



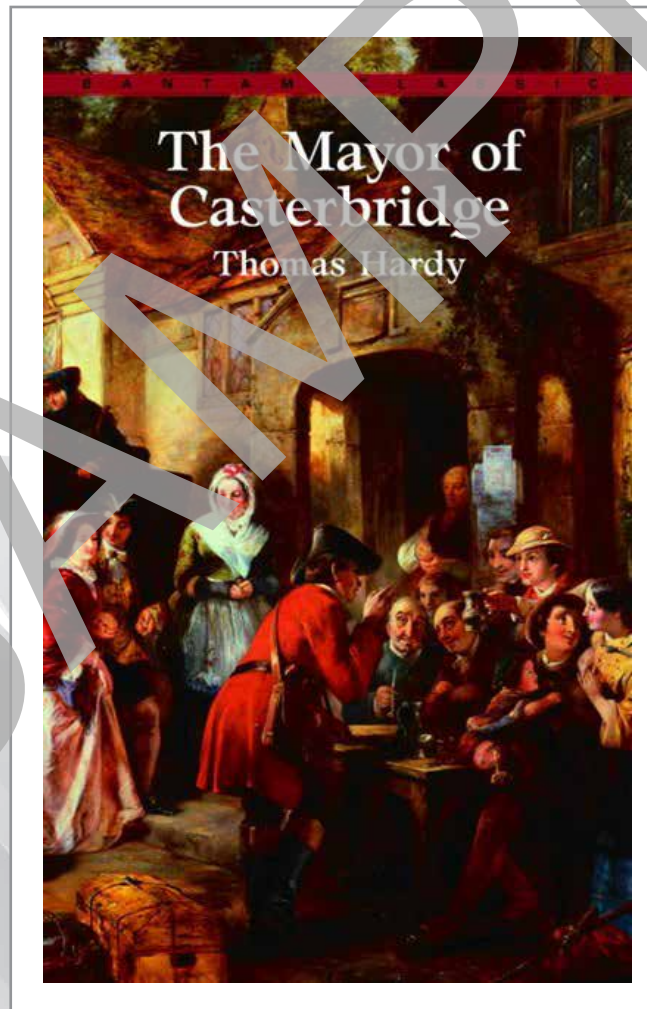
TEACHER GUIDE

GRADES 9-12

COMPREHENSIVE CURRICULUM BASED LESSON PLANS

The Mayor of Casterbridge

Thomas Hardy



READ, WRITE, THINK, DISCUSS AND CONNECT

The Mayor of Casterbridge

Thomas Hardy

TEACHER GUIDE

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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Table of Contents

Novel Units: Rationale	3
Summary	4
About the Author	5
Introductory Activities	6
Chapter-by-Chapter	8
Chapters Contain: Vocabulary, Discussion Questions, Writing Activity	
Post-reading Discussion Questions	31
Post-reading Extension Activities	32
Cooperative Learning Groups	35
Cooperative Learning Groups	35
Evaluation	37

Novel Units: Rationale

How do you ensure that the needs of individual students are met in a heterogeneous classroom? How do you challenge students of all abilities without losing some to confusion and others to boredom?

With the push toward “untracking” our schools, these are questions that more and more educators need to examine. As any teacher of “gifted” or “remedial” students can attest, even “homogeneous” classrooms contain students with a range of abilities and interests.

Here are some of the strategies research suggests:

- cooperative learning
- differentiated assignments
- questioning strategies that tap several levels of thinking
- flexible grouping within the class
- cross-curriculum integration
- process writing
- portfolio evaluation

Novel Units are designed with these seven facets in mind. Discussion questions and projects are framed to span all of the levels of Bloom’s taxonomy. Graphic organizers are provided to enhance critical thinking. Tests have been developed at two levels of difficulty (Level 1=lower; Level 2=higher). While most activities could be completed individually, many are ideal vehicles for collaborative effort. Throughout the guides, there is an emphasis on collaboration: students helping other students to generate ideas, students working together to actualize those ideas, and students sharing their products with other students. Extension activities link literature with other areas of the curriculum—including writing, art, music, science, history, geography, and current events—and provide a basis for portfolio evaluation.

Finally, teachers are encouraged to adapt the guides to meet the needs of individual classes and students. You know your students best; we are offering you some tools for working with them. Here are some of the “nuts and bolts” for using these “tools”: a glossary of some of the terms used above that will facilitate your use of the guides.

Bloom’s Taxonomy: a classification system for various levels of thinking. Questions keyed to these levels may be:

- comprehension questions, which ask one to state the meaning of what is written
- application questions, which ask one to extend one’s understanding to a new situation

Chapters 6-10, pp. 45-75

Vocabulary:

prevalent 45	languidly 46	provisionally 46	obliquity 46
flexuous 46	irresolute 46	engendered 47	mullioned 48
attenuated 48	ventricles 48	indiscriminately 48	perseveringly 48
sagacious 49	holland coat 49	obsolete 51	victuallers 51
waiving 52	surmise 52	differentially 53	commission 54
liberal 54	conclusively 55	suspended 55	fain 56
furtively 57	irreverent 58	glazier 58	lammigers 59
wanton 59	slatterns 59	reprovingly 59	modulations 60
superficial 60	perpetual 61	fixity 61	interludes 61
mien 62	complement 64	sanguine 66	placid 66
chassez-dechassez 66	unobtrusive 66	tortuous 67	defile 67
yeomen 67	chicanery 68	subterfuge 68	venerable 68
granaries 69	escarpments 69	wicket 70	gainsaying 70
staunch 70	prodigal 71	transaction 73	illustrious 73

Discussion Questions:

1. Why does the young man give the mayor a note? What does it say? How does Henchard react? (*Farfrae's note explains that he knows how to make bad wheat wholesome again; Henchard becomes thoughtful, agitated, eager to find Farfrae.*)
2. Who is staying at the Three Mariners? Why? (*Farfrae is staying there because the waiter recommended it as a respectable hotel; Susan and her daughter, overhearing the recommendation, went there also.*)
3. Why does Henchard visit the Three Mariners? (*He thinks that Farfrae has come in answer to the advertisement for a manager; he wants to know if Farfrae really can rejuvenate bad wheat.*)
4. How does Elizabeth end up bringing Farfrae's dinner tray? How can you tell that she finds him attractive? What does he seem to think of her? (*Elizabeth is helping to defray part of the cost of their stay; she notices the details of his face and how "nicely" his hair is cut; there is no evidence that he pays much attention to her.*)
5. Why does Farfrae tell Henchard about the renovating process, then refuse to accept payment? What does this show about Farfrae? (*He is generous and believes that he will have no use for the process in the more "settled" climate of his destination.*)

-
6. Why doesn't Farfrae accept Henchard's offer, at first? What makes him change his mind? *(Farfrae is planning to go to America to try out some of his wheat-growing inventions and to see the world; Farfrae likes Casterbridge, and when Henchard caps his offer by saying that Farfrae can name his terms, and by admitting openly how much he likes Farfrae, the Scotchman accepts.)*
 7. How does Farfrae's music affect his listeners? What does it show about his feelings for Scotland? What feelings about Casterbridge does it bring out in his listeners? *(His listeners are mesmerized as Farfrae sings of his love for Scotland; they point out how little there is in Casterbridge worth singing about.)*
 8. How can you tell that Elizabeth is growing more and more interested in Farfrae? What does she like about him? *(She is disappointed when he glances at her without saying good-bye; she likes his looks, his singing, his manner.)*
 9. Susan has some reservations about getting in touch with Henchard, but two things happen to encourage her. What are they? What plan does she make? How does Henchard react? What is the significance of the five guineas he encloses in the note to her? *(She hears that he has sworn off drinking and feels shame for a past indiscretion; she hears that he is a lonely widower; she sends Elizabeth-Jane to Henchard with a note saying that Susan is in town; Henchard's voice shakes as he questions the girl, winces when he realizes the girl believes Newson is her father, and with a "wet eye" sends her back to her mother with a short note and five guineas—thus "buying her back.")*
 10. Who is the "newcomer" (p.72)? How does Henchard treat him? How do you think Henchard should have treated him? *(The newcomer is Jopp, the man Henchard had planned to engage as manager; Henchard dismisses him summarily, telling him that he is late and that the job has been given to another.)*

Prediction: How will the "newcomer" reenter the story later? What will he do?

Writing Activity: Write one of the letters mentioned in this section (Susan's or Farfrae's note to Henchard).