

Student Packet

Grades 5–6

Prince Caspian

C. S. Lewis

NOVEL UNITS[®]



NEW WAYS TO LEARN READING,
WRITING, & CRITICAL THINKING



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PRINCE CASPIAN

by
C.S. Lewis

Student Packet

Written by
Terry Romer

Contains masters for:	2	Prereading Activities
	5	Vocabulary Activities
	1	Study Guide
	3	Literary Analysis Activities
	3	Character Analysis Activities
	3	Comprehension Activities
	5	Quizzes
	1	Novel Test
	PLUS	Detailed Answer Key and Scoring Rubric

Teacher Note

Selected activities, quizzes, and test questions in this Novel Units® Student Packet are labeled with the appropriate reading/language arts skills for quick reference. These skills can be found above quiz/test questions or sections and in the activity headings.

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 novel for the age level and maturity of your students prior to reading and discussing it with them.

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Note to the Teacher

Selected activities, quizzes, and test questions in this Novel Units® Student Packet are labeled with the following reading/language arts skills for quick reference. These skills can be found above quiz/test questions or sections and in the activity headings.

Basic Understanding: The student will demonstrate a basic understanding of written texts. The student will:

- use a text’s structure or other sources to locate and recall information (Locate Information)
- determine main idea and identify relevant facts and details (Main Idea and Details)
- use prior knowledge and experience to comprehend and bring meaning to a text (Prior Knowledge)
- summarize major ideas in a text (Summarize Major Ideas)

Literary Elements: The student will apply knowledge of literary elements to understand written texts. The student will:

- analyze characters from a story (Character Analysis)
- analyze conflict and problem resolution (Conflict/Resolution)
- recognize and interpret literary devices (flashback, foreshadowing, symbolism, simile, metaphor, etc.) (Literary Devices)
- consider characters’ points of view (Point of View)
- recognize and analyze a story’s setting (Setting)
- understand and explain themes in a text (Theme)

Analyze Written Texts: The student will use a variety of strategies to analyze written texts. The student will:

- identify the author’s purpose (Author’s Purpose)
- identify cause and effect relationships in a text (Cause/Effect)
- identify characteristics representative of a given genre (Genre)
- interpret information given in a text (Interpret Text)
- make and verify predictions with information from a text (Predictions)
- sequence events in chronological order (Sequencing)
- identify and use multiple text formats (Text Format)
- follow written directions and write directions for others to follow (Follow/Write Directions)

Critical Thinking: The student will apply critical-thinking skills to analyze written texts. The student will:

- write and complete analogies (Analogies)
- find similarities and differences throughout a text (Compare/Contrast)
- draw conclusions from information given (Drawing Conclusions)
- make and explain inferences (Inferences)
- respond to texts by making connections and observations (Making Connections)
- recognize and identify the mood of a text (Mood)
- recognize an author’s style and how it affects a text (Style)
- support responses by referring to relevant aspects of a text (Support Responses)
- recognize and identify the author’s tone (Tone)
- write to entertain, such as through humorous poetry or short stories (Write to Entertain)
- write to express ideas (Write to Express)
- write to inform (Write to Inform)
- write to persuade (Write to Persuade)
- demonstrate understanding by creating visual images based on text descriptions (Visualizing)
- practice math skills as they relate to a text (Math Skills)

Name _____

Vocabulary Sentence Sets

reign	promontory	hermits	inhabited
ancient	dais	armor	coronation
dwarf	cordial	corporal	ravenously

Directions: Write the words from the list above on the numbered lines below.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

On a separate sheet of paper, use each of the following sets of words in an original sentence. Your sentences should show that you know the meanings of the vocabulary words as they are used in the story.

- Sentence 1: words 8 and 4
- Sentence 2: words 9 and 3
- Sentence 3: words 11 and 10
- Sentence 4: words 2 and 5
- Sentence 5: words 6 and 11
- Sentence 6: words 7 and 12

Name _____

8. According to Trufflehunter, why are the Old Narnian troops discouraged?
9. What is Nikabrik's plan?
10. How does Caspian's council meeting end?
11. Why is Peter and Caspian's idea to send the challenge a good one?
12. Who delivers the written challenge to Miraz?
13. Who convinces Miraz to accept Peter's challenge?
14. Why doesn't Trumpkin want the Bulgy Bear to be a marshal at the battle?

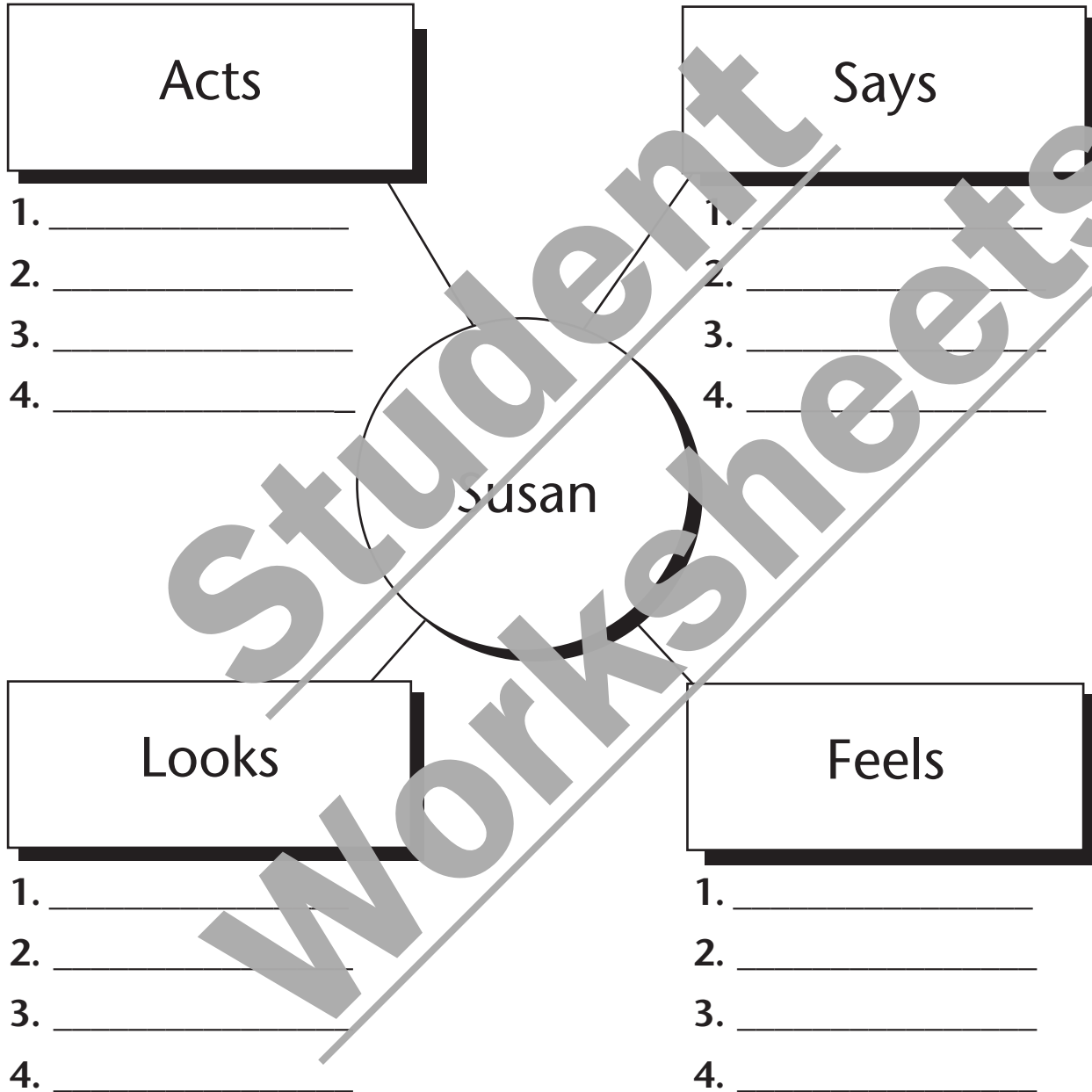
Chapters 14–15

1. Describe the Old Narnians' mood before and during the duel.
2. How does everyone know that Peter is hurt?
3. What surprising thing happens when Miraz dies?
4. What happens to Sopespian?
5. Who charges into battle against Peter's wishes?
6. What unexpected thing happens to the Telmarines during the final battle?
7. What happens as Aslan's groans sweep across the countryside?
8. Who is the pink old lady that meets Aslan?
9. Who gets to ride on Aslan's back?
10. Why does Reepicheep want a tail?
11. What will happen to those who do not wish to live in Narnia under King Caspian?
12. Whom are both the Telmarines and the Pevensies related to?
13. Why are Susan and Peter not allowed to return to Narnia?
14. Where does the story end?

Name _____

Character Attribute Web

Directions: The attribute web below will help you gather clues the author provides about Susan in the novel. Fill in the blanks with words and phrases that tell how Susan acts and looks, as well as what Susan says and feels.



Name _____

(Main Idea and Details)

Identification: Match each term in the left column with the correct description.

- | | |
|---------------------|-------------------------------------|
| ___ 1. Peter | a. a gift in the castle |
| ___ 2. Narnia | b. older sister |
| ___ 3. Edmund | c. younger brother |
| ___ 4. England | d. the children's former castle |
| ___ 5. Lucy | e. nearly drowned by soldiers |
| ___ 6. Susan | f. older brother |
| ___ 7. Cair Paravel | g. younger sister |
| ___ 8. the Horn | h. the land the children once ruled |
| ___ 9. Rhindon | i. a lost gift |
| ___ 10. the Dwarf | j. where the story begins |

Students
Worksheets