

WALT DISNEY PICTURES AND WALDEN MEDIA PRESENT

-THE CHRONICLES OF- NARNIA

THE EXHIBITION



EDUCATOR GUIDE

This Educator Guide features lessons that comply with national standards in key content areas.



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NARNIA AWAITS

**Welcome to
The Chronicles of Narnia:
The Exhibition.**

This breakthrough exhibition invites guests of all ages to explore the world of Walt Disney Pictures' and Walden Media's The Chronicles of Narnia—a landscape first imagined by author C.S. Lewis six decades ago. Here, through the wonders of science, you'll discover that much of what we find in Narnia comes, like the Pevensies, from the world around us. This is magic based in real life. Narnian scenes and characters launch a journey of scientific inquiry. Can animals communicate with humans? Could a waterfall really freeze? Can we manipulate the climate? How does our human existence impact the Earth? These are just a few of the questions you're about to explore. We hope that The Exhibition and this guide challenge you to consider relevant issues raised by the Narnia stories and the Earth science presented therein. This is your call to arms. Enter here to grow in wisdom and join the fight for the future of Narnia!



WALT DISNEY Studios
Motion Pictures



WALDEN MEDIA

 HarperCollins Children's Books

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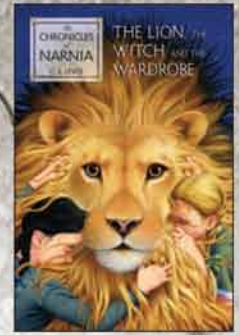
Enter the World of Narnia!

Read it before you see it... Enter the World of Narnia with these riveting paperback editions from HarperCollins Children's Books!

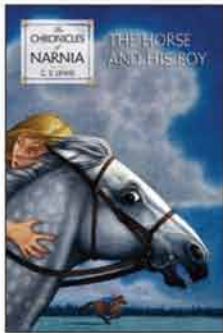
 **HarperCollins** *Children's Books*



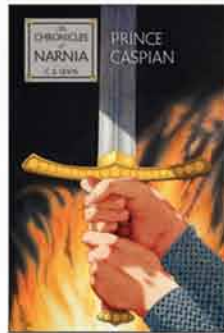
The Magician's Nephew



The Lion, the Witch and the Wardrobe



The Horse and His Boy



Prince Caspian



The Voyage of the Dawn Treader



The Silver Chair



The Last Battle

Narnia Museum Exhibit Activity Guide Standards Chart

Activity 1:
C.S. Lewis and the Story Behind the Story

Activity 2:
Always Winter, Never Christmas: Understanding Climate Change

Activity 3:
Exploring Habitat —In Narnia and on Earth

Activity 4:
Exploring Castles

Activity 5:
The Changing Landscape of Narnia

Activity 6:
Heraldry

NCTE/IRA English/Language Arts Standard 1: Reading for Perspective	X					
NCTE/IRA Standard 3: Evaluation Strategies		X				
NCTE/IRA Standard 4: Communication Skills						X
NCTE/IRA Standard 5: Communication Strategies		X				
NCTE/IRA Standard 6: Applying Knowledge	X				X	
NSES Earth and Space Science Standards: Structure of the Earth's System						
NSES Earth and Space Science: Earth in the Solar System		X				
NSES Life Science Content Standard C: Structure and Function in Living Systems; Reproduction and Heredity; Regulation and Behavior; Populations and Ecosystems; Diversity and Adaptations of Organisms		X				
NCSS Social Studies Standard 2: Time, Continuity, and Change			X			
NCSS Standard 3: People, Places, and Institutions					X	
NCSS Standard 4: Individuals, Identity, and Development						X
NSS Standard 5: Individuals, Groups, and Institutions	X					
NSS Standard 8: Science, Technology, and Society				X		
NAEA Visual Arts Standard 2: Using Knowledge of Structure and Functions	X			X		
NAEA Standard 4: Understanding the Visual Arts in Relation to History and Cultures	X					X
NAEA Standard 6: Making Connections Between Visual Arts and Other Disciplines						X



C.S. LEWIS AND THE STORY BEHIND THE STORY

The novel
*The Lion, the Witch
and the Wardrobe*
opens with these
three sentences:

Once there were four children whose names were Peter, Susan, Edmund, and Lucy. This story is about something that happened to them when they were sent away from London during the war because of the air-raids. They were sent to the house of an old Professor who lived in the heart of the country...

IMAGINE... living in a big city and being told one day that you are being sent away. You don't know to where, or for how long, and neither do your parents. You're being sent away because your city is going to be bombed.

You'll be heading to a place in the country where you've never been before, staying with people you've never met. You don't even know whether they like children! You have a small lunch sack, a gas mask, and a postcard ready to send home to tell your parents where you are. If you're lucky, you'll get to stay with your brothers and sisters.

To all your worried feelings, add the threat of war and the fear of attack, and you might be a bit closer to feeling what Peter, Susan, Edmund, and Lucy probably felt standing

on a train platform in London, England, waiting, with thousands of other British children, to travel into the unknown.



Movie artist's concept of the bombing of London.

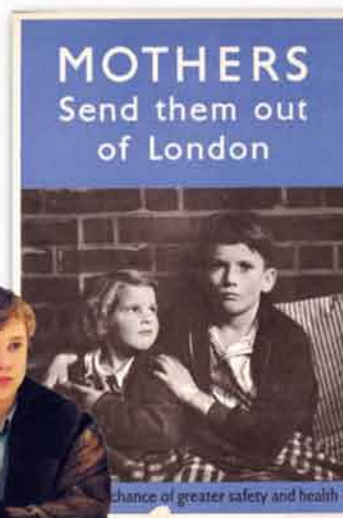
In 1939, with war about to break out between England and Germany, the British government expected major attacks by air on all of Britain's cities. Children were evacuated from the city to the safety of the countryside, where bombing would probably not occur. (Evacuation means "moving people away from danger.") Evacuations began September 3rd, 1939—the day England declared war on Germany. A total of 827,000 school children were evacuated, along with 103,000 teachers and helpers. 524,000 more children under school age went with their mothers.

In the countryside, children were usually met by *billeting officers* (*billet* means "to provide housing for") who took them to foster homes, as did volunteers from the Red Cross and other organizations. These adults assisted children with the care and attention they needed. Children went to foster homes on farms, in cottages, and in mansions (where their care might be left to the servants).

C.S. Lewis himself must have been very moved by the evacuations of children, because he and his brother also took several London children seeking safety from the bombing into their country home.

The fantastic experiences that Peter, Susan, Edmund, and Lucy have once they arrive at the old Professor's house in the country, and the powerful lessons they learn about themselves, are the two most important ingredients of *The Lion, the Witch and the Wardrobe's* magic—

...MAGIC BASED ON REAL LIFE.



These government posters urged citizens to take action to protect children.



"If we fail, then the whole world, including the United States, including all that we have known and cared for, will sink into the abyss of a new Dark Age made more sinister, and perhaps more protracted, by the lights of perverted science. Let us therefore brace ourselves to our duties, and so bear ourselves that if the British Empire and its Commonwealth last for a thousand years, men will still say, 'This was their Finest Hour.'"

—Winston Churchill, House of Commons, June 18, 1940

NAME _____

DATE _____



MAKE YOUR OWN STORYBOARD

Now you know how C.S. Lewis came to imagine the story of the four Pevensie children's evacuation from London, which begins their journey to Narnia. How do you imagine C.S. Lewis and his brother, Warner, received the children who actually came to live with them in the country during the evacuation of London? How would you film the scene if you were making a movie about C.S. Lewis? Put your knowledge and imagination to the test by creating a **storyboard**.

Storyboards help filmmakers think about how their movies will look, scene by scene. Each panel of a storyboard can be thought of as a filmed moment or shot.

Storyboards are usually drawn in pen or pencil. But if you don't draw or don't like to, you can use cut-out photos from magazines. Your drawings don't have to be fancy. You can use basic shapes, stick figures, and simple backgrounds. You may want to draw out your scenes on index cards before drawing them onto your storyboards, so you can play around with the order of the scenes if you need to.

Here is some language used with storyboards:

- **CLOSE-UP SHOT:** A shot in which there is very little room between the person and the camera. The person's face will usually look very big in a close-up shot.
- **LONG SHOT:** A shot in which there is much distance between a person and the camera, so that the person in a long shot will look very small.
- **LOW CAMERA SHOT:** A camera angle that looks up at the person, making him or her look important and powerful.
- **POV SHOT:** A shot seen from the point of view of a character in a scene.
- **PAN:** A steady sweeping movement from one point in a scene to another. Good for showing where a scene is taking place and often used at the beginning of a scene.

Storyboards can answer questions like these:

What characters are in a frame of the movie, and how do they move?

How does a scene begin? How does it end?

What are the characters saying to each other? Are they saying anything?

Where does a scene take place?

Storyboard a scene of children coming to stay with C.S. Lewis in his country home during the war.





ALWAYS WINTER NEVER CHRISTMAS

Understanding the Effects of Climate Change

The White Witch holds Narnia in her evil spell by keeping it frozen. On Earth, humans are coming to realize that by their actions they're harming the Earth—by changing its climate. Learn about the serious problem of global warming and what you can do to ensure that all of Earth's creatures flourish.

The evil hold that Jadis the White Witch has over Narnia is represented by her ability to keep Narnia's weather in her icy grip. On Earth, many experts believe that the most serious consequence of human carelessness must be stopped now. And, just as in Narnia, it involves understanding the importance of climate and temperature to the well-being of everything living on Earth.

WHAT IS GLOBAL WARMING?

Global warming is something that is happening to the climate of the Earth. The average temperature is rising around the world. Why? It's because of the greenhouse effect. How does **the greenhouse effect** increase the temperature?

Have you ever been in a greenhouse? Even on a cold day, it's warm inside. That's because the glass lets in heat from the sun but doesn't let it out again. The Earth is a bit like a greenhouse. It is surrounded by a layer of gases—our **atmosphere**. Some of these gases are called **greenhouse gases**, because they do what the glass in a greenhouse does. First, they let in the sun's rays. When the rays get to the ground, some are absorbed as heat. More heat bounces off the land and water and heads back toward outer space. But if it runs into a greenhouse gas along the way, the heat is trapped. It can't escape into space, so it stays in the atmosphere and warms up the planet.

The greenhouse effect is natural for the Earth, and it's a very good thing for us. Greenhouse gases are like a blanket that keeps the planet warm. Without the greenhouse effect, the Earth would be much colder than it is now—so cold that the oceans would freeze and we couldn't live here.

**You can kick the blankets off
if you get too hot. The Earth can't—
and that's the problem.**

But greenhouse gases—especially carbon dioxide—are increasing in the atmosphere because of pollution caused by people. Our "blanket" is getting thicker. The planet is heating up, just like you would if you piled a thick layer of blankets on your bed. You can kick the blankets off if you get too hot. The Earth can't—and that's the problem.

WHERE IS THE CARBON DIOXIDE COMING FROM?

From people. We burn coal, oil, and gas—also known as fossil fuels—for energy. Power plants use coal to make electricity. Cars, trucks, planes, and other vehicles run on fuel made from oil. When we burn these fossil fuels, they send carbon dioxide and other greenhouse gases into the air.

IS GLOBAL WARMING THE SAME AS CLIMATE CHANGE?

Not quite. They're related, but different. **Global warming** is the increase in the Earth's average temperature caused by extra greenhouse gases in the atmosphere. **Climate change** is a broader term. It includes rising temperatures due to global warming, as well as other changes in our climate that may come with it. These could be changes in the amount of rain, snow, or clouds; different wind patterns; stronger storms; and maybe even colder temperatures.

Climate touches all of us. On a longer time scale, probably the most important determinant of human civilization has been climate.

—Dr. William Patzert, NASA/JPL Oceanographer

NAME _____

DATE _____



RISE TO THE CHALLENGE!

Here are some steps you can take that can have some really positive impacts on global warming pollution!

- Turn off your computer and TV when you're not using them. This can save up to 140 pounds of carbon dioxide (CO²) each year.
- Turn off the lights when you leave a room or when you don't need them on. This can save 380 pounds of CO² each year.
- By closing the blinds or drapes on a hot day, you can keep your house from heating up as much, reducing the need for your air-conditioning unit to work so hard! Ceiling fans help too.
- Heating water takes a lot of energy. By taking shorter showers, you can save 350 pounds of CO² each year.
- Switch to compact fluorescent light bulbs. One bulb can reduce CO² by 100 pounds per year.

SHOW WHAT YOU KNOW!

In order to change something, you have to make sure that you understand it first. Complete this crossword puzzle to help you understand some key words and ideas from the selection you have just read. You may need a dictionary to help you. The words you will need are listed below.

**ATMOSPHERE
POLLUTION**

**GREENHOUSE
ELECTRICITY**

**FOSSIL
RISING**

**PEOPLE
ENERGY**

**COMPUTER
PLANET**

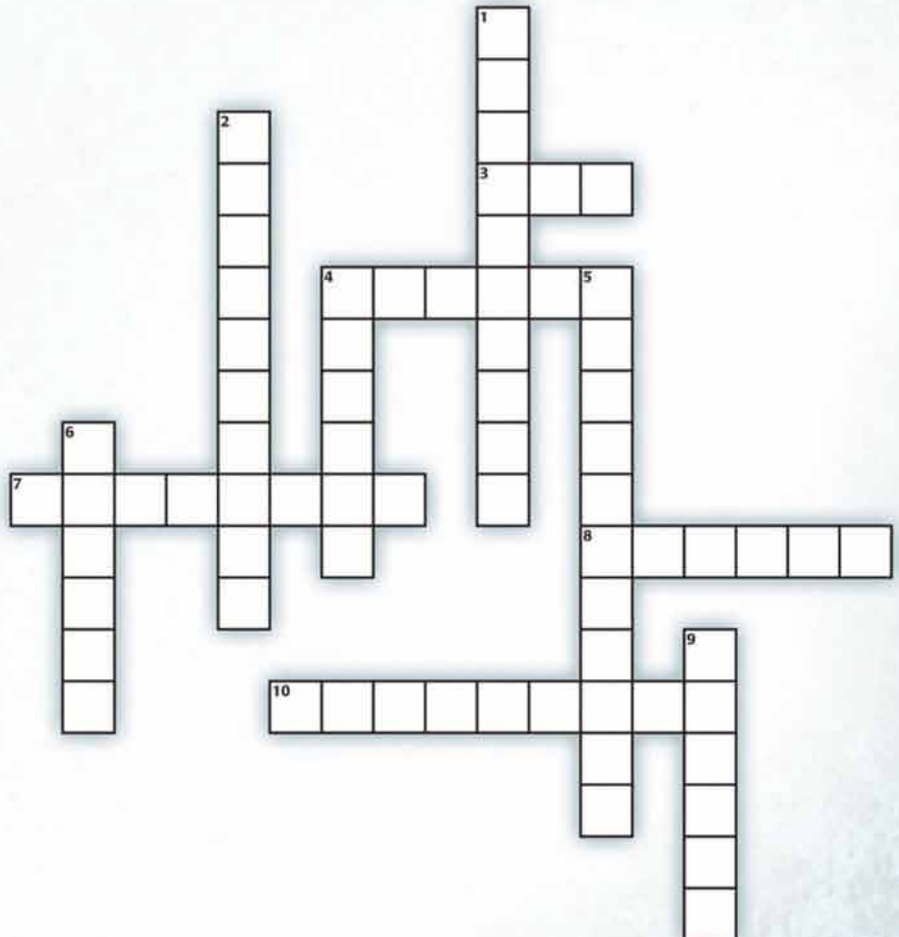
OFF

ACROSS

- Turn _____ the lights when you leave a room!
- Where the carbon dioxide is coming from.
- If you turn this off you could save up to 140 pounds of CO² each year!
- The average temperature of the world is _____.
- Another word for an increase in greenhouse gases, especially carbon dioxide in the atmosphere.

DOWN

- A layer of gases that surround the Earth.
- The average temperature is affected around the world because of this.
- Heat that can't escape into space stays around and, as a result, warms this up.
- Coal is used in power plants to make this.
- Another name for coal, oil, and gas is _____ fuel.
- Heating water takes a lot of this.





EXPLORING HABITAT

NAME _____

DATE _____

In Narnia and on Earth

Returning to Narnia after 1300 years, the Pevensies notice that something very serious has affected Narnia and its creatures. The Narnians are living in unsuitable conditions, which makes the Pevensies wonder what may have happened. Explore the Narnia of **PRINCE CASPIAN** as a habitat and the impact of the Telmarines on Narnia—then examine a habitat where you live on Earth.

HABITAT! WHAT'S THAT?

Habitat is where an animal finds everything it needs to live. Without habitat, living things can't survive. With healthy habitat, they will **thrive**. A good habitat has four features; Food, Water, Cover, and Places to raise their young.

THRIVE

to grow or develop vigorously; to flourish.
The sunflower thrived in the sunny backyard and grew to over six feet tall.



Research the habitat needs of these four Narnian mammals. Then fill in the grid with things they will need to thrive.



FOOD



WATER



COVER



PLACES TO
RAISE YOUNG

THE BIG
CATS



REEPICHEEP
THE MOUSE



TRUFFLEHUNTER
THE RAZOR-TOOTHED
BADGER



THE BULGY
BEAR



LIMITS TO LIVING IN NARNIA: THE IMPACT OF THE TELMARINES

Each of the four parts of habitat—**food, water, cover, and a place to raise the young**—is vital to wildlife. The feature in shortest supply determines the population size of a given species and is called the limiting factor.

Now that you have researched the needs of these Narnian mammals, what do you think the limiting factor would be for each of these creatures?

CHALLENGE

How do you think the limiting factor for each creature could be a result of the actions of the Telmarines? What would those actions be? How would their actions shrink the available habitat in Narnia?

“I believe our biggest issue is the same biggest issue that the whole world is facing, and that's habitat destruction.”
—Steve Irwin

NAME _____

DATE _____



RISE TO THE CHALLENGE!

Now it's your turn to take a closer look at the wildlife and habitat where you live. Start by creating and filling in a fieldbook like the one shown here. Then, just like the Pevensies, take notice—and write down what you observe.

CONDUCT A SITE INVENTORY

- Choose a place. Make use of the schoolyard or a nearby park to focus your investigation.
- Vary the scale. Look for small animals (ants, beetles, spiders, snails, slugs) as well as larger ones (birds, squirrels, frogs, toads).
- Heed the signs. Tracks, holes, nests, droppings, chewed leaves or twigs, insect and birdcalls, and other signs are all clues about the presence of wildlife.
- Do not disturb. Be a good steward. Move slowly and quietly. Treat all plants and animals with respect. Leave a habitat in better shape than the way it was when you found it.

LOOK IT UP

Borrow a field guide from your local library and bring it along with you into the field. Or bring a camera and a notebook and pencil to make sketches. When you get back to your home or classroom, visit www.eNature.com to look up plants and animals you've spotted, to find answers to puzzling nature questions, and to create personal wildlife lists. Do you have evidence for **limiting factors**?

Would you say the wildlife in your area show signs that they are thriving? What is your evidence?



FIELD NOTEBOOK

Place _____ Date _____

Weather _____ Time _____

Wildlife I Found

Description	Location	How many?

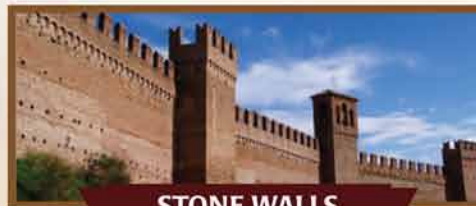


EXPLORING CASTLES

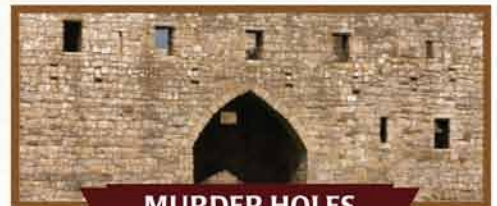
Victory over King Miraz will not be easy. King Miraz's castle is strong and the weaponry of the Telmarines inside the castle, deadly. Learn about how the design of castles made them so strong—in Narnia and on Earth, too!

Castles were built in places that offered strategic advantages and could be defended, such as the top of a hill or into a stone cliff. Castles were designed and built with features included to make them strong and difficult to enter:

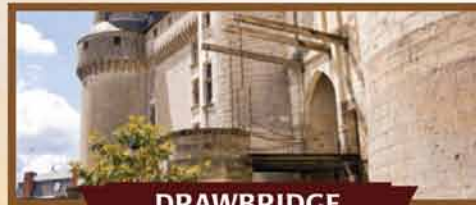
- Thick **STONE WALLS** that would stop an enemy from simply crashing in.
- Large bridges called **DRAWBRIDGES** at the entrance to the castle that could be raised or lowered to help keep the enemy from having easy access.
- Deep trenches filled with water called **MOATS**.
- A large wooden or iron entrance gate called a **PORTCULLIS** could be raised or lowered to regulate access.
- **"MURDER HOLES"** above the portcullis, through which soldiers could drop rocks onto intruders.
- **BATTLEMENTS** at the top of the castle that provided a safe place from which archers could loose arrows at the enemy.
- Slits inside the rock wall called **SHOOTING LOOPS** from which archers could stand and send their arrows raining down on the enemy below.
- Gaps in the stone floors high above the ground called **MACHICOLATIONS** that allowed soldiers to drop rocks and other weapons onto the enemy below.



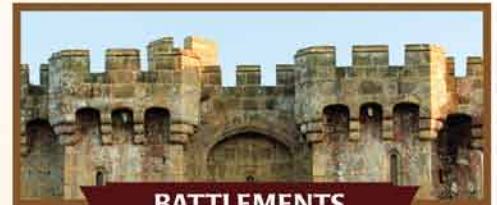
STONE WALLS



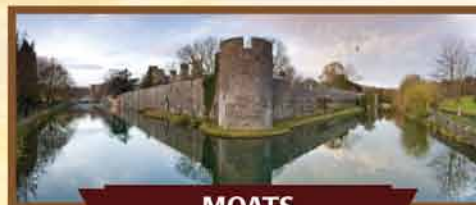
MURDER HOLES



DRAWBRIDGE



BATTLEMENTS



MOATS



SHOOTING LOOPS



PORTCULLIS



MACHICOLATIONS

“If you have built castles in the air, your work need not be lost; that is where they should be. Now put the foundations under them.”

—Henry David Thoreau

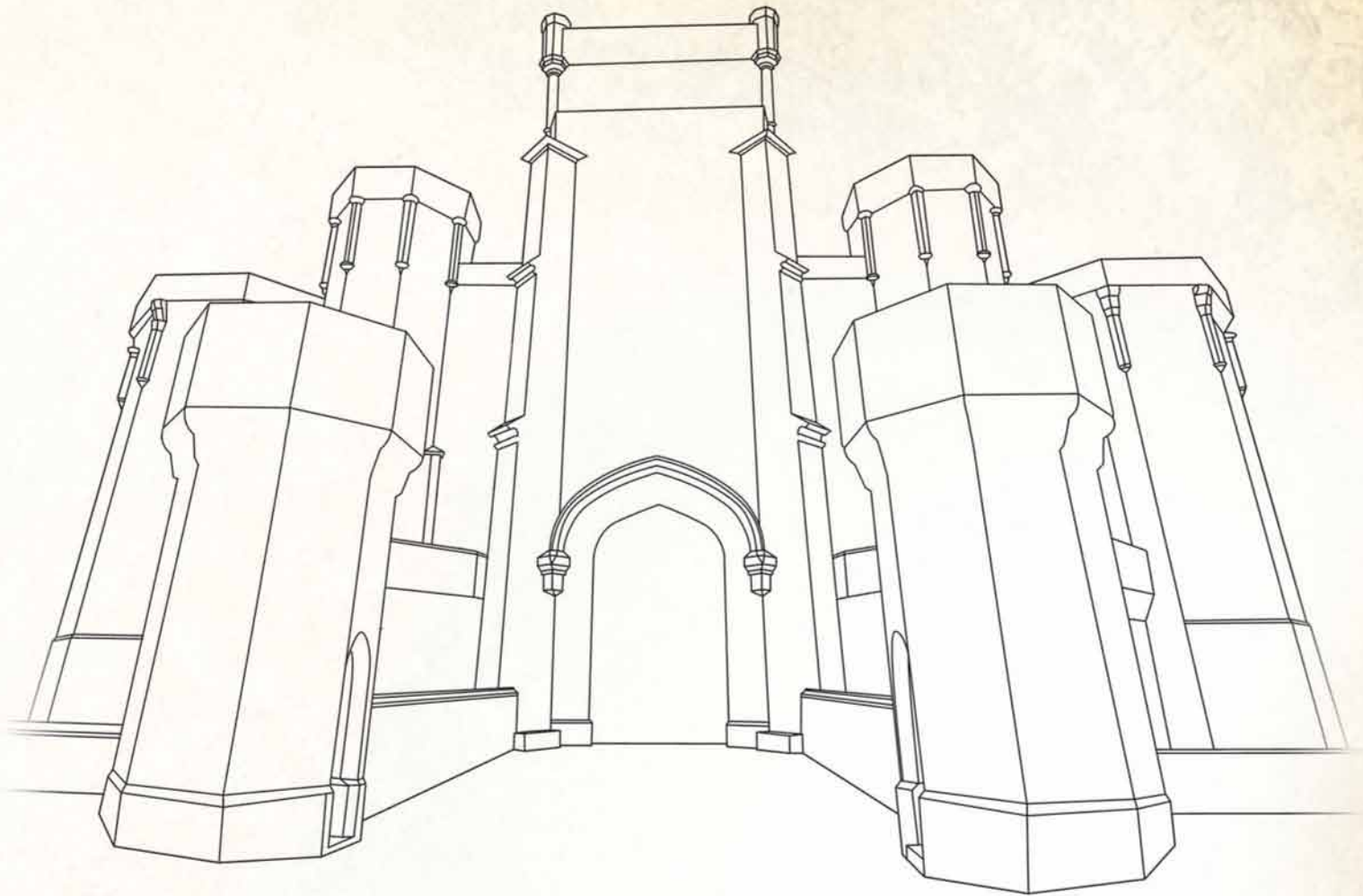
NAME _____

DATE _____



RISE TO THE CHALLENGE!

Now that you know something about castles, it's your turn. Apply what you have learned about castles to design a castle for the rightful heir to Narnia's throne, Prince Caspian. When you have finished your design, label all of the features you learned about on the previous page—for NARNIA!



✦ FOR NARNIA ✦

On a separate piece of paper, write a story about PRINCE CASPIAN in his new castle and how it aids him at the hour he is attacked!

NAME

DATE

Narnia at the time of

THE LION, THE WITCH AND THE WARDROBE



Use this map of Narnia from the time of THE CHRONICLES OF NARNIA: THE LION, THE WITCH AND THE WARDROBE. Find the locations of the places and events you read about and saw in the movie. Then write about what happened at each location.

Cair Paravel

The Lantern Waste

The Stone Table

The Great River

The Western Woods

The Fords of Beruna

“The purpose of geography is to provide ‘a view of the whole’ Earth by mapping the location of places.”

—Ptolemy, Greek Astronomer and Geographer

NAME _____

DATE _____

Narnia at the time of PRINCE CASPIAN



When the Pevensies return to Narnia in **PRINCE CASPIAN**, it is 1300 years later in Narnian time. Everything is different. Everything has changed. Look carefully at this map of Narnia during **PRINCE CASPIAN**'s time. Find places on this map of Narnia that are **NOT** on the first map. Locate them on this map and tell what happened at each of these new places. You may wish to use the book **PRINCE CASPIAN** to help you.

King Miraz's Castle _____

Small Clearing _____

Trufflehunter's Den _____

Battle Field _____

Aslan's How _____

Lost Rocks _____



HERALDRY

NAME _____

DATE _____

Every character in Narnia must prepare for battle. The armor and shields used in the films have been designed to represent each character and to speak to their individual personalities. Medieval knights in armor looked pretty much like all of the others on the battlefield. To help with this, knights began to paint designs on their shields and elsewhere. This not only distinguished them from other knights, but the symbols and colors told much about the wearer's personality and his family history.

SHIELD DESIGNS



St. Andrew's Cross

*Resolution
Resolve*



Roof of a House

*Protection
Faithful Service*



Military Belt

Honor

SHIELD ELEMENTS



Holly: Truth



Fruit: Freedom, Peace



Cinquefoil: Hope, Joy



*Lion: Peace, Courage,
(also, Great Warrior, Chief)*



*Leopard: Valiant and
Enduring Warrior*



Horse: Readiness for Duty



*Dog: Courage, Fidelity,
Loyalty*

BACKGROUND COLORS



Gold: Generosity



Red: Warrior



Green: Hope



Orange: Worthwhile Ambition



Silver or White: Sincerity, Peace



Blue: Strength, Loyalty



“There is no king who has not had a slave among his ancestors,
and no slave who has not had a king among his.”

—Helen Keller

NAME _____

DATE _____



RISE TO THE CHALLENGE!

Use what you've learned about heraldry to create a shield that represents YOU! What do the design, symbols, and colors you choose mean?

