Based on
The Lion, The Witch and the Wardrobe
By C.S. Lewis

About the Book:
Peter, Susan, Edmund, and Lucy are sent to London to live with an old professor during the war due to the air-raids. While exploring their new, very large house, young Lucy steps into a wardrobe to hide from her brothers and sisters. What Lucy soon discovers is an entire world, the world of Narnia just beyond the wardrobe door. Filled with centaurs, unicorns, an evil witch, talking lion, beavers, and fauns, an adventure of a lifetime begins.

Set the Stage:
Use the following to get the students ready to read:

- Close your eyes. Imagine a world filled with talking animals and magic. A world that you could escape to on a rainy day. What would your world look like? Using each of the five senses (seeing, smelling, touching, tasting, and hearing), describe this fantasy world.
- What do you enjoy doing on a rainy day when you aren’t able to go outside?
- Do you believe that animals talk? Explain your answer.
- If you could invent an imaginary world, what would the name of it be? Why did you choose this name?

Review:
After reading the book, discuss the following:

- Describe each of the four children (Peter, Susan, Edmund, and Lucy). What important role does each child play in saving Narnia from the White Witch?
- Which sibling are you most like? Explain your answer.
- Edmund dreams of an endless supply of Turkish Delight. What is Turkish Delight?
- Why doesn’t anyone believe Lucy when she tells the others of her first trip to Narnia?
- What happens to Mr. Tumnus after he betrays the White Witch?
- Why does Edmund decide to go along with the White Witch’s plan? Have you ever broken the trust of a friend or family member due to temptation? Describe the situation.
- How do Mr. and Mrs. Beaver help the children?
- What does the White Witch do to those who betray her?
- Describe Peter’s first battle.
- How does Aslan sacrifice himself for the good of Narnia? Do you think you could ever be so brave?
- What awaits the children at Cair Paravel?
- Susan and Lucy initially believe that the field mice are harming Aslan at the Stone Table. Much to their surprise, they soon realize the mice are helping Aslan. How do the field mice assist Aslan?
- How does Aslan trick the White Witch?
- What other stories have you read that involve a magical land? Create a list of fantasy books and share it with your classmates.
**Student Activity** (found on the last page of this PDF): Students will think of a time when they have been in a situation that has “brought out the beast” in them and write a journal entry about another way they could have handled the problem.

**Related Activities:**
To extend students’ enjoyment of the book, try these:

- **Map Quest:** The book contains a map of Narnia. Ask students to design a map of the city in which they live and the surrounding area. Don’t forget to include a compass rose and a map key if necessary. Have them compare their maps with their classmates. What similarities and differences do they see?

- **Series Sharing:** *The Lion, the Witch and the Wardrobe* belongs to a series of books titled *The Chronicles of Narnia* by C.S. Lewis. In a small literature circle, have students choose another book in the series to read. They can discuss whether they enjoyed the book as much as *The Lion, the Witch and the Wardrobe* and then complete a Venn Diagram comparing/contrasting the two books.

- **Fact or Fantasy?:** Ask students to make two columns on a piece of paper, labeling the top of one “FACT” and the other “FANTASY.” Ask them to go back through the book *The Lion, the Witch and the Wardrobe* and list events in each column from the story.

- **It’s All Relative:** One of the interesting things in the story is the relationship the children have with each other and the roles they each play. Ask students: How much do you know about your family beyond those who physically live with you? Students can research their family history and complete a family tree. Ask them: What is the most interesting thing you learned about one of your family members? Did everyone originate in the United States of America? Have them share their trees with classmates.

- **Imagination Station:** Imagine you could live in a fantasy world. What type of world would you live in? What would the name of your world be? What types of transportation, communication, power source, species, sights, and sounds would there be? Write an adventure that would take place in your fantasy world.

- **Volumes of Vocabulary:** Ask students to find the following words from the book *The Lion, the Witch and the Wardrobe* and write their definitions. Then ask them to use each word in a creative sentence of their own.
  1. splendid
  2. inquisitive
  3. rampant
  4. traitor
  5. despair

- **Good vs. Evil:** So many of the books written today deal with the concept of good vs. evil. The *Harry Potter* series is one such example. Ask students: Can you think of others? Make a list of five books you’ve read that deal with this idea. Do you enjoy reading about the hero or the villain in each story? Who are the heroes and villains in each of the books on your list?
Bringing Out the Beast in Me
Based on *The Lion, the Witch and the Wardrobe* by C.S. Lewis

One of the turning points in the story *The Lion, the Witch and the Wardrobe* is when Peter has his first battle. Up until this time, Peter appears to be a calm, rational, and non-aggressive boy. However, when his sister is in danger, he fights to save her.

**Directions:** Think of a time when you have been in a situation that has “brought out the beast” in you. Write about your experience and why you reacted in that manner. Share your experience with your classmates and decide if you would behave that way again if given the time and opportunity to consider other solutions. What would have been another way of handling the problem? Have three classmates write down what they would have done in the same situation.

**Journal Entry:**

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________________________________________________________________________

________________________________________________________________________

**My Alternate Solutions to My Problem:**

1. __________________________

2. __________________________

3. __________________________

**My Classmates’ Alternate Solutions to My Problem:**

Classmate’s Name: __________________________

Solution: __________________________

________________________________________________________________________

Classmate’s Name: __________________________

Solution: __________________________

________________________________________________________________________

Classmate’s Name: __________________________

Solution: __________________________