

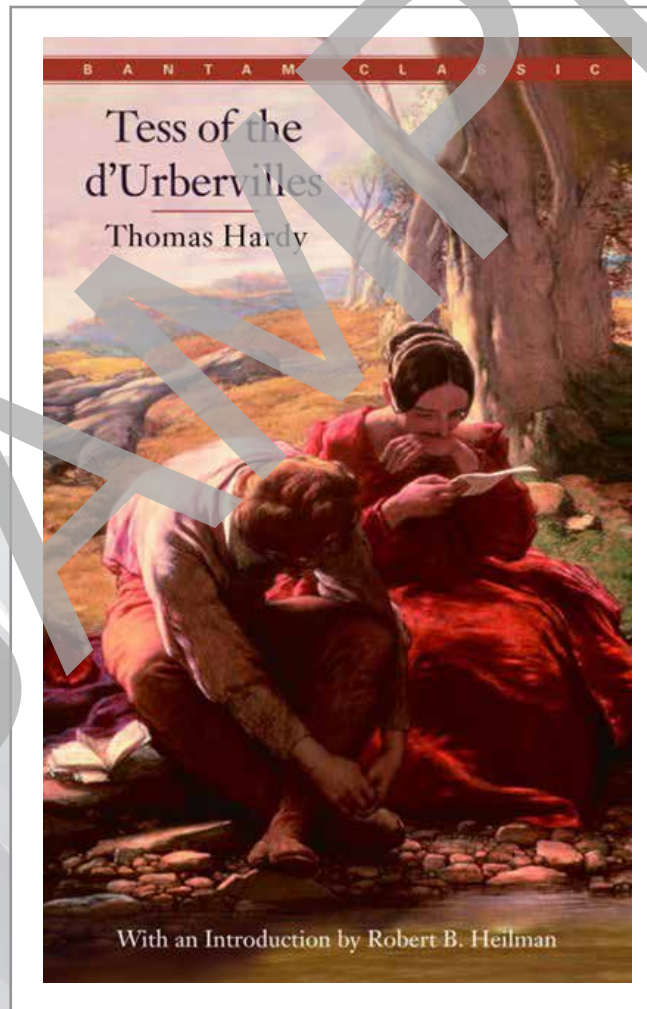


STUDENT PACKET

GRADES 9-12

Tess of the D'Urbervilles

Thomas Hardy



READ, WRITE, THINK, DISCUSS AND CONNECT

Tess of the D'Urbervilles

Thomas Hardy

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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!

ISBN 978-1-50205-044-1

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Name _____

impetuously 92
 sentient 102
 diapason 111
 demoralize 115

defacement 95
 quadrille 105
 apotheosized 111
 chastity 115

evanescent 99
 lurid 109
 extemporized 112
 alluded 116

despondency 99
 transfiguring 110
 gnomic 114

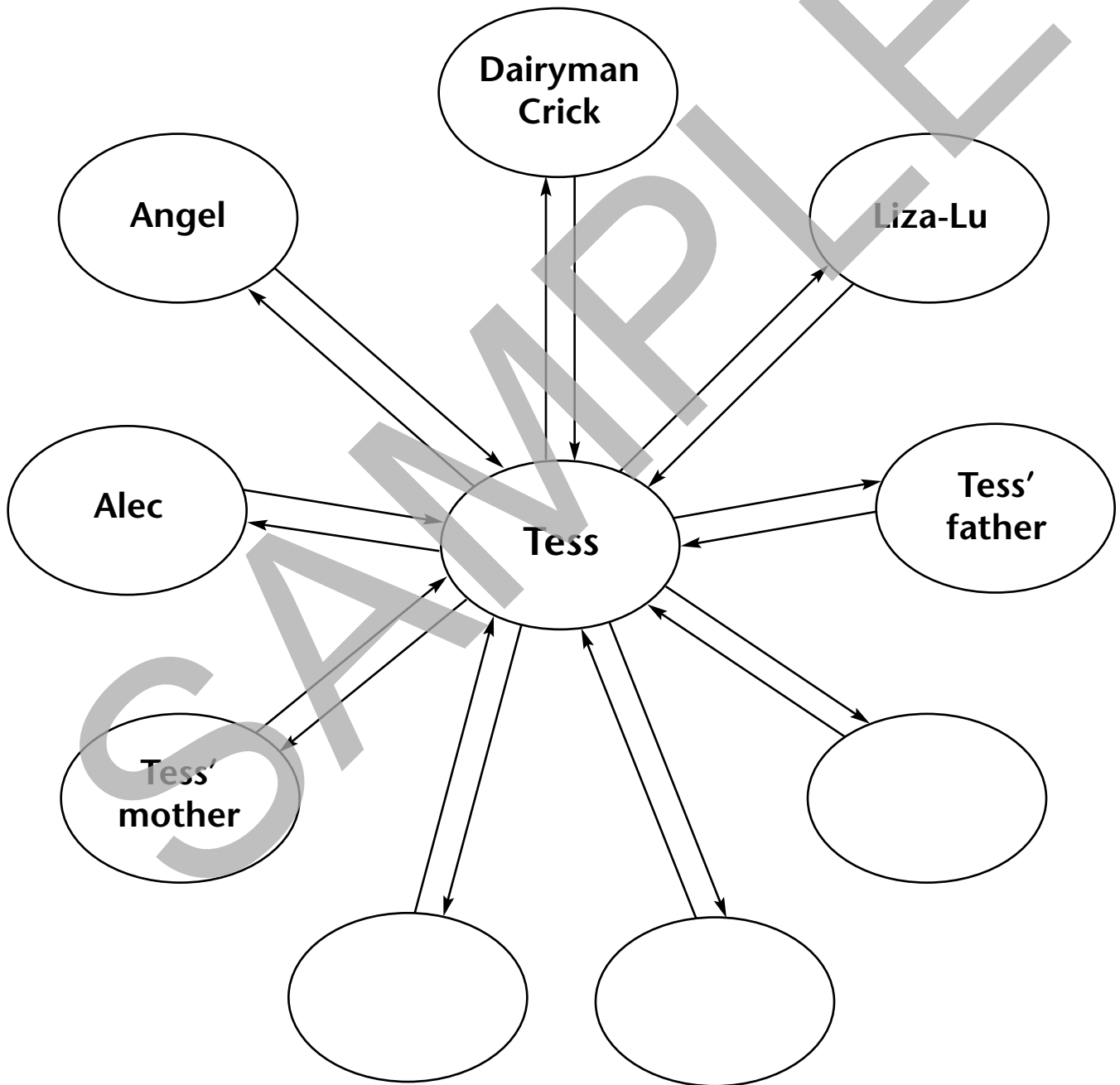
- Directions:**
- Complete the chart below, individually, by placing a check mark in the column which best describes your familiarity with each word.
 - With a partner, or a small group, find the line in which each vocabulary word appears in the story and read the line aloud. (Help each other with pronunciation.)
 - When the chart is complete, look each word up in a dictionary to find the meaning as used in the story.
 - Write the definitions in your own words (page 7).

Vocabulary Word	I Can Define	I Have Seen/Heard	New Word For Me
1. impetuously			
2. defacement			
3. evanescent			
4. despondency			
5. sentient			
6. quadrille			
7. lurid			
8. transfiguring			
9. diapason			
10. apotheosized			
11. extemporized			
12. gnomic			
13. demoralize			
14. chastity			
15. alluded			

Name _____

Character Relationships

Directions: Below is a “sociogram”—a chart that shows the relationships between various characters. Label each arrow pointing to Tess with a description of how the person acts and/or feels toward Tess. Label the arrows pointing away from Tess with words or phrases indicating how she feels/acts toward that person.



Name _____

Decision-Making

Directions: Tess struggles with the question of whether or not to tell Angel about her past. List as many pros and cons as you can (those mentioned in the story as well as others you think of). Place a star by the reason that you think "tipped the balance" most heavily.



Name _____

Characterization

Directions: Each circle contains an adjective that describes Angel. Fill in each rectangle with a detail that illustrates the quality in the circle. Refer back to the text and add page numbers to your descriptions.

