

# Beyond the Fur Coats: Entering the World of Narnia

## Materials Needed

- A copy of *The Lion, the Witch and the Wardrobe* by C.S. Lewis
- A notebook or "Explorer's Journal"
- Pens, pencils, and colored markers
- A small piece of soft fabric (like faux fur or wool) and a small piece of something cold (an ice cube or a metal spoon)
- Optional: A large cardboard box or a closet to act as a "simulation wardrobe"

## Learning Objectives

By the end of this lesson, the learner will be able to:

- **Analyze** the character traits and motivations of the four Pevensie siblings.
- **Identify** sensory details used by the author to transition between the "real world" and the "fantasy world."
- **Create** a descriptive piece of writing that uses sensory imagery to describe a magical portal.

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## 1. Introduction: The Hook (10 Minutes)

**The Scenario:** Imagine it is 1940. Air raid sirens are wailing in London. You are packed off on a train to live with a total stranger in a house so big you could get lost in it. There are no video games, no internet, and it's raining outside.

### Discussion Questions:

- What is the first thing you would do in a house with dozens of empty rooms?
- Would you be the "brave explorer," the "cautious skeptic," or the "grumpy sibling"?

**Objective Statement:** "Today, we are going to step through the most famous piece of furniture in literature. We'll look at how C.S. Lewis uses our five senses to make a magical world feel real, and we'll start our own journey into Narnia."

## 2. Content & Practice: "I Do" (15 Minutes)

**Context Setting:** The teacher/parent explains the setting. This is World War II. Children were sent to the countryside (evacuated) for safety. This sets a tone of loneliness and curiosity.

**Modeling Character Analysis:** Read the first two pages aloud. Point out how the siblings react to the Professor's house.

- *Peter:* The leader/settler.

- *Susan*: The practical/maternal one.
- *Edmund*: The tired/irritable one.
- *Lucy*: The youngest and most curious.

**Instructional Point:** Explain "Sensory Language." Authors don't just say "it was cold." They say "his breath turned to mist" or "the crunch of snow underfoot." This is what makes a story immersive.

### 3. Content & Practice: "We Do" (20 Minutes)

**Active Reading:** Read the rest of Chapter 1 together. As you read, look for the "Pivot Point"—the exact moment the world shifts from the Professor's house to Narnia.

#### Interactive Activity: The Sensory Shift

Stop reading when Lucy enters the wardrobe. Ask the student to close their eyes and touch the piece of soft fabric (the fur coats). Then, have them touch the cold object (the metal spoon/ice).

- How does Lucy's experience change? Find the sentences in the book that describe:
  - **Sight:** (The light in the distance)
  - **Touch:** (From soft fur to prickly pine branches)
  - **Smell/Temperature:** (The cold air)

**Think-Pair-Share:** Why do you think Lucy keeps going forward instead of running back immediately? What does this tell us about her character?

### 4. Content & Practice: "You Do" (25 Minutes)

#### The Creative Portal Challenge:

Now it's the student's turn to be the author. Imagine a portal in your own home or classroom (e.g., the back of a kitchen pantry, a hollow tree in the yard, or a school locker).

**Task:** Write a one-page "Entry Log."

1. Describe your character entering the portal.
2. Use the "**Rule of Three Senses**": You must describe at least three different sensations during the transition (e.g., the smell of ozone, the feeling of gravity shifting, the sound of distant bells).
3. Show, Don't Tell: Instead of saying "I was scared," describe your "shaking hands" or "racing heart."

### 5. Conclusion: Closure & Recap (10 Minutes)

**Summary:** Recap how Lucy's curiosity led her to a different world and how C.S. Lewis used specific details to make that transition feel "solid."

**Learner Recap:** Ask the student to name one character trait for each sibling and one sensory detail that stood out from Chapter 1.

#### Success Criteria Check:

- Did I identify the siblings' personalities?
  - Did I find the sensory "pivot point" in the text?
  - Does my writing include three different senses?
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## Assessment Methods

**Formative (During the lesson):** Check for understanding during the "Sensory Shift" activity. Can the student point to specific lines in the text that describe touch or temperature?

**Summative (End of lesson):** Evaluate the "Entry Log" writing piece. Use a simple 3-point scale:

- 1: Uses 1 sense/basic description.
- 2: Uses 2-3 senses/clear transition.
- 3: Uses 3+ senses/highly descriptive "showing" language.

## Adaptability & Differentiation

- **For Struggling Writers:** Provide a "Sensory Word Bank" (e.g., *crisp, muffled, velvet, stinging, piney*) and a sentence-starter template.
- **For Advanced Learners:** Ask them to predict how the siblings' different personalities will cause conflict later in the story based on their reactions in Chapter 1.
- **Kinesthetic Option:** Actually "act out" the wardrobe entry. Put several coats in a closet and have the student walk through them into a room where you have turned the AC up or opened a window to simulate Narnia.