

# Exploring Narnia: Through the Wardrobe and Beyond

## Lesson Overview

In this lesson, students will dive into the magical world of C.S. Lewis's *The Lion, the Witch and the Wardrobe*. By combining literary analysis with creative artistic expression, learners will explore character development, setting, and the theme of courage. This lesson is designed to be adaptable for a single homeschool student, a small group, or a full classroom setting.

## Materials Needed

- A copy of *The Lion, the Witch and the Wardrobe* by C.S. Lewis
- Printed "Narnia Scene" coloring pages (scenes like the Lamppost, the Stone Table, or Cair Paravel)
- Colored pencils, markers, or crayons
- Student notebook or "Narnia Journal"
- Optional: A faux "wardrobe" entrance (a blanket draped over a doorway)

## Learning Objectives

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

- Identify and describe the four Pevensie siblings and their unique personality traits.
- Answer comprehension questions that require citing evidence from the text.
- Visualize the setting of Narnia by correlating descriptive text with artistic coloring activities.
- Explain the concept of "Atmosphere" (how the author makes Narnia feel cold or warm).

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

**The Scenario:** Ask the student to stand in front of a closet or a draped doorway. Ask: "If you walked through this door and found yourself in a world where it was always winter but never Christmas, what is the first thing you would look for? Who would you hope to meet?"

**The Objective:** Explain that today we are not just reading a story; we are becoming explorers of a new world. We will use our "detective eyes" to find clues about characters and our "artist hands" to bring those clues to life.

## II. Instruction: The "I Do" Model (15 Minutes)

**Teacher/Parent Modeling:** Open to Chapter 1 or 2. Read the description of Lucy meeting Mr. Tumnus for the first time.

- **Think Aloud:** "The author describes Mr. Tumnus as having a red scarf and an umbrella. If I were coloring him, I wouldn't just pick any color; I'd pick red because the text tells me to. This is called 'using evidence.'"
- **Demonstration:** Show how to turn a simple question into a full sentence.  
*Question:* Why was Lucy surprised?

*Answer:* Lucy was surprised because she found a snowy woods inside a piece of furniture.

### III. Guided Practice: The "We Do" (20 Minutes)

**Interactive Reading:** Read a selected chapter together (suggested: Chapter 3 or 4). Stop at key moments to discuss the following:

- **Predicting:** "Edmund just met the White Witch. Based on her behavior, do you think she is a friend or a foe?"
- **Visualizing:** "The author mentions 'Turkish Delight.' Let's describe what that looks and tastes like. How does the Witch use it to trick Edmund?"

**Collaborative Coloring:** While discussing the chapter, start the coloring worksheet of the White Witch's sledge. The teacher and student can discuss which colors represent "coldness" (blues, whites, silvers) versus "warmth."

### IV. Independent Application: The "You Do" (30 Minutes)

#### Part 1: The Review Questions

The student will answer the following questions in their notebook or on a provided worksheet. *Criteria:* Use at least one specific detail from the book for each answer.

1. How does the weather in Narnia change from the beginning of the story to the end? What causes this change?
2. Which of the four siblings do you think is the bravest, and why?
3. Why does Mr. Tumnus decide to save Lucy instead of giving her to the White Witch?
4. Describe Aslan. What does he represent to the creatures of Narnia?

#### Part 2: The Artistic Recap

The student selects a coloring worksheet that represents their favorite scene from the reading. **Task:** On the back of the coloring page, write three adjectives the author used to describe this scene or character.

### V. Conclusion: Recap and Reflection (10 Minutes)

- **Summarize:** Have the student explain the "Golden Rule of Narnia" (e.g., once a King or Queen in Narnia, always a King or Queen).
- **Show and Tell:** The student presents their colored worksheet and explains why they chose specific colors based on the story's mood.
- **The Exit Ticket:** Ask the student: "If you could bring one item from our world into Narnia to help the Pevensies, what would it be?"

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## Assessment & Success Criteria

- **Formative Assessment:** Observe participation during the "Think Aloud" and "Guided Practice" sections. Check for understanding through verbal Q&A.
- **Summative Assessment:** Review the written answers to the comprehension questions.
  - *Success looks like:* Answers are in complete sentences, accurately reflect the plot, and include descriptive details from the book.

## Adaptability & Differentiation

- **For Struggling Readers:** Use the audiobook version for the "Independent Application" phase. Provide a "Word Bank" of adjectives to help them answer the review questions.
- **For Advanced Learners:** Ask the student to write a "Letter from Narnia." They must write from the perspective of Lucy or Edmund, trying to convince their parents that Narnia is real.
- **Kinesthetic Variation:** Instead of just coloring, have the student create a "Shoebox Diorama" of the wardrobe entrance using fabric scraps and cotton balls for snow.