

Narnian Virtues

Teacher Handbook

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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Contents

Contents	3
Background to <i>The Voyage of the Dawn Treader</i>	8
Virtues in <i>The Voyage of the Dawn Treader</i>	9
Teaching Narnian Virtues	11
1. Read the Novel	11
2. Read the Extract	11
3. Complete Core Activities	11
1. Understanding	11
2. Identifying	11
3. Empathising	12
4. Valuing	12
5. Applying	12
Curiosity	13
1: Eustace, Books, and Curiosity	14
Comprehension Questions	14
What Is Curiosity and Why Does It Matter?	15
1: Student Activities	16
The Life-Simulator	16
Why Read Fiction?	17
Virtue Vocabulary Word-Sort	18
Quest Narratives	19
Justice	22
2: Caspian Frees the Slaves	23
Comprehension Questions	23
Lesson Overview: Justice	24
What Is Justice and Why Does It Matter?	25
Extract 2: Student Activities	26
Extract Comprehension Questions	26
Press Conference	26
Class Discussion	32
Writing a News Article	33
Integrity	34
3: Eustace Steals Water	35

Comprehension Questions	35
Lesson Overview: Integrity	36
What Is Integrity and Why Does It Matter?	37
3: Student Activities	38
Reading Eustace's Diary	38
Class Discussion	38
Comprehension Questions	38
Word Sort	38
Rewrite Eustace's Diary	39
Discussion	39
Write a Journal Entry	39
Hard Work	40
Extract 4: Eustace's Avoidance of Hard Work	41
Comprehension Questions	41
Lesson Overview: Hard Work	42
What Is Hard Work and Why Does It Matter?	43
Extract 4: Student Activities	44
The Wisdom of Coach Wooden: The Importance of Best Effort	44
Speech Writing	45
Interview a UCLA basketball player	45
Wisdom	46
Extract 5: Eustace With and Without Wisdom	47
Comprehension Questions	47
Lesson Overview: Wisdom	48
What is Wisdom and Why Does It Matter?	49
Extract 5: Student Activities	50
Labelling the Dragon	50
Class Discussion on Eustace	51
Evaluation of Eustace's Character	51
Class Teaching on Wisdom	51
Class/Paired Discussion on Wisdom	51
Creative Writing Task	51
Love	52
Extract 6: Eustace's Improvement	53
Comprehension Questions	53
Lesson Overview: Love (Kindness)	54
What Is Love (Kindness) and Why Does It Matter?	55
Script Writing: Eustace and Reepicheep	56

Script Writing: Encouraging or Befriending Someone	56
Gratitude	58
Eustace's Gratitude to be a Boy Again.....	59
Comprehension Questions	59
Lesson Overview: Gratitude	60
What is Gratitude and Why Does It Matter?	61
Extract 7: Student Activities	62
'What a Wonderful World'	62
What Are You Grateful For?	62
Essay Writing	62
Forgiveness	63
Edmund Forgives Eustace for Being Beastly	64
Comprehension Questions	64
Evaluation of Eustace's Character	64
Lesson Overview: Forgiveness	65
What is Forgiveness and Why Does It Matter?	66
Extract 8: Student Activities	67
Malala's Speech or Portia's Speech	67
'A Poison Tree'	69
Courage	72
Eustace's Courage and Bravery	73
Comprehension Questions	73
Lesson Overview: Courage	74
What is Courage and Why Does it Matter?	75
Extract 9: Student Activities	76
Comprehension Questions & Discussion	76
Eustace Writes Home	76
Fill in the Blanks	76
Self-Control	79
Lucy Shows a Lack of Self-Control by Eavesdropping	80
Comprehension Questions	80
Lesson Overview: Self Control	81
What is Self-Control and Why Does it Matter?	82
Extract 10: Student Activities	83
Extract: Read and Discuss.....	83
Cyberbullying and Screen Time	83
Personal Application Questions	84
Problems Posed by Pornography.....	85

Information Leaflet: Self-Control	85
Fortitude	87
Reepicheep's Journey to the Utter East	88
Comprehension Questions	88
Lesson Overview: Fortitude	89
What is Fortitude and Why Does It Matter?	90
Extract 11: Student Activities	91
Virtues in <i>The Voyage of the Dawn Treader</i>	91
Letters to Lewis, Part 1	92
Humility	94
Caspian Wants to Abdicate	95
Comprehension Questions	95
Lesson Overview: Humility	96
What is Humility and Why Is It Important?	97
Extract 12: Student Activities	98
Comprehension Questions	98
Ordering Task	98
Script Writing	102
The Christian Message in <i>The Voyage of the Dawn Treader</i>	104
Longing, Learning, and Salvation	104
Other Activities	107
Fill in the Blanks: Virtues in <i>The Voyage of the Dawn Treader</i>	107
Script Writing: Honesty and Humility	109

Dear Teacher,

Welcome to the *Narnian Virtues Character Education English Curriculum* for C.S. Lewis' *The Voyage of the Dawn Treader*. We believe you will find it engaging, challenging, and rigorous for the study of English language and English literature and, at the same time, a means of fostering the character development of your students. We know that evaluating the 'character' of fictional figures is a vital aspect of appreciating literature, but it is also an opportunity to grow in the virtues that will help students succeed in school and life. Our first task on the virtue of 'Curiosity', for example, helps students appreciate the importance of reading good quality fiction for its own sake, and not limiting themselves to reading for exams or to please others. We hope that their engagement with the Narnia stories will stimulate their interest in other good literature and help them become avid readers.

Students also need the language skills and vocabulary to be able to think in a nuanced way about character. We have therefore focussed on enhancing the 'virtue literacy' of students so they can evaluate characters in literary texts as well as assess their own character. Toward this end, we have provided a vocabulary of '100 Virtues' and '100 Vices' for students to use. For example, when students consider the virtue of 'fortitude', they learn to use vocabulary such as 'valiant' and 'tenacious'. When they learn about 'love', they put into practice vocabulary such as 'fidelity' and 'altruism'. When they learn about 'wisdom', they use words such as 'discretion' and 'discernment'.

We know that parental support is an important factor in a student's success at school and so we have created home activities in the *Character Passport*, where parents help their children learn these words for virtues and vices and how to spell them. Later, they see how their children are using this extended vocabulary in written tasks. Throughout the curriculum, students use this vocabulary to describe themselves and to analyse fictional characters. Tasks encourage students to practice these virtues in their lives as well as to learn about them in English. The teacher regularly checks each student's *Character Passport* and stamps/signs a Passport after 'a virtue has been visited' by completing a particular home activity. Monitoring students' *Character Passport* builds home-school mutual support.

As well as providing comprehension tasks that foster English skills (literal and inferential comprehension, writer's use of techniques and devices, etc.), we have set 'transactional writing' tasks where students write for a specific audience with a particular purpose. Among several such tasks, the 'Letter to Lewis' will be familiar, but this time we provide an increased level of challenge by asking students to draw upon their extended virtue literacy and to explain how their understanding of a fictional character in the novel has helped them to understand and practice particular virtues. We have also provided linkage to texts such as *A Christmas Carol* by Charles Dickens and poetry (set for GCSE) when looking at different virtues.

We hope you will enjoy the teaching notes and student tasks that accompany *The Voyage of the Dawn Treader* and welcome your feedback.

Yours faithfully,
The Narnian Virtues Team

Background to *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 students may read about 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 Pevensies 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, the seven lords—who were loyal to Caspian's father—left Narnia.
- In *The Voyage of the Dawn Treader*, Edmund and Lucy, accompanied by their cousin Eustace, undertake another adventure: to help Caspian find the lost lords.

Virtues in *The Voyage of the Dawn Treader*

In *The Voyage of the Dawn Treader*, C.S. Lewis borrows and adapts from classical voyages such as those of Odysseus, Jason, and Aeneas. In this novel, Edmund, Lucy, and their cousin Eustace find themselves transported into the seas east of Narnia where they are intercepted by the *Dawn Treader*, Caspian's ship. They join Caspian's quest by sea to find the seven lost lords who left Narnia while the evil Miraz ruled. The characters rise to a series of challenges and practice many virtues throughout the voyage.

Edmund and Lucy are keen on this adventure and possess the curiosity to embrace this quest. By contrast, their cousin, the unadventurous Eustace, lacks **curiosity** and only complains about the adventure. He just wants to be back on dry land and go home.

They encounter the slave traders on the Lone Islands and King Caspian exercises **justice** by freeing the slaves and deposing the governor who allowed slavery. Eustace is a constant irritation as he is bad-tempered, surly, and constantly complaining. Eustace attempts to steal water when it is rationed and everyone is desperately thirsty but is caught by Reepicheep in the middle of the night. He is apprehended and let off lightly by Caspian.

In his journal, Eustace shows his lack of **integrity** by claiming to be unjustly treated. When the ship anchors off a tropical island, everyone **works hard** to replenish and mend the ship, but Eustace, who hates **hard work**, sneaks off to enjoy a day off and have a rest. Eustace, who lacks **wisdom**, foolishly goes near a dragon's hoard, puts on a gold bracelet, and wakes up transformed into a dragon.

While he is a dragon, he grows in **wisdom**, realising that his cousins and Caspian were generous towards him rather than out to cause him distress. His character improves a great deal by becoming a dragon, and he shows **kindness** to others and stops just thinking about himself. Eustace is desperate to be a boy again, and after he has learned his lesson as a dragon, Aslan appears to him, peels

off his thick, knobbly dragon skin, and returns him to his original state as a boy.

Eustace is **grateful** to Aslan and asks Edmund to **forgive** him for behaving so badly. Eustace is clearly changed, and when they are attacked by a Sea Serpent, performs his first **courageous** act by attacking it with his sword. Following this, the ship arrives at an island inhabited by invisible Dufflepuds, who are ruled by a tolerant Magician who has to put up with their stupid ways. They kidnap Lucy and force her to enter the Magician's house to look for his book of cures, because they are too afraid to do so themselves.

Inside, Lucy finds the Magician's Book but fails to exercise **self-control** and says a spell that allows her to eavesdrop on her friends. After the children leave the island, they face other challenges but finally approach the Utter East.

Reepicheep shows considerable **fortitude** in his determination to reach Aslan's country and leaves the ship to explore still further. Caspian wants to go with Reepicheep, but in the end, has the **humility** to listen to the advice of his followers and, rather than abdicating, leads them on the return journey.

Teaching Narnian Virtues

Narnian Virtues is a Character Education curriculum that uses literature and the skills associated with English Language for students to understand the concepts of 'virtues' and 'good character', to be able to identify examples of those concepts in the text, to empathise with characters in the novels, to develop an appreciation for why virtues are important in developing the wellbeing of themselves and their colleagues, and then in being able to apply that knowledge to their own contexts.

In more detail, each week students are asked to:

1. Read the Novel

This is not part of the usual 2 hours per week of *Narnian Virtues* time, and you are welcome to use whatever means necessary for students to read the novel. This could be during other English time, tutorial time, or guided reading.

2. Read the Extract

Every week has an extract, and although some weeks we draw on this for 'core tasks' more than others, we ask that students always read it first to ground their activities in a concrete example of the virtue or vice that is being focussed on this week.

3. Complete Core Activities

There is significant flexibility in the curriculum and most of the activities we provide can be changed or adapted. Our most popular activities are reproduced in the 'Student Workbook' with other activities as photocopiable resources in the back of this book.

Tasks are designed to meet *Narnian Virtue* objectives:

1. Understanding

One of the curriculum's first teaching tasks is to help students understand what a virtue is. The *Narnian Virtues* Curriculum allows teachers and students to explore the complexity of language around character and virtue and to debate whether a particular action is virtuous or not.

2. Identifying

Once students understand the virtues, they need to be able to identify them in others. Students may reasonably debate which virtue or vice is being shown in any given extract from the novel, and why. Sometimes, as we'll see, more than one virtue or vice may be operating in a particular passage, and in those cases, the virtues (or

vices) often work together, synergistically—either helping the person (in the case of virtues) or creating worse problems (in the case of vices).

3. Empathising

The capacity for appropriate emotional responses is a key part of character development. Central to that capacity is being able to experience the world as 'the other' does. By empathising, students can vicariously experience what the characters in the story are going through, with the potential of transferring such experiences to students' own lives. By empathising with characters in the story, students can come to recognise, for example, that you can only really be 'courageous' if you've first had the experience of being scared, or that you can better show love when you are sacrificing something you really would like to keep. Through empathising, students can come to appreciate the often difficult challenge of personally enacting the virtues they have learned to identify in the text.

4. Valuing

It is possible for students to understand the virtues and be able to identify them, and to empathise with story characters and experience what they go through, but not yet conclude, 'These virtues are important *for me* to work on in *my* life'. Through compelling examples from the Narnian narrative, other literary texts, real-life cases in history, current events, and their own experiences, we want students to develop the conviction that their lives will be better—happier, more fulfilling, more positive in their impact on others—if they practise the virtues.

5. Applying

Finally, we ask student to apply the virtues. This may (and we hope will) be done through students actually engaging in particular behaviours or actions that demonstrate the virtues, however it can also be achieved through asking students to develop a strategy for how they may display virtuous behaviour in the future or reflect on how they have (or have not) displayed virtuous behaviour in the past.

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 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.

1: Eustace, Books, and Curiosity Comprehension Questions

Read Chapter 1

These questions could be used to stimulate discussion.

- When it comes to school work, what is Eustace interested in and what isn't he interested in?
 - He is interested in tests and grades
 - He is uninterested in a subject for its own sake and what he might learn in history or science, for instance
- What sort of books does Eustace like reading? What sort of books does he not like reading? According to C.S. Lewis, what are the 'wrong books'?
 - He likes non-fiction 'books of information' about 'fat foreign children doing exercises in model schools'.
(need to add corresponding passage from p. 1 of novel to extracts)
 - He had 'read only the wrong books'.
 - He reads about 'imports' and 'exports' and 'governments' and 'drains'.
 - The books he had read were 'weak on dragons'.
- C.S. Lewis seems to be saying that reading only some kinds of

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.

Consider the contrast, in the following two passages, between Reepicheep's attitude and Eustace's:

'And after the Lone Islands'? said Lucy.
'No one knows, your Majesty', answered Drinian. 'Unless the Lone Islanders themselves can tell us'.
'They couldn't in our days', said Edmund.
'Then', said Reepicheep, 'it is after the Lone Islands that the adventure really begins'. ...

He [Eustace] always had this notebook with him and kept a record of his marks in it, for though he didn't care much about any subject for its own sake, he cared a great deal about marks and would even go to people and say, 'I got so much. What did you get?'

In the first passage (from Chapter 2), 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 in 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.

1: Student Activities

The Life-Simulator

The aim of these two activities is to evaluate the way C.S. Lewis attempts to show the importance of reading fiction and then consider whether reading books really can make you a better person.

Ask students to read extract 1 and then the following article, 'The Life-Simulator', carefully twice.

Discuss these questions with your class:

- According to 'The Life-Simulator', what are the advantages of reading literary fiction?
- Do you agree?
- If so, what is your evidence? Draw on your personal experience.
- What advantages are there to reading literary fiction?
- Why might these advantages/skills be important in life and in employment?

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 'Reading 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 cooperate with others better as a result of reading 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. However, other articles conclude that we do not become more sensitive or empathic 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 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'.*

Why Read Fiction?

According to C.S. Lewis, part of Eustace's problem is that he has read 'none of the right books' (Ch. 1). His literary diet is extremely limited: We are told that he likes 'books of information', full of dull facts about 'grain elevators' and 'children doing exercises in model schools'. He dislikes fiction such as imaginative stories because he is 'far too stupid to make anything up himself' (Ch. 1). Eustace has read only non-fiction—and non-fiction of a certain kind.

Discussion questions:

- What do you think about C.S. Lewis' view that reading fiction (literature) is important—and that it is a deficiency to read only non-fiction?
- Do you agree? If so, why?

Write an article for a magazine titled, 'Does Reading Good Books Make You a Better Person?' Explain your point of view.

- You can come up with your own headline or use the one above.
- Make sure you give at least three reasons to support your view.
- In what ways might someone become a 'better' person as a result of reading good books?
- Give some examples of 'good books'.
- Include different viewpoints in your article.
- Include your own viewpoint.

Virtue Vocabulary Word-Sort

Students are asked to work in groups sorting vocabulary cards. On each card is written one of the 100 words listed below. Using the Virtue Grid provided, the group's task is to place each word in the virtue category they feel has the strongest association with that word.

The aim of this activity is to help students develop their understanding of the 'Narnian Virtues'. Some words may have an association with more than one virtue category, but students should be able offer a logical reason for their choice. A word is only 'wrong' if the student cannot include a rational reason for including it under the heading. For example, a student may reasonably place the word 'tenacity' under *hard work* (since it can describe someone continuing to work hard at solving a problem), or under *love* (because faithfulness and loyalty may require a tenacious attitude)—but tenacity would be more difficult to justify under *humility*.

Discussing the meanings of these terms has the potential to help students understand the interdependence of the virtues—how they rely on each other. If we have self-control (of our temper, for example), we are better able to practice the virtue of love. If we have love for another, we are more motivated and able to restrain our anger.

Curiosity	Justice	Integrity	Hard Work	Love	Wisdom
Inquisitive	Equity	Candour	Diligence	Sacrifice	Common Sense
Curious	Impartiality	Sincerity	Travail	Selflessness	Insight
interest	Fairness	Probity	Industrious	Devotion	Perspicacity
Exploration	Impartial	Honesty	Labour	Fidelity	Reason
Investigation	Egalitarian	Rectitude	Treadmill	Loyalty	Good Judgement
	Even-handed	Honour	Chore	Kindness	Discernment
		Upright	Challenge	Compassion	Sagacity
		Principled	Meticulous	Generous	Shrewdness
		Impeccable		Altruism	Phronesis
				Empathy	Acumen
				Sensitivity	Incisive
				Amiable	Discretion
					Prudent
Gratitude	Forgiveness	Courage	Self-Control	Fortitude	Humility
Appreciate	Mercy	Bravery	Self-restraint	Hardiness	Humble
Grateful	Pardon	Daring	Self-discipline	Indomitable	Modesty
Thankfulness	Clemency	Valour	Abstinence	Doughtiness	Self-effacing
Tribute	Redemption	Heroism	Abstain	Stamina	Down-to-earth
Acknowledgement	Absolution	Intrepid	Forbearance	Tenacious	Deference
	Amnesty	Dauntless		Resolve	Respectful
	Leniency	Valiant		Mettle	
	Magnanimity			Resolute	
				Determination	
				Grit	
				Endurance	
				Perseverance	
				Resilience	
				Firmness	
				Backbone	
				Nerve	

Quest Narratives

Because *The Voyage of the Dawn Treader* is a quest narrative, students are asked to rank order the six summaries below based on how curious they are about them. This activity aims to open students up to the idea of curiosity as 'wanting to know more', and also creates an awareness of other classic quest narratives.

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, including man-eating giants. They are helped on their way by a Marshwiggle named 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 their 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 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 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. Only three knights survive to 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.

2

Justice

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

2: Caspian Frees the Slaves

Read from Chapter 4: from 'Secondly', said Caspian, 'I want to know why you have permitted this abominable and unnatural traffic in slaves to grow up here, contrary to the ancient custom and usage of our dominions'.

To: The slave trade was forbidden in all our dominions quarter of an hour ago. I declare every slave in this market free'.

Comprehension Questions

These questions are taken from the student workbooks and are one of the activities for this extract:

- At the start of the passage, what two words does Caspian use to describe the 'traffic in slaves'?
 - 'abominable' and 'unnatural'
- What does his use of adjectives tell us about how Caspian views slavery?
 - That it is dreadful, morally wrong, against Natural Law (what we all know in our hearts to be right and wrong).
 - It disgusts him and he loathes it.
 - He views it as unnatural for one human being to 'own' another.
- What virtues does Caspian show in this passage? Give evidence to support your views.
 - Justice and Courage
 - Justice: He sets the slaves free and ensures they have their right to freedom and self-determination respected.
 - Courage: He stands up for what is right and takes personal responsibility: 'I declare every slave in this market free'. He is doing something very unpopular since he goes against what all the powerful people in that society seems to think is normal.
- What language does C.S. Lewis use to show us how decisive and bold Caspian is?
 - Imperatives show authority: 'It must be stopped'; 'I declare...'
 - Flatly contradicts Gumpas: 'You don't need them'. Engages in argument: Slavery does not bring meat or bread or cabbages into the islands.

In the passage, Gumpas uses the economic argument that slavery brings needed goods to the islands; Caspian refutes the economic argument and then makes a moral argument: 'But whether it does or not, it must be stopped'.

- What is the difference between an 'economic argument' and a 'moral' one?

Why does Caspian think the moral argument is more important?

- Give examples today of where doing the right thing might not make you richer.
- How does Gumpas seek to patronize Caspian? What does he say that is condescending?
 - 'tender years': Gumpas looks down on his youth and inexperience.

Lesson Overview: Justice

A suggested set of activities for lessons based around Extract 2:

LESSON 1

(20 min.) Reading and comprehension task written on Freeing Slaves

(10 min.) Students will read extract 2. Preparing for press conference. Locating info in *THE VOYAGE OF THE DAWN TREADER*, class members write questions to ask panellists. Panellists read and prepare possible answers. (See exemplar Q&A pages.)

(20 min.) Press conference activity

LESSON 2

(10 min.) Class discussion: What are justice and injustice, and why do they matter?

(10 min.) Students read a broadsheet article about a justice issue that is in the news at the time of the lesson.

(10 min.) Students plan their article.

(20 min.) Students write news article, 'Freeing the Slaves' (based on *THE VOYAGE OF THE DAWN TREADER*) for broadsheet newspaper.

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.

Extract 2: Student Activities

Extract Comprehension Questions

These questions can be found at the back of this book.

Press Conference

Ask students to read Extract 2. Then five students are chosen by the teacher to go into roles as King Caspian, Lord Bern, Eustace, Lucy, and Edmund.

The notes provided are to be printed for students who go into role. Students read them to get into character before the press conference. These are for briefing and should not be read during the press conference (unless students need support). Students in role can make up answers so long as they are accurate to the novel.

Questions should be asked of different members of the panel, one question at a time. The rest of the class are journalists covering the story, working for local and national media outlets. They need to ask the '5W questions' (what, where, who, why, when) to be able to write their story for the news (either radio, newspaper, television, or a news outlet on the web).

Teachers should guide students to come up with the following sorts of appropriate questions. Ideally, different hats or press badges (with journalist's name and media outlet) should be worn to distinguish each member of the press conference. Each member of the panel should have a card with his/her character's name placed in front of them on the desk facing the reporters (their peers). Each reporter should begin with the name of the person to whom they are asking the question, e.g., 'King Caspian, can I ask you how you came to be on Narrowhaven?'

After the press conference, students write a newspaper article based on what they have heard. The article can include these features:

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

The press conference Q&A that follows is just for illustration—to give students an idea of the sorts of things they might say in their respective roles:

Caspian

Background to the character you play:

*You are King Caspian and you should speak with some authority and conviction. Sometimes you will use the royal 'we'. You are courageous and determined. You act with integrity and do what is right even when it costs you personally. Even if it is at risk to yourself, you stand up for what is right. You are absolutely convinced you have done the right thing. You believe slavery is morally wrong. It is a **pernicious** evil. It is **iniquitous**. (Try to use these two words in your answers somewhere)*

Q: Is it true that you have abolished slavery on the Lone Islands?

A: I have abolished slavery. I have set each and every slave free. It is now illegal to keep slaves or to trade in slaves on the Lone Islands as it is elsewhere in Narnia and its dominions.

Q: What gives you the authority to act in such a way?

A: I am Caspian, King of Narnia, Lord of Cair Paravel, and Emperor of the Lone Islands.

Q: Why did you abolish slavery? Why did you do that?

A: It is our will. Slavery is a pernicious evil. It is a blot on our kingdom. Slavery is iniquitous – it is profoundly wrong to own another human being. I have enforced the laws of Narnia which protects the freedom of each individual. Those living in Narnia, or under Narnian jurisdiction, are guaranteed freedom. The Lone Islands are dominions of Narnia and Narnia is a free country. Slavery is iniquitous.

Q: How do you know? Have you ever been a slave?

A: As a matter of fact, yes. I was captured on Felimath and sold into slavery. The Lord Bern purchased me, but when he found out I was Caspian, the son of the King Caspian he served, he released me and swore his allegiance to me as King.

Q: What's wrong with slavery? Narrowhaven made a lot of money out of it.

A: It is wrong for people to be kept as slaves! Everyone has the unalienable right to be free unless convicted of a crime by a jury of citizens and sentenced according to the law of the land. Imprisonment of a free citizen is unlawful and contrary to the customs and precepts of our dominions.

Q: What will happen to Narrowhaven?

A: It has ceased to be a centre of the slave trade.

Q: Aren't you concerned that the economy will suffer?

A: No, I am not. If you do the right thing, you will prosper in the end. If things get worse in the short-term, that is a price worth paying.

Q: Is any price worth paying?

A: Freedom is priceless. One cannot put a price on liberty. You should be prepared to die to protect your freedom.

Q: Aren't you a bit young to be abolishing slavery?

A: Age has nothing to do with it. Slavery does a great injustice to human beings. It has to be stopped.

Q: Has Narnia always been a free country?

A: Narnia was founded as a free country but has had its ups and downs as far as the liberty of its inhabitants goes. It lost its freedom under the White Witch and suffered a hundred years of winter. During that terrible time, the abuse of citizens' rights was common. One high-profile case was that of Tumnus the Faun, who was imprisoned without a fair trial and turned to stone. After the Witch's tyranny was ended, everyone lived in freedom until Narnia was taken over by my Uncle Miraz. I will fight to ensure the freedom of everyone in Narnia and its dominions. We will protect everyone's freedom, whatever it takes.

Q: What do you think of Gumpas?

A: It was wrong for Gumpas as the Governor to have the Lone Islands as a centre of the slave trade. It is against the customs and precepts of my dominions.

Q: Was it hard to facedown Gumpas?

A: It is my duty as King Caspian to act with courage however difficult or daunting the task. Bringing about change is never easy. Standing up for justice takes backbone. Championing the rights of the oppressed requires fortitude.

Q: Have you always stood up for the underdog?

A: I have to admit that even as a boy in school, I detested and abhorred bullying. Even then I would step in if I saw someone being bullied and put a stop to it.

Q: Why did you give a refund (to the last minim) to everyone who had bought a slave? Was it just because the Calormenes wanted their money back?

A: It is important to act honourably and to show respect and courtesy for foreign guests visiting our realm.

Q: What are your plans for tonight? Are you celebrating your victory?

A: A great feast will be held in the castle in Narrowhaven. You are all invited and most welcome. Drinks and food will be free. We are celebrating freedom!

Eustace

Background to the character you play:

You are bad-tempered, surly, conceited, and sulky. You lack integrity and are not honest with yourself or with other people. You are selfish and do not realise how good others are being to you. You have a really bad attitude and should be scowling constantly.

Q: How did it feel to be a slave?

A: Absolutely dreadful. I have been treated abominably ever since I got aboard the rotten little boat, the Dawn Treader. This is the last straw. I shall lodge a disposition with the British Consul. This is not the way a British citizen should be treated when abroad.

Q: Is it, in fact, true that no one would buy you for 5 crescents? That must have been embarrassing!

A: That is a complete lie. Anyone can see my great value. I am clearly more intelligent than my cousins and have superior qualities. I do admit that the bidding was slow at first but can only imagine that bidders were taking their time to estimate my significant worth and put the highest bid in for the most valuable human being!

Q: I have a source that says no one wanted to buy you, and the slave dealer couldn't get rid of you when he put you in for nothing as a utility slave. The slave merchant called you 'Sulky' and no one wanted you. Is that true?

A: That is an utter fabrication.

Q: You must have suffered being kept as a slave. What was it like?

A: It was humiliating. The indignity of it! To be treated in such a fashion was unbelievable! I have been treated scandalously ever since I got on board that rotten little tub of a boat that Caspian goes around boasting about.

Q: Who do you blame for the way you have suffered?

A: It is all Caspian's fault! He likes to make out that he is some hero liberating the slaves, but he actually left me to rot as a slave when he escaped with Lord Bern! He did not stick around but deserted his family. He just wanted to save his own skin. The British Consul would have had something to say about a British citizen be treated in such a scandalous manner.

Q: How did you cope?

A: As usual, I had considerable fortitude and hardly complained at all. You see I always think of other people and did not want to upset Lucy.

Lord Bern, now Duke of the Lone Islands

Background to the character you play:

You are noble, honourable, courageous and deeply loyal to Caspian. You served his father and now you serve him.

Q: First off, congratulations on your new title, 'Duke of the Lone Islands'. Do you feel proud?

A: I serve at His Majesty's pleasure in whatever capacity I can best be of service.

Q: What did you think when the slave you had just bought told you he was your king?

A: I was astonished! Yet he resembled the king I served long ago and certainly has his kingly bearing and courage.

Q: How did you handle Gumpas? How did you force him out?

A: All I will say is that it took political acumen, wisdom, and courage and the Lone Islands are better off without that corrupt man in office.

Q: How do you intend to govern?

A: I will ensure that the freedom of each person is protected and that the Lone Islands are governed justly.

Edmund

Background to the character you play:

You are annoyed with Eustace. You refer to him as a 'record stinker' and find him irritating. You are embarrassed that he is your cousin. You have little or no sympathy for Eustace. You can be quite rude about him.

Q: Can you tell me in your own words what happened?

A: Well, I saw it all. I was being kept as a slave ready to be auctioned off, and all of a sudden, it went very quiet. I saw Caspian in his silver armour and he just announced: 'I declare every slave free'. It was incredible! He took on the slave traders and no one dared argue with him.

Q: What was it like being a slave?

A: Not the best of experiences – but the worst part of it was not being able to get away from that 'record stinker', my cousin, Eustace.

Q: Is it true that no one wanted to buy him?

A: Yes, and serves him right. Actually, it was quite entertaining watching him sulk as he was locked up as a slave and then watching his face when no one wanted to buy him. Mind you, would you want him in your house?

Q: Don't you have any sympathy for him? After all, he didn't want to come to Narnia.

A: No, none. I can't stand him. He is an embarrassment.

Q: Is that fair?

A: Yes. He is proud, arrogant, conceited, and stuck up. He needs to be taught a lesson. Pride comes before a fall.

Q: What do you think of what Caspian has done?

A: Really excellent. Top-notch. When you have been locked up as a slave, it helps you empathise with these poor wretches. No one should be sold as a slave. You are completely powerless and at the mercy of other people. You have no rights. You are just property. It is a terrible existence.

Q: What do you think of Caspian?

A: I'm impressed. He had real nerve to do that. He had to show real courage to achieve the liberation of the slaves.

Q: Why did he do it, in your view? Why did he free the slaves? What's in it for him?

A: He believes in justice. He believes it is only fair that everyone should have their freedom. It was the right thing to do.

Lucy

Background to the character you play:

You are the youngest of the children and the most sensitive. You even sympathise with Eustace and try to help him when he is behaving badly. You found it very difficult when Caspian was taken away into slavery and you were separated, since he is a good friend and natural leader.

Q: What just happened?

A: Caspian has abolished the slave trade. He just strode into the slave market and announced it was against the law now to buy and sell slaves.

Q: When was this?

A: Just earlier today. It has only just happened! It happened right in the middle of the auction.

Q: Why did he do it?

A: It was the right thing to do. He believes in justice. It is awful when people are treated as someone's property.

Q: Where did this happen?

A: In the main slave market, right in the middle of town.

Q: Who was involved?

A: Caspian led the operation, but Lord Bern and Drinian and everyone was there supporting him.

Q: How does it feel to be free?

A: It's a relief! I was really scared. We could have been sold.

Q: How did you feel when Caspian was purchased and you were left behind?

A: I was really upset. I didn't want us to be separated. I didn't know what would happen to him.

Q: Do you feel sorry for Eustace?

A: Yes, I do. He can't help the way he has been brought up and he does suffer so. He is just not cut out for adventures.

Q: What do you think about the freeing of the slaves?

A: Caspian was magnificent! He is so brave. He just does the right thing whether it's easy or not. He has enormous integrity and really cares passionately about justice.

Class Discussion

The aim of this activity is to engage students in a discussion about justice so they can better recognise and articulate its importance in our society. The questions below may help.

- What is justice?
- It is often assumed that our courts are in charge of distributing justice, but there was a time when our courts believed that slavery and denying women the right to vote were 'just'. Do you think all of our current laws are just? If not, which ones do you consider unjust?
- Are there any rules in your school you think are 'unjust'? Why?
- Have you ever been treated unjustly?
- Some people have more opportunities than others due to the area they live in, or the wealth of their family. Is this just?
- Do you believe everyone should have equal opportunities to the jobs and hobbies they want to take part in?
- How can we make our schools, communities, and country more just?

Writing a News Article

Students will be introduced to writing a newspaper article, a skill they can repeat at various points through this curriculum.

In particular, students are asked to write up a report based on the press conference (If your class did not do the press conference, students can write a report on the events depicted in the extract).

An important part of this task is for students to describe how the slaves benefit from Caspian's sense of justice, therefore helping them to see the value of the virtue.

Guidelines for students:

- 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 details.
- Include quotes from interviews.
- Include comments on the event.
- Emphasise that justice has been done.

3

Integrity

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.

3: Eustace Steals Water

Read diary entry for September 6 from Chapter 5

Comprehension Questions

These questions are part of this week's Narnian Virtues tasks. Students are asked to answer these questions in their workbooks.

- Which virtue(s) is Eustace lacking here?
 - Integrity, honesty
 - Justice, fairness
- What does Eustace do wrong? Why is it wrong? (Give more than one example.)
 - Attempted theft/stealing. It's wrong because it is unjust to take what does not belong to you.
 - He is dishonest. He lies about his intentions to everyone, and lies about what he is like as a person in his diary. It's wrong because it is dishonest.
- How does Eustace make himself out to be a nice, just, fair person in his diary? List the lies he tells himself:
 - 'I'm the last person to try to get any unfair advantage'.
 - 'I never dreamed that this water-rationing would be meant to apply to a sick man'.
 - I always try to consider others'.
 - 'They treated me scandalously'.
- What are the giveaway comments that prove he is guilty of attempted theft and lacks integrity/honesty?
 - 'took my cup and tiptoed': He clearly aims to get water, as he has a cup.
 - 'All was going beautifully': He was getting away with it.
 - 'before I'd drawn a cupful': Stealing water was his clear intent, action.
 - 'their rotten unfairness': He blames the others for being unfair, though they also have their water rationed.

Lesson Overview: Integrity

A suggested set of activities for lessons based around Extract 3:

LESSON 1

(10 min.) Teacher reads Eustace's diary aloud to class. Discussion about intonation. Students read Eustace's diary aloud in pairs with appropriate intonation of indignation, etc. Q: What is Eustace not showing here? A: Integrity.

(10 min.) Class discussion. What is integrity and why does it matter?

(20 min.) Reading extract 3 and comprehension task on Eustace's diary.

(10 min.) In the 'word sort' task, students find words for 'lack of integrity' that describe Eustace. Check meanings and spellings of these words with definitions provided at back of student workbook.

LESSON 2

(20 min.) Either in groups, as a whole class, or individually, rewrite Eustace's diary. What should he have written after that day if he was writing his diary with integrity and honesty?

(10 min.) Discussion in pairs, then with class. Each student to give 2 examples, one of a time they acted with integrity and one of a time they did not act with integrity.

(20 min.) Students write journal/diary entry with integrity, either about a day when they behaved well or behaved badly. Whichever it is, *the diary needs to be honest and written with integrity.*

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 emphasis external causes for our misfortunes and consider our successes to be personal triumphs, and 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. Here Eustace doesn't seem to know he's wrong. All the information the author gives us seems to tell us that he cannot recognise that his behaviour is anything less than entirely reasonable.

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'. Since our own disposition is to externalise any of our own faults, this change in Eustace's attitude is truly remarkable. This development of a heightened state of self-awareness is one of the aspects of the curriculum we seek to foster in all students. Doing this through literature provides a non-judgemental, non-confrontational method for students to reflect and consider whether there's any part of their lives in which they have the same biases as Eustace once had.

3: Student Activities

Reading Eustace's Diary

This exercise aims to develop students' speaking and listening skills, as well as understanding how certain words—depending on how they are said—can display a virtue or a vice.

1. The teacher reads Eustace's diary aloud to class.
2. Introduce the idea of intonation and how our expression can change meaning.
3. Students read Eustace's diary aloud in pairs with appropriate intonation of indignation, etc.
4. Engage students in a discussion about the virtues Eustace is (or isn't) showing.

Class Discussion

The aim of this activity is to engage students in a discussion about integrity so they can better recognise and articulate its importance in our relationships with each other. The questions below may help.

- What do we mean by integrity?
- How do you know if you are displaying integrity?
- We human beings are very good at deceiving ourselves; we often assume the best of ourselves and the worst of others. To what extent do you think Eustace actually knows how badly he is behaving here?
- If Eustace genuinely believes he is right, is this just showing a lack of integrity, or are there other virtues and vices at work here?
- Do you think you often see integrity operating in combination with other virtues? Why might that be so?

Comprehension Questions

Students will read extract 3 and then answer the comprehension questions. These questions can be found in the student workbook. By answering these questions, students are developing their ability to identify evidence of particular virtues in the text.

Word Sort

Students will find words for 'lack of integrity' that describe Eustace and copy them into a table. They are asked to check the meanings of these words with definitions provided at the back of their student workbook.

Rewrite Eustace's Diary

Eustace is feeling particularly wronged. He does not seem to realise that he's mistaken, that he is lacking integrity. Students are asked to rewrite the diary extract as if Eustace did have integrity. They may want to think about:

- The words from the vocabulary sheet in the front of the page that imply integrity.
- It is unlikely someone with integrity would use those exact words, but they would be able to demonstrate it through examples. You could ask students: 'How can you write to infer honesty? What words and phrases would imply Eustace knew what he did was wrong?' For example, it could include an admission of guilt and an understanding of the perspective of others.

Look again at Eustace's diary entry. 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 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).

Discussion

This discussion is working towards students' producing their own journal entry and aims to get them to reflect on their own experiences with integrity. Ask students, in pairs, to recall times they feel they have or have not demonstrated integrity – choose one of those experiences and feed it back to the class.

Write a Journal Entry

Integrity is all about being 'honest with ourselves'.

Write your own journal entry about a time when you feel you showed great integrity. If you can't think of a situation, you could create a fictional account inspired by something that has happened to you in the past. Don't forget to make use of the words in the front of your workbook to help you describe the virtues.

4

Hard Work

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

Extract 4: Eustace's Avoidance of Hard Work

Read from Chapter 5

From: 'As Eustace lay under a tree and heard all these plans being discussed, his heart sank'

To: 'And her officers and crew were no better—lean, pale, red-eyed from lack of sleep, and dressed in rags'.

Comprehension Questions

These questions could be used as an extra activity to stimulate discussion, but the extract and the questions are not included as part of the 100 minutes of Narnian Virtues activities.

- What are three of Eustace's vices here? What is your evidence?
 - Laziness, idleness: Just wanting to sleep and avoid the work, 'stroll', 'good long sleep'
 - Injustice, unfairness: Letting others do all the work, not pulling his weight, not doing his share
 - Deceit, deception: sneaking off, 'it would do him good', 'Nobody was looking', 'He rose quietly', 'taking care to go slowly', 'in an aimless manner', 'so that anyone who saw him would think he was merely stretching his legs'
- What are the consequences for Eustace of taking the day off? What would not have happened to him if he had been working on replenishing the ship like the rest of the crew?
 - He would not have become a dragon.
- Personal application: Where/when/on what do you not work hard enough? How do you justify this to yourself?

Lesson Overview: Hard Work

A suggested set of activities for lessons based around Extract 4:

LESSON 1

(20 min.) Students will read extract 4, and then read a story about 'hard work'.

(10 min.) Planning how to write a speech including what features should be included. Write a short plan before starting.

(20 min.) Writing a speech, 'Nothing Worthwhile in Life was Ever Achieved Without Hard Work'.

LESSON 2

(50 mins) Students will write an interview with a sports star who has trained under Coach Wooden.

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

Extract 4: Student Activities

The Wisdom of Coach Wooden: The Importance of Best Effort

The aim of this activity is to provide a practical example of why working hard is important. Students will read extract 4 and the passage below and then answer questions in their workbooks to help them apply the lessons of Coach Wooden to their own situations.

'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 10th-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'.¹ 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'.

Understanding and Application

Engage students in a discussion about the story of Coach Wooden. The questions below may be helpful conversation starters.

- Do you agree with Coach Wooden's definition of success ('to make the effort to do the best you are capable of doing')? Explain.
- What does he mean when he says, 'Don't measure yourself by what you have accomplished, but by what you should have accomplished with your abilities'?
- In school, how do you try to make the most of your abilities in all of your subjects? How do you try to do the same in sports, clubs, or other areas of your life?
- How can you improve in your effort to make the most of your abilities? Choose one area and describe at least one thing you are willing to do.

Speech Writing

Students are to write a speech, 'Nothing Worthwhile in Life Was Ever Achieved Without Hard Work', as if they are a coach giving a speech to her players to work hard, or as themselves to persuade their peers of the importance of hard work. They can consider whether they agree with this statement or don't agree and find examples that prove (or disprove) it. Teachers should talk students through how to write a speech and the features of an effective one. Students should write a short plan before starting. Advice for students:

Identify your audience. Ensure your tone and language is appropriate for that audience. You might want to include three main ideas.

Include at least two anecdotes or examples. Use language techniques such as a time when you managed to finish a large piece of homework which took a lot of time, or difficulty in building a model or working in the garden, or even working hard for achievements in a game.

Include paragraphs Create effective/fluent linked sections to indicate sequence. Throughout the speech, use rhetorical indicators that an audience is being addressed. Use a clear 'sign off', e.g. 'Thank you for listening'.

Interview a UCLA basketball player

Students are asked to interview a UCLA basketball player who was in Coach Wooden's team. Write your questions and the player's answers as a dialogue. You should make this up and use your imagination as well as re-reading the article about Coach Wooden. 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?

5

Wisdom

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

Extract 5: Eustace With and Without Wisdom

Read from Chapter 5 and Chapter 6 and contrast and focus on the contrast:

Chapter 5

From: It is very unpleasant to have to go cautiously when there is a voice inside you saying all the time, 'Hurry, hurry, hurry'.

To: he had persuaded himself that they were all fiends in human form.

Chapter 6

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

To: He realized now that Caspian would never had sailed away and left him.

Comprehension Questions

These questions are in the student workbook.

- What is a 'fiend'?
 - Devil, demon
- What do 'fiends' do?
 - Cause harm, act with malicious intent.
- Why does Eustace use the word 'fiends' here?
 - He feels everyone is out to get him.
 - He has a victim mentality.
- What does it show that he thinks about Caspian and the Pevensies?
 - He does not realise they are kind and fair and seeking to help him.
- What does this tell us about Eustace?
 - He misjudges, misreads people and situations.
 - He is a poor judge of character.
 - He is self-centred.
- Why does Eustace change his mind about whether or not his companions are 'fiends'?
 - He has become a dragon; he is lonely and wants human companionship.

Lesson Overview: Wisdom

A suggested set of activities for lessons based around Extract 5:

LESSON 1

(10 min.) Students will read extract 5, and then read the two extracts and answer the six comprehension questions.

(10 min.) Label the Dragon (Part 1, 'Eustace-as-a-dragon'), paying particular attention to the left-hand-side 'Before' (looking at chapters 1-5). With your extended vocabulary (see especially 100 Vices), use as many higher order words as possible. Students can work collaboratively.

(10 min.) Discussion: With the whole class, talk about their impressions of Eustace. How would you feel if he was your cousin and you had to spend time with him? *Direct attention during discussion towards his lack of wisdom, his systematic misinterpretation of events and people, and not just how annoying or unkind he is.*

(20 min.) Evaluation: Write your impression of Eustace using your extended vocabulary.

LESSON 2

(10 min.) Class teaching on wisdom, what it is and why it is important, emphasising that reading people accurately is part of wisdom.

(10 min.) Class/paired discussion, sharing examples of times students have been misjudged. How did it feel?

(10 min.) Teaching on how to complete the writing task.

(20 min.) Creative writing task. Students may choose either: (1) 'A Time When I Was Misjudged', or (2) 'A Time When I Misjudged Someone'.

What is Wisdom and Why Does It Matter?

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.

Extract 5: Student Activities

Labelling the Dragon

The aim of this task is to increase student's extended vocabulary on vices by asking them to describe Eustace's character before becoming a dragon. Students will think back over the story so far, and consider what Eustace is like. Students should use the 100 Vice words provided. They should label the left-hand side of the dragon (the right-hand side will be annotated later). The activity should take approximately 10 minutes and students can work in pairs or small groups to complete it.

Before becoming a dragon (Examples)

Dishonest –

Tries to steal the water.

Disinterested –

He just wants to get off the ship.

Rude and surly –

He talks to Caspian in a rude and surly manner.

Ungrateful –

When Caspian and Edmund are kind.

PICTURE OF DRAGON HERE

After becoming a dragon (examples):

Grateful – He showed gratitude that he was a boy again.

Humility – He asks Edmund to forgive him for being beastly.

Curiosity – Who is Aslan?

Valiant – His first act of bravery is attacking the sea serpent.

Class Discussion on Eustace

The aim of this task is to enable students to empathise with Eustace's character by asking them to discuss, using evidence from the text, what Eustace would be like as a cousin. The task should begin with a whole-class discussion on impressions of Eustace. Students could be provided with prompts such as: 'How would you feel if he was your cousin and you had to spend time with him?' The discussion should not just be how annoying or unkind he is, but should be directed towards Eustace's lack of wisdom and his systematic misinterpretation of events and people. The discussion should last approximately 10 minutes. Discussion questions could include:

- What is your impression of Eustace?
- How has C.S. Lewis given you that impression?
- How would you feel if Eustace was your cousin?
- Do you have any sympathy towards Eustace?

Evaluation of Eustace's Character

The aim of this task is to strengthen student's evaluation skills by asking them to write a half page of text, using extended vocabulary, in which they evaluate Eustace's character. Students should be encouraged to use examples to back up and support what they write about particular vices or virtues. In particular, students should answer the question: 'How wise is Eustace?' (Students should think about his lack of wisdom, not just all his most annoying and irritating features).

Class Teaching on Wisdom

The aim of this task is to facilitate student's understanding of wisdom by teaching what wisdom is and why it is important. This could be approached from a number of angles. A suggested possibility is to teach wisdom within the context of the validity (or invalidity) of social media posts. That is, social media content can often be distorted or false, resulting in an inaccurate portrayal of people's character.

Class/Paired Discussion on Wisdom

The aim of this class discussion is to facilitate student's understanding of how a lack of wisdom can lead to misjudgements. Ask students to share examples of times they have been misjudged and to consider how it made them feel. Then discuss the flip-side of this by asking students to share examples of a time they misjudged another person.

Creative Writing Task

The aim of the creative writing task is to enable students to apply their knowledge and understanding of how a lack of wisdom can lead to misjudgement. Students might consider writing a 'dual narrative', where an event is told from two different perspectives (the 'victim's' and the 'perpetrator's') or using language techniques such as metaphors and similes (imagery) or personification.

6

Love

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.

Extract 6: Eustace's Improvement

Read from Chapter 7:

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

To: it was kindly meant and Eustace never forgot it.

Compare this with Chapter 2:

From: 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.

To: 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.

Comprehension Questions

These questions are in the student workbook and students are encouraged answer them as one of this week's activities.

- What does it mean when the narrator explains that 'Eustace's character had been rather improved by becoming a dragon'?
 - He now demonstrates virtues such as selflessness, love, kindness, appreciating others, wanting to be helpful, etc.
- What evidence is there here of character improvement? How has Eustace changed?
 - He brings back carcasses as food.
 - He is a humane killer and despatches animals quickly and painlessly.
 - He brings back a pine tree to be used as a mast and feels good about being able to help.
 - He comforts everyone and is helpful by warming them during the chilly evenings.
 - He lights fires for them.
 - He gives them rides.
 - He enjoys being liked.
 - He enjoys liking others.
- How has Eustace's character changed?
 - He goes from selfish to unselfish
 - He goes from unkind to being kind

Lesson Overview: Love (Kindness)

A suggested set of activities for lessons based around Extract 6:

LESSON 1

(20 min.) Read today's extracts and highlight virtues in green and vices in red. This works really well as there are two contrasting passages, one showing love, another showing cruelty.

(10 min.) Using their extended vocabulary virtue words, students begin to fill in the right-hand side of the dragon pull-out that they were working on last week. Last week they mainly focussed on Eustace's vices. Now they can begin filling in virtues to the right of the dragon.

(20 min.) Comprehension questions

LESSON 2

(10 min.) Teacher-led class discussion following comprehension exercise.

(20 min.) As a group, students will write a script between Reepicheep and Eustace as a Dragon.

(20 min.) Students will write a script of a conversation they can have with someone they can befriend. This person might have been bullied, or may just be feeling down, or left out. They will encourage them. (The person might even have been mean to you in the past, just as Eustace had been mean to Reepicheep).

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

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 thus 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 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: Eustace and Reepicheep

In this activity students are asked to write a script of the conversation between Eustace and Reepicheep as they sit together on an evening. It will help students to be able apply the virtues Eustace is now displaying.

Example:

Reepicheep: You know, I'm sure it'll all work out soon. It is so important not to allow oneself to become discouraged in a challenging situation such as this.

Eustace: I hate being a dragon. I want to be a boy again. This really is beastly.

Reepicheep: These things happen on a quest. Our part is to rise to the challenges that come to us with courage and dignity.

Eustace: I know I deserved it. I was a rotten boy. I was so selfish. I don't know how you all put up with me.

Reepicheep: Well, I didn't always, did I? Still it's good we're friends now. Friends are there to help one pursue one's quest with steadfastness and fortitude.

Script Writing: Encouraging or Befriending Someone

In this activity students are asked to imagine they are sitting with someone who seems worried about something. This provides an opportunity for students to show they can apply their knowledge of kindness to a realistic situation. Below there is an example of the kind of script they could write.

Examples:

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.

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. 'Cos 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.

7

Gratitude

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 to be a Boy Again

Read from Chapter 7

From: Well, he peeled the beastly stuff right off

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

Comprehension Questions

These questions are in the student workbook.

- Adjectives are prominent at the beginning of this passage. Which ones can you find?
- There are different kinds of adjective: descriptive, comparative, superlative. Which type of adjective is used most frequently here? What does this indicate?
 - Comparative, to emphasise change and transformation
- Which comparative adjectives are used to describe the skin here? ('thicker', 'darker', 'more knobbly-looking')
- The use of the "s" sound is called sibilance. Can you find some examples of sibilance in this passage with words used to describe his skin when he is 'undragonned'? What might this mimic?
- Which words are used to describe his skin when he is undragonned? Why?
 - 'smooth', 'soft' (sibilance)
 - ('th' and 'f' = fricative) – thus, sonic contrast to emphasise the physical contrast.
- Why are dashes used? What does this show?
 - Lewis uses dashes ('—') in this passage to break up speech and to show pauses/thinking. Eustace is trying to make sense of it all. He's not just being a blabbermouth; he is really thinking about things and being very truthful and honest.

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?
 - They are his.
 - He is very happy to be a boy not a dragon.
 - Realises his weaknesses are his strengths.
 - He is now happy with what he despised before.

Lesson Overview: Gratitude

A suggested set of activities for lessons based around Extract 7:

LESSON 1

(5 min.) Listening to Louis Armstrong song.

(5 min.) What is he grateful for? Write list in workbooks.

(5 min.) Teacher teaching on gratitude: What it is and why it is important.

(5 min.) What are you grateful for? Write list in workbooks.

(30 min.) Students will write an essay on gratitude entitled, 'We All Drink From Wells We Did Not Dig'.

LESSON 2

(5 min.) Read passage and add gratitude words to right-hand side of the large pull-out dragon.

(20 min.) Reading comprehension with special focus on writer's use of language techniques and devices.

(5 min.) Personal application. Talk in pairs: What normal, everyday things (such as Eustace appreciating his arms) are you grateful for? Pairs of students create a list. What are you grateful *to parents* for? Talk in pairs or as a whole class.

(10 min.) Draft what you will write on the 'Thank you' cards (provided). Using excellent presentation (i.e. neat handwriting) and vocabulary, write a paragraph of about 100-150 words thanking parent(s) or carers for what they do for you. Also write thank you cards to a teacher and a friend.

(10 min.) Using their best presentation skills, students write on the cards in their best handwriting. Teachers to check before these go home to parents.

What is Gratitude and Why Does It Matter?

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.

Extract 7: Student Activities

'What a Wonderful World'

The aim of the task is to increase students' awareness of gratitude and promote their ability to identify it in different forms and contexts. Students should listen to the song 'What a Wonderful World' by Louis Armstrong and, in the workbook, take note of the things the singer is grateful for. The lyrics are provided in the Student Workbooks. This activity should take approximately 10 minutes, and students can work in pairs to complete it or to share what they were able to identify.

What Are You Grateful For?

The aim of this task is to enable students to apply their knowledge and understanding of gratitude to a real context, by considering things in their lives that they can be grateful for. The task should start with some teaching on gratitude and why it is important. Some topics that might be explored include the positive influence of gratitude on one's own perspective towards life (e.g., grateful thinking creates positive attitudes towards school and family) or the influence of gratitude on relationships (e.g., showing gratitude to parents, friends, and others will strengthen those relationships in a positive manner). This should take approximately 5 minutes. Students should then write on the following questions: 'What is gratitude?' and 'What are you grateful for?' and write down their list in the workbook. This should take approximately 5 minutes.

Essay Writing

The aim of this task is to enable students to value the virtue of gratitude, including an appreciation of its positive consequences and awareness of the negative consequences of being ungrateful. Students will write an essay entitled, 'We All Drink From Wells We Did Not Dig'. This activity should take approximately 20 minutes and students can work in pairs to brainstorm ideas for their articles before starting to write. Below are some suggestions of guidelines for the students.

Guidelines for Students:

- Express your own views about how grateful people are and how grateful we should be. Refer to personal experience.
- Identify an act of gratitude in your family or community and interview the people involved.
- Write an introduction that sets the scene and summarises the main points of the essay.
- Structure effectively/fluently sequenced paragraphs.

8

Forgiveness

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.

Edmund Forgives Eustace for Being Beastly

Read from Chapter 7 From: 'Aslan!' said Eustace. 'I've heard that name mentioned several times since we joined the *Dawn Treader*.

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

Comprehension Questions

- The passage opens with the exclamatory 'Aslan!' What does this convey?
 - Excitement
 - Astonishment
- Why are dashes used ('—I don't know what—')?
 - Conveys thought, implies nuance, he appears to be genuine in his response.
- Think back to Edmund's betrayal in *The Lion the Witch and the Wardrobe*. Whose betrayal do you think is worse, Edmund's or Eustace's? Why? What difference, if any, does this make for forgiveness? Who lacked the most virtue/character?
 - Edmund, as he was a traitor,
 - Eustace was just an 'ass', i.e., frustrating and annoying.
 - Edmund and Eustace both suffer personally and cause others suffering, but Edmund was more dangerous to others.
- The 'interrogative mode' is another term for 'question sentences'. Can you find a 'double-interrogative' in the passage? What might this portray?
 - But who is Aslan? Do you know him?
 - Portrays curiosity – added enthusiasm to know.

Evaluation of Eustace's Character

Some examples of questions that can guide the students include: The aim of this task is to promote students' abilities to identify virtues/vices in the character of Eustace.

1. Humility: He's humble enough to apologise to Edmund.
2. Wisdom: He's wise enough not to pry about Edmund's admission to being a traitor.
3. Honesty and humility: He tells Edmund what has happened to him. He's humble enough to admit what he did wrong.
4. Wise enough not to want the bracelet. His priorities are right; now does not care about gold; cares about friends and being a boy.
5. Curious: He wants to know about Aslan.
6. Sociable/equitable: Wants to help and be a team-player.

Lesson Overview: Forgiveness

A suggested set of activities for lessons based around Extract 8:

LESSON 1

(5 min.) Read extract from Malala's speech.

(15 min.) Class discussion of Malala and forgiveness: How is it possible for Malala to forgive someone who shot her and tried to kill her? What is forgiveness and why is it important (continuation from previous lesson)?

(5 min.) Read Extract 8 on forgiveness. What vocabulary would you use to describe Eustace now? Writing: Add forgiveness vocabulary words to the right-hand side of the dragon pull-out.

(5 min.) Discussion in pairs, then with whole class: Who has been forgiven more—Eustace in *VOYAGE OF THE DAWN TREADER*, or Edmund in *THE LION, THE WITCH AND THE WARDROBE*?

(20 min.) Evaluation: Write your impression of Eustace using your extended vocabulary. Don't forget to use examples to back up and support what you write about particular vices or virtues. How has Eustace's character changed?

LESSON 2

(20 min.) Read 'A Poison Tree' by William Blake. Annotate and highlight any virtues or vices in the poem. In pairs, summarise in modern English what happens in the poem. What are the consequences of unforgiveness in the poem?

(10 min.) Class discussion of 'Unforgiveness Only Makes You Suffer More'. Teacher recaps what forgiveness is and why it matters.

(20 min.) Write an essay. Discuss the title, 'Unforgiveness Only Makes You Suffer More' and express your own views about forgiveness.

What is Forgiveness and Why Does It Matter?

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.

Extract 8: Student Activities

Malala's Speech or Portia's Speech

The aim of this task is to promote students' ability to value the virtue of forgiveness, including an appreciation for positive consequences of forgiveness for self and others, by looking at and discussing literary and non-literary examples of forgiveness. The task starts with students reading from the speech Malala delivered to the UN.

- How is it possible for Malala to forgive someone who shot her and tried to kill her?
- Does Malala's forgiveness mean that she forgot what happened to her?
- Does forgiveness require courage?

Alongside the discussion, some teaching on what forgiveness is and why it is important should take place.

Alternatively, you could use this speech delivered by Portia. It is one of the most famous in all of Shakespeare. Some of the following suggestions draw upon the *BBC Off by Heart Shakespeare* written by the RSC:

http://downloads.bbc.co.uk/schools/teachers/offbyheart/obhs_merchant_venice_quality.pdf

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.

- 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

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:
 'T is 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.

'A Poison Tree'

This task aims to promote students' ability to value the virtue of forgiveness—including the realisation of the negative consequences of vices—by looking at and discussing literary examples of forgiveness. Students should read the poem and annotate (or underline) any virtues and vices they can identify. They will summarise in modern English what happens in the poem. Finally, the students should consider the question, 'What are the consequences of unforgiveness in the poem and in life?'. Students should be encouraged to back up their arguments with evidence from the poem, but also to use other examples from the book or their personal experiences. This activity should take approximately 10 minutes and students can work in pairs or in small groups to complete it or to share what they were able to identify.

A Poison Tree

by William Blake

I was angry with my friend;
I told my wrath, my wrath did end.
I was angry with my foe:
I told it not, my wrath did grow.

And I water'd it in fears,
Night & morning with my tears:
And I sunned it with smiles,
And with soft deceitful wiles.

And it grew both day and night,
Till it bore an apple bright.
And my foe beheld it shine,
And he knew that it was mine.

And into my garden stole,
When the night had veil'd the pole;
In the morning glad I see;
My foe outstretched beneath the tree.

In 1990, Nelson Mandela, recently released after twenty years in a South African prison, tells a rally, 'We especially need to forgive each other, because when you intend to forgive, you heal part of the pain, but when you forgive, you heal completely'. More on this can be found at:

<https://www.youtube.com/watch?v=S2RyxVURHoY> (1:34 min. video)

Nelson Mandela was a political prisoner for 27 years, being tortured many times. During those years he also became one of the most popular anti-apartheid voices in South Africa. After being released, he eventually became the first South African president elected through a fully representative democratic election.

After he was out of prison, Mandela advocated for forgiveness and reconciliation instead of revenge. Many felt betrayed that he would turn away from righteous anger, particularly when the terrors of apartheid were ongoing. However, Mandela believed only forgiveness would heal the country and its people.

Some examples of his acts of forgiveness include:

Mandela invited one of his former jailers to a dinner marking the 20th anniversary of his release from prison. Christo Brand was a jailer responsible for guarding Nelson Mandela at Robben Island and then at Pollsmoor Prison. Speaking about the relationship which developed between the two men, Mandela said it 'reinforced my belief in the essential humanity of even those who had kept me behind bars'.

Mandela had lunch with the man who tried to have him killed Percy Yutar was the state prosecutor at the 1963 Rivonia treason trial at which Mandela was convicted of sabotage and sentenced to hard labour for life. Yutar demanded the death penalty for Mandela. In 1995, Mandela invited Yutar to dinner where they enjoyed a kosher meal. Mandela said that Yutar had only been doing his job.

The Amish School Shooting story from 2006 describes how within hours of the school shootings that left five, little Amish girls dead, members of the Amish community of Nickel Mines, Pennsylvania, visit the killer's wife to offer comfort and support.

Shooting in Amish School

What happened?

On October 2, 2006, Charles Carl Roberts IV entered West Nickel Mines School, an Amish school in Pennsylvania, and killed five girls. He took several hostages and shot eight girls (between 6- and 13-years-old), five of whom died. He then committed suicide.

Forgiveness:

The Amish, a pacifist Christian community, forgave Charles Carl Roberts IV just hours after the shooting. The community also expressed their forgiveness in other ways. For example, on the day of the shooting several members of the community visited the shooter's widow, took her some food and acknowledged her loss. Some of the victims' families also attended Charles Carl Roberts IV's funeral.

In a news article in *The Guardian* ten years after the tragedy, Linda Fisher explained that the decision to forgive the shooter was not easy, that 'It is a lifelong process' and that each person might deal with it differently. The article also shared the views of some of the parents who lost their daughters. For example, Aaron Esh Sr. argued that anger and resentment is corrosive and 'will eat you up', so forgiveness was 'the one good thing that can come out of this tragedy'. He stated that forgiveness 'is so ingrained in our heritage that it's part of our character'.

Guardian article:

<https://www.theguardian.com/us-news/2016/oct/02/amish-shooting-10-year-anniversary-pennsylvania-the-happening>

9

Courage

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.

Eustace's Courage and Bravery

Read from Chapter 8

From: 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.

To: but it was a fine thing for a beginner to have done.

Comprehension Questions

- What does Eustace do?
 - Attacks the sea serpent; 'began hacking at it with all his might'.
- Why is attacking the sea serpent 'a fine thing for a beginner to have done'?
 - It is the 'first brave thing he had ever done'.

Lesson Overview: Courage

A suggested set of activities for lessons based around Extract 9:

LESSON 1

(10 min.) Read extract. Class or paired discussion: How has Eustace changed in terms of his bravery and courage while on the voyage? Why would he not have been able to behave in this way at the start of his voyage?

(10 min.) Comprehension exercise as class discussion.

(10 min.) Teaching recap on letter writing. Plan the letter Eustace will write to Harold and Alberta (his parents).

(20 min.) Write Eustace's letter to Harold and Alberta.

LESSON 2

(5 min.) Focus: Eustace's courage in the extract.

(5 min.) Complete cloze exercise (filling in virtue words).

(10 min.) Read and discuss 'How to Write a Quest'.

(10 min.) Creative writing: planning quest story

(20 min.) Writing task: The Quest

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.

Extract 9: Student Activities

Comprehension Questions & Discussion

After reading the extract, students are asked to answer the questions at the end of this book on p**Error! Bookmark not defined.**

Eustace Writes Home

This activity is designed to get students thinking about Eustace's experiences from his perspective and to consider how he has changed.

This is also an opportunity for the students to reflect on the main events and dominant themes of his journey so far.

Students are given these hints in their work books:

- Explain everything you can to your parents (Harold and Alberta) about the voyage so far.
- 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:

- the use of addresses
- a date
- remember how Eustace usually addresses his parents!
- effectively/fluently sequenced paragraphs
- an appropriate mode of signing off: Yours sincerely/faithfully.

Fill in the Blanks

Students are asked to fill in the blanks:

The Voyage of the Dawn Treader as a Quest Narrative

In *The Voyage of the Dawn Treader*, C.S. Lewis borrows and adapts from classical voyages such as those of Odysseus, Jason, and Aeneas. In this novel, Edmund, Lucy, and their cousin Eustace are transported to the seas east of Narnia where they are intercepted by the *Dawn Treader*, Caspian's ship. They join Caspian's quest by sea to find the seven lost lords who left Narnia while the evil Miraz ruled. The characters rise to a series of challenges and practice many virtues throughout the voyage.

Edmund and Lucy are keen on this adventure and possess the **curiosity** to embrace this quest. By contrast, their cousin, the unadventurous Eustace, lacks

curiosity and only complains about the adventure. He just wants to be back on dry land and go home. They encounter the slave traders on the Lone Islands and King Caspian exercises **justice** by freeing the slaves and deposing the governor who allowed slavery. Eustace is a constant irritation as he is bad-tempered, surly, and constantly complaining. Eustace attempts to steal water when it is rationed and everyone is desperately thirsty but is caught by Reepicheep in the middle of the night. He is apprehended and let off lightly by Caspian. In his journal, Eustace shows his lack of **integrity** by claiming to be unjustly treated.

When the ship anchors off a tropical island, everyone works hard to replenish and mend the ship, but Eustace—who hates **hard work**—sneaks off to enjoy a day off and have a rest. Eustace, who lacks **wisdom**, foolishly goes near a dragon's hoard, putting on a gold bracelet and later wakes up, transformed into a dragon. While he is a dragon he grows in **wisdom**, realising that his cousins and Caspian were generous towards him rather than out to cause him distress. His character improves a great deal by becoming a dragon and he shows **kindness** to others and stops just thinking about himself. Eustace is desperate to be a boy again and after learning his lesson as a dragon, Aslan appears, peels off his thick, knobbly dragon skin, and returns him to his original state as a boy. Eustace is **grateful** to Aslan and later asks Edmund to **forgive** him for behaving so badly.

Eustace is clearly changed and when the *Dawn Treader* is attacked by a Sea Serpent, commits his first **courageous** act by attacking it with his sword. Following this, the ship arrives at an island inhabited by Dufflepuds who are ruled by a tolerant Magician who has to put up with their stupid ways. They kidnap Lucy and force her to enter the Magician's house as they are too afraid to do so. Inside, Lucy finds the Magician's Book but fails to exercise **self-control** when she says a spell that allows her to eavesdrop on her friends.

After they leave the island, they face other challenges but finally approach the Utter East. Reepicheep shows considerable **fortitude** in his desire to reach Aslan's country and leaves the ship to explore still further. Caspian wants to go with Reepicheep but in the end has the **humility** to listen to the advice of his followers and lead them on the return journey rather than abdicating.

Creative Writing: A Quest

6 Key Features

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

The goal of the quest has to be really 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.

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 or 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 at particular moments in a quest narrative. Stealth may be required and travel may be at night or with secrecy 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) has to learn from his/her mistakes and show resilience and determination.

5. Doing Good as You Go

The protagonist(s) often fights 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.

10

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.

Lucy Shows a Lack of Self-Control by Eavesdropping

Read from Chapter 10

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

To: And you have misjudged your friend. She is weak, but she loves you.

Comprehension Questions

The first sentence contains a conditional verb, what is it?

- 'would'

What does this imply?

- Choice

Lack of self-control can lead us to make bad compromises. What compromise does Lucy make in the first paragraph?

- Knowing her friends' thoughts instead of becoming beautiful.

Bonus questions: Are either of these choices virtuous? Is Lucy's motive virtuous? Why?

What is the narrative voice's view of Lucy's choice? How do we know this? How is it highlighted?

- '(nothing will induce me to tell you what they were)'
use of parenthesis

The second paragraph features some short sentences. What are these?

- 'She knew them at once'; 'It was alive'.

What is the effect of these sentences?

- No clear answer: Shock-factor? Dramatic?

How does the author create a tone/atmosphere of gossip in Marjorie and Anne's conversation?

- Colloquialisms: 'taken up', 'crazy', 'little kid'.

Find an example of a pejorative description.

- 'Two-faced little beast'. Is her reaction fair? Might it be hypocritical? Why?

Mistake with punctuation:

- 'I won't, I won't'.

Find an example of repetition in the passage. What does this indicate?

- 'I won't, I won't'. Determination.

Which mode does Lucy mainly use in her conversation with Aslan?

- Interrogative.

What does this imply?

- Ignorance, or curiosity

Do you feel this is legitimate? Why?

- All substantiated answers potentially correct.

Bonus question: Who else, other than Lucy, shows lack of self-control in this passage?

- Anne Featherstone

Which sentence best shows this?

- 'She was afraid of the older girl and said what she does not mean'

Lesson Overview: Self Control

A suggested set of activities for lessons based around Extract 10:

LESSON 1

(15 min.) Read extract of Lucy and the Magician's Book and discuss as a class why self-control is important and why students think Lucy failed to show self-control on this occasion.

(15 min.) Read about cyber bullying and answer the four questions.

(20 min.) Write a story about bullying where the bully ends up devastated.

LESSON 2

(5 min.) Teacher talk: What is self-control, why does it matter and how do you develop it?

(10 min.) Read 'Screen Time's Effects' and answer three questions.

(10 min.) Read 'The Impact of Internet Pornography' and answer two questions.

(5 min.) Plan Information leaflet.

(20 min.) Write Information Leaflet on 'How to Exercise Self-Control Online' (with teenagers as the target audience).

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 they 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 cyber bullying, 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.

Extract 10: Student Activities

Extract: Read and Discuss

Read the extract of Lucy and the Magician's Book and discuss as a class why self-control is important and whether students think Lucy failed to show self-control on this occasion. The aim here is to see that there can be unintended consequences to an excess of curiosity that cannot be controlled.

Questions could include:

- Did Lucy display a lack of self-control here?
- How could Lucy have protected herself from temptation here?
- How tempted would you have been to read the book?
- What dangers are there with hearing things out of context?

Cyberbullying 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. Students can read the information below and use it to inform a class discussion on use of screens.

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

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

- A Denmark study found that greater screen time during the teen 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.
- As American teens' screen time has risen, so has anxiety and depression, especially among girls.
- A study in *Computers and Human Behaviour* found that those who use seven or more social networks are three times more likely to suffer from general anxiety than those using three or fewer platforms.

A recent study by the UK's Royal Society for Public Health asked nearly 1,500 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) in their effects on users:

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'.¹

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 in *Psychology Today* about social media's growing power over your people's emotions and their sense of identity:

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.

Young people, Eckhard says, 'require constant stimulation from their phones, or they quickly become bored'.

Discussion questions:

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?

Personal Application Questions

1. How much time do you estimate you spend on screens (all kinds) on a typical school day?
2. How much daily screen time do you think would be optimal—the best use of your time, considering everything else you have to do and would like to do?
3. How can you achieve your 'optimal daily screen time'?
 - Make a written plan for the next week, Write it on your worksheet.
 - Share it with your Accountability Buddy and tell your parent(s).
 - Then keep track each day.
 - Report your results at the end of a week to your Buddy and your parent(s).

¹ <http://www.theweeklynnewscc.com/archive/The%20Weekly%20News041818.pdf>

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.¹¹ 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.

A desire to help parents protect their children from the destructive effects of exposure to pornography led educator Kristen Jenson and psychologist Gail Poyner to write a book, *Good Pictures Bad Pictures: Porn-Proofing Today's Young Kids*. This book explains what pornography is, the addiction process in the brain, how to avoid seeing porn, and what to do if you encounter it. It teaches a 5-step self-control plan:

Self-Control Plan

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

- What do you think of the above 5-step self-control plan?
- What can you say or do if someone tries to show you pornographic material?

Information Leaflet: Self-Control

Students are to produce an information leaflet with the title 'How to Improve Your Online Self-Control'. This can be done in small groups, with the final leaflet being presented to the class. The target audience 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 cyberbullying and the various forms of screen addiction discussed above.

In their workbooks students are given this guidance:

- Make sure you promote the value of online 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.
- Create effectively/fluently sequenced paragraphs.

Through completing this activity, students will also develop reasoning for why it is important to develop online self-control. It could be scaffolded thus:

- Ask students to identify the virtues they see in the extract and highlight words that show evidence for their choices—particularly around self-control.
- Show students some other information leaflets and discuss what the aim of the leaflets are (usually to provide facts and information and possibly to persuade the reader into a particular behaviour or attitude).
- Students may want to critically examine the sample information leaflets (e.g. do they reflect gender, age, and racial stereotypes? Do they provide evidence for the facts they are claiming?).
- Students could look at sample information leaflets and answer in groups questions like:
 - What type of person is this leaflet aimed at?
 - What is the main message it is trying to get across?
 - If it is a persuasive piece (rather than purely for information), what is it implying—through the use of language and images—will happen if you engage in this behaviour?
- Then students could think about their own online 'self-control' information leaflet and consider:
 - Who will they be aiming the leaflet at?
 - What behaviours are they trying to persuade people to adopt?
 - What kind of behaviours are they claiming may be harmful?
 - How will they provide evidence that this behaviour is good/bad?

After considering the features of an information leaflet, groups of students can consider the kind of persuasive words and arguments they might use to encourage people to show greater online self-control.

Finally, each small group should present its finished leaflet to the whole class. The class should comment on the specific features they admire about each leaflet. Or, if time permits, the small groups could present a draft of their leaflet, receive positive comments, and also invite suggestions ('How might we improve it?').

11

Fortitude

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.

Reepicheep's Journey to the Utter East

Read from Chapter 14

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

To: 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'.

Comprehension Questions

- How will the enchantment of the lords be undone?
 - By sailing to the World's End and leaving one member of the crew there.
- Which sequence of verbs show Reepicheep's determination and fortitude?
 - Paddle, swim, sink, point
- Besides courage, what virtues does fortitude include?
 - Endurance, perseverance
- Which words are commonly used today as synonyms for fortitude?
 - Grit, resilience
- What is Reepicheep's 'heart's desire'?
 - To go to the Utter East
- Look back through the book—where did this 'heart's desire' begin?
 - Sea woman singing lullaby

Lesson Overview: Fortitude

A suggested set of activities for lessons based around Extract 11:

LESSON 1

(15 min.) Read passage; do comprehension questions.

(35 min.) 'Virtues in *The Voyage of the Dawn Treader*'. Using the large maps, discuss and label the virtues practices by different characters.

LESSON 2

(20 min.) Teaching and discussion about letter writing.

(10 min.) Planning 'Letter to Lewis'

(20 min.) Writing first half of 'Letter to Lewis'

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 Traveled* 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 keep going when others quit.

Extract 11: Student Activities

Virtues in *The Voyage of the Dawn Treader*

In the student workbook there are two maps – one partially labelled with virtues, and the other blank. There are two elements to this activity: discussion and labelling.

The labels identify how characters have practiced virtues during different episodes in the novel.

Students should look at the partially labelled map as an example and discuss how they could fill the empty spaces with their own example of virtues being practiced. This discussion is an opportunity to review with your class the virtues that have been practiced by characters in VDT. During this quest narrative, the characters (Eustace, Edmund, Caspian, Lucy, Reepicheep, etc.) all build character by practicing virtues. Looking back and having an overview is important as it will prepare your students to write their 'Letter to Lewis' in the next lesson. The conversation can be taken forward by students discussing how they, personally, have practiced those virtues. The starting point, though, should be reviewing the virtues in *The Voyage of the Dawn Treader*.

Then students will proceed to add their own labels to the second map. Students are provided with these instructions to guide them:

- When labelling the large map with the virtues practiced by different characters in the novel, you do not have to accurately plot on the map where a virtue was practiced!
- You are writing in bubbles/lozenges on the map as it was on the voyage that virtues were practiced. On a quest, characters face certain challenges that they have to rise to and in doing so they build character.
- Think about and write down in different 'bubbles' which virtues were practiced by whom.
- Where you think certain events took place is not as important as adding labels to the map that explain what was learned by whom. If you want to label where certain events occurred you are free to do so.
- 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.
- In your class discussion, review the 'Virtues on 'The Voyage'
- In the final home task in your Character Passport, you will be doing something similar and labelling your Personal Voyage.

Letters to Lewis, Part 1

Students are provided the following letter to explain the importance of the 'Letters to Lewis' task.

Hillary Place
University of Leeds
Leeds
LS2 9JT
England

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. The letters came from all over the world and 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 he received have not survived, but we do have 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.

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*; *The Voyage of the Dawn Treader*; and about characters in his novels. They also wrote about work, family, and how to live a good life. In his replies, Professor Lewis 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 conversed about his readers' spiritual journeys, life after death, and Aslan.

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 your opportunity to write your own 'Letter to Lewis'. You can imagine that he is still sitting there in his study ready to reply to them. 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.

I would like to publish some of your letters in a book entitled 'Letters to Lewis', so that we can show how readers respond to the Narnia novels today. If you would like your letter to be considered for publication, you will need to give your permission. 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

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 right (as in the letter about the 'Letter to Lewis').
- 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 practised 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 gets to know you and what you are like as a person—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

Humility

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.

Caspian Wants to Abdicate

Read from Chapter 16

From: 'But, Sire', interrupted Drinian, are you abdicating?'

To: 'I might as well have behaved decently for all the good I did with my temper and swagger'...

Comprehension Questions

Students will find these questions in their workbooks:

- What does Caspian want to do?
 - Abdicate
 - Go with Reepicheep
 - Take the ship
- Who stands up to him? What do they say?
 - Edmund suddenly and sternly: 'you can't do this'.
 - Reepicheep: 'His Majesty cannot'.
 - Rynelf: 'It would be called deserting'.
- What arguments are given that counter what Caspian wants to do?
 - He is the King.
 - It would break faith with his subjects.
 - He is not a private person.
 - Reminds him of Ulysses being bound so he couldn't go to the Sirens, i.e. they will use force to restrain him.
- How does Caspian react?
 - Angrily
 - Hand goes to sword.
 - Says they are not his 'school masters'.
 - Says he is in charge and can do what he likes.
- How does Lucy seek to diffuse the situation?
 - Reminds Caspian of Ramandu's daughter.

Lesson Overview: Humility

A suggested set of activities for lessons based around Extract 12:

LESSON 1

(20 min.) Comprehension questions as class discussion

(10 min.) Planning 'Letter to Lewis, Part 2'

(20 min.) Writing 'Letter to Lewis, Part 2'

LESSON 2

(20 min.) Task: Who was the most humble: The boxer, Bill Gates, the surgeon, Augustus, Jesus? Rank these people according to who you think is most humble.

(20 min.) Script it: Write a dialogue where someone flatters you and makes you feel proud, commenting about one of your great achievements/successes, etc. How do you respond in an honest and humble way?

(10 min.) Perform script in pairs.

What is Humility and Why Is It Important?

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.

In this passage, 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:

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

Extract 12: Student Activities

Comprehension Questions

Students are asked to complete the comprehension questions in their workbooks.

Ordering Task

Students are asked to do the following in their handbooks. This task aims to help students identify different way humility can be present in a text. In the discussions that follow, the teacher can encourage students to highlight the phrases and words that give evidence of humility or describe how the whole narrative creates a greater impression of humility. Students can critically analyse the narratives, and their initial perceptions, and understand more about how the virtues often coincide with each other through these questions:

- Joe Lewis:
 - Are his actions predominantly humility or self-control?
 - Joe Louis *could* have knocked out the people on the bus, but would that have been fair or just?
- Bill Gates:
 - How do we know Bill Gates is acting out of humility, rather than shame for the instability of his operating system?
 - Is this predominantly humility or kindness?
- Henry:
 - Sometimes virtues can clash. If stopping to cut up the food was preventing him from getting to an operating theatre, would this still be a virtuous action?
 - Humility can sometimes be acknowledging there are things we can't do well. Is it possible, despite his rank in the hospital, this could be something he was not trained for? If so, would that change your opinion?
- Augustus Caesar and Ozymandias:
 - These are not stories, but words attributed to these people. What is the difference between being honest about your accomplishments, having pride in your achievements, and gloating?
 - Do any words or phrases in particular appear to be humble and/or gloating?
- Jesus
 - Jesus washing people's feet was the role of a servant at that time. Today it might feel a bit strange. Do you think humility can look differently depending on the situation?
 - Jesus said he was his disciples' 'Lord and Teacher'. How does that relate to his actions?

Some of the stories below were taken from *Humilitas*, by John Dicksonⁱⁱⁱ.

Read the following examples and rank from most to least humble. Explain your reasoning to a friend or your teacher:

Joe Louis

Heavyweight Boxing Champion of the World from 1937 to 1949, African-American Joe Louis is the number one boxer of all time. (The number two on the list of greatest boxers is Mohammed Ali.. Joe Lewis was a man with incredible power, 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 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 terrible 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 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 one boxer of all time.

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. During the credit 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?' The man just nodded and quietly left the shop. She assumed that his job was working with computers. . Later on, the woman's husband came home and she told him about the problem with the computer. When they looked at the customer's credit 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.

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. But 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 surgeon.

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 (two 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.

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 BCE.
According to the *OED*, the statue was once 57 feet tall.)

Jesus

The followers of Jesus believed he was the Messiah who would save the Jewish people from Roman occupation. After a huge celebration as he arrived in Jerusalem, he took a meal with his friends. During 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.

Script Writing

Students are invited to write a script that shows they have understood the difficult relationship between honesty and humility. In it, students are to imagine a situation where a friend is paying them a compliment for something they have done well (this can be a real situation). They are to reply with what they feel is an appropriate balance of humility and honesty.

Some examples are below.

Example 1: Writing a Script

Amy: Hey Bekah, your script seems to be coming along nicely.

Bekah: Thanks, A. I'll be honest, it's not been the easiest process, but I do seem to be making some progress.

Amy: I wish I could write a script like that...

Bekah: But you can, Amy. That's the exact same thing I was telling myself half an hour ago. Don't buy into it. For every good draft, there are several dead-end ideas. Trust me, I know! *(laughs)*

Amy: *(laughs)* I guess you're right. What I'm really struggling with at the moment is a character, the protagonist, who is a humble hero. I just can't shake the feeling that every line I write is drenched in false modesty. It's a real catalyst for writer's block. I don't know if you can relate at all...?

Bekah: Yeah—I think I know what you mean. Although I'm sure it's not quite as bad as you make it out to be. I mean, you just used the word 'drenched'...that's dripping with artistic flair. Tell you what—how about we go over what you've got so far, and we'll see if, that way, we can make some headway. Sound like a plan?

Amy: Sounds like a plan.

Example 2: Achieving Success and Giving Back

I consider my exam results a great achievement but always try to remember that this would not have been possible without the support of my parents and my teachers' help. Similarly, I am blessed that my parents encouraged me to participate in as many extracurricular activities and sports as possible. I am grateful for their instruction to do all things to the best of my ability. While I am not sure that I always fulfilled this objective, I know for certain that this philosophy underpins the performance of those who succeed.

I am also sure that, left to my own devices, I would not have followed through with my piano lessons. Although it is true that I put in the hours of practice required to reach Grade 4, it is also true that I needed to first be persuaded of the importance of those hours and that practice.

I strongly believe that it is incumbent on every individual to make the most of the opportunities available to them. Moreover, this is not limited to satisfaction of self-interest. I have been enriched by the travel and work experiences afforded to me and therefore consider it only right that I give back time and resources to charity wherever possible.

Example 3: Football Game

Player A: What a hit! It's mad how you got it in from there!

Player B: Thanks! It'd be nothing without your midfield though; the ball in was brilliant.

Player A: It was a team effort—the defence, the midfield and the strike all contributed.

Player B: I guess practice makes perfect, but I'll never be that good...

Player A: Don't worry! Everyone still has something they need to learn. If I was put in defence, a goal would be scored every time they attacked.

Player B: Sure, I guess you're right. Anyway, heads up—better get back out there...

Player A: Yeah, let's win this thing!

The Christian Message in The Voyage of the Dawn Treader

Longing, Learning, and Salvation

A central theme in *The Voyage of the Dawn Treader* is 'longing'. This is not the sort of longing you have for an ice-cream, though. It is a much deeper longing or yearning. In the autobiography C.S. Lewis wrote of his early life, he uses the German word 'Sehnsucht' to describe this longing or yearning. It is comparable in some ways to 'homesickness', the way you might feel when you are away from home and long or yearn to be back there. You cannot be at home immediately; it might take a long journey, one that is not easy or quick. The difference between 'homesickness' and the sort of longing that Lewis describes is that the longing or yearning is not to be at home but to be somewhere else that feels more like your true home, the place where you really belong. In fact, this longing or yearning feels as though you were made for somewhere else and not for where you are now. In *Mere Christianity*, C.S. Lewis explains:

If I find in myself a desire which no experience in this world can satisfy, the most probable explanation is that I was made for another world.

By this, he means Heaven or, in the language of Narnia, 'Aslan's Country'. At the opening of *The Voyage of the Dawn Treader*, Lucy and Edmund show this longing or yearning to be back in Narnia (and Eustace makes fun of this). In the final chapter of the book, Reepicheep longs to reach Aslan's Country and gain his 'heart's desire'. He has a higher hope, a spiritual one. To be in Aslan's Country is the fulfilment of his lifelong yearning. He is 'quivering with happiness' when he knows he has reached Aslan's Country.

From a Christian perspective, the great quest of *The Voyage of the Dawn Treader* is two-fold. Caspian's quest is to find the seven lost lords, who left under Miraz's rule, and to tell them it is safe to return home to Narnia. Reepicheep's ultimate quest is to find the End of the World, Aslan's Country. In *Mere Christianity*, C.S. Lewis explains:

I must keep alive in myself the desire for my true country which I shall not find until after death; I must never let it get snowed under or turned aside: I must make it the main object of my life to press on to that other country and to help others to do the same.

In Psalm 84: 2 we read of this yearning:

My soul yearns, even faints, for the courts of the Lord; my heart and my flesh cry out for the living God.

We read of this longing and yearning throughout *The Voyage of the Dawn Treader*, but it all becomes much more mystical and spiritual towards the end of the novel where the water is sweet and like 'light' and there is beautiful music. In *The Book of Revelation*, we read of the 'river of the water of life' that is 'as clear as crystal' and flows from the throne of God. The description of Aslan's country is reminiscent of the Bible's description of Heaven. The children see an enormously high wave of 'wonderful rainbow colours', and beyond that are forests, waterfalls and mountains. In the Bible, the walls of the Heavenly City of God look like a rainbow of coloured jewels such as jasper, sapphire, emerald, topaz and amethyst (Revelation 21: 18-21)

When Edmund, Lucy and Eustace get to a vast area of grass where the sky comes down to the earth, they are greeted by a dazzling, white lamb who invites them to a breakfast of fish. This is redolent of Jesus meeting his disciples by the Sea of Galilee, after his resurrection, and inviting them to a breakfast of fish that he had cooked for them. Then the lamb's dazzling white coat turns into gold and he is 'Aslan himself, towering above them'. We know that one of Jesus' names is 'the Lion of Judah' (Revelation 5:5) and that he is also referred to as 'the Lamb of God, who takes away the sin of the world' (John 1: 29).

But just how does Aslan take away sin? In Eustace's undragoning, earlier in the novel, we saw a symbolic presentation of the Christian understanding of salvation. Although, as a dragon, Eustace was full of remorse about his past selfish behaviour as a boy, repented, and did many kind and helpful things for others, he could not 'save himself' (Ephesians 2: 8-9) through his own efforts. He could not make himself 'reborn' and turned back into a boy; Aslan (God) had to do that for him by removing his sin (the skin of the dragon). Eustace's undragoning thus symbolizes the Christian sacrament of baptism; Aslan cleanses and baptises him (Colossians 2: 10-12), causing him to become a 'new creation' (2 Corinthians 5: 17). This is a work of grace, Aslan's (God's) free gift. But while God gives grace, he also gives free will. He doesn't force us to be good; we are free to choose whether we cooperate with His grace. In *The Voyage of the Dawn Treader*, as in the other Narnia novels, Lewis makes it clear that we human beings are each responsible for our character—the kind of person we ultimately become. Over the course of our lives, we create our character by the choices we make. As Lewis explains in *Mere Christianity*:

Every time you make a choice you are turning the central part of you, the part of you that chooses, into something a little different from what it was before. All your life long you are slowly turning this central thing into a heavenly creature or into a hellish creature: either into a creature that is in harmony with God, and with other creatures, and with itself, or else into one that is in a state of war with God, with its fellow creatures, and with itself.

Even after Eustace is changed (baptised) by Aslan into a new boy, the struggle for character continues. We are told that although 'the cure had begun' and 'he began to be a different boy', 'he had relapses' and 'there were still many days when he could be very tiresome'. And so it is for all Christians. In our vulnerable moments, the 'old self' (what Lewis called 'the rats in the cellar') rises up. The life of virtue remains an ongoing battle against all the forces, within and without, that can lead us to be less than what God wants us to be. The difference is we are not in the battle alone. If we cooperate with the redeeming grace now available to us, 'the cure' continues.

On the way to Aslan's Country, King Caspian, Edmund and Lucy all have their lessons to learn. Caspian develops wisdom and humility (deciding to do his duty rather than abdicating), and Lucy learns self-control through her encounter with the Magician's Book and her experience eavesdropping. Both are helped by Aslan (Lucy in the Magician's house and Caspian in his cabin to which he storms off). Edmund even admits to Eustace that he was a traitor when he first entered Narnia and forgives his cousin for being 'beastly'. Everyone had a lot to learn, though Eustace had more to learn than most. When Lucy is distraught at the end of the novel that she will never see Aslan again, he tells her that back in our world 'I have another name'. One young reader of *The Voyage of The Dawn Treader* wrote in a letter to C.S. Lewis that he could not figure out what Aslan's name was in our world. In his reply to the boy's letter, Lewis wrote:

I want you to guess. Has there never been anyone in this world who (1) Arrived at the same time as Father Christmas (2) Said he was the son of the Great Emperor (3) Gave himself up for someone else's fault to be jeered at and killed by wicked people (4) Came to life again (5) Is sometimes spoken of as a Lamb... Don't you really know His name in this world?

In *The Voyage of The Dawn Treader*, Aslan tells Lucy that she 'must learn to know me by that name'. Aslan explains to Lucy that the reason she has been in Narnia is 'that by knowing me here for a little, you may know me better there'.

Other Activities

Fill in the Blanks: *Virtues in The Voyage of the Dawn Treader*

Read the overview of the story below. The spaces that are missing all relate to a specific virtue you will have encountered this term. Fill in the blank spaces with the virtue you think best fits.

In *The Voyage of the Dawn Treader*, C.S. Lewis borrows and adapts from classical voyages such as those of Odysseus, Jason, and Aeneas. In this novel, Edmund, Lucy, and their cousin Eustace are transported to the seas east of Narnia where they are intercepted by the *Dawn Treader*, Caspian's ship. They join Caspian's quest by sea to find the seven lost lords who left Narnia while the evil Miraz ruled. The characters rise to a series of challenges and practice many virtues throughout the voyage.

Edmund and Lucy are keen on this adventure and possess the _____ to embrace this quest. By contrast, their cousin, the unadventurous Eustace, lacks _____ and only complains about the adventure. He just wants to be back on dry land and go home. They encounter the slave traders on the Lone Islands and King Caspian exercises _____ by freeing the slaves and deposing the governor who allowed slavery. Eustace is a constant irritation as he is bad-tempered, surly, and constantly complaining. Eustace attempts to steal water when it is rationed and everyone is desperately thirsty but is caught by Reepicheep in the middle of the night. He is apprehended and let off lightly by Caspian. In his journal, Eustace shows his lack of _____ by claiming to be unjustly treated.

When the ship anchors off a tropical island, everyone works hard to replenish and mend the ship, but Eustace—who hates _____—sneaks off to enjoy a day off and have a rest. Eustace, who lacks _____, foolishly goes near a dragon's hoard, putting on a gold bracelet and later wakes up, transformed into a dragon. While he is a dragon he grows in _____, realising that his cousins and Caspian were generous

towards him rather than out to cause him distress. His character improves a great deal by becoming a dragon and he shows _____ to others and stops just thinking about himself. Eustace is desperate to be a boy again and after learning his lesson as a dragon, Aslan appears, peels off his thick, knobbly dragon skin, and returns him to his original state as a boy. Eustace is _____ to Aslan and later asks Edmund to _____ him for behaving so badly.

Eustace is clearly changed and when the *Dawn Treader* is attacked by a Sea Serpent, commits his first _____ act by attacking it with his sword. Following this, the ship arrives at an island inhabited by Dufflepuds who are ruled by a tolerant Magician who has to put up with their stupid ways. They kidnap Lucy and force her to enter the Magician's house as they are too afraid to do so. Inside, Lucy finds the Magician's Book but fails to exercise _____ when she says a spell that allows her to eavesdrop on her friends.

After they leave the island, they face other challenges but finally approach the Utter East. Reepicheep shows considerable _____ in his desire to reach Aslan's country and leaves the ship to explore still further. Caspian wants to go with Reepicheep but in the end has the _____ to listen to the advice of his followers and lead them on the return journey rather than abdicating.

Script Writing: Honesty and Humility

Write a script that shows you are able to navigate the difficult path between honesty and humility.

In the script, you are speaking to a friend. The friend is paying you a compliment for something you have done. (This could be a real situation, or something fictitious.) Reply to your friend with an appropriate balance of honesty and humility.

Inara: What a hit! It's mad how you got it in from there!

Zoe: Thanks! It'd be nothing without your midfield though; the ball in was brilliant.

Inara: It was a team effort—the defence, the midfield and the strike all contributed.

Zoe: I guess practice makes perfect, but I'll never be that good...

Inara: Don't worry! Everyone still has something they need to learn. If I was put in defence, a goal would be scored every time they attacked.

Zoe: Sure, I guess you're right. Anyway, heads up—better get back out there...

Inara: Yeah, let's win this thing!

Jayne: Hey Mal, your script seems to be coming along nicely.

Mal: Thanks, A. I'll be honest, it's not been the easiest process, but I do seem to be making some progress.

Jayne: I wish I could write a script like that...

Mal: But you can, Jayne. That's the exact same thing I was telling myself half an hour ago. Don't buy into it. For every good draft, there are several dead-end ideas. Trust me, I know! (*laughs*)

Jayne: (*laughs*) I guess you're right. What I'm really struggling with at the moment is a character, the protagonist, who is a humble hero. I just can't shake the feeling that every line I write is drenched in false modesty. It's a real catalyst for writer's block. I don't know if you can relate at all...?

Mal: Yeah—I think I know what you mean. Although I'm sure it's not quite as bad as you make it out to be. I mean, you just used the word 'drenched'...that's dripping with artistic flair. Tell you what—how about we go over what you've got so far, and we'll see if, that way, we can make some headway. Sound like a plan?

Jayne: Sounds like a plan.

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

ⁱⁱ 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.

ⁱⁱⁱ Dickson, John. *Humilitas: A lost key to life, love, and leadership*. Harper Collins, 2011.