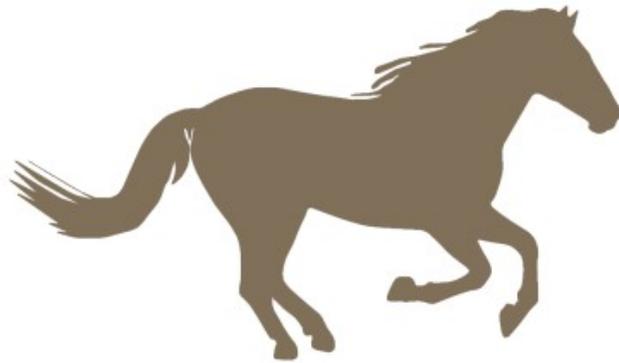


The Horse and His Boy



By

C.S. Lewis

A Novel Study
by Nat Reed

The Horse and His Boy

By C.S. Lewis



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About the author: Nat Reed was a member of the teaching profession for more than 35 years. He was a full-time instructor at Trent University in the Teacher Education Program for nine years. For more information on his work and literature, visit novelstudies.org.

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Suggestions and Expectations

This curriculum unit can be used in a variety of ways. Each chapter of the novel study focuses on one or two chapters of *The Horse and His Boy* and is comprised of five activities:

1. Before You Read
2. Vocabulary Building
3. Comprehension Questions
4. Language and Extension Activities

A **portfolio cover** (p.7) as well as a **Checklist** (p.6) are included so that students may track of their completed work.

Every activity need not be completed by all students.

Links with the Common Core Standards (U.S.)

Many of the activities included in this curriculum unit are supported by the Common Core Standards. For instance the *Reading Standards for Literature, Grade 5*, makes reference to

- a) determining the meaning of words and phrases. . . including figurative language;
- b) explaining how a series of chapters fits together to provide the overall structure;
- c) compare and contrast two characters;
- d) determine how characters ... respond to challenges;
- e) drawing inferences from the text;
- f) determining a theme of a story . . . **and many others.**

Themes which may be taught in conjunction with the novel include Christian symbolism, loyalty and friendship, courage and sacrifice, mercy and justice, good versus evil.

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List of Skills

Vocabulary Development

1. Locating descriptive words/phrases
2. Listing synonyms/homophones
3. Identifying/creating *alliteration*
4. Use of capitals and punctuation
5. Identifying syllables
6. Identify *personification*.
7. Identify *anagrams*
8. Listing compound words
9. Identifying parts of speech
10. Identify/create *similes*
11. Identification of root words

Setting Activities

1. Summarize the details of a setting

Plot Activities

1. Complete a *time line* of events
2. Identify conflict in the story
3. Complete Five W's Chart
4. Complete a Story Pyramid
5. Identify the climax of the novel.

Character Activities

1. Determine character traits
2. Identify the protagonist/antagonist
3. Relating personal experiences
4. Compare characters

Creative and Critical Thinking

1. Research
2. Write a newspaper story
3. Participate in a talk show
4. Conduct an interview
5. Create a poem
6. Write a description of personal feelings
7. Write a book review
8. Complete an Observation Chart
9. Complete a KWS Chart
10. Create a friendly letter.

Art Activities

1. A Storyboard
2. Create a collage
3. Design a cover for the novel
4. Create a comic strip

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Synopsis

On a desperate journey, two runaways meet and join forces. Though they are only looking to escape their harsh and narrow lives, they soon find themselves at the center of a terrible battle. It is a battle that will decide their fate and the fate of Narnia itself.

The Horse and His Boy is the fifth book in Chronicles of Narnia, which has been drawing readers of all ages into a magical land where horses talk and destiny awaits for over sixty years. This is a novel that stands on its own, but if you would like to explore more of Narnia, many adventures await you in *The Lion, the Witch and the Wardrobe*, *Prince Caspian*, *The Voyage of the Dawn Treader*, *The Silver Chair*, *The Magician's Nephew*, and *The Last Battle*. [Summary courtesy of the Publisher]

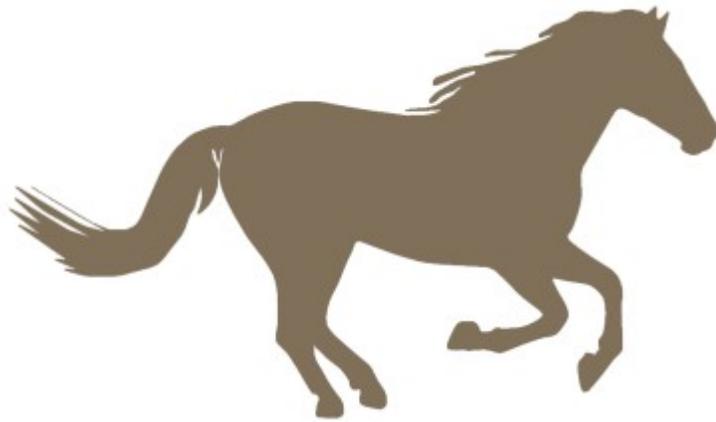
Author Biography

C.S. Lewis

C.S. Lewis. Clives Staples (Jack) Lewis was born in Belfast, Ireland in 1898. He was a close friend of J.R.R. Tolkien (*Lord of the Rings*) when both men were faculty members at Oxford University in Oxford, England. Dr. Lewis was a devout Christian who wrote many books defending and explaining his faith. In 1956, he married the American writer Joy Gresham, who died four years later of cancer at the age of 45. Lewis's works have been translated into more than 30 languages and have sold millions of copies. *The Chronicles of Narnia* have sold the most and have been popularized on stage, TV, radio and the movies. Lewis died on Nov. 22, 1963 - the same day that President Kennedy was assassinated.



The Horse and His Boy



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Name: _____

The Horse and His Boy

By C.S. Lewis

Chapters 1-2



Before you read these chapters:

The protagonist (the hero or 'good guy') of *The Horse and His Boy* is Shasta, a young boy living with his fisherman *father* during the reign of Peter, the High King of Narnia. Think back on some of your favorite characters from past novels that you have read or movies you've seen. What qualities do you look for in an admirable protagonist? Come back to this question after you have read a few chapters to see if Shasta measures up to the qualities you selected.



Vocabulary:

Choose a word from the list to complete each sentence.

prosperity	copse	loquacious	wheedling	judicious
formidable	august	absurd	beneficent	destitute

1. Most buyers at the market do some _____ before settling on a price.
2. The mayor will face a rather _____ opponent in this year's election.
3. The Great Depression left a lot of people quite _____.
4. The king began his _____ reign wearing the most luxurious robes and jewels.
5. She was the most _____ and kindly woman to ever reign as queen.
6. His decisions were always fair and most _____.
7. The brothers attained a level of _____ when their video went viral.
8. "I think your answer is quite _____," the teacher remarked angrily.
9. The minstrel was so _____ that everyone soon tired of his endless prattle.
10. The sled veered off the course and ended up in a dense _____.

Questions



1. What is the **setting** of the story at the beginning of Chapter One?

2. Describe the relationship which existed between Shasta and the fisherman.

3. What are three adjectives that would aptly describe the personalities of Shasta, the fisherman and the Horse.

Shasta			
The Fisherman			
The Horse			

4. What unusual proposal did the Horse make to the boy? Why did the boy end up accepting his proposal?

5. Why hadn't the Horse tried to run away before?

6. How did the Horse justify stealing?

7. What advantage would there be in escaping along the coast?

8. We are not sure how far they travelled in these two chapters, but it does say that they travelled for weeks and weeks. Experts claim that most riders only travel about 20 miles on horseback on an average day. Supposing Shasta and the Horse travelled for four week without taking a day off. How many miles would they have covered during this time? Show your rough work below.

--

9. What was it that frightened both Shasta and the Horse in Chapter Two? How did they finally elude this enemy?

10. What fellow travelers did Shasta and the Horse meet? What was unusual about the pair? Where were they going?

Language Activity



A. A **simile** is a comparison using the words “like” or “as”. An example from Chapter One is, ... *sit straight up, straight as a poker*... What two things are being compared in this example?

--	--

Invent your own **similes** comparing the following items with something from your own imagination:

a) a horse neighing

b) the Milky Way at night

c) your own example

B. Antonyms, Synonyms or Homophones

Beside each pair of words write **A** (antonym) or **S** (synonym) or **H** (homophones). A word from each of these pairs appears in the first two chapters of the novel.

a)	horse - hoarse		f)	weight - wait	
b)	danger - safety		g)	twilight - dawn	
c)	melancholy - desolation		h)	cautious - indiscreet	
d)	mare - stallion		i)	wood - would	
e)	appalling - dreadful		j)	indigence - affluence	

C. Anagrams

An **anagram** is a word that is formed by changing the order of the letters of another word. For example, the letters in the word **WAS** can also form the word **SAW**. Follow these directions to form the anagrams:



a) read the clue in the right-hand column.

b) Using the word in the left-hand column move the letters around in any order, but you must use all the letters. All of the words in the left-hand column can be found in the first two chapters of *The Horse and His Boy*.

Word	Anagram	Clue
demand		To anger.
dared		A venomous snake.
curled		To sour.
robes		Very grave.
beard		Disrobed.
south		Speak loudly.
lived		Evil one.
wonder		It's enough to make one feel badly.

Now find two additional words from the first two chapters which have interesting anagrams and see if you can stump a classmate.

Word	Anagram	Clue

Check out the official website of C.S. Lewis

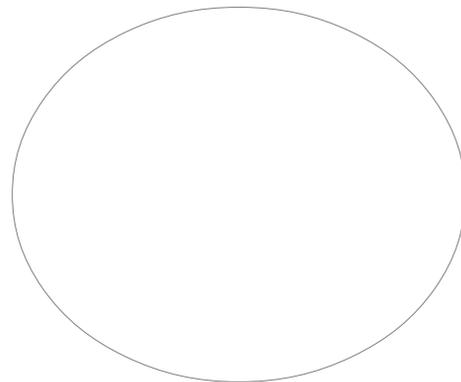
<http://www.cslewis.com/us/>

D. 5 Ws and an H.

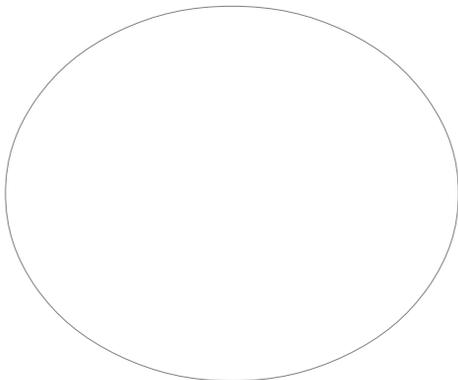
Choose an event from this section that you thought was really important and/or exciting. Using facts that you gleaned from reading about this event, fill in the balloons below, summarizing what you learned.



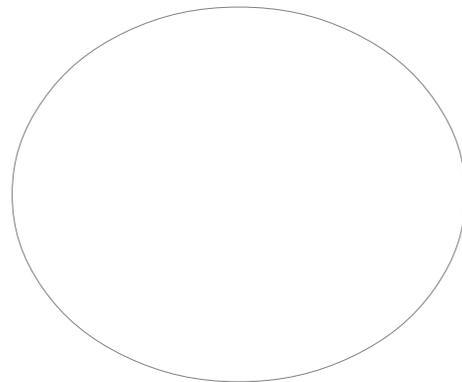
WHO?



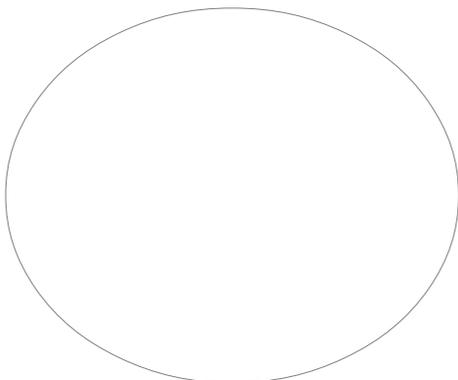
WHAT?



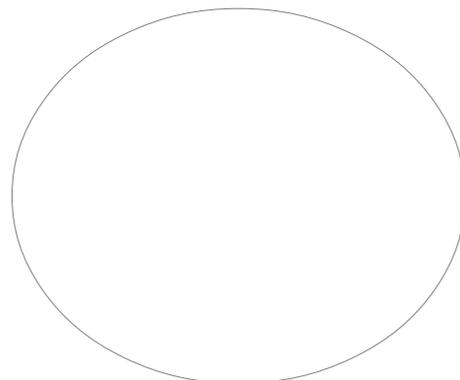
WHEN?



WHERE?



WHY?



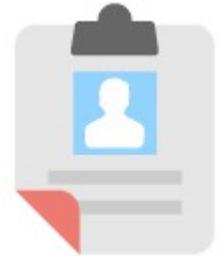
HOW?

Extension Activities



A. A Wanted Poster

Imagine that a wanted poster for the capture of Shasta was created and distributed throughout the land by the Tarkaan from whom Shasta *stole* the Horse. What would such a poster look like? Give the Tarkaan a hand and create such a wanted poster. Make sure it includes a picture of Shasta as well as his description. You should also include a title; the amount of the reward; who to contact in the event of his capture, and any other pertinent information you would consider helpful.



B. A Quatrain by C.S. Lewis

The **quatrain** is a popular form of rhymed verse. It is a poem of four lines, is usually light and humorous. The following quatrain is actually the first four lines of a much longer poem by C.S. Lewis entitled, ***Our Daily Bread***.

*We need no barbarous words nor solemn spell
To raise the unknown. It lies before our feet;
There have been men who sank down into Hell
In some suburban street,*



Various rhyming schemes make up a quatrain poem. As you can see, the above four lines have a rhyming scheme of **A - B - A - B**. Other rhyming schemes include: AABB, AAAA, AABA, ABBA, ABBB, and AAAB.

Your task is to write your own quatrain poem. You may choose a rhyming scheme that fits with your own personal creation. The topic should have something to do with the themes established in the first two chapters of our novel.

The Quatrain Poem

Now create your own Quatrain Poem on a subject of your choice. Your poem must follow the format of a quatrain poem described above (and must rhyme).

Title: _____

Here is another quatrain by C.S. Lewis from the poem, ***The Meteorite***.
More of his poems can be found on the website, best-poems.net

Lullaby! Lullaby!
There's a tower strong and high
Built of oak and brick and stone,
Stands before a wood alone.