

Bambi



By
Felix Salten

A Novel Study
by Nat Reed

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About the author: Nat Reed was a member of the teaching profession for more than 35 years. He was a full-time instructor at Trent University in the Teacher Education Program for nine years. For more information on his work and literature, visit novelstudies.org.

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Suggestions and Expectations

Each chapter of the novel study focuses on two or three chapters of *Bambi* and is comprised of four distinct sections:

1. Before You Read
2. Vocabulary Building
3. Comprehension Questions
4. Language and Extension Activities

A **portfolio cover** (page 7) as well as a **Checklist** (page 6) are included so that students may track of their completed work.

Every activity need not be completed by all students.

Links with the Common Core Standards (U.S.)

Many of the activities included in this curriculum unit are supported by the Common Core Standards. For instance the *Reading Standards for Literature, Grade 5*, makes reference to:

- a) determining the meaning of words and phrases... including figurative language;
- b) explaining how a series of chapters fits together to provide the overall structure;
- c) compare and contrast two characters;
- d) determine how characters ... respond to challenges;
- e) drawing inferences from the text;
- f) determining a theme of a story... **and many others.**

Themes which may be taught in conjunction with the novel include the cycle of life and death, dealing with loss, the impact of humans on the world, friendship and family, personal growth.

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List of Skills

Vocabulary Development

1. Locating descriptive words/phrases
2. Listing synonyms/homophones
3. Identifying/creating *alliteration*
4. Identify *similes*
5. Identifying syllables
6. Identify *anagrams*
7. Listing compound words
8. Identifying parts of speech
9. Identify *personification*

Setting Activities

1. Summarize the details of a setting

Plot Activities

1. Complete a *time line* of events
2. Identify conflict in the story
3. Five W's and an H Chart
4. Create a synopsis
5. Identify the climax of the novel

Character Activities

1. Determine perspectives
2. Identify the protagonist
3. Relating personal experience
4. Compare characters

Creative and Critical Thinking

1. Research
2. Write a newspaper story
3. Participate in a talk show
4. Conduct an interview
5. Create a poem
6. Write a description of personal feelings
7. Write a book review
8. Create a journal entry
9. Opinion writing

Art Activities

1. A Storyboard
2. Create a movie poster
3. Design a cover for the novel
4. Create a comic strip

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Synopsis

Bambi's life in the woods begins happily. There are forest animals to play with - Friend Hare, the chattery squirrel, the noisy screech owl, and Bambi's twin cousins, frail Gobo and beautiful Faline.

But winter comes, and Bambi learns that the woods hold danger and things he doesn't understand. The first snowfall makes food hard to find. Bambi's father, a handsome stag, roams the forest, but leaves Bambi and his mother alone.

Then there is Man. He comes to the forest with weapons that can wound an animal. He does terrible things to Gobo, to Bambi's mother, and even to Bambi. But He can't keep Bambi from growing into a handsome stag himself, and becoming...the Prince of the Forest.
[Courtesy of the Publisher]

Author Biography

Felix Salten

Felix Salten, born Siegmund Salzmann on September 6, 1869, was an Austrian-Hungarian writer and journalist best known for his novel *Bambi, a Life in the Woods*. He was a prominent figure in the "Young Vienna" literary circle and became a prolific author across various genres, including plays, novels, and essays. Due to his Jewish heritage, he faced increasing persecution with the rise of Nazism, ultimately fleeing Austria for Switzerland in 1939, where he died in 1945.



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Student Checklist

Student Name

Bambi



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Name:

Bambi

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Chapters 1 - 2



Before you read this section:

The **protagonist** of *Bambi* is a young deer who grows from a new-born fawn to a majestic deer who becomes Prince of the Forest. Do you think it would be more challenging for an author to present an animal as the protagonist of a book rather than a person? Defend your answer.

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Vocabulary:

Choose a word from the list to complete each sentence.

| | | | |
|--------|-----------|-------------|--------------|
| myriad | incessant | resolute | impenetrable |
| tousle | vulgarity | luxuriantly | inquisitive |

1. The class was stunned into silence by the _____ of the supply teacher.
2. The little girl reached out and began to _____ the fur of the puppy.
3. The forest was so dense and _____, the scouting party was soon lost.
4. Being _____ can be a valuable trait when looking for helpful clues.
5. There was a _____ of birds flitting through the trees in the park.
6. One must appear to be _____ when successfully expressing an opinion.
7. There was such an _____ noise outside her room that she couldn't sleep.
8. The butterfly slowly and _____ spread its wings and flew away.

Questions



1. What is the **setting** of the story at the beginning of Chapter One?

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2. According to the magpie, what were some of the differences between raising a baby magpie and a baby deer?

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3. Why do you think that Bambi's mother would sometimes not give him a complete answer to his questions? Can you think of an example of such a question?

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| |

4. Describe the first event that Bambi found especially disturbing.

| |
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| |

5. Describe the character of the blue jays as described by the author.

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6. Why do you think that the meadow could possibly be a very dangerous place for Bambi and his mother?

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7. Why did Bambi find the meadow to be such a wonderful place?

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8. What evidence do we find as to why Bambi's mother described the grasshopper as "nice"?

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| |
| |

9. Why did Bambi think that butterflies were more beautiful than flowers?

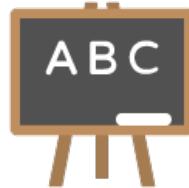
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Language Activities



A. Alliteration

Many authors enjoy using **alliteration** – a literary device where the author repeats the same sound at the beginning of several words. Alliteration is usually seen as a series of words beginning with the same consonant (i.e. *Peter Piper picked a peck of pickled peppers*). The following from this section also serves as an example: *They looked like leaves...* Using your imagination, create your own examples of **alliteration** from the following topics. Each example must contain a minimum of three words.



| | |
|----------------------------|--|
| A porcupine in the forest. | |
| A blustery day. | |
| Your choice. | |

B. The Good Old Indispensable Adverb!

An **adverb** is a part of speech defined as *a modifier (or helper) of a verb* (usually an action word). Often an adverb will end in the letters *ly* (i.e. *slowly*). Our novel features a good many creative adverbs.



1. "O," he said again politely...

→ In this sentence, which verb does **politely** modify? _____

2. They sailed in and out continually.

→ In this sentence, what verb does **continually** modify? _____

3. They seemed to be in a hurry and yet moved slowly, fluttering up and down...

→ In this sentence the adverb _____ modifies the verb _____

C. Anagrams

An **anagram** is a word that is formed by changing the order of the letters of another word. For example, the letters in the word **WAS** can also form the word **SAW**. Follow these directions to form the anagrams:



- a) read the clue in the right-hand column.
- b) Using the word in the left-hand column move the letters around in any order, but you must use all the letters. All of the words in the left-hand column can be found in this section of *Bambi*.

| Word | Anagram | Clue |
|--------|---------|-----------------------------------|
| broad | | Lumber. |
| nose | | Great periods of time. |
| first | | Divisions (often between people). |
| stared | | Swaps. |
| leap | | Ashen. |
| leaped | | Done to an orange. |
| steps | | Nuisances. |

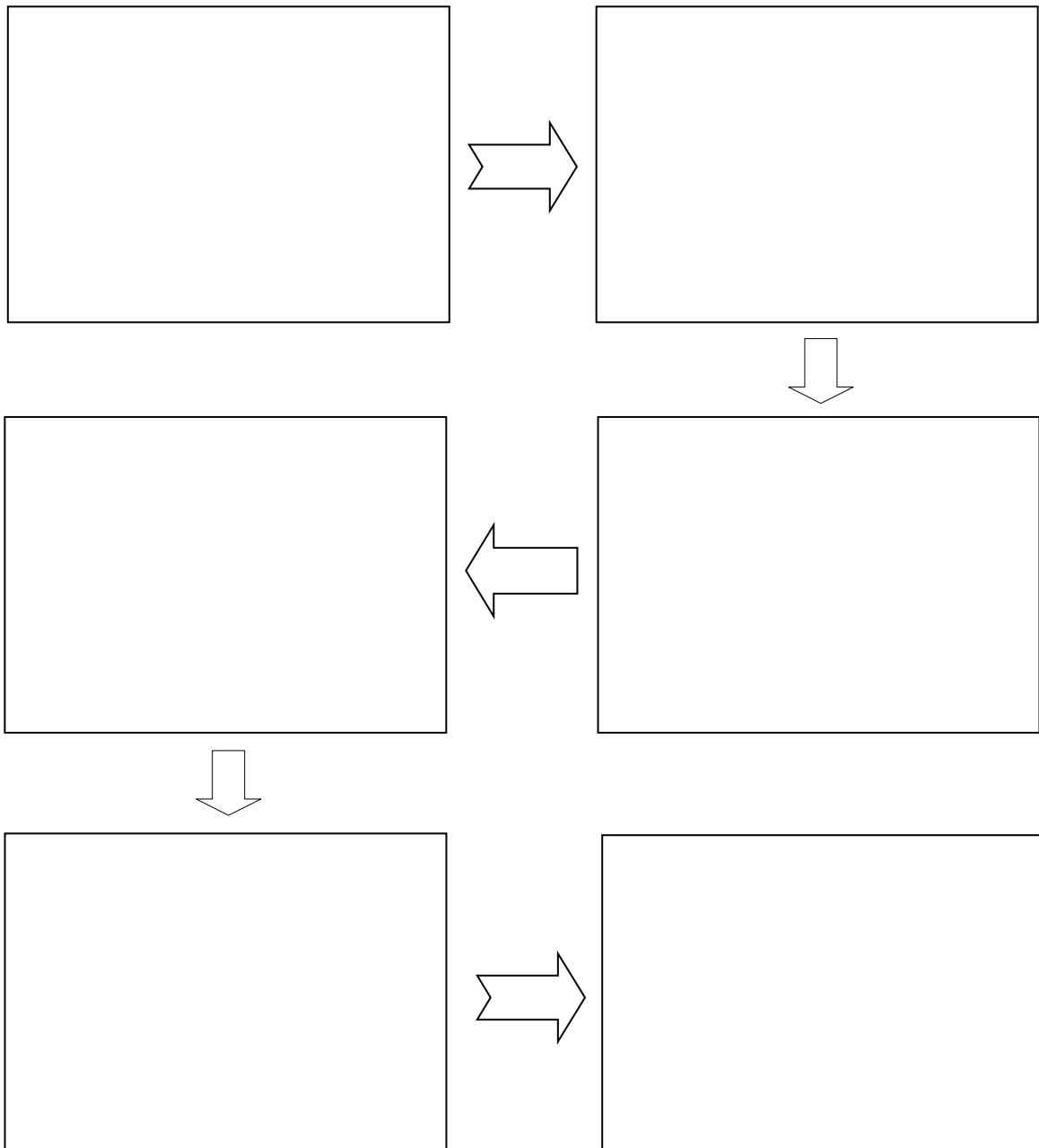
D. Research ~ Magpies

The magpie featured in Chapter One is portrayed by the author as a most fascinating creature, not only is she very talkative and opinionated, but we learn that she can also mimic other birds of the forest. We actually have an expression “as chatty as a magpie”. What else can you learn about this fascinating bird? Using resources in your school library or on the Internet, research two additional facts about the magpie and record them below.

| | |
|---|--|
| 1 | |
| 2 | |

E. Sequence Chart

Choose what you consider to be the six most important events in this section. In each of the six boxes below list the six events that you have chosen, describing what happened and telling why you consider this to be an essential part of the story.



Extension Activity



A Picture's Worth a Thousand Words

Use the three boxes to describe and illustrate the beginning, middle and end of this section.



| | |
|---------------------|-------------|
| Beginning Picture: | Beginning: |
| | |
| | |
| | |
| | |
| | |
| | |
| Middle Picture | Middle: |
| | |
| | |
| | |
| | |
| | |
| | |
| Concluding Picture: | Concluding: |
| | |
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