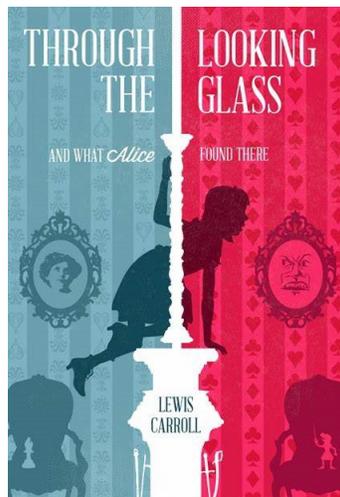


Through the Looking-Glass



By

Lewis Carroll

A Novel Study
by Nat Reed

Through the Looking-Glass

By Lewis Carroll

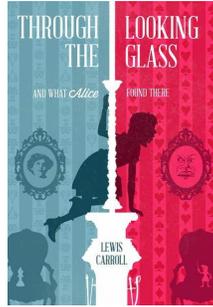


Table of Contents

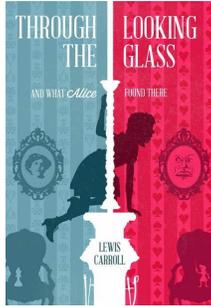
Suggestions and Expectations	3
List of Skills	4
Synopsis / Author Biography	5
Student Checklist	6
Reproducible Student Booklet	7
Answer Key	77

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. He is also the author of the novel for Young Readers, *Mystery at Red Marsh Lake* (Marshall Cavendish Editions, 2019), available on www.amazon.com. For more information on his work and literature, please visit the websites www.reedpublications.org and www.novelstudies.org.

Copyright © 2020 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.

Through the Looking-Glass

By Lewis Carroll



Suggestions and Expectations

This curriculum unit can be used in a variety of ways. Most chapters of the novel study focus on one chapter of *Through the Looking Glass* (with the exception of chapters 10 and 11 which are VERY short) and are comprised of the following activities:

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

A portfolio cover (page 7) as well as a Checklist (page 6) are included so that students may keep 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 the following:

- 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 satire (the world in the looking-glass provides a reflection of Alice's real world), fantasy adventure, dreams, personal growth, alienation (Alice is alone throughout her adventures), social etiquette.

Through the Looking-Glass

By Lewis Carroll

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. Identify *cliffhangers*
5. Identify the climax of the novel.
6. Complete a Story Pyramid

Character Activities

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

Creative and Critical Thinking

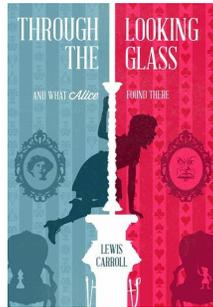
1. Research
2. Write a newspaper story
3. Participate in a talk show
4. Conduct an interview
5. Create a poem
6. Write about personal feelings
7. Write a book review
8. Complete an Observation Chart
9. Complete a KWS Chart

Art Activities

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

Through the Looking-Glass

By Lewis Carroll



Synopsis

Through the Looking-Glass is an 1871 novel and the sequel to *Alice's Adventures in Wonderland* (1865). Alice again enters a fantastical world, this time by climbing through a mirror into the world that she can see beyond it. There she finds that, just like a reflection, everything is reversed, including logic (e.g. running helps you remain stationary, walking away from something brings you towards it, chessmen are alive, nursery rhyme characters exist, etc.). *Through the Looking-Glass* includes such verses as "Jabberwocky" and "The Walrus and the Carpenter", and the episode involving Tweedledum and Tweedledee. It was the first of the "Alice" stories to gain widespread popularity, and prompted a newfound appreciation for its predecessor when it was published. (Courtesy of Wikipedia)

Author Biography

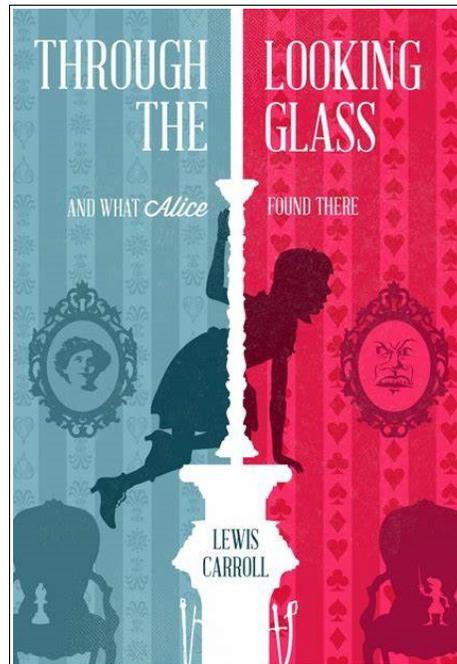
Lewis Carroll

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 book 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.

Through the Looking-Glass



By Lewis Carroll

Name: _____

Through the Looking-Glass

By Lewis Carroll

Chapter 1



Before you read the chapter:

The **protagonist** in most novels features the main character or “good guy”. The main character of *Through the Looking-Glass* is not your typical protagonist, but Alice, a young girl who is about to embark on some extraordinary adventures. Think back on some of your favorite characters from past novels you have read or movies you’ve seen. Who would you say is your *most favorite* character ever? What made you select this character?



Vocabulary:

Choose a word from the list to complete each sentence.

reproach	demure	pretence	memorandum
astonished	hearth	gauze	worsted

1. The principal issued a _____ to the teaching staff about the incident.
2. Did you expect to receive a _____ from your aunt after losing her necklace?
3. The cat loved to romp with the ball of _____.
4. The children gathered around the _____ to hear Grandpa read them a story.
5. The nurse put a piece of _____ over the cut until the bleeding stopped.
6. Rachel gave the boy a _____ smile, then quickly left the cafeteria.
7. I was _____ to see him score the team's winning goal.
8. He was forced to abandon every _____ of knowing how to speak French.

Questions

1. Describe the **setting** of the story at the beginning of Chapter One.

2. Who was Dinah?

3. According to Alice, what three faults did she notice about Kitty?

1	
2	
3	

4. Answer True or False:

a) The boys stopped gathering sticks because of the cold. True or False

b) Alice was saving all of Kitty's punishments for Easter Sunday. True or False

c) Alice was unable to frighten the old nurse because she was deaf. True or False

d) Kitty was unable to imitate the Red Queen successfully. True or False

5. What was the main difference between the Looking-glass House and Alice's real House?

6. Cite one example from Chapter One proving that Alice has a very creative imagination.

7. What change did Alice notice in the looking-glass which made her think she could enter the Looking-glass House?

8. Why didn't Alice frighten the chessmen when she first arrived in the room?

9. How did the Queen think she got to the table when Alice picked her up and put her there?

10. Describe the King's reaction to Alice's helping hand.

11. *Jabberwocky* is indeed a difficult poem to decipher. After you have read the poem a couple of times, what impression of the Jabberwock did you come away with?

12. What was unusual about Alice's mode of travel in the concluding paragraphs?



Language Activities

A. 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 chapter of *Through the Looking-Glass*.

Word	Anagram	Clue
wrong		Sprouted; developed.
listen		Join up.
blows		A container (of sorts).
scold		Seasonal maladies.
declare		Removed.
shovel		Shacks.

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

Word	Anagram	Clue

B. Next to each pair of words indicate whether each is an example of a Synonym (S), Antonym (A), or Homophone (H).

1	hearth - fireplace		6	miserable - elated	
2	scold - praise		7	imitate - replicate	
3	dear - deer		8	deny - confirm	
4	common - rare		9	two - too	
5	punish - discipline		10	mischief - shenanigans	

C. A Quatrain Poem By the Author.

The **quatrain** is a popular form of rhymed verse. It is a poem of four lines, is usually light and can be humorous. The poem Jabberwocky is comprised of seven quatrain stanzas of quatrain poetry. The following quatrain is the first verse of a poem by Lewis Carroll called ***The Crocodile***.

*How doth the little crocodile,
Improve his shining tail,
And pour the waters of the Nile
On every golden scale.*



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: ABAA, AAAA, AABA, ABBA, ABBA, 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 theme should have something to do with the themes established in the first chapter of our novel (like ***kittens***, ***magic chessmen*** or ***a girl with a wild imagination***).

The Quatrain Poem

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

Title: _____

D. Personification is giving human qualities to something that is not human. We find the chessmen in this chapter are personified; they are brought to life by the author.. The following statement is also an example of this literary device: *I'm sure the woods look sleepy in the autumn.*

Describe how this sentence can be seen as an example of personification.

Create your own example of personification.

As you continue to read through the novel be on the lookout for other examples of this literary device. If you should find one, come back to this question and enter it below.

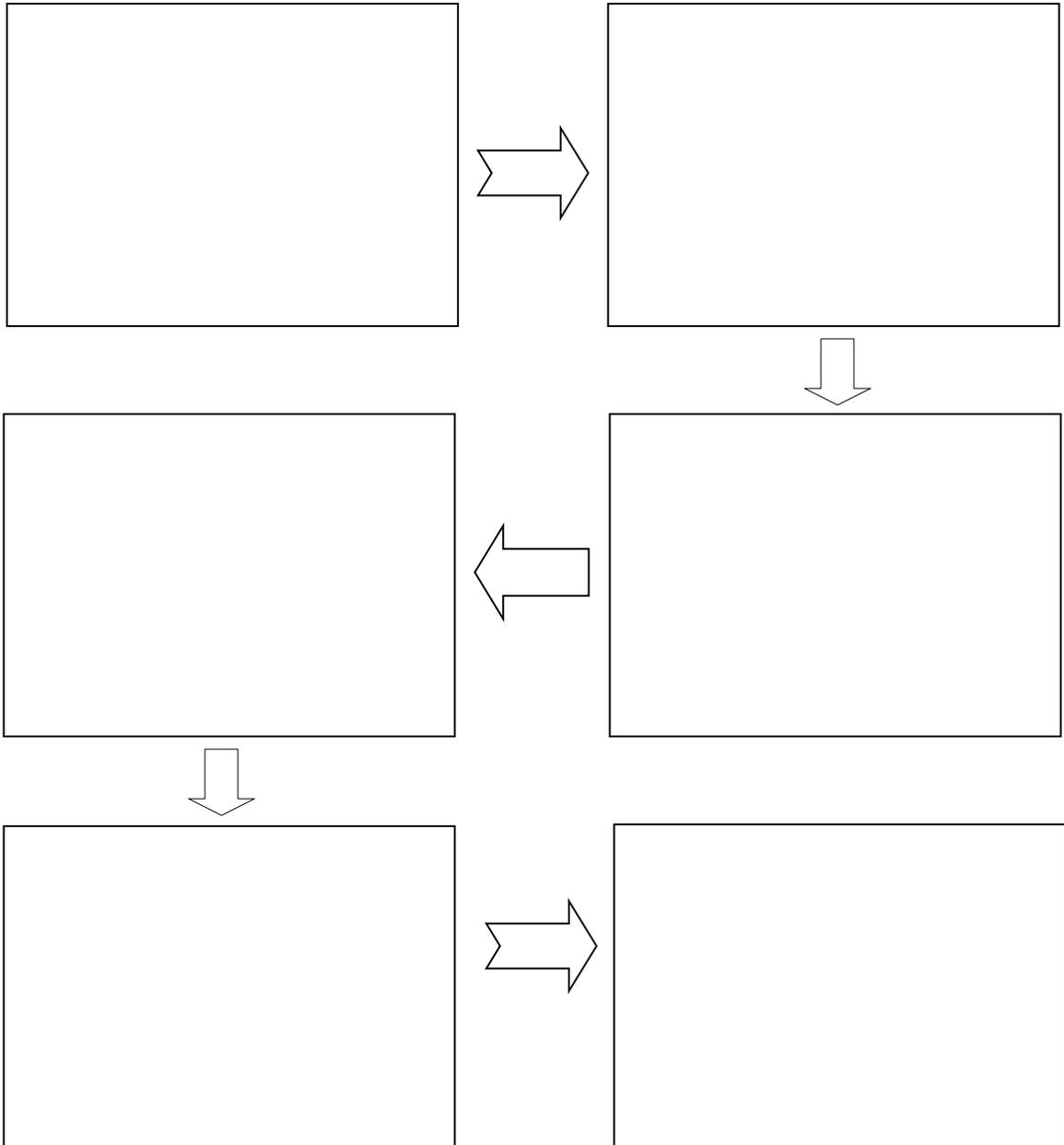
E. Many authors enjoy using **alliteration** – a literary device where the author repeats the same sound at the beginning of several words. Here's one such example: from Chapter One: . . . *having a **g**rand **g**ame of romps . . .*

Using your imagination, create your own examples of **alliteration** from the following topics. Each example must contain a minimum of three words.

A kitten lapping up a saucer of milk.	
The sound of a crack of thunder.	
Your choice.	

F. Sequence Chart

Choose what you consider to be the six most important events in this chapter. In each of the six boxes below list the six events that you have chosen, describing what happened and telling why you consider this to be an essential part of the story. Start with the top box on the left.



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 the first chapter of our novel. You may wish to practice your drawings on a separate piece of paper.

1	2
3	4
5	6