



Prestwick House
Teaching Unit™

Sample

Prestwick House

Literature Teaching Unit

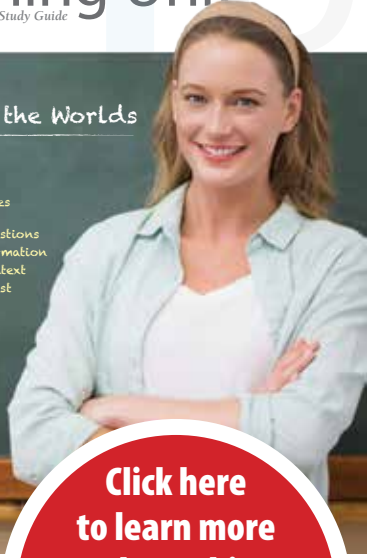
Chapter-by-Chapter Study Guide



The War of the Worlds

by H.G. Wells

- 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



The War of the Worlds

by H.G. Wells

- 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: 978-1-58049-179-2

Copyright ©1999 by Prestwick House Inc.

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

Item No: 301209

The War of the Worlds

Objectives

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

1. discuss the reasons Wells is known as the “father of science fiction.” Include in your discussion Wells’ portrayal of:
 - alien life forms
 - the reaction of earthlings to the aliens
 - scientific and technological advances of his time
2. identify and discuss the prophetic nature of the Martian weapons Wells invents for this story.
3. comment on this theme: It is important to develop moral values along with technology.
4. discuss the following additional themes:
 - Humans are not necessarily the only intelligent, or the most intelligent, creatures in the universe.
 - God does not punish people for their wickedness by sending them life ending disasters.
5. infer information about characters and events when their meanings are not explicitly stated.
6. distinguish between first-person and third-person narration and cite examples of each in the novel.
7. point out the ways in which the author adds realism to the story, specifically, by:
 - repeated references to familiar places
 - presenting the narrator’s brother’s experiences
 - writing in a semi-documentary style
8. define irony and point out instances of irony in the book.
9. discuss how Wells uses
 - personification
 - metaphor
 - sensory images

The War of the Worlds

Questions for Essay and Discussion

1. What do the Martians in this story look like? In what ways does the narrator suggest they are similar to the way humans might appear in the future?
2. How would you describe the reaction of the humans to the first cylinder? What happens to change people's attitudes toward the aliens?
3. The narrator must hide from the Martians in the coal bin. He remarks that the Martians have learned to open human doors. Why is this kind of scene terrifying?
4. List three instances in the story in which humans seem to behave badly under pressure.
5. Support or refute the following statement: the narrator of the story is not a traditional hero.
6. Why do you think Wells portrays the narrator's companion in the ruined house as a curate?
7. For what reasons does the narrator at first think the artillery man is making good sense when he suggests they form an underground unit of humans to work against the Martians? Why does the narrator abandon him and the plans to travel to London?
8. What is ironic about the narrator's occupation?
9. Why does the author include references in the story to Tasmania and dodo birds?
10. Do you think the ending of the story leaves the human race any room for hope? What does the narrator think we have learned from the nearly catastrophic encounter with the Martians?
11. How do the Martians travel across space? Why does the narrator believe there are only ten cylinders?
12. Why is Wells considered to be the father of science fiction?
13. List four weapons of modern warfare Wells prophetically describes in the novel.
14. Locate a passage in the novel illustrating the author's switch from first-person to third-person narration.
15. Define the theory of evolution and explain how it influences Wells' vision of the aliens in this book.

Chapter III - On Horsell Common

Vocabulary

afforded—offered, provided,
embedded—firmly secured, stuck
fancy—to imagine
hue—a tint, hint of color
impediment—an obstacle, hindrance
inanimate—lifeless
jobbing—freelancing
models—plans, designs
oxide—oxygen and another element
perceived—understood
roused—awakened, excited
waylay—to wait for
wielding—waving, brandishing

1. One of the reasons Wells is called the “father of science fiction” is because the events in his stories seem to be real. How does the setting of this story contribute to the reader’s acceptance of the Martians landing as a real news event?

2. Why is the narrator included in the group of “privileged spectators within the contemplated enclosure”?

3. List the sights and sounds coming from the pit before the Deputation are destroyed by the heat-ray.

4. What do you think the narrator is feeling in the following passage from the story? Are his feelings reasonable under the circumstances?

I remember I felt an extraordinary persuasion that I was being played with, that presently, when I was upon the very verge of safety, this mysterious death—as swift as the passage of light—would leap after me from the pit about the cylinder and strike me down.

Chapter XII - What I Saw of the Destruction of Weybridge and Shepperton

Vocabulary

assiduously—completely
clangorous—loud, echoing
crested—topped
decapitated—beheaded
din—a commotion
dissuaded—persuaded
expostulating—arguing
formidable—terrifying, fearsome
heliograph—an instrument that sends messages using mirrors and the sun
incandescent—bright, glowing
jesting—joking
magnified—enlarged
obliquely—indirectly
patent—obvious
pitched—tossed about
pluckily—bravely
portmanteau—a leather suitcase
proportion—a part, amount
riveted—captured, fastened
sabbatical—religious
save—except for
score—many (at least 20)
secure—to maintain
seething—ferocity
sodden—soaked through
theodolite—an instrument with a telescope used in surveying
treble—three-part
tumultuous—rough; stormy
unavailingly—uselessly
vicar—a minister or priest of the Church of England
weal—a ridge

1. What two pieces of advice does the artillery man give the narrator before they leave his home?
