



# The Lion, the Witch and the Wardrobe

by C.S. Lewis

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## Teacher's Guide

Written By Mary Ellen Snodgrass

**CLASSROOM  
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## Synopsis

### Lucy Looks into a Wardrobe

Four British children—Peter, Lucy, Susan, and Edmund—leave London during World War II and shelter at the home of a wise and generous professor and his housekeeper and three servants. The rambling house is located in the countryside ten miles from a depot and two miles from a post office. Peter is pleased that the professor is congenial. Lucy, the youngest of the four, is jumpy in the residence because of its empty rooms and long corridors.

The next morning brings rain. Peter proposes exploring the house. They meander down hallways, onto a balcony, and through a whole series of rooms, where they find old books, a suit of armor, a harp, and a large wardrobe. Lucy enters the dark interior and pushes deeper and deeper among a double rack of fur coats. The dark sky and a crunch of snow underfoot introduces her to a wintry wood at night. Ten minutes later, she reaches a lamppost. Lucy meets a furry-legged faun carrying an umbrella and some packages. He is surprised and startled to see her.

### II. What Lucy Found There

The faun is pleased to have a visit from a "Daughter of Eve," his term for a human female. He introduces himself as Tumnus. He inquires how she arrived at Narnia, which extends from the lamppost to Cair Paravel on the eastern sea. He invites her to tea at his cave around the corner. She studies his shelf of books while he serves eggs, sardines, toast, and cake. He tells her about forest creatures—nymphs, dryads, dwarfs, a white stag, and Bacchus. When he plays his flute, Lucy realizes that she has stayed too long.

The faun begins to sob and admits that he serves the White Witch, who rules Narnia and keeps it in eternal

winter. Lucy discovers that the faun must kidnap her for the witch, who wants a human child. Because Tumnus likes Lucy, he lets her leave the cave. They tiptoe past forest spies. He begs her forgiveness and lets her return to the lamppost. He keeps her handkerchief.

### III. Edmund and the Wardrobe

Peter thinks that Lucy has been hiding. She believes that hours have passed since breakfast, but Susan insists it has only been moments. The siblings call her story of Narnia a hoax and show her that the wardrobe has no snow or magic entrance. For several days, Lucy is miserable that the others think her a liar. The foursome plays in the heather, swims, fishes, and sights bird nests. The next rainy day, they play hide and seek. Lucy shuts herself in the wardrobe.

Edmund trails Lucy into the wardrobe. He sees a light, finds his way to Narnia, and realizes that Lucy told the truth. He tries to apologize, but can't find his younger sister. He meets the Queen of Narnia riding in a sleigh driven by a dwarf and pulled by two reindeer. She is insulted Edmund doesn't recognize her and doesn't address her properly.

### IV. Turkish Delight

Edmund explains that he is a human boy. The Queen learns that he entered through a door to the human world. She retrieves him from the cold and puts her mantle around him. By magic, she creates a steaming cup of liquid to warm him and treats him to magic candy. He answers her questions about his siblings.

The Queen promises more of the Turkish Delight if he brings his brother and sisters to visit. She wants to rear a prince to be the future King of Narnia and to elevate his brother Peter and sisters Lucy and Susan to a duke and duchesses. She points out the lamppost and the two hills near her palace, but makes him promise to keep secret his encounter with the Queen.



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On the way out of the forest, Edmund meets Lucy and admits that the wardrobe is magic. Lucy returns from lunch with Tumnus and describes the meanness of the White Witch. Edmund realizes that the Queen and the White Witch are the same person. He disputes the faun's statements. On the return to the professor's house, Edmund feels sick.

## V. Back on This Side of the Door

Edmund and Lucy return to the game of hide and seek. He pretends that Lucy's story is untrue. Peter accuses Edmund of being spiteful. Later, the children find Lucy in tears. That evening, they think that Lucy is daft. The next morning, Peter wants to inform the professor of Lucy's imaginary world.

The Professor questions who is more truthful, Lucy or Edmund, and wonders that the children know nothing of logic. He proposes that the other world has its own time frame and suggests that the children mind their own business. The professor's house attracts sightseers, whom Mrs. Macready guides. Some mornings later, during a tour, the four children hide in the wardrobe.

## VI. Into the Forest

Amid the fur and moth ball smell, the children discover the snowy ground and trees of Narnia. Peter apologizes to Lucy for doubting her. To warm themselves, they put on fur coats and pretend to be Arctic explorers. Edmund reveals that he knows about Narnia. Lucy guides them to Mr. Tumnus's cave. They find the door broken and the cave deserted. A note on the floor signed by Fenris Ulf, Captain of the Secret Police, explains the faun's arrest for treason by conspiring with the enemy. Lucy blames their intrusion for getting Tumnus arrested. Susan agrees. Peter and Edmund worry about the lack of food in Narnia. For a half hour, they follow a robin. Edmund fears a trap and wonders if they can find the way home.

## VII. A Day with the Beavers

After the robin leaves, the children are lost. A beaver urges them to be quiet and directs them into the trees. To prove he is a friend, he produces Lucy's handkerchief and warns of the approach of Aslan. They troop down a hill to a dam over a river and enter the beaver's house, where Mrs. Beaver is sewing. The beaver catches trout while the girls cut bread and set the table. Meanwhile, snow begins falling.

## VIII. What Happened after Dinner

Mr. Beaver insists that Tumnus is in danger after the police took him north to the Queen/Witch. Mr. Beaver

assures the children that, according to an old prophecy, Tumnus will be saved by Aslan, the forest king and son of the Emperor-Beyond-the-Sea. The children will meet him at the Stone Table. Mr. Beaver describes the false Queen/Witch as a Jinn, the daughter of father Adam's first wife, Lilith. Another prophecy warns that the evil Queen/Witch will die when Adam's two sons and two daughters sit on the four thrones.

The children notice that Edmund is missing. Peter wants to send search parties into four directions. Mr. Beaver declares that Edmund has gone to betray them to the Queen/Witch because Edmund ate her enchanted food. Mrs. Beaver predicts that the witch will arrive in twenty minutes.

## XI. In the Witch's House

Edmund eats with the Beaver family, but still yearns for more of the Queen/Witch's Turkish Delight. After hearing about the meeting with Aslan, Edmund sneaks under a curtain and hurries to the woman he assumes is the rightful queen. As daylight ends after 3:00 P.M., he realizes he has no coat. He approaches the castle by moonlight, but hesitates at the sight of a lion and little dwarf. On approach to the lion, Edmund assumes that the queen has turned Aslan to stone. He stops and defaces the statue with a pencil.

A wolf halts Edmund's entrance to the palace door. Identified as Fenris Ulf, he invites Edmund into the castle. The queen scolds Edmund for not bringing his siblings with him. She is outraged at news that Aslan is coming and calls for her sleigh.

## X. The Spell Begins to Break

Mrs. Beaver packs bags with food for the journey and proposes traveling by an unlikely route. She fears that the Queen/Witch will harm the sewing machine. By moonlight, Lucy follows Mr. Beaver, but struggles with her heavy sack. When the moon sets, Mr. Beaver disappears down a hole in the river bank. The group pauses at a dry spot for a rest. At daylight, Father Christmas appears in his jingly sleigh to return Christmas to the world. He promises Mrs. Beaver a new sewing machine, dam repairs for Mr. Beaver, a shield and sword for Peter, a horn and bow and arrows for Susan, and a dagger and mirror for Lucy. He also gives them a cordial to protect them from hurt. After giving them a tea tray, he departs. The group has tea before departing.

## XI. Aslan Is Nearer

Edmund asks for Turkish Delight, but receives only

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bread and water. The Queen/Witch sends a dwarf to kill the beavers while she travels west across the river to the Stone Table. She forces Edmund to march along in the snow. By morning, they reach a squirrel family, two satyrs, a dwarf, and a dog-fox having plum pudding that Father Christmas gave them. The Queen/Witch turns the party to stone and strikes Edmund in the face.

As the sleigh races on, the weather becomes warmer, the day foggier, and the ground wetter. The sleigh sticks in the mud, forcing the party to walk. The land grows green and produces crocuses. The dwarf concludes that the return of spring is the work of Aslan.

## XII. Peter's First Battle

The beaver's party travels without coats in the spring air. Later in the day, melting snow causes flooding. At the Stone Table, they approach Aslan's pavilion. The group presses Peter to be first to address the magnificent lion. Aslan ponders Edmund's betrayal, then calls for a feast. At sunset, he shows Peter the palace. When a wolf attacks, Peter saves Susan by plunging his sword into the animal's heart. Aslan knights Peter with the name Sir Peter Fenris-Bane.

## XIII. Deep Magic from the Dawn of Time

The Queen/Witch worries that she will not fill the four thrones and fulfill the prophecy. The dwarf proposes using Edmund as a hostage. A wolf reports that Fenris Ulf is dead. The witch calls for a massing of her allies and prepares Edmund for sacrifice. When help arrives, he faints.

By moonlight, the witch transforms herself and the dwarf into a stump and boulder. By morning, the siblings learn that Edmund is safe. They forgive him for his wrongs. The witch approaches under a truce and demands the right to kill the traitor. Aslan negotiates a deal.

## XIV. The Triumph of the Witch

Aslan moves his camp to the Fords of Beruna and posts his forces for battle. By 2:00 P.M., the pavilion is ready to move. Aslan advises Peter, but does not promise to help during the battle. That night, a sense of dread pervades as Aslan walks the wood alone. Lucy and Susan keep him company. He walks on to the stone table, where the Queen/Witch and her creatures gloat. The children turn away before the witch kills Aslan.

## XV. Deeper Magic from Before the Dawn of Time

The Queen/Witch calls for war. The children unmuzzle Aslan's corpse and weep and kiss him. At dawn, mice nibble at the cords that bind the lion. At sunrise, the Stone Table cracks and Aslan disappears. Aslan returns in full glory and announces that Death will begin working backwards. The children ride Aslan downhill and into the castle.

## XVI. What Happened about the Statues

Aslan breathes life into the statues and searches the castle for prisoners. Tumnus returns to life. The Giant Rumblebuffin destroys the stone gate. Aslan must find the Queen/Witch and do battle before nightfall. Peter and Edmund lead the army against the Queen/Witch's forces. Aslan leaps on the Queen/Witch as his forces cheer.

## XVII. The Hunting of the White Stag

After the battle, Peter shakes hands with Aslan. Edmund is bloody from fighting. Lucy offers him the drink that Father Christmas gave them; Aslan knights Edmund. That night, the children sleep. By morning, they march east for the coronation. Aslan slips away.

Peter the Magnificent makes good laws. On a hunt for the white stag, the four royals approach a lantern on a high pillar. The children enter the thicket and exit the wardrobe door. Meanwhile, Mrs. Macready is still conducting the tour. The professor predicts that the children will return to Narnia, but not through the wardrobe.

## Timeline

during World War II	Peter, Lucy, Susan, and Edmund leave London to shelter in the countryside with a professor.
next morning	When they explore the house, Lucy enters Narnia through a wardrobe.
ten minutes later	She reaches a lamppost and meets the faun Tumnus.
shortly	They have tea in his cave.
moments later	The siblings reject Lucy's story of Narnia.
for several days	Lucy is miserable that the others think her a liar.
next rainy day	During a game of hide and seek, Edmund trails Lucy into the wardrobe and meets the Queen of Narnia.
later	Edmund admits to Lucy that the

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	wardrobe is magic, but pretends to the others that her story is untrue.
<b>that evening</b>	The children think that Lucy is daft.
<b>next morning</b>	Peter tells the professor of Lucy's imaginary world.
<b>days later</b>	The four children hide in the wardrobe and discover Narnia.
<b>for a half hour</b>	They follow a robin to the beaver and visit his house at the dam.
<b>after supper</b>	Mr. Beaver assures the children that King Aslan is going to return.
<b>meanwhile</b>	Edmund disappears.
<b>after 3:00 P. M.</b>	Edmund trudges to the queen's palace.
<b>by moonlight</b>	Mr. Beaver leads the children toward the Stone Table.
<b>at daylight</b>	Father Christmas distributes gifts.
<b>that morning</b>	The witch turns the squirrel family to stone.
<b>later in the day</b>	Spring replaces winter. Aslan holds a feast for his guests.
<b>at sunset</b>	Aslan shows Peter the palace and names him Sir Peter Fenris-Bane for saving Susan from the wolf.
<b>by moonlight</b>	The witch transforms herself and the dwarf into a stump and boulder.
<b>next morning</b>	The siblings forgive Edmund.
<b>later</b>	Aslan negotiates a deal with the witch.
<b>2:00 P. M.</b>	Aslan advises Peter, but offers no promise to help during the battle.
<b>that night</b>	Aslan walks the wood alone. The witch kills him.
<b>at dawn</b>	Mice nibble at the cords that bind the lion, who appears in full glory.
<b>later</b>	Aslan breathes life into the statues.
<b>that afternoon</b>	Peter and Edmund lead the army against the witch's forces.
<b>the next morning</b>	Aslan crowns Peter the Magnificent.
<b>later</b>	The children return from Narnia.

## Author Sketch

Clive Staples "Jack" Lewis, better known by his initials, is famous for wit, scholarship, Christian faith, and clear, forceful, readable prose. Born in Belfast, Ireland, November 29, 1898, he was the son of attorney Albert James and Flora Augusta Hamilton Lewis. The family lived in a tidy villa before resettling



outside Belfast in a picturesque house overlooking the Belfast Lough and Antrim shore. A well-read youngster, he and his older brother, Warren Hamilton "Warnie" Lewis, produced and illustrated tales from Animal Land, their imaginary creation. In 1908, after their mother died of cancer, the boys entered boarding school.

Lewis retreated into the adventure stories of Robert Louis Stevenson and into the epics of Homer and Virgil. A stickler for logic, Lewis abandoned standard Church of England worship in his youth and tended toward a life of empiricism, demanding proof for his beliefs. After two years at Malvern College, he entered University College, Oxford, in 1922, distinguishing himself in Greek, Latin, and English literature. As a second lieutenant during World War I, he served in France with the Somerset Light Infantry and, in 1917, was rehabilitated following serious wounds.

Living most of his life a bachelor, Lewis shared quarters at Kiln Lane, Headington Quarry, with his brother and with the mother and sister of one of his army mates who died at the front. In 1955, he assumed a post as a fellow at nearby Magdalene College, Oxford. His teaching career, including interim guest posts at Durham, Trinity College, and the University of Wales, lasted for 29 years. The last eight years of his life he maintained the chair of medieval and renaissance English at Magdalene College, Cambridge.

Lewis earned fame early in his career for *The Allegory of Love: A Study in Medieval Tradition*, which established him as a scholar and prefaced a string of poems, fantasies, sci-fi novels, philosophical musings, letters, lectures, and exegeses, which have appeared in various collections under a series of pseudonyms, notably Clive Hamilton. In 1930, a friendly debate with J. R. R. Tolkien prefaced Lewis's famous conversion to Christianity. During World War II, he made spirited talks over the BBC, which were broadcast to English troops. To civilians he lectured widely on issues of faith and suffering.

This same period saw the formation of the Inklings, a group of myth-loving Oxford writers including Lewis and Tolkien, who read from their unpublished manuscripts. In the 1950s, Lewis's return to Anglicanism led him to write the seven-part Narnia series, a group of seven children's books which retell the Christian story from the death of Christ to the book of Revelation in fairy tale form. The best of the series are *The Magician's Nephew*, *The Last Battle*, and *The Lion, the Witch and the Wardrobe*, based on Lewis's friendship with children evacuated to his home in the early 1940s during the London Blitz. As

a result of his correspondence with American poet Joy Davidman Gresham, he married her in 1956. Her death from cancer four years later left him with two stepsons, David and Douglas Gresham. At home with his brother, Lewis died of kidney failure and heart attack November 22, 1963, and was buried in Headington Quarry parish cemetery.

## Critic's Corner

Lewis earned a steady flow of critical success for scholarly work, homiletics, and autobiography as well as for science fiction and children's fantasy adventures. Despite the criticism of J. R. R. Tolkien, Lewis's seven-part Narnia series slowly gained a young audience. As children's literature acquired scholarly respect, critics began dissecting the elements of Lewis's fantasy—Arthurian and crusader lore, myth, nursery rhymes, fairy tales, Druidic elements, and Christian tradition.

Beginning with the prestigious Hawthorneden Prize in 1936, Lewis won praise for his varied writings. He added the Gollancz Memorial Prize for Literature, Library Association Carnegie Medal, Lewis Carroll Shelf Award, and honoraria from the universities of St. Andrew, Laval, Manchester, Dijon, and Lyon. The Narnia classics are available as a musical produced by Jules Tasca in 1986. *The Lion, the Witch, and the Wardrobe* was performed as a stage play in Chicago the same year. Lord and King Associates produced an animated version for CBS-TV in 1979. A Narnia miniseries appeared on PBS-TV in 1989. Numerous recorded versions are available on cassette from Harper Caedmon audio tapes.

Revived interest in C. S. Lewis's life and works followed Richard Attenborough's filming of *Shadowlands* (1993), starring Anthony Hopkins as the aging Lewis and Debra Winger as Joy, his dying wife. The intense drama detailing Hopkins's late-in-life marriage and stepfatherhood earned Winger and screenplay writer William Nicholson two Academy Award nominations and tentative reviews from both sides of the Atlantic. A less successful version of *Shadowlands* for BBC-TV starred an all-British cast featuring Claire Bloom as Joy, but lacked the humor and vigor of Attenborough's film. In 2005, a film version of the Narnia series won a new audience to Lewis's stirring fantasy.

## Bibliography

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- Coren, Michael. *The Man Who Created Narnia.* Grand Rapids, Mich.: Eerdmans, 1996.
- Ditchfield, Christin. *A Family Guide to Narnia.* Wheaton, Ill.: Crossway Books, 2003.
- Duriez, Colin. *A Field Guide to Narnia.* Downers Grove, Ill.: InterVarsity Press, 2004.
- Ford, Paul F. *Companion to Narnia.* San Francisco: Harper, 2005.
- Gresham, Douglas H. *Jack's Life: A Memory of C. S. Lewis.* Nashville, Tenn.: Broadman & Holman, 2005.
- Kirk, E. J. *Beyond the Wardrobe.* New York: HarperCollins, 2005.
- Schakel, Peter J. *Imagination and the Arts in C. S. Lewis.* Columbia: University of Missouri Press, 2002.
- Stone, Elaine Murray. *C. S. Lewis: Creator of Narnia.* Mahwah, N. J.: Paulist Press, 2001.

## Other Works by the Author

- Dymer* (1926)
- The Pilgrim's Regress* (1935)
- The Allegory of Love: A Study in Medieval Tradition* (1936)
- Out of the Silent Planet* (1938)
- Rehabilitations* (1939)
- The Problem of Pain* (1940)
- The Screwtape Letters* (1942)
- The Weight of Glory* (1942)
- Broadcast Talks* (1943)
- Christian Behaviour* (1943)
- Perelandra* (1943)
- The Problem of Pain* (1943)
- Beyond Personality* (1944)
- The Great Divorce* (1945)
- That Hideous Strength* (1945)
- Miracles* (1947)
- The Trouble with X* (1948)
- The Lion, the Witch and the Wardrobe* (1950)
- Prince Caspian: the Return to Narnia* (1951)
- The Voyage of the Dawn Treader* (1952)
- Mere Christianity* (1952)
- The Silver Chair* (1953)
- The Horse and His Boy* (1954)
- The Magician's Nephew* (1955)
- Till We Have Faces* (1956)
- English Literature in the Sixteenth Century* (1954)

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*The Last Battle* (1956)  
*Surprised by Joy* (1956)  
*Reflections on the Psalms* (1958)  
*Shall We Lose God in Outer Space?* (1958)  
*Studies in Words* (1960)  
*The World's Last Night* (1960)  
*A Grief Observed* (1961)  
*An Experiment in Criticism* (1961)  
*The Discarded Image* (1964)  
*Poems* (1964)  
*Of Other Worlds* (1966)  
*Studies in Medieval and Renaissance Literature* (1967)  
*Letters to an American Lady* (1967)  
*The Four Loves* (1969)  
*Narrative Poems* (1969)  
*The Humanitarian Theory of Punishment* (1972)

## Related Reading

Richard Adams, *Watership Down*  
Hans Christian Andersen, "The Little Mermaid"  
J. M. Barrie, *Peter Pan*  
L. Frank Baum, *The Wizard of Oz*  
Lewis Carroll, *Alice in Wonderland*  
Joel Chandler Harris, "Br'er Rabbit and the Tarbaby"  
Rudyard Kipling, *The Jungle Book*  
Madeleine L'Engle, *A Wrinkle in Time*  
Lois Lowry, *The Giver*  
Robin McKinley, *Beauty*  
Robert C. O'Brien, *Mrs. Frisbee and the Rats of NIMH*  
Robert Louis Stevenson, *Treasure Island*  
Mary Stewart, *The Crystal Cave* and *The Hollow Hills*  
Alfred, Lord Tennyson, "Gareth and Lynette"  
J. R. R. Tolkien, *The Hobbit*  
Mark Twain, *A Connecticut Yankee in King Arthur's Court*

## General Objectives

1. To understand the nature of a power struggle
2. To analyze how nature causes hardships as well as delight
3. To note evidence of hospitality and kindness
4. To discuss the theme of sacrifice
5. To discuss myths about fantasy creatures
6. To catalog unfamiliar terms and define them
7. To define episodic style
8. To note symbolic actions and events, such as the sunrise
9. To comment on cooperative efforts
10. To place in chronological order events of the expedition

## Specific Objectives

1. To analyze the effect of Edmund's disloyalty on his brother and two sisters
2. To contrast the advice from the Professor to that of the beavers
3. To explain the significance of prophecy to Aslan's return
4. To describe the trials of the children during their flight from the Queen/Witch
5. To analyze the effect of Aslan's return on the Queen/Witch
6. To account for Mr. Tumnus's decision not to kidnap Lucy
7. To research the background of the period that causes children to be sent from their home to safer locations
8. To characterize Lucy as a pioneer
9. To summarize the hope for a brighter future in Narnia
10. To explain the roles of Fenris Ulf and of Mrs. Macready, who doesn't like children

## Media Versions of Lewis's Work

### Activity Book

*The Lion, the Witch, and the Wardrobe*,  
HarperKidsEntertainment, 2005

### Audiocassette

*The Lion, the Witch, and the Wardrobe*,  
HarperChildrensAudio, 2000

### Audio CD

*The Lion, the Witch, and the Wardrobe*,  
HarperChildrensAudio, 2000

### DVD

*The Chronicles of Narnia*, Walt Disney Video, 2005

### Movie Guide

*The Lion, the Witch, and the Wardrobe*,  
HarperKidsEntertainment, 2005

### Radio Theatre

*The Lion, the Witch, and the Wardrobe*, Focus on the  
Family, 2005

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## Literary Terms and Applications

For a better understanding of C. S. Lewis's fantasy, present the following terms and applications:

**Allegory** a literary work that functions on multiple levels of meaning by comparing objects to symbols beyond the scope of the work. The return of Aslan to Narnia parallels the birth of the messiah that Isaiah prophesies in the Old Testament. Aslan's sacrifice for the sake of a sinful child suggests the crucifixion of Christ to save all humankind.

**Fairy Tale** a component of oral folklore that describes humans fighting evil in a world governed by enchantment or magic. Lewis's fantasy adventure places children in peril in a land governed by the wicked, self-serving Queen/Witch. Her suppression of spring and Christmas and her use of a wand to turn creatures into stone statues illustrate the centrality of magic to the control of Narnia.

**Framework Narrative** an outer story or setting that encases and supports a main plot. By returning to the professor's house, the four children end an adventure in an imaginary kingdom and return to the problems of war-torn England.

## The Importance of Setting

The milieu of C. S. Lewis's adventure fantasy depends on sharp contrast. From the fusty environment of the professor's house, Lucy retreats into a wardrobe and crosses into a fantasy world marked by a lamppost. The crisp air and crunchy snow underfoot violate the logic of the natural world, which offers the four children heathered fields and summer weather for swimming, fishing, and bird-watching. Lucy's retreat to Mr. Tumnus's cave allows her to take tea in comfort and to learn the lay of the land in Narnia. Edmund's venture into the wardrobe introduces him to the Queen/Witch and to the location of her castle, which perches between two hills near the river.

The setting becomes part of the plot at the return of Aslan. The four children's venture into Narnia places them at the dam in the home of the beaver family. As the family begins putting together the elements of a power struggle between Aslan and the Queen/Witch, the beavers realize that they must retreat from their home by a circuitous route along the river bank. Parallel

to their exit is the approach of the Queen/Witch's sleigh. By the time that both parties converge at the pavilion at the Stone Table, the season has shifted from snowy cold to a greening of the landscape and enough thawed ice to flood the river.

The promise of spring coordinates with the elements of sacrifice and rejuvenation in Aslan. After the breaking of the Stone Table, the lion-savior returns in glory to complete his mission. With Lucy and Susan, he invades the Queen/Witch's palace, destroys the stone gate, and frees the statues, which shift from grotesque scenery into live characters again. After Peter and Edmund complete their part in the war against evil, the foursome can rejoin and retreat to the wardrobe to be normal children again.

## Cross-Curricular Sources

For more information about C. S. Lewis, fantasy literature, quest lore, sacrifice, and other subjects and issues deriving from the book, consult these sources:

### Articles

- Aitken, Jonathan. "Narnia Triumphant," *American Spectator* 39, no. 1 (February 2006): 46-47.  
Smietana, Bob. "Lessons from the Lion," *U.S. Catholic* 71, no. 4: 32-35

### Audiocassette

*The Goblin Market*, by Christina Rossetti

### Books

*The Hobbit*, by J. R. R. Tolkien  
*Watership Down*, by Richard Adams

### Fairy Tales

*Beauty*, Robin McKinley  
*Little Red Riding Hood Uncloaked*, Catherine Orenstein  
*White As Snow*, Tanith Lee

### Fantasy Adventure

*Alice in Wonderland*, Lewis Carroll  
*Mrs. Frisby and the Rats of NIMH*, by Robert C. O'Brien

### Internet

"C. S. Lewis Foundation," [www.cslewis.org](http://www.cslewis.org)  
"The Lion's Call," [www.thelionscall.com](http://www.thelionscall.com)

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## Legend

*The Outlaw Princess of Sherwood*, by Nancy Springer  
*Rowan Hood, Outlaw Girl of Sherwood Forest*, by Nancy Springer

## Memoir

*The House on Mango Street*, Sandra Cisneros

## Narrative Poems

*Gareth and Lynette*, by Alfred, Lord Tennyson  
"The Pied Piper of Hameln," Robert Browning

## Reference Books

*The Annotated Classic Fairy Tales*, W. W. Norton  
*The Encyclopedia of Fable*, ABC-CLIO  
*From the Beast to the Blonde: On Fairy Tales and Their Tellers*,  
Noonday Press  
*The Maid of the North: Feminist Folk Tales from Around the World*,  
Holt, Rinehart and Winston  
*A Multicultural Dictionary of Literary Terms*, McFarland  
*Once Upon a Time When the Princess Rescued the Prince*, Dragon  
Tree Press

## Short Story

Axelrad, Nancy S. "The Lion, the Witch, and the Wardrobe,"  
*Saturday Evening Post* 278, no. 2 (March-April 2006):  
40-73.

## Video/DVD

*The Chronicles of Narnia*  
*The Lord of the Rings*  
*The Secret Garden*  
*The Secret of NIMH*  
*Something Wicked This Way Comes*  
*Watership Down*

## Themes and Motifs

A study of the central issues and situations in *The Lion, the Witch, and the Wardrobe*, should include these aspects:

### Themes

- separation
- boredom
- curiosity
- innocence
- temptation
- logic
- fear
- sacrifice
- menace
- quest
- redemption
- forgiveness

### Motifs

- growing up with a close sibling
- reflecting on errors
- testing limits
- assuming the role of rescuer
- coping with emotional and moral trauma

## Meaning Study

Below are words, phrases, sentences, or thought units that have particular meaning in the story. Explain the meaning each has in this book. Chapter and page numbers indicate the context in which each item appears.

1. Lucy looked at these while he was setting out the tea things. They had titles like *The Life and Letters of Silenus*, or *Nymphs and Their Ways*, or *Men, Monks, and Gamekeepers; a Study in Popular Legend* or *Is Man a Myth?* (II, 15)  
(On Mr. Tumnus's bookshelf features works dealing with mythic creatures, including books about nymphs and about Silenus, the foster father and tutor of Dionysus and leader of the satyrs. The wit of his final title puts humanity in the same perilous category as fanciful creatures from mythology.)
2. "A jolly good hoax, Lu," he said as he came out again; "you have really taken us in, I must admit. We half-believed you." (III, 27)  
(Peter tests the inside of the wardrobe and decides that Lucy is teasing them about her adventures in Narnia because the back wall of the wardrobe is solid. However, he admires her for making the hoax seem plausible. His affability illustrates how he maintains a position of authority and respect among the children.)
3. I'm sorry I didn't believe you. I see now you were right all along. Do come out. Make it Pax. (III, 38)  
(British children refer to a settling of differences as Pax, the Latin word for peace. The children's willingness to establish peaceful relations implies their suitability as heroes in a Christian quest fable.)
4. The Queen let another drop fall from the bottle onto the snow, and instantly there appeared a round box, tied with green silk ribbon, which, when opened, turned out to contain several pounds of the best Turkish Delight. (IV, 32)  
(Turkish delight or Turkish taffy is an old-fashioned, stringy sweet which confectioners allow to dry, then cut into strips for children to carry and chew. When it hardens or chills, it can be more easily broken into pieces.)



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5. "And what a filthy smell of camphor!" said Edmund. (VI, 59)  
*(The wardrobe smells of a white flammable crystal that gives off a pungent odor which repels insects. Dating to the fourteenth century, the term derives from a Malaysian name for the compound, which is made from an oil pressed from the bark and leaves of the camphor tree. People prized it as a cure-all and a valuable trade item. A family necessity to frontier families, camphor hung in small pouches about the neck to ward off colds. People rubbed it on skin as a painkiller and antidote to rashes and heart problems and mixed it into salves and liniment to ease gout, rheumatism, and sprains in people and animals.)*
6. The former occupant of these premises, Faun Tumnus, is under arrest and awaiting his trial on a charge of High Treason against her Imperial Majesty Jadis, Queen of Narnia, Chatelaine of Cair Paravel, Empress of the Lone Islands, etc., also of comforting her said Majesty's enemies, harbouring spies and fraternising with Humans. (VI, 64)  
*(According to this stilted warrant, the Queen's official title is châtelaine or keeper of the keys of Cair Paravel. The term derives from the word for castle and gives her broad rights over the use of the property, including guarding it from danger.)*
7. I'd vote for going back and getting something from the larder, only there doesn't seem to be any certainty of getting into this country again when once you've got out of it. I think we'll have to go on. (VI, 65-66)  
*(Peter refers to a walk-in closet or pantry where food supplies are arranged on floor-to-ceiling shelves. In large homes the larder remains locked. The keys are the ward of the housekeeper or châtelaine, who accounts for and distributes supplies.)*
8. She comes of .. your father Adam's first wife, her they called Lilith. And she was one of the Jinn. (VIII, 88)  
*(Lilith, a demon of Jewish folklore and the first wife of Adam, was formed of mud and filth. She was the mother of demonic children, and she supposedly preyed on newborns and seduced sleeping men and sucked their blood. She is the night hag of the wasteland mentioned by the prophet Isaiah.)*
9. Some of the pictures of Father Christmas in our world make him look only funny and jolly. But now that the children actually stood looking at him they didn't find it quite like that. (X, 116-117)  
*(Before the cartoon drawings of Thomas Nast and other journalists and advertisers depicted Santa Claus in his current stereotyped pose—a jolly, rounded form in a white beard and red clothes—he was often seen as a tall, thin, bewhiskered saint*

*called Father Christmas in England and Pere Noel in France. In these varied views, he is usually clothed in nondescript garb and dragging a sack of toys behind him.)*

10. Fair Consorts, let us now alight from our horses, and follow this beast into the thicket; for in all my days I never hunted a nobler quarry. (XVII, 202-203)  
*(King Peter addresses his companions as consorts, using high-flown, antiquated language that he associates with royalty.)*

## Comprehension Study

Answer the following questions in your own words. There is not always a right answer. Your judgment is important. Defend your answers by referring to passages in the book.

### Plot

1. Why does Lucy insist on searching for Mr. Tumnus?  
*(Lucy, a loyal, tender-hearted child, feels responsible for Mr. Tumnus and his arrest for treason. Her argument shows her loyalty to a creature who has been kind and hospitable to her: "Don't you see? We can't just go home, not after this. It is all on my account that the poor Faun has got into this trouble. He hid me from the Witch and showed me the way back. That's what it means by comforting the queen's enemies and fraternising with Humans. We simply must try to rescue him.")*

### Motivation

2. Why is the Witch certain that Aslan will obey the Emperor's law?  
*(When Aslan defends Edmund against the Queen/Witch's magic, she reminds the lion that Edmund belongs to her by reason of the Emperor's law: "He knows the Deep Magic better than that. He knows that unless I have blood as the Law says, all Narnia will be overturned and perish in fire and water.")*

### Character

3. Why do Lucy and Susan comfort the grieving lion?  
*(Because they cannot sleep, the girls follow Aslan as he walks in the moonlight over the grass wet with dew. He is glad to have company on the night before he faces certain death, and he allows the girls to pat his mane and to walk close beside him. When he orders them to stop following him, "both the girls cried bitterly... and clung to the Lion and kissed his mane and his nose and his paws and his great, sad eyes." Their actions illustrate their genuine affection and concern.)*

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## Symbolism

4. How does the scene of Aslan's death change when the sun rises?  
*(The grieving sisters hear a deafening crack, "as if a giant had broken a giant's plate." Like Christ's stone tomb on Easter morning, the Stone Table breaks apart and Aslan vanishes. They hear the great voice of the lion, who explains resurrection as "a magic deeper still" than the Queen/Witch knows—"when a willing victim who had committed no treachery was killed in a traitor's stead, the Table would crack and Death itself would start working backwards." The climactic event illustrates the significance of Christ's death and resurrection.)*

## Atmosphere

5. How does Lucy save Edmund from death?  
*(When Edmund is wounded and lying near Mrs. Beaver, he is covered with blood and greenish in color. The atmosphere grows somber in view of Edmund's treachery and possible death. His rescuer is Lucy, the sibling he betrayed. She immediately applies drops of the magic cordial that Father Christmas gave her. From her unselfish gift comes renewal—Edmund's wounds heal and he looks better than he has since "his first term at that horrid school which was where he had begun to go wrong.")*

## Interpretation

6. Why do Lucy and Susan refrain from telling Edmund about Aslan's noble sacrifice?  
*(Although Lucy considers telling Edmund why the Queen/Witch did not kill him, Susan urges her not to relate an event that would overwhelm him emotionally. "It would be too awful for him. Think how you'd feel if you were he." To Susan, the idea of Aslan's sacrifice is too great a mystery to share with Edmund. Before they can discuss the matter further, they are interrupted and the subject drops.)*

## Theme

7. Why are truth and selfishness related themes?  
*(Edmund teases Lucy wickedly about making up her first trip to Narnia, even though he, too, has been there. Because the Queen/Witch has made him promise not to tell, he forces himself to pretend that his journey with his brother and sisters is the first time he has been on the other side of the wardrobe. He accidentally mentions the lamppost, however, and gives away his secret. When Peter refers to Edmund as "a poisonous little beast," Edmund soothes his deflated ego by reminding himself that he will soon govern them all, a "pack of stuck-up, self-satisfied prigs." Lewis indicates that Edmund's false values cause him to lie and to anticipate dominating his siblings.)*

## Minor Characters

8. How does Mrs. Macready's response to the children contrast that of the professor?  
*(The four children leave war-torn London and find refuge in the*

*meandering house of a professor who allows them free run of the premises. He treats them with respect, generosity, and encouragement. When they have need of his advice, he speaks to them as though they were adults and offers them mature wisdom as a guide for their behavior. On the other hand, Mrs. Macready, who dislikes children, seems too busy to be bothered with them and requests that they "keep out of the way" when she guides tour groups through the house. Unlike the professor, she has no affection or counseling skills to offer.)*

## Purpose

9. What qualities does Lewis's work inspire in readers?  
*(The actions of the children set good examples of forgiveness, trust, loyalty, gratitude, courage, and love. Edmund's experience as the traitor who is saved by Aslan's unselfishness brings to mind the example of Judas, who betrayed Christ in exchange for forty pieces of silver. Edmund's acceptance by the others after his ordeal in the snow inspires readers to practice a rare type of forgiveness—a touch of grace that eradicates the mistakes of others, no matter how great, and offers in return love and acceptance.)*

## Comparative Literature

10. How does the conclusion of the book imply that God's kingdom will always know strife?  
*(Although Aslan has subdued the Queen/Witch, he leaves smaller jobs for the new royalty to deal with. As Lewis describes the state of Narnia when Aslan leaves it in the hands of the children, "indeed for a long time there would be news of evil things lurking in the wilder parts of the forest—a haunting here and a killing there, a glimpse of a werewolf one month and a rumour of a hag the next. But in the end all that foul brood was stamped out." The prophecy parallels the projected struggles of Christendom in the years separating Christ's resurrection and his return.)*

## How Language Works

Lewis carefully words dialogue to suit the size, power, and demeanor of each character. For example:

1. Susan is a skittish young girl who cringes at the thought of Aslan's return. She asks, "Is he—quite safe? I shall feel rather nervous about meeting a lion."
2. Peter is the level-headed older brother who declares, "We'll still have to go and look for [Edmund]. He is our brother after all, even if he is rather a little beast, and he's only a kid."

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3. Father Christmas, the epitome of good spirits, cries out, "a Merry Christmas! Long live the true King!"
4. The Queen/Witch speaks her treachery: "But when you are dead what will prevent me from killing him as well? And who will take him out of my hand then?"
5. The professor exhibits belief and trust in youngsters: "What's that? How will you know? Oh, you'll know all right.... Keep your eyes open."

## Across the Curriculum

### Composition

1. Compose a tourist's guide to the professor's house, highlighting its most interesting features. Include details that the children like, such as the suit of armor, harp, old books, balcony, heathered lawn, and wardrobe.
2. Write a conversation between Edmund and the professor in which Edmund describes how close he came to death while being held captive in Narnia. Express the Professor's concern and soothing comfort. How would the Professor justify the existence of evil in the world like the Queen/Witch and Fenris Ulf?
3. Write a report on Britain's civil defense system during World War II. Describe the evacuation of children from London to safer locations in the countryside. Quote lines from Winston Churchill's speeches that give the British people hope that they can defeat Germany.

### Speech

1. Explain how this story could be adapted to the stage, a puppet theater, ballet, animated film, musical stage production, video game, radio play, comic book, or a television miniseries.

### Reading Comprehension

1. Describe the festivities of the children's coronation day and the part played by each animal. How do the newly freed squirrels, giant, dwarf, and faun show their appreciation? How do the children honor the beavers and the robin?
2. Suggest parts of the plot that should come up again in later fantasies by C. S. Lewis. Which characters should he drop? Why are they less effective

or less believable? What could he add to the countryside to create more adventures?

### Literature

1. Plan a dinner with the beaver or squirrel family, a feast with Aslan and the giant, or a tea with Mr. Tumnus. Note the type of dishes, utensils, and foods and beverages on the table and the atmosphere of the gathering.
2. Make a list of gifts from Father Christmas for each animal in Narnia. Suit the presents to the character of the creature, such as a tooth sharpener for the beaver, a sewing box for the beaver's wife, a whip for Fenris Ulf, gloves for the Queen/Witch, new handkerchiefs for Lucy, or a body wig for Aslan. What gifts seem appropriate for each of the children as a reward for bravery or for the professor for taking them in? What would Mrs. Macready like as a Christmas gift?
3. Read some of Aesop's fables, such as "The Wolf and the Grapes," "The Hares and the Frogs," "The Tortoise and the Hare," or "The One-Eyed Doe." Compare the intelligence, bravado, and determination of the characters to that of the animals in Narnia.
4. Imagine an adventure taking place behind the closet in your room. Where does the opening lead? What kind of creatures, both good and evil, inhabit the magical kingdom? What demands or requests do they make when you arrive? What magic protects you, for example, a restorative cordial, wand, bow and arrows, ivory horn, or sword and shield?

### Drama

1. Create a tableau of the fable in which the mice rescue the lion by chewing the ropes that hold him captive. Conclude the short drama with his thanks to the tiny creatures.
2. Improvise a train depot scene in which the children return to London to reunite with their parents. Compose Lucy's account to her parents of the children's adventures in Narnia.

### Art

1. Comment on the contribution made to the novel by Pauline Baynes, Lewis's illustrator for the Narnia series. How do her drawings compare to a Walt Disney animated films *Fantasia* or *The Wizard of Oz*, the

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cartoon version of *Watership Down* or *The Secret of NIMH*, or the illustrations from *Alice in Wonderland* or *Through the Looking-Glass*?

2. Draw a mural of the most memorable scenes in Narnia. Feature unusual creatures that the children meet at each place, such as the beaver family at the dam, Aslan at the stone table, the Queen in her palace, the removal of the pavilion before the battle, creatures turned to stone, the halt of the sleigh in a rut, and Mr. Tumnus playing his flute in the cave.
3. Using modeling clay, create a statue of a mythological creature, such as a centaur, sprite, unicorn, dryad, satyr, naiad, giant, hag, merman, werewolf, ogre, or faun, caught in an unhappy pose, as if the Queen/Witch trapped the creature with her wand.
4. Choose an intriguing scene for a book cover or book mark. Describe the colors and lettering best suited to fantasy. Explain why contrast and action make a lasting impression on potential readers.

## Geography

1. What types of terrain do the children see in Narnia? Select terms from each chapter, such as cave, bank, ridge, fords, hilltops, the river, beach, and groves of larches, laburnums, fir trees. Work together with other readers on a topographical map of Narnia.
2. Compose a poem describing the change in scenery after heavy snow. What tricks does snow play on the eyes, especially at night? Why does a rapid thaw alter the river and ground?
3. Describe the extent of Arctic exploration in the adult years of C. S. Lewis. Discuss why the four children put on fur coats and pretend they are visiting the Arctic.

## Religion

1. Explain in a paragraph the meaning of allegory. What aspects of Christianity does Lewis use as a basis for the allegory? Why are the lion, his sorrowful walk, and the stone table particularly symbolic? What does the lamppost symbolize?
2. Express in an oral report the change in Lewis's life, teaching, public lectures, and writing after he gave up atheism.

3. Discuss the importance of forgiveness to the siblings. Why does the forgiveness of Edmund benefit all the children?
4. Explain why Aslan requires the Queen/Witch to leave her wand at the oak tree. How do the oak and the Stone Table relate to Druidic worship?

## Social Studies

1. Make an extended definition of one of these terms: power struggle, tyranny, absolutism, consort, council, quarry, oppression, and hierarchy. Apply each to the story.
2. Discuss the numerous infractions of civil rights experienced by the beings who are the objects of the Queen/Witch's wrath. Why is the return of Aslan important to individual rights?

## Psychology

1. Discuss in a short speech how Lucy reacts to her siblings' refusal of her story of Narnia. Discuss the antipathy between Lucy and Edmund. Why do the two youngest children quarrel more than Lucy and Peter or Lucy and Susan?
2. List scenes in which cooperation and group logic help the children and creatures cope with dangers. Which child seems best able to work out a pragmatic solution to problems? Which is bravest? most cautious? kindest? most curious?

## Mathematics and Logic

1. Discuss the passage of time in the story. What terms delineate seasons, hours, and days? Why does time seem less important in Narnia than in the professor's home?
2. Answer the question in Chapter 5: "Why don't they teach logic at these schools?" Give reasons for adding logic to the curriculum. Suggest the age at which it should be taught.

## Science and Health

1. Describe the dangers of extreme cold and its effects on the body, especially standing or sitting in wet snow or walking or sled-riding against the wind.

2. Explain why the gnawing mice and kingfishers are behaving like normal animals. List other animals and plants that are typically English, for example, the robin, squirrels, bluebells, larches, and liburnums.
3. Discuss the physiological source and purpose of yawning.

## Language

1. Define terms that derive from fantasy and legend, particularly unicorn, dryad, dwarf, hag, merman, Bacchus, satyr, incubus, sprite, faun, ogre, jinn, giant, dog-fox, werewolf, naiad, Father Christmas, nymph, and Lilith. Why would a male child be called a "son of Adam"?
2. What special meaning does Peter's name carry, both biblically and etymologically? What is the root word of "cordial"?
3. Connect the derivation of Lucy's name with the lamppost. In what way is Lucy a beacon to the other children?

## Journalism

1. Compose a list of questions to accompany a televised interview of children returning from a successful foray in Narnia. What details might convince an audience that the expedition was real?
2. Write a report on Thomas Nast. Explain his connection with Father Christmas.

## Alternate Assessment

1. List experiences in Narnia that help the children learn values such as boldness, loyalty, love, compassion, kindness, convictions, unselfishness, truthfulness, forgiveness, respect, hope, and courtesy.
2. Make a list of lines that give vivid sense impression of seeing, hearing, tasting, touching, and smelling. Use these as models:
  - "That you will, dearie, and no mistake," said Mrs. Beaver, "if there's anyone who can appear before Aslan without their knees knocking, they're either braver than most or else just silly."
  - "Only five minutes later he noticed a dozen crocuses growing round the foot of an old tree—gold and purple and white."
  - "Most of them are on our side, but there are trees that would betray us to her; you know who I mean," and it nodded its head several times."
  - "Then to cheer himself up he took out from its case on the dresser a strange little flute that looked as if it were made of straw and began to play."
3. Compose a message from the professor to the children's parents telling them how the four have matured and what they have been doing in their spare time.
4. Make a character list of minor figures, such as Silenus, Adam, Lilith, Bacchus, Fenric Ulf, squirrels, the giant, Mrs. Macready, reindeer, and the unicorn. Tell how these lesser figures influence the action.

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## Vocabulary

Choose words from the list below to complete each sentence. You will have words left over when you finish.

- |               |                |             |              |
|---------------|----------------|-------------|--------------|
| A. appeased   | F. frowsty     | K. lithe    | P. repulsive |
| B. cordial    | G. gibber      | L. pact     | Q. siege     |
| C. disposal   | H. gluttony    | M. pavilion | R. skirling  |
| D. festoons   | I. inquisitive | N. prigs    | S. spectres  |
| E. foreboding | J. larches     | O. rampant  | T. strategem |

1. The more he ate the more he wanted to eat, and he never asked himself why the Queen should be so \_\_\_\_\_.
2. The Professor said "Come in," and got up and found chairs for them and said he was quite at their \_\_\_\_\_.
3. I'll pay you all out for this, you pack of stuck-up, self-satisfied \_\_\_\_\_.
4. There was now a glittering wall of icicles, as if the side of the dam had been covered all over with flowers and wreaths and \_\_\_\_\_ of the purest sugar.
5. "Couldn't we have some \_\_\_\_\_?" said Peter.
6. There was the great shape of a centaur and a winged horse and a long \_\_\_\_\_ creature that Edmond took to be a dragon.
7. So Mrs. Beaver and the children came bundling out of the cave ... looking very \_\_\_\_\_ and unbrushed and uncombed and with the sleep in their eyes.
8. "In this bottle," he said, "there is a \_\_\_\_\_ made of the juice of one of the fire-flowers that grow in the mountains of the sun."
9. He grinned in a \_\_\_\_\_ manner as he set them down on the floor beside Edmond.
10. What is the meaning of all this \_\_\_\_\_, this waste, this self-indulgence?
11. The next thing they saw was a \_\_\_\_\_ pitched on one side of the open place.
12. The Witch and her crew will almost certainly fall back to her house and prepare for a \_\_\_\_\_.
13. A howl and a \_\_\_\_\_ of dismay went up from the creatures when they first saw the great Lion.
14. Now I will kill you instead of him as our \_\_\_\_\_ was.
15. "Madam," said King Edmund, "the like \_\_\_\_\_ stirreth in my heart also."

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## Comprehension Test A

### Part I: Matching (30 points)

Match each quotation with its speaker. Place the letter of your response in the blank provided at left.

- |                     |                       |                  |
|---------------------|-----------------------|------------------|
| A. Aslan            | F. Giant Rumblebuffin | K. Peter         |
| B. a Wolf           | G. Lucy               | L. Professor     |
| C. Edmund           | H. Mr. Beaver         | M. Jadis         |
| D. Father Christmas | I. Mrs. Beaver        | N. Mrs. Macready |
| E. Fenris Ulf       | J. Mr. Tumnus         | O. the unicorn   |

- \_\_\_\_\_ 1. Call out the giants and the werewolves and the spirits of those trees who are on our side.
- \_\_\_\_\_ 2. Couldn't I have just one piece of Turkish Delight to eat on the way home?
- \_\_\_\_\_ 3. Perhaps I may keep the handkerchief?
- \_\_\_\_\_ 4. They have killed my captain, Fenris Ulf.
- \_\_\_\_\_ 5. Word has been sent that you are to meet him, tomorrow if you can, at the Stone Table.
- \_\_\_\_\_ 6. The potatoes are on boiling and the kettle's singing.
- \_\_\_\_\_ 7. I should be glad of company to-night.
- \_\_\_\_\_ 8. I don't think it will be any good trying to go back through the wardrobe door to get the coats.
- \_\_\_\_\_ 9. You ought to be ashamed of yourself, a great big Faun like you.
- \_\_\_\_\_ 10. Locks and bolts make no difference to me ...
- \_\_\_\_\_ 11. I beg your pardon, Missie, I thought you was the handkerchee!
- \_\_\_\_\_ 12. The former occupant of these premises, Faun Tumnus, is under arrest and awaiting his trial on a charge of High Treason.
- \_\_\_\_\_ 13. This Faun saved my sister at his own risk, Mr. Beaver.
- \_\_\_\_\_ 14. I grant her safe conduct on condition that she leaves her wand behind her at that great oak.
- \_\_\_\_\_ 15. I suppose the sewing machine's too heavy to bring?

### Part II: True/False (30 points)

Mark each statement either T for true or F if any part is false.

- \_\_\_\_\_ 1. After leaving the wardrobe together, Lucy and Edmund make the first visit to Mr. Tumnus's cave.
- \_\_\_\_\_ 2. The Queen of Narnia offers Edmund more Turkish Delight if he will bring his brother and sisters to her palace.
- \_\_\_\_\_ 3. Lucy and Susan try to comfort Aslan on the night before his death.
- \_\_\_\_\_ 4. In order to shame Aslan, the Queen/Witch has his tail cut off.
- \_\_\_\_\_ 5. The Queen claims the right to every traitor as her lawful prey.
- \_\_\_\_\_ 6. Aslan asks Giant Rumblebuffin's help in leaving the Queen/Witch's fortress.
- \_\_\_\_\_ 7. Mr. Tumnus escapes the Queen's wand by pretending to be a statue.
- \_\_\_\_\_ 8. Peter scolds Lucy for taking warm coats from the wardrobe.
- \_\_\_\_\_ 9. The lamppost marks the exit from Narnia.
- \_\_\_\_\_ 10. During dinner with the beavers, the children see Edmund sneaking away toward the Queen's palace.
- \_\_\_\_\_ 11. The professor believes Lucy is mad.
- \_\_\_\_\_ 12. The children leave London on a short holiday to the country.
- \_\_\_\_\_ 13. The professor wishes the children had been taught logic in school.
- \_\_\_\_\_ 14. Mrs. Macready leads tours through the big house.
- \_\_\_\_\_ 15. The children follow the robin to the beavers' house at the dam.

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## Comprehension Test A (Page 2)

### Part III: Identification (10 points)

Identify the gifts Father Christmas gives to each of these characters.

1. Mrs. Beaver
2. Mr. Beaver
3. Peter
4. Susan
5. Lucy

### Part IV: Essay Questions (30 points)

Choose two and answer in complete sentences.

1. Describe Edmund's trek through the snow as the Queen/Witch searches for the other three human children.
2. Compare the Queen/Witch, Mrs. Macready, and Mrs. Beaver in terms of hospitality.
3. Compare Aslan's fears with those of Lucy, Edmund, and Susan.
4. Describe the action after sunrise.
5. Discuss the meaning and purpose of prophecy.



## Comprehension Test B

### Part I: Multiple Choice (30 points)

Choose the answer that completes each statement.  
Place the letter of your response in the blank provided at left.

- \_\_\_\_\_ 1. Lucy uses the bottle of cordial which Father Christmas gives her
- A. to save Mr. Tumnus from the Queen/Witch's wand.
  - B. to revive Aslan on the stone table.
  - C. to restore Edmund's health.
  - D. to stop Fenris Ulf from harming Edmund.
- \_\_\_\_\_ 2. Mr. Beaver adds to the evening meal by
- A. cooking potatoes.
  - B. placing sardines on buttered toast.
  - C. catching fish.
  - D. slicing cake and spreading it with jam.
- \_\_\_\_\_ 3. Edmund falls under the Queen/Witch's spell when
- A. she taps him with the wand.
  - B. he eats Turkish Delight.
  - C. he reads the deep magic written on the Stone Table.
  - D. Fenris Ulf greets him at the door the palace.
- \_\_\_\_\_ 4. As the Queen/Witch and Edmund pursue the other children,
- A. a Robin leads the way.
  - B. Father Christmas covers the trail with fresh snow.
  - C. Mr. Tumnus takes a message to the beavers that Aslan is coming.
  - D. spring begins to thaw the snow.
- \_\_\_\_\_ 5. Mr. Tumnus weeps bitterly because
- A. Lucy has escaped from his cave.
  - B. he must kidnap children for the Queen/Witch.
  - C. Aslan has threatened to saw off his horns and tail.
  - D. Edmund has slipped away unseen.
- \_\_\_\_\_ 6. The girls are glad to provide company for
- A. Aslan, who is sad.
  - B. Edmund while he recovers.
  - C. Mr. Beaver in the hole in the river bank.
  - D. Fenris Ulf after the Queen/Witch disappears.
- \_\_\_\_\_ 7. The Professor thinks children should
- A. not wander about the house with a guide.
  - B. mind Mrs. Macready during tours.
  - C. leave fur coats in the wardrobe.
  - D. study logic.

- \_\_\_\_\_ 8. The Professor urges the children to
- A. mind their own business.
  - B. play outdoors rather than in the wardrobe.
  - C. stay away from the camphor.
  - D. rescue Mr. Tumnus.
- \_\_\_\_\_ 9. Giant Rumblebuffin finds Lucy's handkerchief
- A. useful as he sets the enchanted creatures free.
  - B. hidden in Edmund's hand.
  - C. lying on the bookshelf in the faun's cave.
  - D. too small to be useful.
- \_\_\_\_\_ 10. On their escape from the Queen, Mrs. Beaver considers taking
- A. the bread knife.
  - B. a warm drink.
  - C. her sewing machine.
  - D. sacks of Turkish Delight.
- \_\_\_\_\_ 11. The note nailed to the floor indicates that
- A. Aslan is returning to Narnia.
  - B. Faun Tumnus has been arrested for treason.
  - C. Edmund is future king of Narnia.
  - D. deep magic is responsible for the faun's disappearance.
- \_\_\_\_\_ 12. In order to make the sledge go faster,
- A. the dwarf whips the poor reindeer.
  - B. Edmund must push it over the beaver's dam.
  - C. the Queen/Witch whips the wolf.
  - D. the Queen/Witch waits for sunset.
- \_\_\_\_\_ 13. Aslan agrees to take Edmund's place
- A. as King of Narnia.
  - B. as victim.
  - C. as the Queen/Witch's lead animal.
  - D. at the Stone Table.
- \_\_\_\_\_ 14. When the Queen/Witch questions whether Aslan's promise will be kept,
- A. Aslan roars and scares her away.
  - B. Edmund assures her Aslan will keep his word.
  - C. Peter draws his magic sword and threatens her.
  - D. Giant Rumblebuffin rips open the gate to the palace.
- \_\_\_\_\_ 15. Mr. Beaver explains to the children that Aslan
- A. has taken Peter to the pavilion.
  - B. must avoid the Queen/Witch's deep magic.
  - C. will be coming and going.
  - D. comes to Narnia only when the weather is cold.

# The Lion, the Witch and the Wardrobe C.S. Lewis

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## Comprehension Test B (Page 2)

### Part II: Completion (20 points)

Fill in the word which completes each statement. Place your answer in the blank provided.

1. Edmund receives the title "King Edmund the \_\_\_\_\_."
2. Peter is known as "King Peter the \_\_\_\_\_."
3. Susan takes the name "Queen Susan the \_\_\_\_\_."
4. Lucy truly deserves the title of "Queen Lucy the \_\_\_\_\_."
5. The home of the Queen/Witch can be identified in the middle of a little plain between two \_\_\_\_\_.
6. The \_\_\_\_\_ crawl over Aslan's body and nibble the cords.
7. The Queen/Witch refers to Lucy as a "Daughter of \_\_\_\_\_."
8. The prophecy can be fulfilled only by four \_\_\_\_\_.
9. Edmund foolishly jumps into the \_\_\_\_\_ and shuts the door.
10. Around the Stone Table are letters of an unknown \_\_\_\_\_.

### Part III: Matching (20 points)

Match parts of quotations. Place the letter of your response in the blank provided at left.

- \_\_\_\_\_ 1. And next to Aslan stood two leopards of whom
  - \_\_\_\_\_ 2. That is why we had to be so cautious as we came along,
  - \_\_\_\_\_ 3. So that's how you came to imagine yourself a Queen—
  - \_\_\_\_\_ 4. For instance—if you will excuse me for asking the question—
  - \_\_\_\_\_ 5. And then she saw that there was a light ahead of her;
  - \_\_\_\_\_ 6. Peter was feeling uncomfortable too at the idea of fighting the battle on his own;
  - \_\_\_\_\_ 7. At first much of their time was spent
  - \_\_\_\_\_ 8. In reality the stump and the boulder
  - \_\_\_\_\_ 9. He took a stump of lead pencil out of his pocket
  - \_\_\_\_\_ 10. You've been perfectly beastly to Lu
- A. not a few inches away where the back of the wardrobe ought to have been, but a long way off.  
B. ever since she started this nonsense about the wardrobe.  
C. does your experience lead you to regard your brother or your sister as the more reliable?  
D. for if she knew about you four, your lives wouldn't be worth a shake of my whiskers!  
E. and scribbled a moustache on the lion's upper lip and then a pair of spectacles on its eyes.  
F. one carried his crown and the other his standard.  
G. were simply the Witch and the Dwarf.  
H. because you were the Emperor's hangman.  
I. the news that Aslan might not be there had come as a great shock to him.  
J. in seeking out the remnants of the White Witch's army and destroying them.

### Part IV: Essay Questions (30 points)

Choose two and answer in complete sentences.

1. Explain how the Queen/Witch controls Narnia.
2. Describe Edmund's behavior after the Queen/Witch offers him a royal title.
3. Discuss what the children learn about courage from their expedition.
4. Summarize the theme of curiosity as a motivator to children.
5. Describe the death of Fenris Ulf.



## Answer Key

### VOCABULARY

- |      |       |       |
|------|-------|-------|
| 1. I | 6. K  | 11. M |
| 2. C | 7. F  | 12. Q |
| 3. N | 8. B  | 13. G |
| 4. D | 9. P  | 14. L |
| 5. T | 10. H | 15. E |

### COMPREHENSION TEST A

#### Part I: Matching (30 points)

- |      |       |       |
|------|-------|-------|
| 1. M | 6. I  | 11. F |
| 2. C | 7. A  | 12. E |
| 3. J | 8. L  | 13. K |
| 4. B | 9. G  | 14. A |
| 5. H | 10. D | 15. I |

#### Part II: True/False (30 points)

- |      |       |       |
|------|-------|-------|
| 1. F | 6. T  | 11. F |
| 2. T | 7. F  | 12. F |
| 3. T | 8. F  | 13. T |
| 4. F | 9. T  | 14. T |
| 5. T | 10. F | 15. T |

#### Part III: Identification (10 points)

1. a new and better sewing machine
2. the dam finished and mended, all the leaks stopped, and a new sluice-gate.
3. a shield and a sword
4. a bow, a quiver of arrows, and a little ivory horn
5. a bottle of cordial and a small dagger

#### Part IV: Essay (30 points)

Answers will vary.

### COMPREHENSION TEST B

#### Part I: Multiple Choice (30 points)

- |      |       |       |
|------|-------|-------|
| 1. C | 6. A  | 11. B |
| 2. C | 7. D  | 12. A |
| 3. B | 8. A  | 13. B |
| 4. D | 9. D  | 14. A |
| 5. B | 10. C | 15. C |

#### Part II: Completion (20 points)

- |                |              |
|----------------|--------------|
| 1. Just        | 6. mice      |
| 2. Magnificent | 7. Eve       |
| 3. Gentle      | 8. children  |
| 4. Valiant     | 9. wardrobe  |
| 5. hills       | 10. language |

#### Part III: Matching (20 points)

- |      |       |
|------|-------|
| 1. F | 6. I  |
| 2. D | 7. J  |
| 3. H | 8. G  |
| 4. C | 9. E  |
| 5. A | 10. B |

#### Part IV: Essay (30 points)

Answers will vary.

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