

# Alice's Adventures in Wonderland



## TEACHER NOTES

By Lewis Carroll

### Background to the novel

Alice's Adventures in Wonderland was first published in 1865 by Charles Dodgson who took the pseudonym of Lewis Carroll because he was a Maths tutor at Christ Church College, Oxford and published learned maths books under his own name (Queen Victoria said that she liked Alice and wanted his next book and he sent her a book about maths!). He was a keen photographer and games player. Alice's Adventures in Wonderland was originally told as a story when Charles took his friend's daughter for a picnic by the river. She asked him to write it down and when it was illustrated by John Tenniel it became one of the most popular books of its time and has never been out of print.

### 1. Down the rabbit hole (comprehension)

You will need

- copies of text 1 – Down the rabbit hole
- copies of worksheet 1 – Down the rabbit hole

Read the passage aloud and distribute copies so to assist with the comprehension exercise.

Extension activity: Draw a picture of the table with all the things that are on or near it which are mentioned in the passage.

### 2. Size problems! (imaginative writing)

You will need

- copies of worksheet 2 – Size problems!
- copies of text 1 – Down the rabbit hole
- copy of the book (or pictures from the internet) to show each different sized Alice
- borrow (or ask the class to bring in) dolls house and much larger dolls from Reception/Y1 to demonstrate scale variation

Share descriptive words to enliven writing about changing size.

Talk about scale. Alice thinks about writing a letter to her foot! What might alternative communication methods be with distant parts of her body?

### 3. Growing up (PSHE/reflection/empathy)

You will need

- copies of text 1 – Down the rabbit hole
- copies of worksheet 3 – Growing Up
- internet access for extension activity

The theme of being the right size crops up often in the book. Encourage a discussion about age and what is remembered most clearly from the past and why. Encourage thought about how different this picture is for an older person.

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Talk about how half a child's life is different from half of an adult's life. How are big events and everyday events recalled and recorded?

Extension activity: Research into what world events were happening at the time of some of the events on the timeline eg birth.

## 4. Made up words (verbs/nouns, reading for meaning)

You will need:

- copies of worksheet 4 – Made up words (You do not need to refer to an extract for this)

Revise definitions of verbs and nouns. This activity is done in pairs and demonstrates how we learn meanings through context, and is a good way to consolidate understanding of the functions of verbs and nouns in language.

Extension activity: Make up more words that are used as adjectives and/or adverbs.

## 5. The Mad Hatter's tea-party (playwrighting)

You will need:

- copies of worksheet 5 – The Mad Hatter's tea-party
- copies of text 2 – A mad tea-party
- space to act out the scene

This passage is all about manners and rudeness, ideas that have probably been very much on the mind of the 9 year old Alice.

Writing this as a play in their own words gives children an opportunity to adopt the different voices of the characters in writing as well as when they act out the pieces.

Extension activity: Find out why hatters in the Victorian era were often mad. (It was the mercury in the hat-making process).

## 6. Manners (PSHE)

You will need:

- copies of worksheet 6 – Manners
- copies of text 2 – A mad tea-party
- highlighter pens
- internet access (for Extension activity)

If you have done exercise 5 then there will be some familiarity with the passage.

The intention of this activity is to enable a discussion of acceptable behaviours.

Extension activity: Find out about how manners have changed since the book was written.

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### 7. A Lobster Quadrille (writing a rhyming verse)

You will need:

- copies of text 3 – A Lobster Quadrille
- copies of worksheet 7 – A Lobster Quadrille
- (copy of the whole book for the Extension activity)

There are many wonderful poems and riddles in the writings of Lewis Carroll. The question 'Why is a raven like a writing-desk?' is later answered by the Mad Hatter saying 'I haven't the faintest idea'. Carroll may have put this in to express the idea that the adult world is a complete mystery to 9-year-old Alice.

This is the first verse of the Lobster Quadrille, in which there is also impossibility and nonsense.

Poetry is not easy to write but this task asks for a rhyming verse, which should be easier. If you have access to the rest of the book then provide some other examples of Carroll's poems, eg the mouse's tail.

### Review

You will need:

- copies of worksheet 8 – Review
- the work that has been done
- all the texts

Encourage a discussion about the ideas in the book and facilitate further reading.

### Curriculum links

#### Maths

- Scale. This is touched upon in the activities but could be tied into a project that links scale in maths and geography
- Old UK money – the Mad Hatter's hat has 10/6 in the hat-band signifying 10 shillings & 6 pence. Investigate
- Mad Hatter Day 10/6 is 10th June in the UK and 6th October in the USA. Why are they different? Reference the reason why 9/11 is referred to as it is. Consider other numerical abbreviations.
- Why do you think 10th June was chosen to be Mad Hatter's Day?

#### PSHE

- One of the main themes in the book Alice's attempt at analysis of the integrity of the adult world. In Wonderland she meets some people who she feels she can trust and some who she definitely cannot. There are some who live in their own world and have not time for her, and some who lie. With further reading it would be interesting to analyze the characters in this way.

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### Art

- Make a diorama in a shoe box of Alice being too large to sit up.
- The tea party would be a good subject for painting or model making.
- Make a Mad Hatter's top hat with the price (10/6) in the hat-band.

### Drama

- A land where nothing has to obey the rules of the real world could be developed into drama activities but logic is important to Carroll so while allowing the imagination to run wild there needs always to be some logical justification for the ideas.
- Dreams – talk about how dreams usually relate to the everyday but often have surreal elements.

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### 1. Down the rabbit hole

#### Chapter 1

Alice (a 7 year old girl) has been sitting on a river bank with her more grown-up sister who is reading a book with no pictures and she is bored so when she sees a rabbit who seems to be in a great hurry take a watch out of his pocket she follows him down a hole. She falls for a long time wondering about things all the way, then lands unhurt and investigates...

Suddenly she came upon a little three-legged table, all made of solid glass; there was nothing on it except a tiny golden key, and Alice's first thought was that it might belong to one of the doors of the hall; but, alas! either the locks were too large, or the key was too small, but at any rate it would not open any of them. However, on the second time round, she came upon a low curtain she had not noticed before, and behind it was a little door about fifteen inches high: she tried the little golden key in the lock, and to her great delight it fitted! Alice opened the door and found that it led into a small passage, not much larger than a rat-hole: she knelt down and looked along the passage into the loveliest garden you ever saw. How she longed to get out of that dark hall, and wander about among those beds of bright flowers and those cool fountains, but she could not even get her head through the doorway; 'and even if my head would go through,' thought poor Alice, 'it would be of very little use without my shoulders. Oh, how I wish I could shut up like a telescope! I think I could, if I only know how to begin.' For, you see, so many out-of-the-way things had happened lately, that Alice had begun to think that very few things indeed were really impossible.

There seemed to be no use in waiting by the little door, so she went back to the table, half hoping she might find another key on it, or at any rate a book of rules for shutting people up like telescopes: this time she found a little bottle on it, ('which certainly was not here before,' said Alice,) and round the neck of the bottle



was a paper label, with the words 'DRINK ME' beautifully printed on it in large letters.

It was all very well to say 'Drink me,' but the wise little Alice was not going to do THAT in a hurry. 'No, I'll look first,' she said, 'and see whether it's marked "poison" or not'; for she had read several nice little histories about children who had got burnt, and eaten up by wild beasts and other unpleasant things, all because they WOULD not remember the simple rules their friends had taught them: such as, that a red-hot poker will burn you if you hold it too long; and that if you cut your finger VERY deeply with a knife, it usually bleeds; and she had never forgotten that, if you drink much from a bottle

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marked 'poison,' it is almost certain to disagree with you, sooner or later.

However, this bottle was NOT marked 'poison,' so Alice ventured to taste it, and finding it very nice, (it had, in fact, a sort of mixed flavour of cherry-tart, custard, pine-apple, roast turkey, toffee, and hot buttered toast,) she very soon finished it off.

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'What a curious feeling!' said Alice; 'I must be shutting up like a telescope.'

And so it was indeed: she was now only ten inches high, and her face brightened up at the thought that she was now the right size for going through the little door into that lovely garden. First, however, she waited for a few minutes to see if she was going to shrink any further: she felt a little nervous about this; 'for it might end, you know,' said Alice to herself, 'in my going out altogether, like a candle. I wonder what I should be like then?' And she tried to fancy what the flame of a candle is like after the candle is blown out, for she could not remember ever having seen such a thing.

After a while, finding that nothing more happened, she decided on going into the garden at once; but, alas for poor Alice! when she got to the door, she found she had forgotten the little golden key, and when she went back to the table for it, she found she could not possibly reach it: she could see it quite plainly through the glass, and she tried her best to climb up one of the legs of the table, but it was too slippery; and when she had tired herself out with trying, the poor little thing sat down and cried.

'Come, there's no use in crying like that!' said Alice to herself, rather sharply; 'I advise you to leave off this minute!' She generally gave herself very good advice, (though she very seldom followed it), and sometimes she scolded herself so severely as to bring tears into her eyes; and once she remembered trying to box her own ears for having cheated herself in a game of croquet she was playing against herself, for this curious child was very fond of pretending to be two people. 'But it's no use now,' thought poor Alice, 'to pretend to be two people! Why, there's hardly enough of me left to make ONE respectable person!'

Soon her eye fell on a little glass box that was lying under the table: she opened it, and found in it a very small cake, on which the words 'EAT ME' were beautifully marked in currants. 'Well, I'll eat it,' said Alice, 'and if it makes me grow larger, I can reach the key; and if it makes me grow smaller, I can creep under the door; so either way I'll get into the garden, and I don't care which happens!'

She ate a little bit, and said anxiously to herself, 'Which way? Which way?'; holding her hand on the top of her head to feel which way it was growing, and she was quite surprised to find that she remained the same size: to be sure, this generally happens when one eats cake, but Alice had got so much into the way of expecting nothing but out-of-the-way things to happen, that it seemed quite dull and stupid for life to go on in the common way.

So she set to work and very soon finished off the cake.



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Curiouser and curiouser!' cried Alice (she was so much surprised, that for the moment she quite forgot how to speak good English); 'now I'm opening out like the largest telescope that ever was! Good-bye, feet!' (for when she looked down at her feet, they seemed to be almost out of sight, they were getting so far off). 'Oh, my poor little feet, I wonder who will put on your

shoes and stockings for you now, dears? I'm sure I shan't be able! I shall be a great deal too far off to trouble myself about you: you must manage the best way you can;—but I must be kind to them,' thought Alice, 'or perhaps they won't walk the way I want to go! Let me see: I'll give them a new pair of boots every Christmas.

## 2. A mad tea-party

### Chapter 7

There was a table set out under a tree in front of the house, and the March Hare and the Hatter were having tea at it: a Dormouse was sitting between them, fast asleep, and the other two were using it as a cushion, resting their elbows on it, and talking over its head. 'Very uncomfortable for the Dormouse,' thought Alice; 'only, as it's asleep, I suppose it doesn't mind.'

The table was a large one, but the three were all crowded together at one corner of it. 'No room! No room!' they cried out when they saw Alice coming. 'There's plenty of room!' said Alice indignantly, and she sat down in a large arm-chair at one end of the table.

'Have some wine,' the March Hare said in an encouraging tone.

Alice looked all round the table, but there was nothing on it but tea. 'I don't see any wine,' she remarked.

'There isn't any,' said the March Hare.

'Then it wasn't very civil of you to offer it,' said Alice angrily.

'It wasn't very civil of you to sit down without being invited,' said the March Hare.

'I didn't know it was your table,' said Alice; 'it's laid for a great many more than three.'

'Your hair wants cutting,' said the Hatter. He had been looking at Alice for some time with great curiosity, and this was his first speech.

'You should learn not to make personal remarks,' Alice said with some severity; 'it's very rude.'

The Hatter opened his eyes very wide on hearing this; but all he said was, 'Why is a raven like a writing-desk?'

'Come, we shall have some fun now!' thought Alice.

'I'm glad they've begun asking riddles. — I believe I can guess that,' she added aloud.

'Do you mean that you think you can find out the answer to it?' said the March Hare.

'Exactly so,' said Alice.

'Then you should say what you mean,' the March Hare went on.

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'I do,' Alice hastily replied; 'at least – at least I mean what I say – that's the same thing, you know.'

'Not the same thing a bit!' said the Hatter. 'You might just as well say that "I see what I eat" is the same thing as "I eat what I see"!''

'You might just as well say,' added the March Hare, 'that "I like what I get" is the same thing as "I get what I like"!' 'You might just as well say,'

added the Dormouse, who seemed to be talking in his sleep, 'that "I breathe when I sleep" is the same thing as "I sleep when I breathe"!''

'It is the same thing with you,' said the Hatter, and here the conversation dropped, and the party sat silent for a minute, while Alice thought over all she could remember about ravens and writing-desks, which wasn't much.

## 3. A Lobster Quadrille

### Chapter 10

'Will you walk a little faster?' said a whiting to a snail.  
 'There's a porpoise close behind us, and he's treading on my tail.  
 See how eagerly the lobsters and the turtles all advance!  
 They are waiting on the shingle – will you come and join the dance?  
 Will you, won't you, will you, won't you, will you join the dance?  
 Will you, won't you, will you, won't you, won't you join the dance?





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### Down the rabbit hole

Read the first passage and use it to help you answer the questions with full sentences.

1. Describe the table that Alice sees at the beginning of the passage.

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2. When Alice opens the door why can she not go through?

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3. She goes back to the table and finds something new... what is it?

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4. Why does Alice hesitate to follow the instructions she reads?

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5. Describe the taste of the contents of the bottle.

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6. How tall is Alice in centimetres once she has shrunk? Name three things that are about the same height she shrinks to.

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7. What is the new problem stopping Alice from getting into the garden?

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8. What does Alice remember doing to herself in the past when she cries?

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9. What is the next thing Alice finds and what does she think it might do to her?

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### Size problems!

Alice soon becomes so large that her head hits the ceiling, and then when she picks up a fan that the rabbit drops she shrinks so small that she nearly drowns in her own tears. She imagines writing letters to her feet:

Pretend that you have suddenly got extremely large or extremely small but you are still in the room that you are in now.

Write a paragraph describing what made you change size and a second paragraph describing the problems that you have as a result of being the wrong size.

Alice's Right Foot, Esq.  
Hearthrug,  
near the Fender  
(With Alice's love).

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### Growing up

Use the elongated Alice as a time line of your own life's significant events, beginning with your birth at the bottom and arriving at the present at the top. Find out the dates that go with each event.



Read some of Alice in .....

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Born in .....

On .....

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### Made up words

Lewis Carroll was a master at inventing words. The word chortle was invented by him and has entered the language. Reading the context is a very important way in which we work out what a word means, for example...

When I saw the rabbit I fell onto the **brotbadig**.

What might **brotbadig** mean in this sentence? .....

Will you please **brotbadig** me that bottle?

Now what does it mean? .....

Make up a nonsense word to complete these sentences: (they must be sayable so think about the syllables; three is enough)

Please can I have a red .....

Use the same word to complete this sentence.

I will have to ..... all day tomorrow!

One of the ways you have used your new word is as a **noun** one is as a **verb**. Look back at the sentences on this page and underline the made up **verbs** in **green** and made up **nouns** in **red**.

Now use the table (on the next page) and make up some more sentences with one nonsense **noun** or **verb** in it and swap with your partner to get them to:

- define its meaning (of course there may be more than one possibility so don't expect them to read your mind!)
- say whether it is a **noun** or a **verb**.

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Made up word table. Here are some words to get you started...

pron, plandip, fronsup, maggledorp, insitnap,  
frandonk, gintapit, sablit

Sentence	Possible meaning	N or V
How much <b>plotmagist</b> is there on the grass?	snow, mud, sand	N
I have <b>hubistogged</b> you to get out of bed three times!		V
Look at that beautiful <b>fronsup</b> in the sky!		



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## The Mad Hatter's tea-party

Read the passage in groups, taking it in turns to read the characters.  
You are going to write your own version of the scene below.

Remember:

- Put the speaker's name on the left
- Start a new line for each speech.
- Stage directions need to be written in the present tense and put in brackets.
- People's speech tone (crossly, fast etc) should also go into brackets.

(There is a table set out under a tree in front of a house, and the March Hare and the Hatter are having tea at it: a Dormouse is sitting between them, fast asleep, and the other two are using it as a cushion, resting their elbows on it, and talking over its head)

Alice (thinking)    Very uncomfortable for the...

Handwriting practice area with horizontal dotted lines for writing.

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A large, blank, cream-colored area with horizontal dotted lines for writing, intended for teacher notes.

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### Manners

There is much in the second passage, A mad tea-party, that refers to politeness and manners.

First Alice arrives at the table and is not welcomed.

'No room! No room!' they cry.

Explain why this is rude and what they might have said if they were being polite and welcoming.

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Next the March Hare offers Alice something that is not on the table. What is it and what might he have said that would have been more polite?

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Choose another rude remark or action, quote it using speech marks and explain why it is rude and what the character might have said instead.

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## A Lobster Quadrille

Lewis Carroll wrote many poems in his Alice books. You are going to write a piece of rhyming verse. Highlight the rhymes in this poem and count the number of syllables in each line.

### The Lobster Quadrille (first verse) from chapter 10

Number of syllables

'Will you walk a little faster?' said a whiting to a snail.	.....
'There's a porpoise close behind us, and he's treading on my tail,	.....
See how eagerly the lobsters and the turtles all advance!	.....
They are waiting on the shingle – will you come and join the dance?	.....
Will you, won't you, will you, won't you, will you join the dance?	.....
Will you, won't you, will you, won't you, won't you join the dance?	.....

Start by making a list of words that rhyme with hat and mouse.

Hat	Mouse

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Try and make your poem funny or absurd in the way that Lewis Carroll does, he particularly liked puns.

Dotted lines for writing.



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## Reviewing what we have done

Good bits	Bad bits

Do you want to read the rest of the book? .....

Why?

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What did you learn from working on this project?

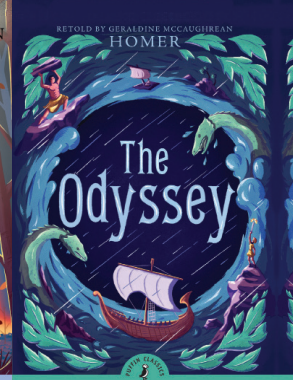
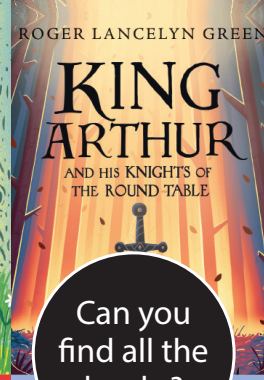
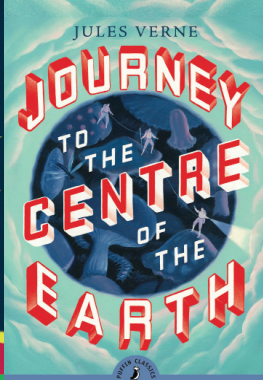
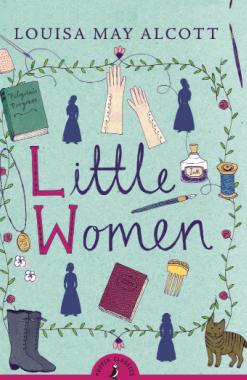
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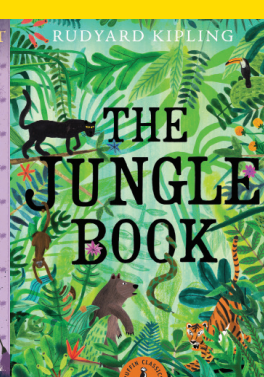
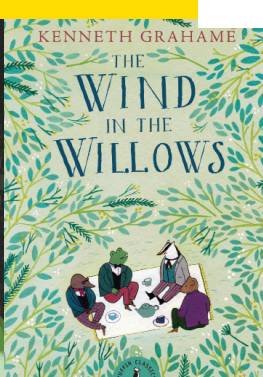
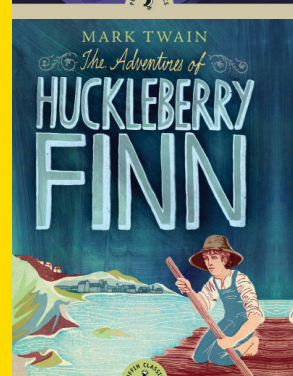
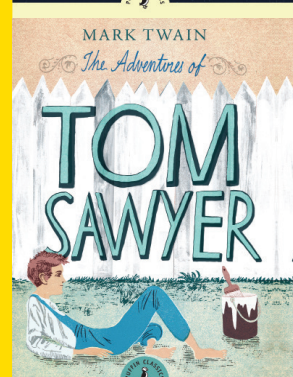
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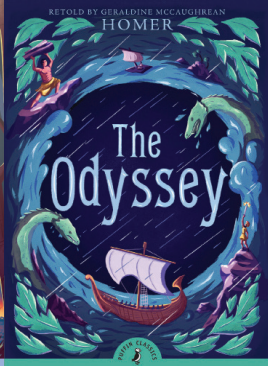
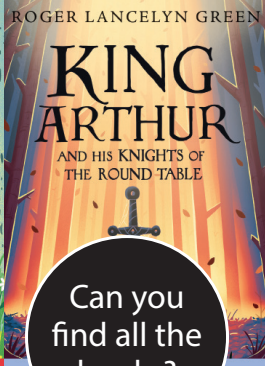
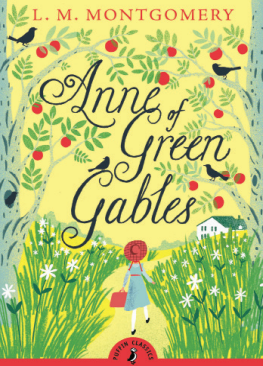
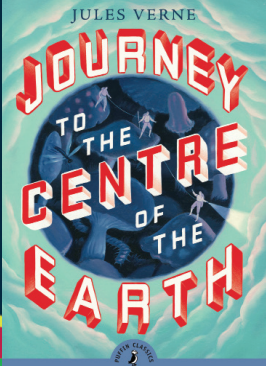
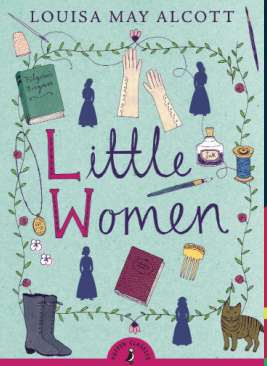


Can you find all the books?

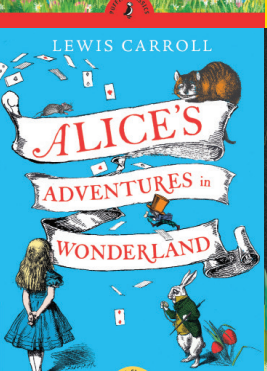
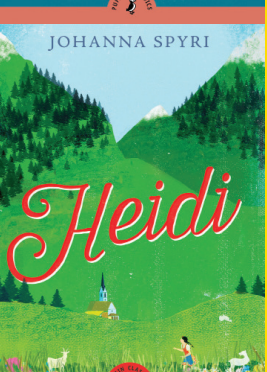
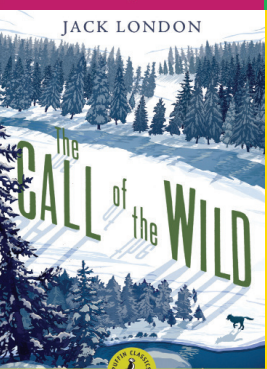
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C	C	K	I	N	G	A	R	T	H	U	R	A	R	Z	L	E
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R	C	N	C	H	T	L	G	U	I	E	A	O	E	I	I	B
E	S	N	O	U	I	D	R	L	C	D	E	R	N	T	N	L
S	L	K	C	V	A	D	E	H	E	I	D	I	T	T	C	E
I	U	Y	T	I	N	R	E	P	L	J	H	B	R	L	E	S
N	B	M	O	C	A	H	K	P	K	P	R	K	E	E	S	W
W	I	N	D	I	N	T	H	E	W	I	L	L	O	W	S	D
O	V	A	Y	W	D	I	E	T	O	L	B	S	F	O	G	F
N	B	I	S	L	E	J	R	E	P	K	N	L	T	M	S	O
D	K	Q	S	O	R	B	O	R	I	Y	V	H	H	E	L	P
E	S	T	E	L	S	P	E	P	M	H	O	H	E	N	M	A
R	K	B	Y	O	E	A	S	A	J	I	Q	W	E	K	I	E
L	O	I	E	R	N	T	E	N	R	K	W	I	A	F	O	U
A	H	Y	A	N	M	I	A	L	D	S	E	L	R	G	T	G
N	B	W	I	Z	A	R	D	O	F	O	Z	X	T	D	V	H
D	S	E	C	R	E	T	G	A	R	D	E	N	H	P	B	K
Q	K	T	R	E	A	S	U	R	E	I	S	L	A	N	D	L
R	P	A	F	J	X	Z										



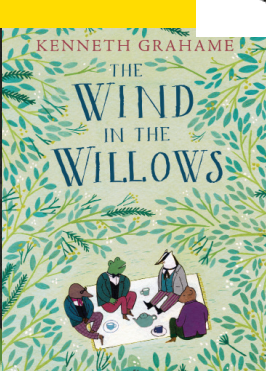
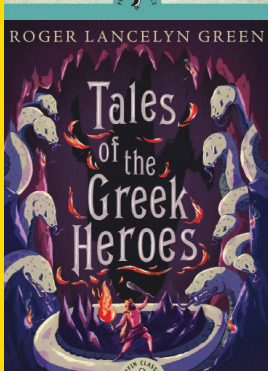
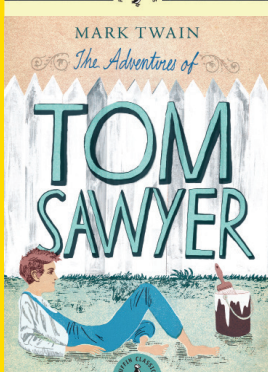
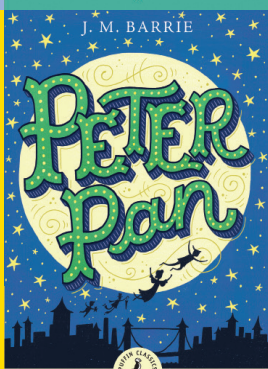




Can you find all the books?



A	B	H	T	O	M	S	A	W	Y	E	R	N	J	A		
L	L	U	F	S	A	W	Q	F	A	F	K	P	O	S	D	N
I	A	C	J	Y	E	C	U	B	K	J	L	D	U	C	M	N
C	C	K	I	N	G	A	R	T	H	U	R	A	R	Z	L	E
E	K	L	U	O	H	L	L	S	D	N	E	F	N	P	A	O
S	B	E	T	Y	A	L	U	V	K	G	D	A	E	D	L	F
A	E	B	P	Q	N	O	F	R	Z	L	S	F	Y	Q	I	G
D	A	E	J	K	S	F	R	A	E	E	U	M	T	W	T	R
V	U	R	N	L	C	T	L	C	H	B	J	S	O	O	T	E
E	T	R	J	A	H	H	E	O	S	O	A	C	T	K	L	E
N	Y	Y	D	S	R	E	K	C	H	O	L	D	H	Y	E	N
T	Q	F	W	E	I	W	O	H	U	K	T	Y	E	X	P	G
U	K	I	S	D	S	I	G	C	L	S	P	K	C	L	R	A
R	C	N	C	H	T	L	G	U	I	E	A	O	E	I	I	B
E	S	N	O	U	I	D	R	L	C	D	E	R	N	T	N	L
S	L	K	C	V	A	D	E	H	E	I	D	I	T	T	C	E
I	U	Y	T	I	N	R	E	P	L	J	H	B	R	L	E	S
N	B	M	O	C	A	H	K	P	K	P	R	K	E	E	S	W
W	I	N	D	I	N	T	H	E	W	I	L	L	O	W	S	D
O	V	A	Y	W	D	I	E	T	O	L	B	S	F	O	G	F
N	B	I	S	L	E	J	R	E	P	K	N	L	T	M	S	O
D	K	Q	S	O	R	B	O	R	I	Y	V	H	H	E	L	P
E	S	T	E	L	S	P	E	P	M	H	O	H	E	N	M	A
R	K	B	Y	O	E	A	S	A	J	I	Q	W	E	K	I	E
L	O	I	E	R	N	T	E	N	R	K	W	I	A	F	O	U
A	H	Y	A	N	M	I	A	L	D	S	E	L	R	G	T	G
N	B	W	I	Z	A	R	D	O	F	O	Z	X	T	D	V	H
D	S	E	C	R	E	T	G	A	R	D	E	N	H	P	B	K
Q	K	T	R	E	A	S	U	R	E	I	S	L	A	N	D	L
R	P	A	F	J	X	Z										







Adventures in Imagination

