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



The Last of the  
Mohicans

by James Fenimore Cooper

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



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# Literature Teaching Unit

*Chapter-by-Chapter Study Guide*



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 **Prestwick House**

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

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Item No: 301510

## Objectives

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

1. compare and contrast the fighting styles of European and Indian warfare.
2. write an essay discussing the writing style of James Fenimore Cooper.
3. describe the similarities and differences between Cora and Uncas.
4. cite instances of bias, both of women and of race.
5. identify the authorial voice and indicate its purpose.
6. understand the Indian belief of minimalism.
7. elaborate on one of the major themes:
  - A. nature is good
  - B. nature reflects human condition
  - C. effects of colonialism
  - D. death is inevitable
  - E. filial piety
8. indicate instances of the motif of parent/child relationships.
9. construct an interpretation of the motif involving a book.
10. list the characteristics of the five plot elements: exposition, rising action, climax, falling action, and resolution.
11. define and cite instances of the following literary terms:

• authorial voice	• irony
• antagonist	• protagonist
• point of view	• motif
• theme	• metaphor
• foreshadow	• parody
• personification	• simile
• setting	• climax
• conflict	• romanticism
• mood	• tone
• Freytag's pyramid	• comic relief
• allegory	• dramatic irony
• verisimilitude	• genre

### Questions for Discussion and Essay

1. What do “sentimentalizing” and “demonizing” mean? How does Cooper portray the American Indian?
2. Discuss Cooper’s development of David Gamut. How is he introduced? What part does David play in the story? Is he effective? How do the caricature and his name help create the character? Would you consider David to be a dynamic or static character?
3. Using comments and incidents from the book, explain one of the major themes of this novel.
4. Understand the exposition, rising action, climax, falling action, and resolution in *The Last of the Mohicans*. Explain which incidents represent which terms.
5. Interpret the meaning of the book motif as it applies to literacy. What is the message that Cooper wants to convey?
6. Identify the genre of the book. Support your choice with examples from the text.
7. Discuss the views of both racial and gender bias. Cite instances from the text that expose the bias and examples where these biased views are challenged or changed.
8. Identify the use of the authorial voice. What does the authorial voice indicate to the reader? What must the reader look for?
9. Cite instances from the text that support the idea of Indian minimalism. What does this term mean?
10. Explain how Cooper creates a feeling of verisimilitude? How quickly is it accomplished? Does this feeling show up occasionally or is it sustained throughout the book?
11. Explain viewpoint. What viewpoint is *The Last of the Mohicans* written in? Using the text, support your choice. Is this the best choice of viewpoint for this type of story? Why?
12. Write an essay describing the writing style of Cooper. What techniques does he use to introduce the characters and to develop them? What techniques does he use to change the mood, tone, or pace of the story?
13. Explain the differences in the fighting styles of the Europeans and the Indians. How do they differ in their views of fighting? How do they differ in actual combat? What are the differences in their ideals?

1. What must be encountered before adverse hosts can meet?

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2. What is the author’s opinion of England? Use the text to support your answer.

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3. What is the setting of the story?

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4. Who is the “Virginian boy”?

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5. What intelligence is received at the camp and who delivers it?

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6. Interpret the simile “with an army numerous as the leaves on the trees.”

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7. The darkness in providing a veil, functions as what kind of metaphor?

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## Chapter 3

### VOCABULARY

**accoutrements** – accessory items of equipment or dress  
**alteration** – a modification  
**antagonist** – one who opposes or contends with another  
**attenuated** – reduced in amount or degree; weakened  
**atwixt** – between  
**chivalrous** – having the qualities of gallantry and honor  
**dumb** – silent  
**gay** – bright or lively, especially in color  
**indurated** – hardened  
**intimation** – a subtle hint  
**sagamore** – a subordinate chief among the Algonquians of North America  
**sinewy** – lean and muscular  
**sultriness** – a humid and hot condition  
**unremitted** – undiminished  
**vaunts** – speaks boastfully of

1. What does the interjection “we must use an author’s privilege” show?  
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\_\_\_\_\_
2. What are the names of the two men conversing in the woods? From what ethnic background are they?  
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\_\_\_\_\_  
\_\_\_\_\_
3. What example can you locate that reflects the theme of colonialism, the blending of the two cultures?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. What is the only admissible trophy of victory?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Chapter 10

### VOCABULARY

**abated** – reduced in amount or degree  
**annihilated** – destroyed completely  
**artifice** – a subtle but base deception  
**averted** – turned away  
**baubles** – showy ornaments of little value  
**confederacy** – a union or conspiracy  
**deprecate** – to express strong disapproval of  
**disdained** – regarded with hatred or anger  
**enumeration** – to count off or list one by one  
**feign** – to fake  
**leagues** – a unit of distance equal to 3.0 statute miles  
**malignant** – evil  
**manes** – the spirits of the dead  
**medal** – an award; a flat piece of metal with an inscription  
**nomenclature** – a system of names used  
**respite** – a short interval of rest

1. Is the treatment of the travelers what you expect?

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2. What language is used to interrogate them? Who understands it?

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3. Who are the savages looking for?

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