

**Teacher Guide**

**Grades 5–6**

# **Prince Caspian**

**C. S. Lewis**



**NEW WAYS TO TEACH READING,  
WRITING, & CRITICAL THINKING**



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# PRINCE CASPIAN

by  
C.S. Lewis

## Teacher Guide

Written by  
Terry Romer

### Note

The 2002 HarperTrophy paperback edition of the novel, © 1951 by C.S. Lewis Pte. Ltd., was used to prepare this guide. The page references may differ in other editions. Novel ISBN: 0-06-447105-5

**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 them.

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## Skills and Strategies

### Thinking

Analysis, brainstorming,  
compare/contrast, inferring,  
decision-making, research

### Comprehension

Predicting, cause/effect,  
summarizing, plot

### Literary Elements

Characterization, setting,  
point of view, theme, genre,  
symbolism

### Listening/Speaking

Discussion, performance,  
presentation, review

### Writing

Essay, short story, poetry, letter,  
script, journal

### Vocabulary

Definitions, application,  
context clues

### Across the Curriculum

Social Studies—cartography;  
Music—appropriate background  
selections; Art—sculpture,  
drawing, painting, model, poster

## Chapters 8–10

The Pevensies realize that they have been summoned by the Horn to help the Old Narnians and Caspian. Trumpkin's faith in the Pevensies grows considerably after Edmund and Susan defeat him in dueling and archery competitions, respectively. The Pevensies and Trumpkin begin their journey to Aslan's How. They spend an exhausting day traveling south through Glasswater Creek, and the next day Aslan signals to Lucy that the group should follow him up a gorge. Though Lucy has Edmund's support, the rest of the group does not believe her, and they end up making a long and disheartening trek down the gorge. After being attacked by Miraz's men, they go back up the gorge. They spend the night in a fir wood where Lucy sees dancing Trees with human features. She also sees Aslan, who instructs her to alert the others of his presence and follow him.

### Vocabulary

rapier  
combatants  
grueling  
rueful  
courtes  
chas  
precipice  
chasms  
rasping

### Discussion Questions

- Explain why the time the Horn blew was significant to the children. *(That is the time they were at the railroad station and were transported. The Horn must have been signaling them.)*
- At the beginning of Chapter 9, Edmund reacts to what he learns about the Horn by saying "It's a bit uncomfortable to know that we can be whistled for like that" (p. 105). Why might this information make Edmund uncomfortable? Based on her responses to Edmund's comment, do you think that Lucy feels the same way? How would you feel in their situation? *(When Edmund learns that he and his siblings were summoned by the Horn, it makes him uncomfortable because while he knows that he generally has free will in his life, being summoned in this way forces him to consciously acknowledge that there is a power greater than his own to which he has a responsibility, a responsibility which takes precedence over his own wants and desires. Answers will vary, but most do not seem to feel the same way. Though Lucy understands that there are challenges ahead, she appears to remain unbothered.)*
- At first Trumpkin does not believe that the Pevensies will be able to help Caspian and his army. Why? What lessons do Edmund and Susan teach Trumpkin? Explain. *(He thinks they are young and unimposing they cannot possess the skills necessary to make them assets to the army. By decisively defeating Trumpkin in dueling and archery, respectively, Edmund and Susan teach Trumpkin humility, which allows him to believe in the Pevensies' abilities. Though at this point he still does not believe in Aslan, he does admit he was wrong to doubt the children and believes in Lucy's healing abilities before she uses her flask on his wound. He begins to see that things are not always as they appear and that an open heart and mind are necessary to perceive something's true nature.)*
- Why does Lewis include the passage where Lucy tries to get the long-silent Trees to talk to her? *(The passage emphasizes the power of faith, one of Prince Caspian's primary themes. It also establishes Lucy as an extremely faith-filled person. The Trees have been asleep for ages, yet her faith that they can be roused is enough to stir them from their slumber. Their leaves begin to rustle despite the absence of any wind.)*
- When Trumpkin and the children are attacked by the bear, why does Susan hesitate to fire her arrow? Explain whether you believe her explanation. *(Susan says she hesitated because she was afraid that the bear was a talking bear. Answers will vary, but Susan is described afterwards as "embarrassed" and refers to the terrifying animal that threatened their lives as a "poor old Bruin.")*



In addition, since Lewis states that “she hated killing things” [p. 127], the evidence seems to indicate that Susan never doubted the dangerous nature of the bear and made a personal decision not to kill any living thing, which could have had disastrous consequences for the group.)

6. Why does Edmund think the others should believe that Lucy saw Aslan and follow her directions? (They did not believe her tales of Narnia when she first went through the wardrobe and she was right then, so she might be right now.)
7. The novel explains that Lucy was able to make the journey because she was “by now... one-third of a little girl going to boarding school and two-thirds of Queen Lucy of Narnia” (p. 139). Explain what this means and what it might suggest about Narnia. (As Kings and Queens of Narnia, the Pevensies became “killed” and “powerful in many ways that they were not in their former lives as English schoolchildren. Like Edmund and Susan [as in their competitions with Trumpkin], the more time Lucy spends in Narnia, the more her natural abilities are heightened.)
- ★ 8. What does Lucy see the second time she wakes in the middle of the night? What does Aslan symbolize? Discuss what you think Aslan means when he says, “Every year you grow, you will find me bigger” (p. 118). (Lucy sees the Trees dancing, and they appear to have human features, just as they did a long ago. Upon making her way through the Trees, she also sees Aslan. Aslan is still young, but Aslan is generally considered to be the Narnian manifestation of Jesus Christ. Aslan likely means that since Lucy is a faith-filled person, her awareness of Christ/God will continue to grow as she gets older. Aslan only seems “bigger” to Lucy because her growing faith has allowed her to be more conscious of Christ/God’s presence in her life and the world.)
- ★ 9. Earlier Lucy’s siblings refused to go up the gorge, and Lucy felt that this was entirely their fault. What seems to be Aslan’s view of the situation? Why does Aslan expect so much of Lucy? (Aslan suggests that Lucy should have followed him regardless of what anyone else decided. This implies that Lucy fell short not only in her efforts to get the others to follow Aslan but also in what was an implicit test of loyalty. Aslan expected her to follow him not only to convince the others to do so but also because Lucy should have chosen Aslan over her family. Aslan expects much of Lucy because faith comes to her more easily. This echoes Luke 12:48 (King James Version), which says, “...unto whomsoever much is given, of him shall be much required...”)
10. **Prediction:** Will Lucy be able to convince Trumpkin and his family to follow her and Aslan?

### Supplementary Activities

1. Writing: Pretend you are Edmund at the end of Chapter 10. Write what you might say to Peter and Susan to convince them that Lucy has seen Aslan.
2. Character Analysis: Complete the Thinking Bubble graphic organizer on page 28 of this guide.
3. Social Studies: Draw a map of the journey the children take with Trumpkin. Mark the landmarks and important events that take place along the way.

## Cause and Effect

**Directions:** Write four events from the story, and then list the effect of each event.

Cause

Effect

Cause

Effect

Cause

Effect

Cause

Effect

## Story Map

**Directions:** Complete the story map below.

Characters		Setting		Conflict(s)	
		Date: _____ Place: _____ Other: _____			
main _____ main _____ main _____ minor _____ minor _____		<div style="border: 1px solid black; border-radius: 50%; padding: 10px; text-align: center;">             Novel Title           </div>			
<b>Possible Themes</b> (general statements the book makes about life)		<b>Point of View</b> _____		<b>Author's Style and Tone</b>	
		<b>Genre</b> _____			