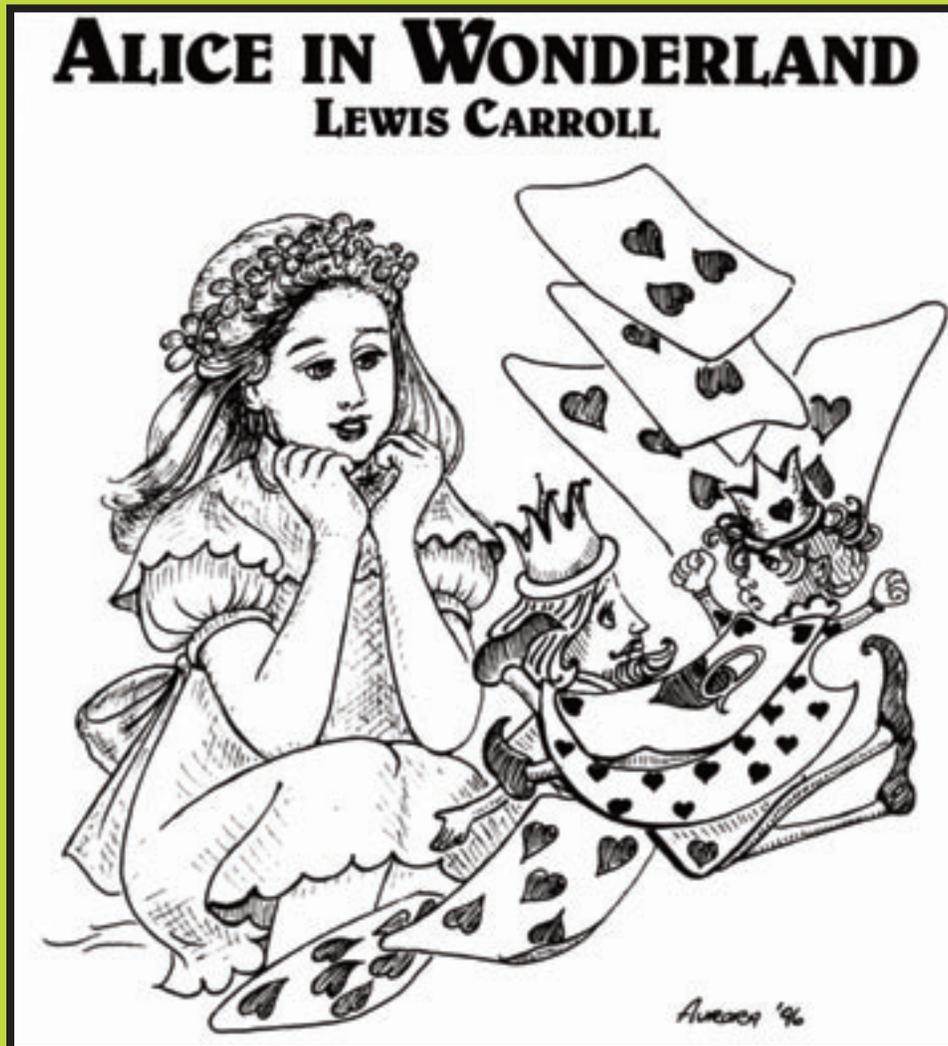


# Novel·Ties



## A Study Guide

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**LEARNING LINKS**

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## For the Teacher

This reproducible study guide consists of lessons to use in conjunction with *Alice In Wonderland*. Used together, the books and the guide provide an exciting supplement to the basal reader in your classroom. Written in chapter-by-chapter format, the guide contains a synopsis, pre-reading activities, vocabulary and comprehension exercises, as well as extension activities to be used as follow-up to the novel.

In a homogeneous classroom, whole class instruction with one title is appropriate. In a heterogeneous classroom, reading groups should be formed: each group works on a different novel at its reading level. Depending upon the length of time devoted to reading in the classroom, each novel, with its guide and accompanying lessons, may be completed in three to six weeks.

Begin using NOVEL-TIES for reading development by distributing the novel and a folder to each child. Distribute duplicated pages of the study guide for students to place in their folders. After examining the cover and glancing through the book, students can participate in several pre-reading activities. Vocabulary questions should be considered before reading the book. Comprehension questions can be answered orally or in writing. The classroom teacher should determine the amount of work to be assigned, always keeping in mind that readers must be nurtured and that the ultimate goal is encouraging students' love of reading.

The benefits of using NOVEL-TIES are numerous. Students read good literature in the original, rather than in abridged or edited form. The good reading habits, formed by practice in focusing on interpretive comprehension and literary techniques, will be transferred to the books students read independently. Passive readers become active, avid readers.

**PRE-READING ACTIVITIES AND DISCUSSION QUESTIONS**

1. Review the book by reading the title and author's name and by looking at the illustration on the cover. Is the title familiar to you? Has anyone read the book to you? Have you ever seen a film version of the story? Do you think the book is mainly realistic or fantastic?
2. Read the Background Information about the author and illustrator on page two of this study guide. In addition, do some additional research on Carroll's life and the writing of *Alice in Wonderland* and *Through the Looking Glass*. Prepare an oral report for your class on the life and times of Lewis Carroll.
3. Have you seen an animated cartoon version of this story? What do you recall of that film? Do you think everything you saw in the cartoon will appear in the book version of the story? Do you think every event in the story was included in the cartoon? What differences between the cartoon and the original story, if any, do you anticipate?
4. *Alice in Wonderland* was originally published in 1865. Why do you think a story that was written so long ago is still of interest today?
5. Lewis Carroll was the pseudonym, or pen name, of Charles Lutwidge Dodgson. Read *About the Author* on page two of this study guide to discover how Dodgson created his pen name. How did Samuel Clemens choose his pen name? What other writers have chosen pen names? What name would you choose if you were going to write a novel using a pen name? How would you choose your pen name?
6. Consider what life would be like if you experienced it from another perspective. In what ways would the world appear different if you were only three, nine, or twelve inches tall? Suppose you were eight or twelve feet tall? If you suddenly found yourself this size, might you be eager or reluctant to return to your present size?
7. Alice lived in Victorian England. What were the dates that Queen Victoria ruled England? Do some research on polite social behavior, or good manners, in Victorian society. Report your findings to your class. Then discuss how standards of polite behavior and good manners have changed since Alice's time.
8. Examine the illustrations in the book. What do they reveal about the mood and themes of the story?

## DOWN THE RABBIT-HOLE, THE POOL OF TEARS

**Vocabulary:** Draw a line from each word on the left to its definition on the right. Then use the numbered words to fill in the blanks in the sentences below.

- |              |  |
|--------------|--|
| 1. commotion | a. annoy; insult   |
| 2. scold     | b. crude; unrefined  |
| 3. offend    | c. gesture of respect by women and girls, made by bending the knees and lowering the body slightly |
| 4. pale      | d. confusion; disorder   |
| 5. waistcoat | e. find fault with angrily   |
| 6. curtsey   | f. vest  |
| 7. vulgar    | g. colorless; ashen  |
| 8. marmalade | h. jelly-like preserve in which pieces of fruit and rind, such as orange, or lemon, are suspended  |

.....

- Years ago it was typical for a man to wear a watch in his \_\_\_\_\_ pocket.
- I was afraid that the loud noise coming from our party would \_\_\_\_\_ the neighbors.
- It is still correct for a woman to \_\_\_\_\_ if she is introduced to the Queen of England.
- I want nothing more for breakfast than toast with \_\_\_\_\_ and tea.
- There was a(n) \_\_\_\_\_ in the theater after someone shouted, "Fire."
- \_\_\_\_\_ remarks are never appropriate.
- After a lengthy illness, my sister appeared \_\_\_\_\_ and weak.
- You know that your mother will \_\_\_\_\_ you if you do not wear boots to walk in the snow.

Read to find out what happens to Alice when she follows the White Rabbit.

### Questions:

- Why does Alice follow the White Rabbit?
- What is the significance of Alice's confusion of facts and her confusion of verses from poetry?