WUTHERING HEIGHTS

by

Emily Brontë

Teacher Guide

Written by

Mary L. Dennis

Note

The text used to prepare this guide was the Bantam Classic softcover edition published in March, 1981. The book was first published in 1847. The page references may differ in other editions.

Please note: Please assess the appropriateness of this book for the age level and maturity of your students prior to reading and discussing it with your class.
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INTRODUCTION

In her "Preface and Biographical Notation" to the second edition of *Wuthering Heights*, the author's sister, Charlotte, described the novel as "...hewn in a wild workshop, with simple tools, out of homely materials. It is rustic all through. It is moorish, and wild, and knotty as a root of heath." In the lengthy Preface, Charlotte seemed to be making an attempt to apologize to the public and to explain the novel to those who had found it disagreeable because of its revenge theme, violent scenes, and bizarre characters. Most novels popular at the time—especially those written by women—were light romances with happy endings, centering around the plot of "girl-must-decide-between-two-men."

Emily Brontë took this plot many steps further, and while her version may have shocked her contemporaries, *Wuthering Heights* is the novel that has endured as literature, considered by some to be the finest novel in the English language. Cathy and Heathcliff have become standard-bearers for the tragic romance theme, and the novel has been made into a movie four times. Its author, who died the year after it was published, had no idea of her success.

*Wuthering Heights* straddles the traditions of both the Romantic and the Victorian periods, a cross between the Gothic (Romantic) and Domestic-Realist (Victorian). Its emphasis on intense passions, idealization of childhood, glorification of nature, and celebration of individualism all link the novel with the Romantic period, but there is also a leaning toward community, family, and duty, which are more Victorian concerns. It is, in fact, Catherine Earnshaw's vacillation between a life in the "real" world with Edgar Linton and a wild, spiritual kind of life with Heathcliff that creates the conflict and destroys the two lovers.

Emily Brontë's tightly-condensed style, imagery, and descriptive passages are combined with her ability to portray the deep feelings of her characters. The themes of revenge, romantic love, and the struggle between social classes are timeless ones to which students today can readily relate.

While the novel is not an example of either waning Romanticism or emerging Victorianism, its structure—the use of first-person narration in several forms—is notable. Mostly, though, students will appreciate the passionate love story and the suspenseful plot that have made *Wuthering Heights* a classic.
PLOT SUMMARY

Note: The summary is divided into sections which correlate with the Reading Assignments in the Discussion Section which begins on page 8.

Chapters 1-6
Mr. Lockwood, the first narrator we meet, arrives at Wuthering Heights because he is leasing the country estate, Thrushcross Grange, from its owner, Mr. Heathcliff. The dilapidated farm and plain furnishings confuse Lockwood, for the Grange is considerably more upscale. Mr. Heathcliff is also an enigma. He is not particularly happy to see Mr. Lockwood and finds it amusing when his ferocious dogs attack his tenant.

On Lockwood's next visit, he sees a sullen young man and a lovely but haughty young woman who Heathcliff scornfully calls his daughter-in-law, although the young man is not his son. The girl is also berated by Joseph, a sanctimonious old servant. Lockwood is unable to leave that evening due to a snowstorm. He is treated with utter lack of hospitality, but is finally shown to a room upstairs. The names "Catherine Earnshaw," "Catherine Linton," and "Catherine Heathcliff" are scratched on the ledge, and Lockwood amuses himself by reading some notes and diaries written 25 years before by Catherine Earnshaw. They describe the cruel treatment she and, especially, Heathcliff suffered at the hand of someone named Hindley. Later, Lockwood is disturbed by a nightmare in which Catherine Linton grabs his hand in her icy one and begs him to let her in. Heathcliff hears Lockwood's shrieks and rushes into the room, telling Lockwood to sleep elsewhere and calling, "Cathy! Come in! Come in!"

By the time Lockwood arrives at Thrushcross Grange the next morning, he is ill. As he recuperates, his housekeeper, Nelly Dean, answers his questions about the strange goings-on at Wuthering Heights. At this point, Nelly Dean takes over as narrator.

Mr. Lockwood learns that the Lintons previously owned Thrushcross Grange, that the sullen young rustic is the son of the late Hindley Earnshaw, brother of Catherine Earnshaw-Linton, and that the young woman is Hareton's cousin, Catherine Linton, the only child of Edgar Linton and Catherine Earnshaw.

Nelly's mother worked at Wuthering Heights and Nelly was a playmate of the Earnshaw children. She recalls the arrival of Heathcliff, a starving foundling brought home by the children's father, and relates how he became a favorite of Mr. Earnshaw and Catherine, but was detested by Hindley, who justly felt replaced and so tormented Heathcliff. Shortly after his mother's death, Hindley was sent away to school. With Mr. Earnshaw ill, Cathy and Heathcliff ran wild on the moors, much to the consternation of old Joseph. On Mr. Earnshaw's death,
Hindley returned to take charge of the house, bringing his new wife, Frances, with him. He sent Heathcliff to the servant's quarters, made him labor on the farm, and terminated his education—but Heathcliff and Cathy continued their devoted friendship and wild antics. While they were peering through the windows at Thrushcross Grange one afternoon, Catherine was attacked by one of the watchdogs. She remained at Thrushcross Grange for treatment for five weeks, as the Lintons were concerned at her lack of supervision at home.

Chapters 7-12
Catherine returned from the Grange a fine young woman, chiding Heathcliff for his slovenly appearance and hurting his pride. Heathcliff refused to be civil to the young Lintons, Isabella and Edgar, when they visited, and told Nelly Dean he planned to settle the score with Hindley, who was now a distraught widower and the father of a baby boy, Hareton. Hindley began drinking and gaming heavily, becoming increasingly cruel to Heathcliff. Meanwhile, Catherine decided to marry Edgar Linton. It seemed the proper thing to do, although she told Nelly she would always love Heathcliff, who overheard her and immediately disappeared. Catherine, waiting in the rain for him to return, became gravely ill. She convalesced at Thrushcross Grange, however Mr. and Mrs. Linton both caught the fever and died. Catherine and Edgar enjoyed a fairly happy marriage until Heathcliff returned and Edgar became jealous over Catherine's obvious affection for him. When Nelly visited Wuthering Heights, she found Hareton had fallen under Heathcliff's evil influence. As part of his vengeance scheme, Heathcliff planned to turn Hindley's son into a brute.

Matters worsened when Isabella developed an infatuation for Heathcliff, causing a terrible fight between himself and Edgar. Soon after, Heathcliff ran away with Isabella, and Catherine began to exhibit signs of madness, speaking of her imminent death and her plans to haunt Heathcliff. Catherine made a marginal recovery, and Edgar looked forward to the birth of their child, hoping for a son and heir to keep Thrushcross Grange away from Heathcliff and Isabella, who were now living at Wuthering Heights. In a letter to Nelly, Isabella confessed she had made a terrible mistake—Heathcliff was abusing her horribly, and Hindley was gambling all his property away to Heathcliff and going into drunken rages. Heathcliff pressured Nelly to arrange a meeting with Catherine. They argued, then embraced passionately and forgave all. Catherine collapsed and died that night, giving birth to a premature, sickly daughter, named Catherine after her mother. Isabella soon escaped from Wuthering Heights and went to London, where she bore a son, Linton. Isabella died when Linton was 12, and by that time Heathcliff had taken everything from Hindley, who also died, leaving his son Hareton a beggar. Little Cathy was a comfort to Edgar, but somewhat willful, like her mother. On a forbidden pony ride off Grange property, 12-year-old Cathy found her way to Wuthering Heights and passed an enjoyable few hours with Hareton, although she could not quite believe he was her cousin.
Chapters 19-24
After Isabella died, Edgar went to London to bring Linton to Thrushcross Grange. Heathcliff, however, demanded that his son live at Wuthering Heights. Nelly, delivering Linton to the Heights, was concerned at Heathcliff's contemptuous attitude toward Linton, who was peevish and sickly. Cathy didn't see her cousin for four years, when it became clear that Heathcliff planned for Cathy and Linton to marry, securing Heathcliff's claim on Thrushcross Grange. Hareton, who was illiterate, became a joke between Linton and Cathy, who corresponded secretly until discovered by Nelly, who prevented further correspondence. When Edgar Linton became ill, Cathy became his full-time nurse. Edgar insisted she must get some air and exercise, so she and Nelly walked on the moor, there encountering Heathcliff, who insisted Linton was dying of a broken heart and must see Cathy immediately. Linton and Cathy quarreled about their parents, but soon made up. The long foray in the rain caused Nelly to be confined to bed with a bad cold, never dreaming that Cathy was spending her evenings at Wuthering Heights. Cathy finally confessed where she had been in the evenings; Edgar was informed, and said Linton was welcome at the Grange but Cathy must not go to the Heights.

Chapters 25-29
Edgar was aware of his own impending death, and felt Cathy would at least have her home at Thrushcross Grange if she married Linton. Linton was forbidden to go to the Grange, so meetings between the pair had to take place on the moor, with Nelly as chaperone. At their first meeting, Linton was weak and ill, but seemed terrified for Cathy to leave. Since Edgar's health was growing worse, Cathy and Nelly thought it best to pretend a happy marriage was in the making between Cathy and Linton, and that Linton was perfectly healthy and competent. Actually, Cathy suspected Heathcliff was behind Linton's actions. Her suspicions were soon confirmed—Linton lured Cathy and Nelly to the Heights and Heathcliff imprisoned them there, insisting Cathy marry Linton. Nelly was kept in a room for five days, during which time the marriage took place. Although Nelly was released, Cathy remained a prisoner, worrying that her father might have already died. In his one brave and selfless act, Linton helped Cathy escape in time to bid her dying father farewell. Once Edgar was buried, Cathy had to return to a miserable life at the Heights. Heathcliff told Nelly he had uncovered and opened Catherine's coffin and had seen her face in the dust. He had already paid the sexton to bury him next to her with the facing sides of the coffins removed to allow their dust to mingle. Heathcliff said Cathy had haunted him for 18 years.

Chapters 30-34
Linton became gravely ill, but Heathcliff refused to send for a doctor, and Cathy tended him without help. After his death, Heathcliff showed her the will Linton had singed, leaving Cathy destitute.
At this point, we return to Mr. Lockwood as narrator. It was the spring after his long illness. Mr. Lockwood went to Wuthering Heights to tell Heathcliff he planned to return to London but would pay the rent on the Grange for the agreed time. Nelly gave Lockwood a note for Cathy, which Hareton seized but then, relenting at the sight of Cathy's tears, gave to her. Cathy was now an unpaid servant, along with Hareton. She didn't get along well with Hareton, constantly making fun of him for his rustic behavior and his illiteracy.

Six months later, Lockwood returns to Thrushcross Grange since he is in the area, but finds Nelly Dean is now at Wuthering Heights. When he arrives there, he is surprised to see Cathy tutoring Hareton and kissing him when he does well. Nelly Dean once again takes over as narrator, tying up the loose ends for Mr. Lockwood.

Cathy and Hareton became allies, with Hareton protecting Cathy from Heathcliff. Heathcliff had lost his desire for revenge anyway and had become totally obsessed with joining Catherine in death. One night Nelly Dean found him in Catherine's old room, dead, with a frightening sneer on his face. The villagers now swear that Heathcliff walks at night, and old Joseph insists that every rainy night since Heathcliff's death, he has seen two spirits, a man and a woman, walking on the moors.

**Emily Bronte's Life**

Emily Brontë is one of the most mysterious and intriguing literary figures. One critic called her life "biographer-proof." There are few letters or journal entries, so her history comes in the form of what others said or wrote about her, particularly from the Biographical Notice written by her sister for the second edition of *Wuthering Heights*.

What we do know is that Emily Jane Brontë was born July 30, 1818, the fifth child of six. When Emily was two years old, her father, Reverend Patrick Brontë, moved the family to the parsonage at Haworth, Yorkshire, where Emily spent most of her life.

Charlotte Brontë noted that since the remote Haworth offered little in terms of education or entertainment, the children had to amuse themselves. This they did by reading avidly and writing and acting out plays. Emily and her sister Anne wrote a series of poems called the *Saga of Gondal*, which take place in an imaginary kingdom. Some of the themes and characters in the Gondal poems are recognizable in *Wuthering Heights*.

According to Charlotte, "liberty was the breath of Emily's nostrils." Her short stays at various boarding schools showed her unwillingness to adjust to disciplined routine and artificial
behavior. She preferred the freedom of the moors. Her love of nature is easily seen in *Wuthering Heights* as well as in her poetry. Although she had little interest in her father's formal religion, she has been called a mystic, and her theme of the spiritual bond between Catherine and Heathcliff bears this out.

Emily used the pen name "Ellis Bell" because, as Charlotte put it, ...we had a vague impression that authoresses are liable to be looked on with prejudice." Emily experimented with form and theme, and *Wuthering Heights* was considered rough, savage, and vulgar by its first reviewers, who assumed the author was masculine. Imagine their horror when Emily's feminine identity was revealed!

Before her own early death in 1848, Emily had suffered the loss of her mother (when Emily was 3), of two of her sisters (when Emily was 6), and of her brother (when Emily was 29). Her brother's death was particularly tragic because it was a slow moral and physical decline caused by the abuse of drugs. It was at her brother's funeral that Emily caught cold. Complications ensued, and she never recovered. She died at age 30, in 1848, just one year after her only novel, *Wuthering Heights*, was published.

**INITIATING ACTIVITIES**

1. **Read Emily Bronte's poem, "Remembrance,"** which appears in most English literature anthologies. Discuss the theme of the poem, a love which defies death. ("All my life's bliss is in the grave with thee.") Ask the students how they picture the poet, and if they believe they could ever feel this way if someone they loved died. (Activity #14 in the *Novel Units Student Packet* uses this poem.)

2. **Discuss the Victorian Age:**

   **Political/Social Climate**
   This period is named for Queen Victoria, who reigned from 1837-1901. During this time the pivotal city of Western civilization shifted from Paris to London. This was largely due to England's being the first country to industrialize. The economy shifted from an agricultural base to a manufacturing one, leading to problems as cities became overcrowded. The living and working conditions of the poor remained abominable, but power was finally wrested from the landed gentry and passed into the hands of the middle class. This was largely due to the Reform Bill of 1832, which gave the vote to middle-class men whose property cost more than 10 pounds annual rent. Women and the poor were still excluded. Socially, Victorians stressed proper manners and morals. There was an acute awareness of Man's relationship to God, and of time past, present, and future.
Role of Women
Married women were not allowed to own and handle their own property, but had to bow to the wishes of their husbands. Poor women slaved in factories and mines 16 hours a day. Women's education consisted of finishing school, where they would learn about domestic duties and how to be properly subordinate companions to men. The Married Women's Property Acts (1870-1908) and the establishment of a women's college in London in 1848 began to bring change in these areas.

Victorian Literature
The literature of the age was riddled with moral taboos, but many authors found ways around them. Victorian audiences wanted didactic, edifying novels—advice on how to best live in a changing society—so most novels centered on the struggles of a protagonist to find himself or herself in relation to that society. Victorian novelists of note: Thomas Hardy, Charlotte and Emily Brontë, William Makepeace Thackeray, Anthony Trollope, George Eliot, and George Meredith.

The poets of the age experimented with form and subject matter. Poets to note are Swinburne, Gerard Manley Hopkins, Robert and Elizabeth Barrett Browning, Alfred, Lord Tennyson, Dante Gabriel and Christina Rosetti, and Matthew Arnold.

Medicine
Immunizations for common illnesses were not yet developed, and there were no antibiotics to cure infections. Sanitary conditions left a lot to be desired. It was not unusual for women to die in childbirth, for infants and children to die of childhood diseases, and for adults to die young. Students should take note of the number of characters in Wuthering Heights who “catch cold” due to being out in the weather. We know now that colds are caused by viruses, but it was a common belief in Victorian times that getting wet and chilled could cause you to “catch your death of cold.”

Social Classes
Wealthy people lived in large homes in the country and paid small wages to servants and laborers who worked the land and saw to their needs.

3. Anticipation Guide. (See Novel Units Student Packet, Activity #1) Students react to questions and statements relevant to themes and ideas they will meet in the novel. They should share their answers with a partner, then review their responses after finishing the novel.

4. Ideas to Discuss/Brainstorm: love, hate, revenge, the supernatural, the word “wuthering,” the importance of setting in a novel, the difference between freedom and constraint in social, religious, and legal situations.
Note: We have suggested that students keep a Reading Journal as they read this novel. The Reading Journal has several parts: a Vocabulary Section, Reading Response, and a section for completing writing assignments and other activities. You will probably want to familiarize students with the parts of their Journals and the procedure you will follow in collecting and evaluating them before you begin reading the novel.

**Chapter 1-6, Pages 1-46**

**Vocabulary**

- misanthropist 1
- impertinence 3
- prudential 6
- sagacity 9
- asseverated 18
- curate 36
- soliloquised 2
- tacit 4
- laconic 6
- taciturn 10
- lachrymose 18
- vociferated 43
- penetralium 2
- physiognomy 5
- churlish 7
- miscreants 15
- querulous 25
- culpable 44
- sundry 3
- dispatch 5
- assiduity 9
- vapid 16
- vindictive 35
- execrations 44

**Reading Journal: Vocabulary Activity**

Students will be able to ascertain many of the definitions from context. To help them zero in on those they need to look up, have them create a section in their Reading Journals which will look something like the suggestion below. Before reading, they can copy the section's list in the left-hand column. After reading, they can review the words in context, write their own synonyms for those words they feel they can define, and write dictionary definitions (one single synonym is usually easiest to remember) for the words that they feel less confidence in defining contextually.

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<th>Word</th>
<th>Pg. #</th>
<th>Context Definition</th>
<th>Dictionary Definition</th>
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Reading Journal: Reading Response

Allow a few minutes at the end of each class period for students to make entries in the Reading Response sections of their Reading Journals. Since *Wuthering Heights* is written as a flashback, students should have many unanswered questions at the beginning, just as Mr. Lockwood did (i.e., "Who is the unhappy young woman at Wuthering Heights?" "Why is Mr. Heathcliff so rude and rough?"). As they continue to read, their original questions will be answered and other questions and thoughts will occur (i.e., "Why did the Lintons send Heathcliff home but keep Catherine at the Grange for five weeks?") or "I think Catherine has made the wrong decision in marrying Edgar.") The entries don't need to be long, and they can be as creative as students want them to be. A personal experience might come to mind, or a poem might write itself, or something in the novel might remind a student of the words to a favorite song. The important thing is to keep students in touch with the reading and to relate what is happening in the novel to their own feelings, ideas, and experiences.

Questions for Discussion

1. What is the setting of the story? (the remote but beautiful Yorkshire moors, 1801)

2. If you were Mr. Lockwood, would you have returned to Wuthering Heights after being attacked by the dogs? How do Mr. Heathcliff and the others seem to feel about their visitor? (They are very rude and inhospitable, making it clear they wish he had not come by.)

3. What errors does Lockwood make as he tries to decide what relationships exist between the people at Wuthering Heights? (He thinks the young woman is Heathcliff's wife, then that she is Hareton Earnshaw's wife and that he is Heathcliff's son.)

4. How does the servant, Joseph, treat Mrs. Heathcliff? (He considers her a witch and berates her loudly.) What is her reaction? (She assures him she is about to cast an evil spell on him.) Have you ever gone along with someone who is accusing you of things that aren't true? Why?

5. Why did Lockwood have to stay overnight? (There was a snowstorm, and it would be too difficult for him to find his way home.) How far apart are Thrushcross Grange and Wuthering Heights? (four miles)

6. What strange things happen as the night passes? (He reads the diaries of Catherine Earnshaw/Linton/Heathcliff which mention Hindley and his cruelty toward Heathcliff and herself. Later he has a nightmare involving the ghost of Catherine Linton trying to get in the window; at Lockwood's shrieks, Heathcliff enters and calls desperately for Cathy.)

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7. Who takes over as narrator in Chapter 4? What makes her so capable of answering Mr. Lockwood's questions? (Nelly Dean, Lockwood's housekeeper, is now the narrator. Her mother worked at Wuthering Heights when she was a child, and she was a playmate of the Earnshaw children. She has remained in the employ of the family.)

8. How did Heathcliff happen to come to Wuthering Heights? (Mr. Earnshaw, Hareton's grandfather, found him starving on the streets of London and brought him home to be part of the family.) What problems developed? (Heathcliff became a favorite of Mr. Earnshaw and Cathy, but was detested and abused by Hindley.)

9. What do you imagine is meant by “The unfortunate lad is the only one in all this parish that does not guess how he has been cheated.” (page 30)?

10. How does Nelly Dean describe Joseph? (page 36: “[He is] the wearisomest, self-righteous pharisee that ever ransacked a Bible to rake the promises to himself and fling the curses on his neighbours.” What does she mean? (He uses phrases in the Bible to accuse others of wrong-doing, but is no better himself.)

11. Why was Catherine difficult yet delightful? (She was wild and full of mischief, and very willful, yet she could be very sweet too and really meant no harm.)

12. How did Catherine and Heathcliff get along as children? (They were very fond of one another; when Mr. Earnshaw died they consoled one another.) When Hindley returned, how did things change? (Heathcliff was sent to the servant's quarters and treated cruelly by Hindley; Catherine sympathized with him, and whenever possible the two ran away to the moors and spent the day there together.)

13. Why did Catherine stay at Thrushcross Grange while Heathcliff was sent home? (She was attacked and injured by a watchdog while she and Heathcliff were eavesdropping. The Lintons probably felt responsible for the injury, and also saw Heathcliff as an “evil villain” and bad influence, and Hindley as irresponsible about his sister.)

14. According to Heathcliff, what are the Linton children, Isabella and Edgar, like? (They are extremely spoiled, and Heathcliff remarks that he would not for a thousand lives exchange his unhappy life at Wuthering Heights for Edgar Linton’s.)

15. What was Hindley's reaction to Mr. Linton's advice that he keep better track of his family? (He told Heathcliff he would be dismissed if he so much as spoke a word to Catherine.) Do you think his request is impossible?

Writing Suggestion: Imagine you are Hindley, away at school. Write the “poison pen” letter you send to Heathcliff. Write Heathcliff’s reply.
Vocabulary

blackguard 47  expostulated 52  cambric 53  equanimity 53
prognosticate 55  consumption 57  dissipation 59  petulantly 62
consternation 64  vociferating 66  vagaries 66  winsome 70
munificent 81  dilatory 82  sizar 82  protract 88
abjured 91  avarice 94  mitigating 97  propitiate 100
approbation 102  compunction 108  pertinaciously 109  deranged 111
paroxysm 115  recantation 118  scruple 119  sovereign 121

Questions for Discussion

1. How has Cathy changed after her stay at the Grange? to whose dismay? (She is now a refined and dignified young lady, to Heathcliff's dismay, as she teases him about being so slovenly and dirty.)

2. Nelly Dean tells Heathcliff, "Proud people breed sad sorrows for themselves." Give an example of a situation where this would be true, or explain why you believe it's not true.

3. What advice does Nelly give Heathcliff about improving himself? (She tells him he needs to change his attitude to be more cheerful and less suspicious, and that he should invent high notions of his birth.)

4. What happens, almost immediately, to show that Heathcliff didn't take Nelly's advice very seriously? (He throws a tureen of hot applesauce at Edgar.)

5. What vow does Heathcliff make regarding Hindley? (that he will pay him back no matter how long it takes)

6. Do you find it unusual that a servant would be as articulate as Nelly Dean is? How does Brontë make this seem plausible? (She has Nelly tell Mr. Lockwood that she is well-disciplined and very well-read.)

7. What sad event and happy event happen within the first few pages of Chapter 8? (A son is born to Hindley and Frances; Frances dies.)

8. What is Hindley's reaction to the tragedy? (He gives himself up to complete dissipation.)
9. In what ways is Catherine leading a double life? (She is as unruly and wild as ever when at home or out on the moor with Heathcliff, but when in the company of the Lintons she acts like a fine young lady.)

10. How would you describe Edgar? (He is soft, spoiled, pale and fair, and has a great affection for Catherine.)

11. What do you perceive as the real cause of Catherine's childish behavior toward Nelly and her quarrel with Edgar? (She is upset over the argument she had with Heathcliff just prior to Edgar's arrival, and is probably taking out her frustration on Nelly and Edgar.)

12. Who takes care of Hareton? (Nelly) Is Hindley a good father? (No; he is drunk and half-crazy most of the time.) After Heathcliff saves Hareton's life, what does he immediately realize? (If he had let the baby fall to the floor and die, his revenge against Hindley would have been exacted—Hindley would have been plagued by the guilt of killing his son for the rest of his life.)

13. What part of Catherine's conversation with Nelly on pages 69-75 does Heathcliff overhear? (that Cathy has decided to marry Edgar and that it would degrade her to marry Heathcliff) Which part does he NOT overhear? (that Cathy loves Heathcliff dearly; that their souls are the same; that nothing will keep her from being with him, even her marriage to Edgar)

14. What similes appear on page 74 that help describe Cathy's feelings about Linton as opposed to Heathcliff? (“My love for Linton is like the foliage in the woods...My love for Heathcliff resembles the eternal rocks beneath.”)

15. What are the results of Heathcliff's leaving Wuthering Heights? (Cathy catches a fever as she waits up for him in the rain; during her recuperation at the Grange, Mr. and Mrs. Linton both catch her illness and die. Three days after his father's death, Edgar marries Catherine.) How do you imagine Catherine felt at this point?

16. How did Catherine adjust to married life? (For the most part, she was happy, but she had times when she was gloomy and silent.) Do you think her depressed periods were simply part of the normal ups and downs of life, or is there a special reason?

17. What surprise visitor arrives at the Grange? (Heathcliff) How has he changed? (He is tall and well-built, dignified and intelligent-looking, however the half-civilized ferocity is still in his dark eyes.) How is he received by Catherine? (ecstatically) by Edgar? (very reluctantly)
18. What complication develops regarding Isabella? (She is infatuated with Heathcliff.) What advice is given to her by Catherine, Nelly, and her brother? (They all tell her she would be making a terrible mistake by getting involved with Heathcliff.) Do you find it odd that Catherine warns Isabella against him when she is so fond of Heathcliff herself?

19. What upsets Nelly when she visits the Heights? (After she acted as a stand-in for his mother for five years, Hareton doesn't recognize Nelly, throws stones at her, and swears at her. She learns Heathcliff has taught him to swear at Hindley, who he calls "devil Daddy.")

20. After seeing Heathcliff kissing Isabella, Nelly reports the action to Catherine and later to Edgar. What is the result? (Catherine and Heathcliff quarrel; then Edgar and Catherine quarrel. The disagreement escalates into violence when Heathcliff enters the scene and is struck by Edgar, who then runs away.)

21. What decision does Catherine make after the trouble between her husband and her friend? [She is angry with both of them; since Edgar is jealous and Heathcliff is angry at her, she says, "I'll try to break their hearts by breaking my own." (p. 107)] Does Nelly take Catherine's threat very seriously at first? Why? (Nelly is used to Catherine's dramatic behavior and tantrums; she assumes this is more of the same.)

22. After three days of fasting, how is Catherine behaving? (She is declining into a kind of feverish madness.)

23. What promise does Catherine make on page 116? (that she will never let Heathcliff rest until he is with her in the grave)

24. What has become of Isabella? (She and Heathcliff have run off together.) Who do you think tried to hang Isabella's dog, and would have succeeded if Nelly had not seen it?

Writing Suggestions:

(1) Catherine says if she married Heathcliff they would be beggars. Is it better to marry for love alone, or should the financial/social situation of your intended spouse be strongly considered? Has Catherine made the right decision, or should she have married Heathcliff?

(2) Imagine Catherine and Heathcliff had married. Write a typical scene from a day in their married life. Be sure to include dialogue which indicates, directly or indirectly, their feelings about the marriage.
Activity: Family Ties

Elicit information from students to construct the family tree on a large piece of posterboard or on the overhead projector. At this point in the reading, the italicized events cannot yet be included. As your reading progresses, fill in these remaining characters and dates. This activity requires considerable skimming as well as critical thinking. Have the students look for specific dates and other references to time as they read. You might give extra credit to students who find the clues. (Novel Units Student Packet, Activity #9, provides an individual reproducible worksheet for this activity.

As a tie-in with this activity, you might have the students look for magazine pictures they think look like the various characters. Take votes as to which submissions are most like the characters, then paste the pictures near the names on the chart.

You might have students draw their own family trees.
Vocabulary

sanguine 122 despondency 123 obviate 124 wicket 126
thible 130 slattern 134 importuned 135 alacrity 137
abject 138 magisterial 139 diabolical 139 quiescence 140
insipid 141 disquietude 141 iteration 141 appellation 141
dree 142 audacity 144 scintillating 146 heterodox 151
odious 159 comminations 181

Questions for Discussion

1. How long did Heathcliff and Isabella stay away? (two months) What happened while they were gone? (Catherine developed a brain fever.) Who is the “mere ruin of humanity” to whom Dr. Kenneth refers? (Catherine)

2. In spite of Catherine’s serious illness, there is some cause for hope. What is that? (Catherine is expecting a baby.) Why is this important to Edgar? (He hopes for a son and heir—otherwise, should something happen to him, Thrushcross Grange will go to Isabella, which in effect means it will go to Heathcliff.)

3. Summarize Isabella's note to Nelly. (She relates that they are now at Wuthering Heights, and that she realizes she has made a terrible mistake. She is abused by Heathcliff, who she calls a devil; Hindley, who has lost most of his property to Heathcliff in gambling, is on the verge of madness. Hareton is a little ruffian, and Joseph is rude and continues with his religious rantings.) Why doesn't Isabella just leave? (She has nowhere to go—Edgar has disowned her, although he claims she disowned him.)

4. What does Heathcliff insist Nelly do? (arrange a meeting between himself and Catherine) Does Nelly think it's a good idea? (no) How does Heathcliff get her to help him? (by threatening to keep her at Wuthering Heights)

5. What is the “single pleasure” Isabella can imagine? (to die herself or see Heathcliff dead)

6. Without being told, what does Heathcliff immediately know about Catherine? (that she is dying) What happens when they see one another? (They embrace passionately and accuse one another of being the heart-breaker, then quickly forgive and make up.)

7. How is their reunion marred? What tragedy follows? (Edgar arrives; Catherine collapses. Later that night, Catherine gives birth to a daughter and dies.)
8. Does Nelly tell Heathcliff about Catherine's death? (No. He doesn't need to be told—he just knows.) Complete: “I cannot live without my ________! I cannot live without my ________!” (life, soul) What does Heathcliff demand Catherine do? (haunt him; never rest as long as he is living)

9. Why do you think Emily Brontë chose to have Isabella stop at Thrushcross Grange when she escaped from Heathcliff? (It's a good way for us to learn that she is going away, and she also brings news about what is happening at the Heights.)

10. What story does Isabella relate? (Hindley locked Heathcliff out, and when he broke in they had a fist fight, resulting in Hindley nearly being killed. The next morning Isabella taunted Heathcliff about Catherine; he threw a knife at her, cutting her neck, and she ran out the door.)

11. What finally happened to Isabella? (She went to London, bore Heathcliff's son, Linton, and died when the boy was 12.)

12. What news does Dr. Kenneth bring to Nelly? (Hindley died about six months after Catherine.) Why does this affect Nelly so deeply? (She had been very fond of him when they were children.) Do you think Nelly was in love with Hindley?

13. How does Edgar's reaction to the loss of Catherine differ from that of Hindley when he lost Frances? [Edgar nursed tender memories of Catherine, trusted in God, and was thankful to have little Cathy, who captured his heart “ere the tiny thing could stammer a word or totter a step.” (p. 168)]

14. What is Hareton's financial condition now that his father has died? (He is penniless.)

15. What is little Cathy like? (much like her mother in personality, but a little more even-tempered and affectionate) Where does she go on her unauthorized pony ride? (to Penistone Craggs and to Wuthering Heights, where she makes the acquaintance of Hareton, her cousin)

Writing Suggestion: Imagine you are the director of a film of Wuthering Heights. Choose actors to play the parts of Heathcliff and Cathy, and describe how you will film their last meeting. What sort of costumes will they wear? Which parts will be close-ups, and which ones long shots? What kind of music will you use? (HINT: You might complete this assignment in the form of memos to the music director, costuming department, and camera crew chief.)
Chapters 19-24, Pages 182-234

Vocabulary

incipient 184  trepidation 185  filial 191  salubrious 198
mortification 203  copious 207  epistle 208  immolation 210
Michelmas 210  diurnal 210  tenure 211  expedient 213
elysium 217  pathos 220  usurped 224  undulating 227
discomfited 229  interdict 234

Questions for Discussion

1. Why is Cathy so excited about the arrival of her cousin? (She has led a very sheltered life and has not had any friends or playmates.) Does Linton disappoint her? (Although Linton is effeminate and whiny, Cathy fusses over him like a sick pet.)

2. How long does Linton stay at the Grange? (only until the next morning, when Nelly takes him to live with his father, Heathcliff, at the Heights) How does Heathcliff treat his son? (with contempt) Why do you suppose Linton is so unsatisfactory according to his father? (The boy represents all the things Heathcliff hates about the Lintons.)

3. What reason does Heathcliff have for taking good care of Linton? (He is the heir to the Grange.)

4. How old is Cathy when she sees her cousin again? (16) As she and Nelly walk to the Heights with Heathcliff and Hareton, what plans does Heathcliff reveal to Nelly? (He hopes Linton and Cathy will marry, which will secure Linton's claim to the Grange.) Would Heathcliff's plan be advantageous for Cathy? (Yes, at the present she is not in the will as the heir to the Grange. Heathcliff says he'll make her joint owner.)

5. Does Cathy seem to have any idea of what a villain Heathcliff is or what has gone on between her father and him? (No. She seems completely in the dark.) Does it seem odd to you that her father and Nelly wouldn't tell her, as she was growing up, that he was a bad man, someone to stay away from? Do you think your parents would have?

6. In spite of Hareton being Hindley's son, how does Heathcliff feel about him? How does he treat him? (Heathcliff is quite fond of Hareton, and although he makes fun of him he isn't cruel and contemptuous as he is with Linton.) In appearance, how do the two young men compare? (Linton is pale and weak while Hareton is dark and strong.)

7. What is the source of Linton and Cathy's laughter at Hareton? (He can't read.)
8. Why does Nelly begin to dislike Linton? (He is a thoroughly unpleasant person, completely self-centered. Also, Nelly has a soft spot for Hareton and doesn't like to see him being made fun of.)

9. Since Cathy is forbidden to visit Linton again, what does she do? (She begins secretly corresponding with Linton.) What spoils her plan? (Nelly finds and burns the letters and insists Cathy promise not to continue the correspondence.)

10. How does Cathy act after her secret activities are curtailed? (She is sad and depressed.) Have you ever been “lovesick” or known someone who was? What are the symptoms? Do you think Cathy is truly in love with Linton?

11. What encounter brings about the next visit to Wuthering Heights? (Nelly and Cathy meet Heathcliff out on the moor, and he tells them Linton is dying of loneliness and sadness. Since Heathcliff will not be home all week, Nelly agrees to accompany Cathy on the visit to Linton.)

12. How does the visit with Linton go? (He and Cathy quarrel; he acts like a baby, and Cathy doesn't act much better. Linton claims Cathy's rejection of him has made him more ill than ever, and she must come to see him in order to cure him.)

13. Does Linton's plan to make Cathy feel guilty work out? How? (Yes. She begins sneaking over to the Heights at night while Nelly and her father are both ill.)

14. When Nelly finds out Cathy has been sneaking out, what stories does Cathy relate? (She tells Nelly most of her visits have been unhappy ones. She also tells her about Hareton trying to learn to read and about a fight he had with Linton that ended up with Linton gushing blood from his mouth.)

15. When Cathy goes to tell Linton she won't visit him any more, what is his response? (He confesses he feels worthless and regrets that he cannot help showing his miserable nature to her; he swears he appreciates her kindness and does love her.)

16. Were you surprised that after Cathy poured out her soul to Nelly and begged her not to keep her from visiting Linton, Nelly told Mr. Linton anyway? Why do you think she made that decision? What compromise did Mr. Linton offer? (that Linton could come to the Grange, but Cathy must not go to the Heights)

Writing Suggestion: Imagine you are Linton's counselor, and that you have discussed with him his childhood with his mother in London and his four-year stay at Wuthering Heights with his father. Write the final report you will include in Linton's file—an analysis of the sources of Linton's problems, and what you believe would help him.
USING CHARACTER/CONCEPT ATTRIBUTE WEBS IN THE NOVEL UNIT APPROACH

Character Attribute Webs are simply a visual representation of a character’s traits. They provide a systematic way for students to organize and recap the information they have about that particular character. Attribute Webs may be used after reading the story or completed gradually as information unfolds—done individually, or finished as a group project.

One type of Character Attribute Web uses these categories:

- How a character acts and feels (What do his/her statements reveal about feelings? What does his/her behavior show you about him/ her?)
- How a character looks (What do clothing and physique tell you about this character?)
- Where a character lives (In what country, state, neighborhood, does this character live? During what time period?)
- How others feel about the character (What do others’ statements and actions show about their attitude toward the character?)

In group discussion about students’ Attribute Webs for specific characters, the teacher can ask for supportive evidence from the story. The framework on page 22 is especially appropriate for Character Attribute Webs. Divide the main characters among the students so that you have an equal number of webs for each character—or have the students complete one web for each character as a small group activity.

Attribute Webs need not be confined to characters. They can also be used to organize information about a concept, object, or place. Since Wuthering Heights is a novel about strong emotions, Concept Attribute Webs are particularly useful tools for discussion and comprehension. The diagram on page 23 can be used to map concepts such as “love,” “hatred,” “revenge,” “freedom,” and other ideas central to the novel.

Attribute Webs are a kind of semantic mapping. Students can move on from Attribute Webs to other creative kinds of mapping. They can be encouraged to modify Attribute Webs—use sub-divisions, add divisions, change connections—in whatever ways are useful to them personally. It is important to emphasize that Attribute Webs are just a graphic way to record ideas. They provide students with a tool for helping them generate ideas and think about relationships among them.
Sample framework for a Character Attribute Web for Heathcliff

Heathcliff

- Acts
- Feels
- Looks
- Others' Attitudes
- Says

Additional Notes and Thoughts:
Sample Framework for a Concept
Attribute Web: Love in Wuthering Heights

Heathcliff and Catherine have a soul-to-soul love that can never die. They are meant to be together always.

Old Mr. Earnshaw loves children—his own, Nelly, and Heathcliff.

Hindley is so devastated by his wife's death that he ruins his life; he shows no affection for his son.

Edgar Linton is willing to put up with almost anything from his wife; he adores their daughter, but is unable to forgive his sister completely.

Linton suffers from such lack of self-esteem that it is impossible for him to love anyone, but he does care about Cathy.

Nelly's love for Hindley remains hidden; she loves Hareton and Cathy as if they were her own children.

Isabella is infatuated with Heathcliff; she is willing to give up everything for him and he makes a fool of her.

Even though Hareton is Hindley's son, Heathcliff cannot help but love him; strangely enough, he detests his own son.
Vocabulary

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<thead>
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<tr>
<td>asunder</td>
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<td>derelictions</td>
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<td>sexton</td>
<td>263</td>
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Questions for Discussion

1. In what year did the events in the previous chapter take place? (1800)

2. What does Nelly suggest to Mr. Lockwood, in a roundabout way? (that he should consider a relationship/marriage with Cathy) Why do you think Nelly would promote this? (Answers may vary, but Nelly is very concerned about Cathy's future.)

3. Nelly tells Edgar he shouldn't worry too much about Cathy because “people who do their duty are always rewarded.” Do you agree?

4. Why does Edgar say he will defer his visit to Catherine's grave “a little longer”? (He knows he will be in the grave next to her before very long.)

5. Why do you think Heathcliff is unwilling for Linton to call at Thrushcross Grange? (He probably is afraid that if Edgar sees his poor physical state, he would not want Cathy to marry Linton.)

6. Between Linton's letters and Cathy's cajoling, what agreement is finally reached regarding visits between them? (With Nelly as chaperone, they will be allowed to meet halfway between the two houses.)

7. What is Linton's physical state on the first meeting with Cathy? (He is so feeble he can hardly walk.) What is his mental/emotional state? (He is morose, listless, apathetic, and seems less eager for everyone's sympathy.) What is he afraid of? (He is afraid Heathcliff is watching.) Why, do you think? (Heathcliff obviously has told Linton exactly how to behave, and he is supposed to act as if he is well.)

8. What deception is being practiced as far as Edgar is concerned? (Nelly and Cathy allow him to believe that Cathy will be happily married and well-taken-care-of.) Do you think they should tell him the truth? What would his reaction probably be if he knew Heathcliff was behind the scheme?

9. Linton tells Cathy he is a traitor, but he doesn't explain what he means. Why? (He is too afraid of Heathcliff, who appears on the scene before he can tell anyway.)
10. With what has Linton been threatened if he does not bring Cathy back to Wuthering Heights with him? (He will not be allowed to ever re-enter the house.) If he had his health, how might this threat affect him? (very little; He might welcome it as an escape from a terrible situation.)

11. How does Heathcliff prevent Cathy from getting the key away, once he has locked all of them in? (He slaps her many times on both sides of her head.) Was his action effective? (Yes. Cathy merely trembled after that.)

12. What is the worst thing about Cathy and Nelly being detained at the Heights? (Edgar might die before they return, and even if he doesn't, he will be terribly upset.)

13. How long is Nelly kept locked up? (five nights) What happens during that time? (Cathy and Linton are married.) What has Cathy been doing all this time? (crying)

14. What does Heathcliff tell Linton about Cathy's possessions? (that they are all his) With which possession does Heathcliff act out his feelings? (the locket) How? (He keeps the half with Catherine's picture in it and destroys the half with Edgar's picture.) Does this remind you of an earlier scene? (When Heathcliff paid his last respects to Catherine, he put a lock of his own hair in her locket to replace Edgar's. Nelly, knowing Catherine had loved both men, put both locks of hair in the locket.)

15. After learning of the events at Wuthering Heights, what decision does Edgar make? (He decides he must make a change in his will, putting the money he has set aside for Cathy into the hands of trustees to keep it from Heathcliff.) Do you think he should have thought of this sooner? Is it unjust that a wife's property became her husband's upon marriage?

16. How did Edgar Linton die? (in Cathy's arms, happy to be free at last of his pain and sickness) How did Cathy escape from Wuthering Heights? (Linton helped her.) Does this surprise you? Does it make you like him any better?

17. What does Cathy say to Heathcliff about revenge (p. 263)? (“However miserable you make us, we shall still have the revenge of thinking that your cruelty arises from your greater misery.”) Do you think it's true that no one loves Heathcliff?

18. What desecration does Heathcliff happily tell Nelly of? (He bribed the sexton to dig up Catherine's coffin and uncover it.)

19. Why does Heathcliff say he wishes Linton “had been soldered in lead”? (Edgar is buried on one side of Catherine. If he had been cast in lead, their dust would have no chance of mingling.)
20. Why does Heathcliff take one side off Catherine's coffin? (He has bribed the sexton to bury him next to her with the facing side of his coffin missing, so their dust will mingle and they will finally be together.)

21. What supernatural events does Heathcliff relate? (He tells Nelly Cathy's ghost has been haunting him all these years.) Do you now think Lockwood's nightmare was more than just a dream?

22. What kind of life awaits Cathy at Wuthering Heights? (Heathcliff says she will be expected to work for her keep, and he has forbidden Nelly to visit her.) How do you imagine Cathy feels now?

Writing Suggestion: Nelly and Cathy protect Edgar from the truth about Linton and Heathcliff. Most of us have hidden something from someone "for their own good." Write about a time you did this, or a time when something was kept from you.

Activity: Venn Diagram
Heathcliff's desire for revenge against the Lintons results from his obsession with Catherine. Obsessive love and the more moderate love, such as that between Edgar and Catherine, have some differences and some things in common. Draw the framework below on the chalkboard, and elicit responses from the class to fill it in.
Vocabulary

- fortnight 269
- destitute 269
- condescend 272
- adroitly 273
- smiting 281
- retaliate 283
- reproved 285
- obdurate 287
- paragon 289
- disenchanted 294
- monomania 296
- bane 301
- vigilance 302

Questions for Discussion

1. What is the source of most of the information in Chapter 30? (Nelly relates what has been told to her by Zillah, the new housekeeper at the Heights.) How does Zillah compare to Nelly Dean in the area of compassion? (Zillah just "does her job," caring little about the feelings or problems of others, although she does try to be kind to Cathy after Linton dies, and is repelled.)

2. What document does Heathcliff show to Cathy after Linton's death? (the will he signed bequeathing everything to Heathcliff) Who now owns Thrushcross Grange? (Heathcliff does, having claimed it as his inheritance from Isabella.) What is Cathy's financial position? (She is destitute.)

3. What fairly minor character is now becoming more important? (Hareton) What is his attitude toward Cathy? (He has always been attracted to her; now that Linton is dead, and with the encouragement of Zillah, he appears to want to be friends—or more.)

4. Who does Cathy remind you of in the way she treats Heathcliff and anyone else who crosses her? (She is very much like her mother, haughty and snappish.)

5. "Thus ended Mrs. Dean's story" (p. 272) brings us back to what part of the novel? (the beginning) What month and year is it now? (January, 1802)

6. Who returns as chief narrator in Chapter 31? (Mr. Lockwood) What takes him to Wuthering Heights? (He plans to return to London and wants to settle up with Heathcliff.)

7. What does Nelly Dean send with him? (a note for Cathy) Who intercepts it? (Hareton) What can you infer from his subsequent actions? (Hareton gives the note to Cathy after she sheds a few tears. He is easily cajoled by her, and she probably is well aware of this.)
8. Of what does Cathy accuse Hareton? (stealing her books) What is his reaction? (He blushes.) How does Mr. Lockwood come to Hareton's defense? (He tells Cathy that Hareton will be "a clever scholar in a few years," points out that he should be given credit for trying to improve himself.)

9. What does Lockwood mean by "He is not envious but emulous of your attainments" (p. 275) (Hareton is not jealous of Cathy's ability to read. He just wants to be like her.) Why do you think Hareton has chosen Cathy's favorite passages to read?

10. What is bothering Heathcliff about Hareton? (He looks much more like his Aunt Catherine than like Hindley. Heathcliff "can hardly bear to see him."")

11. When Lockwood returns from London, how much time has passed? (8 months) What surprise does he get at Thrushcross Grange? (It's closed up, with only a housekeeper and her daughter to mind things. Nelly is at Wuthering Heights.)

12. What things surprise Lockwood when he arrives at the Heights? (The gates, doors, and lattices are open; Cathy is helping Hareton with his reading, and kissing him.)

13. Who asked Nelly to come to the Heights? (Heathcliff, after Zillah left) How did this improve Cathy's life? (She and Nelly could stay in the parlour, and Nelly smuggled in lots of books and other things Cathy missed from the Grange.)

14. How was Hareton's shooting accident a good thing in the end? (It meant he spent a lot of time indoors; Cathy began feeling guilty about shaming him into curtailing his self-improvement efforts. She apologized, and they became friends.)

15. Why is Nelly Dean particularly happy about the approaching wedding of Cathy and Hareton? (They are both her "babies;" she raised both of them.)

16. What does Joseph get so angry about? (Cathy and Hareton tear up his black currant bushes to plant flowers.) How does Cathy use Hareton to get to Heathcliff? (She tells him they are now friends and allies, and threatens to tell Hareton all about Heathcliff so that soon the young man will detest and disobey him.)

17. Why does Cathy desist from criticizing Heathcliff? (She realizes it hurts Hareton, that Heathcliff is the closest thing to a father Hareton has had.)

18. What bothers Heathcliff so much about looking at Hareton and Cathy? (Hareton reminds him of his youthful self, yet his eyes, and Cathy's, are those of Catherine. They are a reminder to him of what he once had and has now lost.)
19. Heathcliff says he feels a change coming. What is the “single wish” to which he refers? (to die and be buried next to Catherine)

20. Do you agree with Heathcliff’s notion that when he dies he and Catherine will be together for eternity?

21. What change comes over Heathcliff in Chapter 34? (He suddenly appears filled with an unnatural joy. He spends his time alone, stops eating.)

22. How is Heathcliff’s end similar to Catherine’s? (She too stopped eating and wanted the windows open. She seemed, like him, to be yearning for some other world.)

23. Who discovered Heathcliff’s body? (Nelly) How did he look? (He seemed to have a permanent sneer.) What was Joseph's estimation of him? (“Th’ divil's harried off his soul!”)

24. Was there much sadness over Heathcliff’s demise? (No. Only Hareton grieved.)

25. What stories are now told in the village? (that the ghosts of Heathcliff and Cathy walk at night on the moor) What does Joseph contribute to the stories? (Every rainy night since Heathcliff died, he has seen the spirits of a man and a woman.) What “evidence” has Nelly Dean seen? (A shepherd boy saw the spirits of a man and a woman. Neither he, his dog, nor his sheep would go any farther along the road.) Why is Nelly’s story perhaps the most convincing? (The dog and the sheep wouldn’t know enough to make up stories—they must have actually felt the spirits’ presence.) What do you think? Is it possible?

POST-READING DISCUSSION QUESTIONS

1. What questions posed at the beginning of the novel are finally answered as the story unfolds? (Who is the Catherine of the notes and diaries? Why is everyone in the household so strange and rude? Who are the young man and woman? Is Heathcliff a gentleman or not?)

2. In addition to Lockwood and Nelly Dean, what other narrators are there? (Isabella in the form of a letter and Zillah in the form of a conversation with Nelly) Why are they necessary? (to cover events at Wuthering Heights while Nelly was not there)

3. How is the primary setting appropriate for the novel? (The constant atmospheric tumult of the windy Heights is analogous to the tumult Heathcliff brought to the house. After he dies, Lockwood notes that the place seems more open and welcoming.)
4. Do you think the union of Cathy and Hareton brings the novel to a fitting close, or is the addition of Heathcliff's death necessary? Would it be better if he had finally reformed, seen the error of his ways, and enjoyed the love of his family?

5. The typical Victorian novel contained lessons for its readers. Do you think there are any lessons in *Wuthering Heights*?

6. Emily Brontë loved her home in Haworth and her freedom to be out on the moors in all kinds of weather. What evidence of her love for nature can you find in *Wuthering Heights*? Which of her character(s) do you think she might have identified with most?

7. Do you think Lockwood is a necessary character? How would the perspective of the novel change if Nelly Dean had simply told the story in first person—or if it had been told in the present tense instead of as a re-telling of past events?

8. Why do you think Brontë included Joseph?

9. What themes do you think the novel presents?

(Note: *Wuthering Heights* has had many different interpretations. Some possible themes to consider and discuss are: spiritual love versus superficial love; revenge, retribution for past sins or actions; constraint versus freedom; impermanence of self and permanence of something larger than self. Students may contribute ideas of their own, particularly that "true love is forever.")

**Suggested Expository and Creative Writing Topics**

**Expository:**

1. After Hindley dies, Heathcliff says to Hareton, "Now, my bonny lad, you are mine! And we'll see if one tree won't grow as crooked as another, with the same wind to twist it!" Explain how this metaphor is central to one theme of the novel.

2. Emily Brontë included a great deal of nature imagery in her novel. Human conditions and faces are often compared to wind, clouds, water, fire, and earth. Find an example of each of these, explain the circumstances of each reference, and tell why the image succeeds or fails.
3. Is Nelly Dean a fair interpreter of the events that have transpired at Wuthering Heights and Thrushcross Grange? Explain why or why not.

4. Is Heathcliff a totally evil character? Write an analysis which either completely condemns him or acknowledges and describes some of his redeeming qualities.

5. How do the violent (or passionate) scenes in *Wuthering Heights* contribute to the novel's overall meaning? Choose three or four examples and explain why each is important.

6. Hareton, Linton, and Cathy are all cousins, yet all very different. Explain why these differences exist. Also describe any likenesses you observe.

7. How does Joseph's religious orientation contrast with the apparent beliefs of Heathcliff and Cathy? Considering that Brontë had little use for formal religion, what do you think she might have been trying to say through Joseph?


9. Like Shakespeare, Brontë gave her hero and heroine great speeches. Choose a particularly powerful one and explain why, for you, it embodies the meaning of *Wuthering Heights*. (For a drama activity, memorize and deliver the speech.)

**Creative Writing:**

10. Put yourself in Nelly Dean's shoes. Is she *really* happy being a dutiful servant and having such troublesome employers all these years? Write Nelly's autobiographical sketch.

11. Choose one of the characters who died and write an elegy for that character. (See Tennyson's *In Memoriam* or Gray's *Elegy in a Country Churchyard* for examples.) As an alternative activity, write an obituary or eulogy.

12. Linton and Cathy's marriage is not depicted in the novel. Write a scene in which Cathy tells Nelly about it. As an alternate activity, work with a group to write the scene in dramatic form and act it out for your class.

EXTENSION ACTIVITIES

Art:
- Cut out pictures from magazines to represent the main characters in the novel. Arrange them together to form a family portrait/collage.
- Choose your favorite quote from the novel. Use a calligraphy pen to reproduce the quote on heavy paper. Add a border or frame, plus an illustration if you wish.
- Draw a picture of Wuthering Heights and/or Thrushcross Grange.
- Design a different cover for the book.

Geography:
- Consult the novel for references to locations and distances. Then make a map showing the geography and topography of the area in which the novel takes place. Include the stone pillar at the center of the map and place these other locations around it: Thrushcross Grange, Wuthering Heights, Gimmerton, and Penistone Crags. Indicate where the land is fairly flat and where it rises.
- Locate Haworth on a map of England.

The Novel on Film:
- 1939 William Wyler, Director. Stars Merle Oberon, Laurence Olivier, Flora Robson, David Niven. Black and white. 103 minutes.

Additional Novels with Tragic-Romance Themes:
- The Bridges of Madison County, Robert Waller
- Tess of the D'Urbervilles, Thomas Hardy (Novel Unit & Student Packet Available)
- A Tale of Two Cities, Charles Dickens (Novel Unit & Student Packet Available)
- A Farewell to Arms, Ernest Hemingway (Novel Unit & Student Packet Available)
- The Great Gatsby, F. Scott Fitzgerald (Novel Unit & Student Packet Available)
- The Scarlet Letter, Nathaniel Hawthorne (Novel Unit & Student Packet Available)
- Out of Africa, Isak Dinesen
- Love Story, Erich Segal
- Brief Encounter, Noel Coward (play)