

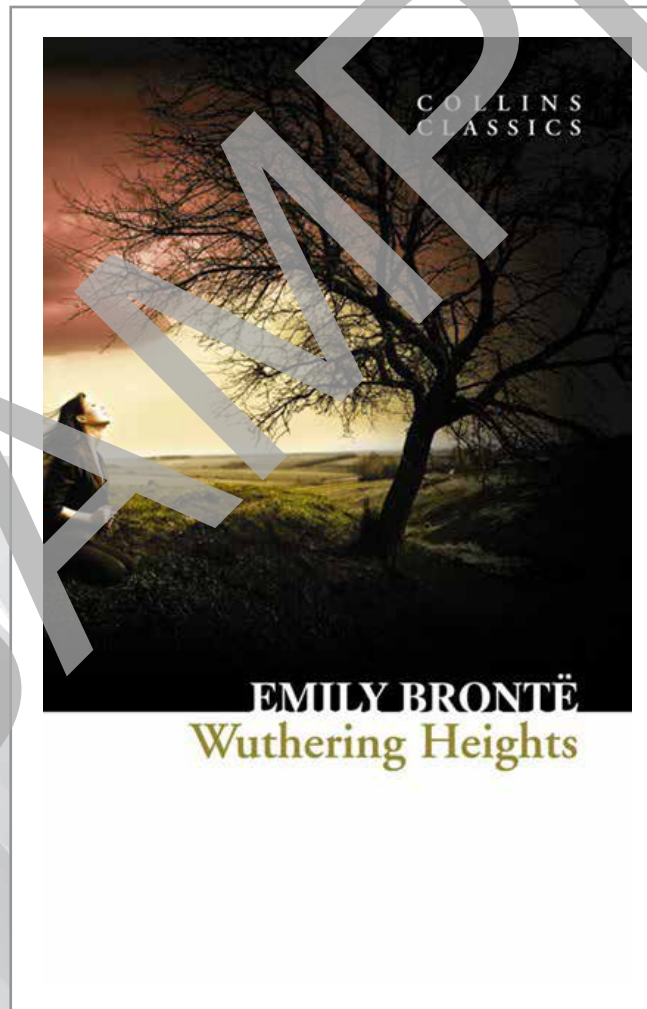


**STUDENT PACKET**

**GRADES 9-12**

# Wuthering Heights

Emily Bronte



**READ, WRITE, THINK, DISCUSS AND CONNECT**

# Wuthering Heights

Emily Bronte

## 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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A task like finding the meanings for a long list of words can be much easier and more enjoyable when everyone pitches in.

1. Form four groups. Each group is in charge of the words on one of the lists below.
2. Divide the words in your group's list so that each group member has one or two words. Make word maps for your word(s), using the format below.
3. Meet quietly with your group, sharing your word maps.
4. Choose a representative or two to share your group's words with the class.

Group #1	Group #2	Group #3	Group #4
misanthropist 1	soliloquised 2	penetrarium 2	sundry 3
impertinence 3	tacit 4	physiognomy 5	dispatch 5
prudential 6	laconic 6	churlish 7	assiduity 9
sagacity 9	taciturn 10	miscreants 15	vapid 16
asseverated 18	lachrymose 18	querulous 25	vindictive 35
curate 36	vociferated 43	culpable 44	execrations 44

**Synonyms:**

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**Part of Speech as Used in Novel:**

**Word:**

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**A Visual Representation of Your Word or a Way to Remember Its Meaning:**

**Word Used in Your Own Sentence:**

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**Directions:** Answer each question briefly but completely. Use your completed study guide later on to study for quizzes and tests.

### Chapters I-VI

1. What is the mood of the first chapter? If you were at Wuthering Heights, what sounds would you hear?
2. What is Mr. Heathcliff like? Does he seem very glad to see Lockwood?
3. What new characters are introduced in Chapter II? Are their identities made clear?
4. What sentence at the beginning of Chapter III is an example of foreshadowing?
5. What information does Lockwood learn that then becomes a part of his nightmare?
6. What is Heathcliff's reaction to Lockwood's nightmare?
7. What structural change occurs in the novel in Chapter IV?
8. How did Heathcliff breed bad feelings in the Earnshaw house?
9. What is Cathy Earnshaw like? Would you want her for a friend?
10. What are Hindley's feelings about Heathcliff?
11. What are Heathcliff's feelings about Hindley?
12. How do the lives of Cathy, Heathcliff, and Nelly change after Mr. Earnshaw's death?
13. Compare the reactions of the Lintons to Cathy and to Heathcliff.

### Chapters VII-XII

14. How does Catherine change after her stay with the Lintons?
15. What conflict develops between Catherine and Heathcliff?
16. How does it happen that Nelly, a servant, is so well-spoken and intelligent?

Name \_\_\_\_\_

**Directions:** One event often results in another. The first is known as the cause and the second as the effect.

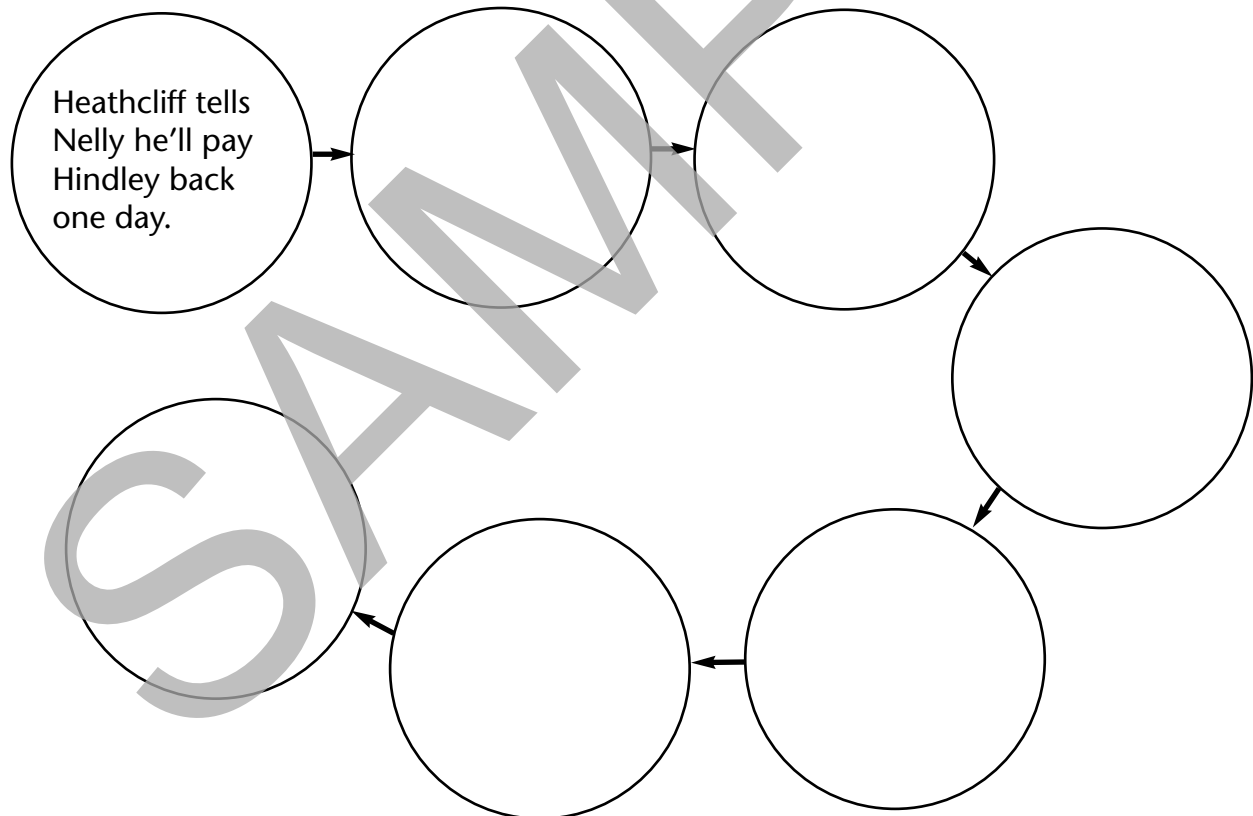
*For example:*

(cause) → (effect)  
Mr. Earnshaw brings Heathcliff home. → Hindley jealous/Cathy in love

An **effect** may become a **cause**.

(effect/cause) → (effect)  
Hindley jealous/mistreats Heathcliff → Heathcliff vows revenge.

Complete the cause-and-effect map below by filling in circles 2 through 7. The completed chart should show a chain of events, beginning with Heathcliff's vow of revenge and ending with his death.



Name \_\_\_\_\_

**Directions:** Young Cathy and Linton Heathcliff strike up a secret correspondence that continues until Nelly Dean finds the letters. The actual content of the letters is not revealed; we are simply told they are love letters. Below, write the first letter Cathy sent to Linton and his reply.

<p><i>Thrushcross Grange</i> <i>Summer, 1800</i></p> <p><i>Dearest Linton,</i></p>	
	<p><i>Wuthering Heights</i> <i>Summer, 1800</i></p> <p><i>Dearest Cathy,</i></p>