

The Lion, the Witch and the Wardrobe



by C.S. Lewis
a novel study

Gathering Answers to Questions:

It is important to note that understanding is usually built upon what has been previously learned or experienced. Many answers to questions can be obtained by thinking about the following:


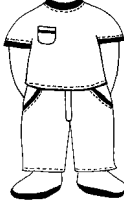

Books to the Reader: some answers are based on a student's own understanding of the story and background knowledge.

Books to Ideas and Information: some answers can be obtained from a discussion with someone else, or acquired through technology (e.g. internet, television, movie, magazine)

Books to Books: some answers can be inferred by comparing the situation to a similar one found in a different book. This can enable the reader to better understand or predict what will happen in the current story. This uses the skill of comparing and contrasting.

Showing

1 & 2. Emotions and Motives are shown by describing the following:

	<p style="text-align: center;">Facial Expressions (eyes, ears, nose, mouth, eyebrows, chin, face, forehead, eyebrows)</p>
	<p style="text-align: center;">Body Language (position of hands, feet, arms, legs, shoulders, head)</p>
	<p style="text-align: center;">Speech/Thoughts (Motive) (What the character wants, needs or believes)</p> <p style="text-align: center;">Actions (onomatopoeia)</p>

3 & 4 & 5






Settings

Encounters with People/Places/Objects

Suspense

Sensory Imagery

Using the five senses to describe an event.

	What was heard (onomatopoeia)
	What was seen
	What was felt
	What was smelled
	What was tasted

Motives and the Plot Patterns

Motive establishes the "why" in a story. When the character or omniscient narrator tells you what the character thinks or says the reader learns why the character feels a certain way or why he will take a particular course of action. Motive is usually wrapped around what the character wants. Dialogue is used to build motive. In Switch, Circle and Transformation stories the main character may have more than one motive because of subplots. The second motive comes from the subplot chosen. The subplot could be copycat, contest, or stuck. Novels build a number of motives due to the number of characters involved.

1. Copycat Story

I want to be your friend.

I'm so curious I just have to....

I want to learn how to _____ just like you.

Help! I've been framed for a crime I didn't commit!

2. Switch Story (May have two motives because of subplot)

I want to switch _____ with you because.....

Help! I got the wrong letter/bag/suitcase/painting/jewellery/purse etc.! I want mine back.

3. Contest Story

Man vs. Man I want to beat you. I'm better than you and I'll prove it by.....

I want to win your affections.

Predator vs. Prey I want to eat you.

I want to trick you and get away.

The Dare I dare you to.....

Man vs. Machine I want to beat you.

Man vs. Evil I want to beat/save you.

Man vs. Nature I want to stay alive.

Man vs. gods I want to beat you.

4. Stuck Story

I want to get free!

Help! My _____ is stuck and I want it back!

5. Circle Story (May have two motives because of subplot)

Journey I want to go to _____.

Lost and Found Help! I'm lost and I want to get found!

I lost my _____ and I want it back!

Discontentment I want to be happy.

I want to like myself.

Run Away I'm leaving because I don't want or like _____.

Dream I want to sleep because I'm so tired.....

Time Travel I want to travel to....

Where am I going?

Self Acceptance I like myself. I don't like myself. I do like myself.

6. Transformation Story (may have two motives because of subplot)

Physical

*I wish I could..... I want to learn how to/become.....

Character *I believe.... My belief changed because....

*I am(fearful, worrier, messy, careless, stinky, crazy, mean, unconfident, etc.)

I changed and now I am.....

Background Information About the Six Plot Patterns

1. Copycat Stories

A copycat story occurs when one character copies or emulates another's appearance, behaviour, abilities, etc. The motive behind copying may be admiration or framing someone. Copycat stories are usually subplots of novels.

Types of Copycat stories:

Emulation/Admiration/Curiosity (Little Lumpty by Miko Imai or The Chick and the Duckling by Mirra Ginsburg)

Framing Someone for a Crime They Never Committed (Copycat Crimes)
(Something Fishy's Happening at Macdonald Hall by Gordon Korman)

2. Circle Stories

Circle stories begin and end in the same place. They involve a journey that may or may not be physical.

Types of Circle Stories:

Time Travel (2095 by J. Scieszka)

Dreams (Jacob Two-Two Meets the Hooded Fang by Mordecai Richler)

Journeys (Hang on Hopper by Marcus Pfister)

Entering other worlds (The Lion, the Witch, and the Wardrobe by C.S. Lewis)

Self-acceptance (Chrysanthemum by Kevin Henkes)

Adventure (The Hobbit by J.R. Tolkien or Friends Go Adventuring by H. Heine)

Lost and Found (The Paper Crane by Molly Bang)

3. Switch Stories

Switch stories occur when two items, people, positions, abilities, etc. are accidentally or deliberately switched. The resulting circumstances are often entertaining. Usually the story ends when things are switched back.

Types of Switch Stories:

Positions (The Prince and the Pauper by Mark Twain)

Roles (Sheila Rae the Brave by Kevin Henkes)

Jobs (The Rooster and the Weather Vane by Sharon Peters)

Objects (Babar Loses His Crown by Laurent de Brunhoff)

People / Animals (Blueberries for Sal by Robert McCloskey)

4. Contest Stories

Contest stories contain a competition usually between the protagonist and the antagonist. In most situations the protagonist wins the contest. Hero stories are one of the most popular types of contests written and made into movies.

Types of Contest stories:

Man vs. Man (The Hare and the Tortoise Aesop Fable)

Man vs. Nature (The Sun, Wind, and the Traveller by Tomie de Paola)

Man vs. Himself (Big Red by Jim Kjelgaard)

Man vs. Evil (The Lord of the Rings by J. Tolkien)

Man vs. the Gods (Arachne Greek myth)

Man vs. Death (Charlotte's Web by Elwyn Brooks)

Dares (Silverwing by Kenneth Oppel Chapters 1 and 2)

Predator and Prey (The Three Little Pigs traditional)

5. Stuck Stories

A stuck story is a plot pattern in which something/someone becomes stuck in a predicament and the focus of the story is how it can be removed/released. In some stuck stories the item/person that becomes lodged does so accidentally. In others, an object/person is deliberately lodged and other characters in the story attempt to remove/release the object/person. Novels may write about a character stuck in a certain viewpoint or emotion and the situations which cause him to alter his views or feelings.

Types of Stuck Stories:

Objects (Andrew's Loose Tooth by Robert Munsch)

Kidnapping (The Silver Chair by C.S. Lewis)

Emotions (Anne of Green Gables by L. Montgomery ch. 28)

Belief System (The Golden Touch (The story of Bacchus and King Midas)

Animals/People (Island of the Blue Dolphins by Scott O'Dell)

6. Transformation Stories (Physical or Character)

Transformation stories can be physical, personal, belief-based, growth, etc. A physical transformation usually involves growth. A belief-based transformation occurs when a belief held is challenged by circumstances and the outcome is a change of viewpoint. Personal growth may occur through the facing and overcoming of a great challenge or obstacle.

Types of Transformation Stories:

Physical (The Very Hungry Caterpillar by Eric Carl)

Appearance (The Ugly Duckling by Hans Christian Anderson)

Ability (Whistle for Willie by Ezra Jack Keats)

Views (The Sandwich by Ian Wallace)

Values (The Toad Sleeps Over by John Bianchi)

Overcoming Obstacles (crisis, death, divorce, disappointment, handicaps, accidents) (Sarah, Plain and Tall by Patricia MacLachlan)

Chapter 1

***Important:** Motive is what a character wants or needs. See page 3. Motives lead to story action. Story action linked to motive creates plot patterns (circle, copycat, stuck, contest, switch, transformation). Questions that ask *why* are requesting the reader to find motive.

1. When it was raining outside Professor Digory's house and the four children couldn't go out to play what did Peter want to do?

2. What plot pattern does this motive help you predict?

See Motives on page 3 and Plot Patterns on page 4 for Help:

Choose: circle copycat stuck contest switch transformation

3. What is a wardrobe?

4. What was Lucy's motive for entering the wardrobe? See page 3.

5. What technique did the author use to describe the new winter setting Lucy discovered? Did he use....

Sensory imagery: saw, heard, felt, smelled, tasted)

Showing: facial expressions, body language, speech, actions

List two favorite phrases describing the winter setting.

6. In the encounter between Lucy and Mr. Tumnus, the faun, how did the author show their meeting? Did he use....

Sensory imagery: saw, heard, felt, smelled, tasted)

Showing: facial expressions, body language, speech, actions

Describe the faun's reaction to meeting Lucy.

Chapter 2

1. What did Mr. Tumnus want to find out about Lucy at the beginning? Remember what a character wants or needs is his motive.

2. What problem does the land of Narnia have? _____

What plot pattern does this problem help you predict?

Choose: circle copycat stuck contest switch transformation

3. What technique did the author use to tell you that Mr. Tumnus was upset?

Sensory imagery: saw, heard, felt, smelled, tasted

Showing: facial expressions, body language, speech, actions

Record the nouns and verbs the author used below.

4. Why was Mr. Tumnus afraid for himself?

5. What did Mr. Tumnus plan to do with any human he met up until he met Lucy? _____

Why did he change his mind?

6. When Lucy returned home through the wardrobe, what plot pattern did her action complete?

Choose: circle copycat stuck contest switch transformation

Chapters 3 and 4

Remember: Questions that ask *why* or questions that request you to explain what a character *needs* or *wants* are asking you to explain motive.

1. When the other children looked in the back of the wardrobe it seemed perfectly ordinary, which plot pattern does this change help you predict?

Choose: circle copycat stuck contest switch transformation

2. Do you think Lucy was just having a dream about Narnia? Why or why not? _____

3. Why did Edmund enter the wardrobe? _____

4. In the encounter between Edmund and the Queen, how did the author show their meeting? Did he use....

Sensory imagery: saw, heard, felt, smelled, tasted)

Showing: facial expressions, body language, speech, actions

List your three favorite phrases.

5. What did the Queen *want* to find out from Edmund?

6. Why did the Queen give Edmund Turkish Delight?

7. What plot pattern does the Queen's motive help you predict?

Choose: circle copycat stuck contest switch transformation

Describe what you think will happen if the Queen gets what she wants. _____

8. When Lucy and Edmund met in the woods and entered the Professor's house again, what plot structure did this action complete?

Choose: circle copycat stuck contest switch transformation

Chapters 5 and 6

1. What three possibilities for Lucy's behaviour did the Professor suggest? _____

2. Why did all four children enter the wardrobe? (Motive question)

What plot pattern does their entry help you predict?

Choose: circle copycat stuck contest switch transformation

3. When the children found themselves in Lucy's wood, what was Peter's motive? _____

4. When everyone found out that Edmund had been in the wood before they were angry. What then became Edmund's motive?

What plot pattern does Edmund's motive help you to predict?

Choose: circle copycat stuck contest switch transformation

5. The Queen has taken Mr. Tumnus for being kind to Lucy. What plot pattern does the Queen's action help you predict?

Choose: circle copycat stuck contest switch transformation

6. The Queen has made it always winter and never Christmas. What plot pattern does this fact help predict?

Choose: circle copycat stuck contest switch transformation

7. Why does Lucy want to stay in Narnia near the end of chapter six? _____

8. What two problems does Edmund draw to Peter's attention at the end of chapter six? _____

Chapters 7 and 8

1. In the encounter between the children and Mr. Beaver, how did the author show their meeting? Did he use....

Sensory imagery: saw, heard, felt, smelled, tasted)

Showing: facial expressions, body language, speech, actions

Record your favorite phrase.

2. When the children were looking at the land around Mr. Beaver's dam, Edmund thought he could see the witch's castle. What do you think he will do? Remember what Edmund *wants* when answering.

3. What do the beavers think happened to Mr. Tumnus?

What plot pattern is this?

Choose: circle copycat stuck contest switch transformation

4. Who will deliver Mr. Tumnus since the Beavers cannot?

5. How do the children feel about meeting Aslan?

To show the children's feelings about Aslan, did the author use....

Sensory imagery: saw, heard, felt, smelled, tasted

Showing: facial expressions, body language, speech, actions

Susan said _____

Peter said _____

6. Why did Edmund leave? Remember *why* is a motive question.

7. What is the children's only hope? _____

What plot pattern does this help you predict?

Choose: circle copycat stuck contest switch transformation

Chapters 9 and 10

1. What did Edmund want? _____

2. Which technique did the author use to describe the bad winter weather Edmund was encountering?

Sensory imagery: saw, heard, felt, smelled, tasted

Showing: facial expressions, body language, speech, actions

Record the action words the author used beside the following words:

snow- _____ daylight - _____

snowflakes - _____ deep drifts of snow- _____

frozen puddles- _____ fallen tree trunks - _____

steep banks - _____ shins - _____

wind- _____ moon - _____

3. Which technique did the author use to describe the witch's house?

Sensory imagery: saw, heard, felt, smelled, tasted

Showing: facial expressions, body language, speech, actions

Record the action words/similes the author used beside the following words:

(**Similes** are when a writer shows how two different things are similar using the words "like" or "as". Example: She turned red as a beet or red like a beet.)

towers - _____

shadows - _____

lion - _____

4. Which technique did the author use to describe Edmund's fear ?

Sensory imagery: saw, heard, felt, smelled, tasted

Showing: facial expressions, body language, speech, actions

Record the action words the author used beside the following words:

Edmund: _____ knees- _____

teeth: _____ heart - _____

5. What did Edmund discover in the courtyard? _____

What plot pattern is this?

Choose: circle copycat stuck contest switch transformation

6. In the encounter between Edmund and the Wolf, how did the author show their meeting? Did he use....

Sensory imagery: saw, heard, felt, smelled, tasted)

Showing: facial expressions, body language, speech, actions

Record the phrases from the encounter which impacted you the most.

7. Once the Queen Witch had learned everything there was to learn from Edmund what did she want?

What plot structure does her motive help you predict?

Choose: circle copycat stuck contest switch transformation

Why do you think so?

8. In the encounter between the Beavers, children and Father Christmas, how did the author show their meeting? Did he use....

Sensory imagery: saw, heard, felt, smelled, tasted)

Showing: facial expressions, body language, speech, actions

Record the phrases from the encounter which impacted you the most.

9. What important thing did the coming of Father Christmas signal to the Beavers?

What plot structure does his coming help you predict?

Choose: circle copycat stuck contest switch transformation

Why do you think so?

Chapters 11 and 12

1. What did Edmund want from the Witch?

Did he get what he wanted? Yes No

2. What did the Witch want Maugrim to do? _____

3. Edmund is going on a journey with the Witch. Do you think it will be a circular journey (go somewhere and return with the witch) or a linear journey (go somewhere and never return?) Why do you think so? _____

4. When the witch met the party of squirrels, what did she do when she discovered that Father Christmas had been there?

What plot pattern is this?

Choose: circle copycat stuck contest switch transformation

5. How did the witch's action towards the squirrels change Edmund?

What plot pattern does Edmund's change show?

Choose: circle copycat stuck contest switch transformation

6. In the encounter between the children and Aslan, how did the author show their meeting? Did he use....

Sensory imagery: saw, heard, felt, smelled, tasted)

Showing: facial expressions, body language, speech, actions

Record the phrases that impacted you the most.

7. What did Aslan want Peter, Edmund, Susan, and Lucy to do?

8. In the encounter between the children and the wolves, how did the author create suspense in their meeting? Did he use....

Sensory imagery: saw, heard, felt, smelled, tasted)

Showing: facial expressions, body language, speech, actions

Record the action words/similes the author used beside the following words:

(**Similes** are when a writer shows how two different things are similar using the words "like" or "as". Example: She turned red as a beet or red like a beet.)

wolf - _____

teeth - _____

wolf turned-_____

mouth-_____

9. When Peter faces the wolf, what must he do?

What plot pattern is this?

Choose: circle copycat stuck contest switch transformation

Chapters 13, 14, 15

1. What does the witch want to do with Edmund? _____

Did she get what she wanted? Yes No

What plot pattern is this?

Choose: circle copycat stuck contest switch transformation

2. What did the Witch want the wolf to do? _____

What did the Witch tell the wolf she would do in the battle? _____

What two plot patterns do her motives help you predict?

Choose: circle copycat stuck contest switch transformation

3. How did the Witch and the Dwarf escape? _____

What kind of story complication was this?

Choose: *disaster *act of god (weather, magic, miracle)
*trick *use of force (political or physical)

4. What does the Witch want from Aslan? _____

5. Why did the Witch give up her claim to Edmund's life? _____

What plot pattern does this help you predict?

Choose: circle copycat stuck contest switch transformation

6. What did the Witch do to Aslan? _____

What did the Witch tell Aslan she would do after he was dead?

7. What troubled the girls about the cords which bound Aslan?

What plot pattern is this?

Choose: circle copycat stuck contest switch transformation

Who solved the problem and how was it solved? _____

8. In the encounter between the children and Aslan, how did the author create suspense in their meeting? Did he use....

Sensory imagery: saw, heard, felt, smelled, tasted)

Showing: facial expressions, body language, speech, actions

Record the action words/similes the author used beside the following words:

(Similes are when a writer shows how two different things are similar using the words "like" or "as". Example: She turned red as a beet or red like a beet.)

They heard from behind them:

They saw the sun:

They saw the stone table:

They heard a great: _____ . They turned and saw Aslan: _____

9. What was the magic that the Witch did not know of?

Who really won the contest between the Witch and Aslan? Explain.

10. Where does Aslan take the two girls? _____

What is Aslan's motive in going there? _____

Chapters 16 and 17

1. What does Aslan do to the statues? _____

What plot pattern is this?

Choose: circle copycat stuck contest switch transformation

2. When the author described how the statues were rescued did he use.... Sensory imagery: saw, heard, felt, smelled, tasted)

Showing: facial expressions, body language, speech, actions

Record the action words the author used:

tiny streak of gold - _____

color seemed to- _____

hindquarters still- _____

lion- _____

lion lifted- _____

lion's actions: _____

3. What does Aslan want the Giant to do?

What plot pattern does this action create?

Choose: circle copycat stuck contest switch transformation

4. When the author described how the Giant opened the gates to the castle, did he use....

Sensory imagery: saw, heard, felt, smelled, tasted

Showing: facial expressions, body language, speech, actions

Giant - _____ club - _____

gates- _____

Giant _____ the towers

dust - _____ saw through the gap- _____

5. What does Aslan want the animals and creatures to do next?

6. What does Aslan do to the witch?

What plot pattern his action create?

Choose: circle copycat stuck contest switch transformation

7. What was Lucy's gift from Father Christmas used for?

What plot pattern is this?

Choose: circle copycat stuck contest switch transformation

8. When Aslan took the children to Cair Paravel, what did he do?

What plot pattern does his action create?

Choose: circle copycat stuck contest switch transformation

9. How did the children leave Narnia and get home to England?

What plot pattern did this action complete?

Choose: circle copycat stuck contest switch transformation

10. Why did the Professor believe the children's story?
