Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_ Period: \_\_\_\_\_ Score: \_\_\_\_\_\_\_\_\_\_

***The Necessity of Chivalry* (Doodle) by C.S. Lewis (first published in *Time and Tide*, August 1940)**

**Directions:** Remember how, as we read through Mallory’s *Le Morte de Arthur*, we noticed how easily and often the Knights of the Round Table would cry. This seemed **anathema** to our societal biases of masculinity, and we discussed how, in today’s society, often times we have to fight against the notion that boys / men should not cry or show any type of weaker emotion. With that in mind, watch the doodle video of C.S. Lewis’s The *Necessity of Chivalry* and answer the questions below as you absorb and process Lewis’s complex argument. Keep in mind that we will watch the video once, together, as a class, and you will have the opportunity to ask questions as a class. The complexity of the argument and the foreign vocabulary that Lewis uses in his argument will necessitate several more viewings of the video, which you will undertake on your own in class. For this task you will need to bring a pair of headphones.

1. Before watching the video a 2nd time, use your phone to look up and write a short definition for the words below. Hopefully knowing these words will make the video easier to digest and understand.

ideal ( ) –

meekest ( ) –

stern ( ) –

demure ( ) –

unobtrusive ( ) –

practicable ( ) –

paradox ( ) –

corollary ( ) –

pernicious ( ) –

arduous ( ) –

Achilles ( ) –

leisure ( ) –

Attila the Hun ( ) –

“1st Fifteen” (adj) – This is a reference to football and football players.

forbearance ( ) –

urbane ( ) –

milksop ( ) –

moonshine ( ) –

medium ( ) –

atavistic ( ) –

inaugurated ( ) –

2. What is the double demand (the paradox) that Chivalry, by its very nature, makes on human nature?

3. What is the relevance of this paradox to modern society?

4. What two human characteristics did the “medieval idea” bring together and why (*hint: bringing these two characteristics together produces a Lancelot – “The one hope of the world”*)? (~3:31)

5. If we cannot produce Lancelot then humanity will fall into two sections, according to Lewis. What are they? And what will happen to the world if we cannot produce Lancelot’s in society in sufficient number?

6. If, as Lewis argues, the Knightly, Chivalrous, character is “art” not “nature”, and must be created and achieved, how do we go about doing just that? How do we achieve a knightly and chivalrous nature in humanity?

7. Notice that Lewis warns of the dangers of a “classless society” (Communism) “as we grow more democratic”, a threat as great as Fascism to the generation that came out of WWII. Although he only briefly mentions the dangers of the classless society, listen carefully and try to determine what possible negative impact this classless society might have, according to Lewis, on the achievement of a Knightly and Chivalrous human nature. Try to articulate Lewis’s thesis statement for this topic below. (7:25)

8. Is C.S. Lewis arguing for a society segregated by class? Cite your claim with at least one piece of evidence from the text.

9. In the space provided below, try to synthesize C.S. Lewis’s overall argument (thesis statement).

10. Do you agree with C.S. Lewis’s argument? Why or why not? Be thorough and specific in your response.

11. What is the definition of the word **anathema**? Write the definition below, then use the word correctly in a sentence. Finally, draw a picture that represents the word and its definition, or a picture of the word in action.