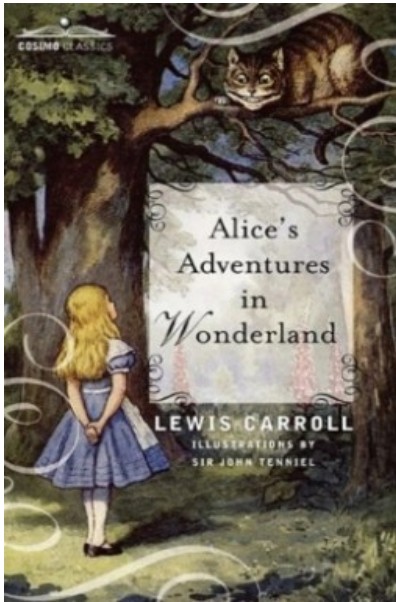


Alice's Adventures In Wonderland



By

Lewis Carroll

A Novel Study
by Nat Reed

Alice's Adventures in Wonderland

By Lewis Carroll



Table of Contents

Suggestions and Expectations	3
List of Skills	4
Synopsis / Author Biography	5
Student Checklist	6
Reproducible Student Booklet	7
Answer Key	57

About the author: Nat Reed has been a member of the teaching profession for more than 30 years. He is presently a full-time instructor at Trent University in the Teacher Education Program. For more information on his work and literature, please visit the websites www.reedpublications.org and www.novelstudies.org.

Copyright © 2011 Nat Reed
All rights reserved by author.
Permission to copy for single classroom use only.
Electronic distribution limited to single classroom use only.
Not for public display.

Alice's Adventures in Wonderland

By Lewis Carroll

Suggestions and Expectations

This curriculum unit can be used in a variety of ways. Each chapter of the novel study focuses on one chapter of *Alice's Adventures in Wonderland* and is comprised of five different activities:

- Before You Read
- Vocabulary Building
- Comprehension Questions
- Language Activities
- Extension Activities

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.**

A principal expectation of the unit is that students will develop their skills in reading, writing, listening and oral communication, as well as in reasoning and critical thinking. Students will also be expected to provide clear answers to questions and well-constructed explanations. It is critical as well that students be able to relate events and the feelings of characters to their own lives and experiences and describe their own interpretation of a particular passage.

A strength of the unit is that students can work on the activities at their own pace. Every activity need not be completed by all students. A **portfolio cover** is included (p.7) so that students may organize their work and keep it all in one place. A **Student Checklist** is also included (p.6) so that a record of completed work may be recorded.

Themes which may be taught in conjunction with the novel include growing up, perseverance, society's rules and etiquette, games, language and logic/illogic.

Alice's Adventures in Wonderland

By Lewis Carroll

List of Skills

Vocabulary Development

1. Locating descriptive words / phrases
2. Listing synonyms/homonyms
3. Identifying / creating *alliteration*
4. Use of capitals and punctuation
5. Identifying syllables
6. Identify *foreshadowing*.
7. Identify *anthropomorphism*
8. Use of singular / plural nouns
9. Listing compound words
10. Identifying parts of speech
11. Determining alphabetical order
12. Identification of root words
13. Identify/create *similes*
14. Identify *word plays*.

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. Identify *cliffhangers*
4. Identify the climax of the novel.

Character Activities

1. Determine character traits
2. Relating personal experiences

Creative and Critical Thinking

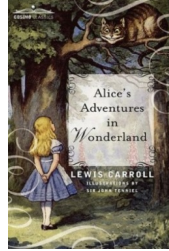
1. Research
2. Write a newspaper story
3. Write a letter to a friend
4. Create a poem
5. Conduct an interview
6. Write a description of personal feelings
7. Write a book review
8. Complete an Observation Sheet

Art Activities

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

Alice's Adventures in Wonderland

By Lewis Carroll



Synopsis

Alice's Adventures in Wonderland is the fantastic story of a young girl, Alice, who one day falls down a rabbit hole and begins a series of incredible adventures. The Wonderland through which Alice journeys is populated with an extraordinary cast of unusual characters - characters which strangely enough play a role in helping Alice to mature into a more self-reliant, confident character. (The Publisher)

The novel is characterized as literary nonsense - a classic tale in which the author delights in word plays, amusing poetry, larger-than-life characters, and incredible situations.

A complete synopsis can be read at the Internet site:
<http://www.bookrags.com/notes/a/w/SUM.html>

Author Biography

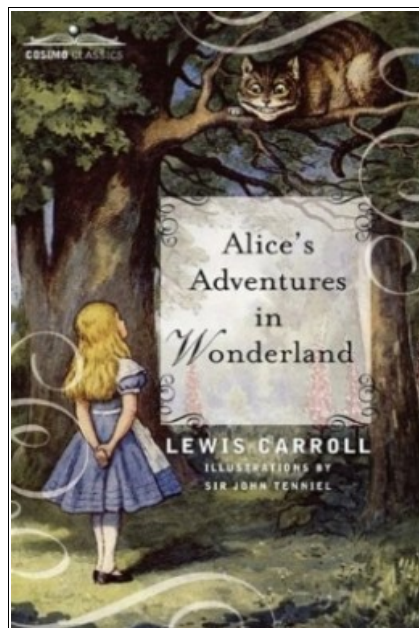
Lewis Carroll

Lewis Carroll was the pseudonym for **Charles Lutwidge Dodgson**, a mathematician from England who also wrote a sequel to this novel entitled *Through the Looking Glass*. **Lewis Carroll** also penned two books of poems, *The Hunting of the Snark* and *Jabberwocky*. All of his books exemplify the genre of literary nonsense.



Lewis Carroll was born in Daresbury, Cheshire, England in 1832. He died at the age of 66 in 1898. Lewis was a good student who attended Oxford University. Although he suffered from a stammer throughout his life it did not hinder him from leading an active social life. Lewis never married. *Alice's Adventures in Wonderland*, his most famous work, was published in 1865 when Lewis was 33 years old. It was immediately hugely popular, being the first story created for the amusement of children.

Alice's Adventures in Wonderland

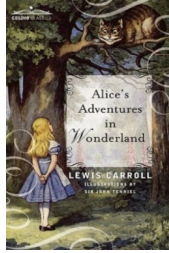


By Lewis Carroll

Name: _____

Alice's Adventures in Wonderland

By Lewis Carroll



Chapter 1



Before you read the chapter:

The title of Lewis Carroll's famous novel may remind readers of the many theme parks which have sprung up with that name: *Canada's Wonderland*; *Dutch Wonderland Theme Park*; *Dubai's Wonderland Theme and Water Park*, and many more. How do you think Alice's Wonderland and these theme park wonderlands will differ?

Describe what you already know about this novel before you begin reading it.



Vocabulary:

Choose a word from the list to complete each sentence.

waistcoat	severe	longitude	curtsey	antipathy
earnest	conversation	curiosity	consider	respectable

1. The gentleman's _____ was filled with large words and confusing contradictions.
2. You'd think she would have enough _____ to cause her to open the mysterious parcel.
3. His plea could not have been any more _____ than it was.

4. When she found herself in the presence of Queen Elizabeth, she thought that performing a _____ would show her respect.
5. Alice had a marked _____ toward those who were messy and rude.
6. It is difficult to appear _____ when your clothes are all worn and frayed with age.
7. My little brother has a _____ cough.
8. "I know the latitude of the city is 43°N," the teacher said with a scowl, "but what is the _____?"
9. Did you ever _____ becoming a police officer?
10. The rabbit put the watch into the pocket of his _____.

Questions



1. Alice is of the opinion that a book without pictures and conversation is not one she would be interested in. In your opinion, what are two other things which make a book interesting?

2. **Investigate:** Alice takes a jar down from the shelf marked *ORANGE MARMALADE*. Using resources in your school library or on the Internet, find out what the typical ingredients of orange marmalade are.

3. **Anthropomorphism** is a literary device in which animals or inanimate objects are portrayed in a story as people, such as by walking and talking or being given human-like facial features. In what three ways is the rabbit with pink eyes an example of this in Chapter One?

4. Describe the **setting** of the story as Chapter One begins.

5. Sometimes English **expressions** make little sense to a person learning the language. An example of such an expression is found in this chapter: *burning with curiosity*. In actual fact we know that Alice is not really on fire. What is the author really saying?

b. Give another example of an expression which might be quite confusing to someone learning the language.

--

6. When Alice falls into the rabbit hole she finds she has plenty of time to look about her and decides that the hole is either very deep or she is falling very slowly. What clue do we have in the story which supports one of these two possibilities?

7. After arriving safely at the bottom of the hole, Alice found a golden key sitting on a table made of glass. When she opened the tiny door with this key, what unusual sight did she see on the other side of the door?

8. What happened to Alice when she drank from the bottle?

b. Why might drinking from this bottle have been a rather unwise thing to do?

c. What still prevented her from going through the tiny door?



Language Activity

A **simile** is a comparison using the words “like” or “as”. An example from Chapter One is “I must be shutting up like a telescope.”

What two things are being compared in this example?

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

a) the frightened cry of a child

b) the slamming of a car door

Extension Activity

Storyboard

A storyboard is a series of pictures that tell about an important event in a story. A storyboard can tell the story of only one scene – or the entire novel.

Complete the storyboard below illustrating the events described in Chapter One of *Alice's Adventures in Wonderland*. You may wish to practice your drawings on a separate page.

1	2
3	4
5	6