

# Into the Wardrobe: A Multi-Sensory Journey through Chapter 1

## Lesson Overview

In this lesson, learners will dive into the opening chapter of C.S. Lewis's *The Lion, the Witch and the Wardrobe*. We will explore the historical reality of World War II evacuations, the geometry of furniture, the science of preservation, and the art of descriptive writing.

## Learning Objectives

- **English:** Identify sensory details and character traits in Chapter 1.
- **History:** Explain why children were evacuated from London during WWII (Operation Pied Piper).
- **Math:** Calculate the volume of a rectangular prism (the wardrobe) and explore scale.
- **Science:** Understand the properties of mothballs and how we use chemistry to protect fabrics.
- **Art:** Create a "split-scene" illustration showing the transition from reality to fantasy.

## Materials Needed

- *The Lion, the Witch and the Wardrobe* (Chapter 1)
- Measuring tape or ruler
- Drawing paper and colored pencils/watercolors
- A cardboard box (optional, for math modeling)
- Access to a map of England (digital or paper)
- Success Criteria Checklist (provided in Conclusion)

---

## 1. Introduction (The Hook)

**The Scenario:** "Imagine it is 1940. The sirens are wailing in London, and your parents tell you that for your own safety, you must board a train with nothing but a small suitcase and an ID tag around your neck. You are going to live with a total stranger in a massive house in the countryside. What is the first thing you do when you get there?"

**The Goal:** Today, we aren't just reading a book; we are stepping through the fur coats into history, science, and math.

---

## 2. Body of Lesson

### A. History: Why Narnia? (Operation Pied Piper)

**I Do:** Explain that Peter, Susan, Edmund, and Lucy were "evacuees." During WWII, the "Blitz" (bombing of London) made the city dangerous. The government moved over 1.5 million people to the countryside.

**We Do:** Look at a map of England. Point out London and then find a remote area in the countryside (like where the Professor's house might be). Discuss: How would a child feel moving from a noisy city to a

silent, "blue-bottle" filled country house?

## B. English: The Sensory Discovery

**I Do:** Read Chapter 1 aloud. Pay close attention to how Lucy describes the wardrobe. C.S. Lewis uses sensory language: the *crunch* of mothballs, the *softness* of fur, the *cold* of the snow.

**You Do:** Create a "Sensory T-Chart." On one side, list things Lucy sees, hears, and feels in the **Spare Room**. On the other side, list what she experiences as she walks into **Narnia**.

## C. Math: The Geometry of the Wardrobe

**I Do:** The wardrobe is a 3D shape called a rectangular prism. To know how many coats (or children!) can fit inside, we need to find the **Volume**.

**We Do:** Measure a wardrobe in your home (or a large box).

*Formula: Length × Width × Height = Volume.*

If a wardrobe is 3 feet wide, 2 feet deep, and 6 feet tall, what is the volume? (Answer: 36 cubic feet).

**Challenge:** If one fur coat takes up 3 cubic feet, how many coats could fit in that wardrobe before Lucy runs out of room?

## D. Science: The Smell of Mothballs

**I Do:** Lucy mentions the smell and crunch of mothballs. Why? Mothballs are made of *naphthalene*. They undergo **sublimation**—turning from a solid directly into a gas without melting!

**Discussion:** Why would a Professor in a big old house use them? (To stop moth larvae from eating the expensive wool and fur). Look at the "Chemistry of Protection"—how do we keep our clothes safe today versus in 1940?

## E. Art: The Portal Drawing

**You Do:** Create a "Split Illustration." Draw a line down the center of your paper.

- **Left Side:** The "Spare Room"—dull colors, wooden floor, a single lamp, very "ordinary."
- **Right Side:** The "Wardrobe Interior"—fur coats transitioning into pine trees, white snow, and the glow of the Lamp-post.

## 3. Conclusion (Closure & Recap)

**Summary:** Today we learned that Lucy's adventure wasn't just a fairy tale—it started with the very real history of WWII evacuations. We used math to measure her portal and science to understand why it smelled so strange.

### Learner Recap:

1. Why were the Pevensie children sent to the Professor's house?
2. What is the math formula for the space inside the wardrobe?
3. What happens during "sublimation"?

## 4. Assessment

**Formative Assessment (During Lesson):** Check the Volume calculation and the Sensory T-Chart for accuracy.

**Summative Assessment (Final Product):** The "Portal Drawing."

**Success Criteria:**

- Includes at least 3 sensory details from the text.
  - Shows a clear contrast between the "real world" and Narnia.
  - Correctly labels the math volume of the "wardrobe" on the back of the art.
- 

## 5. Differentiation

- **For Struggling Learners:** Provide a pre-drawn wardrobe outline for the math activity and focus on 2 senses (Sight and Touch) for the English activity.
- **For Advanced Learners:** Research the "Blitz" and write a short diary entry from Peter's perspective about the responsibility of watching his siblings. Calculate the "Surface Area" of the wardrobe in addition to the Volume.