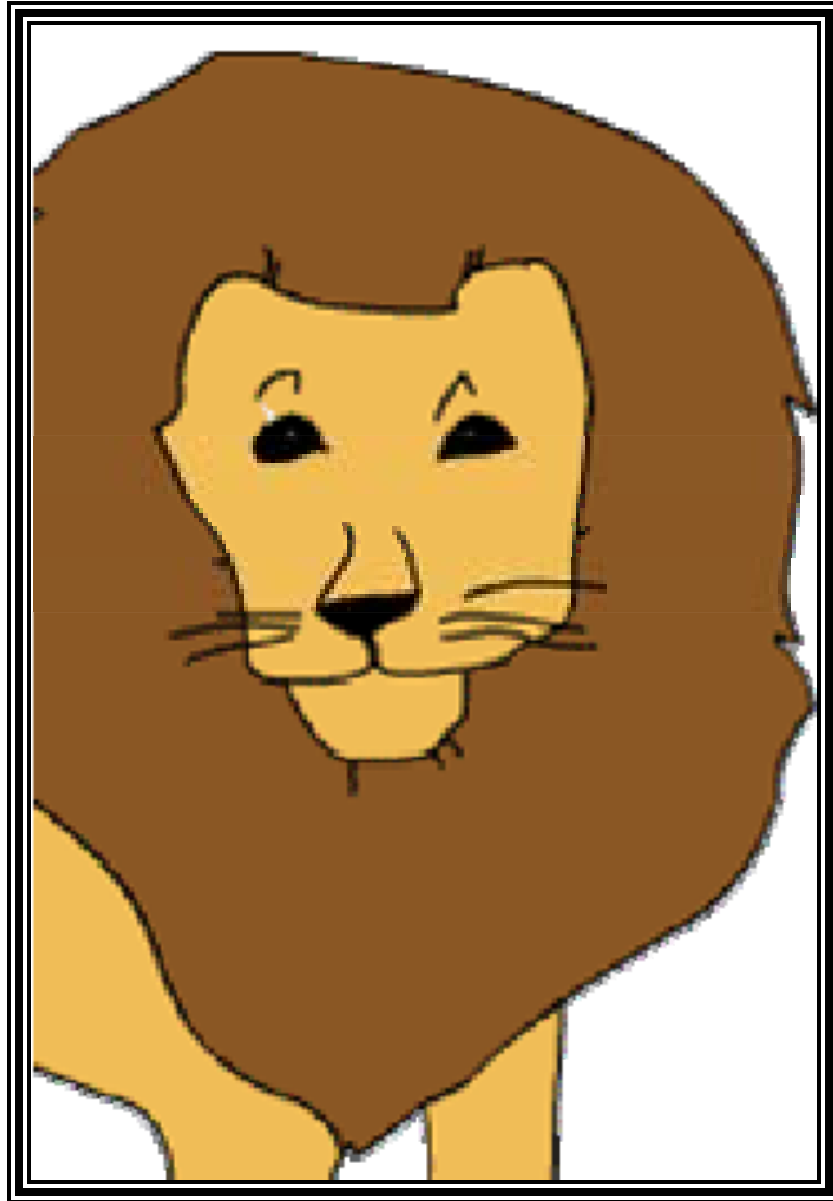


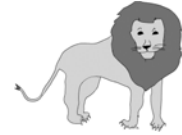
A Study Guide to
The Lion, the Witch, and the Wardrobe



By Patrick Davis
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Name _____
The Lion, the Witch, and the Wardrobe

Quiz 1 (Chapters 1 - 3)
C.S. Lewis



First Section: Sentence Completion (these sentences are copied from the book. Finish them completely.)

1. Page # 2 That old chap will let us

do anything we like.

2. Page # 19 I don't suppose there was ever a worse Faun

since the beginning of time.

3. Page # 34 It was a beautiful face in other respects

but proud and cold and stern.

Second Section: On the Page Questions (these questions are found directly in the book)

4. Page # 7 What is the other light that Lucy heads for?

The other light that Lucy heads for was a lamp-post in the middle of the woods.

5. Page # 11 Why is the Faun so mixed up about where Lucy comes from?

The Faun is so mixed up about where Lucy comes from because he thinks he did not study geography when he was a little Faun and he also misunderstands Lucy's spare room and wardrobe.

6. Page # _____ What do the others think when Lucy announces that she is back?

The others think that Lucy has only been gone a few minutes while Lucy is sure she has been gone hours. Later the Professor uses this apparent time difference to prove the likelihood of Narnia.

Third Section: Off the Page Questions (What do you think and why?)

7. What genre of writing is this?

It can be best classified as fantasy because it has talking animals, but the other world of Narnia gives it elements of science fiction, and it has a myth-like substance to it also.

8. When you first meet Edmund why is he so unlikable?

Edmund appears first as bad-tempered, and second as grumbling. Those are not usually likable characteristics.

9. In a very short paragraph describe the setting and how the plot is unfolding in the first three chapters. (Hint: write a sentence about the setting, one about the plot, and one about the problem.)

The setting takes place at first in the Professor's strange house, and it is from there that they go into Narnia. The plot gets interesting when Lucy enters Narnia, meets a Faun, and returns to find no one believes her. The problem grows when Edmund enters Narnia after Lucy and agrees to betray his siblings to the wicked Queen.

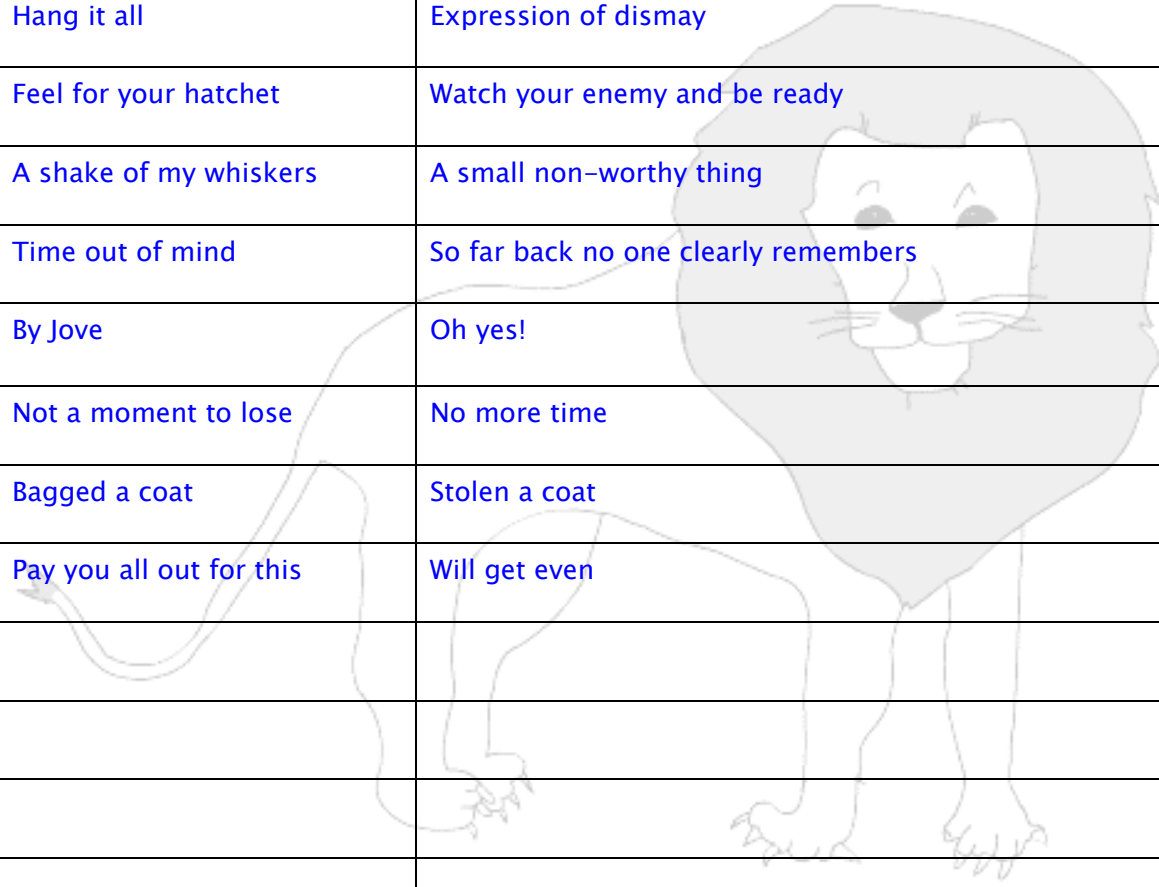
10. Idioms:

Idiom *- noun 1.

an expression whose meaning is not predictable from the usual meanings of its constituent elements, as *kick the bucket* or *hang one's head*, or from the general grammatical rules of a language, as *the table round* for *the round table*, and that is not a constituent of a larger expression of like characteristics.

C. S. Lewis sprinkles his writing with many idioms, some of which are peculiar to England or his time. Can you begin a list of idioms found in this book? On the next page begin a list of the idioms you find throughout the book here.

IDIOM	MEANING
Fallen on our feet	We have found a good place
Sharp's the word	Pay attention
Hang it all	Expression of dismay
Feel for your hatchet	Watch your enemy and be ready
A shake of my whiskers	A small non-worthy thing
Time out of mind	So far back no one clearly remembers
By Jove	Oh yes!
Not a moment to lose	No more time
Bagged a coat	Stolen a coat
Pay you all out for this	Will get even



*idiom. (n.d.). *Dictionary.com Unabridged (v 1.1)*. Retrieved March 04, 2007, from Dictionary.com website:
<http://dictionary.reference.com/browse/idiom>

Name _____

Quiz 2 (Chapters 4 – 6)

The Lion, the Witch, and the Wardrobe

C.S. Lewis



First Section: Sentence Completion (these sentences are copied from the book. Finish them completely.)

1. Page # 38 Each piece was sweet and light to the very center and Edmund had never tasted anything more delicious.
2. Page # 48 When Peter suddenly asked him the question he decided to do the meanest and most spiteful thing he could think of.
3. Page # 61 No one could say you had bagged a coat as long as you leave it in the wardrobe where you found it.

Second Section: On the Page Questions (these questions are found directly in the book)

4. Page # 40 What did Edmund actually look like when the Queen said he was the cleverest and most handsome boy she had ever met?
His face was red and his fingers and mouth were sticky. He did not look either clever or handsome, whatever the Queen might say.
5. Page # 48 Why is Peter angry with Edmund?
Peter believes that Edmund was playing games with Lucy about Narnia, and he is very worried for his sister because he thinks she might be going queer in the head.
6. Page # 60 & 61 Why did Peter think it was alright to take the coats?
No one could say they had “bagged” a coat when obviously they were still in the wardrobe. Peter reasons that Narnia is in the wardrobe.

Third Section: Off the Page Questions (What do you think and why?)

7. Why do you think the Queen changes her mind about what to do with Edmund?
The Queen obviously wants to have all the four children and she is trying to recruit Edmund to bring all of them to her.
8. What is the Professor implying about what is taught to children these days in schools?
The Professor is implying that the schools are not teaching even basic things to children these days.
9. In a very short paragraph describe how the story line (plot) is developing.
Sample: (Answers may vary)
The children went from an adventure in the country to an adventure in Narnia. Lucy had the problem of not being believed which is now solved as Peter and Susan both apologize to her. Now the immediate problem becomes Mr. Tumnus, as Peter can't stand the thought of him being a prisoner of the Queen.
10. C.S. Lewis is a very famous English author, among many famous English authors. On the next page is a place for you to list some of the other English authors you can find.

The Lion, the Witch, and the Wardrobe

C.S. Lewis



First Section: Sentence Completion (these sentences are copied from the book. Finish them completely and correctly.)

1. [73](#) Page # “Poor fellow, he got wind of the arrest before it actually happened and handed this over to me.
2. [85](#) Page # “He’s the Lord of the whole wood, but not often here, you understand.
3. [106](#) Page # “Come in! Come in! Fortunate favorite of the Queen—or else not so fortunate.

Second Section: On the Page Questions (these questions are found directly in the book)

4. [73](#) Page # What does the Beaver tell the children about trees?
“There are the trees,” said the Beaver. They’re always listening. Most of them are on our side, but there are trees that would betray us to her; you know what I mean,” and it nodded its head several times.
5. [85](#) Page # Can the White Witch turn Aslan into stone? Why do you think so?
Mr. Beaver says that if she can stand on her feet and look him in the face, it will be more than he expects.
6. [96](#) Page # At what point did Edmund leave his brother and sisters?
Edmund left his brothers and sisters after

Third Section: Off the Page Questions (What do you think?)

7. You are a newspaper reporter who gets a rumor about human children being sited in Narnia. In a three paragraph article, report this news to your readers.
[Answers will vary.](#)
8. On page 96, the story tells us that perhaps Edmund is not as bad as you might think. In a short paragraph tell me why you agree or disagree with this.
[Answers will vary.](#)
9. A famous philosopher once said that you need to look at others to understand yourself, and at yourself to understand others. Can you see a little bit of yourself in both Edmund and the others? Explain why.
[Answers will vary.](#)
10. Choose a character from the two following pages and include at least 3 things that your character might say and feel.
[Answers will vary.](#)

The Lion, the Witch, and the Wardrobe

C.S. Lewis



First Section: Sentence Completion (these sentences are copied from the book. Finish them completely and correctly.)

1. 118 Page # Peter was silent and solemn as he received these gifts,
[for he felt they were a very serious kind of present.](#)
2. 133 Page # “If either of you mentions that name again,”
[he shall instantly be killed.](#)
3. 144 Page # Peter did not feel very brave;
[indeed, he felt he was going to be sick.](#)

Second Section: On the Page Questions (these questions are found directly in the book)

4. 111 Page # Why does Mrs. Beaver delay, and what does she say about getting to the stone table?

[She reasons that they cannot possibly get to the stone table before the witch, but perhaps they can get there under cover. She also reasons \(p. 110\) that the witch cannot possibly be at the Beaver's for a quarter of an hour.](#)

5. 122 Page # What did the dwarf do and say when he fed Edmund?

[The dwarf grinned repulsively at Edmund and said, “Turkish Delight for the little Prince.”](#)

6. 142 Page # What looked like a great star to Peter?

[The Castle of Cair Paravel looked like a great star to Peter.](#)

Third Section: Off the Page Questions (What do you think?)

7. You are a graphics artist. On a piece of construction paper create a poster advertising Father Christmas's visit.

[Answers will vary](#)

8. Imagine you are Peter for a moment and going to be High King. What good things would you like to do? What problems might you have? In two paragraphs describe three good things you might do and three problems you might face as a king.

[Answers will vary](#)

9. You are a weather reporter who suddenly has something to report besides more snow. In at least a 2 paragraph report, tell of the changing weather. Remember to sound excited!

[Answers will vary](#)

10. On the following pages you are to devise an ad for your team's newsletter. Follow the rubric closely.

[Answers will vary](#)

Name _____

Quiz 5 (Chapters 13-15)

The Lion, the Witch, and the Wardrobe

C.S. Lewis



First Section: Sentence Completion (these sentences are copied from the book. Finish them completely.)

1. Page # [151](#) But if they could have seen what happened in that valley after [they had gone, I think they might have been surprised.](#)
2. Page # [170](#) “Understand that you have given me Narnia forever, [you have lost your own life and you have not saved his.](#)”
3. Page # [172](#) At any other time they would have trembled with fear [; but now the sadness and shame and horror of Aslan’s death so filled their minds that they hardly thought of it.](#)

Second Section: On the Page Questions (these questions are found directly in the book)

4. Page # [153](#) What does Aslan say about names to Beaver?
[“All names will be restored to their proper owner.”](#)
5. Page # [168](#) What are some of the things that the rabble taunted Aslan with?
[“Puss, Puss! Poor Pussy.” and “How many mice have you caught today, Cat?” and “Would you like a saucer of milk, Pussums?”](#)
6. Page # [178, 179](#) Explain the deeper magic before the dawn of time. Why did the Witch not know of it?
[The deeper magic said that a willing victim who had committed no treachery was killed in a traitor’s stead the Table would crack and Death itself would start to work backward. Her knowledge only goes back to the dawn of time.](#)

Third Section: Off the Page Questions (What do you think and why?)

7. What sort of goods might sell for a lot while winter has a hold of all of Narnia?
[Answers vary.](#)
8. What sort of goods might not sell well after the thaw begins in Narnia?
[Answers vary.](#)
9. On the following page, devise a classified ad that you might want to use in your team’s paper.
[Answers vary.](#)

Name _____

Quiz 6 (Chapters 16 - 17)

The Lion, the Witch, and the Wardrobe

C.S. Lewis



First Section: Sentence Completion (these sentences are copied from the book. Finish them completely and correctly.)

1. Page # 190 But just as she was getting near his face he suddenly started and then put her gently back on the ground muttering, "Bless me!"
2. Page # 197 "Daughter of Eve," said Aslan in a graver voice, "others are also at the point of death."
3. Page # 205 "No," he said, "I don't think it will be any good trying to go back through the wardrobe door to get the coats."

Second Section: On the Page Questions (these questions are found directly in the book)

4. Page # 187 What is the giant's first question when he is awakened?
The giant's first question is where is that dratted Witch that was running about on the ground. (no question mark)
5. Page # 188 What happened to Mr. Tumnus?
Mr. Tumnus had been turned into a statue and rescued by Lucy.
6. Page # 197 What does Lucy think Edmund ought to know?
Lucy thinks Edmund should know that Aslan traded himself to the Witch in place of Edmund.

Third Section: Off the Page Questions (What do you think?)

7. Why are the children in the end of the book speaking to each other so strangely?
At the end of the book Lewis wants us to know that the characters are all grown up. He does this by making them speak old English, and thus implies that adults are boring.
8. Do you agree with Lucy and think Edmund ought to know? Why or Why not?
Answers will vary.
9. How is it that the children will be able to tell who has been to Narnia? Tell about something that you have imagined, such as winning the game, or even going to live in a different place.
The Professor insists that they will be able to tell by odd things they say or even how they look. Answers will vary.
10. On a one to ten scale how would you rate The Lion, the Witch, and the Wardrobe?

Please list your favorite three books this year:

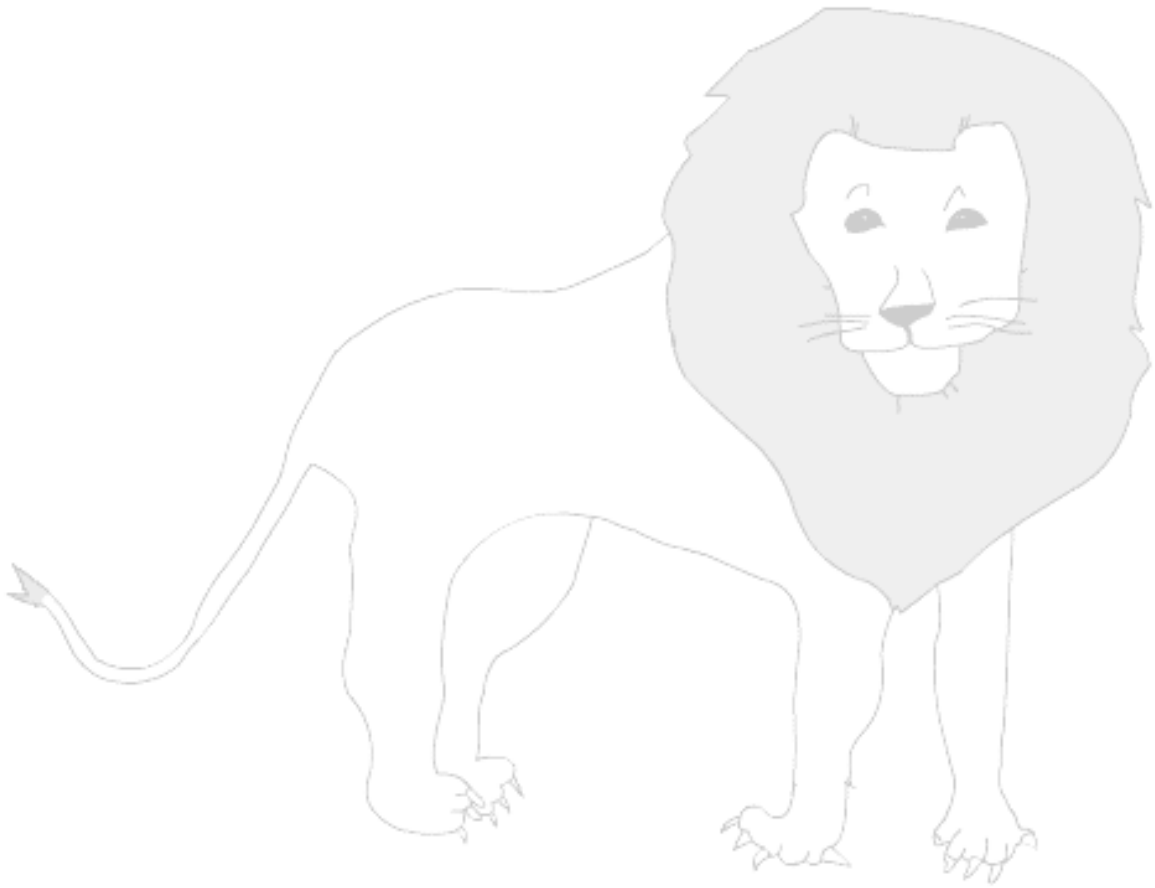
- 1.
- 2.
- 3.

Name _____

Quiz 6 (Chapters 16 - 17)

The Lion, the Witch, and the Wardrobe

C.S. Lewis



Technology Assignment: Publisher

Children shall learn to use Publisher (or Word*) in teams producing a quality newspaper that will be distributed in the classroom.

Estimated length of time to teach: 3-4 wks

State Writing Standards:

(Each is taken from the California Department of Education.)

4th grade

1.0 Writing Strategies

Students write clear, coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).

2.0 Writing Applications (Genres and Their Characteristics)

Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.

5th grade

1.0 Writing Strategies

Students write clear, coherent, and focused essays. The writing exhibits the students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.

2.0 Writing Applications (Genres and Their Characteristics)

Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.

6th grade

1.0 Writing Strategies

Students write clear, coherent, and focused essays. The writing exhibits students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.

2.0 Writing Applications (Genres and Their Characteristics)

Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.

Assignment:

Your team is a team of newspaper reporters. Each of you is responsible to write a minimum of three articles and one advertisement for your newspaper. Appropriate articles for your newspaper may include things such as weather, headline articles, personals, classifieds, sports, editorials, and advertisements. Articles shall be a minimum of 150 words. Advertisements may include anything created on computer, or hand-drawn art work that is scanned. After writing your article you must submit it to your team for editorial review. Your article must be initialed by each team member before typing it.

Scope and Sequence of lessons

Timing: Children can start this writing/publisher unit after their Chapter One Quiz

Session One

Before meeting in groups each child will make a list of five possible articles. The articles must be chosen from at least three different areas. For example no one should have a list of five sports articles; rather at most a child could think of three sports articles and then should choose one from weather and one headline article. Each child shall choose one article from his list with team approval. Each newsletter should be written with the rubric in mind.

1. Write your article
2. Title your article and give yourself the byline.
3. Get team approval of your article by each team member initialing it.
4. Type your article into Word.

Session Two

4. First Tutorial
Publisher
Newsletter templates
Cut and Paste

Session three

5. Writing Rubric

Children must have printed article from Word and in this session teammates grade each other according to rubric.

The aim of the teacher here should be to get each child to finish his first article.

Optional:

Teacher reviews rubric with students. Pull out students individually to discuss and approve areas of weakness and strength.

Session Four

1. Get your writing assignment from your team. You may not write in the same area as you did with the first article.
2. Write your article
3. Title your article and give yourself the byline.
4. Get team approval of your article by each team member initialing it.
5. Type your article into Word.

Session Five

- Writing Rubric

Children bring articles and rubrics for second grading.

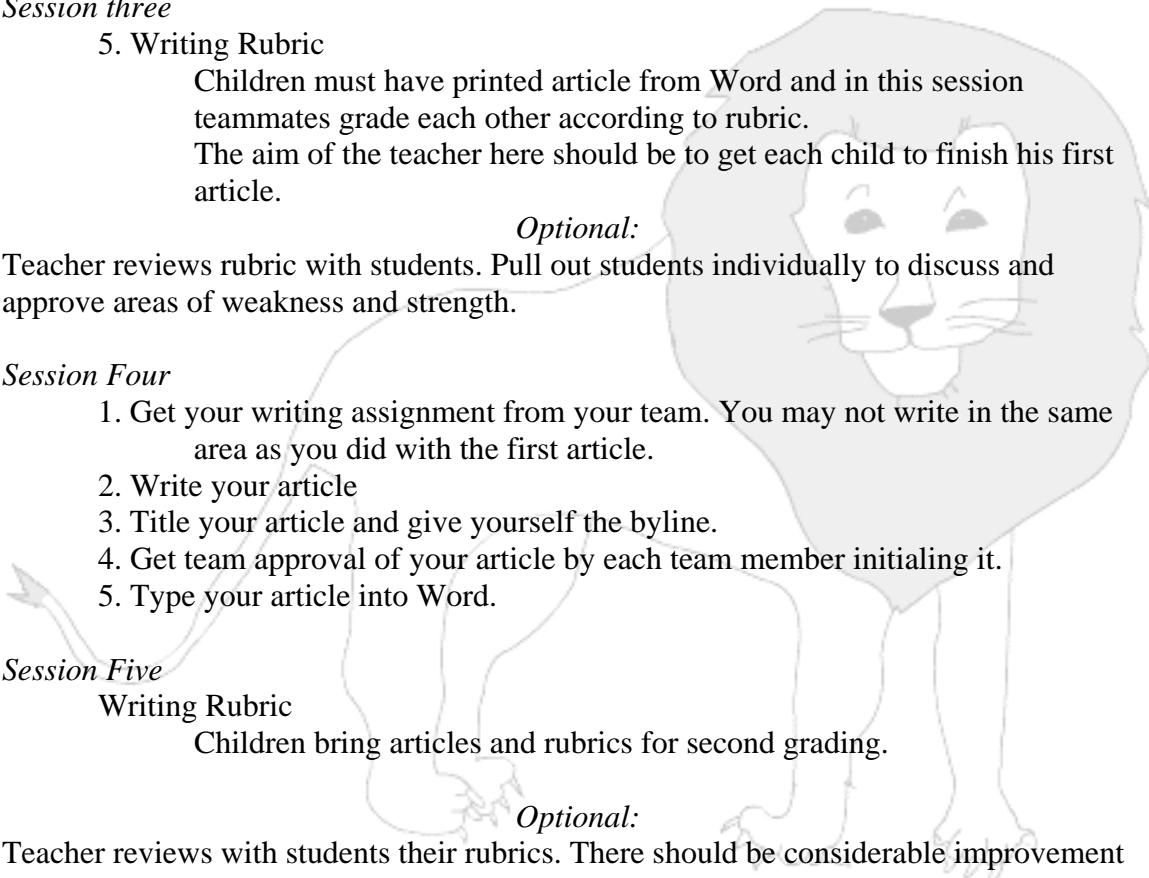
Optional:

Teacher reviews with students their rubrics. There should be considerable improvement in the students who did not finish the first time.

Session Six

- Publisher Tutorial
Review first steps
Adding pages
Inserting pictures with scanner

Session Seven



In groups discuss lead article strategy. Have students decide who gets the lead. Teams are assigned to group computers. They must each take turn cutting and pasting their own article.

Session Eight

Students will hand draw an advertisement of their own choosing. The advertisement should have something to do with what might be sold in a daily newspaper in Narnia. For example, ads might be drawn of a sleigh lot (instead of a car lot), snow removal supplies, or warm clothing. Ads should be scanned into the computer for later use in the newsletter.

Session Nine

Advertisement Rubric on design and clarity. Children must submit hand drawn posters with printed scan results to their team. Post rubrics and posters in classroom.

Session Ten

1. Get your writing assignment from your team. You may write in the same area as you did with either of the first two articles.
2. Title your article and give yourself the byline.
3. Get team approval of your article by each team member initialing it.
4. Type your article into Word.

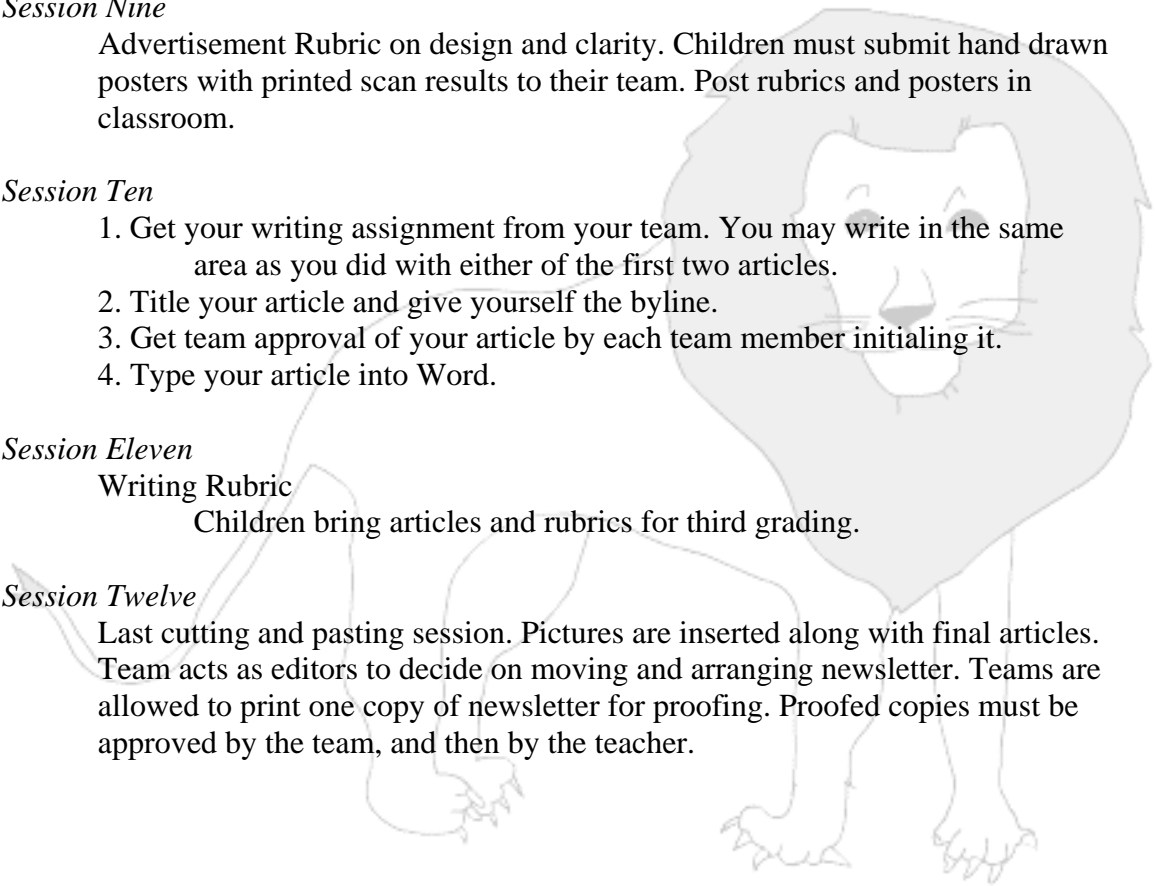
Session Eleven

Writing Rubric

Children bring articles and rubrics for third grading.

Session Twelve

Last cutting and pasting session. Pictures are inserted along with final articles. Team acts as editors to decide on moving and arranging newsletter. Teams are allowed to print one copy of newsletter for proofing. Proofed copies must be approved by the team, and then by the teacher.



WORD SEARCH

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WORD SEARCH

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WORDSEARCH # 2

WORD SEARCH

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WORDSEARCH # 4

WORD SEARCH

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WORDSEARCH # 5