

The Lion, The Witch and The Wardrobe

Grades 4-6

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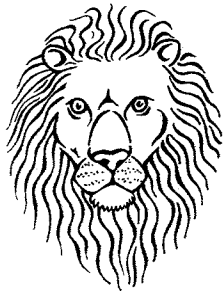
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by C.S. Lewis



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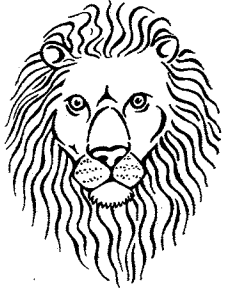
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Expectations

The students will

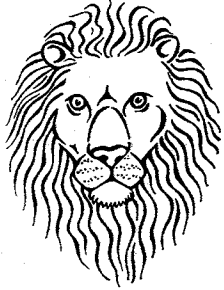
- become acquainted with the writing of C. S. Lewis
- study a novel pertaining to fantasy
- practice previously learned reading skills as well as new ones
- improve and develop their own ability to create fantasy

Synopsis

The Lion, The Witch and The Wardrobe takes place in England during World War II. During this time, four British children, Peter, Susan, Edmund and Lucy, leave their home and move to their Uncle Henry's country estate. Here, they stumble onto a magic wardrobe in which they enter a fantasy land called Narnia. They soon discover that the land and its inhabitants are under an evil spell cast by the treacherous White Witch. Under the leadership of the noble King Aslan, the Lion, the children play an important role in defeating the Witch and restoring Narnia. In the process they learn important values of truthfulness, honor, courage and self-sacrifice.

About the Author

C. S. Lewis was born in Belfast, Ireland in 1898. As a child, he created stories and verses before he could even write. Interestingly, he and his brother made up stories about an imaginary land called Boxen. When he was nine, his mother died and Lewis was sent away to boarding school. He was unhappy at school until a special teacher inspired him. When he grew up, Lewis became a professor and author of many books. In fact, he wrote over 30 books including children's stories, science fiction and religious works. Through his writing he spoke to children often with a moral lesson. Between 1950 - 1956, he wrote the Chronicles of Narnia, the first novel in this series being *The Lion, The Witch and The Wardrobe*.



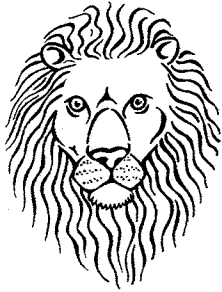
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Teacher Input Suggestions

1. Display a map of Narnia in the classroom.
2. Display books on the theme of fantasy. For example, *Alice in Wonderland*, *The Wizard of Oz*, *Jungle Book* and the complete *Chronicles of Narnia* by C.S. Lewis.
3. Read the first Chronicle of Narnia, *The Magician's Nephew*. This helps set the stage for what takes place in *The Lion, The Witch and The Wardrobe*.
4. Present a biography about C.S. Lewis.
5. Have students predict the possible links between the three parts of the title.
6. As a resource, reserve the British Broadcasting Commission (B.B.C.) video series, "The Lion, The Witch and The Wardrobe" and show it throughout the unit. In addition reserve and set up an audio cassette version as a listening centre for slower readers.
7. Brainstorm things that are fact and things that are fiction to help students understand the fantasy theme. A chart comparing the two can be set up and used throughout the novel.
8. Invite someone from the community to come in and talk about what it was like to live during World War II. Give the students some factual information about England during World War II so that they can make sense of the context at the beginning of the novel.
9. Have each student prepare a character data sheet to be used throughout the novel.
10. Spend some time talking about special or secret passageways and doorways. When children were younger, they may have invented their own. Have children dramatize doorways and what lies beyond them.
11. Define what values are. Have students prioritize values in their lives.
12. Have students go through the novel before reading it and look at the illustrations by Pauline Baynes. What might these pictures be about.
13. Use the Discussion Questions with a small group or large group setting. The questions for each chapter may be recorded on the chalkboard or on a chart and used for follow-up activities.



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Discussion Questions

Chapter One – Lucy Looks Into a Wardrobe

1. Setting:

Describe the Professor's country estate. What kind of people do you expect to see in the country?

2. Characters:

Give a brief description of the four children. What do you like/dislike about them? What do you know about them so far? You can begin to fill your character data sheets.

3. What role does the lamp-post have in the story?

Chapter Two – What Lucy Found There

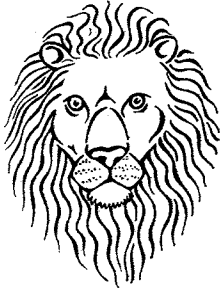
1. Describe how Lucy felt about Mr. Tumnus.
2. Why did Mr. Tumnus feel so ashamed of himself?

Chapter Three – Edmund and the Wardrobe

1. Lucy felt very disappointed that nobody had believed her story. Have you ever experienced a time when nobody believed your story no matter how hard you tried to convince them? Describe your situation.
2. Describe the setting of this new world called Narnia.
3. When Edmund enters Narnia, he uses the phrase "make it pax", when calling out to his sister, Lucy. What do you think he meant by that phrase?
4. Describe the lady that Edmund meets in Narnia.

Chapter Four – Turkish Delight

1. How does the Queen win Edmund's trust? Describe a situation when you have had to win someone's trust.
2. Why do you think the Queen is interested in meeting Edmund's brother and sisters?



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Research Activity One

Busy as a Beaver

Among the animals, the beaver is considered the greatest "engineer" and builder. In this activity you will learn more about this fascinating animal.

1. Research how a beaver cleverly builds its "lodge".
Include:
 - a) What materials are used to build one?
 - b) How do they obtain the materials needed? See if you can find out what "tote roads" are.
 - c) What is the purpose of the dam? How does the dam help in time of drought?
 - d) How do you think we got the expression "busy as a beaver"?
 - e) Illustrate a pond scene and include a beaver lodge, dam and a nearby forest.
2. Although beavers are mammals, they are able to swim underwater. How do they do this?
3. A beaver's body is well suited to its habitat. Find out more about:
 - a) How does a beaver use its teeth?
 - b) Why are the "webbed hindfeet" helpful?
 - c) Describe its fur.
 - d) Describe its tail and why is it helpful.
 - e) Sketch an adult beaver.
4. Find out about beaver family life. How do beavers care for their young and how do they split up their chores? What do beavers eat and who are their enemies?
5. Research why beavers are important in their natural habitat and why it is important to protect them.