

The Lion, The Witch, and The Wardrobe



By

C.S. Lewis

A Novel Study
by Nat Reed

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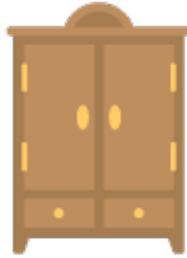


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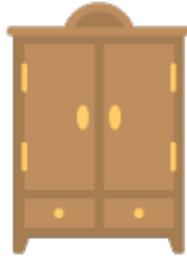
About the author: Nat Reed was a member of the teaching profession for more than 35 years. He was a full-time instructor at Trent University in the Teacher Education Program for nine years. For more information on his work and literature, visit novelstudies.org.

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Suggestions and Expectations

This 69 page curriculum unit can be used in a variety of ways. Each chapter of the novel study focuses on one or two chapters of **The Lion, the Witch and the Wardrobe** and is comprised of four different sections:

6. Before You Read
7. Vocabulary Building
8. Comprehension Questions
9. Language and Extension Activities

A **portfolio cover** (p.7) as well as a **Checklist** (p.6) are included so that students may track of their completed work.

Every activity need not be completed by all students.

Links with the Common Core Standards (U.S.)

Many of the activities included in this curriculum unit are supported by the Common Core Standards. For instance the *Reading Standards for Literature, Grade 5*, makes reference to

- a) determining the meaning of words and phrases. . . including figurative language;
- b) explaining how a series of chapters fits together to provide the overall structure;
- c) compare and contrast two characters;
- d) determine how characters ... respond to challenges;
- e) drawing inferences from the text;
- f) determining a theme of a story . . . **and many others.**

Themes which may be taught in conjunction with the novel include mythology; Christian symbolism; the importance of family, loyalty and friendship; leaders and leadership; courage and sacrifice; and forgiveness.

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List of Skills

Vocabulary Development

1. Locating descriptive words/phrases
2. Listing synonyms/homophones
3. Identifying/creating *onomatopoeia*
4. Use of capitals and punctuation
5. Identifying syllables
6. Listing compound words
7. Identifying/creating similes
8. Identifying/creating *personification*.
9. Use of singular/plural nouns
10. Using content clues: analogies
11. Identifying parts of speech
12. Determining alphabetical order
13. Identification of root words
14. Identifying/creating *alliteration*
15. Identifying anagrams.
16. Rephrase unusual expressions

Setting Activities

1. Summarize the details of a setting

Plot Activities

1. Complete a 5 W's Chart
2. Identify conflict in the story
3. Identify *cliffhanger*
4. Identify the climax of a novel
5. Write a synopsis
6. Predict an outcome
7. Complete a Sequence Chart
8. Identify *foreshadowing*

Character Activities

1. Determine character traits
2. Compare characters
3. Relating personal experiences
4. Identify the antagonist.

Creative and Critical Thinking

1. Research
2. Write a newspaper article
3. Write a letter to a friend
4. Complete an Observation Chart
5. Cast a movie version of novel
6. Conduct an interview
7. Write a description of personal feelings
8. Write a Book Review
9. Create *Found Poetry*
10. Create a Journal entry

Art Activities

1. Design a cover for the novel
2. Sketch a *faun*
3. Create a Storyboard.
4. Create a collage

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Synopsis

Step into Narnia . . . a magical land full of wonder and excitement. A place where you will meet Aslan, the bravest of lions, and a beautiful but wicked witch. There are lots of other fabulous creatures too: giants and dwarfs and animals that talk.

It all begins when four children - Peter, Susan, Edmund and Lucy - discover a strange old wardrobe. Stepping inside, they find it's stranger still, because behind all the fur coats there is a wondrous land of trees and mountains, all glistening with snow.

The White Witch has spread an icy winter everywhere. Only Aslan can defeat her and reverse her wicked spell. The children must find the lion before it is too late. If they fail the Witch will make them her prisoners forever.

*In the fifty years since it was written, **The Lion, the Witch and the Wardrobe** has become one of the greatest classics of children's literature. (Harper Collins)*

Author Biography

C.S. Lewis

Don't use words too big for the subject. Don't say 'infinitely' when you mean 'very'; otherwise you'll have no word left when you want to talk about something really infinite. C.S. Lewis.

Clives Staples (Jack) Lewis was born in Belfast, Ireland in 1898. He was a close friend of J.R.R. Tolkien (*Lord of the Rings*) when both men were faculty members at Oxford University in Oxford, England. Dr. Lewis was a devout Christian who wrote many books defending and explaining his faith. In 1956, he married the American writer Joy Gresham, who died four years later of cancer at the age of 45. Lewis's works have been translated into more than 30 languages and have sold millions of copies. *The Chronicles of Narnia* have sold the most and have been popularized on stage, TV, radio and the movies. Lewis died on Nov. 22, 1963 - the same day that President Kennedy was assassinated.



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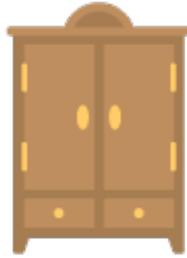


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Name: _____

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Chapter 1



Before you read the chapter:

The **setting** is very important to a novel. An intriguing, unusual setting can really add to the impact of a story. Think of a place in the world you think would make for a fascinating setting of an adventure story and explain why you made this particular choice.



Vocabulary:

Beside each word in Column A write the correct synonym or definition from Column B.

	COLUMN A	MEANING		COLUMN B
1.	pretend		a.	curious
2.	splendid		b.	closet
3.	inquisitive		c.	glance
4.	enormous		d.	housefly
5.	wardrobe		e.	radio
6.	bluebottle		f.	imagine
7.	stag		g.	scarf
8.	glimpse		h.	large
9.	muffler		i.	male deer
10.	wireless		j.	wonderful

Questions



1. Describe the **setting** at the beginning of this chapter. Remember that setting includes not only **place**, but **time** as well.

2. Chapter One introduces the four main characters of the novel. From what you know about these characters so far, think of one word (or phrase) to describe each of them.

Peter	
Susan	
Lucy	
Edmund	

3. Why did Peter think that moving to the old house in the country was a good thing?

4. What circumstance led the children to explore the house on the second day of their stay?

5. What was unusual and fascinating about the house?

6. Lucy knew that it was very foolish to shut oneself into a wardrobe. Why?

7. Describe what happened when Lucy went further back into the wardrobe.

Language Activities



A. Homophones

Homophones are words which sound the same but have different meanings. An example is *air* and *heir*. This chapter features words which are examples of homophones. In the chart below, create sentences which show the meaning of each set.

Homophones	Sentence
1. very	
2. vary	
1. hear	
2. here	
1. there	
2. their	

B. Put the following expressions from Chapter One into your own words. [You may wish to check the context of these expressions.]

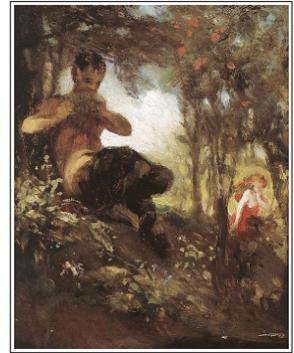
There's sure to be a row...	
a room all hung with green...	
We've fallen on our feet and no mistake.	

A very informative website devoted to Narnia is 'The Lion's Call': www.thelionscall.com

C. The Faun

The **faun** is a fascinating creature found in many folklore stories. The *faun* is said to have horns and resemble goats below the waist, while appearing human-like above the waist.

Using resources in your school library or the Internet, do a further investigation of this mythological creature. Research three interesting facts about the faun - its appearance, origin, characteristics, etc. You may also wish to include a sketch of a faun.



--

The Faun

D. Sequencing.

Choose what you consider to be the six most important events in this chapter. In each of the six boxes below list the six events that you have chosen, describing what happened and telling why you consider this to be an essential part of the story.

The diagram consists of six empty rectangular boxes arranged in a 3x2 grid. The boxes are connected by arrows indicating a sequence:

- Top-left box is connected to the top-right box by a right-pointing arrow.
- Top-right box is connected to the middle-right box by a downward-pointing arrow.
- Middle-right box is connected to the middle-left box by a left-pointing arrow.
- Middle-left box is connected to the bottom-left box by a downward-pointing arrow.
- Bottom-left box is connected to the bottom-right box by a right-pointing arrow.

Extension Activity



A Picture's Worth a Thousand Words

Use the three boxes to describe and illustrate the beginning, middle and conclusion of this chapter.



Beginning Picture:	Beginning:
Middle Picture:	Middle:
Concluding Picture:	Concluding: