

# Narnian Virtues

## Student Workbook

*The Voyage of the Dawn Treader by C.S. Lewis*



A Character Education English Curriculum based on the novels of C.S. Lewis



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## Key Events Before *The Voyage of the Dawn Treader*

Between *The Lion, The Witch and The Wardrobe*, and *The Voyage of the Dawn Treader* several key events have taken place which you can read about in the novel *Prince Caspian*.

In *Prince Caspian*, when they were last in Narnia, Lucy and Edmund helped the young Prince Caspian reclaim his throne from his wicked uncle, the evil tyrant Miraz, who murdered his father, King Caspian IX.

The Pevenies defeated Miraz and left Narnia after Caspian's coronation and restoration to his rightful position as ruler of Narnia.

However, during Miraz's tyrannous rule, seven lords who were loyal to Caspian's father, left Narnia.

In *The Voyage of the Dawn Treader*, Edmund and Lucy undertake another adventure, accompanied by their cousin, Eustace, to help Caspian find the lost lords and inform them it is now safe to return home to Narnia.

They end up on a quest to find the Utter East, the End of the World.

# From Vices to Virtues

From Vices...		to Virtues
Foolishness	→	Wisdom
Selfishness	→	Love
Weakness	→	Fortitude
Intemperance	→	Self-control
Injustice	→	Justice
Deceitfulness	→	Integrity

## VIRTUE

A good moral habit; an admirable human quality such as wisdom, kindness, truthfulness or courage that is shown with some consistency in day-to-day behaviour.

*He had the virtue of being kind to others, except when someone behaved very badly.*

## VICE

A bad moral habit; a fault, a failing, or a weakness.

*His vice was being dishonest, like lying when it suited his interests.*

# The Virtues

## WISDOM

The habit of exercising good judgement; being able to see what is true and good and choosing the best course of action.

*Without wisdom, we cannot make good decisions.*

## CURIOSITY

Part of wisdom is curiosity: the habit of being inquisitive; showing the desire to learn or know something. In general, it is wise to want to learn, but wisdom cautions us not to explore what may be bad for us.

*Curiosity is the mark of an active mind, but curiosity about the wrong things can get us in trouble.*

## LOVE

The habit of acting selflessly for the good of another, without seeking recognition or reward; willingness to sacrifice for the sake of others by putting their well-being ahead of our own; doing good for others by being kind, caring, generous, and loyal.

*There is no greater love than to lay down one's life for another.*

## FORGIVENESS

The habit of letting go of anger or resentment toward others who have caused us injury. Forgiving someone who has hurt you is an act of love.

*Many people find forgiveness difficult when someone has hurt them deeply.*

## GRATITUDE

The habit of feeling and expressing thanks for benefits received.

*Gratitude is love expressed. Gratitude leads us to count our blessings.*

## INTEGRITY

The habit of being true to ourselves and truthful with others; standing up for moral principles and following our conscience; not engaging in self-deception, such as telling ourselves that it's OK to do something that, deep down, we know is wrong.

*If we have integrity, we don't deceive others or ourselves.*

## HUMILITY

The habit of being aware of our strengths and shortcomings; striving to correct our flaws and failures; being free from pride and arrogance. Without humility, pride blinds us to our faults. Humility is an aspect of integrity because it means being honest with ourselves, and others, about our failings.

*Humility is not thinking less of ourselves,  
but thinking of ourselves less.*

## FORTITUDE

The habit of the doing what is right and necessary in the face of difficulty; the mental and emotional strength, the 'inner toughness', to endure suffering and overcome adversity; exhibiting qualities such as confidence, courage, perseverance, and resilience when challenging circumstances demand them.

*They would need fortitude to endure the  
difficult journey ahead.*

## HARD WORK

The habit of working towards a wise goal with energy, commitment and persistence.

*You have to work hard to meet your goals*

## COURAGE

The habit of overcoming fear when facing physical danger or social pressure to do what's wrong.

*Moral courage: standing up for what's right  
when it's unpopular to do so—is rarer than  
bravery in battle.*

## SELF-CONTROL

The habit of self-restraint; the mastery and moderation of our desires, emotions, impulses, and appetites; resisting temptation; delaying gratification in order to achieve a higher goal.

*In the absence of self-control, our desires  
control us.*

## JUSTICE

The habit of treating everyone with equal respect and fairness; fulfilling our responsibilities; taking responsibility for our actions, sincerely admitting when we've done wrong, and making amends; recognizing that no one—including ourselves—is 'above the law'.

*Justice requires us to treat everyone with  
respect, take responsibility for our actions, and  
recognize that no one has the right to do wrong.*



# 1. Eustace, Books and Curiosity

In this novel we learn about Eustace's reading.

We learn about the sort of books he has read and what he has not read. We learn about what he likes to read and what he does not like to read.

Eustace seems to only like reading non-fiction:

'He liked books if they were books of information' (Chapter 1)

'Eustace had read all the wrong books' (Chapter 6)

- Read Chapter 1 of *The Voyage of the Dawn Treader* and see what else you can find out about Eustace's reading.
- Then, in the box below, record the fiction and the non-fiction you have read in the last three months.


## What Is Curiosity and Why Does It Matter?

---

*Part of wisdom is curiosity, the habit of being inquisitive—showing the desire to learn or know something. In general, it is wise to want to learn, but wisdom warns us not to explore what may be bad for us, such as illegal drugs or pornography. It is good to have an enquiring mind and a thirst for knowledge.*

---

In this novel we see the contrast, in the attitude between Reepicheep and Eustice.

Reepicheep shows he is curious about what lies beyond the Lone Islands. It appears that this is uncharted territory and no one has a map of this area of the world or knows what is there.

Imagine what it must have been like for explorers to go where no one had gone before. Reepicheep wants to travel beyond the Lone Islands; this is a good example of proper curiosity.

By contrast, Eustace is curious only about the marks he gets on tests and not in the content of the subject that he has the privilege of studying. He isn't interested or curious about a subject 'for its own sake'.

This is a shame because if you are studying the ancient world in history or chemical reactions in science, learning about the content of the subject is more important than whether you got a better grade or mark than someone else.

Being curious about our world and wanting to discover more about it (how it works, how people have lived, why things happen, what people believe) is the beginning of a life-long adventure of learning that goes far beyond school.

With the Internet, we can teach ourselves almost anything now—but we must exercise the wisdom not to explore things that are unhealthy and can hurt us or others.

## The Life-Simulator

Begin by reading and thinking about Eustace's reading in chapters 1 to 6 of *The Voyage of the Dawn Treader* by C.S. Lewis

Welcome to the start of your voyage!

We are beginning this curriculum by thinking about why we might use literature as a way to reflect on our character.

In today's extract, you will consider C.S. Lewis's opinion about why reading fiction is important. Below there is also an argument for fictional literature as a 'life-simulator'. Spend some time reading the passages and discussing them with your classmates.

### The Life-Simulator

Some big claims are often made about the benefits of reading literature (high quality fiction). We read headlines such as 'Reading Literature Makes Us Smarter and Nicer' (*Time* magazine 2013) or 'Literary Fiction Improves Empathy, Study Finds' (*The Guardian* 2013). Some people claim that reading literature (non-fiction) increases our real-life capacity for empathy and that people who often read fiction appear to be better able to understand other people and empathize with them.

Dr Keith Oatley, a psychologist at the University of Toronto, claims that we understand and co-operate with others better when we read about other people. According to Oatley, reading can be compared to a flight simulator where you experience a lot of situations in a short span of time. But there are other articles that conclude that you do not become a more sensitive or a more empathic person by reading literature; it is just that more sensitive and empathic people tend to read literature in the first place! But what do authors of fiction themselves have to say about what happens when we read fiction (literature) and whether it helps us develop empathy?

One of the best explanations of empathy is from the famous novel *To Kill a Mockingbird* by Harper Lee where Atticus Finch says, 'You never really understand a person until you consider things from his point of view... until you climb into his skin and walk around in it'. C.S. Lewis, the author of the Narnia stories and the science-fiction trilogy that begins with *Out of The Silent Planet*, said, 'In reading great literature I become a thousand men [people] and yet remain myself'. This is important because 'every act of justice or charity [love] involves putting ourselves in the other person's place'. J.R.R. Tolkien, the author of *The Hobbit* and *The Lord of The Rings*, said that through reading literature we can use our imagination to enter a 'secondary world' that feels real so that we 'believe it' while we are 'inside' that world.

Some people go even further and maintain that fiction doesn't just help us understand other people; It can also help us to understand ourselves better. Literature can help us to see what we are like. The great classical teacher Aristotle said that we find out about 'events' from reading history (non-fiction), but we learn 'truths' about ourselves and others by reading literature (fiction). C.S. Lewis, who believed that reading 'good books' could help us live well and practice virtues, said: 'We learn the Rule of Decent Behaviour from parents and teachers, and friends and books'.

Once you have developed your own opinion about whether 'reading good books makes you a better person' use the space below to write a magazine article on the subject.

- You can come up with your own headline or use, 'Does Reading Good Books Make You A Better Person?'
- Make sure you have at least 3 key ideas.
- In what ways might someone become 'better'?
- Give examples of 'good books'.
- Include different viewpoints.
- Include your own viewpoint.

It will help you to think about:

- 'empathy' – which is defined as the ability to understand and share the feelings of another person (empathy is more than sympathy)
- the best books you have read and whether these helped you understand other people
- what you have learned as a person through reading fiction and whether you think your empathy has increased by doing so
- whether you 'read' people's character better as a result of reading fiction (where we read about different characters)
- whether your interpersonal skills improve by reading literature (fiction, where we read about how characters relate to each other)
- whether it is just the case that people with greater empathy tend to read more literature
- if you agree or disagree with Dr Keith Oatley (who may or may not be right).

*Notes*

## Word Sort

You will find a Virtues Vocabulary on the following pages,

Read each word and choose the right words to write in the grid below that you judge to be most strongly associated with curiosity, justice, integrity and hard work.

Curiosity	Justice
Integrity	Hard Work

## Virtue Words

### **absolution**

formal release from guilt, obligation, or punishment. (In religious context, declaration that a person's sins have been forgiven.)

### **abstain**

restrain oneself from doing or enjoying something

### **abstinence**

the practice of restraining oneself from indulging in something

### **acknowledgement**

the expression of gratitude or appreciation for something

### **acumen**

the ability to make good judgements and make quick decisions

### **altruism**

selfless concern for the well-being of others

### **amiable**

having a friendly or pleasant manner

### **amnesty**

an official pardon for people who have been convicted of political offences

### **appreciate**

recognise the full worth of

### **backbone**

strength of character  
being able to cope with pressure

### **bravery**

being ready to face and endure danger or pain

### **candour** (US candor)

the quality of being open and honest; frankness

### **challenge**

a task or situation that tests someone's abilities

### **chore**

a tedious but necessary task

### **clemency**

mercy; leniency

### **common sense**

good sense and sound judgement in practical matters

### **compassion**

sympathetic pity and concern for those who are suffering

### **curious**

eager to know or learn something

### **daring**

adventurous courage

### **dauntless**

showing fearlessness and determination

### **deference**

polite submission and respect

### **determination**

resoluteness; deciding definitely and firmly

### **devotion**

love, loyalty, or enthusiasm for a person

### **diligence**

careful and persistent work or effort

### **discernment**

the ability to judge well

### **discretion**

speaking without causing offence or betraying a confidence

### **doughtiness**

braveness and persistence

### **down-to-earth**

with no illusions or pretensions

### **egalitarian**

treating people as if they are equal

### **empathy**

the ability to understand and share in another's feelings

### **endurance**

the ability to endure an unpleasant situation

### **equity/equitable**

the quality of being fair and impartial

### **even-handed**

treating people fairly

### **exploration/explorative**

the action of exploring an unfamiliar area

### **fairness/fair**

impartial and just treatment or behaviour without favouritism or discrimination

**fidelity**

*faithfulness to a person, demonstrated by continuing loyalty and support*

**firmness**

*being determined*

**forbearance**

*patient self-control; restraint and tolerance*

**generous**

*showing a readiness to give more of something, especially money, than is strictly necessary or expected*

**good judgement**

*(US good judgment) the ability to make considered decisions or come to sensible conclusions*

**grateful**

*feeling or showing an appreciation for something done or received*

**grit**

*courage and resolve; strength of character*

**hardiness**

*the ability to endure difficult conditions*

**heroism**

*great bravery*

**honesty/honest**

*free of deceit and untruthfulness*

**honour/honourable**

*(US honor) the quality of knowing and doing what is morally right*

**humble**

*not proud or arrogant*

**impartiality/impartial**

*equal treatment of all rivals or disputants; fairness*

**impeccable**

*faultless; exemplary; with the highest standards of propriety*

**incisive**

*analytical and clear-thinking*

**indomitable**

*impossible to subdue or defeat*

**industrious**

*diligent and hard-working*

**inquisitiveness/Inquisitive**

*an interest in learning things; eager for knowledge*

**insight**

*an accurate and deep understanding*

**interest/interested**

*the feeling of wanting to know or learn about something or someone*

**intrepid**

*fearless; adventurous*

**investigation/  
investigative**

*inquiry or systematic study*

**kindness**

*the quality of being friendly, generous, and considerate*

**labour** (US labor)

*Work hard; make great effort*

**leniency**

*'going easy' on someone who has done wrong*

**loyalty**

*firm and constant support or allegiance*

**magnanimity**

*being generous in forgiving another*

**mercy**

*compassion or forgiveness shown towards someone whom it is within one's power to punish or harm*

**meticulous**

*showing painstaking attention to detail*

**mettle**

*a person's ability to cope well with difficulties; spirit and resilience*

**modesty**

*the quality or state of being unassuming in the estimation of one's own abilities; not bragging*

**nerve**

*holding steadfast*

**pardon**

*the action of forgiving or being forgiven for an error or offence*

**perseverance**

*persistence in doing something despite difficulty or delay in achieving success*

**perspicacity**

*the quality of having a ready insight into things*

**phronesis**

*practical understanding; wisdom, prudence, sound judgement*

**principled**

*being governed or guided by a moral principle or strong belief*

**probity**

*the quality of having strong moral principles; honesty and decency*

**prudent**

*acting with or showing care and thought for the future*

**reason**

*the power of the mind to think, understand, and form judgements logically*

**rectitude**

*morally correct behaviour or thinking; righteousness.*

**redemption**

*the action of saving or being saved from sin, error, or evil*

**resilience**

*being able to endure difficult conditions or circumstance*

**resolute**

*admirably purposeful, determined, and unwavering*

**resolve**

*firm determination to do something*

**respectful**

*feeling or showing deference; politeness*

**sacrifice**

*an act of giving up something valued for the sake of someone else*

**sagacity**

*having keen mental discernment and good judgement*

**self-discipline**

*the ability to control one's feelings and overcome one's weaknesses*

**self-effacing**

*not claiming attention for oneself; retiring and modest*

**selflessness**

*concern more with the needs and wishes of others than with your own*

**self-restraint**

*restraint imposed by oneself on one's own actions*

**sensitivity**

*being able to respond appropriately to the feelings of others*

**shrewdness/shrewd**

*the quality of having good powers of judgement*

**sincerity**

*the absence of pretence, deceit, or hypocrisy; saying what you mean and meaning what you say*

**stamina**

*the ability to sustain prolonged physical or mental effort*

**tenacious**

*not easily giving up a position, principle, or course of action; determined*

**thankfulness**

*expressing gratitude and relief*

**travail**

*painful or laborious effort*

**treadmill**

*a situation that is tiring or boring and from which it is hard to escape*

**tribute**

*an act, statement, or gift that is intended to show gratitude, respect, or admiration*

**uprightness/upright**

*the quality of being honourable or honest*

**valiant**

*possessing or showing courage or determination*

**valour** (US valor)

*great courage in the face of danger, especially in battle*



## Quest Narratives

*The Voyage of the Dawn Treader* is a quest narrative, a common and popular genre. Below are several other examples of famous quest narratives. Rank from 1 to 6 how curious you are to find out more about each. (There's space at the end to do this.) You could look in your school library for the books and discover them for yourself.

### *Jason and the Golden Fleece*

This is the story of a hero's quest for justice. The golden fleece came from a ram which was sacrificed after saving a boy from being murdered by his step-mother, who wanted her own children to inherit the kingdom of her royal husband. Elsewhere in Greece, Jason vows to reclaim his father's throne which has been taken by his wicked uncle Pelias. Pelias agrees to restore Jason to his rightful place if he can bring him the golden fleece, now with King Etes. Showing great fortitude during various perils and adventures, and with help from the goddess Hera, Jason completes his quest and eventually reaches King Etes. However, Etes will only allow Jason to take the fleece once he has completed a dangerous task. King Etes' daughter Medea is in love with Jason (Hera and Aphrodite brought this about with Cupid's help) and she helps him try to obtain the fleece.

### *The Silver Chair*

C.S. Lewis tells the story of the quest to find the lost Prince Rillian who has been missing for ten years ever since he rode off into the woods after a mysterious meeting. In *The Silver Chair*, Eustace and his school friend Jill set out to find Prince Rillian by travelling into the frozen regions to the north of Narnia. They encounter many difficulties and challenges on their way including man-eating giants. They are helped by a Marshwiggle by the name of Puddleglum who lives in a wigwam as well as gnomes from Underworld.

### *The Odyssey*

Odysseus is a Greek hero fighting in Troy, showing courage and fortitude on his 10-year journey home to his wife, Penelope, and his son. His voyage is plagued with mistakes caused by his impetuosity, leading him to be tied up by his crew. Following battles, sea monsters, and drug-addled Lotus Eaters, he arrives back at home to find word that an ambush has been laid for him. While away, his palace has been overtaken and suitors are attempting to court his wife. He hatches a plan to get rid of them and disguises himself as a beggar to find out what is going on....

### *The Horse and His Boy*

C.S. Lewis tells the story of four characters whose quest is to reach the free North and to escape from the land of Calormen that lies across a vast desert to the south of Narnia. A boy, Shasta, is escaping on his talking horse, Bree, as he is about to be sold as a slave to a cruel master. A girl, Aravis, is escaping on her talking horse, Hwin, because her father wants to marry her off to a man of high status and wealth who she does not love. On the way they encounter Lazraleen who lives in a palace, Prince Corin who always gets into fights, a hermit and a cat.

### *King Arthur and the Quest for the Holy Grail*

Central to the legend of King Arthur and his Knights of the Round Table is the quest to find the Holy Grail (the cup Jesus drank from at the Last Supper). Galahad is deemed to be worthy of the Grail due to his faithfulness and purity, and sets out to find it, along with 150 other knights. Most of the knights suffer injury or death in the quest. Those Knights that survive find the castle where they expect to find the Holy Grail... but they are faced with the King who is charged with its safety.

## *The Lord of the Rings*

*The Lord of the Rings*, by J.R.R. Tolkien, is one of the most famous quests in literature. Frodo Baggins and Samwise Gamgee are hobbits who set out on a quest to destroy the Ring of Power. Frodo is not the most obvious choice to lead such a heroic quest as he is a hobbit who enjoys the pleasant and peaceful countryside life of the Shire. Despite being a simple hobbit, Frodo rises to the challenge of seeking to destroy the Ring, which is the only way to end the rule of the evil Dark Lord Sauron and bring peace to Middle Earth. They are helped on their way by friends but face threats from many sources, including the feared Nazgul and Orcs.

Rank these stories according to how much you would like to read them, where '1' is the story you want to read the most and '6' is the story you want to read the least.

<input type="checkbox"/>	Jason and the Golden Fleece
<input type="checkbox"/>	The Silver Chair
<input type="checkbox"/>	The Odyssey
<input type="checkbox"/>	The Horse and His Boy
<input type="checkbox"/>	King Arthur and the Quest for the Holy Grail
<input type="checkbox"/>	The Lord of the Rings

## 2. Caspian Frees the Slaves

Read the following passage from **Chapter 4** of *The Voyage of the Dawn Treader*.

Begin with: 'Secondly', said Caspian, 'I want to know'

End with: 'I declare every slave in this market free'.

*Space for your notes about virtues and vices in the extract:*

## What Is Justice and Why Does It Matter?

---

*Justice is treating all persons as moral equals, with respect for their unalienable rights as human beings.*

---

'I declare every slave in this market free' is the great, bold statement made by Caspian that brings about justice. His declaration transforms the lives and life chances of those who are unjustly kept captive as slaves and denied their rightful freedom and 'unalienable right' as human beings. Caspian acts boldly and decisively to liberate those held captive and deprived of their natural rights. As it is a very great injustice for any human being to be iniquitously kept captive and denied freedom by another, Caspian acts justly to set the prisoners free.

An important aspect of justice, as with love, is the 'Golden Rule' *to treat others as we would want to be treated ourselves*. Caspian acts justly as he treats others the way he himself wants to be treated. His unflinching action here shows a disposition towards fighting for what is fair and right. We should remember that he himself was captured by slavers on the island of Felimath and sold as a slave and was later released.

Caspian is told by the Governor Gumpas that slavery is 'an essential part of the economic development of the islands' and it is possible that Narrowhaven will indeed be poorer if it is not 'a great centre of the trade'. But as King of Narnia and the Lone Islands, Caspian rules that 'it must be stopped' regardless of whether slavery brings about prosperity (although we are not told why he believes this).

In making this decision, Caspian also has to ignore the conventional thinking demonstrated by the 'graphs' and 'statistics' of the experienced governor, who argues that Caspian is too young to comprehend the 'economic problem'. In standing up for the powerless slaves, Caspian must stand up against not only Governor Gumpas, but also the tough and ruthless, older slave traders.

## Press Conference

Write down interview questions for each character.

1. **King Caspian** is 16-years-old. He became king of Narnia three years ago when he was 13-years old. He is courageous and determined. At his best he listens to good advice. He has some experience of being bought as a slave.
2. **Eustace** is younger than Caspian and is truculent, surly and conceited. He is arrogant, pompous and lacks integrity. He may not be honest when he answers your questions. No one wanted to buy Eustace!
3. **Lord Bern** has recently become Duke of the Lone Islands (replacing the corrupt Governor Gumpas). He is loyal to Caspian. He served Caspian's father when he was king of Narnia.
4. **Edmund** is a good friend of Caspian. He finds his cousin, Eustace, very annoying and has little sympathy for him.
5. **Lucy** is the youngest and the most sensitive. She found it very difficult and upsetting when Caspian was sold as a slave and taken away.

- You have five characters to interview: King Caspian, Lord Bern, Lucy, Edmund and Eustace.
- The best questions will get you the answers that will enable you to write the most interesting and informative news article.
- You will need to ask questions that give you more information about the 5Ws: (What happened? When did it happen? Where did it happen? Why did it happen? Who did it happen to?).
- You will want to get the detail of the story.
- You will want to cover the human interest angle.
- You will want to ask about social justice, right and wrong.
- You will want to explore the character (virtues and vices) of King Caspian, Lord Bern, Lucy, Edmund and Eustace.

## Writing an Article

Start by reading a passage from Chapter 4 of *The Voyage of the Dawn Treader*, beginning with: 'Secondly', said Caspian, 'I want to know' and ending with: 'I declare every slave in this market free'.

Caspian declares all the slaves free. That's quite a statement.

Imagine you are a reporter for a broadsheet newspaper.

You will have had an opportunity to talk to important people from the scene in a press conference before writing up your article.

Remember:

- Reporters have to get the facts – the 5Ws (What?, Where?, Why?, Who?, When?).
- Include the 5Ws at the very beginning of the article – even in the very first sentence.
- After getting all the most important information across at the start, give the detail.
- Include quotes from interviews.
- Include comment on the event.
- Emphasise that justice has been done.
- Devise a headline that sums up the article.

Write an article for a broadsheet newspaper based on Caspian's declaration that all the slaves are free.

### 3. Eustace Steals Water

#### Comprehension Questions

Start by reading a passage from **Chapter 5** of *The Voyage of the Dawn Treader*, then answer the questions below.

Begin with: *September 6 was a horrible day.*

End with: *Can you beat it?*

In this extract, which virtue(s) is Eustace lacking?

What does Eustace do wrong? Why is it wrong? (Please provide more than one example).

How does Eustace make himself out to be a nice, just, fair person in his diary? List the lies he tells himself:

What are the giveaway comments that prove he is guilty of attempted theft and lacks integrity/honesty?



What are you less honest with yourself about than you should be?

How do you seek to cover up and hide the truth about yourself?

What is the big problem, the really serious danger, with self-deception?

## What Is Integrity and Why Does It Matter?

---

*Integrity is the virtue of being honest with ourselves and others. If we deceive ourselves, we stop our conscience from working and are able to rationalize any wrongdoing we may wish to engage in. If we deceive others, we destroy the trust on which communication and relationships depend.*

---

In this passage, Eustace is neither honest with himself nor honest with others. He is clearly guilty of trying to steal water, sneaking out in the middle of the night with a cup in his hand. When apprehended by Reepicheep, who was on sentry duty guarding the water, he lies that he was going 'on deck for a breath of air'—though in his own diary he writes that he was caught before he'd 'drawn a cupful'.

Eustace deceives himself by making excuses and writing in his diary: 'I'm the last person to try to get any unfair advantage but I never dreamed that this water-rationing would be meant to apply to a sick man'. Eustace is creating a fiction of himself as a decent, honourable, trustworthy boy when he is really a thief and a liar.

Psychologists list a range of 'cognitive biases' we can hold—particular traits that can subconsciously affect our attitudes and our decision making. C. S. Lewis seems to be portraying Eustace as suffering from two of these to an almost comic extent.

The 'Fundamental Attribute Error' is the tendency to over emphasise external causes for our misfortunes and consider our successes to be personal triumphs. Our 'Confirmation Bias' is the tendency to use evidence to reinforce what we already believe to be true.

In order, therefore, to be truly honest with ourselves, we must first acknowledge the possibility that we are observing the world through a bias that puts ourselves in the centre as the hero of our own story. Later on in Chapter 7, however, Eustace is truthful about himself when he admits, 'I'm afraid I've been pretty beastly'.

We are told: 'Eustace realized more and more that since the first day he came on board, he had been an unmitigated nuisance'.

This change in Eustace's attitude is truly remarkable.

## Rewrite Eustace's Diary

Activity: Rewrite the diary extract as if Eustace did have integrity.

Look again at Eustace's diary entry in this extract. It's difficult for Eustace to admit that he could have done things differently.

Imagine Eustace has a greater sense of integrity. That is, imagine that he is prepared to admit that what he did was wrong. He now writes with honesty about what happened and what he has done wrong.

How do you think his diary entry would change?

Rewrite Eustace's diary entry, but this time show that he is more self-aware and has a greater sense of integrity. Be sure to include some key features of writing a diary entry:

- It's reflective writing; don't forget to include thoughts and feelings.
- It includes a date at the beginning.
- It's written in the first person and usually in the past tense.
- It describes events, usually in a chronological order.
- It makes liberal use of adjectives to describe emotions.
- It uses informal language (the kind Eustace might use).

*Notes:*

## 4. Eustace's Avoidance of Hard Work

### Coach Wooden: The Importance of Best Effort

Begin by reading a passage from **Chapter 5** of *The Voyage of the Dawn Treader*.

Begin with: *As Eustace lay under a tree and heard all these plans.*

End with: *dressed in rags.*

'I challenge you', said John Wooden—the winningest US men's college basketball coach in history—'to show me one single solitary individual who achieved his or her personal greatness without lots of hard work'.

Over twelve seasons, Wooden's University of California at Los Angeles basketball teams won *ten* national championships. But Coach Wooden never talked to his players about winning; instead he talked about character—qualities like 'team spirit', 'confidence', 'industriousness', and 'competitive greatness'.

In his memoir, *Wooden: A Lifetime of Observations and Reflections On and Off the Court*, he gives much of the credit for his coaching approach to Mr. Lawrence Shidler, his 10<sup>th</sup>-grade math teacher. One day Mr. Shidler asked his students to write a paper defining 'success'. Wooden says that got him thinking about the meaning of success—and he kept thinking about it after he went on to coach football, tennis, basketball, and baseball. He says, 'It seemed to me that it was possible to win and be outscored, or to lose even when you outscored an opponent'.<sup>i</sup> Here is the definition of success he finally arrived at:

*The goal in life is the same as in basketball: make the effort to do the best you are capable of doing—in marriage, at your job, in the community, for your country. Make the effort to contribute in whatever way you can. The effort is what counts in everything.*

'Don't measure yourself by what you have accomplished', Coach Wooden says, 'but by what you should have accomplished with your abilities'.

## What Is Hard Work and Why Does It Matter?

*Laziness is a vice and hard work a virtue because hard work is required to fulfil our duties and get a job done.*

On Dragon Island, the sailors toil and work as a team to ensure the ship is seaworthy and well-stocked while Eustace plans how to avoid hard work. We read that 'his heart sank' when he heard about 'hard work' and that he planned to 'stroll' casually away when nobody was looking, find a 'cool, airy place up in the mountains' and have a 'good long sleep' before joining the others when 'the day's work was over'. Eustace completely avoids any work and unfairly enjoys the fruits of everyone else's hard labour (a repaired and well-stocked ship).

Like other important virtues, hard work is made up of many qualities. These include:

- ambition
- best effort
- doing our fair share
- resourcefulness (knowing when and how to get help)
- practicing a skill in order to get better
- never giving up despite frustrations or failures
- setting goals for improvement.

Through the ages, many wise people have testified to the importance of hard work:

*Nothing worth having ever comes except as the result of hard work.*  
—BOOKER T. WASHINGTON

*Opportunity is missed by most people because it is dressed in overalls and looks like work.* —THOMAS EDISON

*The best prize that life has to offer is the chance to work hard at work worth doing.* —THEODORE ROOSEVELT

*There is no easy way to learn difficult things.* —JOSEPH DE MAISTRE

*Whatever we hope ever to do with ease, we must first learn to do with diligence.* —SAMUEL JOHNSON

*Genius is 1% inspiration and 99% perspiration.* —THOMAS EDISON

*The best preparation for tomorrow is to do today's work superbly well.*  
—WILLIAM OSLER

## Interviewing a UCLA Basketball Player

But what was it like playing on Coach Wooden's team?

Spend some time imagining what he would have been like to play for, and then write an interview between a reporter and a player from his team.

You might want to ask questions like these:

- What did it feel like to be so successful?
- Why were you so successful?
- Could you have been so successful without Coach Wooden?
- How did he inspire players?
- What did Coach Wooden talk about?
- Do you think it was worth the effort?
- Did you work too hard?
- How has the experience shaped you?
- How has being coached by Wooden helped in the rest of life?
- What has your character got to do with your success?

*Notes:*

# 5. Eustace With & Without Wisdom

## Labelling the Dragon

Begin by reading these passages from **Chapter 5 and Chapter 6:**

### **Chapter 5**

Begin with: *It is very unpleasant to have to go cautiously*

End with: *fiends in human form.*

### **Chapter 6**

Begin with: *He began to see that the others had not really been fiends at all.*

End with: *Caspian would never have sailed away and left him.*

1. Draw a dragon or find an image of one in the middle of a page.
2. To the left of the dragon, describe Eustace's character *before* he became a dragon.
3. To the right of the dragon, describe Eustace's character *after* he became a dragon.
4. Label each side clearly BEFORE and AFTER
5. The words in the vocabulary list at the end of the book might help you.

## Comprehension Questions

What is a 'fiend'?

What do 'fiends' do?

Why does Eustace use the word 'fiends' here?

What does it show that he thinks about Caspian and the Pevensies?

What does this tell us about Eustace?

Why does Eustace change his mind about whether or not his companions are 'fiends'?



## Creative Writing Task

How can a lack of wisdom lead to misjudging a situation? In this activity you are asked to write your own account of a time when you have either:

- been misjudged, or
- misjudged someone else.

Think about these points before beginning:

- Consider writing a 'dual narrative' where an event is told from two different perspectives (the 'victim' and the 'perpetrator').
- Consider using language techniques such as metaphors and similes (imagery) or personification.
- Focus on the structure of the writing by using paragraphs and making sure it is coherent.
- Remember to proofread!

And then write notes for your story below.

[illegible]

## What is Wisdom and Why Does It Matter?

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*Wisdom is good judgment. It enables us to see things as they truly are, to know ourselves and others, and make good decisions.*

---

Eustace's character transformation is one of the most dramatic in all of the Narnia stories, calling to mind Edmund's similar transformation in *The Lion, The Witch and The Wardrobe*.

But it is not just Eustace's behaviour that changes; the way he sees other people changes too. In fact, it would be impossible for him to treat people differently if he did not start to see them differently.

In Chapter 5, Eustace 'persuaded himself' that Caspian and his Pevensie cousins were all 'fiends in human form' who might leave him behind on Dragon Island.

By Chapter 6, he has grown in discernment and comes to see that they had never been out to treat him badly. He also learns to appreciate the integrity and generosity of Caspian.

What caused Eustace initially to be such a poor judge of character? His selfishness and self-deception had led him to isolate himself from the others; consequently, he had no friends to confide in who would tell him the truth about himself. And so, he was able to fabricate the fiction that they were 'fiends'. Wisdom includes 'reading' people correctly, including whether they intend us good or harm.

Eustace's emergence from his isolation enables him to more accurately assess others' character. C.S. Lewis teaches us that self-separation and self-deception lead to a warped and inaccurate view of other persons.

As Eustace makes progress in forming positive relationships, he grows in one of the distinguishing marks of wisdom—the ability to see clearly.

## 6. Eustace's Character Improvement

### Comprehension Questions

Begin by reading two passages from *The Voyage of the Dawn Treader*.

#### **From Chapter 7**

Begin reading at:

It was, however, clear to everyone that Eustace's character had been rather improved by becoming a dragon.

End reading at:

It was kindly meant and Eustace never forgot it

#### **From Chapter 2**

Begin reading at:

Why exactly Eustace had slipped and reeled and stumbled all the way forward to the forecastle (he had not yet got his sea-legs) I never heard.

End reading at: The Mouse was not much heavier than a very large cat. Eustace had him off the rail in a trice and very silly he looked (thought Eustace) with his little limbs all splayed out and his mouth open.

Answer the following questions.

What does it mean when the narrator explains that 'Eustace's character had been rather improved by becoming a dragon'?

How has Eustace's character changed?

What evidence is there here of character improvement?

## What Is Love (Kindness) and Why Does It Matter?

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*Love is the virtue of acting generously in the best interest of others. This spirit of generosity enables us to take pleasure in helping others.*

---

We read in this extract that 'Eustace's character had been rather improved by becoming a dragon'. Here, for the first time, we see him thinking of the needs of others rather than only his own. We read that he is 'anxious to help'. He brings back provisions for the ship (carcasses of animals) and a pine tree he has uprooted to be a new mast for the Dawn Treader. He lights fires and allows people to warm themselves against his back when the evenings are cold. He even takes people for rides. He now genuinely enjoys helping others and being useful—the opposite of his previous pattern of shirking hard work. He experiences the new pleasures of 'liking other people' and 'being liked' in return. Rather than withdrawing from contact, he is sociable—a member of the community who contributes to the life of the community.

The story confronts us with a paradox: Dragons are normally bad, and it seems that Eustace turned himself into an ugly dragon by repeatedly giving in to ugly, self-centred, and greedy dragon-ish thoughts and behaviours. All of us have to do battle with our personal 'dragons', and it is wisely said that 'we create our character by the choices we make'. But once Eustace becomes an ugly dragon on the outside, he steadily becomes good on the *inside*—in his character. Why? This positive change happens despite his obvious suffering and hating having a dragon's body. Or is it because of his suffering that he is transformed and grows in his desire to do good for others? In much literature, suffering is the catalyst for transcending self and growing in love.

Of all the virtues that make up good character, love has been considered by many philosophers to be the wellspring of all the others. Love is the driving force in a life of character, the source of our 'moral energy'. Love is what motivates us to be good and do good. The heart of love is kindness. Kindness is not simply external behaviour, but actions motivated by an *inner attitude*—a concern for another's happiness. Kindness comes from a loving heart. A loving kindness means wanting and doing what is best for another person, even if it requires sacrifice. Love gives more than fairness requires. Sometimes we do something because it's the fair thing to do, but other times we do it because it's the kind and generous thing to do. In a family, we do many things for each other because we love each other. That's what makes a family a family. In the Bible's parable of the Good Samaritan, the first two people passed by the man who had been beaten by robbers and left by the roadside. Those passersby were worried about themselves: 'If I stop to help this man, what will happen to me?' The Good Samaritan, however, reversed the question: 'If I do not stop to help this man, what will happen to him?' A spirit of kindness motivates us to do good for others even if sacrifice is required and regardless of whether we are recognized, rewarded, or even thanked.

## Script Writing: Encouraging or Befriending Someone

Imagine you are sitting with someone who seems worried about something. How would you befriend them? What kind of things could you say to let them know you care? How can you encourage them? Below are two examples of the kind of script you could write.

### Script 1

Joseph: Hi!

Aamir: Hi!

Joseph: Can I sit here?

Aamir: Yeah, sure.

Joseph: How's it going?

Aamir: Not so good. I'm really worried about these exams. Getting stressed.

Joseph: Really worried, huh?

Aamir: Yeah. I just panic and then don't do any work, which makes it even worse.

Joseph: Why don't you just do some revision every night and then chill and not worry.

Aamir: Yeah, I know, that's the sensible thing to do but it's really hard to get down to it.

Joseph: Thing is, it makes it worse if you don't. I was like that last year. It's less stressful this year and I only do a couple of hours every night. It's worth it – just not to worry!

Aamir: Is that all you do?

Joseph: Yes, I couldn't keep it up otherwise. That's 10 hours a week! I just do 2 hours every evening – I'm finished by 7 - and then I don't worry. You get through a lot if you just take the 'little and often' approach.

Aamir: Hmmm. Doesn't sound too painful.

Joseph: It's worth it – just to manage the stress. My grades won't be amazing but they'll be ok. You could do that. Just regular exam revision – not too much in one go so you don't end up quitting.

Aamir: And it makes you feel better?

Joseph: Oh yeah. Last year I kept putting it off and the exams were so stressful. Now I don't worry and at least I'll do ok.

## Script 2

Josh: I don't want to do it. It's just such hard work. It's the last thing I want to do. Why me? Why do I have to go?

Mark: Yeah, I know, but if you gotta do it, you gotta do it, right?

Josh: Sure, but it doesn't mean I'm going to enjoy it.

Mark: If you're going to do something you may as well enjoy it!

Josh: What?! Who are you kiddin'? There's no way I'm going to enjoy this. I don't even want to be there.

Mark: So you have a choice. You're going to be there. You're going to do it. 'Cause you know it's the right thing to do. So now your choice is, am I going to give it my best shot or am I going to complain about it? Your choice. Your call.

Josh: You're totally out of your mind if you think I can enjoy this.

Mark: You can do what you decide to do.

Josh: I don't believe you.

Mark: Seriously, I know it sounds crazy but if you're going to do something you may as well enjoy it!

Josh: Have you been reading some mind games book on character?

Mark: Well the mind does come into it. But I'd say it was more about the will. You can decide to enjoy something – especially if you know it's the right thing to do.

Josh: Listening to you is like listening to the voice of my conscience.

Mark: I'll take that as a compliment. Attitude makes a big difference. It's about doing something 'with a good grace'. If you're going to do it anyway, you may as well enjoy it.

Write a script where one person befriends or encourages another.

## 7. Eustace's Gratitude to be a Boy Again

### What a Wonderful World

Begin by reading the following passage from *The Voyage of the Dawn Treader*.

#### From Chapter 7

Begin reading at:

'Well, he peeled the beastly stuff right off—just as I thought I'd done it myself the other three times, only they hadn't hurt—and there it was lying on the grass

End reading at:

I know they've no muscle and are pretty mouldy compared with Caspian's, but I was so glad to see them'.

Below are some of the lyrics from 'What a Wonderful World' by Louis Armstrong (songwriters: George Douglas / George David Weiss / Bob Thiele). Douglas / George David Weiss / Bob Thiele). Underline the things that the singer is grateful for.

I see trees of green, red roses too  
I see them bloom for me and you,  
And I think to myself, what a wonderful world.

I see skies of blue and clouds of white  
The bright blessed day, the dark sacred night,  
And I think to myself, what a wonderful world.

The colours of the rainbow, so pretty in the sky  
Are also on the faces of people going by.  
I see friends shaking hands, saying how do you do  
They're really saying, I love you...

And I think to myself, what a wonderful world.  
Yes I think to myself, what a wonderful world.



**What Are You Grateful For?**

Now try answering these two questions. Write your own definition of gratitude in the left-hand column and a list of the things you are grateful for on the right-hand side.

You might want to consider both material possessions and things that cannot be measured.

What is gratitude?	What are you grateful for?

## Comprehension Questions

Adjectives are prominent at the beginning of this passage. Which ones can you find?

There are different kinds of adjectives: descriptive, comparative, and superlative. Which type of adjective is used most frequently here? What does this indicate?

Which comparative adjectives are used to describe the skin here?

Which words are used to describe Eustace's skin when he is undragonized? Why?

Why are (parenthetic) hyphens used? What does this show?

The use of the "s" sound is called sibilance. Can you find some examples of sibilance in this passage? What might this mimic?

Active verbs describe immediate action. Can you find some active verbs in this passage?

The opposite of active is passive. Why do you think this passage is largely written in the passive voice?

Why is Eustace so grateful for 'mouldy' and non-muscular arms?

## What is Gratitude and Why Does It Matter?

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*Gratitude is the virtue of 'counting our blessings' and expressing thanks for benefits received. We are happier when we are grateful, and we make others happy by thanking them for what they do.*

---

Eustace's gratitude at having his own arms again (rather than a dragon's) is evident. Even though his arms are not muscular like Caspian's, he is just grateful to have his own arms back and to be a boy again. He is happy just to be himself. This is in stark contrast to the Eustace we saw in Chapter 2 who 'would be pleased with nothing' and who showed ingratitude for everything he had and in response to any kindness shown to him.

Eustace has Aslan to thank for being a boy again; he could not 'un-dragon' himself. His arms were given to him, as was the breath he breathes, and the rest of the body he has and lives in. This is true for all of us; none of us created ourselves.

Being grateful for what we have sometimes happens only when we lose it. We may realise how much we love someone, for example, only after we no longer have them. Being grateful for what we have, counting our blessings every day, has wisely been regarded as the secret of happiness.

Recent research has also shown that gratitude makes us healthier as well as happier. The psychologist Robert Emmons reports that grateful people are more alert, sleep better, have more positive relationships, and are more aware of situations where they can be helpful. In their book *Making Grateful Kids*, psychologists Jeffrey Froh and Giacomo Bono report their research with children and teens around the world. They find that gratitude improves young people's mood, mental health, life satisfaction, and sense of purpose. It also motivates them to want to help others. In classrooms where children have kept a daily gratitude journal, teachers and parents have observed an increase in children's expressions of appreciation.

## 8. Edmund Forgives Eustace for Being Beastly

### Speeches of Forgiveness

Begin by reading the following passage from *The Voyage of the Dawn Treader*.

#### From Chapter 7

Begin reading at:

'Aslan!' said Eustace. 'I've heard that name mentioned several times since we joined the *Dawn Treader*. And I felt—I don't know what—I hated it.'

End reading at:

'And it may be Aslan's country we are sailing to'.

There are two passages below that may form the inspiration for a discussion with the rest of your class. The speech by Malala was given after she had been shot by the Taliban. The second is from *The Merchant of Venice*.

#### From Malala's Speech to the UN

So here I stand, one girl among many. I speak – not for myself, but for all girls and boys. I raise up my voice – not so that I can shout, but so that those without a voice can be heard. Those who have fought for their rights: their right to live in peace, their right to be treated with dignity; their right to equality of opportunity; their right to be educated.

## Portia's Speech in *The Merchant of Venice*

### Background Story:

*The Merchant of Venice* is a play that focuses on love and revenge. At the centre of the play is a heated courtroom scene where Portia (disguised as a man) delivers this speech. In this speech, Portia asks Shylock to show mercy to Antonio. At the start of the play, Antonio, a Venetian merchant, foolishly signed a contract granting the moneylender, Shylock, a penalty if he failed to repay a loan from him on time. The penalty is unusually cruel. Shylock will be entitled to a pound (in weight) of Antonio's flesh, if he does not repay a loan. Antonio thought he would easily be able to repay the loan as he had invested in several ships at sea, but they were all wrecked and now he cannot repay it. Antonio only borrowed the money in the first place to provide his friend, Bassanio, with the funds needed to court and marry the rich and intelligent Portia. As Antonio cannot repay the loan, Shylock takes him to court and demands his 'pound of flesh'. Unknown to everyone in the courtroom, Portia has dressed up as a lawyer to defend Antonio. At the beginning of the trial, Shylock asks Portia (dressed as a young lawyer) why he must be merciful to Antonio and the speech is Portia's answer.

### Language:

- Why does Portia compare 'mercy' to rain? What is the point that she is making?
- What other imagery is used? Why?
- Do the metaphors used work? If so, why?
- How does this use of language help us understand forgiveness?

### Performance:

- You really need to see and hear this speech performed to appreciate it. You may want to use media resources to compare different performances of this speech. You also learn a lot from performing this speech yourself and many people have taken the trouble to memorise it.
- Try delivering this speech in two different ways, firstly as if Portia is really trying hard to convince Shylock to be merciful and forgive, and secondly, as if she is more concerned to show off her verbal skills and cleverness in the courtroom.
- When you deliver the speech think about when you will look at Shylock and when you will look at the other people in the courtroom.

Portia's Speech from Shakespeare's  
*The Merchant of Venice*

**The quality of mercy is not strained**

The quality of mercy is not strained;  
It droppeth as the gentle rain from heaven  
Upon the place beneath. It is twice blest;  
It blesseth him that gives and him that takes:  
'Tis mightiest in the mightiest; it becomes  
The throned monarch better than his crown:  
His sceptre shows the force of temporal power,  
The attribute to awe and majesty,  
Wherein doth sit the dread and fear of kings;  
But mercy is above this sceptred sway;  
It is enthronèd in the hearts of kings,  
It is an attribute to God himself;  
And earthly power doth then show likest God's  
When mercy seasons justice. Therefore, Jew,  
Though justice be thy plea, consider this,  
That, in the course of justice, none of us  
Should see salvation: we do pray for mercy;  
And that same prayer doth teach us all to render  
The deeds of mercy. I have spoke thus much  
To mitigate the justice of thy plea;  
Which if thou follow, this strict court of Venice  
Must needs give sentence 'gainst the merchant there.

## Essay Writing

Write an essay entitled: 'Unforgiveness Only Makes You Suffer More'.

Here are some tips to get your started:

- Give examples of people who have forgiven those who made them suffer. How did they benefit?
- Give more than one point of view.
- Express your own point of view.
- Create a clear structure (clear introduction and conclusion).
- Provide some evidence to support your points.
- Analyse and explain the evidence.
- Write to argue and persuade.

*Notes: Unforgiveness Only Makes You Suffer More*



## What is Forgiveness and Why Does It Matter?

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*Forgiveness is letting go of anger and resentment toward someone who has inflicted hurt or caused a problem. Forgiveness helps us to heal within and to repair relationships.*

---

Saying the words 'I'm sorry', or 'Please forgive me', or 'I apologise; what I did was wrong', is called for when we have hurt another. Equally, the words, 'I accept your apology' or even better, 'I forgive you', need to be heard by the one apologising.

In this passage Eustace says, 'I was hating everything ... I'd like to apologise. I'm afraid I've been pretty beastly'. Edmund says 'That's all right' and goes on to admit to Eustace that he used to be much worse than Eustace ('You were only an ass, but I was a traitor').

Edmund's humility in confiding that he was a traitor is admirable. Having gone wrong and been forgiven makes it easier for Edmund to forgive Eustace. Forgiving someone can be difficult but is less so if we remember that we ourselves have been forgiven.

It is significant that C.S. Lewis has Eustace meet Edmund before he encounters Lucy or Caspian. Here we see together the two boys who have undergone the greatest personal character transformations of anyone in the story. The author's point seems clear: We are at our best when we forgive others and they forgive us.

If we practice letting things go and not harbouring grudges or resentments, forgiving will become more natural and more of a habit—a true virtue. Forgiving is also easier if we realize that not forgiving makes us bitter, whereas forgiving frees us from angry feelings and makes us both happier and healthier.

## 9. Eustace's Courage and Bravery

Begin by reading the following short passage from Chapter 8 of *The Voyage of the Dawn Treader*.

### From Chapter 8

Begin reading at:

Eustace (who had really been trying very hard to behave well, till the rain and the chess put him back) now did the first brave thing he had ever done.

End reading at:

it was a fine thing for a beginner to have done.

### Eustace Writes Home

Eustace has been on an extraordinary journey so far.

**Write a letter home imagining you are Eustace.**

These hints might be helpful:

- You could begin with something like: 'Well, this trip really has been a character-building experience for me...'
- You will be honest and show integrity in the letter.
- Explain why you are getting on so much better with your cousins now than at the start of your 'holiday'.

Use all of the usual conventions in a letter:

- Use addresses.
- Include a date.
- Remember what we know about how Eustace usually addresses his parents (Harold and Alberta).
- Use effectively/fluent sequenced paragraphs.
- Include an appropriate mode of signing off: Yours sincerely/faithfully.

## What is Courage and Why Does it Matter?

---

*Courage is the virtue of overcoming fear in order to do what is right and good in the face of danger. Physical courage does that in the face of physical danger; moral courage does so in the face of social pressure.*

---

When Eustace attacks the sea serpent, 'it was a fine thing to do' because it was the 'first brave thing he had ever done'. Although Eustace's efforts achieved little (he succeeded only in breaking Caspian's second-best sword), he courageously gave his all and hacked at the sea serpent 'with all his might'.

Both the Duffers and Eustace are afraid; it's the response to fear that shows courage or cowardice. The cowardly Duffers get someone else (Lucy) to do what they are afraid to do. We might also sometimes ask other people to do things we are not courageous enough to do ourselves. Lucy shows courage by overcoming fear and going upstairs in the house even though she has been manipulated into doing so.

Courage is a key aspect of the virtue of fortitude, the 'inner toughness' that enables us to do what is right and necessary in the face of any kind of difficulty. If we don't have courage, we may fail to put other virtues into practice. 'It takes courage to stick up for your friend', said one 9-year-old boy. It takes courage to even talk to a student at school who has no friends and who the popular crowd tells you to ignore. C.S. Lewis spoke to the importance of courage when he said, 'Courage is the form of every virtue at the testing point.' Winston Churchill put it this way: 'Courage is rightly esteemed the first of human virtues because it is the quality that guarantees all the others'. Courage helps us go from knowing what is right to actually doing it, no matter what our fears.

# Creative Writing: A Quest

## The Quest Narrative: 6 Key Features

Write a quest narrative (or part of it) that shows the hero/heroine facing challenges, developing virtues and building character as a result.

### *Essential Ingredients*

#### **1. The Goal, Aim or Objective of the Quest**

The goal of the quest has to be difficult. It also has to be worthy. It must be a just quest that seeks to do good, to right a wrong and to achieve something worthwhile. A quest requires a great deal of curiosity, courage, determination and hard work. The protagonist has to have a yearning to discover something or reach the destination. Along the way the central protagonist will have to do many 'hard things'. There have to be credible obstacles and believable challenges along the way. The protagonist(s) is not perfect but does have courage.

In *The Voyage of the 'Dawn Treader'* King Caspian, his friends and crew, are sailing for a-year-and-a-day to find the seven lost lords who left Narnia while the evil Miraz was king. Other quests in literature have been to find the 'Fountain of Youth', the 'Holy Grail', the 'Arkenstone', the 'Golden Fleece' or simply to find the way 'home' after a long, difficult and extremely challenging journey as with Odysseus in *The Odyssey* or Bree, Hwin and Shasta in *The Horse and His Boy*.

#### **2. A Voyage or Journey**

By land or sea, a long journey is essential in a quest narrative. Often there are predators and the travellers face exhaustion. There might be a difficult or secret path to find, the possibility of getting lost or extremes of temperature. The landscape will not be easy to traverse. It is an adventure and is very challenging. Wisdom, skill, ingenuity and intelligence are required particular moments in a quest narrative. Stealth may be required and travel may be at night or with stealth to avoid unnecessary danger.

#### **3. Friends and Enemies**

Often the protagonist(s) will travel with good friends who are loyal to one another and go through a lot together. There will be antagonists or enemies on the way as well as those who support and help. The enemies and the friends may be disguised at first so that the protagonist does not know who to trust. Wisdom is needed to discern who the friends and enemies are. Loyalty to one's true friends is always a major part in a quest narrative.

#### **4. Loss and Learning from Mistakes**

To make the journey more difficult and arduous the central protagonist normally experiences a significance loss of something or someone valuable along the way.

Often this is the loss of a dear friend or a map or a key. It is always precious to the protagonist. Sometimes the quest involves getting back what has been lost. Despite the pain of the loss the protagonist(s) has to show endurance and fortitude to keep going and not to give up. The protagonist(s) have to learn from their mistakes and show resilience and determination.

### **5. Doing Good as You Go**

The protagonist(s) often fight to set people free. This might be a country, a city, a town, a village or a person. Someone might have been kidnapped and you might be helping the brother, sister, mother, father, wife or husband of the kidnapped person. The goal has to be a worthy one. Having the right motives are important. Wanting to help or rescue those who need help is a key feature of a quest narrative.

### **6. Character Development**

The protagonist(s) learns on the way. It takes character to go on a quest. It is a journey where virtue is practiced and character is built.

*Notes:*

## 10. Lucy Shows a Lack of Self-Control

Begin by reading the following short passage from Chapter 10 of *The Voyage of the Dawn Treader*.

### From Chapter 10

Begin reading at:

A little later she came to a spell which would let you know what your friends thought about you.

End reading at:

'Spying on people by magic is the same as spying on them in any other way. And you have misjudged your friend. She is weak, but she loves you.'

*Notes:*

## What is Self-Control and Why Does it Matter?

*The habit of self-restraint; the mastery and moderation of our desires, emotions, impulses, and appetites; resisting temptation; delaying gratification in order to achieve a higher goal.*

Having exercised self-control by not saying the spell 'that made you beautiful beyond the lot of mortals' (the movie has Lucy say this spell, but it is not true to the novel), Lucy decides here that 'she really would say this one' that lets her know what her friends think of her. Lucy makes a decision, telling herself that because she has exercised self-control and self-restraint previously, she will not exercise self-control on this occasion. Here, Lucy clearly knows that what she is tempted to do is wrong. She makes the decision to act quickly, 'all in a hurry, for fear her mind would change'. She deliberately acts before giving herself time to think better of it. Most of the time, Lucy exercises self-control and reaps the benefits of doing so. Here we see an instance of Lucy choosing not to exercise self-control and choosing not to take time to think about what she is about to do:

Lucy had wanted very badly to try the other spell, the one that made you beautiful beyond the lot of mortals. So, she felt that to make up for not having said it, she really would say this one. And all in a hurry, for fear her mind would change, she said the words...

We all have the power to exercise self-control. We are all responsible for whether we choose to exercise self-control or not. Here Lucy decides to do what she knows to be wrong. There are always consequences to exercising a lack of self-control. Lucy suffers immediate consequences as she is upset enough to cry, and we read that 'a large, angry tear' splashed on the book. There are also long-term consequences. At the end of this passage, Lucy tells Aslan, 'I don't think I'd ever be able to forget what I heard her say', and he responds: 'No, you won't'.

You may be able to think of times when the characters have had to show self-control. In the movie, the spell book looks as if it has an illuminated screen. We look at illuminated computer and phone screens a lot and need to exercise self-control about what we see. By saying a 'spell', Lucy can make things happen; at the touch of a screen or the click of a mouse, we can make things happen. We know there are many good Internet sites, but there are also those where viewers may see cyberbullying, racism, extremism, pornography and violence. Human beings are always happier, more fulfilled and more at peace when they choose to do what is right and more likely to experience anxiety and depression when they do not exercise the self-control to choose to do what is right.

Lucy had no right to 'eavesdrop' on her friends and their right to privacy was contravened. When you do not exercise self-control online, you can be complicit in the exploitation of others. Self-control is not just good for the individual who exercises it, but good for other people and for society.

## Information Leaflet: Self-Control

Produce an information leaflet with the title 'How to Improve Your Self Control When Online'. The target audience for this leaflet is other teenagers. The leaflet should be balanced. It should include the benefits of the Internet but also tips on how to avoid or break negative online habits such as cyber-bullying and the various forms of screen addiction. The information below may help you.

### Cyber-bullying and Screen time

While the Internet has brought many blessings—such the ease of staying in touch with family and friends, a world of knowledge at our fingertips, and the ability to communicate and collaborate with people anywhere in the world—it has also posed problems.

An estimated 1 in 10 students has experienced electronic bullying during the past year through texting, email, a social network site, or instant messaging.

Some questions you can consider for your leaflet:

- Why do some students engage in cyber-bullying?
- Why should schools do to try to prevent cyber-bullying?
- What can students do? What would you be willing to do if you knew someone was engaging in cyberbullying?
- What should you do if you are the victim of this?

### *Screen time's effects on anxiety, depression, loneliness, and self-esteem*

Research from various countries points to a link between screen time and adolescent depression:

- A Denmark study found that greater screen time during the teenage years was associated with greater likelihood of depression in young adulthood.
- A study of Australian 12- to 14-year-olds found that greater leisure-time screen use was associated with increased risk of depression.<sup>ii</sup>
- As American teens' screen time has risen, so has anxiety and depression among U.S. high schoolers, especially among girls.
- A study in *Computers and Human Behaviour* found that those who use 7 or more social networks are three times more likely to suffer from general anxiety than those using 3 or fewer platforms.

A recent study by the UK's Royal Society for Public Health asked nearly 1500 young people between the ages of 14 and 24 to score the five leading social networks on how they affected anxiety, depression, loneliness, body image, and real-world relationships. The five social networks ranked in the following order, from most positive (#1) to most negative (#5):



1. YouTube
2. Twitter
3. Facebook
4. Snapchat
5. Instagram

Why was Instagram judged by young users to have the most negative impact? One analysis: 'Instagram bombards young women with pictures of flawless bodies in bikinis—photos that have typically been digitally altered to make the models look perfect. Vulnerable young women feel inferior by comparison.'

Cindy Eckhard is a mother who is spearheading legislation to create medically sound safety guidelines for the use of digital devices in public schools. She writes about social media's growing power over your people's emotions and sense of identity:

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*Our children's self-esteem now hinges on uncontrollable and unpredictable digital feedback. Approval is fleeting, fickle, and unreliable. Who's in and who's out and who said what and what picture was posted and what replies were sent, becomes an obsession. It motivates kids to check their virtual experience nonstop—or be left out.<sup>iii</sup>*

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Young people, Eckhard says, "require constant stimulation from their phones, or they quickly become bored."<sup>iv</sup>

## Problems Posed by Pornography

A review of research on 'The Impact of Internet Pornography on Adolescents' analysed dozens of studies from around the world, including China, the Netherlands, the United Kingdom, and the United States.<sup>v</sup> It found that the negative impact of Internet pornography on adolescents' attitudes, relationships, and behaviour has become a global problem.

- The more teens consume pornography, the more likely they are to approve of casual sex and to view women as sex objects.
- In one Canadian study, the more pornography boys consumed, the more likely they were to agree that it is acceptable to hold a girl down and force her to have sex.
- The more teens consume pornography, the more likely they are to engage in delinquent behaviour, become depressed, and have trouble forming close relationships with their parents.

Findings like these led Parliament to pass a law to try to protect minors by requiring pornographic websites to install age verification checks that do not permit anyone to view pornographic videos unless they register with a verification program and prove they are 18 or older.

1. To what extent have you observed these effects of too much screen time—in yourself or others?
2. How can parents and teachers help?
3. How can young people help themselves?

## Information Leaflet: Self Control:

Use these tips to help you write your leaflet:

- Make sure you promote the value of self-control.
- Write a short plan of the key pieces of information you would like to include.
- Use organisational devices such as inventive subheadings or boxes.
- Include effectively/fluently sequenced paragraphs.

Apart from avoiding cyber bullying, we all know that there are other websites with text and images that we should avoid as they are bad for us and for other people. If we are to have self-respect, to act honourably and to show respect for others we will avoid certain areas of the Internet.

We need to exercise self-control online and avoid what is harmful to ourselves and to others.

When we are not being supervised and monitored we need to exercise self-control online. We can ask ourselves how we would feel if our parent or teacher were to see everything we have viewed online.

You may wish to refer to the following 5-step self-control plan in your information leaflet and to name the type of websites that are to be avoided (without going into unnecessary detail about illegal drugs, the occult, pornography, nudity and violence). The emphasis should be on how to exercise self-control rather than explicit details about what is to be avoided. Focus in your leaflet on how the virtue of self-control can be practised and what its benefits are for personal well-being and society.

### A Self-Control Plan

- Close my eyes.
- Always tell a trusted adult.
- Name it when I see it.
- Distract myself.
- Order my thinking brain to be the boss!

# 11. Reepicheep's Journey to the Utter East

Begin by reading the following short passage from Chapter 14 of *The Voyage of the Dawn Treader*.

## From Chapter 14

Begin reading at:

'Sir', said Caspian, 'will you tell us how to undo the enchantment which holds these three Narnian Lords asleep'.

End reading at:

And when I can swim no longer, if I have not reached Aslan's country, or shot over the edge of the world in some vast cataract, I shall sink with my nose to the sunrise and Peepiceek will be head of the talking mice in Narnia'.

## *The Virtuous Voyage*

Draw a map to show where virtues were practiced on *The Voyage of the Dawn Treader*:

- When labelling your map with the virtues practiced by different characters in the novel, you do not have to accurately plot the voyage geographically. Your map may look quite different to another student's map – use your imagination.
- You are writing on the map to show the virtues practiced in different places. On a quest, characters face challenges that they have to rise to and in doing so they build character.
- Where you think certain events took place is not as important as adding labels to the map that explain what was learned by whom.
- You may find it helpful to look back through your Student Workbook to review the different virtues learned and practiced by different characters. Try to include as many as possible on the map.
- At home, in the final Home Task in your Character Passport, you will be doing something similar and labelling your Personal Voyage.

## What is Fortitude and Why Does It Matter?

*Fortitude is the having the mental and emotional strength to endure suffering and overcome obstacles. It includes courage in the face of danger but also other important virtues such as confidence, perseverance, endurance, and resilience.*

From Chapter 14:

'My own plans are made. While I can, I sail east in the Dawn Treader. When she fails me, I paddle east in my coracle. When she sinks, I shall swim east with my four paws. And when I can swim no longer, if I have not reached Aslan's country, or shot over the edge of the world in some vast cataract, I shall sink with my nose to the sunrise and Reepicheep will be head of the talking mice in Narnia'.

Fortitude is often called 'grit' or 'resilience' or 'perseverance'. Fortitude means keeping going when things get tough, and Reepicheep exemplifies this in the above passage. He will never give up and will do everything in his power to reach the Utter East. The whole quest requires considerable fortitude from all. Everyone on the quest could have had an easier life at home. They face trials and difficulties along the way, but they are keeping a promise to search for the lost lords and then doing all in their power to break the enchantment over the three lords who are permanently asleep.

To achieve anything worthwhile in life takes fortitude. Scott Peck's best-selling book, *The Road Less Travelled*, begins by stating a basic fact: 'Life is difficult'. Fortitude recognizes and accepts that reality. This realistic attitude toward life enables us to deal with disappointment, handle hardship, overcome adversities, and endure pain and suffering that can't be avoided.

Marty Kaminsky, a Year 5 teacher, wrote a book that shows the importance of fortitude in a life of character: *Uncommon Champions: 15 Athletes Who Battled Back*. Each chapter tells the story of a male or female athlete whose sports career was threatened by a tragic accident, debilitating illness, struggle with addiction, or some other major setback. In each case, the athlete was able to overcome the adversity through fortitude, along with support from family, friends, and often their faith in God. To achieve anything worthwhile in life takes fortitude. Those who achieve the most often

## Letter to Lewis

Hillary Place  
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2nd May 2018

Dear Student,

I am writing to you with regard to your final 'Letter to Lewis' to explain this opportunity and what it entails. While C.S. Lewis was alive he received many letters from the readers of the seven Narnia novels. These came from all over the world. C.S. Lewis took the time to reply to every single letter. He would often spend an hour every morning replying to those who had written to him. The Letters to Lewis have not survived and all we have are the replies from C.S. Lewis to his readers. He was a good letter writer; he never patronised his readers and was honest in his responses to them.

As the original 'Letters to Lewis' have been lost and the Narnia novels are even more widely read now than when C.S. Lewis was alive (100 million copies have been sold in 47 languages) this is an opportunity for readers all over the world, living in the twenty-first century, to write their own 'Letter to Lewis' and to imagine that he is still sitting there in his study ready to reply to them.

A previous generation wrote to 'Professor C. S. Lewis' about their lives and their response to what he had written. They wrote about the Narnia stories, including *The Lion, The Witch and The Wardrobe*, *Prince Caspian* and *The Voyage of the Dawn Treader* and about characters in his novels, as well as about work, family and how to live a good life. In his replies, he wrote about virtues such as telling the truth, acting with integrity, duties and responsibilities, treating others the way you'd like them to treat you and the importance of learning from our mistakes. He also engaged in conversation about his readers' spiritual journeys, life after death and Aslan.

This is your opportunity to write your own 'Letter to Lewis'. You might want to tell C.S. Lewis what stands out from the 'Narnian Virtues' curriculum you have followed, how your character is developing and which characters in which of his books inspire you. You might want to explain which of his novels affected your own character the most and why. Above all, be honest and true to yourself. Please write at the end of your letter either: 'I give my permission for this letter to be published in my own name', or 'I give my permission for this letter to be published anonymously', or 'I do not give my permission for this letter to be published'. Add your name and signature. I hope you will enjoy sharing your thoughts with C.S. Lewis.

Yours sincerely,

Professor Mark Pike, Ph.D.

## Suggestions for Writing Your 'Letter to Lewis'

All the 'Letters to Lewis' will have the following layout:

### 4 Tips on Layout

- Put your address top left, as in the letter about the 'Letter to Lewis'.
- Add date below the address, as in the letter about the 'Letter to Lewis'.
- Begin with 'Dear Professor C.S. Lewis', or 'Dear C.S. Lewis', or 'Dear Professor Lewis'.
- End with 'Yours sincerely' because you have addressed the author by name.
- There is no single way to write a good 'Letter to Lewis' in terms of content, but the following suggestions and questions may help.

### Tips on Content

- Begin with an introductory paragraph that explains how you have responded to the novel(s). (Let him know if you have read any of his other books besides *The Voyage of the Dawn Treader*, and if so, which ones.)
- You will need to tell him that you have followed the 'Narnian Virtues' curriculum, explaining that this involves looking at the virtues and vices of the characters he has created and applying these to your own character development.
- If you believe your character has developed through your reading of a Narnia novel or through participating in the 'Narnian Virtues' project, describe this. Have you experienced any changes or improvements? If so, describe these.
- What aspects of the 'Narnian Virtues' curriculum stand out for you? What have you learned that is of most value? Have you understood and practiced particular virtues as a result of following the 'Narnian Virtues' curriculum?
- Have the Narnia novels affected your character and life? If so, how? Write in depth so the reader really gets to know you, what you are like as a person, and how you feel and think about your own character development.
- Has any particular Narnia novel or any characters or episodes from the novels especially influenced you? Have you changed your behaviour or thinking as a result of your reading? If so, how?
- What else do you want to include in your letter to C.S. Lewis?

## 12. Caspian Wants to Abdicate

Begin by reading the following short passage from Chapter 16 of *The Voyage of the Dawn Treader*.

**From Chapter 16**

Begin reading at:  
'But, Sire', interrupted Drinian, are you abdicating?'

End reading at: 'It's no good', he said. 'I might as well have behaved decently for all the good I did with my temper and swagger'...

## ■ From Chapter 16

- Begin reading at:

■ 'But, Sire', interrupted Drinian, are you abdicating?

■ End reading at: 'It's no good', he said. 'I might as well have  
■ behaved decently for all the good I did with my temper and  
■ swagger'...

Notes (Which is the single virtue Caspian learns the most about in this passage?):

## Ordering Task

Below are six stories. Read them and rank from most to least humble. At the end of the section is space to write your order. (Some stories came from *Humilitas* by John Dickson.)

### Bill Gates

An anonymous American man walked into a jewellery shop in Sydney, Australia. He asked to buy a Pink Argyle diamond, one of the most expensive pieces of jewellery that was for sale. While at the checkout, During the card transaction at the check-out, the jewellery shop's computer froze. The woman who owned the store was embarrassed and didn't know what to do. The American gentleman politely looked over the counter and gave a keystroke combination with his finger and the computer started working again. The woman asked him 'You know a little about computers, do you?' and he just nodded and quietly left the shop. She assumed that that was his job was working with computers. Later on, the woman's husband came home and she mentioned it. As they ran the business together she told him about the problem with the computer. When they looked at the customer's card details they realised that Bill Gates was the customer who knew a little about computers. He had been in Sydney to give a speech at the Microsoft Convention.

### Augustus Caesar

Paraphrased from *The Achievements of the Divine Augustus* (written by Emperor Augustus himself):

At the age of 19, I raised an army and the Senate passed decrees in my honour.... I gave each of the plebs 400 sesterces (2 months wages) as a gift on three occasions. I gave three gladiatorial games in my own name. I captured 30,000 runaway slaves and returned them to their masters for punishment. I put an end to civil wars and the Senate named me 'Augustus' and honoured me. I excelled in all influence.



### **Henry**

Henry is a Consultant Paediatrician, a top surgeon in a Children's Hospital. He was walking through the ward one day on his way to his car to drive home after a long day in the operating theatre. A patient, who did not know who he was, asked him to cut up her meat and vegetables. Henry's immediate thought was to call for one of the catering assistants as he did not usually do mundane tasks like that. Normally he made precision cuts with his surgeon's knife that required far more skill than cutting up meat and vegetables on a dinner plate. Instead of calling for a catering assistant, he decided to take the time to carefully and neatly cut up the meat and vegetable with his best surgeon's skill. He wished the patient well and said 'Enjoy your meal' before going to his car. He did not say that he was a doctor.

### **Joe Louis**

Heavyweight Boxing Champion of the World from 1937 to 1949, the African-American Joe Louis, is the number 1 boxer of all time. (The number 2 on the list of greatest boxers is Mohammed Ali.) Joe Lewis was a man with incredible power and strength and skill. Just one blow could be devastating. Apparently he could knock out a horse with just one punch. Joe Louis was raised in poverty by parents who had once been slaves. He saw his success as the opportunity to give something back. He even paid the city of Detroit back for all the welfare payments his family had received in his early days.

Back in the 1930s three young men got on a bus and saw a man sitting on his own at the back of the bus. They did not know who he was and decided they would try to pick a fight with him. They insulted him but he did not react. They hurled worse insults at him but he did not say a word. Then he stood up. They realised he was much, much bigger once he was standing up than he had looked when he was sitting down. He walked past them, handed them his business card and got off the bus. The three very fortunate young men, huddled together to look at the card. It had these words on it: *Joe Lewis. Boxer.* They had just tried to pick a fight with the man who is acknowledged to be the number 1 boxer of all time.

### Ozymandias

I met a traveller from an antique land,  
Who said—'Two vast and trunkless legs of stone  
Stand in the desert. . . . Near them, on the sand,  
Half sunk a shattered visage lies, whose frown,  
And wrinkled lip, and sneer of cold command,  
Tell that its sculptor well those passions read  
Which yet survive, stamped on these lifeless things,  
The hand that mocked them, and the heart that fed;  
And on the pedestal, these words appear:  
My name is Ozymandias, King of Kings;  
Look on my Works, ye Mighty, and despair!  
Nothing beside remains. Round the decay  
Of that colossal Wreck, boundless and bare  
The lone and level sands stretch far away'.

(Ozymandias Pharaoh Rameses II reigned 1279-1213 BC.  
According to the OED, the statue was once 57 feet tall.)

### Jesus

On the night before his crucifixion by the Romans, Jesus gathered his disciples for what Christians came to call the Last Supper. He taught them to 'love one another as I have loved you.' To give them an example of what he meant, in the middle of the meal he got up, took off his outer clothing, and wrapped a towel around his waist. After that, he poured water into a basin and began to wash his disciples' feet, drying them with the towel that was wrapped around him.... When he had finished washing their feet, he put on his clothes and returned to his place. 'Do you understand what I have done for you?' he asked them. 'You call me "Teacher" and "Lord", and rightly so, for that is what I am. Now that I, your Lord and Teacher, have washed your feet, you also should wash one another's feet. I have set you an example that you should do as I have done for you'.

Rank these stories in the order of the 'most humble':

<input type="checkbox"/>	Bill Gates
<input type="checkbox"/>	Augustus Caesar
<input type="checkbox"/>	Henry
<input type="checkbox"/>	Joe Louis
<input type="checkbox"/>	Ozymandias
<input type="checkbox"/>	Jesus

## What is Humility and Why Is It Important?

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*Humility is the virtue of being aware of our strengths and weaknesses. It enables us to overcome pride and arrogance, listen to good advice from others, and correct our mistakes.*

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In this week's extract, Caspian at first behaves quite out of character. In the previous novel, *Prince Caspian*, when Aslan asked Caspian if he felt up to the task of being king, he responded with great humility. But at this point in the story of the *Dawn Treader*, Caspian becomes angry and arrogant and believes he can do whatever he wants. Rather than take the wise counsel of others who have been faithful friends who can be trusted, he is headstrong and refuses to listen to anyone because of his pride. He thinks he knows best and will do whatever he likes.

Fortunately, a turn-around in his spirit finally happens: When the others rejoin him, Caspian is willing to be obedient to Aslan (who he has seen in his cabin). Even though he wants to see the World's End, he accepts his responsibilities as King of Narnia and his duty to his subjects to rule wisely and well. His humility is essential if he is to accomplish this task.

In a very real sense, the virtue of humility drives the whole quest for character. Humility makes us aware of our imperfections and, along with love, inspires us to try to become better people. Pride, the opposite of humility, has been called the worst vice because it blinds us to all of our faults. Humility enables us to recognize and take responsibility for our mistakes—and correct them, as Caspian humbly did. Many of the world's wisest people have spoken of the importance of humility in a life of virtue:

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*Humility is the foundation of all the other virtues. Hence, in the person where this virtue does not exist, there cannot be any other virtue except in mere appearance. —ST. AUGUSTINE*

*The most common character flaw is the addiction to being right.  
—LOUIS TARTAGLIA*

*Humility is not thinking less of yourself, it is thinking of yourself less.  
—C.S. LEWIS*

*A person who commits a mistake and does not admit it is committing another mistake. —Confucius*

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# Virtues and Vices Vocabulary

Please find below synonyms or near synonyms (closely related words) for each of the 12 virtues. It is important that students know how to use these words in context and that they understand their meanings and nuances as well as how to spell them correctly. Home tasks include engaging parental support, helping children to learn these words, and testing them on meaning and spelling.

## Curiosity

### **curious**

*eager to know or learn something*

### **inquisitiveness/Inquisitive**

*an interest in learning things*

### **interest/interested**

*the feeling of wanting to know or learn about something or someone*

### **exploration/explorative**

*the action of exploring an unfamiliar area*

### **investigation/investigative**

*inquiry or systematic study*

## Incurious (US Uncurious)

### **indifferent**

*a complete lack of interest in something or someone*

### **apathetic**

*lack of interest or enthusiasm in something*

### **passive**

*lack of action; allowing things to happen*

### **disinterested**

*not involved or interested in a particular situation*

## Justice

### **fairness/fair**

*impartial and just treatment or behaviour without favouritism or discrimination*

### **impartiality/impartial**

*equal treatment of all rivals or disputants; fairness*

### **equity/equitable**

*The quality of being fair and impartial*

### **egalitarian**

*treating people as if they are equal*

### **even-handed**

*treating people fairly*

## Injustice

### **discriminatory**

*laws or practices that are prejudiced and treat some people unfairly*

### **inequitable**

*unfair*

### **partisan**

*biased*

### **prejudice**

*an unreasonable dislike of a particular group*

### **unwarranted**

*no need or reason for a particular action*

### **unfair**

*not providing equal treatment or opportunities to all involved in a situation*

## Integrity

### **honesty/honest**

*truthfulness, the act of being truthful*

### **probity**

*the quality of having strong moral principles; honesty and decency*

### **rectitude**

*morally correct behaviour or thinking; righteousness*

### **candour** (US candor)

*the quality of being open and honest; frankness*

### **sincerity**

*the absence of pretence, deceit, or hypocrisy; saying what you mean and meaning what you say.*

### **honour/honourable** (US honor)

*the quality of knowing and doing what is morally right*

### **uprightness/upright**

*the quality of being honourable or honest*

### **principled**

*being governed or guided by a moral principle or strong belief*

### **impeccable**

*faultless*

## Deceitfulness

### **disingenuous**

*dishonest or insincere*

### **duplicitous**

*being deceitful*

### **fraudulent**

*being untruthful, often to benefit yourself*

### **hypocritical**

*pretending to have qualities, beliefs or feelings you do not really possess*

### **fallacious**

*an idea or argument that is wrong*

### **clandestine**

*keeping something hidden or secret*

### **beguiling**

*slyly attempting to delude someone*

### **furtive**

*behaving in a way to keep something secret or hidden*

### **delusory**

*a false idea; deceptive*

### **guileful**

*skilled in deception; sly*

### **shifty**

*giving the impression of being dishonest*

### **treacherous**

*likely to betray or deceive others*

### **two-faced**

*acting or behaving in a contradictory manner*

### **mendacious**

*not telling the truth; lying*

### **deceiving/deceitful**

*making someone believe something that is not true*

### **dishonest**

*not to be trusted*

## Hard work

### **labour** (US labor)

*work hard; make great effort*

### **treadmill**

*a situation that is tiring or boring and from which it is hard to escape*

### **travail**

*painful or laborious effort*

### **chore**

*a tedious but necessary task*

### **challenge**

*a task or situation that tests someone's abilities*

### **diligence**

*careful and persistent work or effort*

### **industrious**

*diligent and hard-working*

### **meticulous**

*showing painstaking attention to detail*

## Laziness

### **laggard**

*failing to perform as well as others*

### **languid**

*having little energy or enthusiasm; very slow or casual in movement*

### **languorous**

*lacking energy; listless, relaxed*

### **loafing**

*waiting without doing anything interesting or useful*

### **slothful**

*moving slowly or without energy; lazy*

### **torpid**

*mentally or physically inactive*

### **supine**

*spineless; allowing events to happen because one is too lazy or afraid to intervene*

### **lackadaisical**

*acting without interest or enthusiasm*

### **lethargic**

*lacking energy, lazy*

### **indolent**

*dislike of work or effort*

### **dilatory**

*inclined to delay or waste time*

### **idle**

*not working, often when one should be*

## Gratitude

### **appreciative/appreciate**

*be thankful for; recognise the full worth of*

### **grateful**

*feeling or showing an appreciation for something done or received*

### **thankfulness**

*expressing gratitude and relief*

### **tribute**

*An act, statement, or gift that is intended to show gratitude, respect, or admiration.*

### **acknowledgement**

*expression of gratitude or appreciation for something*

## Ungratefulness

### **grumbling**

*complaining, particularly if it's an unnecessary complaint*

### **unappreciative**

*failing to show thanks or gratitude*

### **ingratitude**

*showing a lack of gratitude*

### **complaining**

*reporting a lack of satisfaction with a situation*

### **fault-finding**

*calling attention to defects*

### **selfish**

*caring only about oneself or predominantly*

### **thankless**

*being ungrateful*

### **demanding**

*not easily satisfied or pleased*

## Humility

**humble**

*not proud or arrogant*

**modesty**

*The quality or state of being unassuming in the estimation of one's abilities; humility, lack of vanity*

**self-effacing**

*not claiming attention for oneself; retiring and modest*

**down-to-earth**

*with no illusions or pretensions*

**deference**

*polite submission and respect*

**respectful**

*feeling or showing deference and admiration*

## Pridefulness

**disdainful**

*disliking something you feel is unimportant or not worthy of attention*

**haughty**

*believing or acting as if you believe yourself to be better than others*

**condescending**

*talking as if you are superior to others*

**patronizing**

*being friendly towards someone, but in a way that appears you are superior to them or they are younger than they are*

**supercilious**

*acting as if you are better than other people*

**pompous**

*full of self-importance*

**self-worth**

*a feeling that you have good qualities and have achieved good things – a positive aspect of havin the right amount of pride*

**egotistical**

*thinking a lot of yourself and boasting*

**self-glorification**

*the act of congratulating yourself to an undeserved extent*



## Wisdom

**good judgement** (US judgment)  
*the ability to make considered decisions or come to sensible conclusions*

**incisive**  
*analytical and clear-thinking*

**discretion**  
*speaking without causing offence or betraying a confidence*

**insight**  
*an accurate and deep understanding*

**common sense**  
*good sense and sound judgement in practical matters*

**prudent**  
*acting with or showing care and thought for the future*

**discernment**  
*the ability to judge well*

**perspicacity**  
*the quality of having a ready insight into things*

**reason**  
*the power of the mind to think, understand, and form judgements logically*

**sagacity**  
*having keen mental discernment and good judgement*

**shrewdness/shrewd**  
*the quality of having good powers of judgement*

**phronesis**  
*practical understanding; wisdom, prudence, sound judgement*

**acumen**  
*the ability to make good judgements and quick decisions*

## Foolishness

**irresponsible**  
*acting without properly thinking through the possible consequences*

**injudicious**  
*showing very poor judgement*

**naïve**  
*lacking experience which leads to an unfounded expectation that something will be easy or people kind*

**misguided**  
*embarking on course of action based on an incorrect idea*

**imprudent**  
*rash; not carefully thinking out consequences to behaviour*

**ill-advised**  
*unwise or not sensible*

**asinine**  
*a foolish person or behaviour*

**fatuous**  
*showing a lack of intelligence or thought*

**puerile**  
*silly and immature person or action*

**juvenile**  
*young; often used pejoratively (in an unkind way) to indicate a lack of maturity*

**immature**  
*not yet fully grown or developed; can be used pejoratively to refer to a person who is not behaving in a responsible or sensible way*

**lacking good judgement**  
(US judgment)  
*an opinion or course of action that is expressed without thinking carefully about the consequences*

## Forgiveness

**pardon**

*forgiving or being forgiven for an error or offence*

**amnesty**

*an official pardon for people who have been convicted of political offences*

**absolution**

*formal release from guilt, obligation, or punishment (In a religious context, declaration that a person's sins have been forgiven.)*

**mercy**

*compassion or forgiveness shown towards someone whom it is within one's power to punish or harm*

**clemency**

*mercy; lenience*

**redemption**

*the action of saving or being saved*

**leniency**

*'going easy' on someone who has done wrong*

**magnanimity**

*being generous in forgiving another*

## Resentful

**argumentative**

*contentious; always disagreeing or quarrelling*

**rancorous**

*an argument or person full of bitterness and anger*

**belligerent**

*hostile and aggressive*

**contentious**

*causing disagreement or an argument*

**unsympathetic**

*not showing or feeling kindness; not being helpful to someone in difficulty*

**viperous**

*being malicious; spiteful*

**acrimonious**

*bitter or angry*

**embittered**

*angry or unhappy because of unpleasant things said or done to a person in the past*

**wounded**

*feeling hurt after the words or actions of others*

## Courage

### **bravery**

*being ready to face and endure danger or pain*

### **heroism**

*great bravery*

### **valour** (US *valor*)

*great courage in the face of danger, especially in battle*

### **daring**

*adventurous courage*

### **intrepid**

*fearless; adventurous*

### **dauntless**

*resolute; showing fearlessness and determination*

### **valiant**

*possessing or showing courage or determination*

## Self-Control

### **self-restraint**

*restraint imposed by oneself on one's own actions; willpower*

### **self-discipline**

*the ability to control one's feelings and overcome one's weaknesses*

### **abstinence**

*the practice of restraining oneself from indulging in something*

### **abstain**

*to restrain oneself from doing or enjoying something*

### **forbearance**

*patient self-control; restraint and tolerance*

## Cowardice

### **apprehensive**

*being afraid something bad may happen*

### **cowering**

*crouching in fear*

### **spineless**

*lacking bravery or courage*

### **gutless**

*cowardly; lacking courage*

### **timidity**

*being shy or nervous, having little confidence; being overly cautious*

### **coy**

*shy and retiring; can also mean a pretended shyness*

### **timorous**

*being frightened and nervous; fearful*

### **pusillanimous**

*timid or afraid; showing a lack of courage*

## Intemperance

### **defiance/defiant**

*showing aggression or independence by refusing to obey instructions*

### **unrestrained**

*extreme or intense behaviour; uncontrolled*

### **non-compliant**

*failing to do as asked*

### **immoderation**

*unable to be satisfied with a reasonable amount of something; overindulgence, lacking restraint*

### **headstrong**

*strong-willed, excessively determined, obstinate*

## Fortitude

**hardiness**

*the ability to endure difficult conditions*

**indomitable**

*impossible to subdue or defeat*

**resilience**

*the ability to endure difficult conditions*

**doughtiness**

*braveness and persistence*

**stamina**

*the ability to sustain prolonged physical or mental effort*

**tenacious**

*not easily giving up a position, principle, or course of action; determined*

**resolve**

*firm determination to do something*

**mettle**

*a person's ability to cope well with difficulties; spirit and resilience*

**resolute**

*admirably purposeful, determined, and unwavering*

**determination**

*firmness of purpose; resoluteness, the quality of being determined*

**grit**

*resolve; strength of character*

**endurance**

*the ability to endure difficult or unpleasant situations*

**perseverance**

*persistence in doing something despite difficulty or delay in achieving success*

**firmness**

*being determined*

**backbone**

*strength of character; being able to cope with pressure*

**nerve**

*holding steadfast*

## Weakness

**irresolution**

*indecisiveness, wavering and hesitant*

**enfeeblement**

*weakness, decline, degeneration*

**helplessness**

*without the power to do anything useful in a situation; the inability to act*

**fragility**

*weakness, lacking vigour, unlikely to resist strong pressure*

## Love

**sacrifice**

*an act of giving up something valued for the sake of someone else*

**selflessness**

*concern more with the needs and wishes of others than with your own*

**empathy**

*the ability to understand and share in another's feelings*

**devotion**

*love, loyalty, or enthusiasm for a person*

**sensitivity**

*being able to respond appropriately to the feelings of others*

**fidelity**

*faithfulness to a person, cause or belief, demonstrated by continuing loyalty and support*

**loyalty**

*firm and constant support or allegiance*

**kindness**

*the quality of being friendly, generous, and considerate*

**compassion**

*sympathetic pity and concern for those who are suffering*

**generous**

*showing a readiness to give more of something, especially money, than is strictly necessary or expected*

**altruism**

*selfless concern for the well-being of others*

**amiable**

*having a friendly or pleasant manner*

## Selfishness

**self-centred** (US self-centered)

*concerned solely with one's own wants and needs*

**self-seeking**

*selfishly advancing one's own interests; attempting to give oneself an advantage over others*

**self-serving**

*only interested in what one can get for oneself*

**self-absorption**

*preoccupation with oneself*

**inconsiderate**

*not caring how one's words or actions affect others; thoughtless*

**insensitive**

*unaware or unsympathetic towards others' feelings*

**meanness**

*unkindness towards someone else; spitefulness*

(This list was compiled with the aid of the Collins and Oxford English Dictionaries.)

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<sup>i</sup> John Wooden, *Wooden: A Lifetime of observations and reflections on and off the court*. (Lincolnwood, IL: Contemporary Books, 1997).

<sup>ii</sup> Jane Anderson, 'The Impact of Media Use and Screen Time on Children, Adolescents, and Families', *American College of Pediatricians*, <https://www.acped.org/the-college-speaks/position-statements/parenting-issues/the-impact-of-media-use-and-screen-time-on-children-adolescents-and-families>

<sup>iii</sup> Cindy Eckhard, <https://www.psychologytoday.com/blog/mental-wealth/201705/growing-in-false-reality>. See also [www.screensandkids.us](http://www.screensandkids.us).

<sup>iv</sup> Eckhard.

<sup>v</sup> Eric W. Owens, Richard J. Behun, Jill C. Manning, & Rory C. Reid, 'The Impact of Internet Pornography on Adolescents: A Review of the Research', *Sexual Addiction and Compulsivity*, 2012, 19, 99-122.