

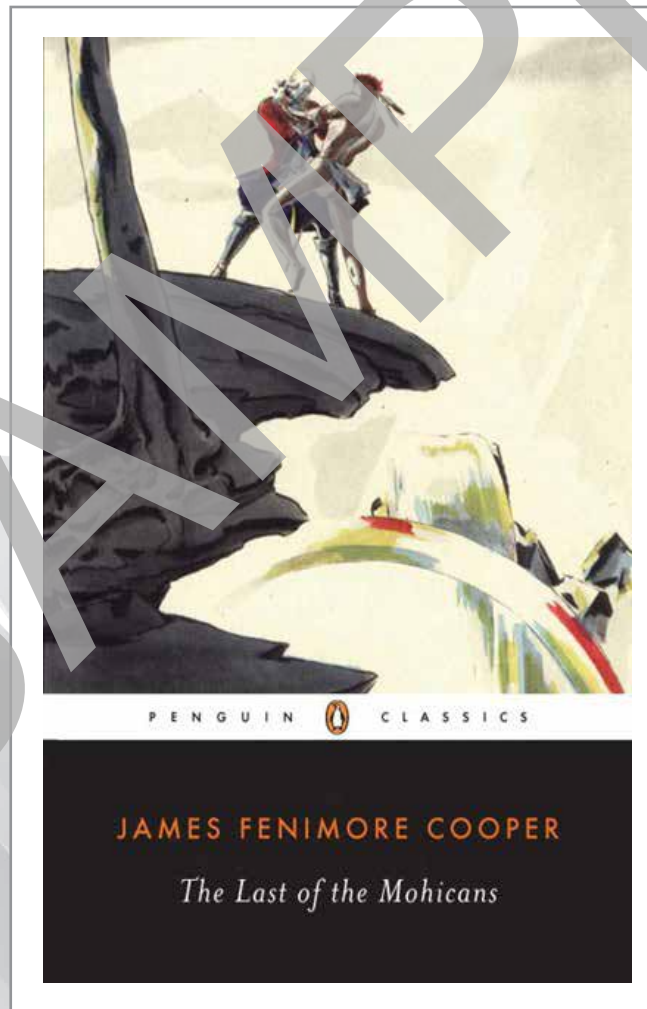


STUDENT PACKET

GRADES 9-12

The Last of the Mohicans

James Fenimore Cooper



READ, WRITE, THINK, DISCUSS AND CONNECT

The Last of the Mohicans

James Fenimore Cooper

STUDENT PACKET

NOTE:

The trade book edition of the novel used to prepare this guide is found in the Novel Units catalog and on the Novel Units website. Using other editions may have varied page references.

Please note: We have assigned Interest Levels based on our knowledge of the themes and ideas of the books included in the Novel Units sets, however, please assess the appropriateness of this novel or trade book for the age level and maturity of your students prior to reading with them. You know your students best!

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Name _____

The Last of the Mohicans
Activity #3 • Vocabulary
Chapters 1-9

impervious (11)
palpable (27)
guile (33)
specter (50)
antipathies (60)
oblique (78)
malignant (103)

formidable (15)
churlishly (27)
knavery (46)
barbarous (51)
sagacity (61)
mien (83)

stoicism (19)
veneration (29)
miscreant (47)
propriety (52)
filial (71)
importunity (94)

sinuous (25)
wampum (33)
appellation (49)
disconsolate (56)
undulating (74)
vociferous (100)

Directions: Complete the chart below. Then find each word in the novel. Use a dictionary to find the correct meaning of each word as used in the novel.

Vocabulary Word	I Can Define	I Have Seen/Heard	New Word For Me
impervious			
formidable			
stoicism			
sinuous			
palpable			
churlishly			
veneration			
wampum			
guile			
knavery			
miscreant			
appellation			
specter			
barbarous			
propriety			
disconsolate			
antipathies			
sagacity			
filial			
undulating			
oblique			
mien			
importunity			
vociferous			
malignant			

Name _____

Directions: Write an answer to each question on separate paper. Thought or opinion questions are starred. Use your answers during class discussion, for writing assignments, or to review for tests.

Chapters 1-2, pp. 11-30

1. Identify the following: Horican, Montcalm, Col. Munro, Alice, Cora, Duncan Heyward, David Gamut, Gen. Webb, Narragansets.
2. What is the destination of the Munro sisters? Who accompanies them and why are they going?

Chapters 3-4, pp. 31-50

1. Identify Magua, Hawk-eye, Chingachgook, and Uncas.
2. What does Hawk-eye say is the truest thing?
3. Who joins Hawk-eye and Chingachgook? What does he report to them?
4. *What is the problem the Munro group encounters? What does Hawk-eye do? Why do you think he and the Mohicans agree to accompany the Munro group?
5. *What name does Magua call himself? What is its significance?

Chapters 5-6, pp. 50-72

1. *What promise does Hawk-eye exact from the Munro party? Why is this important?
2. Where do Hawk-eye and the Mohicans take the group? Why?
3. *Explain what Chingachgook's name means and its significance.
4. Explain David Gamut's "calling."
5. *Why are the Munro sisters making the journey? Is their rationale sensible?

Chapters 7-9, pp. 72-104

1. *What is the horrible cry and what is its significance?
2. What happens during the Indian attack?
3. What cements a bond of friendship between Heyward and Uncas?
4. What does Hawk-eye reveal about his friendship with Chingachgook?
5. *Who escapes and how? What do you think will happen to the others?

Name _____

Character Attribute Chart

Directions: Choose at least five characters from the book. List their names in the left-hand boxes. Fill in the other boxes with requested information.

Character	One Word Description	Appearance	Significance to the Story	Do you know anyone similar?

Name _____

Story Map

Directions: Use the diagram below with a partner or small group to free-associate thoughts about the novel after you have finished reading it. Jot down your thoughts in a similar format on a large piece of paper.

