



Prestwick House
Teaching Unit™

Sample

Prestwick House
Literature
Teaching Unit

Chapter-by-Chapter Study Guide



Far from the
Madding Crowd

by Thomas Hardy

- 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



Far from the Madding Crowd

By Thomas Hardy

- 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
800.932.4593

ISBN: 978-1-58049-471-7

Copyright ©2017 by Prestwick House Inc.

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

Item No: 300348

Far From the Madding Crowd

Objectives

By the end of this Unit, the student will be able to:

1. understand the use of the pastoral setting in relation to
 - plot development.
 - character development.
2. define vocabulary words from the text.
3. point out instances of foreshadowing and irony in the story.
4. identify the effect that third person point of view has on the story.
5. discuss the role of rustics in the story, particularly in relation to comic relief.
6. understand and identify examples of character foils.
7. recognize how characters' names function as a form of symbolism.
8. cite incidents in the novel that illustrate how Bathsheba Everdene's character changes over the course of the story, paying particular attention to the ideas of vanity, responsibility, and maturity.
9. discuss how the three main male characters of the story—Gabriel, Boldwood, and Troy—are similar to and different from each other, citing examples of each; and what effect comparing or contrasting the characters has on the overall story.
10. discuss man's relationship to nature in the story, and how nature plays a role in plot development.
11. identify the protagonist and antagonists of the novel, the climax and resolution of the plot, and the roles of the protagonist and antagonists.
12. cite incidents in the novel to illustrate the following theme: true love can overcome any obstacle.
13. understand allusion as a literary device, and identify incidents in the novel of classical, literary, and biblical allusions.

Far From the Madding Crowd

Questions for Essay and Discussion

1. Gabriel Oak, Sergeant Troy, and Farmer Boldwood are all three men in love with Bathsheba Everdene. What characteristics do they have in common? In what ways are they different?
2. Which character do you consider to be the hero, and why?
3. One of the themes in this story is that true love can endure time and tragedy. What are the characteristics of true love? Discuss instances in the novel where relationships are not based on true love. Discuss which relationship in this novel is based on true love, and the circumstances around which it was finally embraced.
4. Gabriel Oak accepts Bathsheba Everdene as his wife, even after she has rejected him numerous times. In your opinion, did he make the right decision?
5. What evidence is there that Hardy believed life was ruled by fate, or sheer luck? Cite instances where luck, fate and/or coincidence played a strong role in the story.
6. What role do the rustics in this novel play? How are they important plot development?
7. In your opinion, why did Hardy choose to write the rustic's dialogue in native vernacular? What effect does it have on them as characters?
8. If Fanny Robin had not been a character in this novel, how would it be different? In your opinion, do you believe Bathsheba and Troy's relationship still would have come to an end? Why or why not?
9. What kinds of statements are made in this novel about social class?
10. Both Gabriel and Bathsheba's names allude to Biblical history. To what do their names allude? How are these names appropriate for their characters?
11. What statement does this novel make about sexuality? How do the attitudes and responsibilities connected to sexuality differ, depending on the gender of the character?
12. Why is the pastoral landscape of this novel important? Why could this novel not have taken place in a different setting?
13. How is Gabriel Oak connected to nature? Cite instances in the novel where he shows his deep connection with nature. Discuss how this connection works to his benefit, and how it benefits or hurts those around him.

Far From the Madding Crowd

Chapter One

Vocabulary

apex – the top or peak
piqued – annoyed
rudimentary – simple or basic
vestal – a chaste woman

1. Contrast Gabriel Oak with the young woman in the wagon.

2. What displays Gabriel as a good judge of character?

Chapter Five

Vocabulary

attenuated – weakened

phosphoric – having qualities of phosphorous, especially that of glowing in the dark

renunciation – rejection

1. Gabriel learns that Bathsheba has left town, so he tries to discover her whereabouts. Where does he learn she has gone, and why is her departure bothersome to him?

2. Describe the financial tragedy that Gabriel encounters.

3. How is Gabriel's selflessness reinforced in the midst of financial ruin?

Chapter Twenty-Nine

Vocabulary

capricious – impulsive
desultory – aimless

1. Where does Troy tell Bathsheba he must go?

2. What is contained in the letter Bathsheba writes to Boldwood?

3. What upsets Bathsheba about the conversation she overhears between her maids? What does it lead her to threaten?

4. What prompts Liddy to tell Bathsheba she wishes to leave?
