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Teaching Unit™

# Sample

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## Literature Teaching Unit

Chapter-by-Chapter Study Guide



### Madame Bovary

by Gustave Flaubert

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



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## Objectives

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

1. discuss the use of irony as it is used in the novel.
2. explain the use of foreshadowing as it is used in the novel.
3. compare and contrast the major male characters in the novel.
4. discuss and explain the use of symbolism in the novel.
5. characterize Emma as she fits into the social classes represented in the novel.
6. understand the use of setting as it is used in the novel.
7. illustrate and explain Flaubert's use of diction to reflect the action and mood in the novel.
8. discuss Emma's view of love and romance as compared to Léon, Charles, and Rodolphe's view of love and romance.
9. discuss Emma's view of women, men, and motherhood.
10. understand Emma as a heroine in the novel.
11. discuss 19th century life in regard to religion, literature, science, and economics.
12. understand the motivation behind the key events of the novel.
13. discuss the character arcs of the major characters of the novel.
14. discuss why Flaubert's book caused such a great public controversy when it was first published.

### Questions for Essay and Discussion

1. How does the text, diction and syntax, of the novel reflect the mood of Emma Bovary? Does Flaubert achieve his purpose in creating a novel whose action is reflected in the narrative written?
2. Explain the nature of the point of view used in the novel and how it impacts the meaning.
3. Discuss the author's attitude toward religion, materialism, and women as portrayed in the novel.
4. How does Flaubert use irony to impact action in the novel?
5. Compare and contrast the relationships of Emma and Charles, Emma and Léon, and Emma and Rodolphe.
6. Discuss Emma Bovary as a heroine. Can we characterize her as a heroine? Why or why not?
7. Explain the major conflicts in the novel. Which seem to be predominant? Which impact the action of the novel the most?
8. Explain how Flaubert uses language to illustrate the romantic characteristics of Emma.
9. Create a plot diagram of the novel, focusing on the major events that make up the action of the novel.
10. How does religion play a role in the novel?
11. Explain the use of setting in the novel and how it parallels or contrasts the characters and action in the novel.
12. Cite examples of and explain Flaubert's use of foreshadowing in the novel.
13. How does Flaubert use the blind beggar to foreshadow Emma's downfall?
14. Discuss the social classes evident in the novel. Explain where Emma Bovary fits in the classifications given.
15. What is the function of love in the novel? Is it a major contributing factor in Emma's downfall, or is her desire for riches her downfall?
16. How does Homais function in the novel?

# Madame Bovary

## Part One

### Chapter I

#### VOCABULARY

**advent** – the coming of; the arrival of  
**cantor** – choir leader at religious services  
**chorister** – a singer in a choir  
**composite** – made up of different parts  
**curé** – priest  
**etymologies** – word origins  
**fêtes** – celebrations  
**hosier** – one who makes stockings  
**injunctions** – orders  
**oust** – throw out; get rid of  
**ovoid** – egg-shaped  
**sacristy** – room in a church where religious vestments are kept  
**speculation** – business ventures  
**stoicism** – refusal to admit to or acknowledge pain  
**viaticum** – Holy Communion given to one who is dying  
**virile** – manly; vital

1. Describe the newcomer who has just arrived at the school.

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2. At what grade level is the newcomer placed? Why is this unusual?

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3. What might the description of the newcomer's hat and comportment lead one to conclude about him?

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## Chapter IV

### VOCABULARY

**addled** – confused

**colonnades** – rows of columns

**cuirasses** – armored breastplates

**doubles entendres** – remarks that can be taken in two ways, one innocent and one bawdy

**facetious** – humorous; mischievous

**granary** – storehouse, often for grain

**pillion** – a saddle delicately cushioned for a lady's use

**porticoes** – covered entranceways; porches

**rubicund** – flushed; blushing

**undulated** – moved in waves

1. Of what social class are the wedding guests?

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2. Why does Emma's fishmonger cousin squirt water through Charles and Emma's keyhole? How do you know?

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3. Why do certain of Rouault's relatives begin resenting him at the wedding?

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4. How does Charles's wedding night affect him?

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**Part Two****Chapter I**

## VOCABULARY

**arable** – fit for cultivation  
**friable** – easily crumbled  
**odious** – detestable  
**physiognomies** – characters and appearances  
**tipped** – consumed alcohol  
**turbid** – muddled

1. From Flaubert's description of Yonville-l'Abbaye and what you know of Emma, how do you think she will like it?

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2. In what way does Monsieur Homais think that Madame Lefrancois is harming her own business?

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3. Monsieur Homais considers himself religious, but does not attend church or believe in "an old boy of a God" who rises from the dead. Briefly explain why Homais disapproves of these practices.

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4. What misfortune overtakes Madame Bovary on the road to Yonville, and on whom does she place the blame for it?

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4. To what does Flaubert compare Emma and Rodolphe’s affair when they are six months into it?

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5. What has Emma been losing “all her life through”?

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6. What surprising thing does Emma suddenly do after reading and reflecting on her father’s letter?

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7. What literary technique does Flaubert employ in the last sentence of this chapter?

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