



The Lion, the Witch and the Wardrobe
April 2019

STUDY GUIDE EXAMPLES

Story Summary: When an ordinary wardrobe transports Peter, Susan, Edmund, and Lucy into the enchanted world of Narnia, they begin an adventure towards their destinies as rulers of the land. Trapped in an eternal winter, they must battle the evil White Witch with the help of whimsical forest creatures and the great lion, Aslan, to reclaim Narnia. C.S. Lewis' book has been magically transformed for the stage celebrating the triumph of good over evil.

When creating lesson plans for *The Lion, the Witch and the Wardrobe*, there are a variety of topics that can be covered including:

- Bravery
- Family and Friendship
- Hope
- Gluttony
- Good vs. Evil

Activities

ABOUT THE AUTHOR:

C.S. Lewis was born in 1898 in Ireland and died in 1963 in England. Although he was married, he never had children. As an author, he wrote novels as well as children's books.

Activity: Have students research C.S. Lewis and the Chronicles of Narnia series and present a short summary and timeline of his life to the class.

BEFORE THE PLAY

Discussion Questions: What is the importance of imagination and fantasy? What makes up a fantasy world (discuss aspects including: other worlds, creatures, special powers)

Outcome: The students will be able to create their own imaginary world and be able to write about it as if it were a real place.

Activity: Have students create their own world to transport to like the children do in *The Lion, the Witch and the Wardrobe*. Include a portal and how the transportation of the portal works. It can be a made up object or it can be something familiar to the student. Details are what matter so make sure to have them include specific details:

- What kind of creatures dwell this world? Is it a human world or do other creatures rule?
- What is the element of setting (a world of fire, in the air, under the water, on a earth-like surface or, some completely made up entity)?
- Is there a hierarchy of creatures? A ruling body?



- What would people wear? What is the era if in real time?
- Is there a language? How do the inhabitants communicate?
- What kind of food do they eat? Do they have any traditions?

Once their world is created, have the students write a short story about the land. To accompany the story, have them make a creative project to go along. This can include diagrams, maps, a drawing, a shoebox setting etc...

Common Core CCSS.ELA-LITERACY.W.6.3 a-e Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

CCSS.ELA-LITERACY.SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

AFTER THE PLAY

Activity: The next day after the play, start class with a pulse check to get minds flowing about the play they just saw. Students may use a single word or a phrase of up to four words about *The Lion, the Witch and the Wardrobe*. Along with their word, have them think of a physical move to accompany their thought or idea. After the pulse check, the students should be ready to discuss the play they just saw with all the ideas their classmates contributed to the pulse check.

Outcome: To stimulate and refresh the minds of the students based on the content

Topics to Consider

- What are some individual character traits of each of the four children: Peter, Susan, Edmund, and Lucy? How do they change over the course of the story? Who do you relate to the most?
- Compare and contrast the characters of the Lion and the Witch (for example, what kinds of power they have, how they exercise power, how they treat others, what they want).
- What do you think is the most courageous act shown in this play? Explain.

Post Activity Discussion:

- Why did you choose the thought or idea you did? Was it something that stood out? Something important? Funny? Cool? Weird?

Common Core CCSS.ELA-LITERACY.SL.6.1 a,d Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own

<https://sdsufrompagetostage.wordpress.com/student-exercises-2/>