Teacher Guide

Grades 3–4

The Lion, the Witch and the Wardrobe

C. S. Lewis

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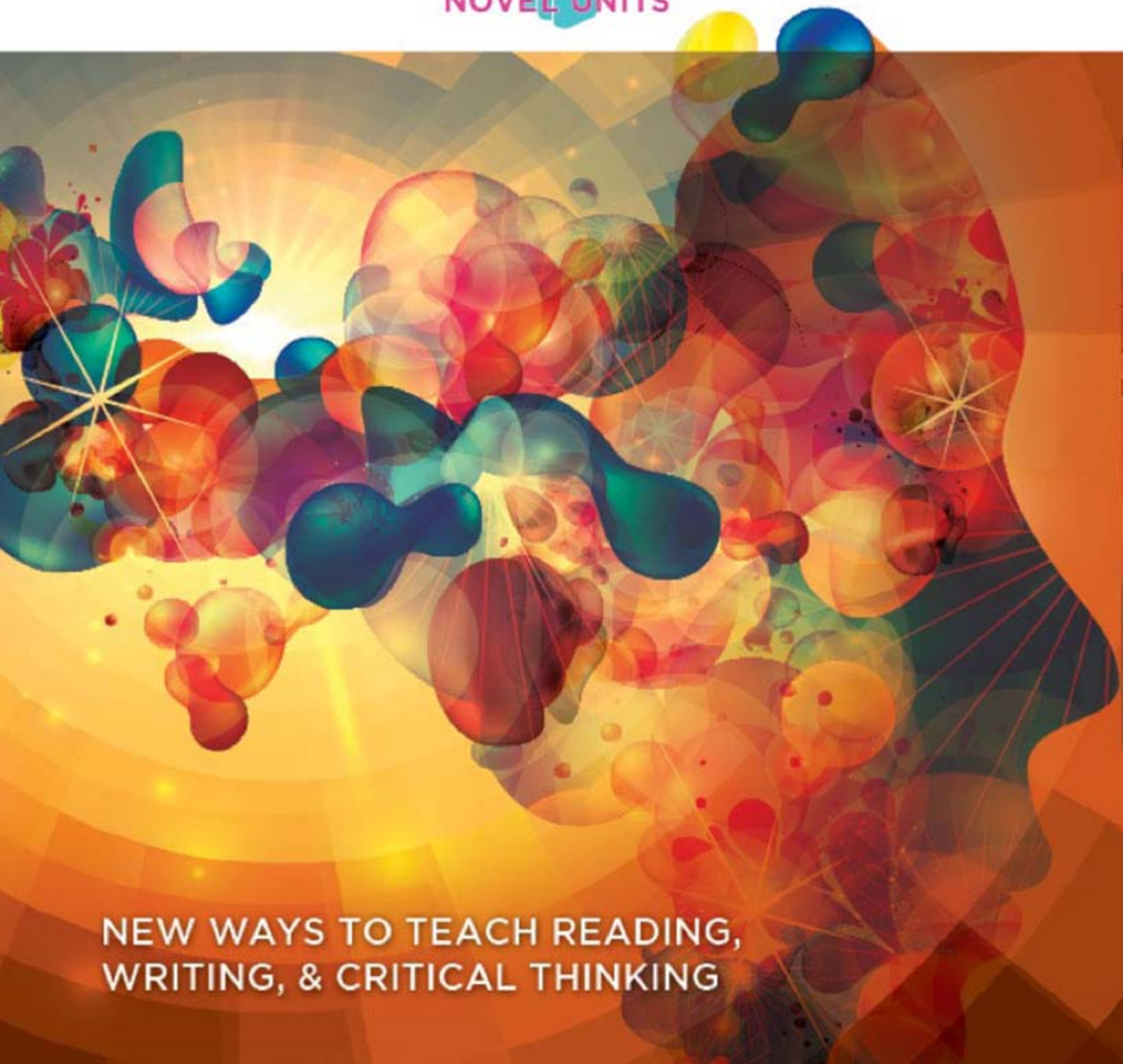

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The Lion, the Witch and the Wardrobe

by
C. S. Lewis

Teacher Guide

Written by
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Note

The Harper Trophy paperback edition of the book was used to prepare this guide. The page references may differ in the hardcover or other paperback 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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Skills and Strategies

Thinking
Visualization, research, mapping

Literary Elements
Fantasy as a genre, story elements, characterization

Listening/Speaking
Role playing, pantomime, Reader's Theatre

Vocabulary
Synonyms, categorizing

Comprehension
Predicting, sequencing, cause/effect, comparison/contrast

Writing
Poetry, description, newspaper article

Writing Activity:
Why was Aslan a hero? What qualities must a hero have? Brainstorm. Could Aslan have been a hero if there was not a battle? Do we have heroes in our real world?

Art Activities:
1. As a group the class will construct a Giant Kumbi Puffin papier-mâché castle and statues.

2. A second class group will make a large map of Narnia and mark all the important places and events on the map. Include the Beavers' home, Mr. Tumnus' house, the lamp post, the Witch's Castle, and the stone table.

Chapter Seventeen: "The Hunting of the White Stag" — Pages 195-203

Vocabulary

revelry	lurking	liberated	alliance
foreboding	signification	array	

Vocabulary Activities:
1. Use the vocabulary words from the last six chapters in a Verbal Tennis game.

   Line up groups in two rows facing each other. The contestants take turns giving out words from the board. The first contestant on the opposite side gives a synonym for the given word, the next contestant on the first side gives another synonym, and so on, words being batted back and forth as long as the synonyms hold out. Phrases as well as words, are used. The first side to run out of synonyms gets a point against it. The side producing the last synonym starts with the new word and it is given by the one who stands next to the last contestant to furnish a synonym.

2. Use the characters' and places' names in Narnia to make a crossword puzzle.

Discussion Questions and Activities
1. Which character changed the most in the story?

2. What experiences in the book helped Edmund (page 197)?

3. Do you believe there could be such a place as Narnia? Why or why not?

4. If you were the children, would you want to go back to Narnia? Why or why not?

5. Compare Aslan to an ordinary lion using a Venn diagram. (See page 29 of this guide.)

6. Make a Cause-Effect Map for the novel. (See page 30 of this guide.)

Vocabulary, Discussion Questions, Activities, Worksheets

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Research Activities:

1. What were Naiads and Dryads (page 143)?

2. What were Centaurs? Were these real or make-believe? Who has used these characters besides C. S. Lewis?

Writing Activity:

Describe a situation that you or a book character find boring. List six simple ways to escape this situation.

Mix or Match Game:

Divide class into groups of four. Make a set of laminated English-American expressions for each group (pages 31-36 of this guide). The students will match the expressions. Answer keys are included. The section of words in the game may be used as a pre-test or post-test activity.

Post-Reading Questions

1. Did any of the characters act in ways which were unexpected or surprising?

2. What did the main characters learn?

3. How was the setting important?

4. What was the author's message? What do you think is the most important thing to remember in this story?

5. How did the author combine fantasy and realism to create this story?

6. What clues did the author give you in the beginning of the story to help you guess how it might end?

7. Did you ever know someone like Edmund?

8. What did Edmund learn about other people and their feelings?

9. Which character in this story provided wisdom and perspective?

10. Summarize your favorite characters, using attribute webs.

Vocabulary, Discussion Questions, Activities, Worksheets

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Compare Aslan to a Regular Lion

Vocabulary, Discussion Questions, Activities, Worksheets

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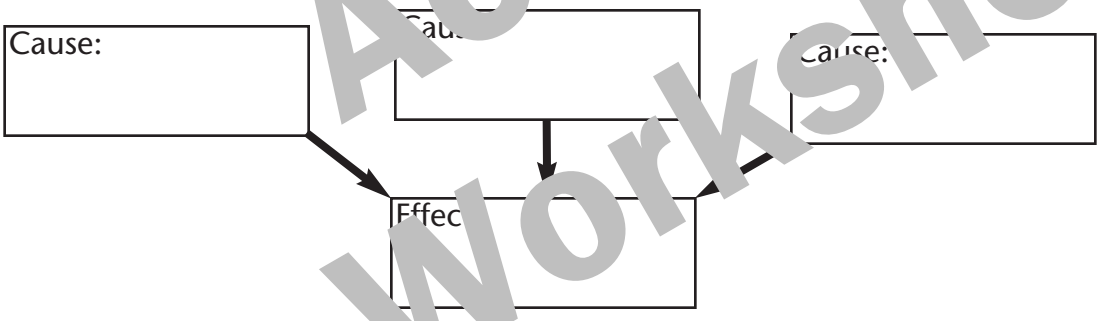
Cause-Effect Map

To plot cause and effect in a story, first list the sequence of events. Then mark causes with a **C** and effects with an **E**. Use an arrow from the cause to the effect. Remember that many effects cause something so they might be marked with a **E** and a **C** with an arrow to the next effect.

Events in the Story:

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

Another way to map cause and effect is to look for an effect and then backtrack to the single or multiple causes.



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