

The Lion, the Witch and the Wardrobe – Courage*

Overview

Activity 1 – The class will collect definitions of “courage” and find examples of courageous people.	Activity 2 – In small groups, students will analyze situations and moments in <i>The Lion, the Witch and the Wardrobe</i> and decide whether they are examples of courage. Groups will then select one of the situations to dramatize and present to the class.	Activity 3 – Individually, students will write a short paragraph describing a moment of courage in their lives
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Grade Level	Subject Area	Curriculum Expectations and Learning Outcome	Time Needed	Space	Materials
4-8	English/ Language Drama	<div style="display: flex; justify-content: space-between;"><div style="width: 30%;">Identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading;</div><div style="width: 30%;">Use stated and implied ideas in texts to make inferences and construct meaning;</div><div style="width: 30%;">Engage actively in drama exploration and role play, with a focus on examining a range of issues, themes and ideas.</div></div>	45-60 minutes	Space for small group work and presenting short dramatizations	Dictionaries or internet connection, copies of handouts

Procedure

Activity 1: As a whole class, discuss the idea of “courage” and examples of courageous people. Note the ideas on the board. Then, have a few students find formal definitions of the word “courage” (in printed dictionaries, on-line, etc.) and write the definition on the board.

Activity 2: Divide the class into groups of 3-4 students. Distribute 3 selections from the provided list of situations that occur in *The Lion*, *The Witch and the Wardrobe* to each group. Using the dictionary definition of courage, have them evaluate each situation as either being or not being an example of courage. Groups should provide and make note of specific reasons for their choices. Each group will then select one of the situations to dramatize and act-out for the class. As each group presents, the rest of the class will guess if what they saw was a demonstration of courage or not and compare their thoughts with those of the group presenting.

Activity 3 (conclusion): Individually, students will then write a paragraph describing a time when they showed courage and explaining how it made them feel.

Examples of Courage – or not –
in
The Lion, the Witch and the Wardrobe

1. Lucy crawling into the wardrobe and discovering Narnia _____
2. Lucy refusing to pretend that she was —making it upll about Narnia _____
3. The children talking to the Professor about Lucy’s condition _____
4. Lucy going with Mr. Tumus to his cave _____
5. Mr. Tumnus allowing Lucy to go free _____
6. Edmund following Lucy to Narnia _____
7. Susan agreeing with Lucy that they had to try and help Mr. Tumnus _____
8. Peter facing the wolf and killing it _____
9. Edmund’s journey to the Witch’s palace _____
10. The Beavers’ willingness to help the children _____
11. Edmund’s chopping off the witch’s wand _____
12. Aslan’s willingness to sacrifice himself for Edmund _____
13. The killing of Aslan _____
14. The Witch’s visit to Aslan to demand her claim to Edmund’s life _____
15. When the girls decide to follow Aslan to Stone Table _____
16. When Susan and Lucy ride on Aslan’s to the Witch’s palace _____

*adapted from a lesson plan by Carla Gilmore found in “Study Guides to the Works of C. S. Lewis” through the C.S. Lewis Foundation website: <http://www.cslewis.org/resource/lewisguides/>