

The Lion, the Witch and the Wardrobe

For this unit, you will be working closely in a group, and your group's duties follow for your assigned chapters:

- Create a quiz (with answers),
- Develop a series of discussion questions (at least 10 and only a few can be plot-based),
- Lead the class in discussion, and
- Bring in some creative element to enhance your presentation

In addition, one of the literary elements I would like to focus on with this text is character study. The overall goal is for you to be able to successfully complete a character study in any situation and any text. To do so, you should be able to:

- Visualize characters as they are presented in the text.
- Recognize overt character traits (obvious things about the characters).
- Infer subtle character traits (figure out what's going on with the character without the author actually stating something).
- Support inferences with evidence from the text (be able to point to specific lines in a story to prove you're right about your assumptions).
- Recognize how and why characters change.
- Determine how the character impacts other characters and theme.

In order for you to successfully track your character, you can follow the simple procedures I've spelled out below.

1. Each group will be assigned one of the major characters from the book.
2. Work with your group to track your character's development) or the lack.
3. As you read, focus on your character and take notes on him/her.
4. You will have 5-10 minutes at the start of each class period to discuss with your group what's been going on with your character.
5. Compile a single "How and Why Characters Change" worksheet from the group for each reading session. Analyze the character from the start of the reading assignment to the end for this section only (so only the pages that are assigned for this date).
6. Present to the class how and why your character has/hasn't changed during those pages. You will receive points on your worksheet and the depth of your knowledge.

In addition, you will be generating one page reflection on EACH reading. You must write this reflection for three of the four readings; you will not be writing a reflection on your group's reading. These reflections are due BEFORE we start discussion on that day's pages: printed! I will post some reflection prompts on the website for each chapter.

Day One:

Friday, February 19: Assign pages 1-46

1. Because this is the first time your group has had a chance to meet, you can use the class period to answer some general the questions. Normally, you will have to do this work outside of class and have the few moments at the start of class to compile data:
2. What is your character's name?
3. What does his/her name mean? ((Babynames.com)
4. What are the connotations behind the name (can you think of famous or infamous people in history who had the name?)
5. Begin to fill out the character map sheet (one for the entire group and you will add to it each day.

Day Two:

Thursday, Feb. 25; Group 1 (Lucy) will lead discussion on pages 1-46; assign pages 47-107

Day Three:

Monday, Feb. 29 (Leap Day!); Group 2 (Peter) will lead discussion on pages 47-107; assign pages 95-158

Day Four:

Wednesday, March 2; Group 3 (Susan) will lead discussion on pages 109-158; assign pages 159-206

Day Five:

Friday, March 4: Group 4 (Edmund) will lead discussion on pages 159-206, receive paper assignment.

Here are your groups. The first name on the list is your group leader. They are in charge of assigning tasks and coordinating. Please select a second in command in case your leader is absent. Also take this time to either exchange emails or set up a google.doc.

Lucy	Peter	Susan	Edmund
Bridget	Amanda	Sorcha	Cora
Nathaniel	Molly	Maggie	Tyler
Ethan	Riley	Lexi	Abby S.
Mia	Mary Rose	Amber	Trey
Haley	Abby W	Bree	Jen