

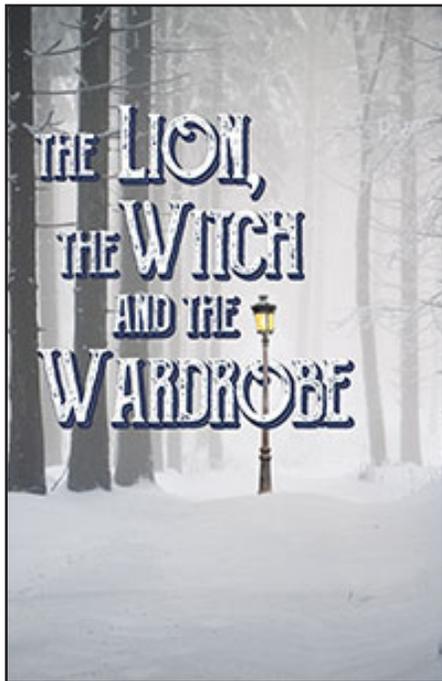
# Study Guide and Activities

This study guide includes information about our production along with creative activities to make connections in your classroom both before and after the show. We've aligned all activities to both the Common Core Standards and North Carolina Essential Standards. Look for the symbol below throughout the guide for curriculum connections.



NCES-TheaArts.(3-5).TA.A.1: Analyze literary texts and performances. NCES-TheaArts.(3-5).TA.A.1.1: Recall the basic parts of a story, such as characters, setting, and events.

**Mainstage production**  
Ages 6 and older



**Based upon the story**  
by **C.S. Lewis**

**Dramatized by**  
**le Clanché du Rand**

**Director**  
**Adam Burke**

**Themes explored**  
transformation, mythology,  
brothers and sisters

## Synopsis

Lucy, while playing hide and seek one day, discovers her hiding spot in the wardrobe leads to a magical land. While there, she meets Mr. Tumnus, a faun, not knowing he's a spy for the evil White Witch. Mr. Tumnus can't bear to turn her over to the Witch, and instead offers her friendship and help finding her way home. Lucy tries to tell her brother Edmund about Narnia, but he doesn't believe her.

The next rainy day, Edmund and Lucy enter the land of Narnia, but they separate. Edmund finds himself faced with the White Witch, who offers him Turkish Delight a type of chewy candy. The Witch realizes Edmund and his siblings are the children spoken of in a prophecy resulting in the Witch's demise. Trying to trick Edmund, the Witch offers to make him a prince, ruling over his brothers and sisters, if he brings them to the her castle. Lucy returns to Edmund, unable to find Mr. Tumnus.

Lucy and Edmund return with their brother and sister to meet Mr. Beaver and learn the truth about the White Witch's evil plans for Narnia. The Beaver tells the children the curse of the White Witch can be broken with Aslan's help. Aslan is the lion who created Narnia but then disappeared. The prophecy says he'll return when four human children arrive there. As the group sets out to find Aslan, Edmund decides to go and seek the White Witch's castle. When he finds the White Witch she's not happy to see him without his brother and sisters and they set off to find them even as her curse is beginning to give way. The other children find Aslan and tell him of Edmund. They decide they must find the queen and retrieve Edmund.

When the two groups meet, Aslan offers an exchange to the Witch: his life for Edmund's. The Witch agrees, and the children return to their camp, but Susan and Lucy stay behind. The Witch then kills Aslan upon the Stone Table. With Aslan dead, she believes nothing can stop her and she leaves with her army of ghouls and monsters.

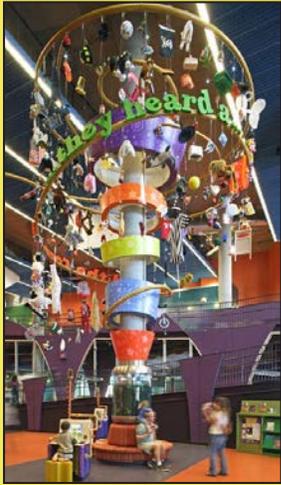
Susan and Lucy witness a deeper, and stronger magic than the White Witch when Aslan is resurrected. They leave to rescue all the creatures turned to stone by the White Witch. After they have raised their army, they go to meet her for the final battle.

The battle is fierce, but in a moment of inspiration, Edmund breaks the Witch's wand in two and frees Narnia. Edmund, Lucy, Peter and Susan become kings and queens of Narnia. After many years of living there, one day they return through the wardrobe to find themselves young children once again, with no time passing since they first entered.

This dramatization of C.S. Lewis' classic recreates the magic and mystery of Narnia as told by Peter and Lucy as they retell their first adventure there. Using items in the attic, they transform themselves and the space to share the story.

# On your way to ImaginOn

## The Story Jar



The Story Jar is a unique sculpture outside the McColl Family Theatre. It is an ever changing exhibit featuring items from our current and past shows. Our current show is *The Lion, the Witch and the Wardrobe*. Can you find all of the items listed below?

witch's hat

crown

lion

golden dagger

## About our theatre

Founded in 1948, Children's Theatre of Charlotte has opened young minds to the wonders of live theatre for more than half a century. Today, it continues to be one of the most technically imaginative and resourceful theatres in the country. Annually, it reaches nearly 300,000 young people and their families through our Mainstage productions, Resident Touring Company and its Education Department's classes and workshops. Children's Theatre of Charlotte shares a space with the Charlotte Mecklenburg Library at **ImaginOn: The Joe and Joan Martin Center**. Learn more about Children's Theatre of Charlotte at [ctcharlotte.org](http://ctcharlotte.org).

## Audience expectations

Young audiences should know watching live theatre isn't like watching more familiar forms of entertainment: they can't pause or rewind it like a DVD, there are no commercials for bathroom breaks, nor can they increase the volume to hear it if someone else is talking. Encourage your students to listen and watch the play intently, so they may laugh and cheer for their favorite characters when it's appropriate.

At the end of the play, applause is an opportunity for students to thank the actors. Live theatre only exists when an audience is present, and your students' energy and response directly affects the actors on stage! Here are some other guidelines to keep in mind while you're watching the performance:

- Respect others during the performance. Stay seated and keep your hands to yourself.
- Please turn off all cell phones and other electronic devices during the performance.
- Photography and video of the performance is prohibited by copyright law.
- We don't permit food and drinks in the theatre.



NCES-TheaArts.(3-5).TA.CU.2: Understand the traditions, roles, and conventions of theatre as an art form. NCES-TheaArts.3.TA.CU.2.1: Illustrate theatre etiquette appropriate to the performance situation.



## Theatre 360 connections

Theatre 360 provides a way to interact with Children's Theatre of Charlotte productions by extending the theatre experience for families and classroom—providing access to all! Best of all, many programs are free. [Click here](#) to view the full list of events throughout the year.

**Audience engagement** These interactive experiences located around ImaginOn are available from the first public performance of a production through the entire run of the show. We change the exhibits to reflect the uniqueness of each show.

**Online engagement** Whether you're a teacher or a parent looking for quality activities, we've assembled a collection of online games, websites and articles that deepen the connections of elements from the show. [Click here](#) for online content for *The Lion, the Witch and the Wardrobe*.

**Workshops and residencies** Teachers, are you looking for a way for your class to make stronger connections with our shows? You can add our workshops, led by our professional teaching artists, before or after you view the performance. Or incorporate the arts into your everyday classroom through a residency created to fit your subject area. Contact our programs coordinator, Tommy Prudenti, at [tommyp@ctcharlotte.org](mailto:tommyp@ctcharlotte.org) to book yours today!

# Before the show

## Vocabulary enrichment

**eldest** *adj.* of the greatest age; oldest

**wardrobe** *n.* a large, tall cabinet in which clothes may be hung or stored

**geography** *n.* the nature and relative arrangement of places and physical features

**condition** *n.* something agreed upon or necessary if some other thing is to take place

**prophecy** *n.* a prediction

**gnawed** *v.* bit or nibbled something persistently

**traitors** *n.* persons who betrays a friend, country, principle, etc.

**miserable** *adj.* unhappy or uncomfortable

**tame** *adj.* (of an animal) not dangerous or frightened of people; domesticated

**carvings** *n.* an object or design cut from a hard material as an artistic work

**rescue** *v.* save (someone) from a dangerous or distressing situation



CCSS.ELA-LITERACY.L.(3-5).4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases.

## The BIG questions before the show

1. Have you read the book on which this play is based? What are some differences between the play and the book? What are some differences between the play and the movie adaptation?
2. If you could travel to a magical world like the Pevensie children in the story, where would you go? Would you go alone or take a friend? Explain.



CCSS.ELA-LITERACY.SL.(3-5).2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media. CCSS.ELA-LITERACY.RL.4.7: Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

## Creature maker

Talking animals and other well-known mythological creatures C.S. Lewis borrows from other cultures live in Narnia, including:

Dwarfs	Ghouls	Nymphs
Centaur	Giants	Unicorns
Fauns	Hags	Witches

After researching these creatures with your class, complete one of the following activities.

- **Creature report:** Students write a report as they would about animals in nature.
- **Creature journal:** Encourage your students to imagine themselves as these creatures. Write a journal account in a “day in the life” for this character.
- **Draw it:** Instruct students to illustrate the creature in its habitat.



CCSS.ELA-LITERACY.W.(3-5).3: Write narratives to develop real or imagined experiences using effective technique, descriptive details, and clear event sequences. NCES-VisualArts.(3-5).VA.V.3: Create art using a variety of tools, media, and processes, safely and appropriately.

## C.S. Lewis



C.S. Lewis was an author, essayist and Christian apologist. He's best known for his children's series *The Chronicles of Narnia*.

His beliefs influenced his more popular works. Though he also includes ideas of Roman and Celtic myths, there are underlying Christian notions of sacrifice in his writing. He wrote the first book in the series, *The Lion, the Witch and the Wardrobe*, during the Second World War. It was partly inspired by three evacuee children who came to stay at his home in Rishingurst. Lewis said the experience gave him a new perspective on the joys of childhood.

Since his death, his books and influence have continued to grow. He has been rated as one of the top English writers of all time and his books have been translated into numerous languages.

[Click here](#) to learn more about C.S. Lewis.

# Worksheet for before the show

NAME \_\_\_\_\_

**COPY PAGE**

In the story, the White Witch is the cause of the cold weather in Narnia where it's always winter and never Christmas. What do you think that means?

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**Always winter and never Christmas.  
Always spring and no daffodils.  
Always summer and  
no school break.**



Can you create some examples of your own where you describe a situation and the good thing about it is missing? Draw a picture to match your example.

A square box with a purple border, intended for drawing a picture to match the example.

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A square box with a purple border, intended for drawing a picture to match the example.

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# After the show

## Turkish Delight



Turkish Delight is a type of candy made of thick jelly that's cut into pieces and covered with sugar. It can be flavored with nuts, dates, oranges or lemons. The exact origin of the confection is unknown, but it's known to have been produced in Turkey as early as the late 1700s.

In the play, Edmund, asks the White Witch for Turkish Delight when he's first lost in the Western Wood of Narnia. She conjures it with her magic and promises more if he brings his brother and sisters to meet her. Since Edmund and his family had come from England during the Second World War, sugar was being rationed so any candy would have been an exceptional treat.

[Click here](#) to learn more about the history of how this candy made its way to England, and to find a recipe to make it yourself!

## The BIG questions after the show

1. Why do you think C.S. Lewis chose a lion to represent Aslan?
2. Two actors perform all the characters in the play. How did the actors transform their bodies and voices to create the different characters? Did they use anything else?
3. This is a story about transformation, both magical and within the personalities of the characters. What moments of transformation do you remember from the play? Are there any moments of transformation you wish to see in your life?



CCSS.ELA-LITERACY.SL.(3-5).2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media. CCSS.ELA-LITERACY.SL.4.1.D: Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

## Frozen images

Review the events of the play with your students by writing them on the board. Ask your class what they think Narnia was like before Lucy first entered through the wardrobe. How did the children change Narnia during their time there? What do your students think will happen to Narnia after the children leave?

Now, divide the class into groups of four or five and have them create frozen pictures to retell events from the play. A frozen picture does not involve movement or talking, but illustrates the moment using the students' bodies. These are also called tableaux. Students can be characters or items in the scene. Below are the three pictures the group will create.

- Narnia before Lucy's visit
- Any moment from the play
- Narnia after the children leave

Encourage each group to present their pictures. As each group presents, ask the rest of the class to title or define what's happening with the presenting group.



NCES-TheatreArts.(3-5).TA.AC.2: Use performance to communicate ideas and feelings. CCSS.ELA-LITERACY.SL.4.2: Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

## Map of Narnia

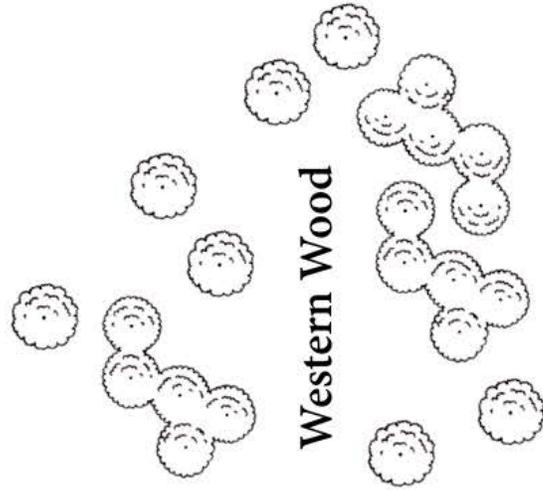
Make copies of the map provided on the next page of the Study Guide, then read the following directions to your students.

- Color the Great Eastern Ocean blue.
- Draw and label the Lamp post, north of the Western Wood.
- Draw and label the Witch's Camp, north of the Fields of Beruna.
- Draw and label Aslan's Camp, south of the Fields of Beruna.
- Draw and label the Stone Table, southwest of Cair Paravel.
- Draw a mountain range on the border between Narnia and Archenland.
- Fill in the rest of the map as you wish!



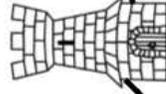
CCSS.ELA-LITERACY.CCRA.SL.2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. NCES-VisualArts.(3-5).VA.V.3: Create art using a variety of tools, media, and processes, safely and appropriately.

Fields of Beruna

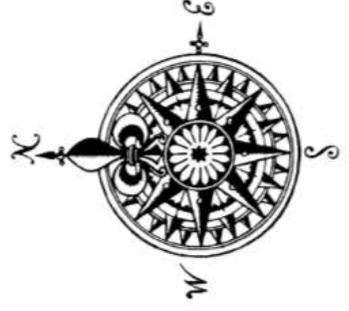


Western Wood

Great Eastern  
Ocean



Cair Paravel



Archenland

If you enjoyed the show, travel to **ImaginOn** or your local **Charlotte Mecklenburg library branch** and check out these books. Check availability at [cmlibrary.org](http://cmlibrary.org).

### Recommended for elementary

***The Silver Chair***  
by **C.S. Lewis**

Jill and Eustace, two English children, go on a search-and-rescue mission for the missing Prince Rilian, who the Emerald Witch holds captive in her underground kingdom.

***The Phantom Tollbooth***  
by **Norton Juster**

Milo, a young boy with little interest in anything, takes a trip through the Phantom Tollbooth to the Lands Beyond where he meets an enchanting cast of characters who teaches him the importance of words, numbers, ideas, creativity and enthusiasm for life.

***From The Mixed-up Files Of Mrs. Basil E. Frankweiler***  
by **E.L. Konigsburg**

Having run away with her younger brother to live in the Metropolitan Museum of Art, 12-year-old Claudia strives to keep things in order in their new home and to become a changed person and a heroine to herself.

### Recommended for middle school

***A Wrinkle in Time***  
by **Madeleine L'engle**

Meg Murry and her friends become involved with unearthly strangers and a search for Meg's father, who's disappeared while engaged in secret work for the government.

***The Graveyard Book***  
by **Neil Gaiman**

Nobody Owens is a normal boy, except he's been raised by ghosts and other denizens of the graveyard.

***Maniac Magee***  
by **Jerry Spinelli**

Jeffrey Lionel Magee lost his parents in a trolley accident when he was three. Leaving his relatives, who won't talk to each other, he searches for a home with a real address that he can call his own in Two Mills, Pennsylvania.

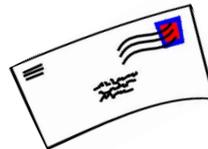
## THEATRE CORNER

Every play Children's Theatre of Charlotte produces is created by a talented team of designers, technicians, actors and a director. A play is different from a television show or a movie because it's presented live. As a class, discuss what you experienced when you saw the performance.

1. Name three things you noticed about the set. Did the set help tell the story? What sort of set would you have designed?
2. What did you like about the costumes? Did the costumes help tell the story? What sort of costumes would you have designed?
3. What role did lighting play in telling the story? How did the lights enhance what you were seeing?
4. Talk about the actors. Were there moments you were so caught up in the story you forgot you were watching a play?
5. Were there any actors who played more than one character? What are some ways you can be the same person but play different characters?



NCES-TheaArts.(3-5).TA.A.1: Analyze literary texts and performances. NCES-TheaArts.(3-5).TA.AE.1.2: Understand how costumes [and technical elements] enhance dramatic play.



## Write to Us!

Children's Theatre of Charlotte  
300 E. Seventh St.  
Charlotte, N.C. 28202



CCSS.ELA-LITERACY.L.(3-5).1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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Culture For All.



North  
Carolina  
Arts  
Council  
*Fifty years  
of leadership*