



TEACHER'S PET PUBLICATIONS

LITPLAN TEACHER PACK™

for

Wuthering Heights

based on the book by

Emily Brontë

Written by

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A FEW NOTES ABOUT THE AUTHOR EMILY BRONTE

BRONTE FAMILY. The bleak, lonely moors of Yorkshire in England were the setting for two great novels of the 19th century. These were Charlotte Brontë's 'Jane Eyre' and Emily Brontë's 'Wuthering Heights'. Readers today are still enthralled by their tragic, romantic stories and by the sense of brooding mystery that shrouds the tales. The youngest sister, Anne, was also a talented novelist, and her books have the same haunting quality.

Their father was Patrick Brontë, a Church of England priest. Irish-born, he had changed his name from the more commonplace Brunty. After serving in several parishes he moved with his wife, Maria Branwell Brontë, and their six small children to Haworth in Yorkshire in 1820. Soon after, Mrs. Brontë, and the two eldest children died, leaving the father to care for the remaining three girls and a boy.

Charlotte, the eldest, was born in 1816. Emily was born in 1818 and Anne in 1820. Their brother Branwell was born in 1817. Left to themselves, the children wrote and told stories and walked over the desolate moors. They grew up largely self-educated. Branwell showed some talent for drawing. The girls determined to earn money for his art education. They took positions as teachers and governesses, but they were unhappy at being separated and away from Haworth.

To keep the family together, Charlotte planned to keep a school for girls at Haworth. She and Emily went to Brussels to learn foreign languages and school management. In 1844, using a small inheritance from an aunt, they prepared to open classes. Although they advertised, they received no pupils.

The failure of their venture left all the children at home. Branwell was unemployed. Temperamental and erratic, he turned to alcohol and opium. Charlotte again sought a way to help the family. She had found some of Emily's poems, written secretly, and realized their merit. She convinced her sisters they should publish a joint book of poems.

In 1846 the girls brought out at their own expense 'Poems by Currer, Ellis, and Acton Bell'. They chose masculine pen names but retained their own initials. Although critics liked the poems, only two volumes were sold. As children they had all written many stories. Charlotte, as a young girl, alone filled 22 volumes, each with 60 to 100 pages of minute handwriting. Again they turned to writing as a source of income. By 1847, Charlotte had written 'The Professor'; Emily, 'Wuthering Heights'; and Anne, 'Agnes Grey'. After much difficulty Anne and Emily found a publisher, but Charlotte's book was not wanted. (It was not published until 1859.) However, one publisher expressed an interest in seeing more of her work. 'Jane Eyre' was already started, and she hurriedly finished it. It was accepted at once; thus each of the sisters had a book published in 1847.

'Jane Eyre' was immediately successful; the other two did not fare so well. Critics were hostile to 'Wuthering Heights'. They said it was too wild, too animallike. But silent, reserved Emily had put all her deep feelings into the book, and gradually it came to be considered one of the finest novels in the English language. Emily lived only a short while after the publication of her book, and Anne died in 1849.

Charlotte published 'Shirley' in 1849, and 'Villette' in 1853. She was acclaimed by London literary society, especially by William Makepeace Thackeray. In 1854 she married her father's curate, Arthur Bell Nicholls. But only a year later, she died of tuberculosis as her sisters had.

INTRODUCTION

This unit has been designed to develop students' reading, writing, thinking, and language skills through exercises and activities related to *Wuthering Heights* by Emily Bronte. It includes eighteen lessons, supported by extra resource materials.

The **introductory lesson** introduces students to the use of a family tree to keep the characters in the novel straight and to explore their own families. Following the introductory activity, students are given a transition to explain how the activity relates to the book they are about to read. Following the transition, students are given the materials they will be using during the unit. At the end of the lesson, students begin the pre-reading work for the first reading assignment.

The **reading assignments** are approximately thirty pages each; some are a little shorter while others are a little longer. Students have approximately 15 minutes of pre-reading work to do prior to each reading assignment. This pre-reading work involves reviewing the study questions for the assignment and doing some vocabulary work for 8 to 10 vocabulary words they will encounter in their reading.

The **study guide questions** are fact-based questions; students can find the answers to these questions right in the text. These questions come in two formats: short answer or multiple choice. The best use of these materials is probably to use the short answer version of the questions as study guides for students (since answers will be more complete), and to use the multiple choice version for occasional quizzes. If your school has the appropriate equipment, it might be a good idea to make transparencies of your answer keys for the overhead projector.

The **vocabulary work** is intended to enrich students' vocabularies as well as to aid in the students' understanding of the book. Prior to each reading assignment, students will complete a two-part worksheet for approximately 8 to 10 vocabulary words in the upcoming reading assignment. Part I focuses on students' use of general knowledge and contextual clues by giving the sentence in which the word appears in the text. Students are then to write down what they think the words mean based on the words' usage. Part II nails down the definitions of the words by giving students dictionary definitions of the words and having students match the words to the correct definitions based on the words' contextual usage. Students should then have a thorough understanding of the words when they meet them in the text.

After each reading assignment, students will go back and formulate answers for the study guide questions. Discussion of these questions serves as a **review** of the most important events and ideas presented in the reading assignments.

After students complete reading the work, there is a lesson devoted to the **extra discussion questions/writing assignments**. These questions focus on interpretation, critical analysis and personal response, employing a variety of thinking skills and adding to the students' understanding of the novel.

Following the discussion questions, there is a **vocabulary review** lesson which pulls together all of the fragmented vocabulary lists for the reading assignments and gives students a review of all of the words they have studied.

The **group activity** which follows the vocabulary lesson has students working in small groups to discuss some of the novel's themes and ideas. Using the information they have acquired so far through individual work and class discussions, students get together to further examine the text and to brainstorm ideas relating to the themes of the novel.

The group activity is followed by a **reports and discussion** session in which the groups share their ideas about the themes with the entire class; thus, the entire class is exposed to information about all of the themes and the entire class can discuss each theme based on the nucleus of information brought forth by each of the groups.

There are three **writing assignments** in this unit, each with the purpose of informing, persuading, or expressing personal opinions. The first assignment is **to inform**: students describe the relationship between Catherine and Heathcliff. The second assignment is **to persuade**: students persuade Isabella not to marry Heathcliff or Heathcliff not to marry Isabella. The third assignment is to give students a chance **to express their own opinions**: students answer the question, "Who is the most important character in the book?".

In addition, there is a **nonfiction reading assignment**. Students are required to read a piece of nonfiction related in some way to *Wuthering Heights*. After reading their nonfiction pieces, students will fill out a worksheet on which they answer questions regarding facts, interpretation, criticism, and personal opinions. During one class period, students make **oral presentations** about the nonfiction pieces they have read. This not only exposes all students to a wealth of information, it also gives students the opportunity to practice **public speaking**.

The **review lesson** pulls together all of the aspects of the unit. The teacher is given four or five choices of activities or games to use which all serve the same basic function of reviewing all of the information presented in the unit.

The **unit test** comes in two formats: multiple choice or short answer. As a convenience, two different tests for each format have been included.

There are additional **support materials** included with this unit. The **extra activities section** includes suggestions for an in-class library, crossword and word search puzzles related to the novel, and extra vocabulary worksheets. There is a list of **bulletin board ideas** which gives the teacher suggestions for bulletin boards to go along with this unit. In addition, there is a list of **extra class activities** the teacher could choose from to enhance the unit or as a substitution for an exercise the teacher might feel is inappropriate for his/her class. **Answer keys** are located directly after the **reproducible student materials** throughout the unit. The student materials may be reproduced for use in the teacher's classroom without infringement of copyrights. No other portion of this unit may be reproduced without the written consent of Teacher's Pet Publications, Inc.

UNIT OBJECTIVES - *Wuthering Heights*

1. Through reading *Wuthering Heights*, students will study the ideas of revenge, duality of personality, crime and punishment, and good (love) versus evil.
2. Students will study the narrative technique.
3. Students will compare and contrast characters to gain a better understanding of Emily Bronte's portraits of human nature.
4. Students will demonstrate their understanding of the text on four levels: factual, interpretive, critical, and personal.
5. Students will define their own viewpoints on the aforementioned themes.
6. Students will be given the opportunity to practice reading aloud and silently to improve their skills in each area.
7. Students will answer questions to demonstrate their knowledge and understanding of the main events and characters in *Wuthering Heights* as they relate to the author's theme development.
8. Students will enrich their vocabularies and improve their understanding of the novel through the vocabulary lessons prepared for use in conjunction with the novel.
9. The writing assignments in this unit are geared to several purposes:
 - a. To have students demonstrate their abilities to inform, to persuade, or to express their own personal ideas
Note: Students will demonstrate ability to write effectively to inform by developing and organizing facts to convey information. Students will demonstrate the ability to write effectively to persuade by selecting and organizing relevant information, establishing an argumentative purpose, and by designing an appropriate strategy for an identified audience. Students will demonstrate the ability to write effectively to express personal opinions by selecting a form and its appropriate elements.
 - b. To check the students' reading comprehension
 - c. To make students think about the ideas presented by the novel
 - d. To encourage logical thinking
 - e. To provide an opportunity to practice good grammar and improve students' use of the English language.
11. Students will read aloud, report, and participate in large and small group discussions to improve their public speaking and personal interaction skills.

READING ASSIGNMENT SHEET - *Wuthering Heights*

Date Assigned	Chapters Assigned	Completion Date
	1-3	
	4-8	
	9-10	
	11-13	
	14-17	
	18-21	
	22-26	
	27-30	
	31-34	

UNIT OUTLINE - *Wuthering Heights*

1	2	3	4	5
Introduction PVR 1-3	Study ?s 1-3 PVR 4-8	Study ?s 4-8 PVR 9-10	Study ?s 9-10 PVR 11-13	Study?s 11-13 PVR 14-17 PVR 18-21
6	7	8	9	10
Writing Assignment 1	Quiz/?s 14-21 PVR 22-26	Library	Study ?s 22-26 PVR 27-30 PVR 26-31	Study ?s 27-31 Nonfiction Reports PVR 31-34
11	12	13	14	15
Study ?s 31-34 Extra ?s	Vocabulary	Group Activity	Discussion	Writing Assignment 2
16	17	18	19	20
Family Trees	Film	Film	Writing Assignment 3	Review
21				
Test				

Key: P = Preview Study Questions V = Prereading Vocabulary Work R = Read

LESSON ONE

Objectives

1. To introduce the *Wuthering Heights* unit
2. To distribute books and other related materials (study guides, reading assignments, project assignment etc.)
3. To preview the study questions for chapters 1-3
4. To familiarize students with the vocabulary for chapters 1-3
5. To read chapters 1-3

Activity #1

Distribute the Project Assignment Sheet and discuss the directions in detail. Explain to students that these projects will be due on Lesson Sixteen. (Give students the day and date.)

Activity #2

Distribute the materials students will use in this unit. Explain in detail how students are to use these materials.

Study Guides Students should read the study guide questions for each reading assignment prior to beginning the reading assignment to get a feeling for what events and ideas are important in the section they are about to read. After reading the section, students will (as a class or individually) answer the questions to review the important events and ideas from that section of the book. Students should keep the study guides as study materials for the unit test.

Vocabulary Prior to reading a reading assignment, students will do vocabulary work related to the section of the book they are about to read. Following the completion of the reading of the book, there will be a vocabulary review of all the words used in the vocabulary assignments. Students should keep their vocabulary work as study materials for the unit test.

Reading Assignment Sheet You (the teachers) need to fill in the reading assignment sheet to let students know by when their reading has to be completed. You can either write the assignment sheet up on a side blackboard or bulletin board and leave it there for students to see each day, or you can "ditto" copies for each student to have. In either case, you should advise students to become very familiar with the reading assignments so they know what is expected of them.

Extra Activities Center The Extra Activities section of this unit contains suggestions for an extra library of related books and articles in your classroom as well as crossword and word search puzzles. Make an extra activities center in your room where you will keep these materials for students to use. (Bring the books and articles in from the library and keep several copies of the puzzles on hand.) Explain to students that these materials are available for students to use when they finish reading assignments or other class work early.

WRITING ASSIGNMENT #1 - *Wuthering Heights*

PROMPT

Two of the central characters of the novel are Catherine and Heathcliff. Understanding them is important to understanding the novel.

Your assignment is to describe their relationship, explain why they aren't married to each other, and explain why each has chosen his (her) spouse.

PREWRITING

One way to begin is to jot down your thoughts and ideas about each of the parts of the assignment. Follow that up by jotting down examples or evidence from the story to support your ideas.

DRAFTING

Organize your ideas into a rough outline. One way to do that is to allow one paragraph for an introduction. Follow that with the paragraphs in the body of your paper. (Perhaps allow one paragraph to describe their relationship, one paragraph to explain why they have not married each other, one paragraph explaining why Catherine chose to marry Edgar, and one paragraph explaining why Heathcliff married Isabella.) End your paper with a concluding paragraph. It will be a good idea to use your examples and evidence from the story to support your ideas within each body paragraph.

PROMPT

When you finish the rough draft of your paper, ask a student who sits near you to read it. After reading your rough draft, he/she should tell you what he/she liked best about your work, which parts were difficult to understand, and ways in which your work could be improved. Reread your paper considering your critic's comments and make the corrections you think are necessary.

PROOFREADING

Do a final proofreading of your paper double-checking your grammar, spelling, organization, and the clarity of your ideas.