

Main
Street
Theater



The
Lion
The Witch
and The
Wardrobe

all
THEATER FOR ^ YOUTH
ACTIVITY GUIDE

SUMMARY

Peter, Susan, Edmund and Lucy Pevensie are sent to a home in the country belonging to an old professor to escape the bombs in wartime London. During a rainy day game of hide-and-seek Lucy enters into an old wardrobe filled with fur coats and finds herself in the unusual world of Narnia. This is a world where it is always winter but never Christmas. It is a world of fauns, witches and magic. Lucy is able to return to the mansion when a friendly faun, Mr. Tumnus guides her back to the wardrobe.

Upon returning no one believes her tale until Edmund happens into Narnia himself where he meets the White Witch. The Witch tricks Edmund into believing that she is good and that all of the creatures of Narnia are plotting against her. She claims to be Queen of Narnia, and tries to convince him to bring his sisters and brother back in exchange for Turkish Delight, an enchanted candy, and the position of King of Narnia. Unbeknownst to Edmund she really wants to kill the children before they can fulfill the prophecy that says the thrones of Narnia are rightfully theirs.

Returning to the magical land, Lucy takes her siblings to see Mr. Tumnus when they find out that he has been taken captive by the Witch for helping Lucy earlier. The Pevensie children decide to help their friend the Faun by fighting the White Witch with the help of a family of beavers as well as Aslan, a lion and the true King of Narnia. In the end they are able to vanquish the evil Witch and Aslan crowns the children kings and queens where they rule for many years until returning to the wardrobe and London where time has not passed.



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**The actors love to receive
fan mail from the students!**

(send to)

**Main Street Theater
Attn: School Bookings
3400 Main Street, Suite 283
Houston, TX 77002**

Guide Credits

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ABOUT THE AUTHOR



C. S. Lewis or **Clive Staples Lewis** was born on November 29, 1898 in Belfast, Ireland. His mother, Flora Augusta Hamilton Lewis, died when he was young, leaving his father, a lawyer named Albert, to raise him and his older brother Warren. He disliked school and attended many different ones, having a terrible time in grammar and early high school. His loathing of school is shown in many of his books but particularly *The Chronicles of Narnia*. Lewis escaped schools by being privately tutored until attending University College in Oxford, England. Wounded in WWI, he returned to Oxford as a professor of Medieval and Renaissance English literature.

Lewis was born and raised Protestant but became an atheist in his teens for personal and philosophical reasons and did not return to Christianity until his early thirties. Most of his works reflect his Christian beliefs.

In 1952, Lewis met Joy Davidman Gresham, an American woman fifteen years younger than him, and they eventually married in 1956.

The Narnia Chronicles were published from 1950 to 1956. *The Lion, The Witch and The Wardrobe*, *The Magician's Nephew*, *The Last Battle* and other books in the series retell the Christian story in a fairy tale form.

C. S. Lewis died on November 22, 1961 of a heart attack and kidney problems.

THE CHARACTERS



ASLAN, the King of Narnia. The noble lion sacrifices his life so that the Witch will spare Edmund. After being resurrected the next morning, Aslan rises and defeats the White Witch once and for all.



THE WHITE WITCH, the evil queen of Narnia. She places a spell on the land so that it is winter and never Christmas and wields a wand that turns creatures and people to stone. The wand also produces the Turkish Delight that enslaves Edmund and makes him greedy.



PETER, the oldest of the Pevensie children. He is noble and courageous and proves himself after protecting Susan from a ferocious wolf. Aslan knights him and eventually crowns him the High King of Narnia. During his reign he is known as King Peter the Magnificent.



SUSAN, the second oldest of the Pevensie children. She is the beauty, sweet and kind. Father Christmas gives her a horn to blow if she ever finds herself in a dangerous situation. When she becomes queen at Cair Paravel, she is known as Queen Susan the Gentle.



EDMUND, the third oldest Pevensie child is the “brat”. He is mean and spiteful and likes to tease Lucy. His greed for the enchanted Turkish Delight leads him to act as a traitor against his siblings. Edmund joins forces with the White Witch but eventually sees the error of his ways and returns to the good side.



LUCY, the youngest Pevensie is cheerful, kind and brave. She has a very strong sense of right and wrong and would never tell a lie. She is the first of the children to go into Narnia. Later, she convinces her siblings to search for Mr. Tumnus, the faun when he is abducted by the Witch. In the beginning she is the protagonist, until Aslan fills that role. She has a special bond with Aslan. Father Christmas gives Lucy, a cordial, which she uses to heal the wounded following the battle with the Witch’s troops. She is known as Queen Lucy the Valiant.



TUMNUS, a faun who meets Lucy on her first trip into Narnia. He initially intends to kidnap her and bring her to the White Witch. He decides to spare her life so the Witch ransacks his home and arrests him. Later, Aslan rescues Tumnus from the spell. He makes a mean cup of tea.



PROFESSOR KIRKE, the slightly eccentric, elderly professor. He takes care of the Pevensie children so they can escape the bombs in London during WWII. He helps Peter and Susan to understand that Narnia may exist.



MR. BEAVER, is Tumnus’ friend. He aids the children in the search for the faun. He also introduces them to Father Christmas and ultimately brings them to the Stone Table and Aslan.

MRS. BEAVER, is Mr. Beaver’s wife.



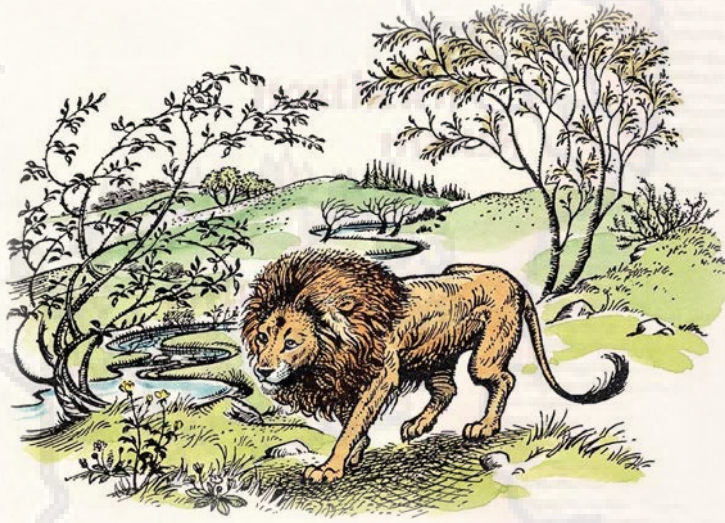
DWARF, is the Witch’s right-hand man.



MAUGRIM, a wolf and the chief of the Witch’s Secret Police. Peter murders him after Maugrim chases Susan up a tree.



FATHER CHRISTMAS, he explains that Christmas has arrived in Narnia and as a gift, gives special tools to each of the children.



LITERATURE ELEMENTS

SETTING: 1940; England; WWII; The English countryside and the magical land of Narnia.

NARRATOR: Anonymous. The narrator reveals the story of Narnia through the eyes of a child and reveals the thoughts and motivations of the children, particularly Lucy and Edmund.

POINT OF VIEW: The narrator speaks in the third person and focuses on what the children can observe. The narrator is omniscient and knows the hidden motives and emotions of the characters. The narrator alternates between providing insight into the actions and thoughts of Lucy, Aslan and Edmund.

TOPE: Colloquial and relaxed.

TENSE: Immediate past

PROTAGONIST: Aslan

ANTAGONIST: The White Witch

MAJOR CONFLICT: Aslan, who represents good, defends the land of Narnia against the cruel and evil White Witch.

RISING ACTION: The children enter Narnia and discover that the White Witch has taken Tumnus. Aslan returns to Narnia and breaks the Witch's spell, and Christmas arrives. Edmund betrays his siblings and must forfeit his life to the White Witch.

CLIMAX: The Witch murders Aslan, who has sacrificed his life so that Edmund can live.

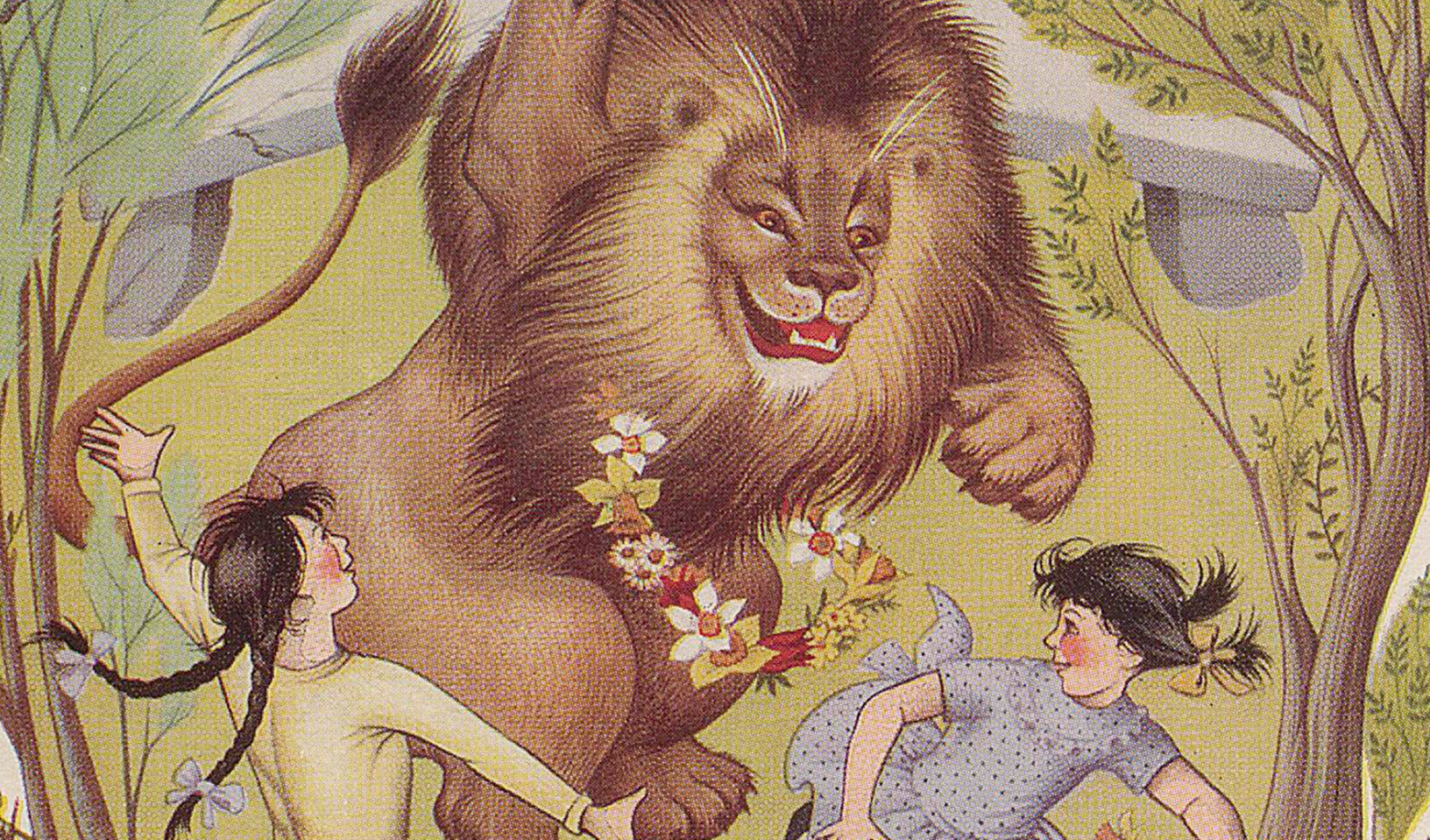
FALLING ACTION: Includes the resurrection of Aslan and the final battle between the Witch's forces and Aslan's followers. Also, the reign of the children over Narnia.

THEMES: Christian allegory, faith, the possibility of the impossible, redemption, rebirth.

MOTIFS: Winter, Spring, mythology.

SYMBOLS: Narnia, Aslan, the White Witch, the Stone Table, the sea, fish

FORESHADOWING: Occurs when the Witch makes a bargain with Aslan and we sense evil on the horizon.



LITERATURE ELEMENTS (continued)

CAUSE AND EFFECT

Have the students list the sequence of events from the story. Then mark the causes with a “C” and effects with an “E”. Use an arrow to point the cause to the effect.

CHARACTER COMPARISONS

Have your students make a list for two different characters. Have them list under the characters name identifying features of each of them. Show them how to analyze similarities and differences between the two characters.

FACT VS. FANTASY

Define the difference between fact/reality and fantasy. Then have your students analyze events and characters in the story and determine whether they are based on fact or fantasy. For instance, many of the things that Mr. and Mrs. Beaver do real beavers do as well while other things are pure fantasy. Describe these things.

CHARACTER ANALYSIS

Peter saved Susan from a wolf and became a hero. Aslan saved Edmund and was a hero. Have your students collect newspaper and magazine articles about local heroes. Have them cut them out and put them on the bulletin board. Discuss with the class why these people are heroes today. Students can also expand their writing skills by writing a personal account of someone they know who is a hero. Have them share them with the class.

THEMES, MOTIFS AND SYMBOLS

THEMES

- 1 THE DANGER OF GLUTTONY** – Edmund’s descent into the Witch’s service begins during his frantic consumption of the magic Turkish Delight
- 2 THE POWER OF EVIL** – The White Witch and her power over all of the creatures of Narnia; her ability to ensnare Edmund to do her will.
- 3 HUMANKIND’S REDEMPTION** – Aslan sacrifices his own life and saves Edmund.

MOTIFS

- 1 SEASONS** – The Witch imposes an enchanted, eternal winter on Narnia, symbolizing a dead, stagnant time. When Aslan arrives it is spring and the woods become alive – flowers are blooming, brooks are babbling, birds are singing. Narnia experience death during winter and life during spring.

SYMBOLS

- 1 ASLAN** – In the allegory of *The Lion, The Witch and The Wardrobe*, Aslan represents Christ.
- 2 THE STONE TABLE** – Refers to the stone tablets that Moses brought down from Mt. Sinai. When Aslan rises from the dead, the Stone Table is shattered, signifying the end of an older, crueler time and the beginning of a new, kinder era. It signals the end of harsh customs and death as an acceptable form of punishment. Human beings begin to enforce justice and hand out punishments.
- 3 THE SEA** – The sea is a boundary between Narnia and our world. It represents death and rebirth.





VOCABULARY WORDS AND ACTIVITIES

Define and discuss the following words with your students.

battlements

batty

camphor

centaur

dwarf

erie

enchanted

eve

faun

festoons

forfeit

fraternizing

glades

heather

hoax

inquisitive

incantation

kingfisher

laburnums

mere

ogres

pavilion

parcels

perish

prophecy

prodigious

quiver

reckoned

reign

repulsive

row

schemes

shrill

shudder

siege

sledge

solemn

sorcerer

spectacles

stag

traitor

ventured

vermin

vile

- Ask your students to make their own Crossword Puzzles or Word search Games using the vocabulary words.
- Have a Vocabulary Bee adding definitions to the answers along with the spelling.
- Play Vocabulary Charades and have your students act out the words.
- Have your students design an Illustrated Dictionary using the Vocabulary Words.
- Play 20 Questions with the words. Have one student select a word and give clues about the word, one by one, until someone in the class can guess it.

MATH: RECIPE FOR TURKISH DELIGHT



EQUIPMENT

- Measuring cup
- Large heavy saucepan with a cover
- Candy thermometer
- Large mixing spoon
- 8" square pan
- serving plate
- knife
- stove or hot plate
-

INGREDIENTS

- 1/3 cup lemon juice
- 3 tablespoons cold water
- rind of one lemon, grated
- 2 tablespoons gelatin powder
- 1 cup of chopped nuts
- 2/3 cup water
- 2 cups sugar
- confectioner's sugar
- butter
- oil

1. In a measuring cup combine the following ingredients:

- 1/3 cup lemon juice
- 3 tablespoons cold water
- rind of one lemon, grated
- 2 tablespoons gelatin powder



Let stand for at least 5 minutes.

2. Lightly oil the square pan and sprinkle one cup of chopped nuts into it. Put aside.
3. Put the saucepan on the stove over moderate heat. Add: 2/3 cup water and 2 cups sugar.

Stir the mixture until the sugar dissolves. Continue heating until boiling starts, then cover and boil 2 – 3 minutes. Uncover and cook without stirring to 234 degrees on the candy thermometer. Take the pan off the heat and add the gelatin mixture. Place back on the heat and stir until the thermometer reaches 224 degrees. Pour the mixture into the square pan. Let it stand for 12 hours.

4. Butter a knife. Cut into squares. Place candy onto a dish that has been dusted with confectioner's sugar. Dust top with confectioner's sugar.

5. **Eat!**



HISTORY

The White Witch is an evil ruler and claims to be Queen of Narnia. Aslan is a good ruler and King of Narnia. Similarly, there have been good and bad rulers throughout history. Use the internet and describe the following leaders. Were they good or bad? Why or why not?

- Czar Ivan the Terrible (Russia)
- President Abraham Lincoln (USA)
- King Richard the Lionhearted (England)
- Adolph Hitler (Germany)
- Sadam Hussein (Iraq)
- Caesar Augustus (Ancient Rome)
- President George Washington (USA)
- Czar Nicholas II (Russia)
- Queen Victoria (England)



CREATIVE ACTIVITIES

DRAMA

- Have students form groups and recreate one of the scenes from the book. Have the other students guess what scene they are acting out. Then have them change the endings to differ from what the author chose and what they might like to see happen.
- Have the students take on the role of one of the children and re-tell their adventures in their own words. Make sure they imitate the characters tone of voice and gestures.

ART

- Assign a chapter to each student in the class. Have them draw a picture which best captures the most important idea in that specific chapter. Have them discuss their reasoning.
- Have the students make a large map of Narnia and mark all the important places and events on the map. Include the Beaver's Home, Mr. Tumnus' Home, the lamp post, the Witch's Castle and the Stone Table.

WRITING

- Have your students choose one of the children and have them write a journal entry describing what has happened since they moved into the Professor's House.



STUDY QUESTIONS

1. Did any of the characters act in ways which were unexpected or surprising?
2. What did the main characters learn?
3. How was the setting important?
4. What was the author's message? What do you think is the most important thing to remember in this story?
5. How did the author combine fantasy and realism to create this story?
6. What did Edmund learn about people and their feelings? To what extent is he a helpless victim of the Witch and to what extent is he the master of his own fate?
7. What does Narnia symbolize?



THE HOME FRONT OF WAR

Although it was the men who went off to fight the war, the people left behind at home also had a part to play in the war. The Home Front is the name given to the effect of the war on people's everyday lives.

EVACUATION

When the war began in September 1939 the government knew that large cities would be the target for German bombs and that casualties would be high. Evacuation was introduced to move school children, teachers, mothers with children under the age of five and disabled people out of the cities to the countryside where there was little risk of bombing raids.

Evacuation was voluntary and the government expected more than 3 million people to take advantage of the scheme. However, by the end of September 1939 only 1.5 million people had been evacuated and most of those returned to their homes when there were no bombing raids. When the Battle of Britain and the Blitz began in 1940, evacuation was re-introduced.

RATIONING

Britain has always imported food and other goods from overseas. Being an island this means that goods come into the country by ship or air. In 1939 most goods were transported to Britain by ship. From the beginning of the war, one of Hitler's tactics against Britain was to use submarines to torpedo ships bringing supplies to Britain. This meant that petrol, certain foods and clothes were in short supply.

Every man, woman and child was given a ration book for food and had to register with a grocery store. The grocery store was only given enough food for the people on their list. When someone bought rationed food, the grocer stuck a sticker in his or her ration book to show that that week's ration had been purchased.

At first only butter, sugar and bacon was rationed. By the middle of 1940 all meat, eggs, cheese, jam, tea and milk was also rationed. Clothes were rationed from June 1941 due to a shortage of raw materials and also to allow the factories and workers to concentrate on producing weapons, aircraft and ammunition for the war.

Vegetables were not rationed but were often in short supply. People who had gardens were encouraged to plant vegetables instead of flowers. The government called this 'Digging for Victory' and produced posters to persuade people that they were helping to win the war by planting vegetables. The only fruit that was available was that grown in Britain e.g. apples, pears, and strawberries. Bananas, oranges, peaches and other imported fruit were not available at all. Dried egg powder was available and was used to make scrambled eggs.

WEEKLY FOOD ALLOWANCE FOR ONE PERSON

lard or butter	4oz (113g)
sugar	12oz (340g)
bacon	4oz (113g)
eggs	2
meat	6oz (170g)
tea	2oz (57g)



THE HOME FRONT OF WAR (continued)

CLOTHES RATIONING

Everyone was given a book of 66 coupons to use to buy new clothes for one year. This was cut to 48 in 1942 and 36 in 1943. Each item of clothing cost a certain number of coupons.

Second hand clothes were not rationed and children's clothes were handed down from one child to the next or sold on to other families. The government used the slogan 'Mend and Make Do' to encourage people to repair or patch torn or worn clothes.

WOMEN

As more and more men were 'called up' to serve in the forces, women were called upon to take over the jobs traditionally done by men.

Women worked in the factories producing aircraft, ammunition, weapons and other goods needed for the war effort. They worked long hours and could earn as much as 40 shillings (£2.15) a week. This was quite a good wage in the 1940s but was less than the men had been paid for doing the same job.

The women who worked in the fields and on farms were known as Land Girls. They were given a uniform and had to live on the farms where they were sent to work. They worked long hours and the work was hard. Land Girls were paid 32 shillings (£1.60) per week.

Other jobs done by women included:

Women's Voluntary Service (WVS), Air Raid Wardens, Auxiliary Territorial Service (ATS), Women's Auxiliary Air Force (WAAF), Women's Royal Naval Service (WRNS), Special Operations Executive (SOE), Entertainers

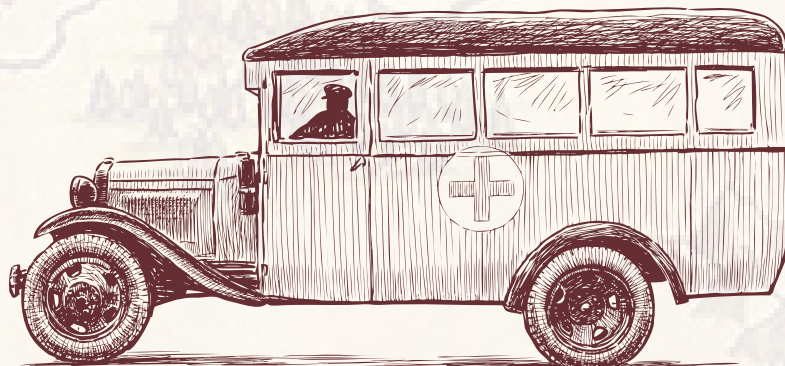
HOME GUARD

The Home Guard or Local Defence Volunteers (LDV) was formed in 1940 when there was a real risk that Hitler might invade Britain. The men that served in the Home Guard were all volunteers and were mostly those that were too old (over the age of 40) or too young (under the age of 18) to serve in the forces. They became known as 'Dad's Army'. The men were issued with a uniform and an armband with the letters LDV to show that they were members of the Home Guard.

Members of the public were asked to donate any rifles, pistols or shotguns that they might have to provide the Home Guard with weapons. Those that were not provided with weapons made makeshift weapons from pieces of pipe or knives. Most of the men had full time jobs and trained in the evenings. As well as preparing themselves to be ready to fight off a German invasion, the Home Guard also guarded buildings that had been bombed to prevent looting, helped to clear bomb damage, helped to rescue those trapped after an air raid, guarded factories and airfields, captured German airmen that had been shot down and set up roadblocks to check people's identity cards.

CLOTHING RATIONING

ITEM	MEN	WOMEN	KIDS
raincoat	16	15	11
overcoat	7	7	4
jacket	13	12	8
shirt/blouse	5	4	3
jumper/cardigan	5	5	3
trousers	8	8	6
shorts	3	3	2
skirt		8	6
shoes	7	5	3
pajamas	8	6	6
underpants/vest	3	3	2
socks/stocking	2	2	1



THE HOME FRONT WORD SEARCH

B	L	A	C	K	O	U	T	S	E	R	D	H	U	G
A	K	E	D	I	S	Y	R	T	N	U	O	C	I	A
R	N	B	V	X	C	V	S	D	H	M	O	J	K	S
A	T	P	O	H	Q	H	L	P	E	D	D	Q	W	M
T	G	R	I	G	Q	Y	I	G	M	D	L	W	A	A
I	B	E	U	F	L	B	U	U	B	C	E	S	T	S
O	J	P	J	D	W	A	K	Y	J	A	B	X	E	K
N	N	A	Q	S	R	M	N	T	N	O	U	C	D	G
I	I	R	W	D	E	J	Y	D	M	S	G	V	P	E
N	U	I	E	R	R	T	T	B	G	D	W	Z	O	G
G	Y	N	R	E	T	Y	I	E	T	I	S	T	I	A
R	T	G	T	W	Y	N	E	W	R	T	R	I	U	V
S	T	B	Y	J	G	I	W	A	E	Y	T	L	Y	L
D	E	V	A	C	U	A	T	I	O	N	Y	B	T	A
A	R	N	M	K	W	O	E	S	R	I	O	C	G	S

BLACKOUT

GAS MASK

HOME GUARD

LANDGIRL

BLITZ

DOODLEBUG

RATIONING

COUNTRYSIDE

EVACUATION

BOMBING

PREPARING

SALVAGE

SECRET COMMUNICATION

"I've something to say which you'd better listen to." — (Edmund to Peter)

What if the brothers could not communicate by speaking? Here is a code for you to try. Think about how a code like this might be useful to you, and be ready to discuss your reasons.

Numbers will be substituted for the letters of the alphabet in the following manner:

A	B	C	D	E	F	G	H	I	J	K	L	M
26	25	24	23	22	21	20	19	18	17	16	15	14
N	O	P	Q	R	S	T	U	V	W	X	Y	Z
13	12	11	10	9	8	7	6	5	4	3	2	1

A message for Peter:

11-22-7-22-9 25-22-4-26-9-22 12-21 22-23-14-6-13-23

Your Code: For the letters you may substitute numbers, letters, or symbols. Put messages using your code on another sheet of paper. Have a partner try to guess the code and decode your messages.

A	B	C	D	E	F	G	H	I	J	K	L	M
N	O	P	Q	R	S	T	U	V	W	X	Y	Z

Write your message to Peter below:

(Use the code above and have a partner decode the message.)

COMPARISONS

The following words have been presented in Chapters One through Six:

inquisitive

batty

hoax

stern

snappishly

sulky

charred

beckoned

Complete each of the following comparisons by using one of the words.

Sample: GOOD is to BAD as HOT is to COLD.

(Ask yourself: Are the word pairs synonyms or antonyms?)

1. GOOD is to KIND as _____ is to CRAZY.

2. BETTER is to WORSE as _____ is to LENIENT.

3. SCARED is to FRIGHTENED as _____ is to SCAM.

4. HERE is to THERE as _____ is to INDIFFERENT.

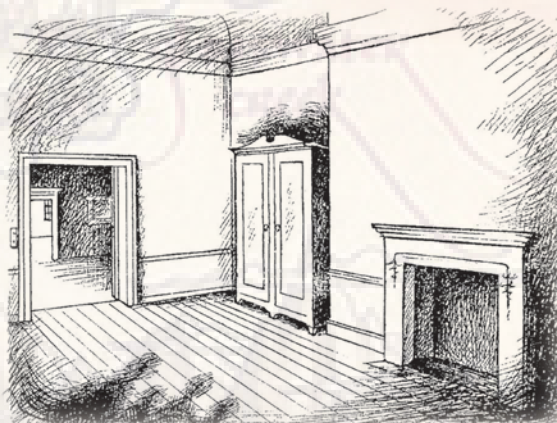
5. BIG is to LARGE as _____ is to BURNED.

6. CLAPPED is to APPLAUDED as _____ is to CALLED.

7. FIND is to LOSE as _____ is to AMIABLY.

8. MORE is to LESS as _____ is to CHEERFUL.

Use as many of the words as you can in a descriptive paragraph or short story.

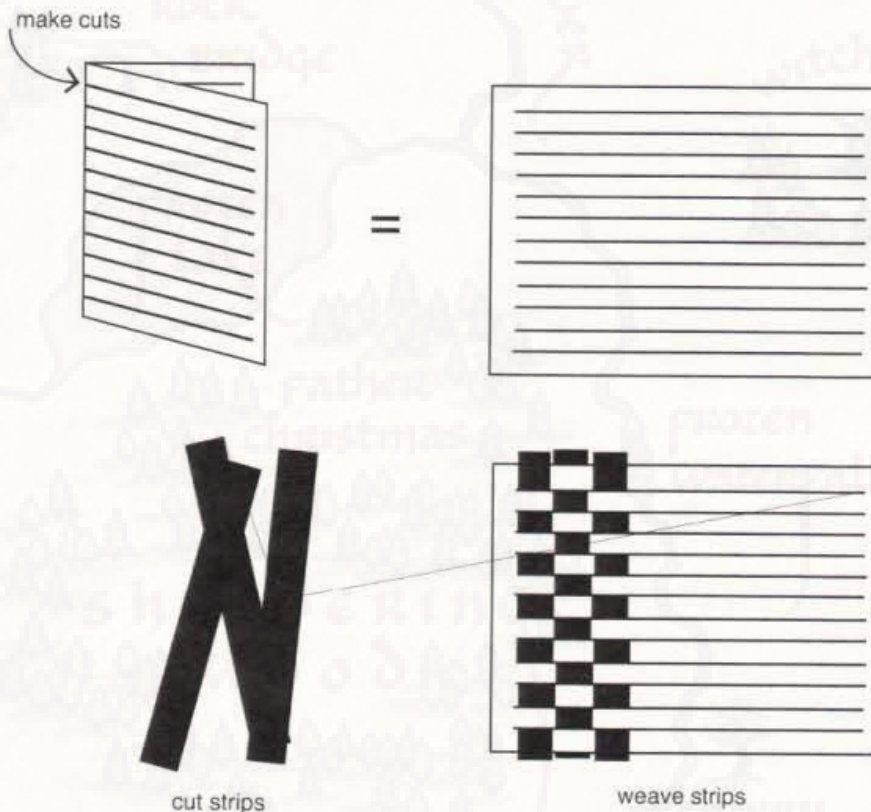


ACTIVITY FOR MRS. BEAVER

Weave some placemats for Mrs. Beaver to use on her table.

MATERIALS NEEDED:

- construction paper, two different colors, same size scissors
- glue
- newspaper



PROCESS:

1. Cover the work area with newspaper.
2. Place needed materials on the newspaper.
3. Fold one piece of paper in half.
4. Make cuts from the fold out to about one inch from the edge. You may vary the width of spaces between the warp cuts or make the cuts wavy.
5. Cut long narrow strips from the other piece of paper. You can vary the width and shape of the strips for weaving.
6. Weave the strips in and out of the warp.
7. Glue the strips in place along the edges; allow to dry.
8. Clean up work area.



A POEM FOR EDMUND

Create an acrostic poem to describe Edmund. In an acrostic poem, the verse is usually unrhymed and the letters form the title are written vertically. A phrase, or short effective sentence about the topic must begin with each letter appearing vertically.

Before starting your acrostic for Edmund, you may want to practice with your name.

Example Name:

Just plain folk

Environmentally aware

Advocate for children

Nutrition-minded

Your Name:

E _____

D _____

M _____

U _____

N _____

D _____



FATHER CHRISTMAS

"I've come at last," said he. (Father Christmas) "She has kept me out for a long time, but I have got in at last. Aslan is on the move. The Witch's magic is weakening."

Imagine that this event is current news. How do you think it would be handled by news reporters? Write a "header" for the newspaper, such as a headline or a caption for a frontpage article. What words will cause readers to want to read the article immediately?

What would you write as a **lead** to this news story when it appears on the televised news? (A lead is a short descriptive phrase that makes TV viewers want to tune in to hear the rest of the story.)

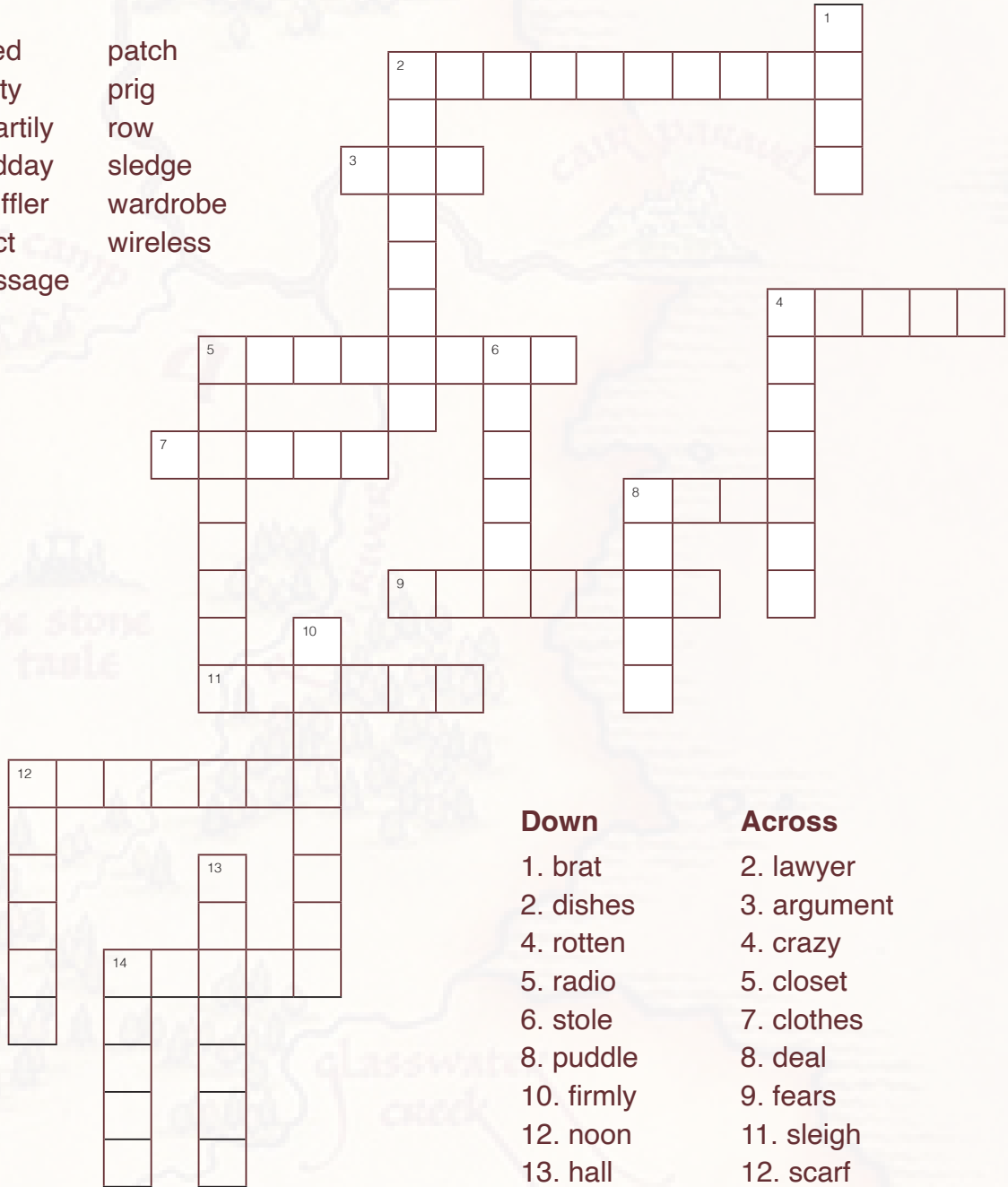
As the news writer, what would you choose to have the television news commentator say about the arrival of Father Christmas? What pictures would you choose to have shown? Write your script, with notations about the pictures, and any other important information that you would include in the broadcast. (Use another sheet of paper if you need to.)

BRITISH-AMERICAN CROSSWORD PUZZLE

On the "Words Used" list, find British words that match the American words in the Across and Down clues. Write the British words in the proper spaces in the puzzle.

Word Bank

array	fixed	patch
bagged	fusty	prig
batty	heartily	row
beastly	midday	sledge
councillor	muffler	wardrobe
crockery	pact	wireless
fidgets	passage	



Down

1. brat
2. dishes
4. rotten
5. radio
6. stole
8. puddle
10. firmly
12. noon
13. hall
14. struck

Across

2. lawyer
3. argument
4. crazy
5. closet
7. clothes
8. deal
9. fears
11. sleigh
12. scarf
14. stuffy

BRITISH-AMERICAN WORD SEARCH PUZZLE

When the word search is completed, use the following page to match the British words to their American counterparts.

J	O	L	L	I	F	I	C	A	T	I	O	N
L	I	N	E	A	R	N	E	S	T	H	W	B
O	P	C	B	A	W	L	E	D	R	I	N	U
O	R	L	I	B	I	N	D	T	O	G	E	N
K	E	W	A	N	L	H	E	S	M	H	D	D
I	S	E	A	G	G	E	T	U	P	T	U	L
N	S	W	B	R	U	S	S	C	O	E	P	E
G	H	O	A	X	D	E	U	S	N	A	A	D
G	I	R	T	S	D	R	Y	G	M	W	T	I
L	M	O	T	O	H	P	O	F	A	E	C	N
A	R	W	Y	L	D	O	R	B	U	R	H	S
S	R	A	B	B	L	E	U	I	E	S	W	I
S	N	P	H	O	U	R	A	T	G	R	S	D
B	E	A	R	T	H	E	M	W	E	L	L	E

Word List

jollification
 looking glass
 icing sugar
 get up
 in earnest
 high tea
 press him
 bless me
 wash out
 patch
 row
 prig
 batty
 wardrobe
 owned up
 plaguey fuss
 bear them well
 hoax
 rabble
 bind
 romp
 bawled
 bundled inside

BRITISH-AMERICAN WORD MATCH

Match the British words to their American counterparts by putting the number of the British version in the blank preceding the American version.

Sample:

1. wireless 2 closet
2. wardrobe 1 radio

BRITISH

1. looking glass
2. jollification
3. get up
4. in earnest
5. icing sugar
6. rabble
7. hoax
8. bind
9. patch
10. row
11. wardrobe
12. high tea
13. batty
14. press him
15. plaguey fuss
16. prig
17. bundled inside
18. bless me
19. owned up
20. bear them well
21. wash out
22. romp
23. bawled

AMERICAN

- ___ fun and games
- ___ mirror
- ___ scam
- ___ powdered sugar
- ___ outfit
- ___ happening fast
- ___ bad crowd
- ___ tie up
- ___ argument
- ___ light supper
- ___ push someone
- ___ brat
- ___ my goodness
- ___ good luck
- ___ to frolic
- ___ yelled
- ___ mess up
- ___ admitted it
- ___ squeezed in
- ___ big deal
- ___ crazy
- ___ closet
- ___ puddle



ASLAN, KING OF THE WORLD

*In the heart of every
brave man a lion sleeps.*
(Turkish Proverb)

The seven-piece
tangram puzzle is
concerned with the fitting
together of geometrical
shapes that may be
pieced together in a
variety of ways.

To make Aslan, you will
need to use the two
tangram squares on the
following page. Cut out
the pieces and fit them
into the lion shape below
without overlapping any
of the pieces.

After you have used
the tangram pieces to
make the form of the
lion below, remove the
pieces and write words
inside the lion outline that
describe your feelings as
the chapter ends.



TANGRAM SQUARES

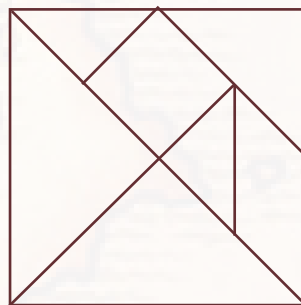
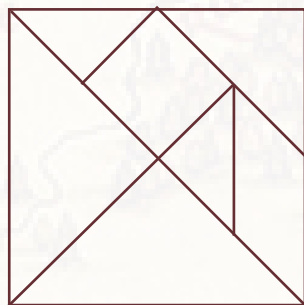
After you have completed the activity on page 30, line up the triangles from one square on a piece of paper so that you have one small triangle, one medium size triangle and one large triangle. With a sharp-pointed pencil, carefully draw around each triangle.

1. How many of the small tangram triangle pieces fit into the figure of the small triangle that you have drawn? _____
2. How many of the small tangram triangle pieces fit into the figure of the medium size triangle that you have drawn? _____
3. How many of the small tangram triangle pieces fit into the figure of the large triangle that you have drawn? _____

USE ONE SET OF SEVEN TANGRAM PIECES TO DO THE FOLLOWING:

Make a square with two of the large tangram triangles.

Make a square of the same size with the remaining five tangram pieces.



LONG LIVE THE KINGS AND QUEENS!

"... Aslan solemnly crowned them and led them to the four thrones amid deafening shouts of, 'Long Live King Peter! Long Live Queen Susan! Long Live King Edmund! Long Live Queen Lucy!'"

After reading the part of the book where the children were given their titles, and describes what they were like as adults, imagine an example of something each of them might do (something that is not mentioned in the book, but which could happen) to show that the name they were given fits them.

King Peter the Magnificent

Queen Susan the Gentle

King Edmund the Just

Queen Lucy the Valiant

Of the four children, which one would you most like to have for a friend? Why?