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| **Unit:** | Christianity – Fiction Reading |
| **Day of unit:** | *Day 15- The Lion, the Witch, and the Wardrobe* |
| **Teaching Point:** | Readers recognize when there’s a shift in setting/tone/mood. |
| **Standards Addressed:** | **Reading:**   * 4.RL.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.   **Social Studies:**  • Define century and apply the term to dates (for example, locate 1638 as occurring in the 17th century).  • Place dates on a timeline and use a timeline to acquire information.  • Describe the origins of Christianity and its central features.  A.  monotheism B.  the belief in Jesus as the Messiah and God’s son who redeemed humans from sin C.  the concept of salvation D.  belief in the Old and New Testament E.  the lives and teachings of Jesus   • On a timeline, accurately place 0 as the date that Christians believe that Jesus was born. • Identify Christianity as the largest religion globally (with about 31/100 of the world population).    • Identify Catholicism and Protestantism as different forms of Christianity.  Identify the Pope as the spiritual leader of Catholics.  • Identify the cross as a symbol of Christianity.  • Describe why the Pilgrims left Europe to seek religious freedom; describe their journey and their early years in the Plymouth Colony.  • Explain why Roger Williams founded Rhode Island.   • Identify Massachusetts and Rhode Island |
| **Key Vocabulary:** | **Key Words**   * Gloating, schemes, spectacles |
| **Materials Needed:** | **Texts**   * *The Lion, the Witch, and the Wardrobe* Chap 9   **Other Materials**   * Reading Investigation * Exit ticket |
| **Time:** | 45 Minutes |

**VOCAB: 5 minutes**

**gloating, v –** thinking about one's own success or another's misfortune in a mean or smug way

S - rejoice

**schemes, n –** a secret or underhanded plan

S - arrangement

**spectacles, n –** glasses

**LESSON OUTLINE:**

**INTRODUCE TEACHING POINT:** Readers recognize when there’s a shift in setting/tone/mood.

**INTRO:**

* We left off if the book where Peter, Susan, and Lucy have realized that Edmund left the Beaver dam and is on his way to reunite with the White Witch.
* As we go over chapter 9 we are going to focus on the shifts or changes in the book in setting, mood, and tone.
* This will come through them recognizing a difference in setting, the experiences Edmund is going through has he ventures to the White Witch’s castle, and the interaction between the White Witch and Edmund.

**READING INVESTIGATION: 8 Minutes**

**Scholars will have 8 minutes to look back in chapter 9 and answer the following question.**

* There are very clear changes in this chapter. What are the changes and how to they impact of mood of this chapter?

**DISCUSSION: 20 minutes**

**Once scholars have finished answering the Reading Investigation, come together to discuss their answers.**

Ideal answer:

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| --- | --- |
| Scholar | Discussion Point |
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**Once finished discussing reading investigation, come together to answer the following questions.**

**How has the setting changed from the Beaver’s den chapter 7 and 8 to chapter 9?**

* *The setting has changed between the two chapters because Edmund is no longer warm and in the Beaver dam but cold and walking outside. It has also gotten darker out while they were eating dinner together.*
* *Pg 90 “The next thing he realized was that the daylight was almost gone”*
  + *“It was growing darker every minute and what with that and the snowflakes swirling all round him he could hardly see three feet ahead. And then too there was no road. He kept slipping on deep drifts of snow, skidding on frozen puddles…”*
* *Pg 91 “The silence and the loneliness were dreadful”*
* *“First the snow stopped. Then a wind sprang up and it became freezing cold. It was a full moon and, shining on all that snow, it made everything almost as bright as day”*

**What mood or tone is being conveyed because of these setting changes?**

**How does the harsh setting reflect Edmund’s choice?**

**What mood is being conveyed when the White Witch’s castle is described?**

**What is Edmund expecting to happen when he gets to the castle? How are his expectations not met?**

* *Edmund expects to be treated like royalty when he comes to the White Witch’s castle because of the promise she made him the last time he was in Narnia. Instead the Queen yells at him for having come alone and not bringing his siblings with him to the castle. Then she gets even more angry when he tells her about the plan to reunite the siblings with Aslan.*

**How does this impact the mood?**

**QUICK WRITE: 10 Minutes**

* **Scholars have the remaining 10 minutes to answer the following question:**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

READING INVESTIGATION

* Use proper capitalization, spelling and punctuation
* Use evidence from the text

There are very clear changes that take place in this chapter. What are the changes and how to they impact of mood of this chapter? Use this space to take notes.

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Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

QUICK WRITE:

* Use proper capitalization, spelling and punctuation
* Use evidence from the text

There are very clear changes that take place in this chapter. What are the changes and how to they impact of mood of this chapter?

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