



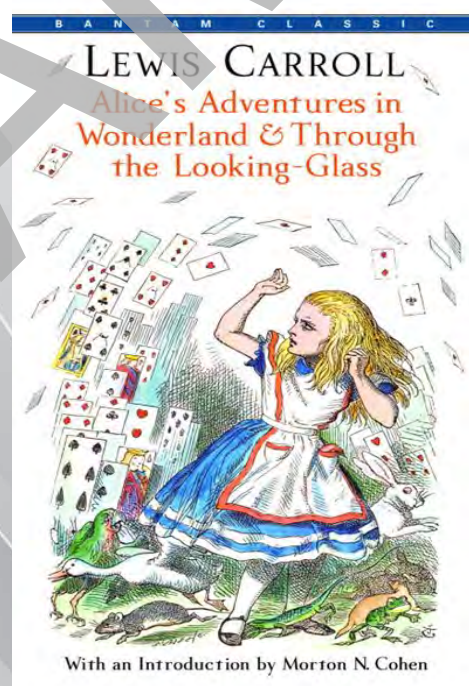
TEACHER GUIDE

GRADES 6-8

COMPREHENSIVE CURRICULUM BASED LESSON PLANS

Alice's Adventures in Wonderland; Through the Looking Glass

Lewis Carroll



READ, WRITE, THINK, DISCUSS AND CONNECT

Alice's Adventures in Wonderland; Through the Looking Glass

Lewis Carroll

TEACHER GUIDE

NOTE:

The trade book edition of the novel used to prepare this guide is found in the Novel Units catalog and on the Novel Units website. Using other editions may have varied page references.

Please note: We have assigned Interest Levels based on our knowledge of the themes and ideas of the books included in the Novel Units sets, however, please assess the appropriateness of this novel or trade book for the age level and maturity of your students prior to reading with them. You know your students best!

ISBN 978-1-50203-565-3

Copyright infringement is a violation of Federal Law.

© 2020 by Novel Units, Inc., St. Louis, MO. All rights reserved. No part of this publication may be reproduced, translated, stored in a retrieval system, or transmitted in any way or by any means (electronic, mechanical, photocopying, recording, or otherwise) without prior written permission from Novel Units, Inc.

Reproduction of any part of this publication for an entire school or for a school system, by for-profit institutions and tutoring centers, or for commercial sale is strictly prohibited.

Novel Units is a registered trademark of Conn Education.

Printed in the United States of America.

To order, contact your
local school supply store, or:

Toll-Free Fax: 877.716.7272

Phone: 888.650.4224

3901 Union Blvd., Suite 155

St. Louis, MO 63115

sales@novelunits.com

novelunits.com

Table of Contents

Summary	3
Characters	4
About the Author	5
Background Information	6
Initiating Activities.....	7
Twelve Sections	16
Each section contains: Summary, Vocabulary, Discussion Questions, and Supplementary Activities	
Post-reading Discussion Questions	34
Post-reading Extension Activities.....	36
Assessment.....	37
Scoring Rubric.....	38
Glossary.....	39

Skills and Strategies

Thinking

Compare/contrast, analysis,
brainstorming

Listening/Speaking

Discussion, oral reports

Vocabulary

Target words, definitions

Comprehension

Cause/effect, predictions,
analysis, application,
decision-making, sequence

Literary Elements

Characterization, simile,
personification, metaphor,
pun, parody, plot
development, setting, theme,
irony, genre

Writing

Poetry, letter, script, parody,
scene

Across the Curriculum

Music—appropriate
background music, familiar
tune; Art—design, poster

Genre: fairy tale, fantasy, adventure

Setting: *Alice's Adventures in Wonderland*—an imaginary dream world; *Through the Looking-Glass*—a giant chess-board; both—briefly Alice's home in England

Point of View: third-person omniscient

Themes: “Be careful what you wish for”; dreams that come true

Conflict: person (creature) vs. person (creature); person vs. circumstances

Style: narrative

Tone: adventurous, whimsical

Date of First Publication: *Alice's Adventures in Wonderland*: 1865; *Through the Looking-Glass*: 1871

Summary

Alice's Adventures in Wonderland: In this classic children's story, Alice follows the White Rabbit down a rabbit hole and enters a fantasy world. Her size changes from tiny to gigantic, and she encounters a myriad of strange creatures and absurd adventures. She falls into a sea of her own tears, where she meets several small animals who are attempting to swim to safety. She meets a Duchess with a baby who turns into a pig and a cat who can disappear. She attends the Mad Hatter's tea party, plays croquet with a humanized deck of cards, and listens to the Mock Turtle's tale. After attending a trial for the Knave of Hearts, Alice awakens in her own world.

Through the Looking-Glass: While Alice is playing with her little kitten and telling him about the Looking-Glass House, she jumps through the mirror, where she encounters several chessmen. She sees everything in mirror image and discovers a world shaped like a chess-board where everything works in reverse order. The characters, including talking flowers and insects, assume life-like qualities as they take her on a variety of adventures. She meets chessmen such as the Red King and Queen, the White King and Queen, and the White Knight. She is intrigued by identical twins Tweedledee and Tweedledum. Shortly after her encounter with Humpty Dumpty, he suffers the same fate as in the nursery rhyme. The White Knight rescues her. After becoming irritated and frustrated as she prepares to assume the title of Queen, she awakens from her dream and returns to her own home.

Characters

Alice's Adventures in Wonderland:

Alice: a well-mannered, caring, brave seven-year-old English girl; The story revolves around her adventures in a fantasy world.

White Rabbit: nervous, always in a hurry, competent, refined; Although not an aristocrat, he does have some authority in Wonderland.

Mouse: introduces Alice to several other creatures after meeting her in the Pool of Tears

Caterpillar: generally unfriendly and harsh; He helps Alice learn to change her size when she wishes.

Duchess: a strange, unpleasant, ugly woman who mistreats her baby; She is afraid of offending the Queen and pretends to be caring toward someone she thinks might be helpful to her. Her baby turns into a pig while Alice is holding it.

Cheshire-Cat: a cat who grins perpetually and can appear and disappear as he wishes; He pretends to be crazy but is actually quite sensible. He is friendly to Alice.

Mad Hatter: crazy, often rude, enjoys confusing others; He is continually busy having a tea party.

March Hare: friend of the Mad Hatter, also crazy and rude

Dormouse: weary, ill-treated companion of the Mad Hatter and March Hare

Queen of Hearts: hideous, bossy, cruel; She seems to be the primary authority in Wonderland, but her constant death sentences toward anyone who offends her are never carried out.

King of Hearts: incompetent, self-centered, ruler of Wonderland; His wife dominates him.

Knave of Hearts: on trial for stealing the tarts

Through the Looking-Glass

Red Queen: domineering; can be disagreeable but shows her knowledge of good manners

Red King: sleeps and dreams

Gnat: insect as large as a chicken; tells Alice about the other insects in the Looking-Glass world

White Queen: usually kind; rather dull intellectually and socially; allows the Red Queen to control her

White King: pleasant but clumsy and incompetent; proves to be a man of his word by sending all his horses and men to try to put Humpty Dumpty together again

Tweedledum and Tweedledee: fat, self-centered identical twins; They show affection for each other but fight over a trivial matter.

Humpty Dumpty: haughty, rude, complaining, easily upset; He fulfills his doom in the nursery rhyme by falling off the wall and breaking into many pieces.

The Lion and the Unicorn: ineffectively fight for White King's crown

Red Knight: determined to take Alice as his prisoner

White Knight: comes to rescue Alice; kind, gallant, clumsy, invents strange devices; He triumphs over the Red Knight for Alice.

About the Author

Lewis Carroll was the pen name for English author Charles Lutwidge Dodgson. He was born January 27, 1832, at Daresbury, Cheshire, the eldest boy of 11 children. His father was a vicar. In 1854, he graduated from Christ Church College, Oxford University, where he began teaching mathematics in 1855. He continued his tenure there until 1881. In 1861, he became a deacon in the Church of England. He was an expert amateur photographer and was well known for his portraits of children and famous people. He also developed several puzzles and games, some of which he published in books. He invented a substitute for glue and a device for taking notes in the dark.

Carroll was timid and reserved around adults but formed close friendships with children. He was especially fond of the three daughters of Henry George Liddell, dean of Christ Church, and often took them on outings such as boat rides on the Thames River. Such an excursion is the setting of the poem on page xxvii, and the Liddell girls are the “Three” who request a story. He made up fantasy stories to entertain the girls, and the “Alice” books resulted from one of his stories. Alice, the middle child and Carroll’s favorite, is the “Secunda” in the poem. He wrote the “Alice” stories at her request. He initially called the first book *Alice’s Adventures Under Ground*. He published the book under its present title in 1865, with drawings by John Tenniel. *Through the Looking-Glass* was published in 1871. Both “Alice” books reflect Carroll’s affection for Alice Liddell, and the poem preceding *Through the Looking-Glass* alludes to his sorrow at her growing older.

Carroll never married. He died of influenza in 1898.

Other Lewis Carroll works include *Phantasmagoria and Other Poems* (1869); *Sylvie and Bruno*, a two-part fairy tale (1889, 1893); *The Hunting of the Snark*, a poem (1876); *Rhyme? and Reason?* (1883). Using his real name, he also wrote several works on mathematics, including *Notes on the first Two Books of Euclid* (1860) and the two-part *Curiosa Mathematica* (1888, 1894).

Using Predictions

We all make predictions as we read—little guesses about what will happen next, how a conflict will be resolved, which details will be important to the plot, which details will help fill in our sense of a character. Students should be encouraged to predict, to make sensible guesses as they read the novel.

As students work on their predictions, these discussion questions can be used to guide them: What are some of the ways to predict? What is the process of a sophisticated reader's thinking and predicting? What clues does an author give to help us make predictions? Why are some predictions more likely to be accurate than others?

Create a chart for recording predictions. This could either be an individual or class activity. As each subsequent chapter is discussed, students can review and correct their previous predictions about plot and characters as necessary.

Use the facts and ideas the author gives.

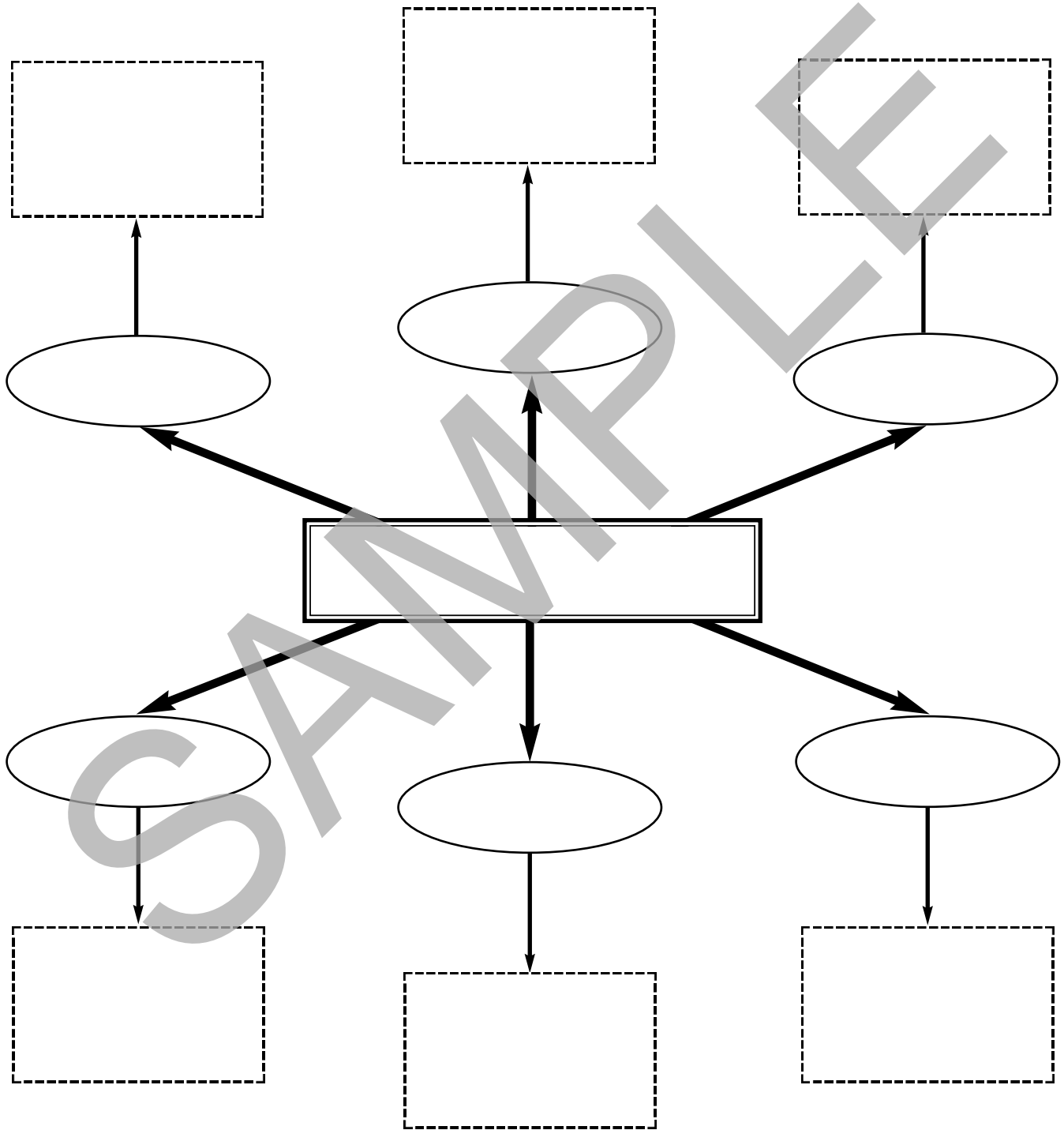
Use your own prior knowledge.

Apply any new information (i.e., from class discussion) that may cause you to change your mind.

Predictions

Characterization

Directions: Write the name of a character from the book in the center rectangle. In each oval, write an adjective that describes the character's personality. Then fill in each dotted rectangle with a detail about the character that illustrates that part of the character's personality.



Note: Examples of similes and puns for each section are included where applicable in the Supplementary Activities. Guide students to identify these devices as they read the novel. Starred activities indicate an Enrichment Activity for accelerated students.

Alice's Adventures in Wonderland

Preface–Chapter I, pp. xxvii–7

Carroll introduces the book with a poem about a boat trip with three little girls during which he first created the “Alice” stories. Alice follows the White Rabbit down a rabbit hole. Her size changes from tiny to huge and back again.

Vocabulary
antipathies (3)

Discussion Questions

1. Read aloud the poem on p. xxvii. Discuss the significance of “Three” and how Carroll came to write the story. Refer to information in “About the Author” on page 5 of this guide. *(Carroll and the three Liddell girls are on a boat ride down the Thames River. Carroll uses Latin terms to number the girls. The eldest, Lorina, is Prima; the middle, Alice, is Secunda; and the third, Edith, is Tertia. Lorina is demanding; Alice is gentler; and Edith is impatient. Carroll creates the “Alice” tales in response to their begging him to tell them a story.)*
2. Examine how Carroll creates anticipation that this is a book of fantasy. *(A talking, White Rabbit runs by Alice. He is clothed and takes a watch from his pocket to tell the time. Alice is able to follow the rabbit into a rabbit hole and falls downward as if in a well for a long time. As she falls, she notices the sides of the well are covered with shelves, maps, and pictures. pp. 1–2)*
3. Discuss what Alice’s trip down the rabbit hole reveals about her. List these characteristics. *(Alice is impetuous, curious, adventurous, observant, and brave. She doesn’t think about the consequences of her actions. She displays courage when she drinks from the bottle and eats the cake. She is well-educated for a seven-year-old child and likes to show off her knowledge, but doesn’t understand much of what she has “learned,” e.g., she knows the words “latitude” and “longitude” but doesn’t know what they mean. She thinks she might fall all the way through the earth and land among people who walk with their heads downwards. She uses the word “antipathies” incorrectly. pp. 2–5)*
4. Examine references to death in Chapter I. *(Note the afterthought following Alice’s reference to falling off the house. “Which was very likely true” implies that she couldn’t say anything about it because she would be dead. She is afraid that, if she continues to shrink, “it might end,” like a candle going out. pp. 2, 6)*
5. Discuss what Alice discovers and her reaction when she lands at the bottom of the hole. Note the importance of the key and discuss what the key symbolizes to Alice. Discuss what keys represent to you. *(Alice sees the White Rabbit hurrying down a passageway but loses him when she tries to follow. Locked doors are all around the hall. She finds a tiny golden key on a glass table. The key symbolizes the opening of locked doors, thus satisfying Alice’s curiosity and allowing her to explore wonderful places. After Alice becomes tiny, the key symbolizes her frustration and her determination. Answers will vary. pp. 4–7)*
6. List the cause/effect sequence of Alice’s desire to enter the garden. *(Cause: She finds a key to the doorway. Effect: She opens the door. Cause: She is too large to enter the doorway to the garden. Effect: She goes back to the table on which she finds the key. Cause: A bottle saying “DRINK ME” is on the table. Effect: She drinks the potion. Cause: She becomes tiny. Effect: She can’t reach the key on the table. Cause: She finds a small cake with the words “EAT ME.” Effect: She eats some of the cake. Cause: Nothing happens immediately. Effect: She eats the whole cake. pp. 4–7)*

Supplementary Activities

1. Plot Development: Begin a Chrono-Log in which you sequence Alice's adventures. Continue this throughout the book.
2. **Similes:** Find and list a simile from each section of the book. This will be an ongoing assignment throughout the book. Examples: "Childhood's dreams are twined...like pilgrim's wither'd wreath of flowers" (p. xxviii); "...away went Alice like the wind" (p. 4); "going out...like a candle" (p. 6)

Chapters II–III, pp. 8–21

Alice grows quite large and cries a pool full of her tears, from which she must swim to safety when she becomes tiny again. She meets Mouse and his friends in the pool. Mouse and the other creatures have a strange race. Mouse storms away after a misunderstanding with Alice, and the rest leave after Alice mentions her cat.

Vocabulary
savage (9)
passionate (13)
caucus (15)
sulky (15)
usurpation (16)
insolence (16)
melancholy (16)
comfits (17)
pretexts (20)

Discussion Questions

1. List and discuss the cause and effect of Alice's growth changes and her actions in this section. Discuss what it would be like to change size repeatedly. (*Growth changes—Cause: The cake makes her grow more than nine feet tall. Effect: She can hardly see her feet, her head strikes the roof, and she has to lie down to see into the garden. Cause: She begins to cry. Effect: A large pool forms around her feet. Cause: Her changing size makes her wonder who she really is. Effect: She thinks about the characteristics of some of her friends. Cause: She gets her thoughts all mixed up. Effect: She decides she must be Mabel. Cause: She holds the fan the Rabbit drops. Effect: She shrinks rapidly. Cause: She runs toward the garden. Effect: She falls into her own pool of tears. Cause: She must swim to safety.*)

Effect: She meets Mouse and other creatures in the pool, and they all escape. Other actions—Cause: Alice talks about her cat, Dinah. Effect: All the creatures leave. Cause: Alice is very lonely. Effect: She begins to cry. pp. 8–14, 20–21)

2. Explain the meaning of personification and analyze how this definition applies to Alice's feet. (*Personification: giving human characteristics to animals, ideas, or inanimate objects; Alice grows so tall that she can hardly see her feet. She speaks to them as if they have a mind of their own and decides to send them presents for Christmas. pp. 8–9)*
3. Examine the characteristics of the creatures Alice meets in the pool and discuss how humans display these tendencies in meetings. (*Mouse: assumes some authority in the group, tells them what to do, likes to show off his knowledge; Lory: considers himself superior because he is older than Alice; Duck: doubtful, wants clarification of Mouse's historical "facts"; Dodo: uses big words but seems unsure of their meaning, mimics Shakespeare, is easily offended; Eaglet: finds Dodo's word display amusing; Humans: someone takes charge; others may want to appear superior and show off their knowledge, want clarification of everything, doubt others' words and actions, laugh at others' suggestions, and/or become offended. pp. 15–17)*
4. Note the importance of an antecedent for the pronoun "it" in "...found it advisable." Discuss how unclear "it" becomes without an antecedent in our conversation and writing. (*Mouse's story about William the Conqueror loses its impact because, without an antecedent, no one knows specifically what the archbishop found advisable. p. 16)*