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Through the Looking-Glass CC2532
Lewis Carroll

Charles Lutwidge Dodgson was born in January 1832 in Daresbury, Cheshire, England. He became famous for his writing under the pen name Lewis Carroll. Carroll was the eldest boy of 11 children. His father was a clergyman who raised his family in the rectory.

Carroll had a bad stutter. Even so, he was made a lecturer in mathematics at Christ Church. In 1855, Henry George Liddell became the dean at Christ Church. Carroll soon became a close friend of the family, particularly Liddell’s youngest daughter, Lorna. Edith and Alice Liddell became close with Alice and spent many hours with her creating whimsical stories about the different worlds. One afternoon, Carroll and the Liddell sisters went on a picnic. Carroll told one story that would soon become Alice’s favorite. Alice later shared the story with the author. It was then that Carroll thought to write down the story for her. Carroll told one story that would soon become Alice’s favorite. Alice later shared the story with the author. It was then that Carroll thought to write down the story for her.

The book was released in 1865 and became an instant classic. Carroll then wrote a sequel, Through the Looking-Glass and What Alice Found There. In 1871, Carroll published another of his noted works—a nonsense poem called The Hunting of the Snark. Almost 30 years after Carroll wrote a two-volume tale of Alice’s Adventures in Wonderland, Alice Liddell encouraged Carroll to write the story down for her. Carroll told one story that would soon become Alice’s favorite. Alice later shared the story with the author. It was then that Carroll thought to write down the story for her.

After You Read

Chapter Six

Answer the questions in complete sentences.

1. At the end of Chapter Five, Alice is left walking toward an egg she bought at a shop. Do you believe she’ll reach the egg in the upcoming chapter? Explain why or why not.

2. In Chapter Five, Alice says the looking-glass world is too large. Do you believe her feelings will change in the next chapter? Explain why.

Vocabulary

Complete each sentence with a word from the list.

chattering narrow ignant armament portmanteau pursued generally provoking hastily

1. “It’s very ________,” Humpty Dumpty said.
2. “Don’t stand ________ to yourself like that,” Humpty Dumpty said.
3. “That wall is so very ________,” Alice said.
4. “Oh, it needn’t come to that,” Alice ________.
5. “The face is what one goes by,” Alice ________.
6. Humpty Dumpty ________ up his lips and looked so solemn and grand that Alice could hardly help laughing.
7. “I should think—I’d be a messenger for anything!” Alice thought with a ________.
8. “I know it’s very ________ of me,” Alice said after mistaking Humpty Dumpty’s cravat for a belt.
9. Alice apologized in so humble a tone that Humpty Dumpty ________.
10. “I wouldn’t have been a messenger for anything!” Alice thought with a ________.

After You Read

Chapter Six

Name: __________

1. Circle T if the statement is TRUE or F if it is FALSE.

T F a) Alice asks Humpty Dumpty to explain the poem, Jabberwocky.
T F b) Humpty Dumpty got his cravat as a birthday present from the King.
T F c) Alice thinks Humpty Dumpty was unemployed.
T F d) Humpty Dumpty thinks Alice is a stupid name.
T F e) Alice often asks advice about growing.
T F f) Slithy means lithe and slimy.

2. Number the events 1 to 6 in the order they occurred in the chapter.

a) Alice asks Humpty Dumpty to explain the poem, Jabberwocky.
   b) Alice puts on a wig and a mouth.
   c) Alice says the face is what one goes by.
   d) Alice tells the Humpty Dumpty nursery rhyme.
   e) Humpty Dumpty tells Alice about unbirthday.
   f) Humpty Dumpty says he would remember Alice if her eyes were on the same side of her nose.

3. After You Read

Chapter Six

Name: __________

1. Humpty Dumpty describes ‘portmanteau’. What is it?

2. What does Humpty Dumpty say he can do “as well as other folk, if it comes to that”? Explain.

3. What is a ‘borogove’?

4. According to Humpty Dumpty, which type of words are the proudest?

5. What has the King promised Humpty Dumpty if he falls?

6. How did Alice feel about the King promising the King’s reward?

Journaling Prompt

In Chapter Six, Humpty Dumpty describes ‘portmanteau’ words. Alice says “you seem very clever at explaining words, sir,” and “would you kindly tell me the meaning of the poem ‘Jabberwocky.’” Turn back to Chapter One to reread the poem. Then, rewrite the poem using Humpty Dumpty’s explanation of the words. Replace the words in the poem with Humpty Dumpty’s explanations.
Chapter 12

Alternate Ending

At the end of the novel, Alice has woken from her dream and found the Red Queen to have been a kitten all along. The kitten takes Alice back to the looking-glass world and talks to the kitten about what happened in the looking-glass. Alice says, "Now, kitty, let's consider who it was that dreamed it all" and "It must have been me or the Red King." Think about Alice’s comment and what it means. Now, imagine a different ending where it is revealed that the dream really was the Red King’s. What would happen to Alice? What would happen to the Red King? Would it mean the looking-glass world is real and not a dream?

After thinking about all of these questions, write your own new ending where the Red King was dreaming the events all along. Try to answer all of the questions above as best you can in your ending. The length of the ending should be at least three paragraphs and include dialogue between two or more characters. Be sure to make the characters behave and speak the way they do in the book.

NAME: ___________________________

Comprehension Quiz

Answer each question in a complete sentence.

1. What is the title of the poem Alice reads in the first chapter? What is it about?

2. In Chapter Two, Alice tries to walk to the hill along the path. Why isn’t she able to?

3. Describe how the countryside looked from the top of the hill.

4. Name two insects created by the author that appear in Chapter Three when Alice speaks with the gnat.

5. What are the names of the two short, fat men Alice meets in Chapter Four?

6. What chess piece does Alice begin her adventure as? What does she say she wants to be?

7. What poem involving oysters is recited to Alice in the fourth chapter?

SUBTOTAL: _______ /15

Character Chess Pieces

Match each of the characters of Through the Looking-Glass to a chess piece. Fill in each chess piece—queen, king, pawn, rook, bishop, and knight—with the names of characters you believe fit that role. Decide which pieces are the most important and match them with the appropriate characters.

KING  QUEEN  BISHOP

KNIGHT  ROOK  PAWN

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Through the Looking-Glass CC2532
Chapter Three

Answer each question with a complete sentence.

1. How much is language worth according to the guard?
   __________________________________________

2. Describe a snap-dragon-fly using details from the book.
   __________________________________________

3. What does Alice wonder about insects after seeing the snap-dragon-fly?
   __________________________________________

4. On the train there was a gentleman sitting across from Alice. What was he wearing?
   __________________________________________

5. What three things does the guard examine Alice through?
   __________________________________________

6. Name two things Alice tries to find when she attempts to survey the country’s geography.
   __________________________________________

Vocabulary

Across
1. selfish
2. survey
3. creatures
4. enormous
5. excuse
6. pounds
7. beetle
8. obligated
9. impatiently

Down
1. inquired
2. nervous
3. frightened
4. rejoice
5. pondering
6. humming
7. rambling
8. fawn
9. bound
10. human

Journaling Prompt

At the end of the Chapter, Alice mentions signs with the names Tweedledum and Tweedledee. These are characters from a nursery rhyme. Read through the nursery rhyme. Using the content of the rhyme, guess whether similar events might take place in the upcoming chapter. What part could Alice play in those events? Report your findings to the class.

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EASY MARKING ANSWER KEY

2. As well as Alice could make out, the music was made by the tree branches rubbing together like fiddles and fiddlesticks.
3. Tweedledum said four times around is enough for a dance.
4. In the poem it says the carpenter ate as many oysters as he could get.
5. Tweedledum and Tweedledee make Alice cry by telling her she isn’t real and is just a part of the dream the Red King is having. Answers will vary.
6. Alice says Tweedledum called it a helmet, but it looked much more like a saucepan.
Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

By the end of the year read and comprehend literature, including stories, dramas, and poems, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

B) Use transitional words, phrases, and clauses to manage the sequence of events.

Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

C) Use concrete words and phrases and sensory details to convey experiences and events or show the responses of characters to situations. 

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

D) By the end of the year read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Apply grade 6 Reading standards to literary nonfiction.

Develop the topic with relevant facts, definitions, concrete details, quotations, or other information related to the topic. C) Use precise language and domain-specific vocabulary to inform about or explain the topic. E) Provide a concluding statement or section related to the information or explanation presented.

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Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.

Use appropriate transitions to clarify the relationships among ideas and concepts. D) Establish and maintain a formal style. F) Provide a concluding statement or section that follows from the information or explanation presented.

Provide logically ordered reasons that are supported by facts and details. C) Link opinion and reasons using words, phrases, and clauses. D) Provide a concluding statement or section related to the opinion presented.

Develop the topic with relevant facts, definitions, concrete details, quotations, or other information related to the topic. C) Use precise language and domain-specific vocabulary to inform about or explain the topic. E) Provide a concluding statement or section related to the information or explanation presented.

Provide information, explanation, or analysis in a well-structured text including an introductory sentence and topic sentence in each body paragraph, and a concluding sentence that summarizes the information presented and emphasizes the main point. B) Use precise language and domain-specific vocabulary to inform about or explain the topic. E) Provide a concluding statement or section related to the information or explanation presented.

Introduce a topic and organize the reasons and evidence clearly.

Provide a context for and focus of the topic, and introduce relevant ideas or concepts clearly.

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Provide a context for and focus of the topic, and introduce relevant ideas or concepts clearly.

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Explain how an author develops the point of view of the narrator or speaker in a text.

Use precise language and domain-specific vocabulary to inform about or explain the topic. E) Provide a concluding statement or section related to the information or explanation presented.

Provide a context for and focus of the topic, and introduce relevant ideas or concepts clearly.

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