

## Lesson Plan: Eating in Narnia

**OBJECTIVE:** Students will learn how an author’s historical context can affect the content of their writing

**TIME:** 45 minutes (with optional 45 minute extension activity)

**MATERIALS NEEDED:**

- “Eating in Narnia” from *Through the Wardrobe*
- *The Lion, the Witch, and the Wardrobe* (optional)

**INTRODUCTION:** When and where an author lives often has a big impact on their writing. This can show in things as broad as their attitudes—toward women or minorities, for example—or in things as specific as the way they depict ordinary daily activities . . . like dinner!

**ACTIVITY:**

**Read** “Eating in Narnia” in class.

**Summarize** together the parallels the essay draws between Lewis and his lifestyle and the way food is depicted in the Chronicles of Narnia.

**Discuss . . .**

- How recent year-round imports of certain fruits and vegetables are—how the food we have access to has changed even in the last ten years.
- What each student considers a “normal” dinner menu. Steak and potatoes? Enchiladas? Curried vegetables and rice?

*Optional Activity:* Bring in Turkish Delight for students to try. Would you describe it the way Lewis does in *The Lion, the Witch, and the Wardrobe*? Based on what we learned from “Eating in Narnia,” discuss why Lewis might have described it the way he did.

*Optional Homework:* Research the food from a non-U.S. culture or country and describe a typical dinner menu for that culture/country.

Optional Extension (45 minutes)

**Read** “Serious Action Figures” or “In the Kingdom of Calormen” and discuss how Lewis’ opinions of women or Islamic culture were also shaped by his historical context.