

Prestwick PowerPacks™

Practical Activities for Comprehension and Key Skills



The Lion, the Witch and the Wardrobe

by C. S. Lewis

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Name: _____

Date: _____

Activity I: Setting**Pre-Reading**

At the beginning of the story, four children are evacuated from their home in London because of air raids. During World War II, British children were often evacuated from cities and towns that were targets of enemy bombing raids. These children were sometimes sent to live in the safer countryside with friends or relatives. Often, these children were unable to return home, even for birthdays and holidays.

Imagine that you are a young British boy or girl who must leave your home in the city to stay in the countryside with a distant relative. You have never been away from home before and have never experienced life in the countryside. In addition, you desperately miss and worry about your parents who remain in the city.

Now, imagine that you have just received a letter from your mother telling you that it is too dangerous for you to come home for your ninth birthday. Write a reply letter to your mother expressing your feelings about spending your birthday away from home with a relative you hardly know. Keep in mind the reasons for your separation.

Before you write the letter, consider the following questions:

How does your mother feel about the situation?

Is your mother safe?

It is practical for you to return home?

Use the **FRIENDLY LETTER MODEL** to help you format your letter correctly.

Name: _____

Date: _____

Activity I: Context Clues/Character Traits**Chapters 1–5**

Authors employ various methods to introduce a character to the reader. These techniques frequently include:

- describing the character's appearance.
- describing the thoughts and actions of the character.
- defining a character by the way others in the story respond to the character.

On page 3 of *The Lion, the Witch and the Wardrobe*, each of the four children in the story is introduced. Each one speculates on what kind of animal or bird might be living in the mountains. The guess each child makes gives the reader clues about each character's personality.

For example:

Lucy hears a noise. Peter, who is the oldest, suggests that the noise is an owl. In literature, an owl often represents wisdom. From this choice, the reader can infer that Peter is wise.

Read the following excerpt and then complete the **CHARACTER TRAIT CHART**. Each child's name is followed by the animal or animals that he or she suggests. Use the characteristics of each animal to identify the personality traits of each child. As you read the story, refer back to this chart and check the accuracy of your answers. The first one has been done for you as an example.

Name: _____

Date: _____

“What’s that noise?” said Lucy suddenly. It was a far larger house than she had ever been in before and the thought of all those long passages and rows of doors leading into empty rooms was beginning to make her feel a little creepy.

“It’s only a bird, silly,” said Edmund.

“It’s an owl,” said Peter. “This is going to be a wonderful place for birds. I shall go to bed now. I say, let’s go and explore tomorrow. You might find anything in a place like this. Did you see those mountains as we came along? And the woods? There might be eagles. There might be stags. There’ll be hawks.”

“Badgers!” said Lucy.

“Foxes!” said Edmund.

“Rabbits!” said Susan. (Pg. 3)

Character Trait Chart

Child	Animal or Bird	Character Traits Suggested by the Animal or Bird
Peter	eagles, hawks, stags	regal, superior, grand, stately
Lucy	badger	
Edmund	fox	
Susan	rabbit	

Name: _____

Date: _____

Activity II: Context Clues/Vocabulary**Chapters 1–5**

Each excerpt below contains underlined words or sayings that may be unfamiliar to you. Use the context clues to figure out what the underlined words mean. The page numbers where the passage can be found are included so that you can locate the passage in the text for additional context clues. Then, circle the letter of the answer that has the same meaning as the underlined words.

1. “We’ve fallen on our feet and no mistake,” said Peter. (Pg. 2)
 - A. stepped...in error
 - B. landed...for sure
 - C. tripped...on purpose
 - D. dirtied...without a doubt

2. “There’s sure to be a row if we’re heard talking here.” (Pg. 3)
 - A. a water leak
 - B. an explanation
 - C. a problem
 - D. an attack

3. “And shortly after that they looked into a room that was quite empty except for one big wardrobe; the sort that has a looking-glass in the door.” (Pg. 5)
 - A. carton...carving
 - B. receptacle...camera
 - C. cabinet...hole
 - D. closet ...mirror

4. “There was nothing else in the room at all except a dead blue-bottle on the window-sill.” (Pg. 5)
 - A. rat
 - B. fly
 - C. shoe
 - D. curtain

5. “Lucy felt a little frightened, but she felt very inquisitive and excited as well.” (Pg. 7)
 - A. unhappy
 - B. anxious
 - C. curious
 - D. overwhelmed

Name: _____

Date: _____

6. “And when Lucy was tired of eating, the Faun began to talk. He had wonderful tales to tell of life in the forest...and then the streams would run with wine instead of water and the whole forest would give itself up to jollification for weeks on end. “Not that it isn't always winter now,” he added gloomily. (Pgs. 16–17)
- A. weeping
 - B. celebrating
 - C. sleeping
 - D. dancing
7. “Would you believe that I'm the sort of Faun to meet a poor innocent child in the wood, one that had never done me any harm, and pretend to be friendly with it, and invite it home to my cave, all for the sake of lulling it asleep and then handing it over to the White Witch?” (Pg. 20)
- A. tricking
 - B. soothing
 - C. forcing
 - D. drugging
8. “And she'll have my tail cut off, and my horns sawn off, and my beard plucked out, and she'll wave her wand over my beautiful cloven hoofs and turn them into horrid solid hoofs like a wretched horse's.” (Pg. 21)
- A. polished
 - B. black
 - C. strong
 - D. divided
9. “A jolly good hoax, Lu,” he said as he came out again; “you have really taken us in, I must admit.” (Pg. 27)
- A. game...beaten
 - B. party...entertained us
 - C. practical joke...tricked
 - D. time...won the game
10. “I say, Lu! I'm sorry I didn't believe you. I see now that you were right all along. Do come out. Make it Pax.” (Pg. 32)
- A. me happy
 - B. peace
 - C. believe
 - D. my day

Name: _____

Date: _____

11. “The reindeer were about the size of Shetland ponies and their hair was so white that even the snow hardly looked white compared with them; their branching horns were gilded and shone like something on fire when the sunrise caught them.” (Pg. 32)
- A. razor sharp
 - B. extra long
 - C. reddish brown
 - D. coated with gold
12. “My poor child,” she said in quite a different voice, “how cold you look! Come and sit with me here on the sledge and I will put my mantle round you and we will talk.” (Pg. 36)
- A. sleigh...cloak
 - B. large wagon...arm
 - C. sled...long hair
 - D. head reindeer...cape
13. “You are to be the Prince and—later on—the King; that is understood. But you must have courtiers and nobles.” (Pg. 40)
- A. jesters
 - B. attendants
 - C. clergymen
 - D. friends
14. “You can’t always believe what Fauns say,” said Edmund, trying to sound as if he knew far more about them than Lucy.
“Who said so?” asked Lucy.
“Everyone knows it,” said Edmund; “ask anybody you like. But it’s pretty poor sport standing here in the snow. Let’s go home.” (Pg. 44)
- A. no fun
 - B. getting late
 - C. freezing cold
 - D. dangerous
15. “And Edmund gave a very superior look as if he were far older than Lucy (there was really only a year’s difference) and then a little snigger and said, “Oh, yes, Lucy and I have been playing—pretending that all her story about a country in the wardrobe is true.” (Pg. 48)
- A. snort
 - B. cough
 - C. laugh
 - D. whistle

Name: _____

Date: _____

16. “Lu was perfectly all right when we left home, but since we’ve been down here she seems to be either going queer in the head or else turning into a most frightful liar. But whichever it is, what good do you think you’ll do by jeering and nagging at her one day and encouraging her the next?” (Pg. 49)
- A. becoming childish...taunting
 - B. going peculiar...spoiling
 - C. becoming dull...teasing
 - D. becoming odd...mocking
17. “This house of the Professor’s—which even he knew so little about—was so old and famous that people from all over England used to come and ask permission to see over it.” (Pg. 55)
- A. take pictures of it
 - B. buy it
 - C. walk around the grounds
 - D. touch it
18. “But when they had got out into the Green Room and beyond it, into the Library, they suddenly heard voices ahead of them, and realized that Mrs. Macready must be bringing her party of sightseers up the back stairs—instead of up the front stairs as they had expected...at last Susan said, “Oh bother those trippers! Here—let’s get into the Wardrobe Room till they’ve passed. No one will follow us in there.” (Pg. 57)
- A. children
 - B. sightseers
 - C. ghosts
 - D. woodland creatures

Name: _____

Date: _____

Activity III: Working with Plot**Chapters 1–5****Part A**

The plot of a novel is the events that take place within it, beginning with the exposition and ending with the resolution. Plot is divided into the following sections:

Exposition

The exposition is the part of the story during which the characters are introduced and the setting is presented.

Rising Action

In this part of the story, the conflict is established and the problems the characters must face are presented.

Climax

The climax is the turning point of the story. It is the most exciting and suspenseful point in the novel.

Falling Action

After the climax, the tension begins to decrease as the characters find solutions to the problems.

Resolution

The resolution is the conclusion of the story. The problems are solved, and the outcome is revealed to the reader.

Part B

At this point in the story, the setting has been established and the characters have been introduced. The reader's interest is increasing as the reader learns about the problems that the characters face. From these problems, the reader comes to understand the conflict.

The following is a **LIST OF EVENTS** from Chapters 1–5. Place these events in chronological order, the order in which they occur in time. Number one is done for you as an example.

After you identify the correct sequence of events, decide which events are part of the exposition and which are part of the rising action. Write the letter **E** next to the events that belong in the exposition and the letters **RA** next to the events that belong in the rising action. Be prepared to explain your choices. Number one is done for you as an example.

Name: _____

Date: _____

LIST OF EVENTS

- _____ The Professor tells Peter and Lucy that they should believe Lucy that other worlds could exist.
- _____ Peter and Lucy talk to the Professor about Lucy and her belief in Narnia's existence.
- 1 E _____ Peter, Lucy, Edmund and Susan leave London to live with the old Professor in the country.
- _____ Each child imagines a different creature living in the nearby mountains.
- _____ The Faun calls Lucy a Daughter of Eve and invites her to his home.
- _____ Edmund enters the wardrobe and meets the Queen of Narnia.
- _____ Peter and the others do not believe Lucy's stories about Narnia. Edmund taunts and teases Lucy.
- _____ Lucy enters the wardrobe and discovers Narnia.
- _____ Edmund eats Turkish Delight and craves more.
- _____ Edmund agrees to bring his brother and sisters to the Queen's house.
- _____ Edmund betrays Lucy and denies ever having been in Narnia.
- _____ All four children enter the wardrobe together.
- _____ Mr. Tumnus confesses to Lucy that he intended to turn her over to the witch.
- _____ The children explore the house.
- _____ Mr. Tumnus tells Lucy tales about the forest in Narnia.