



# **The Lion, The Witch, and The Wardrobe.**

by C. S Lewis

1980 Lions

## NOVEL STUDY

### *The Lion, The Witch and The Wardrobe, by C.S Lewis*

#### SUMMARY

This novel follows four children evacuated during World War 2 from the bombings in London. The 4 siblings are sent to a large, old country house where they will be safe. One day Lucy finds a wardrobe that transports her to a magical world called Narnia. After coming back, she soon returns to Narnia with her brothers, Peter and Edmund and sister Susan. There they meet a magical and majestic Lion, Aslan, in the fight against the evil White Witch.

This story explores the many problems children faces, the consequences of acting without thinking, and the rewards of loyalty, problem solving and being accountable for our actions. The experiences of our adventurers are still relevant for today's young people, and will offer an opportunity for discussion on topics such as feelings, friendships, decision-making and the value of goal setting.

The book has 17 chapters, each between 8-12 pages long.

#### CHARACTER REVIEW

The Professor  
Lucy  
Edmund  
Peter  
Susan  
Mr Tumnus  
Mr & Mrs Beaver  
Aslan  
The White Witch

#### *SEL THEMES IN THE BOOK*

- Friendship and Loyalty
- Goal setting and Problem Solving
- Feelings review: excited, worried, scared/afraid, proud, malicious, sorry, anger, misery, embarrassment, horror, sad, happy, nervous



## STUDY QUESTIONS

### Introduction

Before beginning the book, conduct an informal class poll. **How many students are the eldest child? The youngest child? The middle child? An only child? What is it like to be the \_\_\_\_\_? What responsibilities do you have?**

Tell the children that the book is about 4 siblings who love each other, have adventures together, and have different responsibilities within the book. **Discuss what is a responsibility?** Invite the children to pay attention to the different characters (youngest to oldest) and the choices they make throughout the book.

Ask the children: **How have their responsibilities have changed as they have gotten older? What new responsibilities do they have at home or school? How do they think their responsibilities will change as they get older?**

### Chapter 1

- **What is your first impression of each child's personality?** Write the children's answers on a large piece of paper divided into 4 and refer to, delete or add to at various times throughout the novel.
- **Upon their arrival, Edmund finds it hard to keep from laughing at the Professors odd appearance. Have you ever had a similar situation?** Discuss how you handled it.
- **There appear to be no rules in this Old house and the Professor seems to allow them to go and do whatever they like. What would happen if we had no rules in our everyday lives?**
- **What do you think of Lucy's decision to enter the wood alone – was it brave, safe, foolish?** Explain why you feel as you do.

### Activity

- **Literacy Activity** – write a letter from one of the children to their parents describing the professor's house and how they feel about being there.
- **Freeze frame** – select 4 children to role play being the children at various points of the story so far. Class to give feeling words to describe their emotions at the time. E.g. (1) Leaving their parents at the train platform in London (2) Arriving at the large house (3) Exploring the Professors house (4) Meeting the professor.

### Chapter 2

- **How do you think Lucy felt when she saw Mr. Tumnus for the first time?**
- **Do you think it was a sensible idea for Lucy to go with Mr. Tumnus to his home?** Discuss stranger danger.
- **As Mr. Tumnus played the flute Lucy felt a range of emotions. What were they? Have you ever felt several different feelings at the same time?** (*You might think of an example of your own e.g. going on a roller coaster, excited, scared, thrilled etc.....*)
- **Why do you think Lucy felt comfortable in the Faun's cave?**
- **Mr Tumnus became very upset, what strategies did Lucy use to calm him? What strategies would you have used to help to calm down?** Relate to the 3 steps for calming down and any other strategies the class come up with.



- **What sort of a person do you think the Faun is? Do you think he can be trusted?**

**Literacy Activity** – The Faun had been pressured into doing something he didn't want, have you ever been pressured to do something you knew was wrong. Discuss how you handled the situation.

### Chapter 3

- **How do you think Lucy was feeling when no one would believe her story? Frustrated, angry, hurt. How did these feelings show on the outside of her boy/face?**
- **Why didn't Lucy just make up with her siblings by saying she had just made up her adventure?**
- **Have you ever had a situation when you felt you were telling the truth and no one would believe you? Discuss how this felt and how you resolved the situation.**
- **Edmund realized he had been wrong not to believe Lucy's story. How do you think he could resolve this situation with her?**
- **Have you ever had to admit you were wrong? How did you handle the situation?**

**Literacy Activity-** write a short journal entry that Lucy might have written during this time when her brothers and sister didn't believe her.

### Chapter 4

- **How do you think Edmund was feeling when the Queen invited Edmund to sit with her?**
- **Prediction? Do you think Edmund is 'trustworthy'? Ask the children to use their dictionaries to look up the word 'trust' or 'trustworthy'.**
- **Do you think Edmund is a responsible person (ask children to look up the word 'responsible') Do you think he will make the right choice?**
- **What advice would you give him at this stage of the story? What would be the right choices to make?**

**Activity** - Character review – add to your impression list of the 4 children from previous lesson. What would you add? Has your impression changed?  
Add the White Witch to the character board – discuss her personality.

**Literacy Activity** – write an 'Agony Aunt' reply to Edmund giving him advice on what would be good choices to make in this situation.

### Chapter 5

- **In the first 5 chapters, the trustworthiness of two characters, Edmund and Lucy, is questioned. Re-read aloud the passage from chapter 5: "How do you know, that your sister's story is not true?" asked the Professor. "For instance, if you will excuse me for asking the question, does your experience lead you to regard your brother or your sister as the more reliable?"**

*Use the following discussion points help the children to understand what it means to be 'trustworthy' and 'reliable'.*



***Is this a fair question for the Professor to ask? Can we judge how responsible a person will be based on his or her previous behaviours?***

***How do the siblings know that Lucy is more reliable/responsible or trustworthy than Edmund? What do trustworthy/responsible people do?***

***If a person has a history of being unreliable or untrustworthy, what can they do to change it? What can Edmund do to regain his siblings' trust?***

***What does a responsible pupil at school act like? How can we earn the trust of each other?***

- Describe the range of feelings Lucy must have felt when Edmund did not support her story to the others.
- Peter and Susan are worried about Lucy; they come up with a plan (to talk to the Professor). What is it? What advice does the professor give?

**Activity - Problem-Solving Activity – The children are faced with a huge problem (they don't believe Lucy's Story). In co-operative learning groups, identify the problem, how she/and others would be feeling, decide on a goal, think of 3 possible solutions (e.g. they ask for the professors advice), think about the consequences of each one, choose the best solution and make a plan as a whole class that you think they should try out.**

**If time permits - role-play this in your group.**

## Chapter 6

- Peter immediately apologises to Lucy. Why do you think this was important for him to do?
- Why do you think Edmund has such a bad attitude? Ask the children to pay close attention to Edmund and the choices he makes. Why do they think he does what he does? Is he a happy person?
- How do you think the other sibling's felt when they realized that Edmund had been to Narnia and had lied about Lucy's story?
- Lucy had accidentally got the Faun into trouble. Have you ever caused someone to get into trouble without meaning to? Discuss what happened. How did you resolve the problem?

**Activity Literacy - Speaking and Listening – divide the children into co-operative groups of 4, with 1 acting as the recorder. The group are to discuss the following points:**

1. Why did Edmund lie to his family and join the White Witch?
2. Has Edmund been happy at any point in the story?
3. Find the piece of text in the story that tells us Edmund was happy. What action, words or language show this?

Bring the whole class back together. Recorders to report on groups answers. Lead a whole class discussion on the points raised.

## Chapter 7

- Recap on the meaning of the word 'trust'.
- Why do you think Edmund was reluctant to trust the Beaver?
- Why were the others willing to trust Mr Beaver?



**Activity Literacy -** Character review – add to your impression list of the 4 children from previous lesson. What would you add? Has your impression changed? Add Mr Beaver to the character board – discuss his personality.

### Chapter 8

Ask the children **what they know about Aslan at this point in the story**. Remind them of what Mr. Beaver said about Aslan: “Aslan, he’s the King. He’s the Lord of the whole wood, but not often here you understand. Never in my father’s time. But word has reached us that he has come back. He is in Narnia at the moment. He’ll settle the White Queen alright. It is he, not you, that will save Mr. Tumnus.”

Point out that this quote reveals that Mr Beaver has great trust in Aslan. **What does this mean?** The other ‘good’ animals in the wood share this trust in him. Relate back to previous discussion on trust and what it means to be trustworthy. **Ask the children to predict the next stage of the story. Will Aslan prove to be trustworthy?**

- **Who can you trust at school and at home?**
- **How do the children feel when they realize Edmund has ‘betrayed’ them all and gone to the White Witch?**
- **What does betrayed mean?** Children to look in dictionaries.
- **Mr Beaver describes him as ‘Treacherous’ what do you think this mean?**
- **Have you ever felt betrayed by someone and would you describe them as treacherous?**

**Activity Literacy\_– create an Acrostic poem of the word TRUST**

### Chapter 9

- **Is there any evidence to show that Edmund isn’t really a terrible person? E.g.** For deep down inside he knew the White Witch was really evil and cruel. He hadn’t really had any fun jeering at the Lion.
- **Sometimes a person makes up excuses to ‘justify’ why they behave in an unkind way. What excuses did Edmund come up with to make his actions seem ‘OK’?** E.g. No one cares about me. They weren’t nice to me. They deserved it. They are so bossy.
- **Do you know of a time when someone (or maybe even yourself) used an excuse to behave in a ‘NOT OK’ way? What were the consequences? How did you make it better?**

**Activity – Art-** Draw a picture of the dreadful ‘Maugrim’ the grey wolf who is the chief of Police. Surround the picture with words describing how Edmund must have felt when he came face-to-face with him. E.g. shocked, terrified, stunned etc.

### Chapter 10

- **Mr Beaver describes the dark hole (a cave) in the ground as a ‘Safe Place’ where beavers can escape to in times of trouble. Do you have a place where you can go if you are having a bad day or simply need some time on your own?** Ask children to share their own ‘Safe places’, somewhere they feel warm, protected, happy and safe.
- **Lucy described her meeting with ‘Father Christmas’ and receiving his news as ‘deep shiver of gladness which you only get if you are being solemn and still’.**



**What do you think she meant by this? Have you ever experienced such a feeling?**

**Activity** – Just like the siblings and the Beaver family, ask the children to work in co-operative groups to compile a list of objects they would pack to bring with them. Consider the time of year and weather and also the danger of the task at hand.

### Chapter 11

- **Ask the students if they have noticed any signs that Edmund is changing. Discuss how and what evidence there is to support this.** Point out the following two passages from Chapter 11. “Oh don’t, please don’t,” shouted Edmund, but even while he was shouting she had waved her wand.....for the first time in the story he had felt sorry for someone else.
- **Feelings can change over time. Have you ever been in a situation in which you wished (as Edmund did while riding in the sledge) to meet someone you had argued with or not liked before and ‘make-up or be friends’ again? Discuss what changed your feelings towards them.**

**Activity – speaking and listening**

**Related to the last question**

- **What did you do in order to mend the friendship?** Children to discuss from their own experience what sorts of things we can do in order to ‘make-up’ with our friends.

### Chapter 12

- **What does the word ‘betray’ mean?**
- **Peter says the following about Edmund’s ‘betrayal’: “That was partly my fault, Aslan. I was angry with him and I think that helped him to go wrong.” Do you think this to be true; can we be responsible for the behaviour of others? Are we responsible for your friends and classmates? Can we help others to make the right choices and behave in the best way possible?**
- **In the story the children all have to try to be brave. Have you ever had to do something you didn’t think you were brave enough to do? What helped you to face your fears? Share the experience.**

**Peter feels ‘responsible’ for his younger brother and sisters during the battle. You as older children have responsibilities for the younger children in school. Children to discuss and compile a list of ‘Our responsibilities’.** Relate to B’s Buddies.

**Activity – Art** - Draw a picture of time when you have had to be brave in a situation when you were not feeling very brave.

### Chapter 13

- **What do you think of the way the rescuers treated Edmund?** Relate to the Golden Rule – Treat others as you would want to be treated.
- **Has Edward Changed? Why does he change? Has Edmund earned the trust of his family? Has he proven himself to be responsible yet?**
- **Why do you think Aslan said there was sometimes no need to talk about the past? Do you agree with this?**



- What does forgiveness mean?
- Has someone ever forgiven you for doing something wrong against them or vice-versa? How did you feel?
- Aslan and Edmund have a conversation which C.S Lewis did not reveal to us the readers...what do you think was said? How do you think Edmund was feeling during this conversation?

**Activity** – Children to discuss and make a list of some possible ways to say sorry and ask for forgiveness.

#### Chapter 14

- Why do you think Aslan didn't tell anyone what was about to happen? Have a conversation about embarrassment. Ask the children if they ever felt embarrassed and if so why?
- What do you think the word 'humiliated' means? Children to discuss and use dictionaries if necessary.
- Why do you think the Witch and her followers humiliated Aslan before killing him?

**Activity** – children to write a diary entry about a time when they felt the opposite of humiliated or embarrassed i.e. proud. Share with the class.

#### Chapter 15

- How do you think the girls were feeling when they saw Aslan bound and tied? Words from the text include lonely, horrid and hopeless.
- How did their feelings differ when they returned and found Aslan alive and well?

**Activity the 'freeze frame' two different scenes:**

1: When the girls find Aslan Tied and think him dead.

2: When they return from their walk to find him alive and well.

The other children in the class to give feeling words to the characters.

#### Chapter 16

- Describe how the animals felt after years of being statues and being held captive.
- How do you think the Witch felt when she saw Aslan?
- How did Aslan solve the problem of getting out of the Castle?

**Activity** - Character review – add to your impression list of the 4 children from previous lesson. **What would you add? Has your impression changed?**

**Add Aslan to the character board – discuss his personality.**

#### Chapter 17

**As the siblings grew older and wiser, the inhabitants of Narnia added descriptions to their names: King Peter the Magnificent, Queen Susan the Gentle, King Edmund the**





**Just and Queen Lucy the Valiant. In many ways these names reflect the personalities and characters of the children.**

**Activity**

Children to choose a 'name' that they would like to describe them when now or when they become adults e.g. 'King Harry the Kind'. What 3 things can they do during the year to become the type of person who would have this personality trait or quality? This can be used as a class display to represent 'Our Goals'.

Alternatively, this could be used as a 'Pupil of the Day' activity and the children should give this terms compliments in the form of the names given to our Narnia characters e.g. Queen Anna the Fun-loving, with description of time when they have displayed these characteristics.