



Prestwick House  
Teaching Unit™

# Sample

Prestwick House  
**Literature**  
Teaching Unit  
*Chapter-by-Chapter Study Guide*



**Jane Eyre**  
by Charlotte Brontë

- Learning objectives
- Study Guide with short-answer questions
- Background information
- Vocabulary in context
- Multiple-choice test
- Essay questions
- Literary terms



Click here  
to learn more  
about this  
Teaching Unit!



Click here  
to find more  
Classroom Resources  
for this title!



 **Prestwick House**

*More from Prestwick House*

**Literature**

Literary Touchstone Classics  
Literature Teaching Units

**Grammar and Writing**

College and Career Readiness: Writing  
Grammar for Writing

**Vocabulary**

Vocabulary Power Plus  
Vocabulary from Latin and Greek Roots

**Reading**

Reading Informational Texts  
Reading Literature

# Literature Teaching Unit

*Chapter-by-Chapter Study Guide*



Jane Eyre

by Charlotte Brontë

- Learning objectives
- Study Guide with short-answer questions
- Background information
- Vocabulary in context
- Multiple-choice test
- Essay questions
- Literary terms

 **Prestwick House**

P.O. Box 658, Clayton, DE 19938  
[www.prestwickhouse.com](http://www.prestwickhouse.com)  
800.932.4593

ISBN: 978-1-58049-094-8

Copyright ©2017 by Prestwick House Inc.

All rights reserved. No portion may be reproduced without permission in writing from the publisher.

Item No: 300560

# Jane Eyre

## Objectives

By the end of this unit, the student will be able to

1. recognize the three different ways the author uses first-person narration:
  - Jane is the narrator using “I” to tell the story.
  - Jane as the narrator seems to speak directly to the reader.
  - Rochester, a temporary narrator, takes over, still in first person, to relate a past event from his experience.
2. point out and give examples of how the descriptions of nature mirror the changes in Jane’s life.
3. refer to the story to support or refute the following: “Above all, the novel *Jane Eyre* is a love story in which the heroine searches for an earthly love that is acceptable to God.”
4. point out the ways in which Jane’s quest makes this a “coming of age” story.
5. point out where and when the following themes emerge:
  - One must endure life’s hardships while striving to follow God’s teaching.
  - Despite earthly temptations, the laws of God must be obeyed.
6. discuss how and where the following topics emerge:
  - poverty
  - forgiveness
  - cruelty
7. support or refute the following statement of theme by referring to the novel: “To grow into healthy, mature adults, in addition to both love and discipline, we need to develop inner resources and have a purpose in life.”
8. discuss the use of the following literary figures of speech:
  - metaphor
  - simile
  - personification
9. identify and point out the following literary devices:
  - allusion
  - foreshadowing
  - foil
10. point out how light is used as a symbol for hope and eternal life.

# Jane Eyre

## Questions for Essay and Discussion

1. Discuss the various types of first-person narration and the reason Brontë occasionally employs more than one narrator in this novel.
2. The introduction states, “The narrative is compelling and moving as a work of romantic fiction. Following the classic trajectory of that form the heroine moves from isolation through trials and complications toward marriage as an ideal resolution.” Trace the incidents in the story that show this is an example of romantic fiction.
3. Review the definition of a symbol. In Jane’s dreams, what do “light,” the “child,” and the “chestnut-tree” symbolize?
4. How does the author use foreshadowing to add suspense and keep the reader’s interest?
5. Discuss the author’s use of nature to mirror Jane’s life. If she is happy, the weather is great. If she is in trouble, there is a storm. Find an instance when the weather confirms to the reader that Jane has made a correct decision according to the Lord.
6. In the novel, how important is physical beauty for a person’s ultimate happiness?
7. Do you think Jane’s religious beliefs, which prevent her from staying with Rochester after she learns about his marriage, lead her to ultimate happiness or unnecessarily complicate her life?
8. Jane clearly believes in premonition, signs or dreams, and sympathetic-familiar connections. Find examples of each of these in the novel.
9. In what ways does the character of Miss Temple represent the “ideal” Victorian woman of Jane’s class? In what ways does Bessie do the same thing for the lower class?
10. What lessons about life and God does Jane learn from her friend Helen?
11. Family connections are important to Jane. Which of the characters in the novel are her “blood” relations?
12. Write a character sketch of Rivers, contrasting him to Rochester. Why do you think Jane prefers Rochester?
13. How does Jane’s artistic talent help her to find love and her long lost family?

## Chapter IV

### VOCABULARY

**audacious** – shameless  
**capricious** – impulsive, unpredictable  
**chastisement** – punishment  
**congealed** – thickened  
**contrived** – created, invented  
**execrations** – curses  
**exult** – to rejoice  
**fain** – willingly, eagerly  
**fiendish** – cruel, wicked  
**habituated** – accustomed  
**irksome** – annoying, harassing  
**judicious** – prudent, sensible  
**mandate** – an instruction or command  
**parterre** – an arrangement of flower beds  
**piety** – religiousness  
**poltroon** – a coward  
**recompense** – a reward, compensation  
**ruth** – compassion  
**tenantry** – inhibitors, occupants  
**transitory** – brief, fleeting  
**usurious** – extremely high interest rates  
**vehement** – forceful  
**venturesome** – daring

1. What does Jane say to Mrs. Reed that causes her to box Jane's ears?

---

---

---

---

---

2. State a theme for this story based on Jane's loneliness described in this chapter.

---

---

---

---

---

6. What subjects do Miss Smith, Miss Scatcherd, and Madame Pierrot teach?

---



---



---



---

7. What is strange about the manner in which the girl Jane meets in the garden handles her punishment during history class?

---



---



---



---

## Chapter VI

### VOCABULARY

**animadversions** – criticisms  
**assiduity** – careful attention  
**chastiser** – a punisher; one who disciplines  
**cumbrous** – heavy, burdensome  
**disconsolate** – unhappy, gloomy  
**ewers** – large pitchers  
**expostulations** – objections  
**forbearance** – restraint  
**impalpable** – difficult to grasp or understand  
**meed** – a reward  
**prerogatives** – privileges  
**reverie** – a daydream  
**seraph** – highest rank of angels  
**skein** – a small bunch of yarn  
**slatternly** – not neat, untidy  
**truculent** – harsh, quarrelsome

1. Why is Helen Burns punished when she knows the answers to Miss Scatcherd's questions about Charles I? How is she punished? Why do you suppose the teacher picks on Helen?

---



---



---



---

1. Find an example of personification in the chapter.

---

---

---

---

---

2. Why does Jane forgive Rochester in her heart?

---

---

---

---

---

3. What reason does Rochester give for keeping his sick wife at Thornfield instead of hiding her in a remote Manor?

---

---

---

---

---

4. How does Rochester plan to be with Jane even though they cannot marry?

---

---

---

---

---

5. Why did Mr. Rochester marry Bertha?

---

---

---

---

---

6. What did Mr. Rochester do after he brought Bertha to Thornfield and hired Mrs. Poole to watch her? Why do you suppose he does not divorce Bertha?

---

---

---

---

---