

*The* **CHRONICLES of NARNIA**  
**Book 4**

**Prince Caspian**  
by C. S. LEWIS



Guide by Chris Roe



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## Why Use Literature Guides?

Think for a moment about what your goals are for your students as you are teaching them to read. My desire is that my children will not only read well, but will share my love of reading good literature.

The American educator, S.I. Hayakawa, made this statement, “In a very real sense, people who have read good literature have lived more than people who cannot or will not read . . . . It is not true that we have only one life to live; if we can read, we can live as many more lives and as many kinds of lives as we wish.”

When I started home schooling my oldest daughter in fourth grade, I looked for ways to use books for her reading instruction because that’s what interested her. I have witnessed my reading goals for her to come true as I watch her choose reading as a leisure activity because she loves to read. My younger daughter, Rachel, is also an avid reader.

I discovered that one advantage to studying complete books instead of individual stories is that children are exposed to an in-depth view of characters and settings. As people set in a particular place and time change and develop through the chapters of a book, students grow and expand in their understanding too. I’ve watched struggling readers read words fluently because they see the whole picture with dynamic characters and detailed setting(s).

The first time I witnessed how much students liked studying and working on activities relating to a book was when I was a student teacher. Since reading instruction is my main interest, I chose to develop a literature-based study for the book *Sarah, Plain and Tall*. As I was teaching the unit, the students thoroughly enjoyed it and at the end they asked which book we were going to study next. They were not excited when I responded that I was required to teach from their basal reader. Children love to read books!

I recently read the book, *Honey for a Child’s Heart*. Gladys Hunt wrote the following paragraph that I believe is particularly applicable to *Prince Caspian* and other books written by C. S. Lewis:

Any good book can be used by God in a child’s development, for a good book has genuine spiritual substance, not just intellectual enjoyment. Books help children know what to look for in life. It is like developing the taste buds of his mind as a child learns to savor what he sees, hears, and experiences and fits these into some kind of worthwhile framework.

I encourage students to fit the “genuine spiritual substance” found in this book into the framework of their lives in the Life Application sections of this study guide. Chris Roe

## Suggestions for Using This Guide

This guide is designed to be used as reading instruction for fifth through eighth grade students. Students reading at this level will generally be able to read the chapters, do the vocabulary work, answer the discussion questions, and complete the literature analysis section in one day so it will take about two weeks to complete the study. The time period will vary depending on how much emphasis is put on the pre-reading, extension, and additional activities.

To prepare for an oral discussion time: 1) students may just read the chapter, or 2) after reading the chapter, students can write the answers to the questions so that each student formulates personal answers to share during the discussion time. As an alternative, students can read the questions before reading the chapter.

Students will find the answers to the discussion questions in the text; encourage your students to find the specific answers in the chapters. When a discussion question begins with the word *inference*, however, the complete answer will not be found in the book – it must be deducted. Some answers in the Answer Key are possible answers. Accept all answers that can be supported by evidence from the book. Throughout the study, students will be describing, making lists, predicting, and verifying predictions, so it is recommended that each student use a notebook for this work.

In our family we enjoy having an extravaganza day when we complete a unit or a book. Sometimes we dress like people in the time period, prepare and eat foods from the past, play games, do art projects, and/or watch a movie related to the book or time period if one is available. This is also a good day to work on some extension activities.

We have tried to make this study guide as accurate and free of errors as possible. If you find a problem or discrepancy, please contact Christian Novel Studies so that future copies can be corrected.

Notes: Frequently people ask me what I do when students are so anxious to read the book that they don’t want to stop after one chapter (or in this book, one section). If my daughters ask me for permission to read further when they do a literature study, I generally say *yes*, but I make sure they do two things: 1) write predictions at the appropriate places, 2) understand that they may need to reread the chapter(s) on the days we study that section. They never mind predicting or rereading.

**Page numbers are taken from the Harper/Collins 2002© paperback edition. CNS tried to make guides user-friendly to other editions by providing sentences and Word Lists.**

## Pre-Reading and During Reading Questions and Activities

1. Read the prequels to *Prince Caspian: The Magician's Nephew, The Lion, the Witch and the Wardrobe*, and *The Horse and His Boy*. If you are unable to read all the prequels, read *The Lion, the Witch and the Wardrobe*; it is the book that will give you background information for *Prince Caspian*.
2. Read about the following characters in the Cast of Characters at the beginning of the 2002 © HarperTrophy edition of the book: Aslan, the Pevensies, Prince Caspian, Miraz, Reepicheep.
3. At the end of *The Lion, the Witch and the Wardrobe*, Professor Kirke gives the Pevensie children some advice about getting back to Narnia:

“No,” he said, I don’t think it will be any good trying to go back through the wardrobe door to get the coats. You won’t get into Narnia again by *that* route. Nor would the coats be much use by now if you did! Eh? What’s that? Yes, of course you’ll get back to Narnia again some day. Once a King in Narnia, always a King in Narnia. But don’t go trying to use the same route twice. Indeed, don’t *try* to get there at all. It’ll happen when you’re not looking for it.

Read the first paragraph and the first sentence of the second paragraph in *Prince Caspian*. Answer the questions:

- 1) How does time in our world relate to time in Narnia?
  - 2) How much time had elapsed from their first adventure in Narnia until the present time?
4. Finish reading the second paragraph in the first chapter in *Prince Caspian*. Then read the following paragraph; it is taken from page 40 of a book titled *The Secret Country of C. S. Lewis*, by Anne Arnott. The book was published in 1975 by William B. Eerdmans Publishing Company (Grand Rapids, MI).

When you read these words in that wonderful tale of adventure and mystery, *Prince Caspian*, by C. S. Lewis, you can tell that it is, in a sense, the young Jack\* who is speaking again, describing his own depression when the holidays ended and he left his brother as they went to their different schools. I expect you, too, have sometimes felt just the same, especially if you happen to be at boarding school.

\*Note: Jack is a nickname for C. S. (Clive Staples) Lewis.

You probably do not attend a boarding school, but you may feel despondent after a particularly fun time in your life. It can seem dreary and mundane to return to a normal routine. Choose one or more of the following activities:

- a. Write a paragraph that describes a time when you felt this way.
- b. Answer the following questions: What would be the advantages to a boarding school? What would be the disadvantages?
- c. Find out more information about Mr. Lewis’s boarding school experiences: Locate the book *The Secret Country of C. S. Lewis* at your local library and read it.

## Chapters 1 and 2

### Vocabulary:

A.

1. Edmund and Lucy wanted to explore with their bare feet, but Susan said that would be a **mad** (pg. 5) thing to do. Look up the word **mad** in a dictionary; read all the definitions and choose the one that fits in this context.
2. Look up the word **dais** (pg. 14) and learn how to pronounce it. Also read the definition. Then read the sentence aloud: **The Kings and Queens sat on a dais.**
3. Look up the word **carbuncles** (pg. 24) in a dictionary. Read the entire entry; then write the word in the blank. The dashes separate the syllables: \_\_\_\_ - \_\_\_\_ - \_\_\_\_\_, deep-red jewels, were lying in a pile.

4. Read the sentence:

**As the children came round each *promontory* (pg. 7), they expected to find the place where the two [pieces of land] joined.**

Which part of speech is the word *promontory*? Check your answer in a dictionary. Then point out the *promontory* in the first picture in Chapter 2 (page 7).

B.

In part A of this vocabulary activity, you used information from several dictionary entries. List the information you needed for each word. For example, for word #1 (mad), you used the definitions in a dictionary.

Your list should contain four types of information. What else are you able to learn from a dictionary entry?

### **Ideas for Discussion and Writing:**

1. What was unusual about the wood?
2. Summarize each of Peter's four points.
3. How does an island differ from a peninsula?
4. What did Edmund discover that caused Lucy to state that the place must really be Cair Paravel?
5. Fill in the blanks about the place: There was something \_\_\_\_\_ and a little \_\_\_\_\_ - \_\_\_\_\_ about the place . . . . Why?
6. What brought back the old days to the children's minds more than anything that had happened by the end of Chapter 2?

### **Literature Analysis #1: Comparison and Contrast**

In *The Lion, the Witch and the Wardrobe* the Pevensie children get into Narnia through a wardrobe. Compare and contrast the entry into Narnia in *The Lion, the Witch and the Wardrobe* with the entry in *Prince Caspian*.

### **Literature Analysis #2: Vivid Verbs**

Read the sentence printed in bold (it is paraphrased from page 7):

**The children *plodded* on in silence.**

What does the word *plodded* mean? Why do you think C. S. Lewis did not use the word *walked*? Why is the word *plodded* a good choice in this context?

Choosing descriptive (*vivid*) verbs helps readers create clear pictures in their minds.

Explain why the bold words in the sentences are *vivid verbs*:

The children **struggled** out of the thicket.

They **pressed** their way between the laden branches.

The horn must have been lost when we **blundered** back into England.

### **Extension Activities:**

1. On page 25, the children walked about and picked up items. The rings, the brooch, and the horn made them cry out, "Do you remember . . . !"

Work on a family or classroom activity: Each family member or class member should choose some souvenirs from a trip or several significant items and "remember" past experiences. Share your thoughts with others.

2. Susan found a golden chess-knight with ruby eyes. This find reminded Susan of playing chess with

fauns and good giants. Play a game of chess.

*Prince Caspian*

3. In their search for firewood, the children passed out of a hall (through a little side door) into a *maze* of stony humps and hollows. Choose one of the two activities:

a) Create a maze on a piece of paper. b) Print out a maze from the Internet:

www.mazes.org.uk    www.clickmazes.com

**Note to the teacher:** Students should have adult supervision when working on the Internet.

### Extension Information:

At the end of the first paragraph in this book, C. S. Lewis explains that the Pevensie children only told one person about their adventures in Narnia — a very wise grown-up. Readers of *The Chronicles of Narnia* meet this person – Digory Kirke – in *The Magician’s Nephew*. Digory is an adult (Professor Kirke) in *The Lion, the Witch and the Wardrobe*.

## Chapters 3 and 4

### Vocabulary:

The following mythological creatures are mentioned on pg. 52: *Naiad(s)*, *Satyr(s)*, *Centaur(s)*, *Faun(s)*. Look up each word in a dictionary or an encyclopedia and write the correct words on the blank lines:

Note: Write two words under the middle picture.



\_\_\_\_\_



\_\_\_\_\_  
\_\_\_\_\_



\_\_\_\_\_

### Ideas for Discussion and Writing:

1. According to C. S. Lewis, what is the worst thing about sleeping out of doors? *Give your opinion:* Do you agree with Mr. Lewis? Explain your answer.
2. What was Edmund’s theory about Narnian time (compared to time in England)?
3. What is C. S. Lewis’s opinion of Dwarfs?
4. The Dwarf started to ask who the children were, but he stopped. *Inference:* Who did he think they were?
5. Why didn’t Edmund make a fuss about using his hat to carry the fish?
6. Why did King Miraz send Caspian’s nurse away?
7. Doctor Cornelius talked about the *virtue* of the tower. What does the word *virtue* mean? Describe the virtue of the tower.
8. According to Doctor Cornelius, what did the Telmarines do?
9. What were Caspian’s reactions to the “unhooding” of Doctor Cornelius?
10. Why were the Kings in deadly fear of the seas?

### Literature Analysis: Grammar — The Words *Who* and *Whom* Used as Interrogative Pronouns

Doctor Cornelius corrected Caspian — he told Caspian that he should have said, “Then *whom* did my great-great-grandcestors conquer?” The rule that Doctor Cornelius referred to follows:

Use *who* in the nominative case and *whom* in the objective case.

Nominative case: Who conquered my ancestors? (The word *who* is the subject of the verb conquered.)

Objective case: Whom did my ancestors conquer?

(The word *whom* is the object of the verb did conquer.)

The word choice also depends on whether a person is speaking formally or informally:

Formal: Whom will you invite to the sleepover?

Informal: Who will you invite to the sleepover?

Although Caspian made a mistake when he used the word *who* instead of the word *whom*, he was speaking informally. People often choose to use the word *who* instead of the word *whom*, so the use of the interrogative pronoun *whom* is becoming less common.

Note: When an interrogative pronoun is used after a preposition, *whom* is the only correct word:

Example: To whom were you referring?

Choose the correct word for each blank:

1. \_\_\_\_\_ called me? 2. To \_\_\_\_\_ were you speaking? 3. \_\_\_\_\_ did Mary call? 4. \_\_\_\_\_ ran after the ball?

### **Extension History:**

In Chapter 3, Peter mentions people from England's history: Crusaders, Anglo-Saxons, and Ancient Britons. Lucy makes a comment about the War of Roses. Read the brief outline that contains information about these people and this war:

#### **Brief Outline of English History**

- I. The area that is now England — B.C.
  - A. Early peoples inhabited the region.
  - B. Celtic language introduced by mid-600s B.C.
- II. The area that is now England — A.D. 1 to the Reformation
  - A. Romans conquered the Celtic tribes in A.D. 43.
  - B. Germanic tribes invaded during the 400s; Angles and Saxons became the most powerful tribes.
  - C. William, Duke of Normandy, invaded and won the Battle of Hastings on Oct. 14, 1066.
  - D. Struggles for power occurred between kings and nobles during the late 1000s and early 1100s.
  - E. Men traveled to the Holy Land to fight in the Crusades from A. D. 1096 to 1270.
  - F. Barons and religious leaders forced King John to agree to the *Magna Carta* in 1215; Parliament became important.
  - G. The Hundred Years' War broke out between France and England in 1337.
  - H. The War of the Roses began in 1455.

Choose one or more of the following options\*:

A. Read about the Ancient Britons, Anglo-Saxons, and the Crusaders in a history book or in an encyclopedia. Also, read about the Wars of the Roses.

In Chapter 3, the Dwarf gave the children a brief history of Narnia. When the history seemed rather complicated, Lucy commented that it was worse than the Wars of the Roses. After reading about the Wars of the Roses, answer the question: What did Lucy mean?

**\*Note: Options B and C will take a week or more.**

B. Write a several page report about the history of England from the Ancient Britons to the end of the War of the Roses. Use the outline printed above as the structure for your report.

C. When the Germanic tribes invaded England (see II. B. in the outline), the Britons held fast for a number of years under the leadership of a tribal chief who may have inspired the legends of King Arthur.

King John (see II. F. in the outline) was treacherous and cruel. During King John's reign, the legendary Robin Hood supposedly fought against his officers.

Read some of the legends of King Arthur and the legends of Robin Hood. Then write a legendary story of your own. Remember to practice using *notable nouns*\*\* and *vivid verbs*.

\*\**Notable nouns* are descriptive nouns: Use words like *legend* instead of *story*, and *king* or *prince* instead of *man*.

## Chapters 5 and 6

Prince Caspian

### Vocabulary:

Before you read Chapters 5 and 6, read the definitions for the vocabulary words. Watch for the words as you are reading. Finally, write the words in alphabetical order in your reading notebook.

**theorbo** (pg. 57) — a 17<sup>th</sup> century lute; a theorbo has two sets of strings and an S-shaped neck with two sets of pegs

**pothor** (pg. 58) — fuss

**usurper** (pg. 60) — a person who seizes and holds (power, position, or authority) by force and without right

**tempest** (pg. 66) — a violent storm with much wind

**renegade** (pg. 71) — deserter; traitor

**saddle** (pg. 75) — ridge between two mountain peaks

**wold** (pg. 75) — high, rolling country which is bare of woods

**glade** (pg. 75) — an open space in a wood or a forest

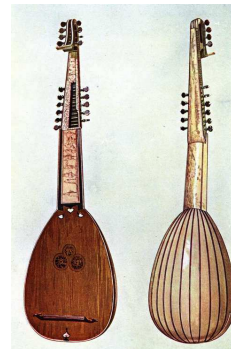
**contemptuously** (pg. 80) — scornfully

**girt** (pg. 82) — fasten with a belt, girdle, or girth

**rapier** (pg. 83) — a light sword used for thrusting

**martial** (pg. 83) — warlike

Theorbos



### Ideas for Discussion and Writing:

1. a. Create a list of skills Caspian learned. b. Compile a second list that contains the names of the classes he took. Look up any unfamiliar words in a dictionary. Then make a list of the names of classes you take in school. Compare and contrast these two class lists.
2. Why didn't Caspian learn about Navigation? What did Doctor Cornelius think about Navigation?
3. Why was Narnia an unhappy country?
4. When the doctor woke Caspian and told him to prepare for a long journey, Caspian began at once to do what he was told. Why didn't he question this strange instruction?
5. How did Caspian feel as he was traveling at night? How did his feelings change when day arrived?
6. One of the five Black Dwarfs suggested introducing Caspian to an Ogre or two and a Hag. Why did this information give Caspian a shock?
7. Caspian asked Nikabrik if he believed in Aslan. What was Nikabrik's answer?

### Literature Analysis #1: Descriptive Words

In this study you've learned about the concept of **vivid verbs** and **notable nouns**. An example of a **notable noun** in Chapter 5 is the word *tutor*. The word *teacher* would work in this context, but it is not as specific as *tutor* — a *tutor* is a private teacher.

As you know, adjectives modify (tell more about) nouns. Choosing effective adjectives — **adjectives that add** — is important in writing. Read the sentences in bold and identify the adjectives. Explain why each one is an **adjective that adds**.

**Caspian felt the fresh air in the garden; suddenly his hand was gripped in a fervent handclasp. As he ran across the lawn, he heard a welcoming whinny from Destrier.**

Fill in the blanks with **adjectives that add** from Chapter 5; a Word List is provided at the bottom of pg. 13:

1. Miraz was a \_\_\_\_\_ man.
2. Doctor Cornelius quickly cut up the remains of a \_\_\_\_\_ chicken.
3. Belisar and Uvilus were shot on a \_\_\_\_\_ party.

4. Arlian and Erimon were executed on a \_\_\_\_\_ charge.
5. Miraz persuaded the \_\_\_\_\_ lords to sail away and look for \_\_\_\_\_ lands.

### Literature Analysis #2: Similes

The use of **notable nouns**, **vivid verbs**, and **adjectives** that **add** in writing help readers form clear mental pictures. Another helpful literary device is a simile — a comparison using the word *like* or the word *as*.

The similes are underlined and printed in bold in the following sentence:

In comparison to the Dwarf-made sword, Caspian's looked as  
**feeble as a toy** and as **clumsy as a stick**.

Explain how the similes help you form a vivid mental picture.

### Extension Activity and Information:

1. If you are working on option B or C from the Extension Activities on page 10, use **adjectives that add** in your writing.
2. In Chapter 6 you read that a Talking Mouse named Reepicheep was, of course, bigger than a common mouse. In a book titled *Companion to Narnia*, Paul Ford explains that Talking Beasts are not the same size as ordinary animals: The smaller ones are larger and the larger ones are smaller.

### Life Application:

Caspian instantly followed Doctor Cornelius's odd instructions because he had developed confidence in his tutor. Locate an example of an odd instruction in the Bible. Did the person follow the order? How can you prepare yourself to follow an odd instruction that God might give to you?

**Note: Before reading the chapter, read the Literature Analysis on page 7.  
Then watch for examples of alliteration as you are reading.**

## Chapters 7 and 8

### Vocabulary:

Complete the crossword puzzle; a Word List is available at the bottom of pg. 8.

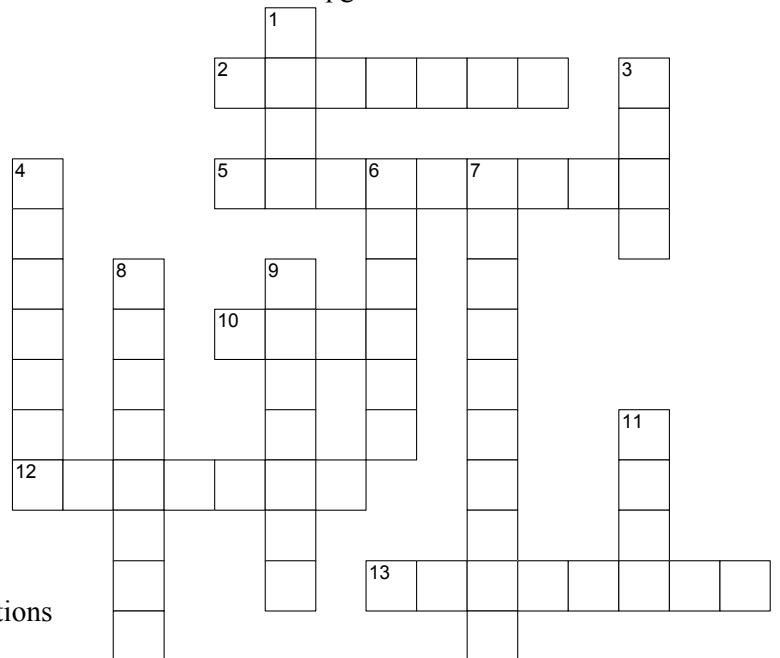
#### Clues:

##### Down

1. A taunt
3. Hurry
4. Self-important
6. Influence
7. Group that is part of a larger group
8. A small room leading into a larger one; a waiting room
9. Long coat of mail
11. Resting place

##### Across

2. Outdoor camp
5. Steward in charge of a royal palace
10. Network of paths through which it is difficult to find one's way
12. Associates
13. Sudden attacks by troops from defensive positions





## Ideas for Discussion and Writing:

*Prince Caspian*

1. Why was Trumpkin going to go back to King Caspian and tell him no help had arrived?
2. *Inference:* Why did Edmund say that being called *little* by Trumpkin was really a bit too much?
3. *Inference:* Why did Edmund want to have a fencing match with Trumpkin?
4. What do warriors in broad-sword fighting try to do to their opponents?
5. What was an advantage for Trumpkin? Why did Edmund have a chance against Trumpkin?
6. Why didn't Susan enjoy her match against Trumpkin half so much as Edmund enjoyed his?
7. For what did Trumpkin thank the foursome?

## Literature Analysis: Alliteration

Trumpkin frequently uttered exclamations that contain alliteration — the presence of two or more words that begin with the same sound. An example from page 67 follows: **horns and halibuts**

As you are reading Chapters 7 and 8, watch for Trumpkin's alliterative exclamations. Write them in your reading notebook.

## Life Applications:

1. Trumpkin explained that they were expecting warriors, not children. What did he learn about them? Read Mark 10:13-16. Of what value are children in the Kingdom of God? Read Ephesians 6:10-18. *Discuss:* Are children able to be warriors?
2. Trumpkin thanked the children for four things (see your answer to discussion question #7). Think of four things you can thank God for and thank him for those things in prayer. Think of four things you could thank your parents for; then thank them.

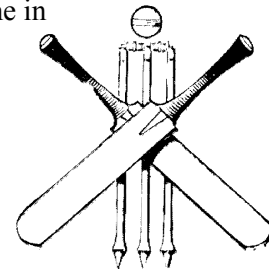
## Extension Activity, Information, and Question:

1. The book, *The Arabian Nights*, is mentioned in Chapter 8. Locate the book *1001 Arabian Nights* (Oxford Story Collection), by Geraldine McCaughrean at your local library (or another book that contains similar stories) and read it.
2. When Trumpkin's sword flew out of his grip, he wrung his empty hand like people do after getting a "sting" from a cricket-bat. Read the background information about cricket:

Cricket is a game played by two teams of 11 players each; it is a popular game in England and in other countries that were British colonies.

The game is played on an oval or a round grass field. The field contains two wickets, where the action is centered. Each wicket is made up of three wooden stumps and two sticks (called bails) that rest on the stumps.

Cricket teams use a bat and a ball; they take turns fielding and batting. Cricket matches consist of one or two periods; the team that has the most runs at the end of a match wins.



**cricket equipment:  
bats, ball, stumps**

3. Peter told Trumpkin that they used to get home about teatime on the second day (pg. 114). *Think:* What time is teatime?

## Chapters 9 and 10

### Vocabulary:

Read each sentence and choose the best definition; use a dictionary if necessary:

1. Susan and the boys rounded the last **headland** (pg. 119).  
a. bay      b. cape      c. lake      d. valley
2. Lucy could see a patch of water through a gap in the branches and **bracken** (pg. 120).  
a. leaves      b. twigs      c. flowers      d. ferns
3. Trumpkin commented that the ancient kings and queens didn't overfeed their **courtiers** (pg. 124).  
a. kitchen workers      b. garden help      c. court attendants      d. servants
4. Lucy felt her feet wanting to dance when she heard the **lilt** (pg. 145) in the tree-noise.  
a. loud noise      b. lively song      c. mournful dirge      d. worship hymn
5. Lucy lay a **tremulous** (pg. 151) hand on his mane.  
a. trembling      b. strong      c. trembling      d. sweaty

### Ideas for Discussion and Writing:

1. Why did the D.L.F. beat Susan in *that* shooting match (the one in Chapter 9)?
2. Why did Edmund vote (with Lucy) to go up?
3. In Chapter 10 Peter called Lucy a hero. Why?
4. Lucy didn't think it was her fault that they had lost so much time. *Inference*: How did Aslan feel about the situation?
5. Lucy begged to know what would have happened if she would have left the others and come up to Aslan alone. How did Aslan respond?
6. Describe the "terrible thing" Aslan required of Lucy.

### Literature Analysis: Idioms

An idiom is an expression or a phrase whose meaning is different from the meanings of the individual words. Examples of idioms from Chapter 9 (pg. 125) are printed in bold:

**wet blanket**      **right as rain**

Charles Funk researched the origin of many idioms; he reported his findings in a book titled *2107 Curious Word Origins, Sayings & Expressions*. According to Mr. Funk, the phrase *wet blanket* was used in Scotland more than one hundred years ago. It had the same meaning that it has today — one who puts a damper on anything.

Mr. Funk does not include the origin of the phrase *right as rain*, but he does explain what it means. Use the context to formulate a meaning; then check the Answer Key to see if you are correct.

### Life Applications:

1. In Chapter 9, Lucy felt a great longing for the old days when trees could talk in Narnia. She looked at the silver birch, the oak, and the beech; she imagined what sort of human form each tree would put on. Make a list of different types of trees. Which kind of tree is most like you?
2. Lucy said to Susan, "Wouldn't it be dreadful if some day in our own world, men started to go wild inside, like the animals here, and still looked like men, so that you'd never know which were which?" Is that happening in our world today? Explain your answer.  
Read II Timothy 3:1-5 and Roman 1:28-29. What does God have to say on this topic?
3. Lucy told Aslan that he was bigger (pg. 148). How did Aslan reply? What did he mean? Explain how Jesus is "bigger" to you now than he was when you were younger.

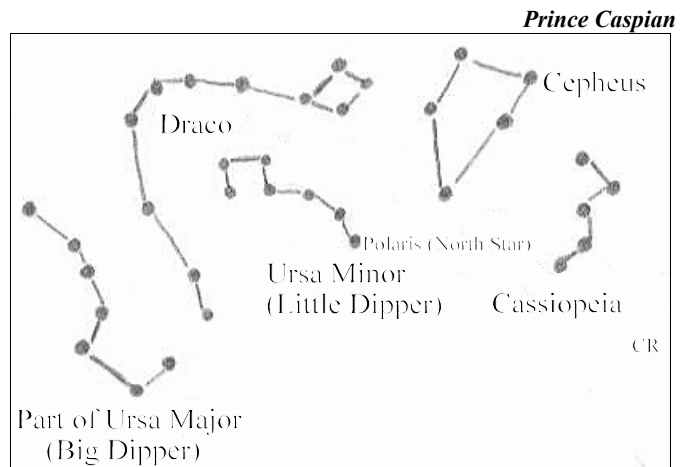
### Word List for the crossword puzzle on page 6:

anteroom	contingent	maze	lair	sorties	bivouac	consorts
effect	pelt	pompous	hauberk	jibe	seneschal	

### Extension Activity:

On page 121 you read about constellations. Complete the following activity:

Draw a simple figure (like a star or one of the figures shown in the constellation diagram) on the end of a shoe box. Use a pin to make a hole where lines meet. Cut out the other end of the shoe box. When it is dark outside, position the box so the side with the holes is facing a wall. Place a flashlight in the box, turn it on, and shine the light through the holes. Your “constellation” will appear on the wall.



## Chapters 11 and 12

### Vocabulary:

A. Earlier in this study you learned about **adjectives that add**. Read each sentence printed below and fill in the blank with an adjective; the page number and one or more synonyms are provided in the parentheses. Then explain why it is an **adjective that adds**. A Word List is provided at the bottom of page 13.

1. Lucy spoke in a \_\_\_\_\_ (pg. 155 — trembling) voice; she hoped that they would all come with her when she went with Aslan.
2. Edmund thought he saw Aslan, but he couldn't be sure because of the \_\_\_\_\_ (pg. 159 — odd; queer) light.
3. The journey up the precipices was a long and \_\_\_\_\_ (pg. 160 — tiresome, wearisome, boring, monotonous) zig-zag.

B. Locate several more **adjectives that add**.

### Ideas for Discussion and Writing:

1. As Aslan led them further up the gorge, everyone except the Dwarf and Susan could see him (Aslan). *Inference*: Why couldn't Susan and the Dwarf see him?
2. At Aslan's How, the boys strode toward Aslan and Lucy made her way toward them. Susan and the Dwarf, however, shrank back. *Inference*: Why did they shrink back?
3. Compare and contrast Aslan's dealing with Susan and with the Dwarf. *Give your opinion*: If you had a choice of being a person in this scene, which one would you choose to be? Why?

### Literature Analysis #1: Using the Five Senses

The five senses are: hearing, touch, sight, sound, and smell. Writing that relates to one or more senses draws readers into a story and helps people identify with what is happening.

Locate at least one example of the use of each of the senses. Explain how the sense words enhanced the writing.

### Literature Analysis #2: Analyze Two Paragraphs

You have learned that using the following techniques creates effective writing:

- 1) choosing descriptive words (*notable nouns, vivid verbs, and adjectives that add*),
- 2) adding similes
- 3) including one or more of the five senses

Analyze the two paragraphs described below; locate examples of the use of the three writing techniques.

Reread two paragraphs: One is printed at the bottom of page 159 (the paragraph begins with the words *In a few minutes . . .*; the travelers have followed Aslan to the bottom of the gorge). Then skip two paragraphs and read the next paragraph (it begins with the words *Aslan without hesitation . . .*).

### Extension Grammar:

You read the following words in the paragraphs you analyzed: glorious, *silently* pacing Beast. The word *silently* is an adverb because it modifies an adjective (pacing). (As a review, an adverb may modify a verb, an adjective, or another adverb.)

You have learned about *adjectives that add*. Adverbs can also add; the word *silently* is an *adverb that adds*.

### Life Applications and Craft:

1. Lucy forgot about all the things she thought about saying to Susan when she “fixed her eyes on Aslan” (pages 157-158). Read and memorize Hebrews 12:1-3. Practice using those verses when you are tempted to do something that Jesus would not want you to.
2. After Aslan encouraged Trumpkin to be friends, the light began to change. Aravir, the morning star of Narnia, gleamed like a small moon.

Read Revelation 22:16. Who is our bright Morning Star? How can knowing that Jesus is your Morning Star help you in your Christian walk?

Use yellow color crayons to cover a piece of construction paper or a piece of heavy paper with a yellow coating. Cover it completely with yellow. Then paint over the yellow color crayon with black tempera paint. Allow the paint to dry completely.

Use a needle to etch the outline of a star. Also use the needle to etch the name JESUS in the middle of the star. This creation will help you remember that Jesus is our Morning Star.



### Extension Information and Activities:

1. Bacchus and Silenus (pg. 169) are characters from Greek mythology — Bacchus was the god of grape-growing and of wine, and Silenus was a satyr (a creature that has the pointed ears, legs, and horns of a goat); he was the foster father of Bacchus.
2. Reread the description of the grapes (pg. 168). Purchase some firm, tight grapes and enjoy them for a snack.
3. Play the games that are mentioned in this chapter: a. Tig, b. Blind Man’s Bluff, and c. Hunt the Slipper.

a. Tig is the English name for Tag.

b. Directions for Blind Man’s Bluff:

About six children, an adult, and a blindfold are needed for this game.

A volunteer is blindfolded and placed in the center of a circle of children. The adult turns the blindfolded player around several times. Then this player walks toward a player in the circle.

The blindfolded person touches the hair and face\* of the player in the circle. If he is able to identify this player by touch, they exchange places. If he is not able to identify the person, he stays blindfolded and tries again.

**\*Note to the teacher:** If you prefer to play the game without physical contact, instruct the player in the circle to say a simple sentence.

c. Directions for Hunt the Slipper:

About six children and a slipper (or a shoe) are needed for this game.

All of the players except one sit in a circle. One player sits in the middle, *Prince Caspian* closes his eyes, and covers his eyes with his hands. The players in the circle pass the shoe from person to person behind their backs while chanting: *Cobbler, cobbler, mend your shoe Have it done by half past two.* The player in the center then chants: *Cobbler, cobbler, tell me true Which of you has got my shoe?*

As the center player chants the last word, the movement of the slipper must stop. The center player then opens his eyes and tries to guess which player has the slipper. If the center player fails to identify the correct person, he changes places with the person who held the slipper.

**Notes: 1. Read Chapter 13; before reading Chapter 14, read Literature Analysis #1 (see page 12 in this study). 2. As you are reading Chapter 14, watch for an idiom. Explain what the idiom means.**

## Chapters 13 and 14

### Vocabulary:

The vowels are missing in the vocabulary words; add the vowels and study the meanings (a Word List is printed at the bottom of page 13):

1. **\_\_ff\_\_s\_\_ \_\_n** (pg. 189) — pouring out
2. **l\_\_v\_\_ \_\_d** (pg. 189) — ordered to be paid
3. **p\_\_rl\_\_y** (pg. 192) — conference; informal talk
4. **f\_\_ll** (pg. 192) — fierce
5. **\_\_nf\_\_ ll\_\_ bl\_\_** (pg. 194) — surely
6. **j\_\_ck\_\_n\_\_p\_\_s** (pg. 194) — pert, presuming people
7. **\_\_ffr\_\_nt\_\_r\_\_** (pg. 196) — impudence
8. **d\_\_t\_\_rd** (pg. 196) — a childish person
9. **d\_\_st\_\_rd** (pg. 196) — sneak
10. **l\_\_ \_\_bl\_\_** (pg. 199) — likely
11. **\_\_b\_\_t\_\_** (pg. 199) — make less in intensity
12. **H\_\_m\_\_dr\_\_ \_\_ds** (pg. 202) — in Greek mythology, a wood nymph who lived and died in the tree in which she dwelt
13. **S\_\_lv\_\_ns** (pg. 202) — inhabiting a wood or forest

Vocabulary notes: 1. **abominable** (pg. 189) — This word does not appear in dictionaries. It is probably a combination of the words abominable and abhorrent; both words mean disgusting or loathsome.

2. **Monomachy** (pg. 190) — This is another word that doesn't appear in dictionaries. The prefix *mono* means one, single, or alone. Paul F. Ford explains the meaning of the word in *Companion to Narnia* — it means single combat. Monomachy is an ancient form of battle that was used to decide the outcome of a war without resorting to mass bloodshed.

### Ideas for Discussion and Writing:

1. Peter addressed the letter to Miraz, Son of Caspian the Eighth, sometime *Lord Protector* of Narnia and now *styling* himself King of Narnia. *Inference:* What do the words in italics?
2. Summarize the content of Peter's letter to Miraz.
3. Why wouldn't the boys at Edmund's school have recognized him as he walked with the Centaur and

Giant Wimbleweather?

4. Glozelle told Miraz that Miraz should be afraid to accept Edmund's challenge. *Inference*: Why did Glozelle do this?
5. What did "all reasons of captaincy and martial policy urge" Miraz to do?
6. Describe the "History" taught in Narnia under Miraz's rule.

### Literature Analysis #1: Suspense and Prediction

Authors create suspense (a condition of being uncertain or anxious) so their readers will be compelled to continue reading. Explain how C. S. Lewis created suspense at the end of Chapter 13. Write a prediction about what will happen: Will Peter win the fight? Explain why you think he will win or why you think he will not win.

### Literature Analysis #2: Verifying Your Prediction

Did you predict that Peter would win the fight? Upon what did you base your prediction?

A definition for the word *predict* is *making an educated guess*. Research has shown that good readers automatically predict and then later verify whether their predictions were correct or not. All this knowledge then affects future reading experiences. Specific prediction exercises help readers learn how to predict, and it's good practice for those who are already independently predicting.

Some things to think about as you are predicting: What hints does the author give to assist you? Have you read stories similar to this one? Do you think this story will be the same or different from ones you read previously?

Integrate the following ideas when you are formulating your prediction:

1. what you know from life and previous reading experiences
2. clues from the author
3. new insights that may be formed in your mind from blending ideas from #1 and #2

## Chapter 15

### Vocabulary:

- A. Look up the words in the word box in a dictionary; write definitions in your reading notebook.

*surged* (pg. 219)

*woebegone* (pg. 220)

*hereditary* (pg. 224)

*cataracts* (pg. 226)

*mazers* (pg. 226)

*lineage* (pg. 232)

- B. Reread the words and definitions you've studied as you've read *Prince Caspian*. Cut out at least 25 circles (about 2" in diameter) from pieces of paper. Choose words you'd like to review and write a word on each circle. Write the definitions on a piece of lined paper.

On the back of the circle, write a number (1 for an easy word, 2 for a harder word, 3 for a word that is still harder, and 4 for the hardest words). Then play Vocabulary Baseball:

Place the circles in a paper bag. One player picks a circle and tries to define the word. If he defines it correctly, he gets on base or gets a home run (for a #4 word). This person's turn is over when he gets one out (he doesn't define a word correctly) or when he scores.

Play as many innings as you choose and keep track of the runs. The person with the most runs at the end of the game wins.

### Ideas for Discussion and Writing:

1. Why was it good that Caspian didn't feel sufficient?
2. In Vocabulary Activity A, you looked up a definition for the word *woebegone*. Explain how the sentences that are printed after the one that contains the word *woebegone* explain exactly why the mice appeared mournful and sorrowful.

3. What offer did Aslan give to the Telemarines? How did they respond? *Prince Caspian*
4. Caspian wished that he came from a more honorable lineage. How did Aslan respond? *Inference:*  
What does Aslan’s response mean?

### Literature Analysis #1: More About Alliteration

You have created a list of Trumpkin’s expressions that use the concept of alliteration. These expressions are not the only way that C. S. Lewis used alliteration in *Prince Caspian*.

Identify the words that contain alliteration in the following sentences:

1. **The cheeks of the soldiers became the color of cold gravy and their knees knocked together.**
2. **“I am confounded and I am completely out of countenance.”**
3. **The soldiers were given beef and beer.**

### Literature Analysis #2: Identify the Technique

In this study, you have learned about a number of techniques that improve writing: *vivid verbs, notable nouns, adjectives that add*, similes, alliteration, idioms, use of a sense word(s), and suspense. Write the correct term (for the word/s in bold) in the blank:

1. \_\_\_\_\_ They became **sulkier** and more **suspicious**.
2. \_\_\_\_\_ The older men wanted to **rule the roost**.
3. \_\_\_\_\_ The rich wine was **red as red-currant jelly**, **smooth as oil**, and **strong as beef**.
4. \_\_\_\_\_ The **chasm** is open for your return.
5. \_\_\_\_\_ They saw a **gray, gravelly** surface.
6. \_\_\_\_\_ Lucy **felt a tickly, whiskerish embrace**.
7. \_\_\_\_\_ **“That’s what I’m fighting him to find out.”** (End of Ch. 13)
8. \_\_\_\_\_ The Talking Beasts **surged** round the Lion.

### Life Application:

Caspian expressed concern about his lineage. Describe your spiritual lineage. How can you provide a strong spiritual foundation for your descendants?

### Additional Activities

1. In Chapter 15, Lucy was horrified when she realized that the trees were going to eat *earth*. She felt different, however, when she realized that the rich brown loam looked like chocolate. Edmund tried a piece of it, but didn’t like it. Make earth that does consist of chocolate and is good to eat:

Crush Oreo® cookies in a bowl and add gummy earthworms. Eat and enjoy!

2. A. In Chapter 13, Peter dictated a letter to Doctor Cornelius.

**Note to the teacher:** Give a dictation to your student(s): Read aloud (slowly) three sentences at the beginning of a paragraph in Chapter 15. The first sentence of the paragraph begins with the words *At the end of the glade . . .* (pg. 229)

As your teacher reads aloud several sentences to you, write them in your best handwriting. Try to spell words correctly and use proper punctuation. After you finish writing, check your work with the sentences in the book.

- B. Write a letter to a friend or compose a formal letter. See page 16 of this guide for an example of a friendly letter, a formal letter, and an envelope. *Think:* Was Peter’s letter a friendly or a formal one?

3. Read the sequels to *Prince Caspian: The Voyage of the Dawn Treader, The Silver Chair, The Last Battle*.

#### Word List for Literature Analysis #1 – Chapters 5-6:

seven	new	cruel	noble	hunting	cold	false
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#### Word List for Vocabulary Activity A for Chapters 11-12:

rum	tedious	tremulous
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#### Word List for the Vocabulary Activity for Chapters 13-14:

liable	effusion	dastard	levied	parley	Silvans	jackanapes
Hamadryads	fell	dotard	infallibly	abate	effrontery	

## ANSWER KEY

**Pre-Reading and During Reading Questions:** 3. 1) While they were in Narnia they seemed to reign for years and years, but when they returned to England, no time had passed. 2) One year had passed.

**Chapters 1 and 2:** Vocabulary: A. 1. *mad* — crazy; 2. *dais* — dā 'īs; 3. *carbuncles* — car bun cles; 4. *promontory* — noun

B. definitions, pronunciations, syllables, parts of speech Other things that can be learned: origins, synonyms

Ideas for Discussion and Writing: 1. Nothing in the wood moved — not a bird or even an insect. 2. 1) The hall is the same size and shape as the hall at Cair Paravel. 2) The castle well is the same size and shape as the one at Cair Paravel; it is also in the same location. 3) Susan found one of their old chessmen. 4) Peter believed that the orchard was the one they had planted.

3. An island is surrounded completely by water; a peninsula is almost completely surrounded by water (the state of Florida is a peninsula). 4. They found the treasure chamber (and there were sixteen steps from the door to the chamber). 5. Fill in the blanks: sad frightening. There was something sad and frightening because it seemed so forsaken and long ago. 6. The twang of Susan's string brought back the old days.

Literature Analysis #1: Same: They got into Narnia; they didn't know where they were. Different: Lucy got in first in LWW; they all arrived together in PC. There was no door; in PC they just arrived.

Literature Analysis #2: The word *plodded* means to have walked heavily or trudged. The word is a good choice because it wasn't a pleasure walk; it was difficult. *Struggled* means to make great efforts with your body; this is exactly what they were doing. One of the definitions of *press* is to push forward; this is what they did to reach the wall (pg. 12). The word *blundered* means to have made a stupid mistake. The use of this vivid verb reveals how Susan felt about going back to England.

**Chapters 3 and 4:** Vocabulary: The picture on the left is a *centaur* and the picture on the right is a *naiad*. The picture in the middle is a *faun* and a *satyr*.

Ideas for Discussion and Writing: 1. You wake up so dreadfully early. Also, you must get up then because the ground is so hard and you are uncomfortable. 2. Once you are out of Narnia, you have no idea how Narnian time is going. 3. C. S. Lewis had never heard of a Dwarf who was a fool. 4. He thought they were the four children who had reigned.

5. Edmund was ravenously hungry. 6. King Miraz sent the nurse away because she told Caspian stories of the old days in Narnia. 7. In this context the word *virtue* means a good quality. The virtue of the tower was that there were six empty rooms beneath it, a long stair, and the door at the bottom was locked. They could not be overheard. 8. The Telmarines silenced the beasts and the trees and the fountains. They killed and drove away the Dwarves and the Fauns; they are now trying to cover up the memory of them. 9. When Caspian realized Doctor Cornelius was a Dwarf, his first thought was that the doctor was going to kill him. But he was also delighted that Dwarfs still existed and that he had seen one at last. 10. They could never quite forget that in all the stories Aslan comes from over the sea.

Literature Analysis: 1. Who, 2. whom, 3. Whom (formal), 4. Who

Extension History: A. The Wars of Roses is complicated time in English history.

**Chapters 5 and 6:** Vocabulary: Alphabetical order: contemptuously, girt, glade, martial, pother, rapier, renegade, saddle, tempest, theorbo, usurper, wold

Ideas for Discussion and Writing: 1. a. Caspian worked on the following skills: sword-fighting, riding, swimming, diving, how to shoot with the bow, how to play the recorder and the theorbo, how to hunt the stag, and how to cut him up when he was dead. b. Caspian took the following classes: Cosmography, Rhetoric, Heraldry, Versification, History (with a little Law, Physic, Alchemy, and Astronomy). Cosmography is the study of the constitution of nature. Rhetoric is the study of the elements used in literature and public speaking (content, structure, cadence, style). Heraldry is a branch of knowledge dealing with the history and description of armorial bearings and their accessories. Versification is writing poetry. Alchemy is medieval chemistry — especially the search for a process whereby cheaper metals could be turned into gold. 2. King Miraz disapproved of ships and the sea. The Doctor believed it was a noble and heroic art. 3. The taxes were high, the laws were stern, and King Miraz was cruel. 4. Caspian had learned to have confidence in his Tutor. 5. Caspian felt brave and happy. When day arrived, however, he felt frightened and small. He thought how large and strange the world was. 6. Caspian realized that descendants of the horrible creatures (as well as the nice ones) from the old stories existed. 7. Nikabrik stated that he would believe in anyone or anything that would defeat the Telmarine barbarians or drive them out of Narnia.

Literature Analysis #1:

Adjectives: fresh — it helps readers understand what kind of air, fervent — readers get a sense of the emotion behind the handshake, welcoming — readers understand that Destrier liked Caspian. 1. cruel, 2. cold, 3. hunting, 4. false, 5. seven, noble, new

Literature Analysis #2: The similes provide comparisons that readers are able to relate to.

Life Application: John the Baptist was “asked” to live an odd lifestyle. He obeyed. When Christians pray and read the Bible on a daily basis, we can practice following Him each day in the little decisions of life. Through this type of lifestyle we gain confidence in Him and it will be easier to obey if an odd instruction is given.



**Chapters 7 and 8:** Vocabulary: The answers to the crossword puzzle are printed at the right:

Ideas for Discussion and Writing: 1. Trumpkin did not think that the children would be any good as warriors. 2. Trumpkin was a dwarf. 3. Edmund wanted to prove to Trumpkin that he could fight. 4. Warriors try to slash at their enemies' legs and feet because they don't have armor on these body parts. 5. Edmund was taller, so he always had to be stooping.

The air of Narnia was turning Edmund into King Edmund. 6. Susan was so tenderhearted that she almost hated to beat someone who had already been beaten.

7. Trumpkin thanked the foursome for his life, his cure, his breakfast, and his lesson.

Literature Analysis: Examples of alliteration in Chapters 7 and 8: soup and celery (pg. 95), thimbles and thunderstorms (pg. 102), lobsters and lollipops (pg. 104)

Life Application: 1. Trumpkin learned that the children were warriors. The kingdom of God belongs to children. Yes – children can put on the “armor” of God and “be strong in the Lord” against the enemy.

Extension Question: Teatime is about 4:00 p.m.

**Chapters 9 and 10:** Vocabulary: 1. a, 2. d, 3. c, 4. b, 5. a

Ideas for Discussion and Writing: 1. Susan hesitated because she thought the creature might be a talking bear.

2. Edmund remembered when Lucy had been right before (in *The Lion, the Witch and the Wardrobe*). He had been the worst, so he didn't think it was fair to not believe her now. 3. Lucy didn't say *I told you so*. 4. Aslan felt that Lucy should have come up to him alone. 5. Nobody is ever told what would have happened. 6. Aslan told Lucy to wake the others and tell them to follow Aslan; if they wouldn't do it, Lucy was to follow him alone.

Literature Analysis: Right as rain — right on course.

Life Applications: 1. Answers will vary. 2. In the last days people will be lovers of themselves. They will be filled with every type of wickedness, evil, and depravity. 3. Aslan told Lucy that he appeared bigger to her because she was older. He said that every year she would find him bigger. As children get older, they have more adult-type needs and concerns. It doesn't matter, though, because Jesus is big enough for all needs. As the needs get bigger, so does He. Also, as we continue to seek Him in our lives, He gives more and deeper revelations.

**Chapters 11 and 12:** Vocabulary: A. 1. tremulous — the adjective adds much emotion; readers understand that Lucy is agitated and nervous about her directive from Aslan. 2. rum — the adjective helps readers understand why Edmund couldn't be quite sure about seeing Aslan. 3. tedious — the adjective helps readers understand that the journey was tiresome and boring. B. Answers will vary.

Ideas for Discussion and Writing: 1. Susan and the Dwarf were the worst (about not believing Lucy). 2. They were fearful and embarrassed because they had not believed. 3. Aslan did not deal harshly with Susan — he just said that she had given in to fears. With the Dwarf, however, his voice got louder (it had a hint of a roar in it) and he commanded Trumpkin to come to him. Aslan pounced on him, threw him in the air, caught him, and asked him if he wanted to be friends.

Literature Analysis #1: Each of the five senses are used in the last scene in Chapter 11; the presence of sense words and phrases helps readers create vivid mental pictures of scenes: Hearing: “Refreshments, refreshments,” roared the old man.

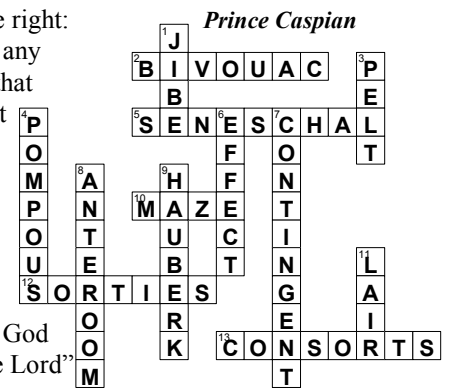
Touch: The grapes burst into cool sweetness in their mouths. Also, sticky fingers are mentioned. Sight: Lucy looked and saw grapes. One saw sticky fingers. Sound: The laughter never ceases; yodeling was heard. Smell: Although the smell of the grapes (as they were eating them) is not mentioned, I'm sure the smell was enticing. A place in these chapters where smell is mentioned is in Chapter 12: The dark tunnel was a cold, dark, *musty* place.

Literature Analysis #2: Notable Nouns: stream, gorge Vivid Verbs: whisked, began padding Adjectives that Add (nouns are in parentheses): shaggy (head), roaring (stream), wet gray (grass), glimmering (cliffs), glorious, pacing (Beast) Senses: Hearing – roaring of the water filled their ears Touch — wet grass Sight — glimmering cliffs; glorious, silently pacing Beast ahead; Aslan's head dripping with water Simile: treading delicately, like a cat

Life Application: 2. Jesus is our bright Morning Star. Our attention will not be diverted if we fix our eyes on this Star.

**Chapters 13 and 14:** Vocabulary: 1. effusion, 2. levied, 3. parley, 4. fell, 5. infallibly, 6. jackanapes, 7. effrontery, 8. dotard, 9. dastard, 10. liable, 11. abate, 12. Hamadryads, 13. Silvans

Ideas for Discussion and Writing: 1. Caspian's uncle called himself King, but Peter addressed him as sometimes Lord Protector and now styling himself as King. A definition for the term *Lord Protector* follows: In English history, it was a title given to a person who ruled during the absence, minority, or illness of the monarch. Synonyms for the word *styling*: designing, contriving. 2. To prevent the shedding of pouring out of blood and other inconveniences of war, we would like to invite you to a single combat with the lawful King — Caspian. 3. Aslan had breathed upon Edmund at their meeting, so an aura of greatness surrounded him. 4. Glozelle (and Sopespian) wanted to goad Miraz into accepting the challenge so he would be killed. Then these two lords planned to hold Narnia. 5. “All reasons of captaincy and martial



policy” urged Miraz to refuse the challenge to single combat. 6. The “History” taught in Narnia under Miraz’s rule “was duller than the truest history you ever read and less true than the most exciting adventure story.”

Literature Analysis #1: The question posed in readers’ minds at the end of Chapter 13: Will Peter win the fight?

**Chapter 15:** Vocabulary: *surged* — moved like waves, *hereditary* — holding a position by inheritance, *woebegone* — sorrowful or mournful in appearance; struck by disaster; afflicted, *cataracts* — cascades, *mazers* — large drinking goblets or bowls made of metal or hard wood, *lineage* — ancestry

Ideas for Discussion and Writing: 1. Aslan said that if he had felt himself sufficient, it would have been proof that he was not. 2. They were plastered (a *vivid verb!*) with mud and blood, their ears, whiskers, and tails drooped, and their leader piped a melancholy tune. Reepicheep was more dead than alive — his specific wounds are described at the top of page 221. 3. They could stay and live under King Caspian or Aslan would provide them with another home. Most of the young ones decided to stay in Narnia, but most of the older men took Aslan’s offer. 4. Aslan told him to be content — he came from the Lord Adam and the Lady Eve. It is an honor (they were the ones God created) and a shame (they fell) to come from them.

Literature Analysis #1:

1. color, cold; knees, knocked 2. confounded, completely, countenance 3. beef, beer

Literature Analysis #2:

1. alliteration, 2. idiom, 3. similes, 4. notable noun, 5. adjectives that add, 6. sense words, 7. suspense, 8. vivid verb

**Additional Activity:**

2. B. Peter’s letter was a formal one.

#### Friendly Letter

January 1, 2000

Dear Julie,

I’m looking forward to you coming on Friday and spending the night. Call me so we can decide what you should bring.

Love,  
Karin

#### Formal Letter

5208 E. Lake Rd.  
Saginaw, MN 55779  
April 29, 2000

Huggies Company  
1234 Rolling Lane  
Fairfield, FL 89708

Dear Huggies Company:

Thank you for sponsoring the television movie *The Miracle Worker*. Our whole family enjoyed it and would like to see more movies like it on television.

Sincerely yours,

Rachel Roe