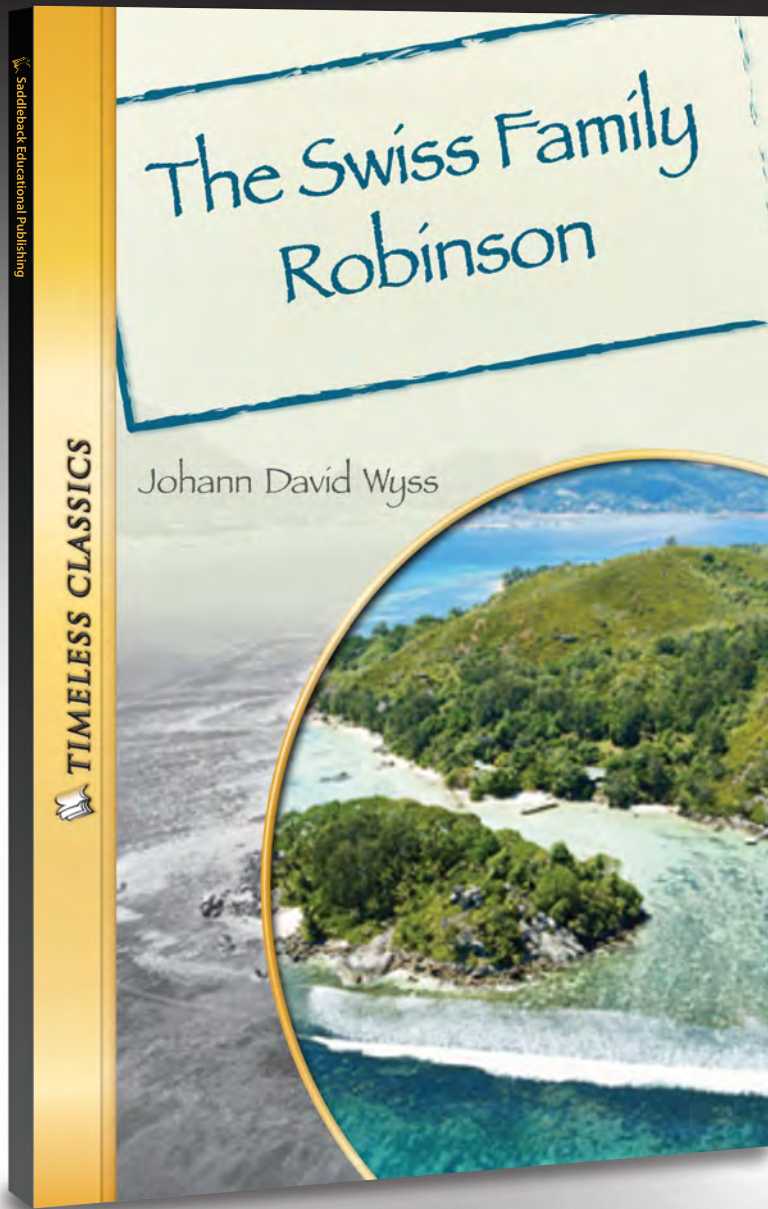




TIMELESS CLASSICS

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.

THE SWISS FAMILY ROBINSON
FACTS ABOUT THE AUTHOR

JOHANN DAVID WYSS

(1743–1818)

JOHANN RUDOLPH WYSS

(1781–1830)

A Swiss clergyman named Johann David Wyss and his two sons were great admirers of Daniel Defoe’s *Robinson Crusoe*, an exciting story of shipwreck and survival. After reading and discussing Defoe’s famous story, they decided to continue the adventure. So they pretended that they, too, had been shipwrecked on a desert island. They spent many winter evenings telling each other tales of their imaginary life there. The father wrote down their stories, and one son, Johann Emmanuel, illustrated them with drawings and watercolors.

JOHANN EMMANUEL WYSS

(not available)

Some years later, the other son, Johann Rudolph, edited and published the stories as *Swiss Family Robinson*. The book quickly became very popular and was translated into English in 1820. To this day, the Wyss family’s tale of the adventures of a shipwrecked Swiss family is a favorite of young people all over the world.

Johann David Wyss’s son, Johann Rudolph Wyss, is also known for writing a national song of Switzerland, “My Country Calls.”

THE SWISS FAMILY ROBINSON FACTS ABOUT THE TIMES

FACTS ABOUT THE TIMES . . . of Johann Rudolph Wyss, son of the book's author, Johann David Wyss. Johann Rudolph edited and published this wonderful story toward the end of his father's life.

In 1781, when Johann Rudolph Wyss was born...

The planet Uranus was discovered . . . a new opera by the great Mozart debuted in Munich, Germany . . . construction of the Siberian Highway began . . . the mineral tungsten was first discovered . . . the British were defeated at Yorktown, ending all land operations in America's Revolutionary War.

In 1813, when *Swiss Family Robinson* was published...

Mexico declared its independence . . . Jane Austen published *Pride and Prejudice* . . . James Madison was serving his second year as president of the United States . . . the great musical composers Giuseppe Verdi and Richard Wagner were born

. . . the last gold guinea coins were issued in England . . . the waltz became the favorite dance in the ballrooms of Europe.

In 1830, when Johann Rudolph Wyss died...

A primitive early version of the sewing machine was devised by a French tailor . . . Joseph Smith founded the Church of Jesus Christ of Latter-day Saints (Mormons) in New York state . . . stiff shirt collars became fashionable for men, while ladies' skirts became shorter and their hats became enormous . . . the great American poet Emily Dickinson was born . . . Andrew Jackson began his second year as president of the United States.

FACTS ABOUT THE CHARACTERS

THE FATHER

Brave and resourceful, he works constantly to keep his family safe and comfortable.

THE MOTHER

Hard-working and uncomplaining like her husband, she finally chooses to stay and live on New Switzerland.

FRANZ

The youngest son, he eventually leaves the island to go to school in Europe.

JACK

The middle son, he decides to stay with his parents on the island.

ERNEST

The second oldest son, he is mild, calm and studious. He also chooses to remain on the island.

FRITZ

The oldest son, he falls in love with Jenny Montrose and leaves the island with her to return to Europe.

JENNY MONTROSE

The daughter of a sea captain, she was shipwrecked and lived alone on a nearby island for three years before meeting the Robinsons.

THE SWISS FAMILY ROBINSON

CHAPTER SUMMARIES

CHAPTER 1

A Swiss family is traveling on a ship that is wrecked during a storm. As the ship slams into rocks, the crew manages to escape, leaving the family behind. The Robinsons make a boat out of barrels and float it to a nearby island. As they leave the ship, they take many items with them, including animals, weapons, tools, and food. Two dogs from the ship, Juno and Turk, become their pets, as does a baby monkey they find on the island.

CHAPTER 2

Fritz and the father return to the ship in the barrel boat, while the mother and the other boys stay on the island. The father and mother signal with a flag to communicate with each other. Fritz and his father load the barrel boat with food and tools. They also use cork and barrels to make “life jackets” for several animals. When they return, the mother tells them she has found a good place to live—in a tree!

CHAPTER 3

The family moves their belongings to an enormous tree. With wood from the shipwreck, they build a floor across its branches. They use sailcloth for a roof and walls. They decide to name the place Falcon’s Nest and call their island New Switzerland. Also, they discover a porcupine and a kangaroo, which they kill and eat.

CHAPTER 4

The father, with the help of his sons, makes two more trips to the ship. He wants to salvage as many supplies as possible before a storm breaks the wrecked boat apart. They find tools, money, utensils, seeds, fruit trees, and a small sailboat. While her husband is away, Mrs. Robinson plants a vegetable garden.

CHAPTER 5

After removing everything useful from the ship, the father blows up the wreck. With the ship gone, the family feels completely isolated. They wonder if they’ll ever return to Switzerland, their home.

They explore the interior of the island and find, among other things, a rubber tree. Grizzle, their donkey, runs off, but they capture a new beast of burden—a young buffalo. They also get two new pets, an eagle and a young jackal, which they name Fangs.

When they return, they build a staircase inside their tree. They also use bamboo to make pipes to bring river water to their home.

CHAPTER 6

Grizzle returns to the family, along with a wild female donkey, which the father tames. The family prepares for winter by gathering food and making a shelter for their animals. They spend a long, boring winter in the trunk of Falcon’s Nest. At night, the father

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.

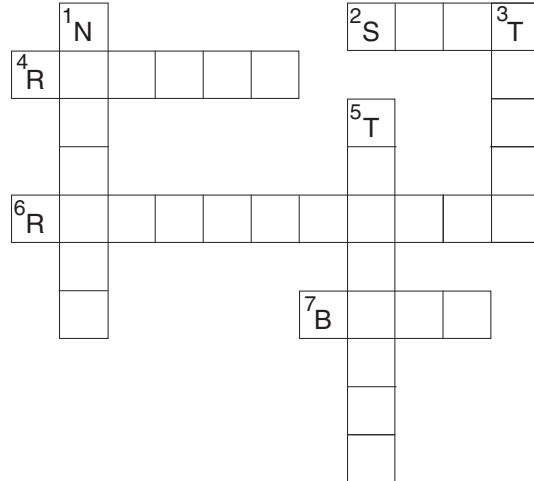
NAME _____

DATE _____

A. Use the clues to complete the crossword puzzle.

ACROSS

2. A thin, pointed rod on which meat is roasted is a _____.
4. If you're worn out, rest and a hot meal can _____ you.
6. If you are in charge of something, you are _____ for it.
7. When you tie up a package with string, you _____ it.



DOWN

1. If you fail to care for something properly, you _____ it.
3. If you leave something behind to show you were there, you leave a _____.
5. The time just before sunset is called _____.

B. Circle the word that correctly completes each sentence.

1. The animals had been (neglect / neglected) during the storm.
2. Father (revived / revival) the boys' spirits and gave them confidence.
3. We used long strips of wood to (bound / bind) the barrels together.
4. There was little or no (twilight / moonlight) on the island, so I knew we were near the equator.
5. We felt (responsibility / responsible) for the orphaned monkey.
6. We roasted several fine fish on a (spit / split) over the fire.

PERSONALIZING THE STORY

NAME _____

DATE _____

Compare your own thoughts and experiences to those of the characters.

1. **The family was shipwrecked on a tropical island.** Imagine that you could *choose* a place to be shipwrecked. What sort of place would you select?

2. **The family was alone on the island.** If you were shipwrecked on an island, who would you like to have with you, and why?

3. **The family was able to take many items from the ship to the island.** Suppose you were about to be shipwrecked on a deserted island—and you could take only five items with you. What would you take?

4. **Imagine living on an island, completely isolated from the rest of the world.** For you, what would be the hardest thing about being cut off from the rest of the world? Is there anything about it that you'd *like*?

5. **Again, imagine being cut off from the rest of the world with a small group of people.** Name two rules you would make to help everyone survive and get along.

NAME _____

DATE _____

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

- | | |
|----------------------|------------------|
| ___ TRANSPORT | ___ BOB |
| ___ LOCATION | ___ STOW |
| ___ BUOYANCY | ___ HEAP |
| ___ SOOTHE | ___ PROP |
| ___ JACKAL | ___ AVOID |
| ___ CURRENT | ___ GROVE |

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

B. Unscramble the puzzle words to complete the sentences.

1. The TNUCRER _____ that carried them to the ship would not take them back.
2. The monkey hid itself in a PEAH _____ of moss inside the tent.
3. Jack took the time to TEOHOS _____ and comfort the frightened monkey.
4. Their goal that day was to WOTS _____ supplies on their small boat.

C. Write a puzzle word next to the definition it matches.

1. _____: to take from one place to another
2. _____: a group of trees standing together
3. _____: to move up and down in a jerky motion
4. _____: the ability to float