

THE LION, THE WITCH, AND THE WARDROBE

EDUCATOR'S GUIDE

VOCABULARY
COMPREHENSION
CRITICAL THINKING
CREATIVE EXPRESSION

Dear Educator,

Thank you for visiting the C.S. Lewis Foundation website. We appreciate your efforts to introduce C.S. Lewis and the Chronicles of Narnia to your students and friends.

We have sought to provide you with educationally challenging and easily reproducible book-based activity sheets geared toward students in grades 5-8. The simple format of four black and white pages for each chapter can be economically copied as two double sided sheets, hole-punched, and collected in a notebook. An optional vocabulary quiz sheet can be used for further challenge and/or assessment. The range of activities meets several of the current state standards for education. Students may work individually or in small groups, as suits the situation.

These materials have been designed specifically with the public school or mainstream educational setting in mind, primarily for use by students in the middle grades (5th – 8th).

This Study Guide to *The Lion, the Witch, and the Wardrobe* was developed under the auspices of the C.S. Lewis Foundation by Rebekah Choat (home educator for seventeen years). We thank her for her amazing generosity, dedication, and talent in creating this guide. ***Final edits of these materials were subsequently made by Mary Pomroy Key, Ph.D, Counseling Psychology, University of Southern California, Marriage and Family Therapist, adjunct professor of Children's Literature and Child Development, and home educator for thirteen years. We also thank Emily Key, age 10, who tested the guide and provided invaluable feedback.***

Please feel free to browse through other resources listed on our website, cslewis.org, including study guides for books by C.S. Lewis, Lewis' biographical information, the "bookstore" and a sampling of some of the seminars and opportunities available for educators.

The C.S. Lewis Foundation

Chapter 1: Lucy Looks Into a Wardrobe

Vocabulary:

air raids	attacks by aircraft, especially on non-military targets
blue-bottle	a type of flying insect with a blue body
inquisitive	eager for knowledge; curious
looking-glass	a mirror
mothballs	small, Styrofoam-like balls containing chemicals to keep moths away from clothing in storage
muffler	a scarf worn around the neck for warmth
parcels	packages
queer	strange or unusual
row	a disturbance or quarrel
wardrobe	a large, cabinet-like piece of furniture which serves as a closet for storing clothing
wireless	a radio without wires or cords

Expressions:

“fallen on our feet”	“luckily been sent to a good place”
“come off it”	“stop acting or talking that way”
“Ten to one”	“it’s very likely”

Vocabulary enrichment activities:

A. Fill in the blanks with the words or expressions from the lists above that make the most sense based on the story.

1. The children were sent to stay with the Professor because of the _____.
2. Peter thought they had _____.
3. After the rooms full of books, they found a room that was empty except for a big _____ with a _____ in the door.
4. When Lucy found herself standing in the middle of a wood, she felt both frightened and _____.
5. The first person she met in the wood was wearing a red _____.

B. Correctly use each of these words in a sentence.

1. mothballs
2. parcels
3. row

Comprehension – Answer the following questions based on Chapter 1.

1. Where did the children live before this story began?

2. Why was Edmund bad-tempered the first night at the Professor's house?

3. How did the adventures begin?

4. What first made Lucy realize that something queer was happening in the wardrobe?

5. What did she think that convinced her it was safe to go on and explore?

6. What was the source of the light in the wood?

Critical Thinking

1. What is your first impression of each child's personality?

2. What do you think about Lucy's decision to enter the wood alone – was it safe, brave, foolish? Explain why you feel as you do.

Write, Discuss, Create

1. Write a letter from one of the children to their parents describing the Professor's house and how he or she feels about being there.
2. Upon their arrival, Edmund finds it hard to keep from laughing at the Professor's odd appearance. Have you ever been in a similar situation? Discuss how you handled it.
3. Draw or paint a picture of the Professor, based on the descriptions given in the chapter.

Chapter 2: What Lucy Found There

Vocabulary:

tea	an English custom – a light meal in the late afternoon
sardines	small fish
Silenus	a figure in Greek myth having the body of a man, with the ears and tail of a horse
Nymphs	beautiful female figures in Greek myth who lived in wells or bodies of water
Dryads	beautiful female figures in Greek myth who lived inside trees
stag	a male deer
Bacchus	the god of wine in Greek myth
jollification	joyful celebration
merely	simply
lulling	giving a sense of security, causing sleep or relaxation

Expressions:

“on my account”	“because of me”
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Vocabulary enrichment activities:

A. Fill in the blanks with the words or expressions from the lists above that make the most sense based on the story.

1. Mr. Tumnus invited Lucy to have _____ with him, and served her toast and _____ and cake.
2. One of the books Lucy saw on the shelf was titled *The Life and Letters of* _____.
3. Mr. Tumnus told wonderful tales of how _____ and _____ used to come out to dance with the Fauns.
4. He also talked about _____, and _____ sometimes visiting the forest, and weeks of _____.

B. Correctly use each of these words in a sentence.

1. stag
2. merely
3. lulling

Comprehension – Answer the following questions based on Chapter 2.

1. What does Mr. Tumnus’s phrase “Daughter of Eve” mean?

2. How did the faun convince Lucy to come to his cave?

3. How did he entertain her after they had eaten?

4. What happened when Lucy said she had to go?

5. What had Mr. Tumnus promised to do with Lucy?

6. What did he fear would happen to him if he failed to keep his promise?

7. Why did he decide not to keep the promise anyway?

Critical Thinking

1. Why do you think Lucy felt comfortable in the faun’s cave?

2. Why do you think it took Lucy so long to understand the danger she was in?

3. What do you think about her behavior toward Mr. Tumnus after she realized what he had planned to do?

Write, Discuss, Create

1. Write a journal entry that Mr. Tumnus might have written after meeting Lucy.
2. Have you ever been pressured to do something you knew was wrong? Discuss how you handled the situation.
3. Draw or paint a picture of Mr. Tumnus's home.

Chapter 3: Edmund and the Wardrobe

Vocabulary:

batty	crazy
rapped	knocked
hoax	trick
spiteful	mean and hateful
groping	feeling about in the dark
sulking	pouting
sledge	sleigh
Shetland ponies	very small but strong horses
gilded	covered with a thin layer of gold
rug	blanket used to cover one's legs
"pray"	"tell me"
hereafter	from now on

Expressions:

sneered and jeered	teased unkindly, made fun of
"Make it Pax"	make peace, make up after an argument

Vocabulary enrichment activities:

A. Fill in the blanks with the words or expressions from the lists above that make the most sense based on the story.

1. Peter _____ his knuckles on the back of the wardrobe to make sure it was solid.
2. Edmund _____ and _____ at Lucy for the next few days.
3. When Edmund couldn't find the door of the wardrobe, he began _____ wildly in the dark.
4. When Lucy didn't answer him, he thought she was _____ and refusing to accept his apology.
5. After a few moments, a _____ drawn by reindeer came into view.
6. The dwarf's beard covered him in place of a _____.
7. "What, _____, are you?" the Lady asked Edmund.

B. Correctly use each of these words in a sentence.

1. hoax
2. spiteful
3. gilded

Comprehension – Answer the following questions based on Chapter 3.

1. Why was Lucy surprised that her siblings hadn't been wondering where she was?

2. What did they find when they looked into the wardrobe?

3. Why didn't Lucy make up with the others by saying she had just made up the story of her adventure?

4. Why should the next few days have been delightful, and why did Lucy not enjoy them?

5. Why did she not mean to hide in the wardrobe during hide-and-seek?

6. Why did Edmund follow her into the wardrobe?

7. What was his first clue that something unusual was happening?

8. Why did he think Lucy didn't answer his call?

9. What was Edmund's first impression of the Lady on the sledge?

10. Who did the Lady say she was?

Critical Thinking

1. Why do you think Lucy had begun to wonder whether Narnia had been a dream?
2. How would you describe the Lady on the sledge, based on what is told about her in this chapter?

Write, Discuss, Create

1. Write a journal entry that Lucy might have written during this time when her siblings didn't believe her.
2. Have you ever had to admit you were wrong? How did you handle the situation?
3. Draw or paint the sledge, the dwarf, or the Lady.

Chapter 4: Turkish Delight

Vocabulary:

Son of Adam	human boy
dominions	lands under the rule of a king or queen
mantle	a large cloak
Turkish Delight	a kind of candy, similar to gummy bears
courtiers	people who are not rulers but stay at a royal court
nobles	officials of lower rank beneath a king or queen
snappishly	in an impatient, bad-tempered way
flushed	red and uneasy or upset

Expressions:

poor sport	not any fun
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Vocabulary enrichment activities:

A. Fill in the blanks with the words or expressions from the lists above that make the most sense based on the story.

1. The queen wanted to know if Edmund was a _____.
2. Next, she asked how he had entered her _____.
3. _____ is Edmund's favorite thing to eat.
4. A king must have _____ and _____.
5. Edmund's face was _____ when he met Lucy.
6. He said it was _____ to stand in the snow.

B. Correctly use each of these words in a sentence.

1. mantle
2. snappishly

Comprehension – Answer the following questions based on Chapter 4.

1. How did Edmund feel when the queen first invited him to sit with her?

2. What did he want as he ate the Turkish Delight?

3. What was the queen especially interested in learning about his family?

4. What was unusual about this particular Turkish Delight?

5. What did the queen say she'd like to do with Edmund?

6. What was the condition for her carrying out her idea?

7. What did the queen tell Edmund about fauns?

8. How did Lucy feel about Edmund having got into Narnia, too?

9. How did Edmund feel about it himself?

Critical Thinking

1. Why do you think the queen changed from being angry and threatening to sympathetic?
2. Why do you think the queen seemed not to mind Edmund's forgetting his manners as he answered her questions?
3. Why do you think Edmund's opinion of the queen changed as he spent more time with her?

Write, Discuss, Create

1. Write a journal entry that the queen might have written after meeting Edmund.
2. Have you ever been persuaded to trust someone you didn't feel comfortable with at first? Talk about how the situation turned out.
3. Draw or paint the landscape and the queen's house.

Chapter 5: Back on This Side of the Door

Vocabulary:

savagely

angrily

coolly

calmly and without concern

logic

good reasoning, thinking things through

spectacles

eyeglasses

inclined

interested or likely

trippers

tourists

Expressions:

taken aback

surprised

queer in the head

going crazy

at their disposal

available to talk to them

taking a party over the house

showing tourists around

Sharp's the word!

Let's get away quickly!

Vocabulary enrichment activities:

A. Fill in the blanks with the words or expressions from the lists above that make the most sense based on the story.

1. Edmund was _____ when Peter scolded him.
2. Susan and Peter were afraid Lucy was going _____.
3. The Professor was _____ to hear their concerns.
4. The Professor wondered why the children hadn't been taught _____ at school.
5. After their talk with the Professor, none of the children were _____ to mention the wardrobe anymore.
6. Mrs. Macready had told them to stay out of the way when she was _____.

B. Correctly use each of these words in a sentence.

1. savagely
2. coolly
3. spectacles

Comprehension – Answer the following questions based on Chapter 5.

1. When did Edmund decide what to do?

2. How much older than Lucy was Edmund?

3. How did Peter say Edmund had always behaved?

4. What did Peter and Susan decide to do about their concern over Lucy?

5. How did the Professor respond to their account of Lucy's story?

6. What was the main reason Susan and Peter didn't believe Lucy?

7. What did the Professor say were the only three logical possibilities?

8. What did he advise them to do?

9. What was unusual about the Professor's house?

Critical Thinking

1. Why do you think Peter reacted as he did to Edmund?
2. Why do you think the Professor was willing to believe Lucy's story?
3. What do you think of his statement that nothing is more probable than that there could be other worlds just round the corner?

Write, Discuss, Create

1. Write a letter Susan might have written to her mother about Lucy.
2. Have you ever been disbelieved even though you were telling the truth? Discuss how you felt, and how the situation turned out.

Chapter 6: Into the Forest

Vocabulary:

camphor	a chemical used in mothballs
bagged	stolen
bearing	going toward
prigs	people too concerned with nice manners
crockery	dishes
wash-out	waste of time
premises	place, area
treason	betrayal of a ruler or government
chatelaine	female ruler of a castle
harbouring	hiding
fraternising	being friendly
larder	pantry, kitchen cupboards

Expressions:

hang it all	a phrase expressing dislike or frustration
pay you out	get back at you
former occupant	person who used to live here
on my account	because of me

Vocabulary enrichment activities:

A. Fill in the blanks with the words or expressions from the lists above that make the most sense based on the story.

1. The wardrobe smelled of _____.
2. Edmund said to himself that he would _____ the others, and that they were stuck-up _____.
3. The lady Edmund had met called herself the _____ of Cair Paravel as well as the Queen of Narnia.
4. Tumnus was charged with _____, _____ spies, and _____ with humans.
5. Lucy felt bad because the Faun had been arrested _____.

B. Correctly use each of these words in a sentence.

1. bearing
2. crockery
3. larder

Comprehension – Answer the following questions based on Chapter 6.

1. What were the first clues that something strange was happening inside the wardrobe?

2. How did the fur coats look on the children?

3. How did Edmund give away the fact that he had been in Narnia before?

4. What did the children find at the Faun's cave?

5. Who was the chief of the secret police?

6. Why did the siblings decide not to just go home?

7. What was Peter worried about?

8. What did Edmund suggest about the robin?

9. Why did Peter decide to trust the bird?

Critical Thinking

1. Why do you think Edmund had such a bad attitude?
2. Do you agree with the children's decision to try to rescue Mr. Tumnus? Why or why not?

Write, Discuss, Create

1. Write a report of what happened at the Faun's cave from the point of view of someone sympathetic to him.
2. Have you ever caused someone else to get in trouble without meaning to? Talk about what happened.
3. Draw or paint a picture of the wrecked cave-house.

Chapter 7: A Day with the Beavers

Vocabulary:

dodging	avoiding
token	something to show identity or friendship
festoons	decorations
gum boots	rubber boots
oilskins	raincoats
mortar	material used in building walls to hold things together

Expressions:

got wind of	heard about
Merely a trifle!	Nothing very special.

Vocabulary enrichment activities:

A. Fill in the blanks with the words or expressions from the lists above that make the most sense based on the story.

1. Mr. Tumnus had _____ his upcoming arrest and given Lucy's handkerchief to Mr. Beaver as a _____.
2. Mr. Beaver said his dam was _____.
3. The ice looked like _____ of sugar.
4. The children saw _____ and _____ and various tools against the wall of the Beavers' house .

B. Correctly use each of these words in a sentence.

1. dodging
2. mortar

Comprehension – Answer the following questions based on Chapter 7.

1. What was unusual about the animal the children saw?

2. What did the Beaver say about the trees?

3. How did they know he was a friend?

4. How did the name of Aslan affect each of the children?

5. How long did it take to reach the Beaver's house?

6. What was Mrs. Beaver doing when they arrived?

7. What did they have for dinner?

8. Why was Mr. Beaver pleased that it was snowing again?

Critical Thinking

1. Why do you think Edmund was reluctant to trust the Beaver?
2. Why were the others willing to trust Mr. Beaver?

Write, Discuss, Create

1. Write a letter that Peter might have written to his mother to let her know how he and his siblings were doing.
2. Have you ever heard or seen something that affected you without your knowing why, as the name of Aslan affected the children? Tell about what it was, and whether your feeling turned out to be right.
3. Draw or paint either the dam or the inside of the Beavers' home.

Chapter 8: What Happened After Dinner

Vocabulary:

stratagem	strategy, plan
pedlars	people who sell things door-to-door
simple	foolish
Jinn	a race of supernatural creatures, genies

Expressions:

time out of mind	as long as anyone can remember
mark my words	pay attention and remember what I say

Vocabulary enrichment activities:

A. Fill in the blanks with the words or expressions from the lists above that make the most sense based on the story.

1. Peter suggested that they come up with some _____ to get into the witch's house, perhaps disguising themselves as _____.
2. Mr. Beaver said the witch was descended from the _____.
3. There had been a saying in Narnia _____ that two Sons of Adam and two Daughters of Eve would end the witch's reign.

B. Correctly use each of these words in a sentence.

1. simple
2. mark my words

Comprehension – Answer the following questions based on Chapter 8.

1. What had happened to Mr. Tumnus?

2. Why did Peter believe they had to try to help the faun?

3. Who is Aslan?

4. What did Mrs. Beaver say about anyone who could appear before Aslan and not be nervous?

5. Where were the children supposed to meet Aslan?

6. When was Edmund's absence noticed?

7. Why did Mr. Beaver say there was no point in looking for him?

8. What did Mrs. Beaver say was the only chance of saving either Edmund or the other children?

Critical Thinking

1. Do you agree with Peter's feeling that the children should try to help Mr. Tumnus? Why or why not?
2. What do you think the statement that Aslan isn't safe, but good means?

Write, Discuss, Create

1. Write a note that Mr. Tumnus might have written to Lucy when he learned that he was going to be arrested.
2. Have you ever been in a situation in which someone you love did something wrong, and you had to decide how to respond? Talk about what happened and how you determined what you should do.

Chapter 9: In the Witch's House

Vocabulary:

barking	bumping
dunce	a very stupid person
turret	a small tower
gloating	feeling very satisfied and superior
satyrs	a mythical creature, half man, half goat
cat-a-mountains	mountain lions
centaur	a mythical creature, half man, half horse
eerie	spooky

Expressions:

give him the cold shoulder	ignore him on purpose
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Vocabulary enrichment activities:

A. Fill in the blanks with the words or expressions from the lists above that make the most sense based on the story.

1. Edmund thought the others were trying to _____ during dinner.
2. He kept slipping and _____ his shins on rocks as he traveled.
3. The Witch's courtyard was full of statues, including _____, _____, and a _____.

3. Correctly use each of these words in a sentence.

4. turret
5. gloating
6. eerie

Comprehension – Answer the following questions based on Chapter 9.

1. Why hadn't Edmund enjoyed dinner?

2. When did he actually slip out of the Beavers' house?

3. What were some of the excuses he made up about the Witch in his own mind?

4. What cheered him up as he was walking?

5. How was he able to find his way?

6. What frightened him just inside the courtyard gate?

7. What silly thing did he do when he recovered from his fright?

8. How did the Witch greet him?

Critical Thinking

1. Why do you think Edmund was determined to go to the Witch even though he knew deep down that she was evil?
2. Do you think he really believed that the stone lion was Aslan? Why or why not?
3. What do you think of the way the Witch reacted to his news?

Write, Discuss, Create

1. Have you ever persisted in doing something you knew was wrong? Discuss why you acted as you did, and how things turned out.
2. Draw or paint either the Witch's house when Edmund was first able to see it, or the courtyard full of statues.

Chapter 10: The Spell Begins to Break

Vocabulary:

crook	a thick pottery jar or pot
plaguey	bothersome
frowsty	messy
sluice gate	a gate to control the flow of a river
ramped	stood threateningly with raised forelegs
cordial	medicine

Expressions:

Get along with you all.	All of you calm down.
What a mercy...	It's a good thing...

Vocabulary enrichment activities:

A. Fill in the blanks with the words or expressions from the lists above that make the most sense based on the story.

1. Mrs. Beaver asked for someone to get several loaves of bread out of the _____ in the corner.
2. Everyone looked very _____ when they came out of the cave.
3. Father Christmas had fitted Mr. Beaver's dam with a new _____.

B. Correctly use each of these words in a sentence.

1. cordial
2. What a mercy

Comprehension – Answer the following questions based on Chapter 10.

1. What was Mrs. Beaver doing while the others were bundling up?

2. What hope did she say they had?

3. Why did Mr. Beaver say they should stay down in the valley?

4. What awakened everyone from their sleep in the cave?

5. Why did Mr. Beaver rush out when he heard the noise?

6. What was Father Christmas like, and how did he affect the children?

7. List the gifts he gave to each member of the party.

Critical Thinking

1. Do you think it was wise of Mrs. Beaver to take the time to pack up supplies? Why or why not?
2. How do you feel about Aslan's statement that battles are ugly when women fight?

Write, Discuss, Create

1. Write a journal entry for one of the children describing how it felt to be running from the Witch to meet Aslan.
3. Have you ever felt "that deep shiver of gladness which you only get if you are being solemn and still"? Tell about the experience.
4. Draw or paint a picture of Father Christmas as he is described in the chapter.

Chapter 11: Aslan Is Nearer

Vocabulary:

repulsive	disgusting
gaiety	merry-making, celebration
vermin	common harmful or objectionable animals
gluttony	excess in eating or drinking
glade	an open space surrounded by woods
alighting	landing

Vocabulary enrichment activities:

A. Fill in the blanks with the words or expressions from the lists above that make the most sense based on the story.

1. When the party of animals saw the Witch, all the _____ went out of their faces.
2. The Witch called the animals _____.
3. Edmund saw the ground covered with flowers as they came into a _____ of birch trees, and birds _____ on branches soon after that.

B. Correctly use each of these words in a sentence.

1. repulsive
2. gluttony

Comprehension – Answer the following questions based on Chapter 11.

1. What did the Dwarf bring Edmund to eat and drink?

2. What did the Witch order the wolf to do?

3. How did Edmund feel riding in the Witch's sledge?

4. Why did the Witch stop suddenly?

5. What did she do to the party of animals?

6. Why did the sledge stop running well?

7. What did the Witch, the Dwarf, and Edmund do when the sledge couldn't go any further?

8. What did the Dwarf say had happened?

9. How did the Witch respond to his statement?

Critical Thinking

1. Why do you think Edmund shouted out for the Witch not to harm the animals?
2. Why do you think his heart gave a great leap when he realized the frost was over?

Write, Discuss, Create

1. Imagine you are a reporter, and write a report about the sudden onset of spring in Narnia.
2. 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? Discuss what changed your feelings toward them.
3. Draw, paint, or build a small model of the animal party.

Chapter 12: Peter's First Battle

Vocabulary:

kingfisher	a brightly colored bird
thrush	a small songbird
pavilion	a large, luxurious tent
Alsatian	a large dog, now commonly called a German shepherd

Expressions:

velvet them	hold the claws in
win his spurs	prove his skill and bravery

Vocabulary enrichment activities:

A. Fill in the blanks with the words or expressions from the lists above that make the most sense based on the story.

1. The Beavers and the children saw _____ and _____ as they were walking.
2. After climbing a high hill, the children were able to see the sea, the Stone Table, and a _____ pitched on one side of a green open space.
3. Lucy thought Aslan's paws would be terrible if he didn't know how to _____.
4. Peter heard a horn blow, and then saw a large creature like an _____ chasing Susan.
5. Aslan told the other creatures to hold back and let Peter _____.

Comprehension – Answer the following questions based on Chapter 12.

1. What did the children understand had happened when the magic spring began?

2. Describe the Stone Table.

3. How did the Beavers and the children feel when they saw Aslan?

4. How did Lucy think Aslan's face looked?

5. What did Aslan show Peter?

6. What did Peter see after he heard the horn?

7. How did he feel, and what did he do?

8. What did Aslan send the other creatures to do?

Critical Thinking

1. Why do you think the children and the Beavers hesitated to approach Aslan?
2. Why do you think Peter didn't understand at first what the horn blowing meant?

Write, Discuss, Create

1. Write a journal entry that one of the girls might have written about meeting Aslan.
2. Have you ever had to do something you didn't think you were brave enough to do? Tell about the experience.
3. Draw or paint either the pavilion or the castle of Cair Paravel as Peter saw it from the hilltop.

Chapter 13: Deep Magic from the Dawn of Time

Vocabulary:

Ghouls	evil beings that rob graves and feed on corpses
Boggles	ugly, evil creatures
Ogres	evil giants who feed on humans
Minotaurs	creatures that are half man, half bull
Hags	evil old women, witches
Spectres	ghosts
cheek	disrespect
treachery	betrayal
forfeit	owed
renounce	give up

Expressions:

craves audience	wants to meet with you
safe conduct	guarantee of being allowed to enter enemy territory without being attacked

Vocabulary enrichment activities:

A. Fill in the blanks with the words or expressions from the lists above that make the most sense based on the story.

1. The Witch sent out messengers to gather the creatures that were on her side: _____, _____, _____, _____, _____, and _____ among others.
2. The leopard told Aslan that a messenger from the enemy _____.
3. The Dwarf said that the Witch requested _____ to come and meet with Aslan.
4. Mr. Beaver was offended by the _____ of the Witch calling herself the Queen of Narnia.
5. The Witch said she had a right to kill anyone who committed _____, and that Edmund's life was _____ to her.
6. After talking privately with Aslan, the Witch _____ her claim on Edmund.

Comprehension – Answer the following questions based on Chapter 13.

1. What did the Dwarf suggest the Witch should do with Edmund?

2. What did the Witch intend to do with him?

3. How did the Witch and the Dwarf avoid being captured when Edmund was rescued?

4. What did Aslan say when he brought Edmund to his siblings?

5. How did the Witch's appearance affect the group of Aslan's supporters?

6. What did Mrs. Beaver notice about the meeting between Aslan and the Witch?

7. Why had the Witch come?

Critical Thinking

1. What do you think of the way the rescuers treated Edmund?
2. Why do you think Aslan said there was no need to talk about what was past?
3. Why do you think Aslan told Mr. Beaver to keep quiet?

Write, Discuss, Create

1. Has someone ever forgiven you for doing something wrong against them? Tell how you felt.
2. Draw or paint Aslan and Edmund as they walked together early in the morning.

Chapter 14: The Triumph of the Witch

Vocabulary:

campaign	a military operation
siege	a blockade of a strong place to force its surrender
groped	felt the way in the dark
leering	staring in an evil way
rabble	a disorderly crowd
whet	sharpen
pact	agreement
appeased	satisfied

Vocabulary enrichment activities:

A. Fill in the blanks with the words or expressions from the lists above that make the most sense based on the story.

1. During the journey, Aslan told Peter about his plan of _____.
2. The girls _____ out from among the sleepers during the night.
3. Four _____ hags came forward to bind Aslan.
4. The _____ was enraged by Aslan's silence.
5. The witch said that after the Deep Magic was _____, she would make Narnia hers forever.

B. Correctly use each of these words in a sentence:

1. siege
2. rabble
3. pact

Comprehension – Answer the following questions based on Chapter 14.

1. Why did Aslan say they had to move camp?

2. What did Aslan say about his presence in the battle that was sure to come?

3. What did the girls see when they got up in the middle of the night?

4. What did Aslan say when they asked to go with him?

5. How did the Witch's followers react to Aslan's appearance?

6. What was done to Aslan before he was put on the Stone Table?

7. How did Aslan look just before he was killed?

Critical Thinking

1. Why do you think Aslan didn't tell anyone what was going to happen?
2. Why do you think the Witch and her followers humiliated Aslan before killing him?

Write, Discuss, Create

1. Write a journal entry Peter might have written about his conversation with Aslan as they were moving to the new camping place.
2. Have you ever had a feeling that something dreadful was about to happen? Discuss whether you were right, and how it turned out.

Chapter 15: Deeper Magic from Before the Dawn of Time

Vocabulary:

skirling	making a high, shrill sound
vile	disgusting
stead	place
giddy	causing dizziness
slacking	slowing

Vocabulary enrichment activities:

A. Fill in the blanks with the words or expressions from the lists above that make the most sense based on the story.

1. The whole _____ rabble ran past Susan and Lucy's hiding place with wild cries and _____ pipes and shrill horns.
2. Aslan told the girls that when a willing victim was killed in a traitor's _____, Death itself would start working backward.
3. The girls rode Aslan through wild orchards, past roaring waterfalls, up windy slopes, along _____ ridges, and down into wild valleys.

Comprehension – Answer the following questions based on Chapter 15.

1. Why couldn't Susan and Lucy untie the ropes on Aslan's body?

2. What two things did Lucy notice after it seemed that hours had gone by?

3. What were the mice doing?

4. What sound did the girls hear, and then what did they see?

5. What had the Witch not known?

6. How did the girls feel after the wild romp with Aslan?

7. When did they reach the Witch's home?

Critical Thinking

1. Why do you think Edmund was determined to go to the Witch even though he knew deep down that she was evil?
2. Do you think he really believed that the stone lion was Aslan? Why or why not?
3. What do you think of the way the Witch reacted to his news?

Write, Discuss, Create

1. Have you ever been in deep despair that suddenly was turned to joy? Share the story.
2. Draw or paint the risen Aslan as Lucy and Susan first saw him.

Chapter 16: What Happened About the Statues

Vocabulary:

grate

fireplace

prodigious

enormous

saccharine tablet

an artificial sweetener

bay

a deep bark

Vocabulary enrichment activities:

A. Fill in the blanks with the words or expressions from the lists above that make the most sense based on the story.

1. As it was coming back to life, the lion gave a _____ yawn.
2. Lucy's handkerchief was like the size of a _____ compared to the giant.
3. A great hound picked up the Witch's scent and began to _____.

Comprehension – Answer the following questions based on Chapter 16.

1. What did Lucy think the Witch's courtyard was like at first?

2. What did Aslan do to bring the statues back to life?

3. How did they all get out of the Witch's courtyard?

4. What did Mr. Tumnus tell Lucy about the giant Rumblebuffin?

5. What was the change in the noise that gave Lucy an odd feeling?

6. What was happening in the center of the battlefield?

Critical Thinking

1. Why do you think the other lion was so pleased that Aslan had said “us lions”?
2. What do you think the Witch was thinking when she saw Aslan?

Write, Discuss, Create

1. Draw or paint Lucy and Mr. Tumnus when they met again in the Witch’s house.

Chapter 17: The Hunting of the White Stag

Vocabulary:

scepter	a king or queen's staff
revelry	celebration
lurking	hiding
consorts	companions
quarry	an animal being hunted
marry	truly
foreboding	feeling that something is going to happen
signification	meaning

Expressions:

visits of state	visits from the officials of one kingdom to the officials of another kingdom
worketh upon me strangely	gives me a strange feeling

Vocabulary enrichment activities:

A. Fill in the blanks with the words or expressions from the lists above that make the most sense based on the story.

1. After the children were crowned, there was great _____ in Cair Paravel.
2. The Kings and Queens formed alliances and paid _____ to countries beyond the sea.
3. Edmund said the lamp post _____, and he desired to find the _____ of the thing.

B. Correctly use each of these words in a sentence.

1. lurking
2. foreboding

Comprehension – Answer the following questions based on Chapter 17.

1. What had Edmund done that had kept the Witch from overpowering Aslan's forces?

2. What did Aslan do in the midst of the celebration?

3. What names were given to the children as they grew and changed over the years?

4. How did they happen to find the lamp post in the wood?

5. Why did they decide not to turn back at that point?

6. How did the Professor react to their story?

Critical Thinking

1. What do you think of Aslan's insistence that Lucy go and help others before she saw if Edmund was recovered?
2. Do you think Edmund should have been told what Aslan had done for him? Why or why not?
3. Why do you think the Professor advised the children not to talk too much about their adventures?

Write, Discuss, Create

1. Write a journal entry for one of the children after their return to England, describing Narnia.
2. Draw or paint a picture of the merpeople singing outside Cair Paravel.