellow and of Franklin Pierce, a future president of the United States.

Born into an old New England family, Hawthorne was very much aware of his ancestors who had participated in the Salem witch trials and in the persecution of Quakers. Reflecting on his family's past, he always felt a sense of guilt and explored the nature of sin as a major theme in his work.

PROFESSIONAL CAREER

Hawthorne's first important work was a collection of short stories and sketches called *Twice-Told Tales*. His second collection of stories, *Mosses from an Old Manse*, was brilliantly reviewed by Herman Melville, the

author of *Moby Dick*. This contact established an important, lifelong friendship between the two men.

Living in Salem with his wife, Hawthorne wrote his masterpiece, *The Scarlet Letter*. When it was published in 1850, this novel brought him fame and some measure of financial independence.

When his old college friend Franklin Pierce ran for president, Hawthorne wrote his campaign biography. After Pierce was elected, he appointed Hawthorne consul at Liverpool and Manchester, England, where he served from 1853 to 1857.

LATER LIFE

After traveling through Europe for three years, Hawthorne returned to Massachusetts and wrote little for the last decade of his life. When he died at the age of 60, four unfinished novels were found among his notes.

THE SCARLET LETTER FACTS ABOUT THE TIMES

In 1804, when Nathaniel Hawthorne was born . . .

Thomas Jefferson was president of the United States, Alexander Hamilton was killed in a duel with Aaron Burr, Napoleon was proclaimed emperor.

In 1850, when *The Scarlet Letter* was published . . .

The U. S. population reached 23 million; Alfred, Lord Tennyson was named Poet

Laureate in England; California became a state; and the *New York Times* published its first newspaper.

In 1864, when Nathaniel Hawthorne died...

Ulysses S. Grant was named Commander-in-Chief of the Union armies, Leo Tolstoy published *War and Peace*, "In God We Trust" first appeared on U.S. coins, and rollerskating was fast becoming a popular recreational activity in America.

FACTS ABOUT THE CHARACTERS

HESTER PRYNNE

A young English woman living in the Puritan community of Boston who is found guilty of bearing a child by an unknown father. As punishment for her sin, she is forced to wear a scarlet letter A on the bodice of her dress.

REVEREND ARTHUR DIMMESDALE

The young, unmarried pastor of Hester's church and the father of Hester's daughter

PEARL

The illegitimate young daughter of Hester and Dimmesdale; the living symbol of Hester's sin

ROGER CHILLINGWORTH

Hester's unacknowledged but lawful husband whose desire for revenge changes him over time from a caring, concerned person into an evil fiend

GOVERNOR BELLINGHAM

A government official who witnesses Hester's punishment as she stands on the scaffold

MISTRESS HIBBINS

Sister of Governor Bellingham, later convicted as a witch, who seems to have mysterious insight into the sins of Hester and Dimmesdale

JOHN WILSON

The oldest minister in Boston, who pleads with Hester to name Pearl's father, and then gives a long sermon on the terrible sin of adultery

THE SCARLET LETTER

CHAPTER SUMMARIES

CHAPTER 1

In 1642, in the small town of Boston, a community of Puritans is scandalized by the “sin” of Hester Prynne; unmarried, she has had a baby and won’t reveal the name of the father. As punishment, she wears a scarlet A on the bodice of her gown. Hester, holding her baby, is forced to endure public humiliation by standing on a scaffold in the town marketplace.

CHAPTER 2

A stranger in the crowd in front of the scaffold questions a townsman about Hester. Hester recognizes the stranger but he signals her to say nothing. After Reverend John Wilson and Reverend Arthur Dimmesdale unsuccessfully plead with her to name the father of her child, Hester is led back to prison. Dimmesdale says to himself that Hester is a wonderful, strong woman with a generous heart.

CHAPTER 3

The stranger, a Dr. Chillingworth, brings medicine to the prison for Hester and her baby. Chillingworth asks two things of Hester: to tell no one that he is her husband and to reveal the name of the baby’s father. Hester agrees to keep Chillingworth’s secret but refuses to tell the father’s name.

CHAPTER 4

After Hester is freed from prison, she and Pearl move to a small cottage on the edge of town. For the next three years they live isolated, friendless lives. Pearl grows into a bright and beautiful little girl who decides that the Puritan children are her enemies since they won’t play with her. Hester earns her living by doing needlework for people in Boston.

CHAPTER 5

Hearing that some officials are planning to take Pearl from her, Hester visits the home of Governor Bellingham. Reverend Wilson, Dr. Chillingworth, and Reverend Dimmesdale are there when she arrives. They accuse her of not raising Pearl as “a good Christian child,” but in the end, Dimmesdale successfully pleads with the other men to “leave matters as they stand.” As Hester and Pearl leave the house, Mistress Hibbins, the governor’s sister who is also a witch, invites Hester to join her company in the forest that night.

CHAPTER 6

Because Reverend Dimmesdale is in ill health, the members of his church are grateful when Chillingworth begins to care for him. Suspicious that Dimmesdale is Pearl’s

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

- | | |
|----------------|--------------|
| ___ NEEDLEWORK | ___ CODE |
| ___ SCAFFOLD | ___ SPIKES |
| ___ BLUSHED | ___ HUSSY |
| ___ EMBROIDERY | ___ SCARLET |
| ___ EAVES | ___ BRAND |
| ___ TYPICAL | ___ OFFICIAL |

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

B. Use a word from the puzzle to complete each sentence.

1. One woman said the judges should have used a hot iron to _____ Hester’s forehead.
2. Hester herself had done the _____ on her dress.
3. The _____ stood beneath the _____ of Boston’s oldest church.
4. In Hester’s memory, her mother’s face wore her _____ look of love and concern.
5. The oak door of the prison was studded with iron _____ .
6. The Puritans followed a strict religious _____ .
7. An _____ of the court led Hester out of prison.
8. Thinking that Hester was laughing in their faces, a woman in the crowd called Hester a _____ .

COMPREHENSION CHECK

NAME _____

DATE _____

Read the statements about the people and events you read about in Chapter 1.

Write **T** if the statement is **True** and **F** if the statement is **False**.

1. ____ The story is set in a time period about 250 years ago.
2. ____ Boston is still a very small town in Massachusetts.
3. ____ Everyone stared when Hester stepped out of the prison door.
4. ____ Most people in the crowd wore fancy, bright colored clothes.
5. ____ The Puritans were members of a very strict religious group.
6. ____ The beautiful embroidery on Hester's gown was admired by everyone.
7. ____ Many women in the crowd seemed to feel pity for Hester.
8. ____ After Hester stepped onto the scaffold, no one could see her.
9. ____ Hester used her imagination to make the crowd seem to "disappear."
10. ____ Hester had warm memories of her parents in Old England.
11. ____ For a moment, Hester wondered if her baby was real.
12. ____ A man with uneven shoulders shouted in Hester's face.

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.

- | | |
|-------------------------|------------------------|
| _____ CAPTIVE | _____ PASTOR |
| _____ TOWNSMAN | _____ CITIZEN |
| _____ MISFORTUNE | _____ SUFFERING |
| _____ SOUL | _____ SERMON |
| _____ RANSOM | _____ CONFESS |
| _____ EVIL | _____ SINNER |

N	W	O	S	D	R	A	N	S	O	M	T
H	S	M	T	E	N	A	T	E	M	A	O
H	S	H	I	O	M	W	I	R	H	A	L
N	E	T	E	S	T	O	G	M	E	T	U
E	F	U	N	P	F	I	T	O	N	H	O
Z	N	W	C	A	M	O	P	N	T	O	S
I	O	N	E	V	I	L	R	W	L	A	D
T	C	I	S	I	P	A	S	T	O	R	N
I	G	G	N	I	R	E	F	F	U	S	T
C	A	P	T	I	V	E	H	A	S	N	O
D	O	S	I	N	N	E	R	D	A	H	E

B. Write a word from the puzzle under each definition.

- | | |
|--|---|
| <p>1. Something bad, wicked, harmful
_____</p> <p>2. Minister in charge of a church
_____</p> <p>3. One's spirit; separate from the body
_____</p> <p>4. To admit a fault or crime
_____</p> <p>5. Person living in a particular city or town
_____</p> <p>6. Price paid to free someone
_____</p> | <p>7. Unlucky event causing trouble
_____</p> <p>8. A speech at a worship service
_____</p> <p>9. Person who breaks religious law
_____</p> <p>10. Person caught and imprisoned
_____</p> <p>11. Adult male from the town
_____</p> <p>12. Feeling great pain or sorrow
_____</p> |
|--|---|