

Following Narnia®

Writing Lessons in Structure and Style

by
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Student Book

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Introduction

Thank you for purchasing
Following Narnia Writing Lessons in Structure and Style.

Main Purpose of This Book: The intent of *Following Narnia* is to help you see how you can integrate the IEW techniques with your other subjects. Your student will write on topics from the Narnia stories, but also from history and science, while using all of the IEW structural models.

Course Prerequisite: The teacher/parent should have viewed the *Teaching Writing: Structure & Style* (TWSS) DVDs or attended a live TWSS workshop with Andrew Pudewa. Have your TWSS syllabus handy as you go through these assignments with your student. There are notations on which TWSS disc you can refer to, along with the corresponding page numbers in the TWSS syllabus should you need further instruction. *There is no prerequisite for the student.

Schedule: The lessons are designed to be taught once a week. After teaching the lesson, students will use the rest of the week to write, edit, and rewrite. Allow the student extra time if needed.

Teacher's Manual: The Teacher's Manual is a necessary component to this course, as it will guide the teacher/parent through each lesson in the Student Book. There are in-depth explanations, tips, and other notes that will ensure that you and your student are successful with *Following Narnia*. Always read the teacher instructions for each lesson beforehand to familiarize yourself with the lesson and any new material being introduced. The TWSS DVDs are the primary training for all IEW programs; review them as necessary.

Reading *The Chronicles of Narnia*: Listed at the beginning of each lesson is a reading assignment which may be completed while the student works on the writing lesson.

Analyzing Words: Students will analyze some of the words that C.S. Lewis selected and put into the Narnia stories. The Teacher's Manual contains the list of words and which chapter they came from. Please read all of the instructions for a more thorough explanation of this wonderful option.

Checklists: Also located in the Teacher's Manual are blank checklists that can be personalized to each student for each assignment. Keep a master copy of each, and feel free to use them in the future with other assignments. Train the student to personalize the checklist prior to each assignment so that the checklist only consists of those stylistic techniques which have become easy, plus one. (That's EZ + 1.) The ultimate goal is for students to memorize and own the information on the checklist. Students need to understand that each time they write, they must incorporate a "mental list" of things into their writing, not because those items appear on a checklist, but because that is how one writes well.

Writing is a form of communication, an extension of thought, an expression of individual creativity. This course is designed to help you teach your children to write well. Now let's begin the comings and goings between Narnia and our world.

Laura Bettis

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Analyzing Words

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RTL = Response to Literature

Acknowledgements



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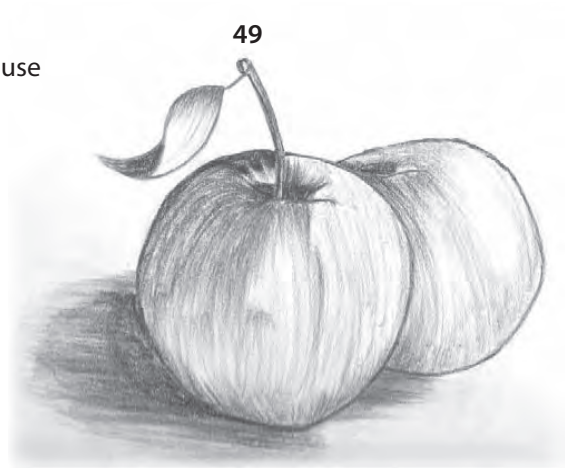
Thank you to my friends Cathy Hansen, Heidi Thomas, and Melanie Anderson. Their ideas, support, and editing were invaluable.

Lastly, thank you to Andrew Pudewa, for giving me this opportunity! IEW is such a wonderful program, and I feel honored to be able to contribute to fellow homeschoolers with what I have learned.

~Laura Bettis

The Magician's Nephew

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The Magician's Nephew
Lesson 1 ~ Sherlock Holmes

Reading Assignment – *The Magician's Nephew*, Chapter 1

At the very beginning of Chapter 1, C.S. Lewis mentions a fictional character, Mr. Sherlock Holmes, as if he were a real person. Lewis wants us to know that this story takes place in the 1890s. The Sherlock Holmes character was a famous detective in some books written by Sir Arthur Conan Doyle. These books were illustrated by Sidney Padget.

In this lesson you will read a paragraph, take some notes in a key word outline, and then rewrite the information into a paragraph of your own wording.

- ❖ Read the paragraph below about the fictional character of Sherlock Holmes.



Paragraph 1 – Sherlock Holmes

Sherlock Holmes was a famous investigator in some of the most memorable detective stories ever written. The fictional character was born in 1854 in London, England. Details of his family are few and are hardly mentioned in any of the stories. Holmes liked classical music and the opera. He was observant, intelligent, and alert. He was also very good with disguises, which he used all the time while investigating crimes.

- I. _____
- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

Here are some rules about creating a key word outline:

1. You may only use 3 words from each sentence. So make sure you pick out KEY words.
2. **Numbers, abbreviations, symbols, and pictures do not count. They are free!**
3. Try to pick words from each sentence that will help you remember the information later.
4. A full name or title counts as "one" of your words. For example: *Sherlock Holmes* would just count as one word, and you would still be allowed two other words. The next time you want to reference him again in this outline, you can just use an abbreviation, SH, and that will not count at all! (Remember: Abbreviations are free.)
5. Put a comma between each of your three words, symbols, numbers, or abbreviations.

The Magician's Nephew

Lesson 1 ~ Sherlock Holmes

Great job! Your outline *might* look something like the one below, but it is fine if you put down some different things. There are many possible outcomes for a key word outline.

Sample Key Word Outline

- I. Sherlock Holmes, famous, detective,
 1. fictional, b. 1854, London
 2. details, family, few
 3. liked, 🎵, opera
 4. observant, intelligent, alert
 5. disguises, investigating, crimes

❖ Test the outline by telling it back to someone.

You will need to test your outline to see if you wrote down good words. You will read each line as a sentence. Do not just read the three words. Make them into a *complete sentence*. If you remember more details from the paragraph, add them in as you speak.

When you tell back the information to another person, do not look at the outline at the same time you are speaking.

1. Look at your outline.
2. Silently to yourself, read one line of your notes.
3. Look up at the person, and say the sentence.
4. Repeat with each line of your outline. Try not to say "um," and try not to fidget. Take your time.

❖ Evaluate your note-taking.

How did you do? Did you remember what your notes meant? Do you think you picked good words? Were you happy with your word choices? You will get better and better at this. Always tell back your outline to someone like your mom, your dog, or a sock puppet. This will actually help you remember the information permanently. By telling it back and reviewing the information, you will learn it. You are learning to study and think!

❖ Ask your teacher to give you the checklist for this assignment.

Cover the original paragraph, and look only at your outline notes. Read aloud in complete sentences.

Think about your sentence while you look at the outline. Then look up at your audience and say the sentence.

The Magician's Nephew

Lesson 2 ~ Atlantis

Reading Assignment – Chapters 2–4

In Chapter 2, Uncle Andrew is explaining to Digory how he came to be in possession of an ancient box filled with magic dust. He tells Digory that the box is not from Greece, Egypt, or China. He is certain that the box is much older than that. Uncle Andrew thinks the box came from the lost city of Atlantis!

What is really known about Atlantis? How did this legend come about? Where did this story begin? This is the topic of our next lesson! Read the entire paragraph below. Then go back and look at one sentence at a time, and begin making notes with key words.

Atlantis

Plato was a Greek philosopher who wrote about a great island city called Atlantis. Poseidon, the mythological Greek god of the sea, divided up an island into ten portions for his ten sons to rule. King Atlas, Poseidon's oldest son, was given the best section of the island, while the nine brothers, who were the nine princes of Atlantis, split up the rest. The island itself was round like a bull's-eye and had mountains, meadows, rivers, and high cliffs, which dropped off to the ocean. Seaports, bridges, cities, and palaces dotted the island. The Atlantean people were very well educated, wealthy, and had advanced technology. Plato tells us that the Atlanteans eventually became greedy for more wealth and treasures, and as punishment for their greed, the sea swallowed up the island of Atlantis, and it disappeared overnight.

Key Word Outline

- I. _____
 1. _____
 2. _____
 3. _____
 4. _____
 5. _____
 6. _____
 7. _____

The Magician's Nephew
Lesson 3 ~ Jadis Tells a Story

Paragraph 2: Plot and Conflict

PLOT and CONFLICT:

This brainstorming activity will help you come up with some ideas for your second paragraph while you learn two new dress-ups.

Brainstorming with New Dress-Ups: Strong Verbs and -ly Words

These dress-ups go well together because -ly words help the verbs. Verbs are the action or the state of being of the sentence. You will not want to use a lot of state of being verbs (*am, are, is, were, was, be, being, been*), and you do not want to use any boring or banned verbs (*go, went, came, hit, run, walk, etc.*). You want to use *strong verbs* that will convey a strong image of what is happening. The -ly words will also help the strong verb create that vivid image.

Example:

- Boring, regular sentence: The soldiers ran up the hill.
- Add a strong verb: The soldiers charged up the hill.
- Add an -ly word: The soldiers bravely charged up the hill.
- Add a quality adjective: The weary soldiers bravely charged up the hill.

Start with the subject of the sentence, and go from there. What other nouns can you use? Fill in some nouns (subject of the sentence). Then think about what they did (strong verb) and how they did it (the -ly word). Helping verbs may need to be used. Then describe the subject (quality adjective). Just start by filling in a subject, and play with the words.

quality adjective	noun (subject of sentence)	-ly word	strong verb
weary	soldiers	bravely	charged
	Queen Jadis		
glorious	Charn	was completely	obliterated

The Lion, the Witch and the Wardrobe

Lesson 12 ~ Air-Raids

Reading Assignment – *The Lion, the Witch and the Wardrobe*, Chapter 1

At the beginning of Chapter 1, we find out that four children, Peter, Susan, Edmund, and Lucy, have been sent to stay with an old professor who owns a large estate out in the country. They were sent there because a war has broken out, and there are air-raids on the city of London. Their parents sent them to the country because it would be safer than staying in the city. It is here that they would find the greatest adventure of their lives!

In this lesson, you will work on a paragraph about World War II. The focus of the paragraph will be about the German air-raids on London, which were ordered by Adolf Hitler. Complete a key word outline. Take notes from facts, not from each sentence. Take some; leave the rest. Limit. Limit. Limit. You will not be able to include everything. Read the entire paragraph before you begin.

German Air-Raids

When Hitler, leader of Germany, decided he would try to dominate the entire world, he started by attacking countries that were nearby. Poland, Austria, and France were among the first. After France was beaten down by the German army, in June of 1940, England became the next target in Hitler's sight. Winston Churchill, who was the British prime minister, knew what was coming, and in a speech right before the bombings started, he warned his citizens that the Battle of Britain was about to begin. By September of 1940, "The Blitz" had begun, and the air-raids would not cease until June of 1941. The Germans bombed heavily, and there were fires all over the city of London. Brave firefighters dodged debris as they sped about the city putting out as many fires as possible. Many buildings, churches, factories, and homes were saved by these courageous men. St. Paul's Cathedral was not touched by the fires or the bombings, and it stood while fires and destruction surrounded it on all sides. Churchill would not surrender or negotiate with Hitler, even though other countries had done so. His Navy and fighter pilots kept up defense of the small island. When it was all over, Churchill said of the pilots, "Never in the field of human conflict was so much owed by so many to so few." Hitler's plan of world domination had definitely been derailed by Churchill and the brave people of England.

Key Word Outline

- I. _____
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Clincher: _____

The Lion, the Witch and the Wardrobe

Lesson 12 ~ Air-Raids

Now you try some. Experiment and play with words! Brainstorming some triple extensions:
As you have just seen in the Churchill quotes, there are many ways to do this Decoration. Some are more effective than others. The quote people remember most from Churchill is probably, "Never in the field of human conflict was so much owed by so many to so few."

It is short and to the point and not overdone. It would be fun to make up a nonuple (9) extension, but it would be too much for a serious and short paragraph such as the one you will be doing. Think of things in threes, put them in a series, and then work them neatly into a sentence.

Ask yourself some questions to brainstorm a list to get started:

What are some of the things (nouns) an army would use?

Can you think of three ways to describe (quality adjectives) one of those nouns?

What three things could you say about *how* St. Paul's Cathedral was still standing that next morning? Describe *how* the cathedral stood tall in the aftermath. *Stood* is a verb, so use three -ly words (adverbs) to modify *how* the cathedral stood.



How were the firefighters working to save the city? Use three -ly words (adverbs) to describe their actions.



Churchill



Hitler

Pick just *one* of these ideas, and put it into a dramatic sentence in your paragraph.

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The Lion, the Witch and the Wardrobe
Lesson 21 ~ The White Witch & Adolf Hitler

Reading Assignment: Finish the book if you haven't already.

In the previous lessons you took notes from your reading of *The Lion, the Witch and the Wardrobe*, and you wrote an essay about the White Witch. Then you read factual paragraphs about Adolf Hitler, took some notes, and wrote an essay. Now you will take notes from *your own* two papers, and you will attempt to find similarities (compare) and differences (contrast) between these two people. How were they the same? different?

Begin by taking inventory of what you already know. Brainstorm some easy things that come to mind quickly, and jot down key words in the chart below. Then keep going and try to think of more. Brainstorm as many as possible, so that you have many to choose from. Try to come up with at least four to six good ideas in each column. Be sure you choose ideas that you can back up with examples.

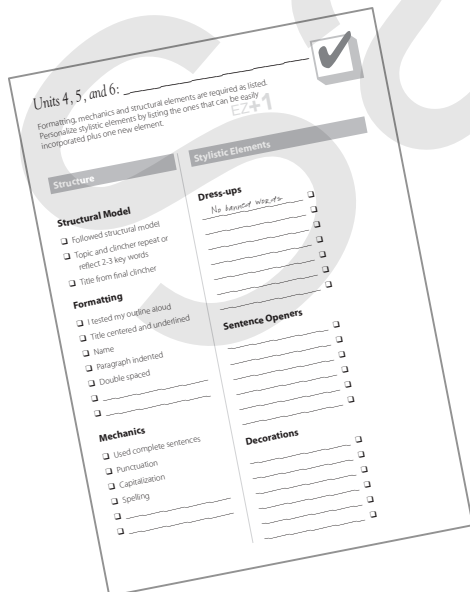
Here are some examples. How did they get to their position in society? Did they have the support of the people? Do all the people feel the same way? How do they rule over the people? Is what they do fair and just? One is fictional and one is real. What character traits do they share? What character traits are they both lacking? What examples from your notes show these things? What other similarities and differences can you think of?

SAME (compare)	DIFFERENT (contrast)	
Examples: Both are in charge of their countries.	White Witch in charge illegally	Adolf Hitler in charge by appointment
Both feel entitled to give orders.	employs the use of charm and sweetness when needed	only employs fear and forcefulness

This chart will be used in future lessons, so keep it legible.

Character Traits

arrogant	obedient	responsible
patient	impatient	truthful
dependable	determined	faithful
flexible	honorable	humble
meek	orderly	disorderly
punctual	impulsive	sincere
quarrelsome	courageous	cautious
content	discontent	discerning
hospitable	motivated	persuasive
obnoxious	resourceful	thorough
thrifty	resentful	jealous
bold	fearful	self-centered
rude	slothful	reliable
annoying	hurtful	loyal
joyful	sad	quiet
gracious	gentle	harsh
generous	ruthless	forgiving
enthusiastic	diligent	lazy
creative	peaceable	cheerful
kind	gloomy	grumpy
chivalrous	protective	sinister



This is one paragraph with a topic and clincher, so you will use the Unit 4 Summarizing a Reference checklist. You should find that the IEW units will provide you with a variety of structural models to assist you with most of your writing assignments. As you get better and better with your writing, you will find that you tweak the structure and style techniques you are learning to fit your own unique writing.

Review the checklist with your teacher, so you know what is required for this paragraph.