

# Chapter 6 C.S. Lewis

## Childhood

### Learning intentions

*By the end of this lesson pupils will:*

- ▶ have become familiar with the childhood of C.S. Lewis

### Key elements

Spiritual awareness  
Personal understanding

### Cross-curricular skills

Communication

### Thinking skills and personal capabilities

- ▶ Listen actively and share opinions
- ▶ Communicate with a sense of audience and purpose



### Lesson plan

#### Starter

- ▶ Think/Pair/Share. Ask pupils to imagine that friends of the family are visiting Northern Ireland for the first time. They are keen to visit as many places as possible. With a partner write a list of all the places you would want to take them to visit.
- ▶ Discuss the list with the class.
- ▶ Read the introduction page in the textbook, page 75 – did anyone mention these places to visit?

#### Development

- ▶ Complete the KWL grid in Get Active 1, textbook page 76.
- ▶ Tell pupils the story of C.S. Lewis' childhood by using the Story Telling Thinking Skill. Pupils work in groups of four, numbering themselves 1–4.

- ▶ All the number 1s go outside the room with the teacher, who tells them the story.
- ▶ The teacher returns to the class and all the number 2s go outside to meet the number 1 from their group, who retell them the story.
- ▶ Number 1 returns to the class and number 3 goes outside to hear the story from number 2.
- ▶ Numbers 2 and 3 return to the class and number 3 tells the story to number 4. Number 4 then retells the story to number 1.
- ▶ The teacher then asks the class some questions on the story and the group works together to write down the correct answers. The group with the most correct answers could win a prize.
- ▶ Complete Get Active 2 on page 77 of the textbook.

## Plenary

- ▶ Pupils update the KWL grid from Get Active 1 on page 76.

## Homework suggestion

Using the information that pupils have learnt about where C.S. Lewis lived, they design a bus tour that stops at all the important places in his life. Pupils write down where the bus would stop and why it is included in the tour.

## Extension activity

Creative writing. Choose one part of C.S. Lewis' life and write a diary entry about your thoughts and feelings. Any of the following could be used:

- ▶ Playing with your brother and creating a world. What is this world like? How do the animals interact, etc.?
- ▶ When your mother dies and you are sent off to boarding school.
- ▶ Your thoughts about God and why you conclude that he doesn't exist.
- ▶ Meeting Edward's mum and sister.
- ▶ Going to Oxford.

## Learning outcomes

- ▶ Work effectively with others.

## Chapter 6 C.S. Lewis

### Kicking and screaming

#### Learning intentions

*By the end of this lesson pupils will:*

- ▶ have discovered how Lewis came to faith

#### Key elements

Spiritual awareness

#### Cross-curricular skills

Communication

#### Thinking skills and personal capabilities

- ▶ Sequence, order, classify and make comparisons



#### Lesson plan

##### Starter

- ▶ In pairs, pupils write down a statement about C.S. Lewis. It can be true or false. The teacher collects in the statements. These are read to the class and each pair has to decide whether it is true or false. The pair with the most correct answers wins.

##### Development

- ▶ Read through the information in the textbook and complete Get Active 1, page 78, on the ups and downs of Lewis' life.
- ▶ Read the next section of the textbook, pages 78–79.
- ▶ In groups, pupils complete a Living Graph activity using Worksheets 6.1 and 6.2 (pages 175–176).
- ▶ Worksheet 6.1 gives pupils ten statements about Lewis' life that they have to put into chronological order and number 1–10.

- ▶ The graph on Worksheet 6.2 is given to the group. They read statement 1 and decide how they think Lewis would have felt at this time. A dot is placed on the graph in line with the emotion. Pupils continue to do this with each of the statements until the graph is completed. The dots are joined up so that a line graph has been created.
- ▶ One member from each group brings the graphs to the front.
- ▶ Discuss with the class the different graphs. Each group should be able to explain why they chose the various emotions.
- ▶ Complete the remaining questions in Get Active 2, page 79.

## Plenary

- ▶ Pupils update the KWL grid from the previous lesson's Get Active 1 on page 76.

## Homework suggestion

Find out what each of the seven books in *The Chronicles of Narnia* are called. Write them down in the order Lewis suggested they be read (with *The Magician's Nephew* first) and include the dates when they were published.

## Extension activity

- ▶ Lewis used his memories of growing up in Northern Ireland as the inspiration for his books. The land of Narnia was based on the Mourne Mountains.
- ▶ Think of places you have visited and enjoyed going to.
- ▶ Choose one and use this place as inspiration to write a short story.

## Learning outcomes

- ▶ Demonstrate creativity and initiative when developing ideas and following them through.

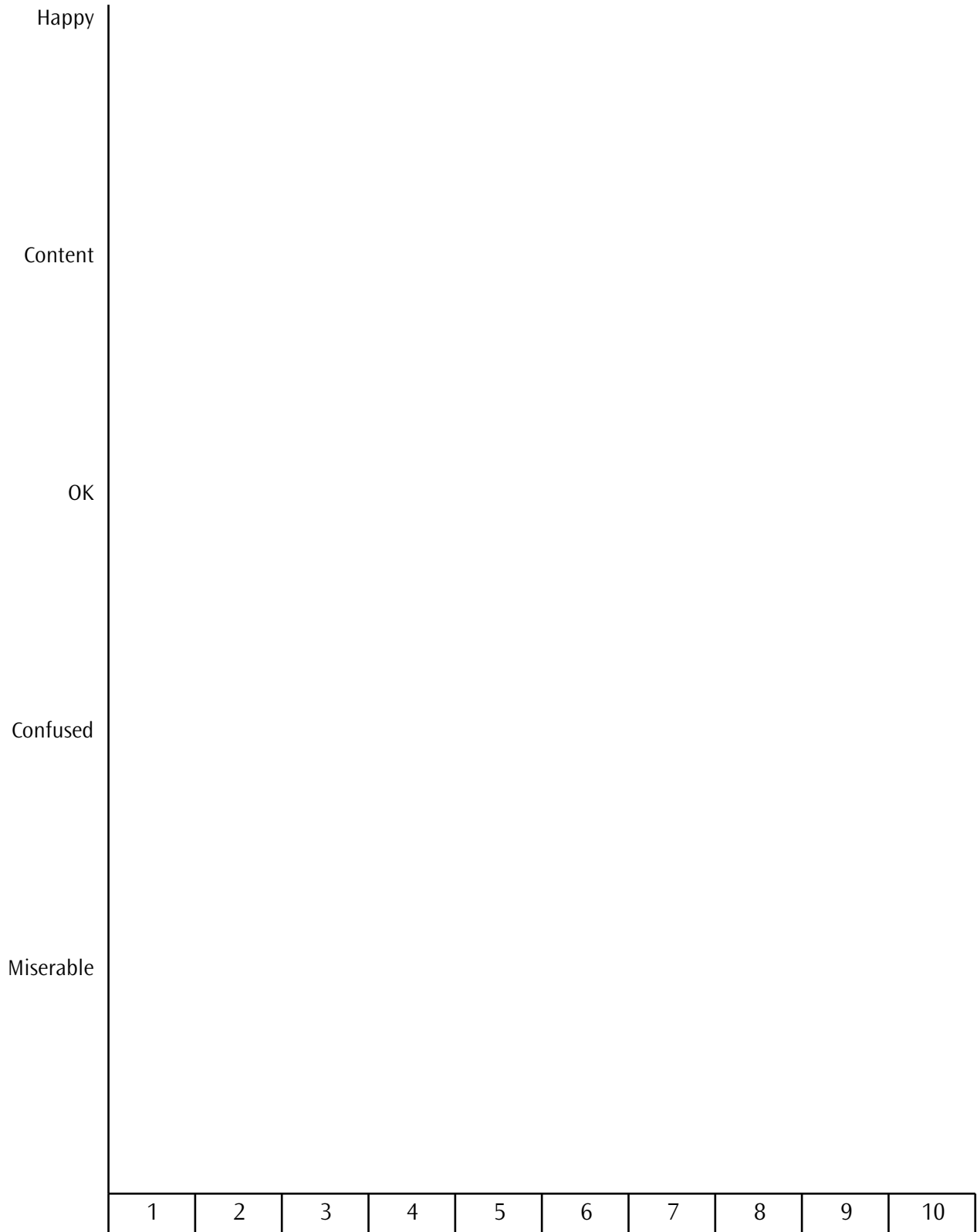
## Worksheet 6.1

### Living graph – 10 statements about C.S. Lewis

<p>Lewis was very close to his brother Warnie. They spent a lot of time together. They created an imaginary world called Boxen that was inhabited and ruled by animals.</p>	<p>Lewis studied at Oxford, leaving with three first-class degrees. He finally got a job teaching English at Oxford University.</p>
<p>His mother died of cancer and Lewis was sent to boarding school in England.</p>	<p>While teaching in Oxford he met many different people. They decided to form a group called 'The Inklings' where they discussed work the members had written.</p>
<p>While Lewis was at Malvern College he began to question the faith that he had grown up with. After months of reflection he decided that he didn't believe in God.</p>	<p>Many of his friends at Oxford challenged him to rethink his beliefs about God and Christianity.</p>
<p>Lewis joined the Army during the First World War and met Edward Moore. Edward was killed and Lewis was sent home with shrapnel wounds.</p>	<p>Lewis' friends never gave up trying to convince him that a relationship with God was one that could change his life for the better.</p>
<p>Lewis had promised to look after Edward's mother and sister. Lewis and Edward's mother grew very close and he often referred to her as his 'mother'. She had a very positive influence on him.</p>	<p>Lewis became a Christian and began to write Christian books. He gave talks about Christianity on BBC Radio and as a result of these many people began to rethink their attitudes towards God.</p>

# Worksheet 6.2

## Living graph



## Chapter 6 C.S. Lewis

### Through the wardrobe

#### Learning intentions

*By the end of this lesson pupils will:*

- ▶ have considered the word *allegory*
- ▶ have discussed how *The Chronicles of Narnia* are considered to be allegorical

#### Key elements

Spiritual awareness  
Personal understanding

#### Cross-curricular skills

Communication  
ICT

#### Thinking skills and personal capabilities

- ▶ Select, classify, compare and evaluate information



#### Lesson plan

##### Starter

- ▶ For the last lesson's homework, pupils were asked to find out what the seven books were called in *The Chronicles of Narnia*, the order that they come in and when they were published. In groups pupils are to try to remember the information and write it down correctly.

##### Development

- ▶ Read the first part of this section in the textbook, page 80.
- ▶ Ask the class if they know anything about the Norse gods.
- ▶ Read 'The beginning: the Viking creation story' on Worksheet 6.3, page 179. Discuss.

- ▶ Complete the following Jigsaw activity. Pupils are numbered 1–6 but work in groups of four. Tables are numbered 1–6 and pupils go to the corresponding table. Placed on each table is an envelope containing the information about one of the Norse gods from Worksheet 6.4 (pages 180–181). Pupils read the information and try to remember it. At a set time the pupils return to their groups and each pupil recounts the information that they have learnt.
- ▶ Ask the pupils two questions from each of the stories. Each group should be able to answer eight of the questions. The group with the most questions correct wins a prize.
- ▶ Complete the allegorical section in the textbook (page 80).
- ▶ Discuss *The Lion, the Witch and the Wardrobe* with the class and try to discover what they know about the story. Explain that the story is a Christian allegory. Ask the pupils to work in pairs to try and work out who some of the characters are meant to represent. Discuss.
- ▶ Complete Get Active 2, page 80.
- ▶ Continue to read the rest of the textbook section and complete Get Active 3, page 81.

## Plenary

- ▶ Pupils update the KWL grid from Get Active 1 on textbook page 76.

## Homework suggestion

Choose one of the gods that they have learned about and draw that god and write a description of him or her.

## Extension activity

Give the class the Norse mythology sheet (Worksheet 6.5, page 182) and allow them to explore the websites that contain more information. Pupils could make up their own stories about the Norse gods using the information that they have obtained.

## Learning outcomes

- ▶ Work effectively with others.

## Worksheet 6.3

### The beginning: the Viking creation story

- ▶ North is covered by ice and snow – Niflhiem.
- ▶ South is a world seething in fire and flames – Muspell.
- ▶ Between, there is a vast emptiness – Ginnungagap.
- ▶ Poison water flowed into the emptiness from the north freezing again and again, causing layers of ice and frost.
- ▶ Hot winds from the south blew over the ice, causing it to thaw and drip.
- ▶ Life began in these drops and took the form of the giant Ymir, the first of the evil frost giants.
- ▶ As Ymir slept, he sweated. A man and woman grew out of the ooze under his left armpit. From his leg came a six-headed son.
- ▶ Therefore Ymir was the forefather of all giants.
- ▶ Some of the other melting ice took the form of a cow.
- ▶ From her teats ran four rivers of milk. This fed Ymir.
- ▶ She fed off the ice by licking it.
- ▶ Her licking formed some of the ice into the shape of a man called Buri.
- ▶ He became alive and walked on the ice.
- ▶ Buri had a son called Bor who married Bestla, the daughter of a giant. They had three sons – Odin, Vili and Ve. Odin was the eldest and greatest of them all.
- ▶ Bor's three sons killed Ymir. So much blood flowed from him that he drowned all the other giants except Bergelmir and his wife. They escaped and all giants are descended from them.
- ▶ The brothers took Ymir's body to the centre of the emptiness and from his body they made the world.
- ▶ His flesh became the earth, his unbroken bones the mountains.
- ▶ His teeth and bone fragments, they made into rocks and stones.
- ▶ His blood became the lakes and seas.
- ▶ His skull made the sky and they placed a dwarf at each of the four corners to hold up the sky.
- ▶ Glowing embers from the south were thrown into the sky to make the sun, moon, stars and planets.
- ▶ From the maggots that crawled in Ymir's flesh they created the dwarfs, who lived under the earth in caves.
- ▶ Ymir's brains made the clouds and his eyebrows made the fortifications around the world to keep the giants out.
- ▶ Inside the fortifications is Midgard, the realm of man.
- ▶ One day the brothers came across two trees with their roots ripped out of the ground. One was Ash, the other Elm.
- ▶ They made these into the first man and woman.
- ▶ Odin breathed life into them. Vili gave them consciousness, wits and a feeling heart. Ve gave them the gifts of learning and sight.
- ▶ The man was called Ask [Ash] and the woman Embla [Elm].
- ▶ They were given Midgard to live in and all races of men are descended from them.
- ▶ Finally the brothers built their own realm, Asgard, which is high over Midgard. They built a rainbow bridge to link Asgard to Midgard. The brothers' gods, Aesir, the guardians of men, crossed the bridge and settled in Asgard.

## Worksheet 6.4

### The gods

#### Freyr

- ▶ Freyr is the god of fertility and fruitfulness.
- ▶ He is the noblest of the gods.
- ▶ He brings peace and prosperity to men along with his sister Freyja.
- ▶ Freyr possesses two great treasures made by dwarfs.
- ▶ One is the boar, Gullinbursti, with golden bristles.
- ▶ The other is the ship, Skidbladnir, which is large enough to hold all the gods but can be folded small enough to fit in a pouch.

#### Odin

- ▶ The mightiest god of the Norsemen.
- ▶ He was called all-father.
- ▶ One-eyed god of wisdom, poetry, battles and the slain.
- ▶ He exchanged one of his eyes in order to become all wise by drinking from Mimir's fountain.
- ▶ He impaled himself with his spear on Yggdrasil, the tree of life, for nine days to learn the secrets of the runes.
- ▶ He created the first man and woman.
- ▶ He is able to see what happens in all nine worlds.
- ▶ He rides the eight-legged horse Sleipnir.

#### Thor

- ▶ Thor is the god of thunder.
- ▶ He is the son of Odin.
- ▶ He is the protector and guardian of god and men.
- ▶ His hammer, Mjollnir – meaning destroyer – is his main defence against the giants who are the enemies of the gods.
- ▶ He will use Mjollnir to smash the offender's skull.
- ▶ The sound of thunder reassured the Norsemen that Thor was doing his job.
- ▶ Of all the gods he is the most loved and respected by men.
- ▶ He controls the weather and is often asked for help by sailors and travellers.
- ▶ He is quick to anger.

## Worksheet 6.4 *continued*

### The gods

#### Freyja

- ▶ Freyja is the goddess of love.
- ▶ She is the sister of Freyr.
- ▶ She travels in a chariot drawn by cats.
- ▶ She possesses a cloak made of falcon feathers, which allows the wearer to fly.
- ▶ Her most treasured possession is her Brisingamen – a valuable piece of jewellery.
- ▶ This was stolen under Odin's instructions.
- ▶ Odin refused to return it unless Freyja made men hate each other.
- ▶ Freyja agreed.

#### Loki

- ▶ He is the son of two giants.
- ▶ He tricked his way into becoming a god.
- ▶ To begin with he was crafty, sneaky, silly and malicious.
- ▶ As time wore on he became nastier.
- ▶ He was a shape-changer and could change very quickly from one animal to another.
- ▶ He had many run-ins with dwarfs whom he cheated at any opportunity.
- ▶ He took every opportunity to take advantage of any goddess even though he had three wives.

#### Magni

- ▶ He was the god of strength.
- ▶ The son of Thor and Jarnsaxa.
- ▶ He was even stronger than his father.
- ▶ When Thor got caught under a stone leg of a giant statue he had just destroyed he could not release himself.
- ▶ The gods were also unable to do so and called his son to say goodbye to his father.
- ▶ When Magni arrived he was able to release Thor.

## Worksheet 6.5

### Norse mythology

C.S. Lewis got many of his ideas for characters in his Narnia books from Norse mythology. Norse mythology is a rich collection of stories and poems of gods and goddess, giants and dwarfs, elves and humans that tell of their personalities and adventures.

There are nine worlds within Norse mythology:

Asgard	The world of Aesir, the warrior gods
Vanaheim	The world of Vanir, the nature gods
Helheim	The world of the dead
Jotunheim	The world of the giants
Nidavellir	The land of the dwarfs
Svartalfheim	The land of the dark elves
Midgard	The land of humans
Alfheim	The land of light elves
Niflheim	The world of ice

These worlds are often interconnected, with the gods able to use them for their own needs and wants.

Many days of the week are named after Norse gods:

Tisdag	Tuesday – after the god Tyr
Onsdag	Wednesday – after the god Odin
Torsdag	Thursday – after the god Thor
Fredag	Friday – after the god Frigg

For more information, choose a search engine and type in 'Norse mythology'. There are plenty of websites to explore.

## Chapter 6 C.S. Lewis

### Fairytales and magic

#### Learning intentions

*By the end of this lesson pupils will:*

- ▶ have understood how C.S. Lewis used his Narnia books to explain Christianity to children

#### Key elements

Spiritual awareness  
Moral character

#### Cross-curricular skills

Communication  
ICT

#### Thinking skills and personal capabilities



- ▶ Seek out questions to explore and problems to solve

#### Lesson plan

##### Starter

- ▶ Ask the class if they have read any of the books from *The Chronicles of Narnia*.
- ▶ Have a general discussion about the books. Ask if any of them know how Narnia was created.
- ▶ Read to the class *The Magician's Nephew* chapters nine and ten which describes how Narnia was created by Aslan.
- ▶ Discuss the creating power of Aslan – how did he create?
- ▶ Ask pupils to share with a partner what sort of music they would choose to create the various aspects of our world and why.
- ▶ Ask each pair to decide upon a part of creation, for example, mountains, sea, forest, etc. and describe the music.

## Development

- ▶ Read the first section of 'Fairytales and magic' in the textbook, page 82, and complete Get Active 1.
- ▶ Read to the class the last few pages of *The Last Battle* that describes what heaven is like. Discuss this with the class.
- ▶ Ask pupils to write a story or a poem that describes what they think heaven looks like.
- ▶ Read the rest of this section and complete Get Active 2, page 83.

## Plenary

- ▶ Pupils update the KWL grid from Get Active 1 on textbook page 76.

## Homework suggestion

The media has a powerful influence on our lives. Write down as many different forms of the media that you can think of. Write down **three** ways that the media can influence us.

## Extension activity

- ▶ Choose a search engine and type in 'The Chronicles of Narnia'.
- ▶ Using the information that is found, create a PowerPoint® about **two** of the characters found in the books.

## Learning outcomes

- ▶ Demonstrate creativity and initiative when developing ideas and following them through.

## Chapter 6 C.S. Lewis

### A Christian apologist

#### Learning intentions

*By the end of this lesson pupils will:*

- ▶ have considered why people have difficulty believing in God
- ▶ have examined what C.S. Lewis stated about his faith

#### Key elements

Personal understanding  
Spiritual awareness

#### Cross-curricular skills

Communication

#### Thinking skills and personal capabilities

- ▶ Sequence, order, classify and make comparisons
- ▶ Make predictions, examine evidence, and distinguish fact from opinion



#### Lesson plan

##### Starter

- ▶ Ask pupils to read the two stories on Worksheet 6.6, pages 187–188.
- ▶ Discuss these stories with the class and ask them whether they believe they are true or not and their reasons. (They are both true.)
- ▶ Discuss what other things we hear about but are not really sure whether to believe or not.

##### Development

- ▶ Read through this section in the textbook, pages 84 and 85. Discuss with the class and complete Get Active 1 and 2, page 85.

- ▶ Ask the class to write down as many things that they can think of that people might say as to why they don't believe in Christianity.
- ▶ Ask the class to swap their answers with a partner.
- ▶ Pupils look at the new list and try to think of answers that a Christian would give to the statements.
- ▶ Pupils discuss the answers together and decide whether they agree with the answers that have been given.
- ▶ Any answers that they disagree with could be used for a class discussion.

## Plenary

- ▶ Pupils update the KWL grid from Get Active 1 on textbook page 76.

## Homework suggestion

Ask pupils to write down their own opinions of Christianity. What do they believe about it and why?

## Extension activity

Complete a piece of research on a person who has stood up for what they believe in and by doing so has changed people's minds and even the laws of their country. Pupils can use the people suggested on Worksheet 6.7, page 189, or make their own choice.

## Learning outcomes

- ▶ Demonstrate creativity and initiative when developing ideas and following them through.

## Worksheet 6.6

### Unbelievable but true

'Werewolf boy' begs for cure to rare condition

#### An 11-year-old boy whose face and body are covered with hair is baffling medical experts

Pruthviraj Patil has suffered from hypertrichosis, a rare genetic condition also known as Werewolf Syndrome, since birth. He is believed to be one of only 50 people in the world with the condition.

Pruthviraj's family have tried a range of treatments – including homeopathy, traditional Indian Ayurvedic remedies and more recently laser surgery – but none has proved successful.

Now he has appealed to doctors to help him find a permanent cure.

'I would like to get the hair removed but even after laser treatment it grows back. The doctors don't have any answers,' he said.

The thick matted hair that covers Pruthviraj's face has caused him to be stared at and bullied throughout his childhood, and he rarely leaves his home village in India because of the cruelty of strangers.

'It is difficult when I venture outside of my hometown or where people don't know me,' he said.

When Pruthviraj was born villagers told his mother she had given birth to a god. Others thought he was a supernatural creature and a bad omen because of his unique appearance.

Anita, 32, admits his condition had been hard for the family to accept.



© Barcroft Media

'Why did God do this to us? He looks so odd and wherever we go people throng to see him,' she said.

But despite his abnormal hair growth Pruthviraj, who is from the district of Sangli, near Bombay, is healthy, sporty and popular at school.

'When I first went to school I used to get bullied and other children would laugh at me, but now they treat me like normal,' he said.

## Worksheet 6.6 *continued*

**WARNING: THE FOLLOWING IS NOT FOR THE SQUEAMISH. IT SHOULD NOT BE READ SHORTLY BEFORE OR AFTER EATING!**

### **What a gas!**

A terrible diet and a room with no ventilation are being blamed for the death of a man who was killed by his own gas.

There was no mark on his body, but an autopsy showed large amounts of methane gas in his system, police said. His diet had consisted primarily of beans and cabbage (and a couple of other things).

It appears that the man died in his sleep from breathing from the poisonous cloud that was hanging over his bed, police said. Had he been outside or had his windows been opened, it wouldn't have been fatal. But the man was shut up in his near-airtight bedroom.

He was 'a big man with a huge capacity for creating [this deadly gas],' a police representative said.

Three of the rescuers got sick and one was hospitalised.



# Chapter 6 C.S. Lewis

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## A love story

### Learning intentions

*By the end of this lesson pupils will:*

- ▶ have explored the relationship C.S. Lewis had with Joy Gresham
- ▶ have contemplated the emotions felt during difficult times

### Key elements

Spiritual awareness  
Moral character  
Personal understanding

### Cross-curricular skills

Communication

### Thinking skills and personal capabilities



- ▶ Listen actively and share opinions
- ▶ Understand how actions and words affect others

### Lesson plan

#### Starter

- ▶ Read out the list below and ask the class if they are able to work out what is wrong with the person. As soon as they think they know the answer they should put their hand up.
  - Can't eat.
  - Find it hard to complete tasks.
  - Daydream a lot.
  - Stop going out with their friends.
  - Only one thing is on their mind.
  - Concerned about their appearance and the clothes that they wear.

- On the phone a lot of the time.
- Talk about one person a lot of the time.
- Have butterflies in their tummy when they think of this person.
- Spend a lot of time with one person.

[Answer: They are in love]

- ▶ Complete Worksheet 6.8, page 193.

## Development

- ▶ Explain to the class that Lewis met and fell in love with someone when he was older.
- ▶ The class will discover the facts about Lewis and Joy's love affair in a Map from Memory exercise (Worksheet 6.9, page 194). Pupils work in groups of four, numbering themselves 1–4. The number 1s come up to the front to look at the map for 30 seconds. The map is then covered up and they return to their table and try to reproduce what they have seen on a large piece of paper.
- ▶ After one minute the number 2s come up and look at the map. After 30 seconds they return and try to add to what the number 1s have drawn. This continues until everyone has looked at the map.
- ▶ Allow the class one minute at the end of the exercise to add whatever they can remember to their reproduction.
- ▶ The number 1s come up to the front with their maps from memory, the class discusses the reproductions and decides on the best one. After this has been completed the teacher could ask the class some questions based on the Map from Memory.
- ▶ Read through the information in the textbook and complete Get Active 1, 2 and 3 (pages 86–87).

## Plenary

- ▶ Pupils update the KWL grid from Get Active 1 on textbook page 76.

## Homework suggestion

Explain to the class that for their 'big task' they will complete a project on C.S. Lewis. For homework they are to plan how they want to complete this task.

## Extension activity

- ▶ The teacher at his/her discretion may take this opportunity to discuss with the class the issue of death. The following are some questions that could be used:
  - In our society we often use other terms or phrases that mean someone has died. For example we say that someone has 'passed away'. Can you think of other phrases? Why do we use these terms?

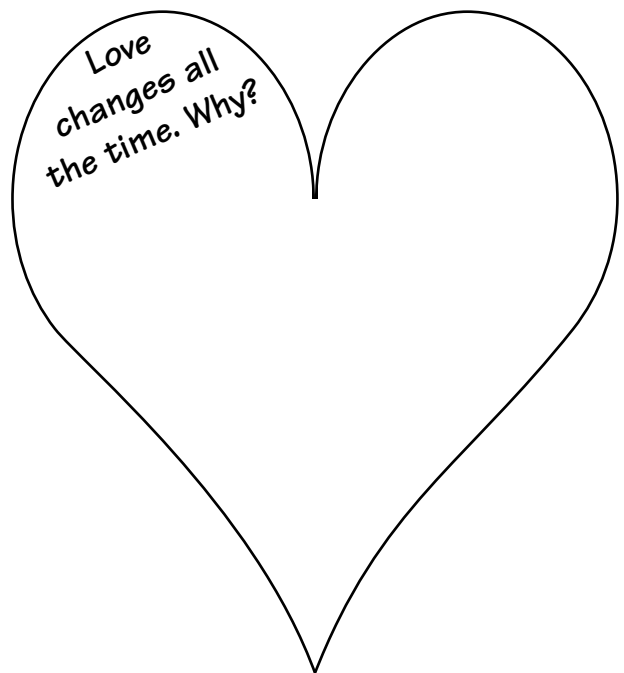
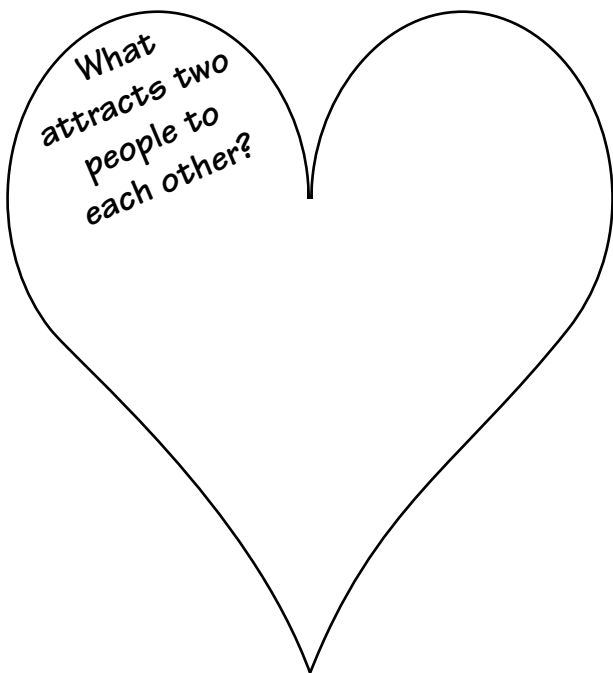
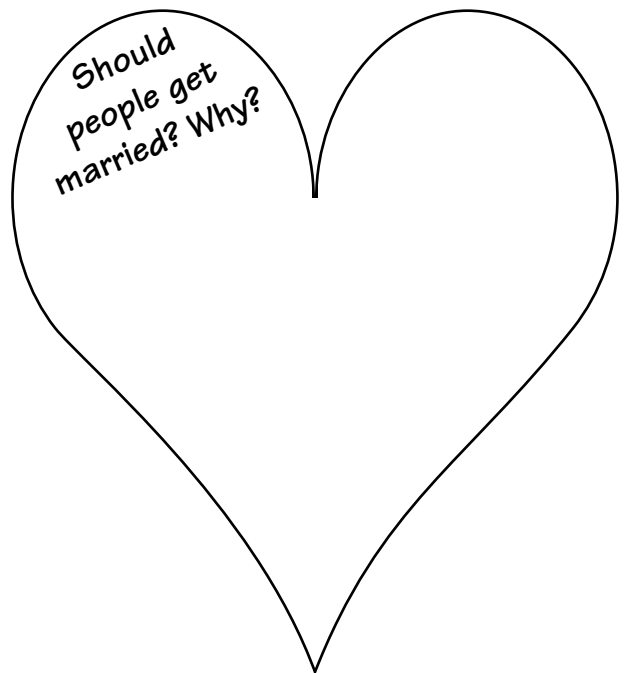
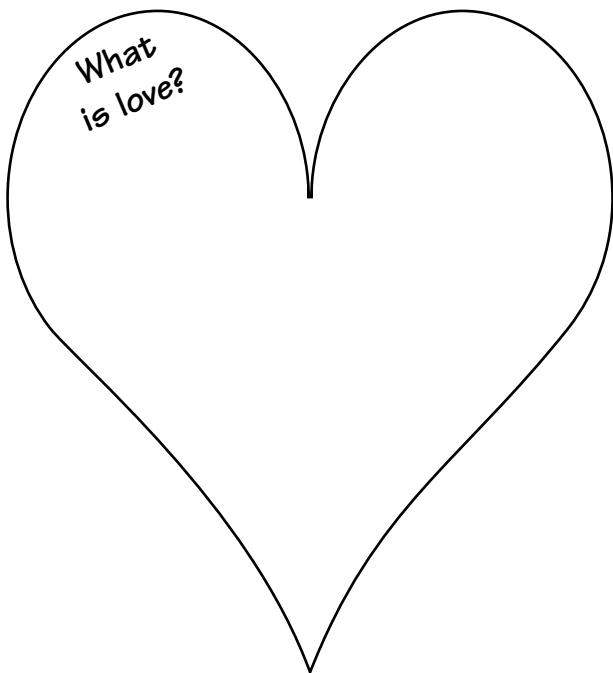
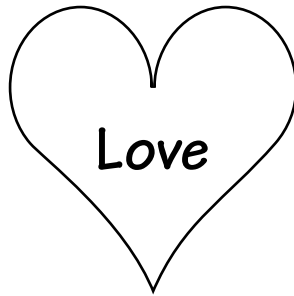
- What emotions are associated with death?
- Why don't people like talking about death?
- What do you think happens after death?

## **Learning outcomes**

- ▶ Work effectively with others.

# Worksheet 6.8

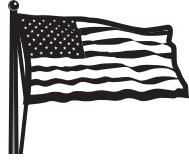
## Love



## Worksheet 6.9

### Map from Memory

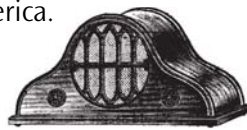
1 Joy is an American.



2 She had two boys, David and Douglas.



3 Joy listened to Jack's radio broadcast in America.



4 Joy wrote to Jack and they discussed their faith.



5 They also discussed books in their letters.



6 Joy came to the UK to visit Jack.



7 Joy returned home and discovered that her husband was having an affair.



8 Joy decided to move to the UK with her children.



9 Jack and Joy fell in love.



10 Joy died and Jack was broken-hearted

