

THE LION, THE WITCH & THE WARDROBE

BASED ON THE NOVEL BY C.S.LEWIS



PRESENTED BY THEATREWORKS/USA

SHOW TIME FOR TEACHERS

Welcome to *Show Time*,
a performance resource
guide published for the
CSB/SJU Fine Arts Education
Series. This edition of *Show
Time* is designed to be used
before or after a perform-
ance of *The Lion, The Witch
& The Wardrobe*.

Suggested activities in
this issue include social
studies and language arts
connections designed to be
adapted to your time and
needs.

Check out *Show Time*
for Students, a one-page,
student-ready 6+1 Trait writ-
ing activity for independent
or group learners.

Please feel free to make
copies of pages in this
guide for student use.

How May We Help You ?

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STORY SYNOPSIS

This musical production is based on the novel *The Lion, the Witch, and the Wardrobe* written by C.S. Lewis and published in 1950.

musical-a play that tells its story using dialog and songs.

wardrobe-a large cupboard style closet used to store clothing.

faun-a mythological creature that is half man and half goat.

prophecy-a foretelling of what is to come.

Setting: England in World War II

The Lion, the Witch, and the Wardrobe is a **musical** about four siblings; Peter, Susan, Edmund, and Lucy Pevensie who are sent to live in the country with their Uncle Digory during the bombing of London.

Lucy discovers a magic **wardrobe** in her uncle's home and upon stepping inside she finds herself in a strange new land called Narnia. Lucy meets a **faun** named Tumnus and learns about the evil White Witch who rules the land.

Lucy's siblings don't believe her story about the wardrobe. Then, Edmund follows Lucy into the wardrobe one day and ends up in Narnia. There, he meets the White Witch and is fooled into believing that the Witch is good.

Eventually Peter and Susan also enter Narnia where they discover that Tumnus has been captured by the White Witch.



Why is the lion called the "king" of beasts ?

Guided by the inhabitants of the forest, the children seek out a lion named Aslan who can help them save both Tumnus and Edmund from the wrath of the White Witch.

Aslan helps the children find Edmund, who the Witch has decided to kill, to avoid fulfilling a **prophecy** that four humans will one day rule Narnia. Aslan offers himself as a sacrifice to spare Edmund's life. The White Witch accepts this exchange and kills Aslan.

While Susan and Lucy are grieving over Aslan's death, they discover that he has risen from the dead. Aslan carries the sisters to the Witch's castle where they free all the prisoners who have been turned to stone. Aslan helps the children defeat the Witch's army and the Witch is killed.

The four siblings become the kings and queens of Narnia. They grow into adults and rule from the castle Cair Paravel for many years. One day, they unexpectedly exit the wardrobe and return to Uncle Digory's home as children.





MEET THE CHARACTERS

PETER is the oldest of the siblings and is eventually crowned the High King of Narnia by Aslan.

Can you identify something Peter does or says that suggests he is the leader of the four children?

What is difficult about being the oldest child in a family? Would you like to have Peter as an older brother? Why/why not?

TUMNUS invites Lucy to tea on her first trip to Narnia. He is a kind and caring faun.

Why does Tumnus decide not to turn Lucy over to the secret police?

What memories does Tumnus have about Narnia before the Witch came into power? How does he communicate his memories in the play?

ASLAN is the King of Narnia who sacrifices his life so that the Witch will spare Edmund.

How does Aslan's ruling style differ from that of the Witch?

Why is Aslan so interested in the Pevensie children?

WHITE WITCH rules Narnia by force and turns her enemies into stone.

Why is it always winter in Narnia?

Why does the Witch want Edmund to return to Narnia with his siblings?

UNCLE DIGORY takes care of the Pevensie children at his country home.

How does Uncle Digory react to Lucy and Edmund's arguing?

LUCY is the youngest of the siblings and discovers the land of Narnia.

What do you think it is like to be the youngest in the family?

Can you identify anything Lucy does that shows bravery?

MR. BEAVER guides the children to Aslan and is a friend of Tumnus

MRS. BEAVER is Mr. Beaver's wife. She is kind and an excellent cook.

EDMUND can't resist the power of the White Witch and Turkish Delight.

Is Edmund comfortable around Aslan in the beginning? Why/why not?

How does Edmund's greed affect the rest of his siblings?

What does it mean to change "from the inside out?"

SUSAN is the second oldest of the children. She is kind and sweet.

How does Susan treat her siblings?



SOCIAL STUDIES

WORLD WAR II BACKGROUND

London-the capital of Great Britain and England.

England-a country in Great Britain located across the English Channel from France.

cockneys-a name given to those born in the East End of London.

Luftwaffe-German air force.

In response to Hitler's invasion of Czech lands in March 1939, Britain and France agreed to support Poland in the event of a German invasion there. Two days after Germany invaded Poland in September 1939, Britain and France declared war on Germany.

In 1940, Germany began air attacks on British shipping ports and airfields. By August of that year, the bombing raids were targeting **London** and other British cities.

For several months, London was under attack and residents were required to use heavy black cloth window coverings to prevent light from being visible to the German bombers.

Over 43,000 civilians died during what came to be known as the London Blitz. 140,000 others were injured. It was during this time that thousands of children were sent to the country to live with relatives, friends, and strangers for their own safety.

By March 1941, the British Royal Air Force had defeated the German Luftwaffe in what came to be called the Battle of Britain.

Those born in London's East End are referred to as "**cockneys**." It is said that to be a true Cockney, a person has to be born within hearing distance of the bells of St. Mary's.

Cockney also refers to the dialect spoken in that area. Some of the characteristics of this dialect are:

Dropped 'h' at word beginnings-

house = 'ouse
hammer = 'ammer

'TH' to 'f' or 'v'-

thin = fin
three = free
brother = bruvver
bath = barf

Bare sounds for 't' and 'k'-

city = ci' y
A drink of water = A drin' a wa'er

Use of ain't instead of isn't or aren't

A Cockney accent often has a rougher, harsher sound than proper English.



JOURNAL IT!

Ask students to find London, England on a world map. Point out the proximity of London to France and Germany.

Would you feel better or worse being sent to live outside of London during the air raids? Why?

What changes might you have found when you returned to London?

What might the Pevensie children have liked and disliked about being in the country with their Uncle Digory?

ACCENT ON LONDON

The East End of London was heavily bombed during World War II. It is the part of London that became a well-known slum in the 19th century. It has historically been home to London's working class, the docks, and high crime rates.



DISCUSSION:

Before seeing the play, ask students to watch and listen for clues about which animals in Narnia have a Cockney background. After the play, ask how students identified the animals (beavers).

Is it likely that the Pevensie children were from London's East End? Why or why not?

Ask students if they know of any dialects in America that are different from their own. Where have they heard them?

Have students role play a scene from the play using different accents (real or make-believe).



TURKISH DELIGHT

In the play, the White Witch gives Edmund a piece of enchanted candy called Turkish Delight. The candy causes an insatiable greed for more and Edmund finds himself caught up the Witch's treachery, willing to turn his own siblings over to the Witch!

Sultan-a name for the emperor of Turkey.

Turkey-a country in western Asia located between the Black and Mediterranean Seas.

rahat lokum-another name for the candy called Turkish Delight, it literally means "comfortable morsel."

confectioner-a candy maker.



Turkish Delight was created 250 years ago!

According to Turkish legend, a **confectioner** named Ali Muhiddin Hacı Bekir created the treat in the mid-1700s after hearing the **Sultan of Turkey** complain about breaking his teeth on hard candy.

Anxious to please the Sultan, Bekir whipped up a batch of soft, chewy candy called **rahat lokum** which means "comfortable morsel."

Today the candy is simply called lokum or Turkish Delight.

MAKING "COMFORTABLE MORSELS"

Ingredients:

- 4 cups sugar
- 4 1/2 cups water
- 2 tsp. lemon juice
- 1 1/4 cups cornstarch
- 1 tsp. cream of tartar
- 1 1/2 Tbsp. rosewater*
- red food coloring
- 1 cup powdered sugar

*rosewater is found at specialty food stores

Step 1:

Oil a 9-inch square pan. Line with plastic wrap and oil the plastic wrap.

Step 2:

In a heavy saucepan over medium heat, combine the sugar, 1 1/2 c. of water, and the lemon juice. Stir until the sugar dissolves and the mixture boils. When the sugar syrup boils, coat the inside of the saucepan with a brush dipped in water to

prevent sugar crystals from forming. Reduce heat and simmer gently without stirring, until the mixture reaches the soft-ball stage (240 degrees). Remove the pan from heat.

Step 3:

In a second large heavy saucepan over medium heat, stir together 1 cup cornstarch and the cream of tartar. Gradually stir in the remaining 3 cups of water until no lumps remain. Stir constantly, until the mixture boils and is a thick, gluey paste.

Step 4:

Slowly pour the hot sugar, water, and lemon juice syrup into the cornstarch mixture, stirring constantly. Reduce the heat and simmer, stirring often to prevent sticking, for about 1 hour or until the mixture has become a pale golden color.

Step 5:

Stir in the rosewater and tint as desired with food coloring. Pour the mixture into the prepared pan and spread evenly. Cool to room temperature and let stand, uncovered, overnight to set.

Step 6:

Sift the powdered sugar and the remaining 1/4 cup cornstarch onto a large cutting board. Turn the Turkish Delight out and cut into 1-inch squares with an oiled knife. Roll pieces in the sugar mixture to coat well. Store in an airtight container with sheets of waxed paper, dusted with the sugar mixture, separating every layer.

DISCUSSION: TEMPTING TREATS

★ How many students liked/disliked the Turkish Delight? Make a graph to show the class results.

★ How does Edmund's greed for Turkish Delight influence his decisions in the story?

★ What is your "Turkish Delight" (something you can't resist)?



LANGUAGE ARTS

REMEMBER ME

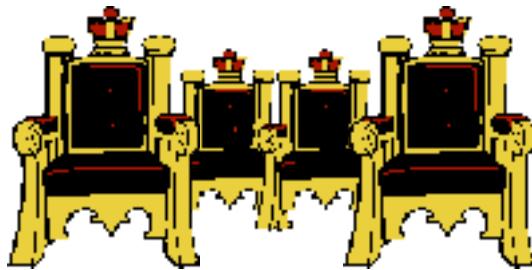
Peter, Susan, Edmund, and Lucy stayed in Narnia long enough to grow to adulthood and became wise rulers. The inhabitants of Narnia added words to the names of the siblings to describe their personalities and character traits: **King Peter the Magnificent, Queen Susan the Gentle, King Edmund the Just, and Queen Lucy the Valiant.**

prophecy - a foretelling of what is to come.

Invite your students to choose a character trait that they would like to be known for.

Hand out drawing paper and ask the students to write out their first name including the descriptor. Encourage them to custom design the lettering using markers and crayons. Ask students to illustrate their name to reflect the character trait they chose. Then, divide the class into small groups and ask them to share their reasons for choosing each trait and how the trait might help them be better classmates for the year.

Post the drawings for a few days every month as a reminder to the students about their choices.



DISCUSSION: THE PROPHECY

What is a prophecy?

Describe the **prophecy** of the four thrones.

Why was the prophecy important to Aslan? To the White Witch?

C.S. Lewis wrote six more Narnia books after *The Lion, The Witch, and The Wardrobe*. The books were not instant best sellers, but have sold over 100 million copies since 1956.

6 TRAIT WRITING: IDEAS

R.A.F.T.S. is a writing technique that provides a structure for thinking about the main idea, while allowing room for the writer to explore ideas, narrow the focus, and get specific in his writing.

R.A.F.T.S. is an acronym for:

Role-who the writer is will help him decide on a point of view and voice.

Audience-reminds the writer to whom he is writing and how to communicate best with that audience.

Format-the way the writing is organized and presented to the reader.

Topic-the subject of the writing helps the writer concentrate on the main ideas and narrow the focus of the writing.

Strong verb-gives direction to the writer about the purpose of the writing. For example, the action of the writing may be to defend, compare, persuade, acknowledge, analyze, describe, etc.

Invite students to explore the story from different points of view by completing one of the following R.A.F.T.S. prompts:

☀ You are Aslan. Write a letter to Edmund to explain to him why you offered your life for his.

☀ You are Lucy. Write a speech to give to your siblings to convince them that Narnia really exists.

☀ You are a stone statue in the land of Narnia. Write new lyrics to a familiar song describing how and why you were turned to stone.

☀ You are a parent of the Pevensie children. Write a letter to Uncle Digory describing why your children must be allowed to move to his home in the country.



SHOW TIME FOR STUDENTS: IN LIVING COLOR!

Authors know that good word choice can make their stories soar! Strong words explain ideas, increase understanding, and create mind images for the reader. Beautiful language and rich, colorful words can leave a reader breathless.

With a partner, review the small, ordinary phrases below. Choose five phrases to rewrite, using events from *The Lion, The Witch and The Wardrobe*. Pay special attention to word choice as you create bigger, bolder phrases.

example: "The rain was hard " or "The rain spilled from the sky in sheets of silver and gray."

1. Lucy was sad. _____
2. Aslan became quiet. _____
3. Narnia was beautiful. _____
4. The White Witch got mad. _____
5. Susan was frightened. _____
6. The snow came down. _____
7. The White Witch was scheming. _____
8. Peter was brave. _____
9. Edmund was hungry. _____
10. Spring came to Narnia. _____

Look at the new phrases you have written. Did you use 'rice cake' (less interesting) words or 'salsa' (lively) words? Highlight the 'rice cake' words in yellow and the 'salsa' words in orange. Which do you and your partner have more of?

Read one of your less interesting word phrases to the class. Brainstorm as a class to discover words you could try in place of the less interesting ones. Make a list of your new words below.

Try to catch each other (and your teacher) using 'rice cake' words today. Add them to the 'rice cake' list below. Try to think of a more interesting word to use instead and add it under 'salsa.'

'rice cake' words

'salsa' words

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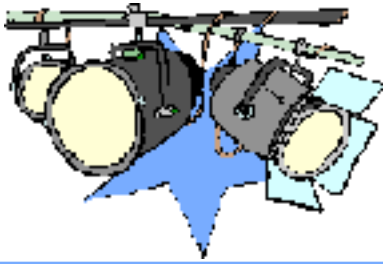
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THEATER ETIQUETTE

Each year, thousands of teachers, students, bus drivers, and parents take part in CSB/SJU's Fine Arts Education Series. Please review the **LOOKING AND LISTENING** information with your students to help make your theater experience the best it can be.

LOOKING AND LISTENING

Attending Theatreworks/USA's live musical performance of *The Lion, The Witch, and The Wardrobe* will be interesting and enjoyable for everyone if you remember to...

- ~listen in order to understand the dialogue between the actors
- ~listen in order to understand the lyrics of the songs
- ~watch for facial expressions to help you understand what the actors are feeling

The performers in *The Lion, The Witch, and The Wardrobe* need help from you, the audience. You are an important part of the play. Being an audience member in a theater is different from watching a movie or television show. The performers are in the same room with you and are affected by what you do. To do their best, the performers need you to watch and listen closely. Other audience members also depend on your quiet attention during the performance so they can watch and listen, too. Please applaud when it is appropriate.

Please review the **PROCEDURES** information below to help your theater visit go smoothly.

PROCEDURES

- ~Please bring a minimum of one adult chaperone for every fifteen students.
- ~Prepare your students to enter the theater in single file in order of seating.
- ~Position your chaperones to maximize adult supervision of your group.
- ~Trips to the restroom must wait until your group has been seated in the theater, then students may go in small groups with the teacher's permission. Younger students will need to be chaperoned.
- ~The theater is a food, gum, drink, radio, camera, tape, and video recorder free zone!
- ~Please leave inappropriate behaviors behind when visiting the theater.
- ~Please remain seated following the performance. Your group will be dismissed from the theater by a Fine Arts Programming staff member.

WATCH. LISTEN. THINK. IMAGINE.

ENJOY THE LION, THE WITCH, AND THE WARDROBE!

This study guide was written and designed by Janine Bunkowski. Some parts were adapted by material provided by Theatreworks/USA.