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How to Use This Study Guide with the Text & Literature Notebook

A Step-By-Step Plan

INTRODUCTION AND PREPARATION

- A. First read through the Notes & Instructions to Student.
- B. Read the two essays, "Taking With Us What Matters" and "Four Stages to the Central One Idea," in the Appendix.
- C. Read "How to Mark a Book" (pp. 8-9).
- D. Read and study the Basic Features & Background (pp. 10-14).
- E. Complete the Comprehension Questions over the introductory material (pp. 15-16).

BEGIN TEXT PROPER

1. Begin with the Pre-Grammar section (p. 17). This prepares the mind, at least in some small way, for the reading and study of *Wuthering Heights* and, ideally, for the Central One Idea.
2. Read through the Reading Notes closely, stopping occasionally to discuss or clarify.
3. Next, try to define as many words from the Words to Be Defined section as possible in your Literature Notebook. For meanings of words that you cannot figure out from the context given, consult a dictionary (or refer to the word in the text for more context) to help you choose the correct definition from the Definitions Bank. This vocabulary work will help you better understand and comprehend the text as you read.
4. Now, read thoroughly and well the particular section of *Wuthering Heights* delineated by the Study Guide (e.g., Chapter III), marking the text in key places according to the method taught in "How to Mark a Book."
5. Return to your Literature Notebook and finish defining any remaining Words to Be Defined. If need be, refer to the word in the text for contextual help, or in a dictionary, of course.

6. Answer the Comprehension Questions in your Literature Notebook, stopping to discuss and referring to the text when necessary.
7. Discuss and reflect upon the Socratic Discussion Questions, referring to the text often or when necessary. These are intended for verbal discussion, and they also provide a good opportunity for you to take notes in your Literature Notebook. The teacher may also assign the questions to be answered in written form in your Literature Notebook.
8. Complete the Rhetoric | Expression – Central One Idea section. Take the time to consider and reflect upon the Central One Idea; discuss freely, making room for disagreement as well as convergence.
9. Complete the Essay Option in your Literature Notebook at your teacher's discretion.
10. Repeat steps 1-9 for each act or section.

Notes & Instructions to Student

- This Study Guide is intended to be used with *Ignatius Critical Editions: Wuthering Heights*, edited by Joseph Pearce (ISBN: 978-1-58617-136-0).
- This Study Guide is best used in conjunction with a good-quality notebook, which will henceforth be called the **Literature Notebook**. You will be expected to complete most of the activities in your Literature Notebook. And of course, the Literature Notebook will be the place for all of your notes during reading and discussion, and for all of your essays.
- This Study Guide is written in such a way that it can be used for grades 8-12. If you are in grades 8 or 9, additional guidance, assistance, and adaptation will probably be helpful.
- References to the text will be cited by page number, appearing like this: (p. 27).
- The Introduction in the Study Guide, pp. 15-16, covers the introductory material in the text. Of course it is good to complete all of the questions, but at your teacher's discretion, it may also be fine to complete fewer questions.

Another good option would be to complete this section orally in class discussion, in groups, or in another manner that suits your teacher's judgment.

- You will notice that many questions ask you to quote a line(s) from the text in your answer. This will help develop your ability to find evidence in the text to support your answer. It will also develop the skill of synthesizing quoted material into your written argument, which is an important skill for analytical essay writing.
- The Reading Notes section contains some helpful notes and facts along with some of the difficult words and phrases in each chapter.
- The Words to Be Defined section contains *specific* words chosen because they are both *challenging* and *useful* for you to learn and memorize.
- Some of the essay prompts tend toward a shorter essay, and some toward a longer. Both short essays (1 page or less) and long essays (2-4 pages) are useful and helpful, depending on the intent and purpose. Your teacher will convey his or her expectations regarding the length of the essay.
- In the Comprehension and Socratic Discussion Questions, I sometimes use the words "paraphrase," "summarize," or "provide a brief summary." All of these essentially mean the same thing.
- A Rhetoric Essay Template is provided in the back of the Study Guide as another pre-writing option to help you outline your essay before you undertake to write it. The template is very similar to the Rhetoric | Expression section. Your teacher may choose to have you complete the Rhetoric | Expression section or use the guide.
- Please complete the Memorization & Recitation section at the end of the Study Guide as a kind of "final achievement" that celebrates your reading of the text and completion of the Study Guide. Perhaps more importantly, this section allows you to move on from the novel with a special part of *Wuthering Heights* in your heart.

Basic Features & Background

CHARACTERS

Residents of Wuthering Heights	Residents of Thrushcross Grange
First Generation	
<p>Mr. Earnshaw – The owner of Wuthering Heights who adopts Heathcliff. He is a kindhearted man. He is influenced by Catherine and Heathcliff, and favors Heathcliff over his own son Hindley, whom he sends away to school, convinced he will not amount to anything.</p>	<p>Mr. Linton – The owner of Thrushcross Grange. He and his wife are kindhearted because they allow Catherine to recover at the Grange with her childhood illness. They catch her disease and die a short time thereafter.</p>
<p>Mrs. Earnshaw – The wife of Mr. Earnshaw</p>	<p>Mrs. Linton – The wife of Mr. Linton</p>
Second Generation	
<p>Hindley – The son of Mr. and Mrs. Earnshaw. Because of his father's affections for Heathcliff, he grows to hate Heathcliff. He returns from school married on the occasion of his father's death and proceeds to enact revenge on Heathcliff by terrorizing him and making him a lowly servant. Hindley self-destructs with gambling and drunkenness.</p>	<p>Edgar – The son of Mr. and Mrs. Linton. He is a pleasant, cheerful child. He marries Catherine Earnshaw. Though he is not as physically robust and athletic as Heathcliff, he is a devoted, patient, and kindhearted husband to Catherine. After Catherine's death, he becomes a loving, caring parent to their daughter Cathy.</p>
<p>Catherine – The daughter of Mr. and Mrs. Earnshaw. Catherine is passionate and reckless as a child and as a woman. She is self-centered, arrogant, and at times, quite heartless. Even though she loves Heathcliff, she marries Edgar for status, class, and wealth. She has no desire for heaven, probably because she senses that she doesn't belong there. She is more at home in the moors and the stormy aspects of nature.</p>	<p>Isabella – The daughter of Mr. and Mrs. Linton. She has a facile, impetuous character and does not listen to Edgar and Catherine's warnings about Heathcliff. She elopes with him and suffers the consequences of an abusive marriage. Though courageous in breaking away from Heathcliff, she undergoes a lonely pregnancy, illness, and death.</p>

<p>Heathcliff - The gypsy-like orphan adopted by Mr. Earnshaw, who found him in the streets of Liverpool. He is a hardened child due to ill-treatment in his childhood, and his new brother Hindley shows even more cruelty toward him. Yet this causes him to become Mr. Earnshaw's favorite. After Mr. Earnshaw's death, Hindley increases his savage abuse of Heathcliff. When Catherine chooses to marry Edgar, Heathcliff runs away for three years. In his absence, he develops a plan to take revenge on Edgar and Hindley. When he returns, he enacts part of his revenge by spitefully marrying Edgar's sister Isabella. Eventually, Catherine's haunting spirit prevents him from enacting his full revenge. Spiritually tormented, he loses his will to live and his desire for revenge.</p>	
<p>Frances - Hindley's wife</p>	
<p>Third Generation</p>	
<p>Hareton - Hindley and Frances' son</p>	<p>Cathy - Edgar and Catherine's daughter</p>
<p>Linton - Heathcliff and Isabella's son</p>	

Ellen "Nelly" Dean - The admirable, devoted housekeeper at Thrushcross Grange. A wise Christian woman in whom her "betters" confide, she offers spiritual and sensible advice. She tells the detailed history to Lockwood, who writes it down; thus, Nelly is a narrator once removed.

Joseph - The hypocritical "Pharisaical" servant who is full of religious judgment and spite. Nonetheless, he is loyal to the family. He adds color to the novel with his dialect and comic relief with his character.

Zillah - "The stout housewife" who obtains Nelly's position after Nelly follows her mistress to Thrushcross Grange. She conveys to Nelly the events at the Heights in Volume II, Chapter XVI.

TYPE OF NOVEL

Gothic novel; realist fiction; Gothic-romantic novel

GENRE

Gothic novel – In vogue during the late eighteenth and early nineteenth centuries, Gothic novels depicted remote, desolate landscapes, crumbling ruins, and supernatural events, designed to create a sense of psychological suspense and horror.

romantic novel – Novels that place their main focus on the romantic love between two people and usually have an emotionally satisfying and optimistic ending. Many subgenres of the romance novel exist, such as historical romance and fantasy. Sir Walter Scott, the most famous romantic novelist, defined the literary fiction form of romance as "a fictitious narrative in prose or verse; the interest of which turns upon marvelous and uncommon incidents."

PUBLICATION

Charlotte, Emily, and Anne Brontë (the three sisters) first published a work called *Poems by Currer, Ellis, and Acton Bell* in 1848 – under pseudonyms to match their initials. (Charlotte Brontë's authorship of *Jane Eyre* was not revealed to the public until 1848.¹)

Emily Brontë penned *Wuthering Heights*, her only novel, in the parsonage of the remote village of Haworth, Yorkshire, in the north of England in 1845-1846. The novel was published in 1847 under the pseudonym "Ellis Bell." Emily Brontë died the following year at age thirty. *Wuthering Heights* and Anne Brontë's *Agnes Grey* were accepted by publisher Thomas Newby before the success of their sister Charlotte's novel *Jane Eyre*. After Emily's death, Charlotte edited the manuscript of *Wuthering Heights* and arranged for the edited version to be published as a posthumous second edition in 1850.²

[1] Kriegel, Jill, Ed. *Jane Eyre*. Ignatius Critical Editions (San Francisco: Ignatius Press, 2014), 1.

[2] "Wuthering Heights." https://en.wikipedia.org/wiki/Wuthering_Heights.

SETTING

The wild, rugged moorland country of Yorkshire in northern England from 1769-1802

NARRATIVE METHOD & POINT OF VIEW

frame device – Brontë frames the main narrative with a story that features two narrators, Mr. Lockwood, a tenant at Thrushcross Grange, and Nelly Dean, the housekeeper. Lockwood arrives at the Grange as a tenant and soon becomes puzzled by the relationships and strange behavior of its inhabitants. Then he undergoes a supernatural encounter with a ghost. Following this, he is confined to the house with a cold for two months. Nelly Dean, who knows all the people in the two families and has been personally involved in their histories, entertains him with her detailed story during his convalescence. Lockwood records her story (the novel) as an entry in his diary, so he is the main narrator, but he writes his detailed narrative in Nelly's voice, just how she tells it to him.

complex point of view/first person (peripheral narrator) – Because of the frame device, *Wuthering Heights* features a complex point of view. The story is primarily told from Nelly's point of view; thus, it is a first-person point of view by a peripheral character. Yet the primary narrator is Lockwood, who begins and ends the story and is writing the story that he hears from Nelly.

MOTIFS

- revenge
- repetition
- obsession
- doubles
- the conflict between nature and culture
- rebellion
- pairs of contrasts

THEMES

- the conflict between the principles of storm and calm
- harmony is shattered and reestablished
- love vs. hate
- selfishness
- the destructiveness of unchanging love
- romantic love
- issues of social classes
- brotherly love
- betrayal
- good vs. evil
- nurture vs. nature

SYMBOLS

- the houses
- ghosts
- archetypal characters
- the moors
- keys
- birds
- flowers
- trees

Chapter I

GRAMMAR | Presentation

Discover essential facts, elements, and features of the novel through the Reading Notes, Words to Be Defined, and Comprehension Questions.

READING NOTES

1. **capital** (p. 5) – excellent
2. **hale and sinewy** (p. 6) – Although Joseph is an elderly man, he is hearty, strong, and muscular.
3. **cullenders** (p. 7) – colanders; metal dishes used for straining
4. **mutton** (p. 7) – the meat of a mature sheep used for food
5. **slovenly** (p. 8) – unkempt; disheveled
6. **decamp** (p. 9) – depart suddenly

WORDS TO BE DEFINED

Definitions Bank

a recluse; one who
dislikes people
assorted; various

spoke one's inner thoughts
out loud
terse; pithy

1. A perfect **misanthropist**(s) Heaven, *n.* (p. 5)
2. "The Lord help us!" he **soliloquized** in an undertone of peevish displeasure, *v.* (p. 6)
3. Above the chimney were **sundry** villainous old guns, *adj.* (p. 7)
4. relaxed a little in the **laconic** style of chipping off his pronouns and auxiliary verbs, *adj.* (p. 11)



Read Chapter I, marking the text in key places according to the method taught in "How to Mark a Book."

COMPREHENSION QUESTIONS

1. Who has come to visit Wuthering Heights and why? In what year has he come? Briefly describe the visitor.
2. As they enter the house, what does Lockwood notice above the door? Do you think this is **symbolic** or some kind of **allusion**?
3. What does the word "Wuthering" mean? Answer with a quotation.
4. Briefly describe Mr. Heathcliff. Include a quotation.
5. When Heathcliff leaves to hurry Joseph into fetching wine, with whom is Lockwood left alone? What happens?
6. What happens after the skirmish explained above?

LOGIC | Dialectic

*Reason with the facts, elements, and features of the novel;
sort, arrange, compare, and connect ideas – and begin
to uncover and determine the Central One Idea.*

SOCRATIC DISCUSSION QUESTIONS

May be verbally discussed or answered in written form in your Literature Notebook.

1. Do you think there is a connection between Heathcliff's appearance and his character? Is this Brontë's intent?
2. Look up "wuthering" in a dictionary. What are some synonyms for the word that you learn from the dictionary (in addition to the description of the word from the novel in Comprehension Question #3)? Do you think the name Wuthering Heights (also the **title** of the novel) will turn out to be **symbolic** in any way? How so?