



**STUDENT PACKET**

**GRADES 9-12**

# Watership Down

Richard Adams

**READ, WRITE, THINK, DISCUSS AND CONNECT**

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Richard Adams

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**NOTE:**

The trade book edition of the novel used to prepare this guide is found in the Novel Units catalog and on the Novel Units website. Using other editions may have varied page references.

Please note: We have assigned Interest Levels based on our knowledge of the themes and ideas of the books included in the Novel Units sets, however, please assess the appropriateness of this novel or trade book for the age level and maturity of your students prior to reading with them. You know your students best!

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Name \_\_\_\_\_

spinney (275)  
impervious (315)  
apathetic (325)  
cryptic (365)

sill (305)  
emulation (316)  
melancholy (330)  
bemused (370)

torpid (307)  
petulant (318)  
ludicrous (351)

forage (313)  
nonplused (321)  
plausibly (355)

**Directions:** Fill in the blanks in the following sentences with the correct word from the vocabulary list above.

1. A small child learns to make many facial expressions by \_\_\_\_\_.
2. The defense witness answered the question \_\_\_\_\_.
3. Small animals often find food in a \_\_\_\_\_.
4. The treasure map contained a \_\_\_\_\_ message.
5. The destruction of their home filled the family with \_\_\_\_\_.
6. The \_\_\_\_\_ air from the swamp was oppressive.
7. When people become \_\_\_\_\_, a nation becomes unstable.
8. The police were \_\_\_\_\_ about the prisoner's disappearance.
9. Fingerprints on the \_\_\_\_\_ became important evidence.
10. The \_\_\_\_\_ elderly man couldn't find his way home.
11. When snow covers the ground, it is difficult for animals to \_\_\_\_\_.
12. \_\_\_\_\_ stories developed from the child's vivid imagination.
13. The walls around the fort were \_\_\_\_\_.
14. It is childish to become \_\_\_\_\_ when things don't go your way.

Name \_\_\_\_\_

**Directions:** Write an answer to each question on separate paper. **Note: Thought or opinion questions are starred.** Use your answers during class discussion, for writing assignments, or to review for tests.

## Part I

### Chapter 1, pp. 17-22

1. Identify: warren, Owsla, outskirter
2. What is unique about Fiver? What frightens him?

### Chapter 2, pp. 23-27

1. Who is the Chief Rabbit? How did he get this position?
2. Explain the significance of Fiver's dream.
3. How does the Chief Rabbit react to Fiver's premonition?
- \*4. Why does the Chief Rabbit react as he does?

### Chapters 3 and 4, pp. 28-36

1. What initially results from the Chief Rabbit's refusal to listen to Fiver?
2. Who emerges as the leader of the new group? How does he establish his authority?

### Chapter 5, pp. 36-40

1. Give another name for El-ahrairah and explain who he is.
2. What are the two gaits of rabbits?

### Chapter 6, pp. 40-43

- \*1. What is the primary purpose of this chapter?
2. Explain the blessing and the curse Frith gives El-ahairah. Why does Frith give other animals the cunning to kill rabbits?

### Chapters 7 and 8, pp. 44-53

1. Why does Hazel think Bigwig will be troublesome? How does Hazel counteract him?
2. How do the rabbits "conquer" the river? What is Hazel's tactic with Bigwig?

### Chapters 9 and 10, pp. 53-67

1. Who becomes the self-appointed watchman for Hazel's group?
2. What happens in the beanfield?
3. What dangers does Hazel realize the rabbits face?
4. Who wants to return to Sandleford warren? How do Hazel and Bigwig handle the dissidents?
5. What does Fiver envision as their destination? How does Hazel respond?

Name \_\_\_\_\_

## Feelings

Directions: Complete the following characterization of Hazel.

Describe \_\_\_\_\_ in the beginning.

Summarize important events in the boxes below. Describe how \_\_\_\_\_ feels after each one.

Event #1:

\_\_\_\_\_ feels...

Event #2:

\_\_\_\_\_ feels...

Event #3:

\_\_\_\_\_ feels...

Event #4:

\_\_\_\_\_ feels...

Event #5:

\_\_\_\_\_ feels...

Event #6:

\_\_\_\_\_ feels...

Describe \_\_\_\_\_ at the end.

Name \_\_\_\_\_

### Attribute Web

**Directions:** Within each box, record evidence about Woundwort.

