



Study Guide

By Cayle Townsend

All that is not eternal is eternally out of date. – C.S. Lewis


Try to imagine what it would be like to enter a world with a very different reality. Nothing is the same, and things you never dreamed possible are very real. This is the setting for four children who are sent to a large country manor in Britain during World War II to escape the air raids in London. It is with one step into a large wardrobe that this new world, Narnia, is discovered. In this magical new world the four face greed, evil and bravery.




This study guide is meant to be used as a reference for teachers to get the most out of their theatre performance. The activities are listed in no particular order and several activities are included to offer choice and variety.

Instructional focus: The focuses of this study guide are reading and writing, theatre, visual arts and geography. It was written with the Colorado Model Content Standards and differentiation in mind. Specific standards are listed below and are referenced throughout the study guide.


Colorado Model Content Standards:

 **Theatre Standard 1:** Students develop interpersonal skills and problem-solving capabilities through group interaction and artistic collaboration.

 **Theatre Standard 2:** Students understand and apply the creative process to fundamental skills of acting, playwriting, and directing.

 **Reading/Writing Standard 1:** Students read and understand a variety of materials.

 **Reading/Writing Standard 2:** Students write and speak for a variety of purposes and audiences.

 **Reading/Writing Standard 3:** Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization and spelling.



Reading/Writing Standard 4: Students apply thinking skills to their reading, writing, speaking, listening and viewing.



Reading/Writing Standard 5: Students read to locate, select, and make use of relevant information from a variety of media, reference and technological sources.



Geography Standard 1: Students know how to use and construct maps, globes and other geographic tools to locate and derive information about people, places, and environments.



History Standard 1: Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.



Visual Arts Standard 1: Students recognize and use the visual arts as a form of communication.



Visual Arts Standard 2: Students know and apply elements of art, principles of design, and sensory and expressive features of visual arts.



Visual Arts Standard 3: Students know and apply visual arts materials, tools, techniques, and processes.

Activities **to enrich** your child or student's experience will be identified by

the following symbol:



Theatre Etiquette



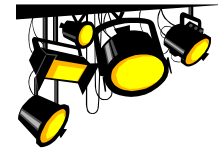
As members of the audience, you play an important part in the success of a theatrical performance. Please make clear to your students that the rules for attending a live theatre performance are different than watching television at home or a movie in a theatre.

We want you to laugh, cheer, clap and really enjoy your time at the Arvada Center, but there are a few rules that need to be followed. Please review the following with your students prior to your visit:

- Food, drinks, candy and gum chewing are not permitted in the theatre.
- Do not talk, whisper, sing or hum during the performance.
- Keep feet on the floor, not on the seats.
- Performers appreciate enthusiastic applause, but not whistling or shouting.



Before the Performance



1. Introduce a few theatre terms with your class. Discuss these terms and look for them while at the Arvada Center.

Four types of theatre space

- Proscenium** - Picture frame type of theatre
- Thrust** - Three sides of the stage thrusts out to the audience
- Arena** - Circular or four sided
- Created Found Space** - Any space that is out of the ordinary, i.e. parking lot, stairs, campground, shopping mall, etc.

Other theatre terms that can be found:

- Apron** - In front of proscenium, covers orchestra pit. It is an extension of the stage.
- Orchestra pit** - Area below the stage where the orchestra plays its music.
- Drop** - Painted muslin or canvas.
- Fly gallery** - Area where one raises & lowers drops.
- Fly loft** - Area high above the stage where drops are stored.
- Batten** - Metal pipe in which drops and drapes are hung.
- Counter weight system** - Uses weights to ease the lowering and raising of fly material in the fly loft.
- Rope lock** - Locks the ropes that are used to raise and lower scenery.
- Grand drape** - Main curtain.
- Grand valance** - Hides top of main curtain.
- Legs** - A vertical drape that shields the wings/sides of stage.
- Borders** - Horizontal drapes used to hide battens, wires, etc.
- Green room** - Room where actors wait to go on stage, generally painted any other color than green.



Long ago, the stage itself used to be raked (sloped up and away from the audience) so that the people in the back could see the actors.

That is where we get the following terms:

(Be sure all students physically understand the stage locations.)

Up Stage Right:	Up Stage Center:	Up Stage Left
Center Stage Right:	Center Stage:	Center Stage Left
Down Stage Right:	Down Stage Center:	Down Stage Left
	Audience	

3. Discuss these vocabulary words with your students: wardrobe, air raid, and prophecy.



Use these websites for pictures of wardrobes:

<http://brunobardes.com/antique/ANT5main.html>

http://www.walkersfurniture.com/AA21208_HeadleyManorWardrobeTVArmoire.htm

[http://www.antiques-](http://www.antiques-atlas.com/dbbigcat/fotcatdb1zm.php3?maincat=Furniture&objecttype=Wardrobe)

[atlas.com/dbbigcat/fotcatdb1zm.php3?maincat=Furniture&objecttype=Wardrobe](http://www.antiques-atlas.com/dbbigcat/fotcatdb1zm.php3?maincat=Furniture&objecttype=Wardrobe)

4. This story takes place in London, England, during World War II. Use an atlas and locate London. How far is London from Colorado?

<http://www.nationalgeographic.com/xpeditions/atlas/>

Use this web site to locate London.

What do your students know about World War II?

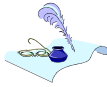
<http://atschool.eduweb.co.uk/nettsch/time/war.html>

This website has information about daily life in Britain during the war, as well as links to other sites about WWII.



Standard 1

5. Read the first chapter of *The Lion, the Witch and the Wardrobe* by C.S. Lewis. This book is full of vivid, descriptive language. Have your children choose one element of the first chapter to illustrate, then compare/contrast to the performance.



Standard 1, 4

6. According to John Kendrick (*What is a Musical?*) the best musicals have three essential qualities –
- Brains – intelligence and style
 - Heart – genuine and believable emotion
 - Courage – the guts to do something creative and exciting

Discuss these three qualities and make a list of what your student's think they may see in this performance that reflect these qualities. Save this list for after the performance to review.

Visit <http://www.musicals101.com/musical.htm> for more information on musicals.



After the Performance



- **Review John Kendrick's 3 essential qualities of a musical.** Discuss which of these qualities your students observed in the performance. If you made a list, review it and make additions as appropriate.





Standard 4





- **Imagine you slipped through a secret passage into another world.** In small groups or individually, create a fantasy about this other world. What would it look like? Who lives there? What happens when you intrude on their world, and how will you get back? Your students could design a travel brochure, a map, a poster, or act out a scene from this fantasy world.



Standard 1,  Standard 2, 3  Standard 2



- **What are some individual character traits of each of the four children:** Peter, Susan, Edmund and Lucy? How do they change over the course of the story? (see appendix for chart) Compare yourself to the characters in the book. Which character is the most like/unlike you? Why?

For a lesson plan on inferring character traits visit

<http://www.col-ed.org/cur/lang/lang39.txt>

You could also use these traits to write a bio poem for one of the characters. See appendix for bio poem information.



Standard 2, 4



- During the course of the story, the reputations of each character become more defined. **Discuss reputations with your students.** What do they think would be each of the children's reputation at the end of the story? Working in groups, have your students discuss individual reputations and make a list of qualities needed to have a good reputation. What is a good reputation? Is your reputation important? Have your students design an abstract drawing or collage representing their individual reputation.



Standard 2, 4  Standard 1  Standard 2



- **One definition of fantasy is that it is built on the three M's: medievalism, mythology and magic.** The focus of a good fantasy tale is generally on an archaic-like time and involves aspects of swords and sorcery. There may be quests, tasks, magical objects, dragons, etc. Most importantly, the world pictured in fantasy is ruled by magical structures. Narnia is an exceptionally good example of all of these elements. Divide your class into small groups and have them choose one of the three M's and create a photo essay describing their element. (A photo essay is a story told in pictures with short captions under each picture. Collect from magazines, newspapers or books photos that represent a topic. Arrange them creatively on tag board, write captions and present to the rest of the class.)



Standard 1, 2  Standard 2





- **Create a simile/metaphor book detailing different characters in the story.** A simile is a comparison using like or as. A

metaphor is a comparison, but does not use like or as. On page one, write a simile and illustrate it. On the page to the right, write a metaphor about the same character and illustrate it.





 Standard 1  Standard 2

- **Create a banner or flag for Narnia.** Highlight characters, places and events from the story.

 Standard 2  Standard 4

- **Invent your own mythical animal that could step into the world of Narnia.** Individually or in small groups, brainstorm physical and behavioral descriptions of this animal. What role will your animal fill in Narnia? Decide how you will present this new animal to the class. You could make a poster with a picture and description, act it out and describe its behavior or write a brief of its adventure in Narnia. Remember that the animal should be able to blend into the existing world, not stand out (robots and aliens would not be good choices!)



Standard 2, 4  Standard 1  Standard 1, 2



- **Is the story of Narnia an allegory?** An allegory is a story in which the characters and events are symbols that stand for truths about human life. Make a chart or diagram to show whom the characters may represent in our current times as well as the events.



Standard 1, 2  Standard 1



- C.S. Lewis was born in Belfast, Ireland in 1898, educated in England and enlisted in the army in 1917. He wrote children's books as well as Christian literature. **Research C.S. Lewis** and discover the life and times of a talented author. Use these web sites to get started.



Standard 1, 5



<http://www.merelewis.com/>

<http://cslewis.drzeus.net/>

<http://cslewis.drzeus.net/faq/usenet.html#L26>

<http://www.rapidnet.com/~jbeard/bdm/exposes/lewis/cs-lewis.htm>

- **Visit the official Narnia website:** <http://www.narnia.com/>
This site is an interactive site based on the book. For an online map of Narnia see <http://cslewis.drzeus.net/pictures/narniamap.html>.



Family Page



- Read other books by C.S. Lewis. The Magician's Nephew, The Lion, The Witch and the Wardrobe, The Voyage of the Dawn Treader, Prince Caspian and The Last Battle: Book 7 in The Chronicles of Narnia are a few.



Appendix



Chart for character traits:

Character trait	Beginning/End	Peter	Susan	Edmund	Lucy

BIO POEM

First name _____
 Four traits _____
 Related to _____
 Cares deeply for _____
 Who feels _____
 Who needs _____
 Who gives _____
 Who would like to see _____
 Resident of _____



About the Author

Cayle Townsend is a teacher of gifted kindergarten students at Hulstrom Options School in Adams County District #12. She has taught K-6 for the past 15 years with an emphasis on gifted learners. She has presented at many gifted workshops; coached, mentored and otherwise shared her passion for teaching with anyone who will listen. In her spare time she enjoys travel, reading and spending time with her husband and two daughters.

**Comments on this study guide are welcome!
Send them to cayle.townsend@adams12.org.**

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