Following Narnia® Volume 1: The Lion's Song

Writing Lessons in Structure and Style

Student Book

by Laura Bettis

Also by Laura Bettis

Following Narnia® Volume 1: Writing Lessons in Structure and Style Teacher's Manual

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**The purchase of this book entitles its owner to a free downloadable copy of
The Student Resource Notebook and the *Following Narnia Volume 1: The Lion's Song
Reproducible Checklists* e-book.**

(See the blue page for complete download instructions.)

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Unless otherwise noted, all Bible verses are from the New International Version.

Contents/Scope and Sequence

* RTL is the acronym for Response to Literature.

Introduction

Thank you for purchasing *Following Narnia: The Lion's Song: 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 parent-teacher should have viewed the *Teaching Writing: Structure and Style* (TWSS) DVDs or attended a live TWSS workshop. Have your TWSS syllabus handy as you go through these assignments with your student. At the beginning of a structural unit, for example, Unit 3: Retelling Narrative Stories, look for a notation about which IEW unit you can study in your TWSS disc and syllabus. 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 (TM) includes everything in the Student Book, plus added instructions for teachers, including sample key word outlines, brainstorming ideas, answers to questions, review activities, and ideas for motivating students. Instructional information for each lesson is in the grey area surrounding the inset version of the Student Book page. Always read the teacher instructions for each lesson beforehand to familiarize yourself with the lesson and any new material being introduced. The TWSS DVDs and the syllabus provide the core 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.

The Order of IEW's Structural Units in This Book: These lessons teach through all nine of the structural units in the *Seminar and Practicum Workbook* (the syllabus which contains the Structure and Style Method for teaching writing). You'll immediately notice that in this *Following Narnia Volume 1* book, the structural units jump around; they're not in numerical order. That is because these *Following Narnia* lessons are based on *The Chronicles of Narnia* chapter books; various structural units pertain to various chapters, but not in the IEW units' numerical order, of course. Parent-Teacher, in your Teacher's Manual, notice the directions for viewing the TWSS discs.

A Study in Words: Students will study 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: Checklists should be used in order to help the students see where they might improve and if they followed all of the directions, but also they should be a way of imparting the habit of self-governing their writing decisions. Checklists detail all the requirements of the assignment for the teacher too.

There is a checklist for each required writing assignment at the end of each lesson. After teaching a lesson, and *before they begin to write*, be sure that you and your student turn to the checklist and review each item. This will ensure a complete understanding of your requirements.

- Point Values: As new elements of Structure and Style are introduced in the lessons, they will also appear on the checklist. New elements are given a higher point value, and then the point value may decrease in subsequent lessons as other new elements are being emphasized. Customize the point values as your student needs.

- Stylistic Techniques: If previously taught stylistic techniques have not become easy for a student, it is not necessary to require the new technique just because it has been introduced in a lesson. Many times if the stylistic techniques are introduced too quickly, the student can feel overwhelmed. If needed, cross off any new stylistic techniques on the checklist until the student feels confident with the ones from previous lessons.

- Reproducible Checklists: See the blue page for download instructions.

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Checklists, cont.

Again, a checklist shows the requirements of the assignment. After they are sure each requirement is included in the composition, students should check off the element. With every assignment, the checklist is turned in, so the parent-teacher can use it for grading.

- EZ + 1: Every stylistic technique that is introduced will accumulate on the checklists. If the stylistic techniques become too difficult for a particular student, feel free to cross off one or two until the first ones have become easy. Easy means the student can add the stylistic technique without much help and without it sounding goofy most of the time. The style requirements can be filled in by the students with the teacher's direction, based on what stylistic techniques they already know and find easy to do, plus one they are learning to use. EZ + 1

Always review your expectations with students to be sure they understand what your requirements are. Reproducible checklists are available (see the blue page).

The Student Resource Notebook (*SRN*)

The *Student Resource Notebook* is a free resource available for downloading. Please follow the instructions on the blue page of this book if you choose to download this very helpful resource. If you prefer not to download so many pages, you may purchase a hard copy from IEW.

Polished Draft Collection

Students should polish each of their final drafts as soon as they have been checked and returned by a teacher. To do so, they must make the corrections noted and resubmit at the next scheduled class meeting. This last draft is referred to as the polished draft and will not be labeled.

Once returned, polished drafts should be kept in a binder in clear protector sheets *with the original, labeled final drafts hidden behind each*. At the end of the year, students will have a collection of a variety of compositions about Narnia that they can be proud of.

Laura Bettis

Writing Assignment

1. Read the paragraph below about the fictional character of 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.

Key Word Outline

I. _____

    1. _____

    2. _____

    3. _____

    4. _____

    5. _____

UNIT 3: RETELLING NARRATIVE STORIES

Lesson 3: Jadis Tells a Story

Reading Assignment—*The Magician's Nephew*, Chapter 5

In Chapter 5, Digory rings the bell, which awakens Queen Jadis. She tells Digory and Polly the story of how Charn came to be destroyed. The Queen blames everything on her sister, even though she was the one who spoke the Deplorable Word and ended all life on Charn. Now she is the undisputed Queen, but there is no one alive to rule over.

Narrative Stories

In this lesson you will again take notes in an outline, but instead of taking notes from each sentence, you will look for certain components that make up a story. These components are in every story you will read. Usually the components are presented in a particular sequence, so that is how you will outline them.

What are the components of a story?

In a story, certain elements must be introduced or revealed, so the reader can follow and enjoy the story. These elements are: Characters and Setting, Plot and Conflict, Climax and Resolution.

I. First, the author must introduce *who* is in the story. These people or animals are called **Characters**. The author must also give some clues or information about *when/where* the story takes place. What was the mood or atmosphere? Set the stage for the rest of the story to unfold! This is called **Setting**. These are the things you will watch for and take notes on in the first outline.

II. The second outline will include what the characters *need* or *want* and what is preventing them from reaching that goal. This is called **Plot** and **Conflict**. Look for things that they say, do, and think about. These details will go into your second outline.

III. The third and final outline will include the most exciting part of the story. The reader doesn't know yet how everything is going to turn out, but there is an intense building of action or suspense. Then there is an event that reveals how the characters might solve their problem. This is the **Climax** of the story. Then the problem is solved, and they have a **Resolution** to the situation. At the end of your third outline, you will put the key words for your story clincher sentence. This sentence lets readers know that the story is finished. Then select two to three key words from the story clincher to be your title.

Writing Assignment

Open *The Magician's Nephew* to Chapter 5. About two-thirds of the way through the chapter, Jadis begins to tell the story of how Charn was destroyed. Look for the paragraph that begins with: "It was my sister's fault." Read this paragraph and the next two, to gather the needed information. Stop three paragraphs down where Jadis ends with "A moment later, I was the only living thing beneath the sun." This is a short account of the Queen's version of what happened. Ask yourself questions to acquire the information for each outline. After you take some notes and *identify the components*, you will use your outlines to rewrite the story in three paragraphs as if you are Jadis telling the story.

The Story Sequence Chart

Identifying the Components of Jadis's Story

(Polly and Digory are not characters in the story Jadis is telling.)

I. _____

I. Characters/Setting

Who is in the story?

When does it happen?

Where are they?

Describe this place.

    1. _____

    2. _____

    3. _____

II. _____

II. Plot/Conflict

What do they need/want?

What is stopping them?

What do they think?

What do they say and do?

    1. _____

    2. _____

    3. _____

III. _____

III. Climax/Resolution

What is the climactic moment that begins to solve the problem?

How is the problem resolved?

What happens in the end?

What lesson is learned?

Title will come from your ➜

    1. _____

    2. _____

    3. _____

Story clincher

Who-Which Clause

The *who-which* clause dress-up is very useful because it helps you combine information. As a general rule, use *who* when talking about people or creatures who speak. Use *which* for things or regular animals. The main rule is that the *who* or the *which* must come immediately after the noun it is referring to. Usually, use commas on each side of the clause. Examples:

Jadis, <u>who</u> was very powerful, used the deplorable word on Charn.

This is a *who* clause.
It is describing the noun, Jadis.

Charn, <u>which</u> was a beautiful world at one time, is now a charred ruin.

This is a *which* clause.
It is describing the noun, Charn.

When you retell Jadis' story, simply choose a noun (person, place, thing, or idea), and select a *who-which* clause. Brainstorm some ideas for *who-which* clauses.

Jadis, <u>who</u> _____ , is a demanding person.

The Deplorable Word, <u>which</u> _____ , was the secret of secrets.

My sister's rebels, <u>who</u> _____ , were too late.
(Describe the rebels, not the sister.)

UNIT 7: INVENTIVE WRITING

Lesson 22: Peter and Edmund

Writing Assignment

In this lesson you will write a paragraph comparing *one* event that Peter and Edmund had in common, but then you will contrast how they each handled the situation. You will ask yourself questions like you did in Lesson 21 to come up with the details.

Begin by listing the bigger ideas that you might compare. Then break it down into smaller pieces for the specifics. You will be providing specific examples that you remember from your reading.

Peter and Edmund experience many events that are similar, but they each handled them in different ways. Here are some events that would be possible paragraph topics. See if you can think of more. You will choose only one to write about.

Lucy told them both that she had been to a magical country through the wardrobe.

Both went to Mr. Beaver's house.

Both had a first meeting with Aslan.

Both had a first meeting with the Witch.

Both of the boys made decisions that affected others.

You may think of more, but once you decide on *one* topic that you like, you will need to search your memory for information and details to show how Peter and Edmund handled these situations differently. If you need to look back in the book to verify the information, that is fine, but try to do most of it from your thoughts and memory. Then begin to fill in your outline, so you can organize your thoughts. The question box is there to help you come up with more details as well, so think about the who, where, when, etc. Here is an example outline:

Who? How? Outcome? or Effects?	I.	P, E, meet, Aslan
Who? How? Outcome? or Effects?	1.	P, 1st, meets, A, fighting, wolves
	2.	defending, girls, killed
	3.	A P, praise, advice, affirmation
	4.	E, 1st, meets, A, rescued
	5.	E, chose, WW, A, sacrificed, self
	6.	A P, private, admonished, E, sorry

Clincher

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Key Word Outline

Peter and Edmund

I. _____

    1. _____

    2. _____

    3. _____

    4. _____

    5. _____

    6. _____

Clincher

C. Jaynes 5/18/15

Sentence Opener #4: -ing

In this lesson, practice starting sentences with -ing words, like this:

[4]   Shaking his head, Edmund did not believe Lucy's story about the wardrobe.

[4]   Questioning the Professor, Peter began to believe Lucy was telling the truth.

[4]   Following the robin, the children met the Beaver.

A comma goes after the -ing opener. Put a number *4* in the margin to indicate that you're using an -ing sentence opener.

No Dangling Allowed

Before you write an -ing opener, ask yourself this question: Is the person or thing after the comma doing the inging? If the person or thing after the comma is not the one doing the inging, the dangling participle sometimes causes a nonsensical sentence:

Feeling around for the wardrobe's door, the snowy wood met Edmund instead.

(The wood isn't feeling around; Edmund is.)

Shining like a diamond, Edmund saw a drop of steamy liquid.

(Edmund isn't shining; the drop is.)

Practice

With your teacher, make up two sentences which start with -ing words. She can write them on the whiteboard. Or write them here:

[4]   _____ Mr. and Mrs. Beaver knew Edmund had betrayed them all.

[4]   _____ Aslan gave Peter the battle plans.

UNIT 4: SUMMARIZING A REFERENCE

Lesson 23: Roosevelt and Churchill

Reading Assignment—*The Lion, the Witch and the Wardrobe,* Chapter 16

At the end of Chapter 16, Aslan comes to the aid of Peter and his army. Peter's tired army cheered, and the newcomers roared. This is similar to Roosevelt and the Americans coming to the aid of Churchill and the British.

Writing Assignment

As Hitler was attacking countries in Europe, Japan decided to attack America. This allowed the U.S. President to join the fight across the Atlantic and come to the aid of a friend.

In this lesson you will write one paragraph about Roosevelt and one paragraph about Churchill. You will then put both of these paragraphs into an essay along with another paragraph about C.S. Lewis that you will write in Lesson 24.

Take a few moments now to read both source documents from Lessons 23 and 24. This way you will see what information is available. Your essay in Lesson 24 will tie all three men together.

Example:

Each of these men had a positive outlook on life and learning which molded them into the type of men who would contribute to changing the course of history.

Choose an idea that relates the men together, and keep that in mind as you take notes. What other ideas might tie them together?

leadership

education

integrity

doing what is right

U.S. President Franklin D. Roosevelt and British Prime Minister Winston Churchill.

Public domain pictures courtesy of the National Archives and Records Administration.

A Study in Words

There are different ways to approach a study of vocabulary words. Your goals and objectives should be taken into account when you begin.

- If memorization of many words with quick, short definitions is the goal, then making flashcards would be a good choice. Write the word on one side of an index card, and have the student look up and write the definition on the back. Illustrations and an example sentence can also aid the memory.

- If a more thorough knowledge of words at a more thoughtful pace is the goal, then doing a more in-depth word analysis would be a good choice. This section includes the word analysis pages for the student. A younger student might only complete the first page of the word analysis, while an older student may be able to complete both pages. Either way, do the first word analysis with the students, so you know they understand, and you will know how long it might take them on their own. They will not always find something to go in every section. That is okay.

If you choose to have your students complete the word studies, it is not mandatory that they do all the words, nor is it necessary that they do them along with the writing lesson. It is fine if the writing lesson and the vocabulary words do not coincide. Read through the list, and choose the words to personalize a list for your students. All of the words are taken out of the Narnia books. The next few pages give an overview and example of a completed word analysis.

Show the students where print resources are kept, and make sure they are easily accessible for the necessary research. On the next page is a list of possible resources along with some Internet links that may prove helpful if all of the suggested resources are not available for your student in print form.

Analyzing Words
Use this word study sheet to the extent that will benefit your student. Younger students may not be able to research and fill out the entire study without help. This type of in-depth study will teach students valuable study and research skills and will ensure they internalize and own the knowledge.

First Page

The word to be studied

What part of speech is it?

Date started: *July 11, 2015*

Word Analysis

precise   part of speech: *adjective*

syllables and spelling markings:

pre cise

Divide by syllables and mark the spelling according to your spelling program.

First definition from: *Webster's 1828 Dictionary*

1. *exact; nice; definite; having determinate limitations; not loose, vague, uncertain or equivocal*
2. *formal, superstitiously exact; excessively nice*

The student will use <u>two</u> different sources to look up the definitions. It is highly recommended that one of these sources be *Webster's 1828 Dictionary*. Have students note the titles of their sources.

Second definition from: *DK Illustrated Oxford Dictionary*

1a. *accurately express*   1b. *definite, exact*
2. *punctilious; scrupulous in being exact, observing rules*
3. *identical; exact*

They may be able to find a Bible concordance reference or Scripture reference.

Bible concordance or Bible references:

The student will come up with a short original sentence.

Original sentence:

I hope my surgeon is very precise.

Synonyms and antonyms are listed.

Synonyms: *exact, specific, strict, true, clear-cut, explicit*

Antonyms: *inexact, indefinite, ambiguous, vague, careless*

They may not be able to fill in everything from each source. That is fine. Filling in the boxes is not the objective. The goal is to get the student to see more deeply into the word. Every portion need not be filled in to accomplish that.

When students research and study a word, they may come across another word that they are unfamiliar with, such as *determinate* or *equivocal* from the definition above. They could begin a word study on that word as well. However, do not give the students so many words that they are exasperated by this effort. You may wish to have the students keep their word studies alphabetized in a notebook. Give them the vocabulary, so they can think the thought!