



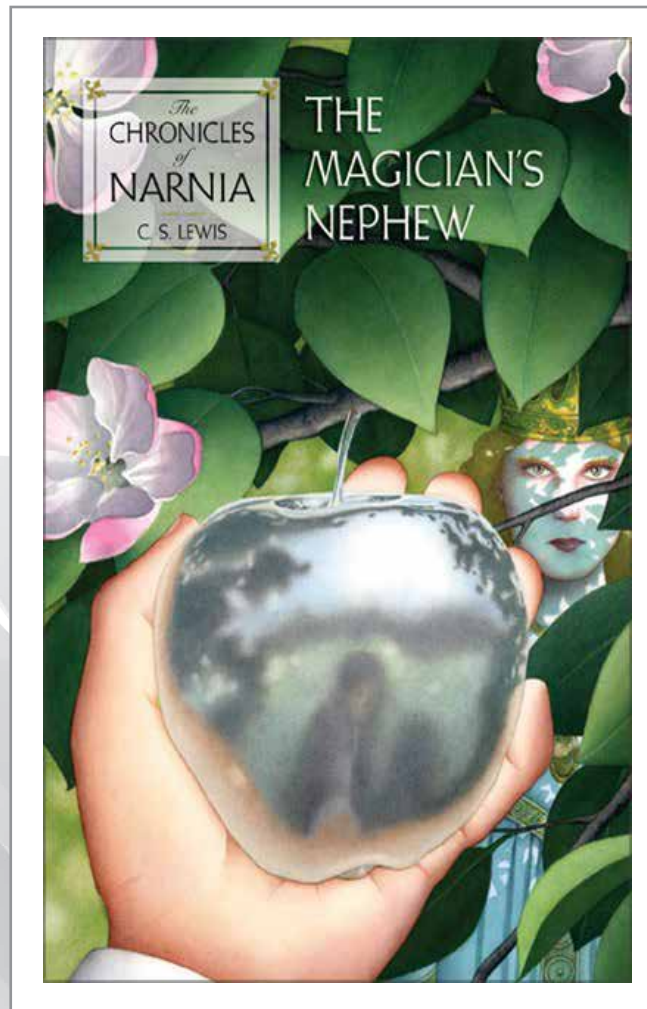
**TEACHER GUIDE**

**GRADES 6-8**

COMPREHENSIVE CURRICULUM BASED LESSON PLANS

# The Magician's Nephew

C. S. Lewis



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

# The Magician's Nephew

C. S. Lewis

## TEACHER GUIDE

### 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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Toll-Free Fax: 877.716.7272

Phone: 888.650.4224

3901 Union Blvd., Suite 155

St. Louis, MO 63115

[sales@novelunits.com](mailto:sales@novelunits.com)

[novelunits.com](http://novelunits.com)

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## Skills and Strategies

### Thinking

Research, brainstorming, creative thinking, critical thinking, compare/contrast, decision making, attributes, multiple perspectives, literary interpretation

### Comprehension

Predicting, sequencing, foreshadowing, cause/effect, inference, summarizing

### Writing

Personal writing, creative writing, poetry, reports, essays, plays

### Vocabulary

Pictionary, word maps, prefixes, suffixes, defining, parts of speech

### Listening/Speaking

Discussion, presentations, charades, plays

### Literary Elements

Literary analysis, story mapping, plot development, setting, character analysis, similes, metaphors, idioms, onomatopoeias, oxymorons, allegories

### Across the Curriculum

Social Studies—developing maps, research, time lines, historical references, religion, geography; Science—astronomy, animals, ecosystems; Math—time measurement; Language—poetry, outlines, research, London English vs. modern American English; Music—composing lyrics; Art—illustrations, dramatization; Health—diet

**Genre:** fantasy

**Setting:** London, early 1900s; Narnia

**Point of View:** third-person omniscient

**Themes:** coming of age, courage, friendship, fantasy, evil, power

**Conflict:** person vs. person, person vs. self

**Date of First Publication:** 1955

## Summary

*The Magician's Nephew* is the first book in C. S. Lewis' *Chronicles of Narnia* series. In it, the magical kingdom of Narnia is introduced. Digory Kirke's mother is ill, his father is away in India, and he and his mother have moved to London to live with his aunt and uncle until his mother is better. At first Digory is upset by the move, but then he meets Polly and the adventure begins. Magic rings, new worlds, and talking animals await Polly and Digory. Deceived by Uncle Andrew, Polly is the first to take the magical journey to other worlds, followed close behind by Digory. They meet an evil queen and accidentally transport her back to their world. When trying to send her back to her own world, they enter the land that becomes Narnia right before their eyes. Digory is put to the test to help undo the evil he brought into the world, and as a reward his mother is given a special apple that will make her better. Digory buries the magic rings and the apple core, which grows into a tree. Years later he builds a wardrobe out of the tree, and new characters find their way to Narnia in the next books of the series.

## About the Author

Clive Staples Lewis (1898–1963) was born in Belfast, Ireland, and had one older brother. His early childhood was happy, but when he was ten his mother died of cancer. He and his brother were sent away to boarding school, where Clive spent the remainder of his childhood. He enrolled in college, and with the onset of WWI he enlisted in the military. After being discharged, he returned to school and studied and taught several subjects. He wrote *The Lion, the Witch, and the Wardrobe* and five other books about Narnia before writing the prequel, *The Magician's Nephew*, which tells how the adventures of Narnia began. The books are loosely based on the Biblical story of creation and sin. Lewis wrote many other books concerning religion and philosophy before his death in 1963.

## Teacher Note

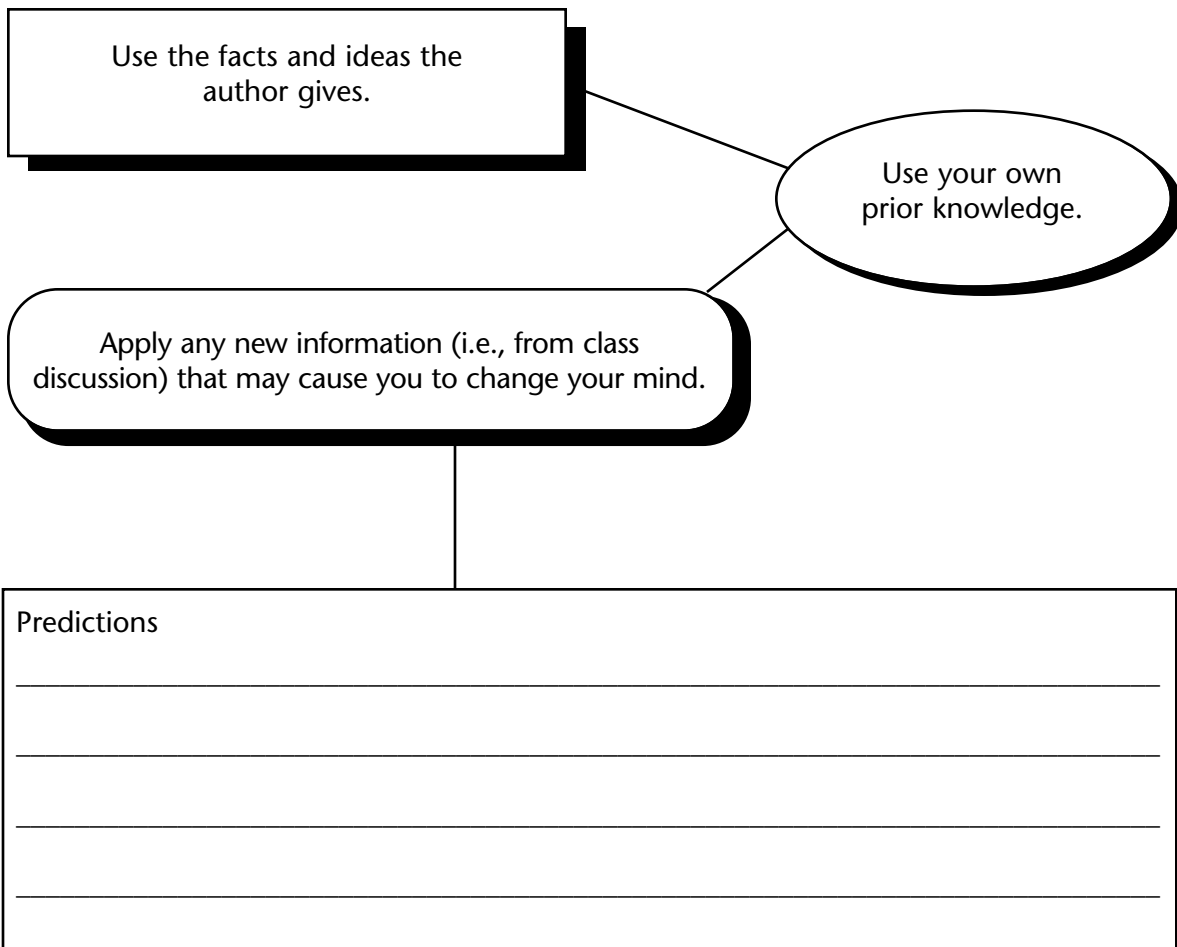
Many parallels can be drawn between scenes in this book and the Bible. Depending on their prior knowledge of Christianity, students may make some of these connections on their own. Connections may be made to Revelations and the end times, Genesis and creation, the temptation of Adam and Eve, etc. Please be sensitive to the religious practices of students in your class and assess the appropriateness of this book accordingly.

## Using Predictions

We all make predictions as we read—little guesses about what will happen next, how a conflict will be resolved, which details will be important to the plot, which details will help fill in our sense of a character. Students should be encouraged to predict, to make sensible guesses as they read the novel.

As students work on their predictions, these discussion questions can be used to guide them: What are some of the ways to predict? What is the process of a sophisticated reader's thinking and predicting? What clues does an author give to help us make predictions? Why are some predictions more likely to be accurate than others?

Create a chart for recording predictions. This could either be an individual or class activity. As each subsequent chapter is discussed, students can review and correct their previous predictions about plot and characters as necessary.



6. How do you think the animals know that a tree should be planted and watered? (*Answers will vary. p. 158*)
7. Why isn't Polly shocked when the Cabby's wife appears in Narnia? (*She expects it to happen because the Cabby mentions his wife, and Aslan is powerful. p. 163*)
8. How are the Sons of Adam and Daughters of Eve helping heal Narnia? (*The Cabby and his wife are to be king and queen. Digory and Polly are going to get the apple from the garden. pp. 162–170*)
9. Why does Fledge feel Aslan likes to be asked for things, such as meals for their trip? (*Answers will vary. p. 178*)

### Supplementary Activities

1. Research: Research mythical creatures such as fauns, satyrs, and unicorns. What did they supposedly look like? Where did they supposedly live? Write a paragraph describing one of these creatures and draw a picture to go with your description.
2. Creative Writing: Imagine you are a reporter sent to Narnia to cover its founding. Brainstorm a list of facts for your story, then write a story telling about what happened. Create an illustration for your story.

### Chapters 13–15, pp. 183–221

While in the garden, Digory comes face to face with the Queen, who tempts him to eat one of the apples. Digory resists and takes the apple back for the good of Narnia. As a reward for resisting temptation, Aslan gives Digory an apple to heal his mother's illness. Digory and Polly agree to take Uncle Andrew back and bury the magic rings so that no one else is ever tempted to come to Narnia again. The buried apple core sprouts a tree that eventually falls and is made into a wardrobe for Digory. The adventures begin again for new children in the next book of the series, *The Lion, the Witch, and the Wardrobe*.

Vocabulary
physique (164)
materialized (165)
poised (165)
apprehension (173)
reconnaissance (174)
reluctance (175)
crusade (175)
surge (175)
dilapidated (176)
ravages (176)
sanctuary (176)
exerting (178)

### Discussion Questions

1. How do Fledge and Polly know they are not to go inside the garden? (*The wall is foreboding, and the garden looks private. "Only a fool would dream of going in unless he had been sent there on very special business." p. 187*)
2. What is the meaning of the sign on the gate? (*You should come in through the gates. You should take fruit for others but not for yourself. Anyone who climbs the wall or steals the fruit will get his wishes, but the wishes will cause him despair. p. 187*)
3. What temptations does Digory bear in the garden? (*the temptation to eat the fruit, to take more than he needs, and the temptation to leave Narnia and take the fruit to his mother, pp. 188–193*)
4. What do you think the Witch wished for? (*strength, everlasting life; Answers will vary. p. 191*)