



Lesson 4

Pre-Lesson:

Before launching into the lesson, students should read **Chapter 2** of *The Lion, the Witch and the Wardrobe*.

Suggested Warm-Up Activity

Have students discuss their general impression of Narnia, the magical world into which Lucy has stumbled. Have they ever found themselves wishing for something like this to happen to them?

Lesson Objectives:

- Students will recognize the connections between *The Lion, the Witch and the Wardrobe* and classical mythology
- Students will define the meaning of repentance and its manifestation in the actions of Mr. Tumnus
- Students will examine the Bible's teachings on repentance
- Students will draw a map, thereby developing spatial skills and an understanding of mapmaking

Suggested Discussion Prompts:

Urge students to share their own definition of repentance, based on the understanding they have gained from reading *LWW* and Scripture, as well as their own personal experience. Some sample questions include: How is the Psalmist's experience similar to Mr. Tumnus? How is it different? How does Mr. Tumnus demonstrate the act of repentance? Students should emerge from the lesson with a sound understanding of repentance and the ability to apply this knowledge to their own lives.

Activity Objectives:

- Students will draw a map, thereby developing spatial skills and an understanding of mapmaking
- Students will visualize the world of Narnia and its environs

Evaluating Map Activity:

When evaluating maps drawn by students, mind the following:

If students choose Activity 1 (Map of Narnia), judge maps by their resemblance to the official Narnia Map. Has the student correctly reproduced the most important features of the map? How detailed is the student's replication? Has the student demonstrated a good understanding of the proportions of and specific locations on the map?

If students choose Activity 2 (Create Their Own Magical Land), judge student maps by their creativity, correctness, and detail. Has the student included many of the typical features of a map (oceans, lakes, rivers, mountains, etc)? Has the student demonstrated a good understanding of topographical proportions? Has the student fully invested his or herself in the creation of this new world?