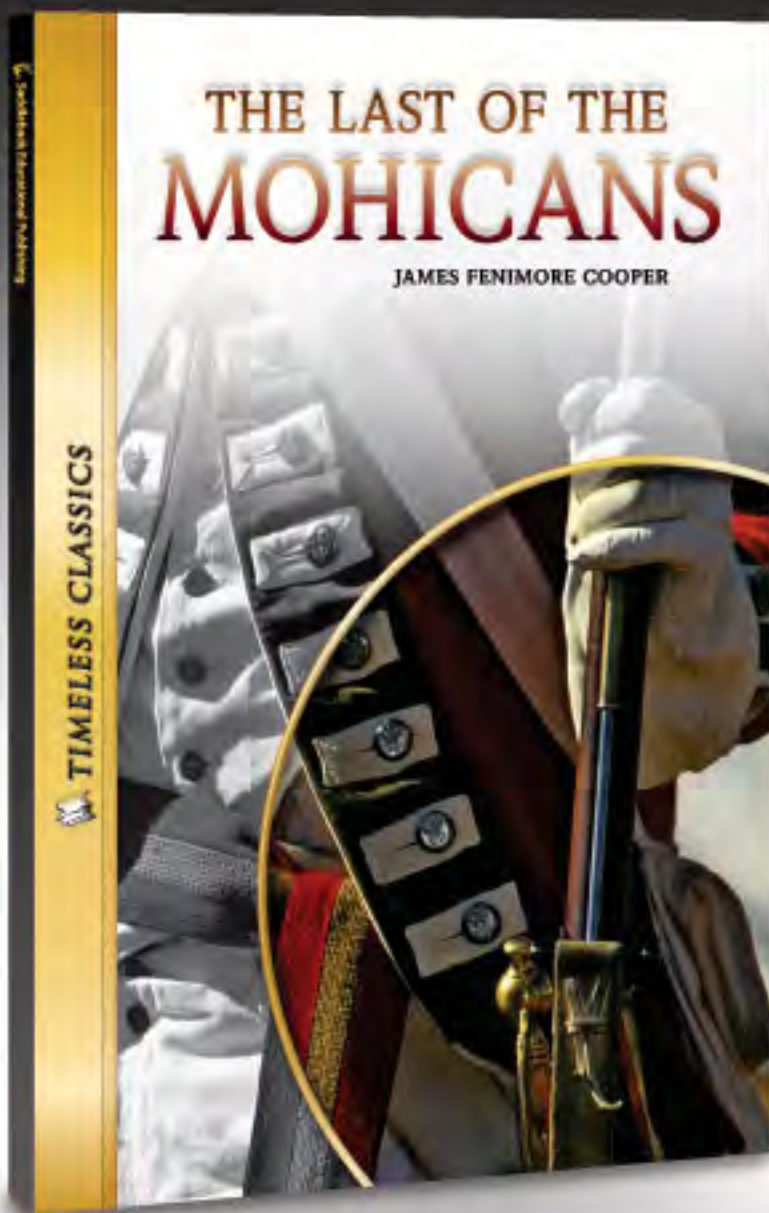


 **TIMELESS CLASSICS**

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.

JAMES FENIMORE COOPER

(1789–1851)

James Fenimore Cooper was born in Burlington, New Jersey, the same year that George Washington was inaugurated president of the United States. His father, Judge William Cooper, was a wealthy landowner who founded Cooperstown, New York—which is today known as the site of the Baseball Hall of Fame.

A willful youth, James Fenimore Cooper tried life as a sailor for a few years after being expelled from Yale. Then, at the age of 22, he married Susan DeLancey and became a gentleman farmer. About nine years later, he wrote his first novel, which was a failure. In 1823, however, he published *The Pioneers* and *The Pilot*, both works of significant importance in American literature. *The Pilot* was the first American novel of the sea, and *The Pioneers* introduced what would be his most famous character, a natural man uncorrupted by civilization

called Natty Bumppo. Cooper's following works, including *The Last of the Mohicans*, *The Prairie*, *The Pathfinder*, and *The Deerslayer*, continued to capture the American imagination and established his reputation as a successful novelist.

After spending six years in Europe, the Coopers returned to America in 1833. Cooper was outspoken in his criticism of U.S. President Andrew Jackson. Stating that the new country's democracy had been turned into a "mobocracy," he defended the existence of the landed gentry—of which he was a member—and lost much of his popularity.

Cooper's literary craftsmanship is not widely admired today. Yet his 50 volumes, in which he painted a unique portrait of Americans and the American landscape, constitute the foundation of American literature.

THE LAST OF THE MOHICANS FACTS ABOUT THE TIMES

In 1789, when James Fenimore Cooper was born . . .

The French Revolution rages and a mob storms the Bastille...the first U.S. Congress meets in New York...Mozart is writing symphonies in Vienna...Pennsylvania State University is founded...plans are being made to found Washington, D.C....mutineers from the *HMS Bounty* are settling on the Pitcairn Islands in the Pacific.

In 1826, when *The Last of the Mohicans* was published . . .

The first railroad tunnel is being built in England ...Thomas Jefferson dies...John Quincy Adams is in the second year of his presidency

...University College of London is founded, as is Munich University in Germany.

In 1851, when James Fenimore Cooper died . . .

The *New York Times* first appears...the first double-decker bus is introduced...Herman Melville publishes *Moby Dick* and Nathaniel Hawthorne publishes *The House of Seven Gables*...the states of Maine and Illinois enforce prohibition of the sale of liquor ...the population of the United States reaches 23 million.

FACTS ABOUT THE CHARACTERS

COLONEL MUNRO

Commander of the British troops at Fort William Henry during the French and Indian War; father of Alice and Cora

CORA MUNRO

A pretty, dark-haired young woman who shows intelligence and strength in dealing with the hostile Hurons

ALICE MUNRO

A blond, blue-eyed young woman who relies on her sister for support

MAJOR DUNCAN HEYWARD

Young officer stationed at Fort William Henry who watches over the Munro sisters while they are away from the fort. He is secretly in love with Alice Munro.

MAGUA

A Huron brave who pretends to be a scout for the British although he is secretly in league with the French; a bitter man, he eventually murders Cora.

DAVID GAMUT

A lanky, awkward singing teacher who helps rescue the sisters by pretending to be a madman in order to move freely among the Indians

HAWKEYE

An experienced and wily woodsman who acts as a scout for the British; a close friend of Chingachook and Uncas

UNCAS

Son of Chingachook, the last of the Mohicans, who dies trying to save Cora

GENERAL WEBB

Commander of British troops in an area some distance from Fort William Henry, he is unable to send help to Col. Munro when Fort William Henry is overtaken.

GENERAL MONTCALM

Commander of the French forces

CHINGACHGOOK

Father of Uncas, friend of Hawkeye and Delaware Chief Tamenund

CHIEF TAMENUND

Wise old chief of the Delawares, boyhood friend of Chingachgook

CHAPTER SUMMARIES**CHAPTER 1**

In the third year of the French and Indian War in America, Alice and Cora Munro are being escorted, after a visit with friends, back to Fort William Henry, the British fort commanded by their father. They are accompanied by Major Duncan Heyward and his Huron scout, Magua. Along the way they meet David Gamut, an unarmed singing teacher, who asks if he might join them. Heyward reluctantly agrees. Before going much farther, they meet Hawkeye, a white woodsman who is working as a scout for the British. Hawkeye is accompanied by Chingachgook and Uncas, the last of a great tribe known as the Mohicans.

CHAPTER 2

Magua runs off when Hawkeye and the Mohicans join the group. Although Hawkeye's rifle shot wounds Magua, the Huron escapes. Fearful that the small party of travelers will be attacked by the Hurons, Hawkeye and the Mohicans agree to escort them to the fort. Hawkeye takes them downriver by canoe and hides them in a cave. Shortly, however, Hurons appear and shoot David Gamut in the head.

CHAPTER 3

After dragging the wounded singing teacher back into the cave, Hawkeye, Duncan, and the Mohicans fight the attacking Hurons. Then they run out of gunpowder and Duncan is left behind to guard the cave as Hawkeye and the Mohicans go off to get more ammunition. But while they are away, the evil Magua sneaks into the cave through another opening and alerts the other Hurons to the white people's hiding place.

CHAPTER 4

Furious that Hawkeye shot him, Magua wants revenge. The Hurons take their captives across the river and into the woods. When the party stops to rest, Magua tells Cora that white men have ruined his life by introducing him to "fire-water" which caused him to go crazy and lose his wife as well as his position as a chief of the Hurons. Cora is shocked and horrified when Magua demands that she take his wife's place.

CHAPTER 5

After Cora's rejection, Magua and the other Hurons tie their captives to trees and threaten to scalp them. In an effort to protect

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 _____

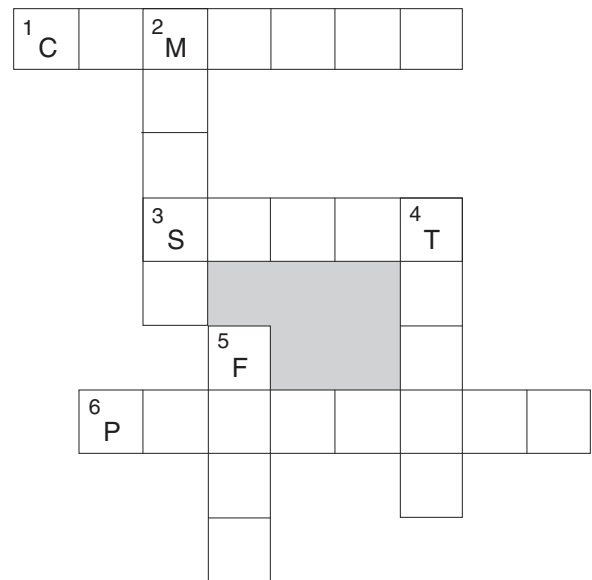
A. Use the clues to complete the crossword puzzle.

ACROSS

- 1. Major Duncan Heyward was under Colonel Munro's ____.
- 3. Magua was Major Heyward's Indian ____.
- 6. Major Heyward thought he saw an Indian ____ through the woods.

DOWN

- 2. Chingachgook was sitting on a ____ log.
- 4. The horseback riders followed a ____ through the forest.
- 5. Colonel Munro was the commander of ____ William Henry.



B. Write a letter to match each story word on the left with its meaning on the right.

- | | |
|----------------------------|--|
| 1. _____ possession | a. strong-walled building for defense against an enemy |
| 2. _____ intended | b. covered with tiny green plant growth |
| 3. _____ scout | c. meant or planned |
| 4. _____ prowling | d. skin covering the head |
| 5. _____ mossy | e. person sent ahead to get information |
| 6. _____ fort | f. something held or owned |
| 7. _____ scalp | g. path formed by passing people or animals |
| 8. _____ trail | h. roaming in a secret, quiet way |

IDENTIFYING CHARACTERS

NAME _____

DATE _____

A. Add vowels (*a, e, i, o, u*) to complete the characters' names.

1. M ___ J ___ R D ___ N C ___ N H ___ Y W ___ R D

2. C ___ L ___ N ___ L M ___ N R ___

3. C H ___ N G ___ C H G ___ ___ K

4. M ___ H ___ C ___ N S

5. H ___ R ___ N S

8. ___ N C ___ S

6. M ___ G ___ ___

9. C ___ R ___

7. ___ L ___ C ___

10. H ___ W K ___ Y ___

B. Complete the sentences with character names from Part A.

1. The bodies of the _____ were painted all over in shades of white and black.

2. _____ put his ear to the ground and said, "The horses of white men are coming!"

3. _____ knew as much about the woods as any Indian.

4. _____ and his son were the last of the Mohicans.

5. _____ commanded the soldiers at Fort William Henry.

6. _____ had shiny black hair and dark eyes.

7. The girls were being escorted back to Fort William Henry by _____.

8. Duncan was secretly in love with _____.

9. _____ knew that many _____ were watching them from the woods.

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.

- | | |
|----------------|------------|
| ___ BEWILDERED | ___ CAVERN |
| ___ ACCUSTOMED | ___ GUIDE |
| ___ FLICKERING | ___ CANOE |
| ___ SPATTERED | ___ TONE |
| ___ EARTHEN | ___ AMBUSH |
| ___ SUSPECT | ___ SCALPS |

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

B. Complete each sentence with the correct puzzle word.

- Major Heyward looked _____ when Hawkeye suspected that Magua wasn't loyal.
- Something about the _____ of Major Heyward's voice made Magua suspicious.
- "It's a wonder you still have your _____," said Hawkeye.
- Blood _____ the bushes where Magua had been running.
- Major Heyward's party traveled down the river by _____.
- Hawkeye regretted firing his rifle within sound of an _____.
- The waterfall made a deafening noise as it tumbled into the _____ below.
- Hawkeye didn't believe that Heyward's Indian _____ had gotten lost in the woods.