An In-depth Analysis of Two Lesson Plans On *The Lion, The Witch and The Wardrobe*

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Abstract

In the present study, teaching guides to *The Chronicles of Narnia* by C. S Lewis are assessed and evaluated with the help from Ian McGrath’s *Materials Evaluation and Design for Language Teaching*. The study focuses on two complete teaching guides, one developed by an American language teacher and the other by the producers of the latest Narnia movie. Both of the guides were originally created for a native speaker context. However, in this dissertation ways of adapting these study guides to the goals expressed in the Swedish Curriculum (*Lpo 94*) and The National Syllabuses are explored.

The result of my evaluation shows that both the selected guides are, with some adjustment, applicable to the education of English in Sweden.

The conclusion is that the language-oriented parts of the teaching guides are valid to the Swedish curriculum and syllabuses of English, though they were developed for native speakers of English. The modules on moral education are also applicable, since value based education is fundamental in Swedish schools.

**Keywords:** Teaching Guides: The Chronicles of Narnia, Lesson Plans: The Chronicles of Narnia, Teaching Materials Evaluation, Lpo 94, National Syllabuses of English, Goals to aim for.
Table of Contents

Introduction ........................................................................................................... 7

The Chronicles of Narnia, The Background ....................................................... 8
What To Do With Narnia in the Classroom ....................................................... 9
The Selection ....................................................................................................... 9
The Language Educator’s Suggestion ................................................................. 12
The Movie Producer’s Suggestion ................................................................. 17
A Brief Comparison ......................................................................................... 21

Reflections/ My Suggestion ............................................................................. 22

Conclusion ....................................................................................................... 23

Sources ............................................................................................................. 24
Introduction

Ever since I went to Upper secondary school I have had a wish to somehow use C. S. Lewis’ *Chronicles of Narnia* as an essay subject. The reason is a question on a national Swedish test that concerned Aslan the Lion as a symbol of God. As I wrote my answer to that question I realized that *The Chronicles of Narnia* is essay material. My guess was then, as it is now, that there is a lot written between the lines, and therefore a lot to discover. However, my very first contact with the land of Narnia was when my older brother read it to me before I could read myself, and since that day I have loved the books. Now, as an adult I, of course, read it with other eyes, but I am still as enchanted as then.

Now when I am about to go out and educate young people in literature and language, English as well as Swedish, I have another wish. I want to present *The Chronicles of Narnia* to my pupils and work with it from as many angles as possible. In my experience there is a lot to learn from it, both when it comes to moral aspects and as a part of language/literature education. In this case, the purpose is, for the most part, to deal with English education and themes integrating it, though the religious aspects of the books might be just as useful in schools.

The aim of this thesis is to explore what the Internet has to offer when it comes to language teaching ideas about *The Chronicles of Narnia*, and if any such teaching ideas are suitable to use in Swedish schools, and whether they conform to our curriculum. Many educational sites offer study guides, so selection criteria are needed, both generally speaking and from the point of view of English as a second language I have used the following criteria for the selection of the guides are the following:

- It should suit the needs, interest and abilities of the students.
- It should suit the teacher.
- It must meet the needs of official public teaching syllabuses.

They are all recommended by N. Grant in Ian McGrath’s *Materials Evaluation and Design for Language Teaching* (See Appendix 3.1 in McGrath).

This is followed by an evaluation of the guides to see what they in actuality offer the pupils. The evaluation will be based on the steering documents of the Swedish school system: *The Curriculum for The Swedish Compulsory School System. (Lpo 94)* along with the national syllabuses of English for the Swedish Compulsory School as well as two local syllabuses of
English from two different compulsory schools situated in two different multiplicities in the south of Sweden. Another source that seems helpful is, as mentioned above, *Materials Evaluation and Design for Language Teaching* by Ian McGrath.

The reader’s first step into the thesis is a literary background to Narnia with reference to *The Chronicles of Narnia* and its author by briefly summarizing the novel and presenting the author’s thoughts on writing and writings. An in-depth description of the selection is the reader’s gateway into the main part of the thesis. This selection part also contains a brief summary on what is in the steering documents of the Swedish school, in order to give the fundamental ideas on what the education should contain and how it should be performed. The next step is a presentation of the selected lesson guides, evaluating them as possible teaching media for English as a foreign language, reflecting on them and coming to a conclusion answering the question “How can *The Chronicles of Narnia* be used in school?”

This thesis itself will function as a teacher’s guide to Narnia. It will evaluate already existing teaching guides in order to apply them to Swedish syllabuses and if needed, suggest changes to make them suit Swedish classrooms.

**The Chronicles of Narnia – The Background**

*The Chronicles of Narnia* by C. S. Lewis consists of seven novels, which can be read separately or together as a series. It takes its starting point in Great Britain in the late 1800’s and tells us about different children’s adventures in the land of Narnia. It was written in the 1950s. The first book to be published was *The Lion, The Witch and The Wardrobe* (1950). Because of its popularity, Lewis decided to write the others. The next book published was *Prince Caspian* (1951), followed by *The Voyage of Dawn Treader* (1952), *The Silver Chair* (1953), *The Horse and His Boy* (1954), *The Magician’s Nephew* (1955) and *The Last Battle* (1956). *The Chronicles* tell of the rise, development and fall of a world named Narnia that is created by a deity in the shape of a lion named Aslan. Narnia is parallel to our own world, and the books are about six different children’s adventures in the world of Narnia. It stretches over about fifty years in the human world, but hundreds of years in Narnia. The similarities to the Bible are quite a few: The Creation, some figures, some stories, The Armageddon etc. Even though the series may seem like a rewriting of the Bible for children, it was not the author’s, C. S. Lewis’ intention. This is what he said about the matter:
Some people seem to think I began by asking myself how I could say something about Christianity to children (...), I couldn’t write in that way at all. Everything began by images; A faun carrying an umbrella, a queen on a sledge, a magnificent lion. At first there wasn’t even anything Christian about them; that element pushed in of its own accord.

I did not say to myself “Let us represent Jesus as He really is in our world by a lion in Narnia” I said let us suppose that there were a land like Narnia and that the son of God, as He became a Man in our world, became a Lion there, and then imagine what would happen. If you think about it, you will see that it is quite a different thing.

( Garrett & McCue, p.146)

According to Michael Coren (p.78), Lewis had very strict ideas on the nature of a children’s book. According to Coren, Lewis once said that a children’s book that is only liked by children is not a very good one. By that Lewis meant that a children’s book should also appeal to their parents. When Lewis wrote *The Chronicles of Narnia* he wanted to bring up several things. In his story, he weaved in biblical stories and illustrated them with the help of talking animals and children. However, according to Coren, Lewis had once told a friend that he would prefer if the children enjoyed the books and waited with the religious aspect until they grew older.

After learning this, my personal interpretation of Lewis’ aim with *The Chronicles of Narnia* is that it is not meant to be religiously educational. My belief is that Lewis created Narnia to delight children, not to educate them in religious matters. Narnia is a world, and a world perhaps needs a higher power; in this case, a lion was chosen for the role. There is no doubt that Lewis got his inspiration from the Bible, but that is not the same thing as rewriting it for children.

This, my, interpretation of Lewis’ aim is somehow fundamental for the evaluation of the selected teaching materials. Even though there are religious (Christian) elements in the novels, and it probably would make perfectly good teaching material for parts of the Religious Education, it is of less interest for this dissertation. The Swedish curriculum demands value-based education, and according to the syllabuses of English, the pupil should be trained to discuss and share opinions, and activities of such nature are to be evaluated. The Christian themes though, will kept out in order to keep the English education as intercultural and interreligious as possible.
What to do with Narnia in the classroom

The Selection

The Internet search for suggestions on lesson plans and teacher’s guides relating to Narnia gave over a hundred thousand hits. Most of them were most likely commercial or of other kinds. The top of the result list looked almost the same on all the search engines used and as you came further down, the hits became less interesting to the subject and there was no use continuing. These tops of the lists also contained many sites of no interest to this thesis, such as commercial, which were excluded. Then the exploring and selection of the sites left could start. The most important aspect in the selection was the teaching material’s usefulness in Swedish classrooms in line with the curriculum, which is recommended by McGrath: “It must meet the needs of official public teaching syllabuses” (McGrath; Appendix 3.1)

In the curriculum for the compulsory system (LPO 94) it is stated that the school system should be based on every pupil’s own abilities and needs and that the school should provide the pupil with the fundamental values of society and offer opportunity to express and discuss opinions and standpoints as well as critically take part of others. School should also help develop the pupil’s will and way to learn, the ability to be independent as well as a part of a group, to communicate in foreign languages and to reflect on experiences. All of this in order to prepare the pupils for life after school.

Democracy forms the basis of the national school system. The Education Act (1985:1100) stipulates that all school activity should be carried out in accordance with fundamental democratic values and that each and everyone working in the school should encourage respect for the intrinsic value for each person as well as the environment we share (Chapter 1, § 2) (Lpo 94 p. 5)

Another important source in the selection is The Swedish National Syllabuses of English in which the goals of English teaching are clearly stated. It also expresses the goals a pupil should attain by the end of year nine.

Today English is the dominating language of communication all over the world. Knowledge of English is essential when it comes to travelling, further studies and for different kinds of international contacts. The Education of English in Swedish schools aims to develop the pupils’ adaptable communicative ability and language skills necessary for international contacts.
The syllabuses bring up the fact that Swedish pupils come across English in a variety of contexts in everyday life. They meet the English language and culture from English-speaking countries in movies, on TV, on the Internet, through contacts with English speaking people etc. English education should provide the pupils with the background of the cultural and social expressions they meet in the internationalised society outside of school, and help them to see it in a wider perspective.

Every school in Sweden develops their own local syllabuses for the different subjects, in this case English. The local syllabuses are based on the national, but they are more detailed concerning what he pupils should learn year by year and they give you information on how the school works in order to provide their pupils with necessary knowledge. One school situated in the countryside of a wealthy municipality in the southern part of Sweden suggests these methods of working with English:

- **Listening and Understanding:** different forms of listening comprehension, for example listening to recorded texts such as music, text from the textbooks, radio shows and videos

- **Reading and Understanding:** different forms of reading comprehension, such as text from the textbook, fiction, non-fiction, news articles and dictionaries

- **Speaking and Conversing:** Different forms of oral communication such as exercises in pair and group, oral presentations, discussion exercises, drama and singing

- **Writing:** different forms of written production such as letters, stories, argumentative texts, non-fictional texts, poems

- **Intercultural Understanding:** for example knowledge of the everyday life, culture and geography in different English speaking countries and the ability to make comparisons to the own country through movies, news articles, e-mail-contacts, literature and own presentations.

To summarize: the search was for a well-structured plan with exercises to catch different kinds of learners in different learning situations. It needed to fulfil most aspects of language learning such as reading comprehension, speaking and writing both freely and reproductively, to be applicable the Swedish curriculum and syllabuses. According to McGrath:

In communicative language teaching:
- There is attention to meaning and use as well as language form
- Purposeful communication between learners is encouraged (and information-gap and opinion-gap task are one way of providing for this)
- The classroom seen as a place for real-world where learners rehearse (by doing authentic tasks on authentic texts) for real-world target language use
- Learners should have opportunities to express their own meanings in their own word
- The term “communicative does not only apply to speaking activities”
  (McGrath 2005, p. 46)

And the design of it should be attractive to Swedish pupils learning English as a second language, both in structure, content and design.

Most checklists surveyed make reference to the following:
- Design: includes both layout of material on the page and overall clarity of organisation
- Language content: coverage of linguistic items and language skills
- Subject matters: Topics (… ) (McGrath 2005 p. 43)

The result was two different guides: one from the producers of the movie and one developed by an American language teacher, that both bring up the language as well as general moral aspects. The language and the moral aspects are only interesting if they promote the teaching and learning of English.

**The Language Educator’s Suggestion**

At http://www.cslewis.org/resources/conedrwt.doc there is a very detailed workbook to *The Lion, The Witch and The Wardrobe*. An American high school teacher developed it, and it has been tested and commented by pupils. The pupils were also asked to suggest other activities and lessons that they felt necessary.

The workbook provides you with
- A glossary for every chapter, with word definitions in both English and Spanish, followed by a vocabulary enrichment task were you should write the correct word to the given definition
- Comprehension Activities that vary by chapter; Fill in the Gap, Multiple Choice, True or False or Short Answer questions
- Creative Activities that also vary by chapter; Writing tasks that ask the pupil to reflect on what he has read, discussion topics designed to help the pupils to share their thoughts about the story or creative activities such as drawing, writing a poem,
composing a song etc. These activities are to help the pupils to connect personally to the text.

The last few pages of this compendium are dedicated to explain the different mythological/ fantasy features in the world of Narnia. It also gives definitions to vocabulary taken from our world’s flora.

On the same site, you can find a download with value-based activities, developed by the same teacher (www.cslewis.org/resources/conedvb.doc). This download consists of ten different valuation tasks connected to the story in the book.

The first task is linked to Lucy’s meeting with Mr Tumnus. The aim is to teach the students “never to judge a book by its cover”. The class is asked to discuss sayings with similar meanings as “never judge a book” and then to think of personal experiences of doing so and share it with the class. The last question asks the pupils to reflect on what they have learnt from this.

This activity is followed by nine other detailed suggestions on moral education based on the chronicles. The themes are:

- Heroes and Villains. You should discuss what makes a hero/ villain, then compare Edmund and the Witch to a real world hero/ villain
- Edmund – Guilty or Innocent. The class sets up a trial to assess Edmunds behaviour towards his brother and sisters
- Loyalty: When is the Price Too High? The class sets up a debate on the subject; they receive different fictional situations and argue the pros and cons.
- The Nature of Good and Evil. The pupils are asked to list examples of good and evil behaviour and to discuss what determines the behaviour to be good or evil.
- Dealing with the Culture of Temptation. The class is divided into groups to reveal and discuss the temptation in the different temptations you find in our society today, for example gambling, drugs, weight loss etc.
- In Search of Character; the class is asked to form groups and discuss and define vocab tied to “character” such as respect, caring, integrity. The following day the groups shall assess Edmund’s character and answer some provided moral questions.
- The Nature of Sacrifice. The class is again divided into groups. This time they shall select a heroic person who has sacrificed him/herself for others. Write a brief
biography and explain what the impact sacrifice had on society. When finished, they shall reflect on Aslan’s sacrifice for Edmund.

- What is Courage? Let them define the word courage and with the help of the definition evaluate situations taken from the book.
- To Forgive or Not to Forgive? –That is the Question. Ask the pupils to anonymously write down the worst thing they have ever done. Talk about forgiving by using examples from the book, famous quotes and the dictionary definition of the word. Choose some examples from the pupils’ confessions and let the class evaluate it.

**Evaluation**

The first part of this guide turns to language classes and it is the most detailed of the guides I have been looking at. It is 72 pages long and it holds a glossary for each chapter of *The Lion, The Witch and The Wardrobe* followed by chapter-related tasks concerning both the vocabulary and the story. The guide can function as a workbook to the novel. It is created for the student and is ready to be handed out.

The first task on each chapter concerns the glossary given. It is either a “Fill in the Blanks- task” or a “put the right word to the right definition”- task. This may seem somewhat repetitive, but since the following tasks are varied, it is not that apparent. If you have studied the glossary, these tasks should not be a problem, the instructions are clear: “Fill in the blanks from the vocabulary words used in this chapter. Use the context of the story to help you decide which word to use.” (Ch. 10. p. 41) The definitions and sentences used in the task are not easy but understandable with some help for a pupil in grade 9.

The word comprehension tasks are followed by Comprehension Tasks that vary by chapter; Fill in the Blank, Multiple Choice, True-False or Short Answer. These are all related to the text and are easy to understand both in language and in content if you have read the text. The language used in these tasks is more comprehensible than the glossary task. The tasks are for individual work and give the pupil opportunities both to show comprehension by finding the answers in the text and to formulate own thoughts and answers.

All these language-oriented tasks are in line with many of the goals to aim for in the syllabuses for English, for example: “The school in its teaching of English should aim to ensure that pupils:

– Develop their ability to use English to communicate in speech and writing (…)

14
– develop their ability to read different types of texts for pleasure and to obtain information and knowledge (…) (National Syllabuses of English, Goals to Aim For)

It offers the pupil opportunities to use English in writing as well as speaking and to reflect on and retell what they have read and learnt. Word enrichment, reading comprehension and the skill of communicating go naturally together. The syllabuses state the importance of providing the pupils with skills in understanding, communicating, expressing themselves etc. The kinds of exercises offered in this guide are all helpful when it comes to developing a vocabulary and developing the use of it. Whether the task is to fill in a gap or retell information, it is a step of development.

The third part of every chapter is of a creative kind but it also asks the pupil to take a stand on different, general moral matters, such as lying, falling for temptations, getting hurt in order to save some one else etc, in other words, moral issues that can be functional in most societies. This third part gives the pupils a chance to reflect, discuss and create. There are both individual tasks and tasks for group work. The writing tasks and creation tasks are individual whilst the discussion tasks are meant for groups of 3-4. The subject for the writing/discussion/creativity is taken from the text. The instructions and language are clear. The form is the same all through the guide: Write, Discuss, Create, but since the subjects differ as well as the creativity part, this is not disturbing.

This guide offers opportunities for develop understanding, reproducing both in speech and writing and to express own thoughts in one’s own words. It offers creativity, which is important for some pupils and makes the lesson more fun for all involved. The tasks follow the same pattern, but are still varied enough not to be boring. Both independent work and group work are presented and it gives pupils a chance to work with the novel instead of just reading it. In this part the pupil has gone past the stage of developing a vocabulary and is in order to use it. The syllabuses repeatedly mention that the pupil must learn to discuss and express opinions and that pupils should be trained to be able to communicate in any discussion. This part of the guide gives pupils the chance to express themselves in English, which is essential according to the syllabuses.

The second part of this guide turns to the moral education and is addressed to the teacher. The key words for this guide are thinking and discussing but it also gives the teacher suggestions on more active tasks; for example putting up a trial to decide whether Edmund is guilty or innocent (Task III) and debating (task IV). There are carefully developed assignments for each theme mentioned above, and some of the assignments take more than one lesson. In language education, this guide helps the pupil develop their speech by forming
own sentences while taking part of discussions. In some tasks you are to use a dictionary to define certain words and expressions, which gives an opportunity to practice the use of dictionaries, which is in line with bullet point 8 and 10 of the syllabuses.

This second part of the guide offers more teamwork than the first. The language and instructions are as clear as in the other one, but this guide is more time consuming. Some of the assignments can even be used in other occasions than Narnia related. This guide and the Write-Discuss-Create part of the first one not only give the pupil a chance to develop their language skills by discussing, writing etc, it also gives the value-based aspects on which the Swedish school system is founded.

As well as being open to different ideas and encouraging their expression, the school should also emphasize the importance of forming personal standpoints and provide pupils with opportunities for doing this. (Lpo 94 p. 4)

Language, learning and the development of a personal identity are all closely related. By providing a wealth of discussion, reading and writing, all pupils should be able to develop their ability to communicate and thus enhance confidence in their own language abilities. (Lpo 94 p. 5)

In Swedish School, the first part, the language oriented “work book” is the most useful when it comes to English education. The second part with the value-based activities is in my opinion better to be translated and used in native tongue. There are a few exercise valuable in English teaching for example discussing the meaning of English proverbs (I. Teaching Tolerance) and arguing pro/ con for telling on your sister smoking (IV. Loyalty: When Is the Price Too High?)

In the Swedish curriculum it is expressed that:

The school has the task of imparting fundamental values and promoting pupil’s learning in order to prepare them to live and work in society (Lpo 94,p.5)

and:

An ethical perspective is of importance for many of the issues that are taken up in school. This perspective should permeate school activity to provide a foundation and support for pupils to develop their ability to form personal standpoints. (Lpo 94,p. 6).
Though, it is not mention in what language to do it. According to the English syllabuses, the pupil should: “ – develop their ability to express themselves with variety and confidence in writing in order to relate, describe and explain, as well as give reasons for their views,” (National Syllabuses of English, Goals to aim for) and by the end of year nine he or she should: “be able to orally relate and describe something which they have seen, heard, experienced or read, as well as express and give their reasons on how they understand a topic that is of personal importance,” (National Syllabuses of English, Goals that pupils should have attained by the end of the ninth year). These valued-based exercises offers opportunities for the pupil to discuss, explain and express views and experiences in English which is of importance in the multi-cultured, wide world the curriculum recommends preparation for. Due to common sense, however, when it comes to fundamental values and related issues, the more profound ones are better taught/ discussed in mother tongue. It is a profound subject and in order to avoid language difficulties and misunderstandings, the teacher must make it as understandable as possible for the pupils. I cannot find any support in this assumption in the curriculum, so the only source I can refer to is common sense.

The Movie Producer’s Suggestion
The second guide I bring up is based on the movie The Lion, The Witch and The Wardrobe by director Andrew Adamson. It is to be found as a pdf download on http://adisney.go.com/disneypictures/Narnia/index.html under “Narnia Educator’s guide.” It is a booklet of lesson suggestions in language, social studies, mathematics, visual arts etc. The first activity is called The Blitz and it deals with Hitler’s bombings of London during the Second World War. It does not really touch the World of Narnia but it explains its background. In The Lion, The Witch and The Wardrobe the Pevensie Children have been evacuated from London to get away from the bombings. This is the reason that they get in contact with Narnia in the first place. The task consists of a short text about Hitler and his bombing of London followed by some “Questions for Understanding”: 1. What did Hitler think the bombing of London would do to the British people’s spirits? What does the German word “blitzkrieg” mean? 3. Why were the four Pevensie children sent out of London into the countryside? (p. 6). The answers are all to be found in the text.

The second activity proposal is called Mr Tumnus Comes To Life and is suggested to be used in visual arts and drama. But in my opinion it can as well be used for reading comprehension. The first task is to let the pupil read a book excerpt about Lucy’s friend Tumnus the faun, and then they shall list some details about him that they have found in the
text. The second task is to compare a scene from the movie script with the same passage in the book and describe one detail that is the same in both and one detail that differs. The third task is to go to the book and look at the original illustration of Mr Tumnus, then read the description of him again and give an answer to how the illustration fits into Lewis’ own description of him. There is also a task to compare the Mr Tumnus as seen in the movie with the illustration in the book, but to do this you must of course have seen the movie. The last task on this part is value based. The pupils get to read a short text about how the actor who plays Mr Tumnus in the movie imagines his character and his thoughts on being forced to betray Lucy. It is followed by a moral question: “Think of a time when you had to make a difficult choice between right and wrong. Write a paragraph that describes your experience” (p. 9). This question could also be the basis for a classroom discussion.

The next part is called *A Song of Narnia* and the assignment is to think music and create music. One of the tasks is to write lyrics for a lullaby Mr Tumnus plays on his flute to put Lucy to sleep. The other tasks are to think on how the different characters’ and different scenes’ music would sound and how to create it. There is even room for the pupil’s musical creativity as they are asked to put music to their favourite scene.

The fourth activity in the booklet is about the characters’ costumes. There is a text about how the costumes in the movie are created, how they reflect the character’s progression through the movie. This task too speaks to the pupils’ creativity and can successfully be used in Arts. The task is to “Think about the character of Peter in the story. List three challenges he faces during the course of the story and suggest what Peter’s costume design should say about his character at each point” (p. 12).

The last lesson suggestion in the booklet turns to mathematics and arts. It is about the set design in the movie. The pupils get to read a short text about set design and then the assignments is to first draw and then build a model of an important setting from the book. They should then look at it through a camera lens and see if it changes their view of the set model. It ends with a discussion on why model-making and set design are important in movie making.

The Booklet ends with a detailed teacher’s guide on how to present the tasks and how to assess it.

**Evaluation**

The impression I got when I saw this guide was to print it, copy it and give it to the class. It is not only detailed, it has an attractive design too. There are colours, pictures etc that evidently
attract the user. This guide was clearly created to cover most subjects in school and is suitable for a cross-curricular theme about Narnia. “The teacher should (…) - Organize and carry out the work so that the pupils: (…) - are provided with opportunities to work along interdisciplinary lines” (Lpo 94, p. 13) The curriculum expresses the importance of giving an all-round education, which give you the basic all-round knowledge and this teaching guide offers the opportunity to bring literature into for example history and aesthetic subjects. The issue in this matter, as well in all other exercises, is of course that all instructions are given in English. If it turns out to be a problem, the best solution must be to integrate another subject: Swedish and the translation itself is educational.

You have to have seen the movie to use this guide in full, since many of the tasks are directly related to it, and you also need to have read the book, since you are to compare film and book. The first task “The Blitz,” is clearly a reading comprehension task, a text followed by questions about it. “Pupils should: (…) – be able to read and assimilate the contents of relatively simple literature and other narratives, descriptions and texts putting forward argument in subjects they are familiar with” (National Syllabuses of English; Goals that pupils should have attained by the end of the ninth year) As written in the previous evaluation of the language educator’s teaching guide, the steering documents state the importance of developing the pupils’ ability to communicate and to understand the written. All exercises on reading comprehension help develop these skills. This exercise also ties English and history together, and, as mentioned above, the curriculum suggests subject integration.

The second activity “Mr Tumnus Comes to Life” includes five different exercises. Again there are reading comprehension tasks but also other tasks dealing with the pupil’s interpretation and comparisons of different medias, in this case the novel and the movie:

“It (School) should stimulate each pupil towards self-development and personal growth. It should focus not only on intellectual but also practical, sensual and aesthetic aspects (…) Pupils should have the opportunity of experiencing knowledge in different ways” (Lpo 94, p. 7)

The last exercise of “Activity 2”, the moral question of choosing between right and wrong, is to be answered in writing by the pupil, but it could as well be used as the topic in a classroom discussion. Discussing and expressing one’s own opinions is central in the Swedish Curriculum, and in the English syllabuses it has been given its own bullet point in the “Goals to aim for”: The school in its teaching of English should aim to ensure that pupils) – develop
their ability to actively take part in discussions and written communication, express their own thoughts in English, as well as understand the views and experiences of others,” (National Syllabuses of English; Goals to aim for)

The instructions are generally clear as the previous examples also illustrates. It addresses the pupil and the language used is easily understood. It offers independent work; work in small groups and in class. This guide is varied enough to suit many different types of learners. It is wide-ranging and gives the pupil a chance to be creative. There are plenty of opportunities to be creative and to use both Narnia and English in other subjects.

In “A song of Narnia” (Activity 3) the first task is to create a song for Mr Tumnus. The part is to create lyrics, which of course is a way of practising writing, can be used in English teaching, but the part when to create a melody of practical reasons is better performed in the music room. As mentioned earlier, subject-integration is a part of the Swedish Curriculum as well as creativity: “They (The pupils) should be encouraged to try out and develop different modes of expression and experience the expression of knowledge in different ways. Drama, movement, dance, music and creativity in art should all form part of the school’s activity (…) Creative ability is a part of what the pupils should acquire”(Lpo 94, p. 7). The other exercises in the activity are to either to create music or to imagine it, which also calls on the pupil’s creative ability.

The fourth activity, as mentioned, also calls on the pupil’s creative ability, but this time it is in arts. The pupil is to create costumes for the character Peter to wear when he faces different challenges. In order to do so, the pupil must interpret what the book says about the different challenges and then translate it in to a picture of a costume. Once more, reading comprehension is to be practised and then the creative skills.

The fifth activity about building set design is in my interpretation to immense to be applicable into the Swedish Compulsory School and its English education. Naturally, it could be rewarding and interesting to build a model of the set design and look at it through a camera lens. It is a feature of creative skills, but it is too much to make it fit the English education, Perhaps if it was translated into Swedish, applied on the subject Swedish and used as a part of movie analysis and arts/ wood work.

This lesson plan is as mentioned above very useful with the purpose of integrating different subjects. The problem with it is that it is created for the American school system. The teacher’s guide in the end of the lesson plan describes how the exercises apply the American syllabuses. This lesson plan was created for pupils with English as a first language and not for Swedish pupils learning English as a second language. Though the plan is
applicable on the Swedish syllabuses, there could be language issues, but by integrating Swedish as a subject in the exercise, the issues can be solved. This is of course depending on how skilled the pupils are. If used in grade 9 the pupils should, according to the National syllabuses:

- be able to read and assimilate the contents of relatively simple literature and other narratives, descriptions and texts putting forward argument in subjects they are familiar with,
- be able to ask for and provide information in writing, as well as relate and describe something,
- be able to choose and use aids when reading texts, writing and in other language activities,
- be able, on their own and together with others, to plan and carry out work tasks, as well as draw conclusions from their work. (National Syllabuses of English; Goals that pupils should have attained by the end of the ninth year;)

A Brief Comparison

There are no grammar exercises in either of the two lesson guides. This is probably because of its origins. They were created for learners of English as mother tongue. This could of course be a problem since the national syllabuses say that grammar needs to be a part of the teaching. “The different competencies involved in all-round communicative skills have their counterparts in the structure of the subject. Amongst these is the ability to master a language’s form, i.e. its vocabulary, phraseology, pronunciation, spelling and grammar. “ (…). But by training your writing, you indirectly develop your grammatical skills as well. The syllabuses do not at all mention the need of any pure grammatical exercises, it says: “School should aim to ensure that pupils: (...) – develop their ability to use English to communicate in speech and writing,”

Nevertheless, somewhere between those lines it says that to develop the ability you must learn and practise grammar, otherwise you will not learn the language. In the two local syllabuses I have studied, it is written what grammatical aspects to be taught in what year. For example, both schools teach the pupils “the passive” in year nine. So, depending on what grade this Narnia-guide is applied on, the teacher could, if needed, add pure grammatical exercises. In doing so all aspects of language education would be visibly fulfilled. If not, the pupils are still provided with materials to practise all language skills.
Both teaching guides contain rather detailed teacher information on how to use the
guides, which is important according to the many checklists for choosing teaching materials
found in McGrath’s book.

Reflections/ My Suggestions
The first guide brought up is the most extensive with regard to language practise. It is divided
in two parts. The first part contains glossary and tasks that practises it, reading comprehension
tasks and creative tasks, which makes the reading more personal. The teacher, who created it,
must have put in a lot of work and in my opinion done a very good job. It saves other teachers
a lot of work and many pupils will enjoy what she has done. The material is intended for
English classes and it provides a good basis for understanding the book, both the language
and the story. The last part where all the Narnian creatures and plants are explained is very
useful; it is something that at least I have wanted for long. In Swedish schools, its level of
English will be most appropriate from grade 8 and up. The second part, which is a value-
based guide developed by the same teacher and provided on the same site, could be very
useful with some translation to Swedish. It gives suggestions on carefully prepared valuation
tasks that are all based on the book. Valuation tasks of this kind help the pupils to see the
book from another angle. Suddenly it is not just a novel anymore, it is brought to life. The
dilemmas brought up are situations likely to occur in anyone’s life, and therefore this could be
a terrific way to help solving it. It also gives the pupils opportunity to think and reflect and
hereby develop as individuals.

The second guide mentioned, the movie-producer’s, is the broadest. It turns to several
subjects in school, even subjects that The Chronicles not usually are associated with, such as
mathematics. It starts off with an activity about The Blitz, the Nazi bombing of London,
which is the reason that The Pevensie’s children go to the countryside and find the wardrobe
and Narnia in the first place. I think it is a good idea to start off with something general,
which in fact ties the lesson to History or Social Studies. The second activity, the one about
Mr Tumnus, turns to arts and drama classes, my opinion is that some of the tasks can be used
in language classes. The first tasks are about reading through, comparing and giving examples
from the text. This can in my opinion be used as reading comprehension tasks. The following
activity A Song of Narnia feels like a good way to integrate language and music. It allows the
pupils to write the lyrics during the language class and then do the music part during the
music lesson. The following activities about costume- and set design presume that the pupils have seen the movie, but not necessarily. The creative class can bring the tasks to art classes.

This teacher’s guide is over all rather movie oriented but it is well structured and will be useful if the teacher aims at integrating several subjects into The Chronicles. It may also be suitable if the school wishes to work with Narnia as a theme. It can very well be used in the Swedish school system. It will probably be most suitable in 8th - 9th grade, but with some revising and translation to Swedish it can be used both in higher and lower grades. Following this guide in English can perhaps be difficult, but it can be translated to Swedish and used in Swedish classes as well as in English.

**Conclusion**

The vague assumptions I had from the beginning were that I would find suggestions on how to use the moral aspect in The Chronicles. My presumption came true and I found several different suggestions on discussion topics etc based on our moral thoughts. At www.cslewis.org/resources/conedvb.doc I found some different ways of bringing up the moral aspects, other than discussions. If used appropriately, The Chronicles can probably be an important tool in the moral education in our schools. Though it is both interesting and essential to the Swedish school, this is not the main theme for this evaluation. The central theme is the language teaching. Unsurprisingly I also found a lot of materials to be used in language education. The twin-site to the one mentioned above, http://www.cslewis.org/resources/conedrwt.doc, give you a carefully developed glossary to The Lion, The Witch and The Wardrobe. It also gives you activities on both the vocabulary and the text.

The film company responsible for the latest screen version of The Lion, The Witch and The Wardrobe provides you with an over-all study guide, which gives teachers of other school subjects than language the opportunity to work with Narnia. In this guide, pupils get the opportunity to be creative, and by that, create a more personal interpretation of the books.

Both of these guides brought up, are suitable to use in the English education of Swedish schools, but additional grammar exercises are needed.
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