



The C. S. Lewis Writing Workshop

Narnia-inspired
prompts and projects
for grades 5 - 10

*“Why not write stories for yourself to fill up the gaps
in Narnian history? I’ve left you plenty of hints...”*

- Author C. S. Lewis in response to
fan-mail from a child

Created for schools and educators
by the Northern Michigan C. S. Lewis Festival

www.cslewisfestival.org

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ABOUT THE WRITERS

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Sarah Arthur is a writer and speaker specializing in youth resources. Her book *Walking through the Wardrobe: A Devotional Quest into The Lion, the Witch and the Wardrobe* (Tyndale) was an official church resource for the Narnia movie (2005). She is a founding board member of the C. S. Lewis Festival and leads writing workshops for the summer youth academy at Duke University divinity school in Durham, NC.

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Writing Workshop Overview

Welcome to the C. S. Lewis Writing Workshop for grades 5-10. These materials are designed for classroom use over the course of 4-6 weeks, one class period per week.

C. S. Lewis's classic fantasy series, *The Chronicles of Narnia*, becomes the basis for suggested writing prompts and projects that follow the four key stages of the writing process: prewriting, drafting, revision and editing. For a quick overview of the four stages, see Appendix A.

It is recommended that students be familiar with the book and/or film of *The Lion, the Witch and the Wardrobe* in order to participate fully. The book could be integrated into course work leading up to the workshop, or the class could see the film together. Suggested prompts and projects are also provided for the other six books in the *Chronicles*—visit www.cslewisfestival.org for extra ideas. For quick overviews on C. S. Lewis and his writings, see Appendices B, C and D.

You will need to adjust the materials to fit your unique situation. Throughout the workshop, instructors and students are encouraged to be creative and add their own ideas to the suggestions provided here. If you invent a new warm-up, writing prompt or project that was lots of fun for your class, the C. S. Lewis Festival would love to hear about it! See Appendix E for details.

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Suggested Outline & Supplies

SUGGESTED OUTLINE:

The lesson plans on the following pages are designed for classroom use over the course of 4-6 weeks, one class period per week. A suggested 4-6 week outline might look like this:

Week One: Prewriting

Weeks Two & Three: Drafting

Weeks Four & Five: Revision

Week Six: Editing

However, the writing stages will undoubtedly overlap from week to week as each student works at his or her unique pace.

SUGGESTED SUPPLIES:

___ Notebook and/or folder with lined paper for each student. If possible, these should only be used for the C. S. Lewis Writing Workshop.

Fun idea for younger grades: Have the students personalize/decorate their folders during the first week with Narnia-inspired artwork, stickers, etc.

___ Photocopies of the writing prompts, projects and appendices (as needed). These should go in the student folders.

___ Pencils for each student

___ Classroom copies of *The Lion, the Witch and the Wardrobe* and the other Chronicles of Narnia by C. S. Lewis

___ Dictionary

___ Thesaurus

RECOMMENDED RESOURCES:

___ *Writing Workshop Survival Guide*, by Gary Robert Muschla (second edition; Jossey-Bass, 2006)

___ *C.S. Lewis: Letters to Children*, edited by Lyle W. Dorsett and Marjorie Lamp Mead (Lewis answers questions about Narnia and offers tips on writing)

___ *On Stories: And Other Essays on Literature*, by C.S. Lewis (includes essays on the writing of the Narnia stories)

___ Other:

Basic Lesson Plan

WEEK ONE: PREWRITING

Introduce the C. S. Lewis Writing Workshop

Distribute folders/notebooks. Explain that over the next 4-6 weeks, the class will take one class period per week to work on Narnia-inspired writing projects. Highlight what the end result will be (e.g., public reading, juried contest, published anthology, or online journal).

Who was C. S. Lewis?

Introduce C. S. Lewis and why his books are still widely read and appreciated today. See Appendix B. OPTIONAL (younger grades): Have the students personalize/decorate their folders with Narnia-inspired artwork, stickers, etc.

The Four Stages of Writing

If your students are unfamiliar with the writing process, introduce the four stages either by photocopying and distributing Appendix A or by making a list on the board/poster-paper and explaining the steps of prewriting, drafting, revision and editing.

Prewriting

Go through the list of warm-up exercises and projects on pages 9 and 10 and give any needed background on the stories as told in the Narnia books. Then have each student select one exercise or project to focus on (be sure it's age appropriate) Have them **freewrite**—jot down anything that comes to mind: ideas, names, words, phrases, sentences—about that topic for 5 minutes. Afterwards, have them re-read what they've written and look for ideas that could be expanded.

Now give them the rest of the class period for the **early stages of composition**. Circle throughout the room to assist as needed. If a student is struggling you might suggest **storyboarding**, in which ideas are drawn in sequence like a comic strip.

NOTE: If your time is restricted, have them move directly into drafting rather than freewriting or storyboarding first.

Basic Lesson Plan

WEEKS TWO & THREE: DRAFTING

Read Aloud

At the beginning of the session, read aloud one of the following passages from *The Lion, the Witch and the Wardrobe*:

- The end of chapter 3 where Edmund first sees the White Witch
- The middle of chapter 12 where the children first meet Aslan
- Towards the end of chapter 12 where Peter kills the wolf

Tips on Good Writing

Week One: Discuss the following writing tips¹ in light of the passage you just read by Lewis. Invite the students to give examples from the passage that illustrate each tip:

- Good writing is interesting
- Good writing is simple and concise
- Good writing reflects the clear thinking of the author
- Good writing is fresh (avoids clichés)
- Good writing has correct mechanics

Week Two: Discuss and make a list on the board of how Lewis uses all five senses to describe his scene: sight, sound, taste, touch, smell. Encourage the students to incorporate the senses into their drafts.

Drafting & Composition

As a class, review the drafting stage as described in Appendix A. Have the students review the material they wrote last time and pick up where they left off with composition. They may choose to start a new, clean draft or choose a different warm-up exercise than they did last week—whatever it takes to keep them writing. Again, circulate throughout the classroom to assist as needed.

If a student is struggling, the following questions may be helpful:

- In what order do the events in my story happen? (beginning, middle, end)
- Who is telling the story? (point of view)
- When does my story happen: past or present tense?
- What would make a good lead or beginning?
- What would make a good ending?

Older students may find it helpful to get into groups of 2-3 to explain their ideas and problem-solve if they're stuck. Unless you're cramped for time, they shouldn't share their written drafts at this stage (save that for revision).

¹ Adapted from *Writing Workshop Survival Kit*, by Gary Robert Muschla (second edition; Jossey-Bass, 2006), 65

Basic Lesson Plan

WEEKS FOUR & FIVE: REVISION

Read Aloud

If you have a classroom copy of *C.S. Lewis Letters to Children*, read his letter dated June 26, 1956 to a child named Joan in which he offers advice on good writing. His tips are very similar to the ones mentioned in last week's lesson plan.

Remind students that even C. S. Lewis had to revise his writing so that it was as clear as possible. No one writes a perfect first draft. However, the more he practiced, the cleaner and clearer his first drafts became. He wrote everything by hand using a dip-pen and ink and is reported to have spoken his stories aloud as he wrote them.

Distribute individual books in *The Chronicles of Narnia* to students around the classroom and have them find the copyright dates to determine the original order in which the books were published. Starting in 1950, Lewis published roughly one book per year—which means he wrote quickly!

Keys for Revision

As a class, review the revision stage as described in Appendix A. Have the students review the material they wrote last time. Their objective today is to revise their first drafts for order, unity, and clarity.

Mechanics: If necessary, before students begin you may need to explain the basic mechanics of revision, including crossing out words and lines, drawing arrows and ^ symbols, and cutting and pasting from one part of a document to another.

Peer Conference: Gather the students into groups of three for the purpose of reading their stories aloud and receiving helpful feedback. Encourage each student to offer one positive response and one suggestion for improvement to each piece they hear. Questions to consider are:

- What's the strongest part of the story? What's the weakest?
- Is the opening scene interesting? Does it set up the conflict well?
- Are the scenes in the best order?
- Does the story maintain its focus on the main conflict?
- Are the sentences concise?
- Is the dialogue realistic (the way people really talk—in Narnia)?
- Is there a clear ending?

As the students meet, circulate around the classroom offering input as needed.

Individual Follow-up: Have the students work alone on revision. Again, circulate to answer questions, provide feedback, and prompt further reflection. Resist the urge to “fix” their writing by making the revisions yourself. Also, encourage them not to over-revise: the strong sections should be left alone while they focus on the weak ones.

Basic Lesson Plan

WEEK SIX: EDITING

Read Aloud

Turn to chapter ten of *The Lion, the Witch and the Wardrobe* and read the scene in which the Beavers and the children think they hear the sleigh bells of the White Witch when it's in fact Father Christmas. Lewis tells us that Mr. Beaver makes a grammatical error because he's so excited: "It's all right! It isn't *her*!" Discuss as a class: Why is this grammatically incorrect? Why must we write differently than we speak—except when writing dialogue?

For another fun example of editorial issues in *The Chronicles*: If possible, find an older version of *The Voyage of the 'Dawn Treader'* (pre-1990) and compare its end of Chapter XII ("The Dark Island") to a newer version. The stranger they rescue from "the island where dreams come true" is Lord Rhoop, who requests a "boon" of King Caspian upon being rescued—except Rhoop's request is different from version to version. Why might Lewis have made the editorial change?

Tips for Editing

Now it's time for the students to edit their stories for clarity and errors. As a class, review the editing stage as described in Appendix A. Then have them work individually on their projects. You may wish to spend a couple minutes with each student individually going over editorial comments on their work. Resources to have on hand include a dictionary and a thesaurus. This may also be the stage where students begin typing their projects on a computer.

Editing Checklist

Each student should check his or her story for:

- Incorrect spelling
- Incorrect grammar
- Incorrect punctuation
- Inconsistent verb tense
- Inconsistent point of view
- Repetitions of the same word or phrase when others can be substituted
- Appropriateness for the audience (will all readers know this word or turn of phrase?)

Final drafts

Once edits are made, students should create a clean final draft, preferably typewritten on the computer. Final drafts should be submitted to you at the end of the class period.

Writing Prompts & Projects

WARM-UP EXERCISES/PROMPTS

These exercises are meant to get students thinking and writing. They should be able to complete one exercise in a class period (45-90 minutes, depending on the school schedule). It is possible to expand the exercises below to become writing projects (to be worked on for several weeks in class), but that will depend on the individual student writer. Each warm-up prompt presumes that the students have either read or seen *The Lion, the Witch and the Wardrobe*.

1. Edmund is tempted by the Turkish Delight the White Witch offers him. It is so appealing and delicious, in fact, that he betrays his brother and sisters. Describe the food or drink that might tempt you to betray your siblings. (You can make one up, if you like!)
2. Think about the Pevensie children. Now decide whom you are most like in your family. Give an example to show why.
 - Peter—the "Responsible" child
 - Susan—the "Caring" child
 - Edmund—the "Problem" child
 - Lucy—the "Creative" child
3. In the beginning of *The Lion, the Witch and the Wardrobe*, Lucy, Edmund, Peter, and Susan have to live far away from their homes and their parents. Write about either the longest time you have been separated from your parents or the farthest you have ever been from home without them.
4. Winter ends in Narnia when Father Christmas arrives. Describe—as creatively as you can—how we know that winter is really over here in Northern Michigan.
5. For Lucy, it is a wardrobe that is magical. Other story-tellers have imagined mirrors that talk, chairs that walk, and teapots that sing. What object would you invest with special, magical features? Describe it in detail.
6. Peter has to kill the wolf chief in *The Lion, the Witch and the Wardrobe*. It sounds exciting and dangerous, but we are told that in reality, Peter "felt he was going to be sick." Describe an experience you have had that resembles Peter's, in which you felt excited, afraid, and powerful all at once.

WRITING PROJECTS

Below are four writing project prompts, which should produce several paragraphs of writing to develop ideas and situations fully. Projects are identified by the appropriate age group, but students at different levels of writing may choose a different one that suits their ability.

1. **Younger students [5-6 grade]:** Mr. Tumnus is the faun who meets Lucy in the woods of Narnia. Paint a word-picture of an original creature that you might find in your own imaginary world. Include a conversation you might have with this creature if you were to meet him in his or world.
2. **Younger students [5-6 grade] or Older students [middle school]:** Think about how Aslan frees the statues from the White Witch's spell at the end of *The Lion, the Witch and the Wardrobe*. Now tell this story from Mr. Tumnus's perspective: you are frozen into a statue, while chaos is erupting around you. Describe what you hear and see (or don't hear and see), and describe what it feels like as you come back to life.
3. **Older students [middle school]:** As *The Lion, the Witch and the Wardrobe* ends, the narrator tells us that as Kings and Queens of Narnia, the four children have to complete the work done in the battle against the White Witch. They must deal with "a haunting here and a killing there, a glimpse of a werewolf one month and a rumour of a hag the next." Pick one of these foul creatures and describe Peter's, Susan's, Edmund's, and Lucy's encounter with it. Make sure your adventure ends in such a way that the book can go on to say, "But in the end all that foul brood was stamped out."
4. **Oldest students [high school]:** Describe Mrs. Macready's personal life and history. Give plenty of details, and make sure you provide motivation for her behavior in *The Lion, the Witch and the Wardrobe*.

Additional Writing Projects for Various Levels

1. The courtyard of the Witch's castle is full of creatures that she turned to stone. Pick one of the creatures (such as Giant Rumblebuffin) and tell the story of how and why he was turned to stone. Where was he from? How did he get to the castle? What did he do to make the Witch angry?

2. In Chapter Four of *The Lion, the Witch, and the Wardrobe*, the White Witch tells Edmund, "It is a lovely place, my house. I am sure you would like it." Edmund does in fact make his way to the Witch's House, really a castle of sorts, and while we find out a lot about the courtyard full of statues, all we discover about the inside of the House is that it has a "long gloomy hall with many pillars, full, as the courtyard had been, of statues" (Chapter Nine). What is the inside of the White Witch's House really like? Use sensory details, describing smells, temperature, atmosphere, furniture, light, and other things that create an atmosphere in a house.

3. Cair Paravel, like the White Witch's House, is not described in detail in Chapter Seventeen. Describe it, using rich sensory details.

4. Peter, Susan, Edmund, and Lucy remain in Narnia throughout the rest of their childhoods and into early adulthood. They even use different, old-fashioned language at the end of the book, as Lewis describes in Chapter Seventeen: "they talked in quite a different style now, having been Kings and Queens for so long." Chasing the White Stag, the four siblings find the Lamp-post again and tumble through the Wardrobe back into our world. Your task in this project is to create the scene in which they return, a scene which Lewis doesn't really give us. Remember that you will have to show the children's memories of this world coming back to them, just as you will have to make their language shift from old-fashioned to modern as they speak to each other.

5. In a similar manner to the above project, describe the conversation around the dinner table at the Professor's house on the night the children return from their many years in Narnia. What are their mannerisms and speech like? What do they talk about? How does "normal" food taste after all those years in Narnia? How do each of the four children react differently to being back? Try it from one of the following points of view: Mrs. Macready, the Professor, or Lucy. (For example, how might Mrs. Macready react to their Narnian mannerisms, assuming she knows nothing about their adventures?)

Additional Writing Projects Continued

6. We witness the end of the battle for Narnia: Aslan arrives at the battlefield, followed by all of the creatures he's freed from the White Witch's stone enchantment while Peter is fighting her, desperately fighting to stay alive. Aslan attacks the Witch, and the battle is over within a few minutes. Instead of concentrating on the end of the battle in this writing project, your job here is to describe its beginning. Who strikes the first blow? Do the opposing sides call out challenges? Insults? Create this scene, which Lewis left out of *The Lion, the Witch, and the Wardrobe*.

7. In Chapter Sixteen, Aslan returns the statues to life. One of the statues is the Giant Rumblebuffin. Mr. Tumnus tells Lucy that Rumblebuffin is from "one of the most respected of all the giant families in Narnia. Not very clever, perhaps (I never knew a giant that was), but an old family. With traditions, you know." Describe Rumblebuffin's family—and don't forget to include some good old giant traditions!

Suggestions for Celebrating Final Projects

Technically speaking, the fifth and final stage of the writing process is the publishing stage. We encourage classrooms and schools to find ways of celebrating and even presenting or publishing finished projects. Be creative! Here are some ideas:

- A display of works around a classroom, hallway, or other display space
- An online journal or blog created by the teacher and students
- A printed chapbook for each student who participated in the writing workshop
- A juried contest to determine the best writing, followed by a reception and reading for the winning projects
- Submissions of projects to online fan-fiction websites, journals, or magazines. For example, www.fanfiction.net includes an “Official Fanfiction University of Narnia.” Students can read other Narni-inspired stories from around the world and submit their own stories.

Whatever you choose to do, send a one-paragraph description to the C.S. Lewis Festival committee so we can post it on our website: www.cslewisfestival.org. And send pictures! We love to celebrate what the students have worked so hard to accomplish.

If your school is located within the vicinity of the festival (Petoskey, MI), check our website for information on how Writing Workshop submissions will be accepted, reviewed and celebrated during this year’s festival.

Appendix A: The Four Stages of Writing

Writing is more than just stringing words together to create sentences. It's a process that involves several steps. We'll focus on four steps in our C.S. Lewis Writing Workshop: prewriting, drafting, revision, and editing. Lewis himself used all of these steps to prepare his Narnia stories for publication.

Prewriting

The creation of a story begins with brainstorming ideas and jotting down notes – or *prewriting*. Though many of C. S. Lewis's original papers have been lost or burned (he didn't like to keep paper lying around!), we know from other reports that he talked over story ideas with people like J.R.R. Tolkien, author of *The Lord of the Rings*. In an essay "It All Began with a Picture," Lewis says that Narnia began with a picture that popped into his head about a faun carrying parcels in a snowy wood. Lewis was sixteen at the time. He didn't start writing that scene in *The Lion, the Witch and the Wardrobe* until he was a grown adult! So you never know what might come of the prewriting stage.

Drafting

After prewriting is the drafting stage. This is when you write the first copy, or draft, of the story, knowing that it will go through a lot of changes before it's the best it can be. In the drafting stage, don't worry too much about spelling, grammar, or punctuation, especially if it distracts you from getting your story written. Nobody writes a perfect draft the first time, not even C. S. Lewis—though the more you write, the better your first drafts become over time.

Revision

Once you've written your first draft, it's time to go back and see where it can be improved. This is the revision stage. Often it helps to read your story aloud or give it to someone else for feedback. Questions to ask are: Is the opening scene strong and interesting? Does the order of events make sense? Are the sentences concise? Is there a clear ending? What's the strongest part of the story? What's the weakest?

Some of C.S. Lewis's original papers show that he started writing a story about a boy who had the power to understand what animals say. Lewis never published that story, but he later began again and turned it into *The Magician's Nephew*. Revision makes writing stronger.

Editing

The final stage before publication is the editing stage. This is when you tackle things like spelling, grammar, and punctuation and make sure your story's point of view and verb tenses are consistent. Here it's helpful to use things like a dictionary and a thesaurus in order to ensure that your writing is as correct and clear as possible according to the standards of written English. But don't compare your spelling to Lewis's! The British often spell things differently than Americans do. Can you find some examples in *The Chronicles of Narnia*?

Appendix B: Who was C. S. Lewis?

C. S. Lewis was a British scholar and author best known for his beloved children's series *The Chronicles of Narnia*. He was a popular tutor and prolific writer. His many works for grownups include fiction, nonfiction, poetry, letters, satire, literary criticism and theology.

He was born in Northern Ireland in November 1898, the youngest of two boys. His mother died of cancer when he was ten. He was sent to England for school and eventually obtained several degrees from the prestigious Oxford University. After serving as a soldier during World War I, he became a tutor and lecturer at Oxford (where he lived the rest of his life) and later a professor of Medieval and Renaissance literature at Cambridge University. He died on November 22, 1963—the same day as President Kennedy.

Lewis's lectures and writings touched the lives of millions during World War II and in the decades that followed. One of those people was the American poet Joy Gresham, whom Lewis eventually married late in life. Their love story is the subject of the 1993 movie *Shadowlands* starring Anthony Hopkins and Debra Winger.

Lewis's friends and colleagues at Oxford included J.R.R. Tolkien, author of *The Lord of the Rings*. They created a writing group called The Inklings and met weekly for over a decade. Tolkien finished his epic work largely due to Lewis's encouragement.

Nearly all of C. S. Lewis's books have remained in print and are still bestsellers today. Interest in his writings has increased with the success of the movie *The Chronicles of Narnia: The Lion, the Witch and the Wardrobe*, which won an Academy Award in 2005. A second film on Prince Caspian is scheduled for release in 2008.

For more information:

Teacher resource page: <http://falcon.jmu.edu/~ramseyil/lewis.htm>

Into the Wardrobe website: <http://cslewis.drzeus.net/>

Narnia movie website: <http://disney.go.com/disneypictures/narnia/>

The Magic Never Ends: The Life and Work of C. S. Lewis PBS Documentary:
<http://www.crouseentertainment.com/productions/cslewis.html>

Appendix C: Quick Overview of The Chronicles of Narnia²

The following is the order in which the books were originally published.

The Lion, the Witch and the Wardrobe (1950)

Four English children (Peter, Susan, Edmund, and Lucy) step through an ordinary wardrobe and discover a magic land called Narnia. There Edmund betrays his siblings to the wicked White Witch, who has cast a spell on Narnia that makes it always winter but never Christmas. Only when the lion-king Aslan agrees to die at the witch's hand can the betrayal be reversed and Spring come to Narnia. The four children reign in Narnia for many years till they stumble back through the wardrobe to our world—only to discover that no time has passed.

Prince Caspian (1951)

The four children return to Narnia and find that many centuries have passed. They meet a dwarf named Trumpkin and assist Prince Caspian in defeating the foreign rulers and bringing back the golden age of Narnia.

The Voyage of the 'Dawn Treader' (1952)

Eustace Clarence Scrubb unwilling joins his cousins Edmund and Lucy on a voyage to the end of the world with King Caspian.

The Silver Chair (1953)

Eustace, with his school friend Jill Pole, is sent by Aslan to find the imprisoned Rilian, son of the now-elderly King Caspian and true heir to the Narnian throne. Guided by a strange creature called Puddleglum, the children help Rilian escape from the underworld.

The Horse and His Boy (1954)

The orphaned Shasta, aided by a foreigner named Aravis and two Talking Horses (Hwin and Bree), helps save Narnia from invasion.

The Magician's Nephew (1955)

Beginning in Victorian London, two children named Polly and Digory unwilling travel to other worlds using magic rings given to them by Digory's Uncle Andrew, an arrogant magician. On their travels they meet an evil Queen and witness the creation of Narnia when Aslan gives the gift of speech to the animals.

The Last Battle (1956)

The final story: in the last days, a clever ape has constructed a false Aslan. Even after Jill Pole and Eustace Scrubb help the last king of Narnia to expose the deception, battle lines are drawn between warring factions in the land. Ultimate war results, and in the end the true Narnians find themselves in Aslan's country.

² Adapted from the website "Into the Wardrobe" <http://cslewis.drzeus.net/>

Appendix D: Bibliography³ & Recommended Resources

SELECTED NONFICTION BY C. S. LEWIS

C. S. Lewis Letters to Children -- edited by Lyle Dorsett and Marjorie L. Mead

Lewis made a point to respond to every fan letter he received, especially from children. This collection is a delightful glimpse into his reasons for writing the Narnia books, his sense of humor, and his interest in people.

On Stories: and Other Essays on Literature -- edited by Walter Hooper

Twenty essays on writing and stories, including "On Three Ways of Writing for Children," "Sometimes Fairy Stories May Say Best What's to Be Said," and reviews of both *The Hobbit* and *The Lord of the Rings* (books by his friend J. R. R. Tolkien).

SELECTED FICTION BY C. S. LEWIS

Science Fiction Trilogy

Includes *Out of the Silent Planet* (1938), *Perelandra* (1943), and *That Hideous Strength* (1945). A character named Ransom travels to Mars in book one and Venus in book two, where he experiences the destructiveness of human greed and temptation amidst the beauty of other worlds. The final book takes place on our planet where a sinister corporation is taking over a small college town in order to resurrect the wizard Merlin from an ancient burial spot in the nearby woods.

The Screwtape Letters (1942)

A hilarious satire about temptation and faith, cast in the form of letters from a senior demon, Screwtape, to his nephew Wormwood, a lesser demon in the pecking order. This book is what launched C. S. Lewis to fame and put him on the cover of TIME magazine.

The Great Divorce (1946)

A strange bus ride from hell to the borders of heaven, and who the characters encounter when they get there.

Till We Have Faces: A Myth Retold (1956)

Based on the ancient Greek myth of Cupid and Psyche, told in the first-person by Psyche's sister Orual. Psyche marries a god whose face she is forbidden to see, but then Orual convinces her to secretly light a lamp at night to see what he looks like. Psyche is caught and banished forever, and Orual wrestles with the implications of her own unbelief.

RECOMMENDED RESOURCES

Companion to Narnia, by Ralph Ford

The Quotable Lewis, edited by Wayne Martindale and Jerry Root

The C. S. Lewis Encyclopedia, by Colin Duriez

See also the suggested resources from Appendix B: Who Was C. S. Lewis?

³ Adapted from the website "Into the Wardrobe" <http://cslewis.drzeus.net/>

Appendix E: What is the C. S. Lewis Festival?

The Northern Michigan C. S. Lewis Festival is an annual, month-long celebration of the life and works of the man who created Narnia. Begun in 2003, it consists of an award-winning collaboration between schools, libraries, music and theater groups, arts programs, businesses, and churches in the Petoskey area of Little Traverse Bay. Events for all ages take place from late October to mid-November, and participants attend from around the state, the Midwest and beyond. Keynote speakers have included such international figures as Douglas Gresham, stepson of C. S. Lewis and co-producer of the Narnia movies. For information on this year's schedule, visit www.cslewisfestival.org.

Contact Information:

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Executive director Anne McDevitt: anne@fpchs.org

C. S. Lewis Writing Workshop information:

Visit www.cslewisfestival.org

Questions? Comments? Suggestions? Email Sarah Arthur: sarthurian@yahoo.com

Our Mission

The mission of the C. S. Lewis Festival is to provide an enriching cultural experience that explores the life and work of C. S. Lewis through collaborations by the arts, education, and faith communities.

C. S. Lewis Festival, Inc. is a non-profit, donor supported 501(c)3 corporation.
It is not affiliated with the C. S. Lewis Co., Pte.