

Alice in Wonderland

Grade Level: Third Grade

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Length of Unit: 13 lessons

I. ABSTRACT

This literature unit was designed to assist students at various reading levels to both understand and enjoy *Alice in Wonderland*. It was our feeling that this novel is very challenging for the average 3rd grade reader. The story line can be difficult to follow and the author, Lewis Carroll, uses English terms and various “sayings and phrases” in his writing.

First, we developed an Interest Center around the *Alice* theme, complete with pictures from the story and activities for the students to enjoy as a way to activate their prior knowledge and a way to incorporate fun thematic opportunities for the students.

Second, we wrote a novel study complete with comprehension questions for each chapter. The questions ask the students for both explicit and implicit information, require the students to answer in complete sentences, touch on vocabulary and grammar, and invite them to make connections between themselves, other texts, or the outside world as they read *Alice in Wonderland*. The novel was read together as a whole class, and then students were sent off to individually work on their novel study questions. Together we reviewed the questions and answers as we enjoyed our progression through the novel.

Finally, we took our lead from the students as they often ask us if they “can act out” a part of a story that they are reading by writing a script for the trial scene from *Alice*. Everyone in the class was assigned a part and after we perfected our play we presented it to the parents. This was the students’ favorite part of the unit!

II. OVERVIEW

A. Concept Objectives

1. Interpretation of a difficult text through comprehension and inferences.
2. Increased enjoyment of difficult text.
3. Incorporation of drama.

B. Content from the *Core Knowledge Sequence*

1. Asks and poses answers to how, why, and what if questions in interpreting texts.
2. Understanding of complete sentences and homophones. Introduction to new “sayings and phrases.”
3. Exposure to Lewis Carroll’s poems.
4. *Alice in Wonderland*

C. Skill Objectives

1. Students will activate prior knowledge of the story, characters, and author of *Alice in Wonderland*.
2. Students will make text to self, text to text, or text to world connections.
3. Students will understand how and when to interact with the unit interest center.
4. Students will read actively for comprehension.
5. Students will put ideas on paper in complete sentences.
6. Students will have a better understanding of “reading between the lines.”
7. Students will write a shape poem.
8. Students will write an invitation.

III. BACKGROUND KNOWLEDGE

- A. For Teachers
 - 1. *Alice in Wonderland* by Lewis Carroll
 - 2. *What Every 3rd Grader Needs To Know* by E.D. Hirsch
- B. For Students
 - 1. Exposure to fantasy and possibly the *Alice in Wonderland* movie or picture book.
 - 2. Previous instruction in grammar and reading comprehension.
 - 3. Core Knowledge sayings and phrases.

IV. RESOURCES

- A. Internet Web Sites
 - 1. members.aol.com/DonnAnCiv/Literature.html
 - 2. www.cs.indiana.edu/metastuff/wonder/wonderdir.html
 - 3. www.student.kun.nl/l.derooy/
 - 4. www.dodson-es.davidson.k12.tn.us/Alice%20in%20Wonderland//Alicemain.html
 - 5. www.literature.org/authors/carroll-lewis/alices-adventure-in-wonderland/
 - 6. www.ruthannzaroff.com/wonderland/
 - 7. <http://www.ruthannzaroff.com/wonderland/wordsearch.htm> (Wonderland Word Search for Interest Center)
 - 8. <http://www.icon.co.za/~chanel/Alice.html> (Word Shape Poem for Lesson Four)
 - 9. <http://postcards.www.media.mit.edu/PO-bin/readRack.perl?Tenniel.list|Sir+John+Tenniel> (for Postcard Handouts, Lesson Eight)
- B. *Alice in Wonderland* by Lewis Carroll
- C. *Alice in Wonderland*, the movie, by Hallmark Entertainment
- D. *Core Knowledge Sequence*
- E. *What Your 3rd Grader Needs to Know* by E. D. Hirsch

V. LESSONS

Lesson One: Introduction to *Alice in Wonderland*

- A. *Daily Objectives*
 - 1. Concept Objectives
 - a. Interpretation of a difficult text through comprehension and inferences.
 - 2. Lesson Content
 - a. *Alice in Wonderland* and the Interest Center
 - 3. Skill Objective(s)
 - a. Students will activate prior knowledge of the story, characters, and author of *Alice in Wonderland*.
 - b. Students will make text to self, text to text, or text to world connections.
 - c. Students will understand how and when to interact with the unit interest center.
- B. *Materials*
 - 1. Interest center (a tri-board set up with related activities)
 - 2. Chapter book, *Alice in Wonderland*
 - 3. Disney picture book, *Alice in Wonderland*
 - 4. Novel study packet (Appendix A)
 - 4. Classroom expectation signature sheet (Appendix B)
 - 5. Interest Center activity sheets (Wonderland Word Search, which can be found at <http://www.ruthannzaroff.com/wonderland/wordsearch.htm>)
- C. *Key Vocabulary*
 - None

- D. *Procedures/Activities*
1. Open with a discussion of what the students know about *Alice in Wonderland*. You may choose to follow the Anticipation Guide format as a springboard for discussion.
 2. Preview the chapter book.
 3. Make comparisons between Lewis Carroll’s chapter book and the Disney picture book. “*What differences do you see between each book’s Alice?*”
 4. Introduce the Interest Center. Explain each activity and when the Interest Center should be visited.
 5. Hand out classroom expectation sheet (Appendix B) to each student. Read the expectations and ask each student to commit to doing their best work by signing the document.
- E. *Evaluation/Assessment*
1. Evaluate the students’ prior knowledge through their participation in discussion.

Lesson Two: Chapter 1 – Down the Rabbit Hole

- A. *Daily Objectives*
1. Concept Objective
 - a. Interpretation of a difficult text through comprehension and inferences.
 2. Lesson Content
 - a. Chapter 1 of *Alice in Wonderland*
 3. Skill Objective(s)
 - a. Students will read actively for comprehension.
 - b. Students will put ideas on paper in complete sentences.
 - c. Students will have a better understanding of “reading between the lines.”
- B. *Materials*
1. Novel study packet (Appendix A)
 2. Chapter book, *Alice in Wonderland*
 3. Interest Center
 4. Dictionaries
- C. *Key Vocabulary*
1. Croquet-An outdoor game in which the players use mallets to drive a ball through hoops in the ground
 2. “Box her own ears”-To hit herself around the head
- D. *Procedures/Activities*
1. Read the title of the chapter and make predictions from it.
 2. Make further predictions as you picture walk through the chapter together.
 3. Read the chapter aloud together (round-robin, choral reading, “popcorn,” or sometimes even as a read aloud).
 4. Read through the questions for this chapter in the novel packet.
 5. Students answer questions in complete sentences.
 6. Before students are allowed to go to the Interest Center, review their work to check that it is complete.
- E. *Evaluation/Assessment*
1. Assess each student’s work by using the Rubric for Chapter Questions (Appendix E).

Lesson Three: Chapter 2 – The Pool of Tears

- A. *Daily Objectives*
1. Concept Objective
 - a. Interpretation of a difficult text through comprehension and inferences.
 2. Lesson Content
 - a. Chapter 2 of *Alice in Wonderland*

3. Skill Objective(s)
 - a. Students will read actively for comprehension.
 - b. Students will put ideas on paper in complete sentences.
 - c. Students will have a better understanding of “reading between the lines.”
- B. *Materials*
 1. Novel study packet (Appendix A)
 2. Chapter book, *Alice in Wonderland*
 3. Interest Center
 4. Dictionaries
- C. *Key Vocabulary*
 1. Queer-Odd or unusual
 2. Doth-Does
 3. Inquisitively-With question
 4. Lory-A type of bird
 5. Commotion-A great disturbance, confusion
- D. *Procedures/Activities*
 1. Review questions and chapter from previous lesson.
 2. Read the title of the chapter and make predictions from it.
 3. Make further predictions as you picture walk through the chapter together.
 4. Read the chapter aloud together (round-robin, choral reading, “popcorn,” or sometimes even as a read aloud).
 5. Read through the questions for this chapter in the novel packet.
 6. Students answer questions in complete sentences.
 7. Before students are allowed to go to the Interest Center, review their work to check that it is complete.
- E. *Evaluation/Assessment*
 1. Assess each student’s work by using the Rubric for Chapter Questions (Appendix E).

Lesson Four: Chapter 3 – A Caucus Race and a Long Tale

- A. *Daily Objectives*
 1. Concept Objective
 - a. Interpretation of a difficult text through comprehension and inferences.
 2. Lesson Content
 - a. Chapter 3 of *Alice in Wonderland* and writing a shape poem
 3. Skill Objective
 - a. Students will read actively for comprehension.
 - b. Students will put ideas on paper in complete sentences.
 - c. Students will have a better understanding of “reading between the lines.”
 - a. Students will write a shape poem.
- B. *Materials*
 1. Novel study packet (Appendix A)
 2. Chapter book, *Alice in Wonderland*
 3. Interest Center
 4. Dictionaries
 5. Construction paper
 6. Markers / crayons
- C. *Key Vocabulary*
 1. Dry-Not wet, or boring
 2. Homophones-Two words that sound the same but have different spellings and meanings
 3. Caucus-A meeting of a political party
 4. Insolence-Disrespect

5. Melancholy-Sad
 6. Cur-A dog of mixed breed
- D. *Procedures/Activities*
1. Review questions and chapter from previous lesson.
 2. Read the title of the chapter and make predictions from it.
 3. Make further predictions as you picture walk through the chapter together.
 4. Read the chapter aloud together (round-robin, choral reading, “popcorn”, or sometimes even as a read aloud).
 5. Read through the questions for this chapter in the novel packet.
 6. Students answer questions in complete sentences.
 7. Review the concept of shape poems (or introduce and model if no prior exposure).
 8. Have students pick a familiar object from the story to make into a shape poem. The final copy will be written on construction paper and decorated. An example of this can be found at <http://www.icon.co.za/~chanel/Alice.html>.
- E. *Evaluation/Assessment*
1. Assess Chapter 3 questions using the Rubric for Chapter Questions (Appendix E).
 2. Evaluate the poem on a 10-point scale.

Lesson Five: Chapter 4 – The Rabbit Sends in Little Bill

- A. *Daily Objectives*
1. Concept Objective
 - a. Interpretation of a difficult text through comprehension and inferences.
 2. Lesson Content
 - a. Chapter 4 of *Alice in Wonderland*
 3. Skill Objective(s)
 - a. Students will read actively for comprehension.
 - b. Students will put ideas on paper in complete sentences.
 - c. Students will have a better understanding of “reading between the lines.”
- B. *Materials*
1. Novel study packet (Appendix A)
 2. Chapter book, *Alice in Wonderland*
 3. Dictionaries
 4. Interest Center
- C. *Key Vocabulary*
1. Hookah-A tobacco pipe of the Middle East
 2. Coax-To encourage
- D. *Procedures/Activities*
1. Review questions and chapter from previous lesson.
 2. Read the title of the chapter and make predictions from it.
 3. Make further predictions as you picture walk through the chapter together.
 4. Read the chapter aloud together.
 5. Read through the questions for this chapter in the novel packet.
 6. Students answer questions in complete sentences.
 7. Before students are allowed to go to the Interest Center, review their work to check that it is complete.
- E. *Evaluation/Assessment*
1. Assess each student’s work by using the Rubric for Chapter Questions (Appendix E).

Lesson Six: Chapter 5 – Advice from a Caterpillar

- A. *Daily Objectives*
 - 1. Concept Objective
 - a. Interpretation of a difficult text through comprehension and inferences.
 - 2. Lesson Content
 - a. Chapter 5 of *Alice in Wonderland*
 - 3. Skill Objective(s)
 - a. Students will read actively for comprehension.
 - b. Students will put ideas on paper in complete sentences.
 - c. Students will have a better understanding of “reading between the lines.”
- B. *Materials*
 - 1. Novel study packet (Appendix A)
 - 2. Chapter book, *Alice in Wonderland*
 - 3. Interest Center
 - 4. Dictionaries
- C. *Key Vocabulary*
 - 1. Contradict-To be contrary to, to try to be the opposite of
 - 2. Languid-Slow, weak, weary
 - 3. Contemptuously-Scornful, not very nice
 - 4. Incessantly-Without stopping
- D. *Procedures/Activities*
 - 1. See Lesson Five.
- E. *Evaluation/Assessment*
 - 1. Assess each student’s work by using the Rubric for Chapter Questions (Appendix E).

Lesson Seven: Chapter 6 – Pig and Pepper

- A. *Daily Objectives*
 - 1. Concept Objective
 - a. Interpretation of a difficult text through comprehension and inferences.
 - 2. Lesson Content
 - a. Chapter 6 of *Alice in Wonderland*
 - 3. Skill Objective(s)
 - a. Students will read actively for comprehension.
 - b. Students will put ideas on paper in complete sentences.
 - c. Students will have a better understanding of “reading between the lines.”
- B. *Materials*
 - 1. See Lesson Six.
- C. *Key Vocabulary*
 - 1. Livery-The uniform of a servant
 - 2. Homophones-Two words that sound the same but have different spellings and meanings
 - 3. Giddy-Laughing in a silly way
 - 4. “Mad”-Crazy
 - 5. Solemn-To be serious
- D. *Procedures/Activities*
 - 1. See Lesson Five.
- E. *Evaluation/Assessment*
 - 1. See Lesson Six.

Lesson Eight: Chapter 7 – A Mad Tea-Party

- A. *Daily Objectives*
1. Concept Objective
 - a. Interpretation of a difficult text through comprehension and inferences.
 2. Lesson Content
 - a. Chapter 7 of *Alice in Wonderland* and writing an invitation
 3. Skill Objective(s)
 - a. Students will read actively for comprehension.
 - b. Students will put ideas on paper in complete sentences.
 - c. Students will have a better understanding of “reading between the lines.”
 - a. Students will write an invitation.
- B. *Materials*
1. Novel study packet (Appendix A)
 2. Chapter book, *Alice in Wonderland*
 3. Interest Center
 4. Dictionaries
 5. Postcards Handout, which can be found at <http://postcards.www.media.mit.edu/PO-bin/readRack.perl?Tenniel.list|Sir+John+Tenniel>
- C. *Key Vocabulary*
1. Dormouse-A small furry-tailed European rodent
 2. Indignantly-Determined
 3. Meekly-With shyness
 4. Treacle -Something very sweet
- D. *Procedures/Activities*
1. See Lesson Five.
 2. Brainstorm the parts of an invitation and make a list on the board.
 3. Write the skeleton of an invitation on the board.
 4. Students write a postcard to a chosen character from the book inviting them to a function of their choice.
- E. *Evaluation/Assessment*
1. See Lesson Six.
 2. Assess the postcards on a 10-point scale.

Lesson Nine: Chapter 8 – The Queen’s Croquet -Ground

- A. *Daily Objectives*
1. Concept Objective
 - a. Interpretation of a difficult text through comprehension and inferences.
 2. Lesson Content
 - a. Chapter 8 of *Alice in Wonderland*
 3. Skill Objective(s)
 - a. Students will read actively for comprehension.
 - b. Students will put ideas on paper in complete sentences.
 - c. Students will have a better understanding of “reading between the lines.”
- E. *Materials*
1. See Lesson Six.
- F. *Key Vocabulary*
1. Afore-Before
 2. Courtiers-An attendant to royal court
 3. Knave-A dishonest person
 4. Giddy-Laughing in a silly way
 5. Impertinent-To be rather rude

- E. *Procedures/Activities*
 - 1. See Lesson Five.
- F. *Evaluation/Assessment*
 - 1. See Lesson Six.

Lesson Ten: Chapter 9 – The Mock Turtle’s Story

- A. *Daily Objectives*
 - 1. Concept Objectives
 - a. Interpretation of a difficult text through comprehension and inferences.
 - 2. Lesson Content
 - a. Chapter 9 of *Alice in Wonderland*
 - 3. Skill Objective(s)
 - a. Students will read actively for comprehension.
 - b. Students will put ideas on paper in complete sentences.
 - c. Students will have a better understanding of “reading between the lines.”
- B. *Materials*
 - 1. See Lesson Six.
- C. *Key Vocabulary*
 - 1. Reeling-To sway
 - 2. Writhing-To twist or turn
 - 3. Uglification-To make ugly
 - 4. Derision-To laugh at in a mean way
 - 5. Simpleton-Someone not too smart
- D. *Procedures/Activities*
 - 1. See Lesson Five.
- E. *Evaluation/Assessment*
 - 1. See Lesson Six.

Lesson Eleven: The Lobster Quadrille

- A. *Daily Objectives*
 - 1. Concept Objectives
 - a. Interpretation of a difficult text through comprehension and inferences.
 - 2. Lesson Content
 - a. Chapter 10 of *Alice in Wonderland*
 - 1. Skill Objectives
 - a. Students will read actively for comprehension.
 - b. Students will put ideas on paper in complete sentences.
 - c. Students will have a better understanding of “reading between the lines.”
- B. *Materials*
 - 1. See Lesson Six.
- C. *Key Vocabulary*
 - 1. Quadrille-A square dance with four couples
 - 2. Contemptuous-Not very nice
 - 3. Tremulous-Fearful, trembling
 - 4. Melancholy-Not very happy
- D. *Procedures/Activities*
 - 1. See Lesson Five.
- E. *Evaluation/Assessment*
 - 1. See Lesson Six.

Lesson Twelve: Who Stole the Tarts?

- A. *Daily Objectives*
 - 1. Concept Questions
 - a. Interpretation of a difficult text through comprehension and inferences.
 - 2. Lesson Content
 - a. Chapter 11 of *Alice in Wonderland*
 - 3. Skill Objectives
 - a. Students will read actively for comprehension.
 - b. Students will put ideas on paper in complete sentences.
 - c. Students will have a better understanding of “reading between the lines.”
- B. *Materials*
 - 1. See Lesson Six.
- C. *Key Vocabulary*
 - 1. Scroll-A rolled piece of paper
 - 2. Parchment-Paper
 - 3. Indignant-Determined
 - 4. Shillings-British money
 - 5. Suppressed-To be held back
- D. *Procedures/Activities*
 - 1. See Lesson Five.
- E. *Evaluation/Assessment*
 - 1. See Lesson Six.

Lesson Thirteen: Alice’s Evidence

- A. *Daily Objectives*
 - 1. Concept Questions
 - a. Interpretation of a difficult text through comprehension and inferences.
 - 2. Lesson Content
 - a. Chapter 12 of *Alice in Wonderland*
 - 1. Skill Objectives
 - a. Students will read actively for comprehension.
 - b. Students will put ideas on paper in complete sentences.
 - c. Students will have a better understanding of “reading between the lines.”
- B. *Materials*
 - 1. See Lesson Six.
- C. *Key Vocabulary*
 - 1. Dismay-To be surprised
 - 2. Diligently-Hard-working
 - 3. Pun-To use words in a funny way
- D. *Procedures/Activities*
 - 1. See Lesson Five.
- E. *Evaluation/Assessment*
 - 1. See Lesson Six.

VI. CULMINATING ACTIVITY: A MOCK TRIAL (Appendix H)

- A. We combined two of our Concept Objectives, “increased enjoyment of difficult text,” and “incorporation of drama,” into this final culminating event. Our students love to perform the stories they read and *Alice in Wonderland’s* trial lends itself to performance. As a way to educate the students about our modern day justice system, we interjected modern day lawyers into the trial and discussed how a court proceeding takes place.

- B. Although we chose to write the script for the students because of time constraints, it offered the opportunity for each child to read the script multiple times, memorize their lines, enjoy the humor that we interjected into the script, and practice using inflection and expression during a live presentation. We kept props to a minimum and identified each character by pinning a large nametag to their shirts. Our multiple audiences of parents and students thoroughly enjoyed the live performances! We wrapped up our performance by sharing the evidence, pop-parts!

VII. HANDOUTS/WORKSHEETS

- A. Appendix A: Novel Study Packet
B. Appendix B: Classroom Expectations Signature Sheet
C. Appendix E: *Alice in Wonderland* Rubric for Chapter Questions
D. Appendix H: Trial Script

VIII. BIBLIOGRAPHY

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Appendix A-Alice in Wonderland Novel Study Packet

Chapter 1 – Down the Rabbit Hole

1. Do you think that you would have jumped down that rabbit hole as Alice did? Why or why not?
2. Describe the kind of girl Alice is using three adjectives: Alice is _____, _____, and _____.
3. On page 14 the author writes that Alice likes to pretend to be two people. What do you think this means?
4. Alice describes the tastes of the bottle on page 13. What six flavors would you choose as your favorites?
5. What do you think Alice's sister will do when she wakes up and finds Alice gone?
6. On page 14 Alice remembers trying to "box her own ears." What does this phrase mean?
7. Explain the game of croquet.

Chapter 2 – The Pool of Tears

1. If you could change yourself into another human being, who would it be and why?
2. Explain the poem on page 20 in your own words.
3. What did the fan have to do with Alice's shrinking?
4. What does Alice mean when she says how queer everything is today?
5. What would you have said to the Mouse in the water?

**Words to take note of: hearth rug, savage, doth, poky, inquisitively, commotion, Dodo bird, Lory, bath house

Chapter 3 – A Caucus Race and a Long Tale

1. Explain the term dry.
2. List the two homophones on the bottom of page 32 and each of their meanings.
3. Why did the author write the story/poem that way on page 33?
4. Why did the birds get upset by Alice's talk of her pet cat, Dinah, on page 35?
5. Who do you think shows up at the end of this chapter?

** Words to take note of: caucus, consultation, insolence, melancholy, comfits, sulky, cur, pretexts

Chapter 4 – The Rabbit Sends in a Little Bill

1. What do you think W. Rabbit stands for?
2. Alice drinks from another bottle on page 39. Describe a time you chose to do something without thinking about the consequences.
3. How do you feel when Alice makes choices like these?
4. How does Alice feel about animals? (Hint – cats and dogs)
5. Which would you choose to be – large or small and why?

**Words to take note of: hookah, coax

Chapter 5 – Advice from a Caterpillar

1. What does it mean to contradict someone?
2. How would you have decided about the two sides of the mushroom? (Page 58)
3. Is Alice a truthful child? Why or why not?

**Words to take note of: languid, contemptuously, incessantly, piteous, wretched

Chapter 6 – Pig and Pepper

1. Make a connection with the picture of the frog and fish on page 63 and yourself, another book or movie, or the outside world.
2. Make a connection to the picture on page 68.
3. Find the pair of homophones on page 69 and describe each one in your own words.
4. On page 74 the cat tells Alice she's mad. What do you think he means?

Appendix A, continued-Alice in Wonderland

5. What part of this book has been your favorite so far?

** Words to take note of: livery, giddy, solemn

Chapter 7 – A Mad Tea Party

1. How would you react to the March Hare and the Mad Hatter if they were rude to you?
2. How do you think a raven is like a writing desk?
3. Make up a riddle for the Hare and the Hatter.
4. Why does the dormouse keep falling asleep?
5. What do you think will happen to Alice in the garden?

**Words to take note of: dormouse, indignantly, curiosity, meekly, feeble, treacle, humbly

Chapter 8 – The Queen’s Croquet Ground

1. Why were the cards painting the white roses red?
2. Why did Alice say she didn’t know who the cards were that were lying face down?
3. At the end of the chapter, Alice was asked who was correct between the executioner, queen, and king about the beheading of the cat. Who would you agree with and why?
4. The title of the next chapter is “The Mock Turtle’s Story”. What do you predict will happen to Alice?

**Words to take note of: afore, courtiers, knave, giddy, mallets, provoking, impertinent, appealed

Chapter 9 – The Mock Turtle’s Story

1. The Duchess said, “Everything’s got a moral, if only you can find it.” What do you think the moral of this story is?
2. Use three adjectives to describe the Gryphon from what you see in the picture and what you have read. The Gryphon is _____, _____, and _____.
3. Use three adjectives to describe the Mock Turtle from what you see in the picture and what you have read. The Mock Turtle is _____, _____, and _____.
4. Predict what the rest of the Turtle’s story will be.

**Words to take note of: reeling, writhing, uglification, derision, and simpleton

Chapter 10 – The Lobster Quadrille

1. Write a quatrain about the lobster on page 130.
2. What do you think the trial is about?
3. Who is involved with the trial?

**Words to take note of: quadrille, contemptuous, tremulous, melancholy

Chapter 11 – Who Stole the Tarts?

1. Who is on trial?
2. What is he/she on trial for?
3. Does it sound like a fair trial so far? Why or why not?
4. Predict what will happen in the next chapter.

**Words to take note of: scroll, parchment, frontispiece, indignant, shillings, pence, suppressed, accusation

Chapter 12 – Alice’s Evidence

1. What was so important about the Queen’s tarts to put the Knave on trial?
2. Why do you think Alice kept growing?
3. Where did the note come from and who do you think wrote it?
4. Was Wonderland a dream of Alice’s or was it reality? Why?
5. Does Alice’s sister think Wonderland is important to Alice? Why or why not?
6. What was your favorite part of the story? Why?

**Words to take note of: dismay, diligently, pun

Appendix B-Alice in Wonderland

Classroom Expectations

1. Assigned work will be handed in on date due.
2. 100% effort will be put into all assigned work.
3. Work will be done with complete sentences unless otherwise noted.
4. Reading will be completed when assigned.
5. When reading as a whole group, all students will follow along in their own books.

Signature _____

Appendix E-Alice in Wonderland

Name _____ Chapter _____

***Alice in Wonderland* – Rubric for Chapter Questions**

4=Excellent, 3=Good, 2=Fair, 1=Poor, 0=No effort

	4	3	2	1	0
Questions answered with complete thoughts.					
Questions answered with complete sentences.					
Correct capitalization, punctuation, and spelling.					
Effort used in answering questions.					

Appendix H - Alice in Wonderland
THE TRIAL
“WHO STOLE THE TARTS?”

SETTING: The Courtroom. The King and Queen are seated on their throne, the Knave standing before them in chains. Near the King stands the White Rabbit with his trumpet and his scroll. In the middle of the court sits a table with a large dish of tarts, two guards standing beside them. Alice is looking around the room making comments to herself. The jurors are busy writing on their slates.

ALICE: (pointing to the King) “That’s the judge because of his great wig.” (pointing to the jurors) “That’s the jury-box and those creatures I suppose are the jurors.”

ALICE: “What are they doing?” “They can’t have anything to write down yet, before the trial’s begun.”

GRYPHON: “They are putting down their names, for fear they should forget them before the end of the trial.”

ALICE: “Stupid things!”

WHITE RABBIT: “Silence in the court!”

ALICE: (walks around behind the jurors and quickly grabs the pencil away from Bill the Lizard because it squeaks so.)

BILL THE LIZARD: (begins writing with only his finger)

THE BALIFF ENTERS WITH THE TWO ATTORNEYS.

KING: “Read the accusation!”

WHITE RABBIT: (blows the trumpet and unrolls the scroll and reads) “The Queen of Hearts, she made some tarts,
All on a summer day:
The Knave of Hearts, he stole those tarts,
And took them quite away!”

KING: “Call the first witness.”

ATTORNEY WILLIAM: “Your honor, I’d like to call the Hatter to the stand.”

HATTER: (enters with a teacup and bread and butter, the March Hare and Dormouse follow, arm-in-arm)

Appendix H, Continued-Alice in Wonderland

BALIFF: “Hatter to the stand!” “Do you swear to tell the truth and nothing but the truth so help you God?”

HATTER: “I beg your pardon, your Majesty, for bringing these in - but I hadn’t quite finished my tea when I was sent for.”

THE KING: “You ought to have finished.” When did you begin?”

HATTER: “Fourteenth of March, I think it was.”

MARCH HARE: “Fifteenth.”

DORMOUSE: “Sixteenth.”

KING: “Write that down, jury!” “Take off your hat, Hatter.”

HATTER: “It isn’t mine.”

KING: “Stolen!” (he looks to the jury to write this down too.)

HATTER: “I keep them to sell, I’ve none of my own. I’m a hatter.”

QUEEN: (she puts on her glasses and stares hard at the Hatter who looks very nervous)

KING: “Give your evidence at once and don’t be nervous or I’ll have you executed on the spot.”

ATTORNEY JULIA: “Your honor, may I have a word with my client?”

ATTORNEY WILLIAM: (stand and yells) “Objection!” “I will not allow questioning at this time!”

QUEEN: “Off with his head!”

ATTRONEY WILLIAM: (quickly hides his head from the Queen)

HATTER: (so nervous that he now takes a bite from his teacup and he worries his shoes off!)

ALICE: (begins to grow and elbows the Dormouse)

DORMOUSE: “I wish you wouldn’t squeeze so, I can hardly breathe!”

ALICE: “I can’t help it!” “I’m growing!”

Appendix H, Continued-Alice in Wonderland

DORMOUSE: “You’ve no right to grow here!”

ALICE: “Don’t talk nonsense.” “You know, you’re growing too.”

DORMOUSE: “ Yes, but I grow at a reasonable pace, not in that ridiculous fashion.”
(gets up and moves to the other side of the room)

KING: “Give your evidence Hatter, or I’ll have you executed, whether you are nervous or not!”

ATTORNEY JULIA: (stands and says) “Please your honor, my client is rather a nervous sort.” “I’d ask you to treat him gently.”

ATTORNEY WILLIAM: (stands and yells) “I’ll not stand for special treatment your honor, your Majesty, er....who ever you are!”

QUEEN: “Off with all of their heads.” (the King looks at her nervously and she pats him on the knee and says) “ Of course, everyone but you, my precious.” (they look at each other, adoringly)

KING: “Let’s get on with it Hatter.”

HATTER: (in a trembling voice) “I’m a poor man, your Majesty , and I hadn’t but just begun my tea --- not above a week or so----and what with the bread-and-butter getting so thin----and the twinkling of the tea----“

KING: “The twinkling of what?”

HATTER: “It began with the tea.”

KING: “Of course twinkling begins with a T!” “Do you take me for a dunce?” “Go ON!”

HATTER: “I’m a poor man and most things twinkled after that ---- only the March Hare said----“

MARCH HARE: “I didn’t!”

HATTER: “You did!”

KING: “He denies it, leave out that part, jury.”

HATTER: “Well, at any rate, the Dormouse said----(he looks over at the Dormouse who is now fast asleep) “After that I cut some more bread-and-butter--

ONE OF THE JURORS: “But what did the Dormouse say?”

Appendix H, Continued-Alice in Wonderland

HATTER: “That I can’t remember.”

KING: “ You must remember or I’ll have you executed.”

QUEEN: “Yes, off with his head, now I say, NOW!”

ATTORNEY JULIA: “Your honor, really now, isn’t this getting to be just too much... this guy seems to know nothing of importance!”

HATTER: (drops his teacup and bread and goes down on one knee) “I’m a poor man, your Majesty....

KING: “What you are is a very poor speaker!!”

GUINEA PIG#1: (CHEERS LOUDLY!)

TWO GUARDS: (put him into a bag)

KING: “Well Hatter, if that’s all you know, then you may stand down.”

HATTER: “I’m on the floor as it is.”

QUEEN: “ Oh for heavens sake, sit down Hatter!”

GUINEA PIG#2: (CHEERS LOUDLY)

TWO GUARDS: (put him into a bag)

ALICE: “Well, that finishes off the guinea pigs!” “Now we shall get on better!”

HATTER: “I’d rather finish my tea.”

KING: “You may go.”

HATTER: (runs out without his shoes)

QUEEN: “And just take his head off outside.”

THE TWO GUARDS TRY TO CATCH HIM BUT HE’S OUT THE DOOR TOO QUICKLY.

KING: “Call the next witness!”

ATTORNEY WILLIAM : “But I didn’t get a chance to cross-examine the witness your honor!”

Appendix H, Continued-Alice in Wonderland

KING: “Too bad.” “This is just a book, after all.”

ATTORNEY WILLIAM: “All right then.” “I call the Duchess’ cook to the stand.”

BALIFF: “The King calls the Duchess’ cook.” “Place your right hand on the Bible and swear after me.” “Do you swear to tell the truth, the whole truth, and nothing but the truth, so help you God?”

COOK: “Of course not.”

KING: “Give your evidence.”

COOK: “Shan’t.”

ATTORNEY JULIA: “I object your honor!”

QUEEN: “For heavens sake ,WHY?” “Off with both of their heads!”

ATTORNEY WILLIAM: “Your majesty, you must cross-examine this witness.

KING: “Well if I must, I must.” (he folds his arms and frowns at the cook) “What are tarts made of?”

COOK: “Pepper, mostly.”

DORMOUSE: (in a sleepy voice) “Treacle.”

QUEEN: “Collar that Dormouse! Turn that Dormouse out of court! Suppress him! Pinch him! Off with his whiskers!

THE TWO GUARDS ESCORT THE DORMOUSE OUT AND THE COOK SLIPS AWAY...

KING: “Never mind! Call the next witness!” (he whispers to the Queen- “Really my dear, you must cross-examine the next witness! This really stresses me out.”)

WHITE RABBIT: (checking scroll yells out) “ALICE!”

ALICE: “Here!” (she jumps up and tips over everyone in the jury box)

ALICE: “Oh, I beg your pardon!” (she begins to help them up)

KING: “The trial cannot proceed until all the jurymen are back in their proper places---- all.” (he looks sternly at Alice)

Appendix H, Continued-Alice in Wonderland

THE JURORS RECOVER AND BEGIN WRITING DOWN THE INCIDENT ON THEIR SLATES.

KING: “What do you know about this business?”

ALICE: “Nothing.

ATTORNEY JULIA: “Huh! I don’t like that look in her eyes. This one's not to be trusted. Surely you do not believe your Majesty!”

ATTORNEY WILLIAM: “Objection! She didn’t raise her hand before speaking and should know better than to speak out of turn, right Mrs. Lowthian!” “Objection I say!”

QUEEN: “Guess what?” “Off with everyone’s head!”

KING: “Pardon me my dear, but I believe I was addressing this young lady first!” “You know nothing whatever?”

ALICE: “Nothing whatever.”

KING: (turning to the jury) “That’s very important.”

WHITE RABBIT: “Unimportant, your Majesty means, of course.”

KING: “Unimportant, of course, I meant.” (he says important, unimportant, a couple of times to himself)

QUEEN: “Silence!” (she calls the Baliff over to her and whispers to him)

BALIFF: (reads from his book) “Rule Forty-two. All persons more than a mile high to leave the court.”

EVERYONE POINTS AT ALICE

ALICE: “I’m not a mile high.”

QUEEN: “More like two miles high.”

ALICE: “Well, I shan’t go. Besides, that’s not a regular rule: you invented it just now.”

KING: “It’s the oldest rule in the book.” (he shut his notebook and says to the jury in a low trembling voice) “Consider your verdict.”

Appendix H, Continued-Alice in Wonderland

WHITE RABBIT: “Wait! There’s more evidence to come. This paper has just been picked up.”

QUEEN: “What’s in it? A love letter for me, perhaps?” (she bats her eyes at her King)

WHITE RABBIT: (opens letter up) “It’s not a letter after all: it’s a poem.”

ALL OF THE JURY: “Is it in the prisoner’s handwriting?”

WHITE RABBIT: “No.”

KNAVE: “I didn’t write it, and they can’t prove I did: there’s no name signed at the end.”

KING: “If you didn’t sign it, that only makes you look more guilty! You would have signed it if you were an honest man!

EVERYONE CLAPS!

QUEEN: “That proves his guilt.”

ATTORNEY WILLIAM: “There you go your Majesty. Case closed.”

ALICE: “It proves nothing of the sort! Why you don’t even know what the poem means!

KING: “Read it.”

WHITE RABBIT: (putting on his glasses) “Where shall I begin?”

KING: (rolls his eyes at the rabbit) “Begin at the beginning and go on till you come to the end: then stop.”

WHITE RABBIT: “Blah-blah, blah-blah, blah-blah, blah-blah
Blah-blah, blah-blah, blah-blah,
Blah-blah, blah-blah, blah-blah,blah-blah,
Blah-blah, blah-blah, blah-blah.

KING: “That’s the most important piece of evidence we’ve heard yet.” “ So now let the jury...”

ALICE: “If anyone can explain it, I’ll give him sixpence. I don’t believe there’s an atom of meaning to it!”

ATTORNEY JULIA: “You go girl!”

Appendix H, Continued-Alice in Wonderland

KING: “If there’s no meaning to it, that saves a world of trouble , you know, as we needn’t try to find any. And yet I don’t know.... “Why there they are!” (he points to the tarts on the table) “Nothing can be clearer than that! Let’s all enjoy these fine pastries!”

QUEEN: “Splendid idea my dear. Will you join us Alice?”

ALICE: “I’d love to. I’m famished!”

ATTORNEY WILLIAM: (puts his head between his hands)
“Just one more day in the unjust legal system.”

ATTORNEY JULIA: (hugs the Knave) “You’re free!”

EVERYONE SMILES AND GATHERS AROUND THE TARTS

THE END