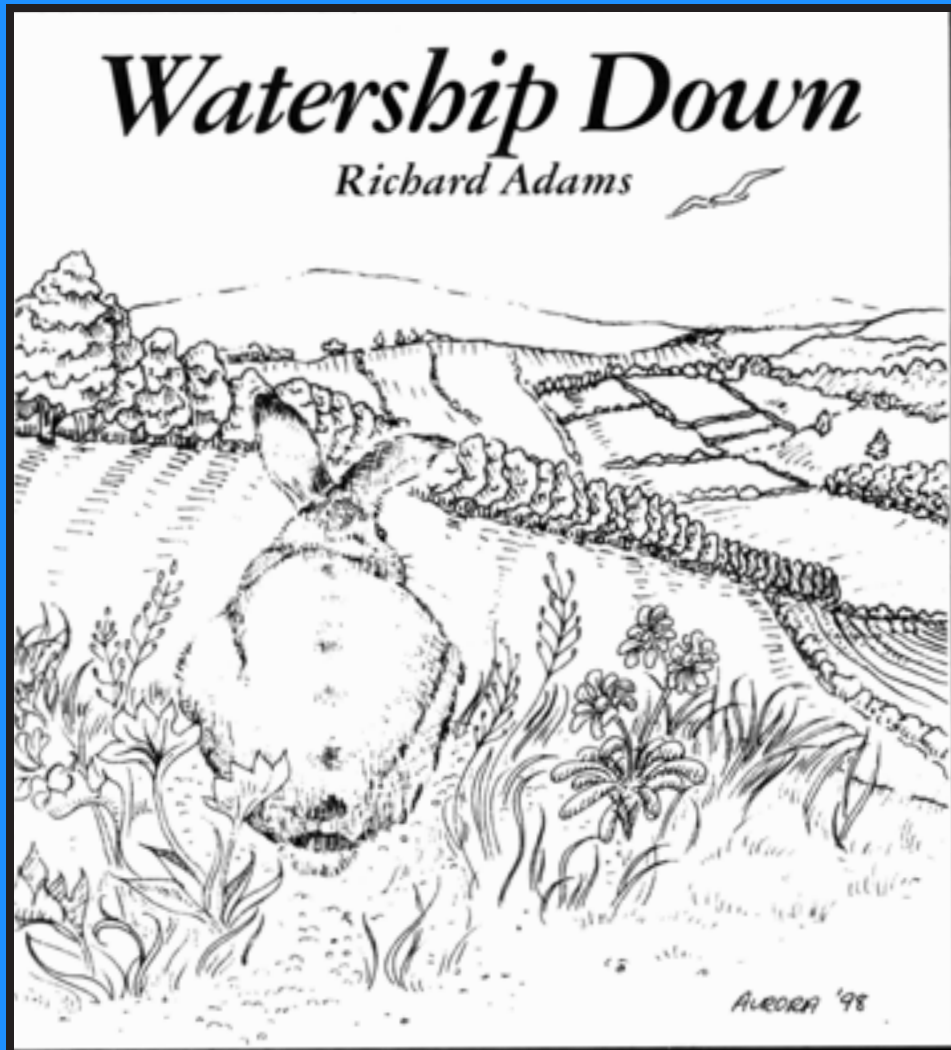


Novel·Ties



A Study Guide

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LEARNING LINKS

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For the Teacher

This reproducible study guide consists of lessons to use in conjunction with the book *Watership Down*. Written in chapter-by-chapter format, the guide contains a synopsis, pre-reading activities, vocabulary and comprehension exercises, as well as extension activities to be used as follow-up to the novel.

In a homogeneous classroom, whole class instruction with one title is appropriate. In a heterogeneous classroom, reading groups should be formed: each group works on a different novel at its reading level. Depending upon the length of time devoted to reading in the classroom, each novel, with its guide and accompanying lessons, may be completed in three to six weeks.

Begin using NOVEL-TIES for reading development by distributing the novel and a folder to each child. Distribute duplicated pages of the study guide for students to place in their folders. After examining the cover and glancing through the book, students can participate in several pre-reading activities. Vocabulary questions should be considered prior to reading a chapter; all other work should be done after the chapter has been read. Comprehension questions can be answered orally or in writing. The classroom teacher should determine the amount of work to be assigned, always keeping in mind that readers must be nurtured and that the ultimate goal is encouraging students' love of reading.

The benefits of using NOVEL-TIES are numerous. Students read good literature in the original, rather than in abridged or edited form. The good reading habits, formed by practice in focusing on interpretive comprehension and literary techniques, will be transferred to the books students read independently. Passive readers become active, avid readers.

CHAPTERS 1 - 8

Vocabulary: Draw a line from each word on the left to its definition on the right. Then use the numbered words to fill in the blanks in the sentences below.

- | | |
|---------------|-------------------------------------|
| 1. devolve | a. discord; disagreement |
| 2. shrewd | b. jeopardy; danger |
| 3. onslaught | c. drive forward |
| 4. buoyant | d. pass or transfer to someone else |
| 5. impel | e. threatening harm; ominous |
| 6. dissension | f. courageous; not discouraged |
| 7. undaunted | g. lighthearted |
| 8. hoax | h. violent attack |
| 9. peril | i. trick or deception |
| 10. sinister | j. keenly aware and intelligent |

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1. When the meeting between management and workers ended in bitter _____, the workers decided it was time to strike.
2. With a few well-chosen words, the charismatic leader was able to _____ the crowd into action.
3. We feared a dreadful storm was coming when we observed _____ dark clouds sweeping across the sky.
4. Many medieval towns were wiped out by a raging _____ of the plague.
5. When his signature was revealed as a(n) _____, he was accused of forgery.
6. Everyone was cheered by the child's _____ mood.
7. If food you ate was prepared by someone who was ill, you are in _____ of catching the disease.
8. The mystery was solved thanks to Sherlock's _____ reasoning.
9. If the president is ill, the duties _____ upon the vice president.
10. Despite the greater size of the enemy's army, a small band of soldiers was _____ as they faced the enemy.

Chapters 1 - 8 (cont.)

Literary Devices:

- I. *Allusion* — An allusion is a reference to a famous historical, mythological, religious, or literary person or event. In Greek mythology, Cassandra was the daughter of the king of Troy. She was given the power of prophecy by the god Apollo, but when she spurned his advances, he ordered that no one would believe her, even though her prophecies were always true. Find the reference to Cassandra in the epigraph that introduces Chapter 1. Who is the Cassandra in this story? How does her prophecy set the tone for the beginning of the novel?

- II. *Simile* — A simile is a figure of speech in which a comparison between two unlike objects is stated directly using the words “like” or “as.” For example:

. . . there was no passer-by to read the sharp, hard letters that cut straight as black knives across [the big board’s] white surface.

What two things are being compared in this simile?

How does this simile convey the prevailing mood of the first chapter better than a factual statement such as, “No one came by to read the words printed on the board”?

- III. *Foreshadowing* — In literature, foreshadowing refers to clues an author gives to suggest what may happen later in the novel. What might the wording on the sign foreshadow?

Writing Activity:

1. Have you ever had a premonition that something — good or bad — was about to happen? Write a real or imaginary account of such an incident. Use sensory imagery to describe the setting and your emotional reaction.
2. Choose any quotation that precedes one of the first eight chapters and write about its relationship to a situation in your own life.