

Teacher: Grande Francesca
Liceo Classico "B. Telesio"
Indirizzo Europeo
Cosenza, (Italia)

Lesson Plan

Objective:

Communicate the idea of linguistic and literary education through the study of a classical novel for children : ***Alice's Adventures in Wonderland*** by Lewis Carroll.

Promote extensive reading in order to develop a positive attitude toward reading and English literature.

Build problem-solving skills: in- depth reading of a literary text, starting from the knowledge already acquired on the fantasy genre, to observe, verify hypotheses, interpret, collect data, search for key words, classify, schematize, summarize, answer questions, deduce meanings and give opinions in an autonomous, personal, creative way.

(Activities of rewriting some parts of the text, inventing a different ending to the novel).

Time: 2 weeks

Class: Second Grade , "Biennio" of a High School

Materials: Laptops, Internet access, books to check facts, material from the teacher.

Procedure:

Step 1: Warm up. (1 hour)

Bring class into focus. Brainstorming activity about the reading habits of the students. Revise prior knowledge about "Fantasy novels" and about the features of "Fiction" as a literary genre: structure, story, plot, characters, point of view, message, theme. Give students a written questionnaire.

Step 2: Present information. (1 hour)

The teacher reads aloud the incipit and the first chapter of ***Alice's Adventures in Wonderland***, then he/she gives some information about the author.

The class writes single paragraph describing the main events in Lewis Carroll's life. The teacher individually encourages bright students to write 2 paragraphs, and coaches slower students.

Step 3: Organise information (1 hour)

Reading key facts about the book: ***Alice's Adventures in Wonderland***. Have the students recreate this chart on their laptops using IT tools.

FULL TITLE · *Alice's Adventures in Wonderland*

AUTHOR · Lewis Carroll

TYPE OF WORK · Novella

GENRE · Fairy tale; children's fiction; satire; allegory

LANGUAGE · English

TIME AND PLACE WRITTEN · 1862–1863, Oxford

DATE OF FIRST PUBLICATION · 1865

PUBLISHER · Macmillan & Co.

NARRATOR · The narrator is anonymous and does not use many words to describe events in the story.

POINT OF VIEW · The narrator speaks in third person, though occasionally in first and second person. The narrative follows Alice around on her travels, voicing her thoughts and feelings.

TONE · Straightforward; avuncular

TENSE · Past

SETTING (TIME) · Victorian era, circa publication date

SETTING (PLACE) · England, Wonderland

PROTAGONIST · Alice

MAJOR CONFLICT · Alice attempts to come to terms with the puzzle of Wonderland as she undergoes great individual changes while entrenched in Wonderland.

RISE ACTION · Alice follows the White Rabbit down a well and pursues him through Wonderland.

CLIMAX · Alice gains control over her size and enters the garden, where she participates in the trial of the Knave of Hearts.

FALLING ACTION · Alice realizes that Wonderland is a sham and knocks over the playing card court, causing her to wake up and dispel the dream of Wonderland.

THEMES · The tragic and inevitable loss of childhood innocence; Life as a meaningless puzzle; Death as a constant and underlying menace

MOTIFS · Dream; subversion; language; "curious," "nonsense," and "confusing"

SYMBOLS · The garden; the mushroom

FORESHADOWING · The Mouse's history about Fury and the Mouse foreshadows the trial at the end of the story.

Step 4: Reading to search information (2 hours)

Divide the class into a certain number of groups of 4-5 students. Using laptops and Internet access, each group reads the first chapters of the book and completes a table. The teacher assigns each group a topic to research. The students make hypotheses on the meaning of some aspects of the novel.

Get a representative from each group to come up to the front of the board and record their conclusions.

Summary (Attachment 1 for students)
"Alice's Adventures in Wonderland" (1865)

AUTHOR · Lewis Carroll

<p>FULL TITLE · "Alice's Adventures in Wonderland"</p> <p>GENRE</p>	<p>Possible meanings of the title</p> <p>Fairy tale; children's fiction; nonsense literature, fantastic novel</p>
<p>Story and plot</p>	<p><u>The story begins with</u></p> <p><u>At the end</u>, her adventures in Wonderland have all been a fantastic dream.</p>
<p>Characters</p>	<p>Heroine: Alice Other characters:</p>
<p>Setting</p>	<p>Time of the year:</p> <p>Place: Real world: England, 1862–1863, Victorian period Wonderland:</p> <p>Space:</p>
<p>Narrator</p>	<p>Omniscient who</p> <p>.</p> <p>POINT OF VIEW · The narrator speaks in person,</p>

	The narrative follows
Climax	Alice gains control over her size and enters the
Language* and style	<p>Language (*)</p> <p>Carroll plays with linguistic conventions in <i>Alice's Adventures in Wonderland</i>, making use of puns and playing on multiple meanings of words throughout the text. Carroll invents words and expressions and develops new meanings for words. Alice's exclamation "Curious and curiouiser!" suggests that both her surroundings and the language she uses to describe them expand beyond expectation and convention. Anything is possible in Wonderland, and Carroll's manipulation of language reflects this sense of unlimited possibility.</p>
	<p>TENSE · Past</p> <p>TONE · Straightforward, direct.</p>
Themes	<i>(Themes are the fundamental and often universal ideas explored in a literary work.)</i>
Motifs	<i>(Motifs are recurring structures, contrasts, or literary devices that can help to develop and inform the text's major theme)</i>
Symbols	<i>(Symbols are objects, characters, figures, or colors used to represent abstract ideas or concepts)</i>

Summary (Attachment 1 for the teacher)
"Alice's Adventures in Wonderland" (1865)

AUTHOR · Lewis Carroll

<p>FULL TITLE · "Alice's Adventures in Wonderland"</p> <p>GENRE</p>	<p>Possible meanings of the title</p> <p>The story is about a girl called Alice She lives various adventures in a place far from her real world The book is an adventure book or a novel for children Probably Wonderland is an amazing world because "wonder" means something beautiful and surprising</p> <p>Fairy tale; children's fiction; nonsense literature, fantastic novel</p>
Story and plot	<p><u>The story begins with</u> Alice who is sitting with her sister outdoors when she spies a White Rabbit with a pocket watch. Fascinated by the sight, she follows the rabbit down the hole. She finds herself in a strange, amazing world, whose inhabitants are speaking animals, a Mad Hatter, a Duchess, a Queen, a Knave. All these strange creatures behave in an irrational way and lead Alice through a series of fantastic adventures. She eats and drinks mysterious potions and cakes and becomes sometimes very tiny, sometimes a giant.</p> <p>The Queen invites Alice to play croquet, which is a very difficult game in Wonderland. The game is interrupted by the appearance of the Cheshire cat, whom the King of Hearts immediately dislikes. The Queen takes Alice to the Gryphon, who in turn takes Alice to the Mock Turtle.</p> <p>Gryphon drags Alice off to see the trial of the Knave of Hearts. The Knave of Hearts has been accused of stealing the tarts of the Queen of Hearts, but the evidence against him is very bad. Alice is appalled by the ridiculous proceedings. She also begins to grow larger. She is soon called to the witness stand; by this time she has grown to giant size. She refuses to be intimidated by the bad logic of the court and the bluster of the King and Queen of Hearts. Suddenly, the cards all rise up and attack her, at which point she wakes up.</p> <p><u>At the end</u>, her adventures in Wonderland have all been a fantastic dream.</p>
Characters	<p>Heroine: Alice Other characters: Alice's sister</p> <p>The White Rabbit - The Queen of Hearts - The King of Hearts - The Cheshire Cat - The Duchess - The Caterpillar - The Mad Hatter - The March Hare - The Dormouse - The Gryphon - The Mock Turtle - The Knave of Hearts - The Mouse - The Dodo - The Duck, the Lory, and the Eaglet - The Cook - The Pigeon - Two, Five, and Seven - Bill - The Frog-Footman -</p>
Setting	<p>Time of the year: Spring or summer</p> <p>Place: Real world: England, 1862–1863, Victorian period</p> <p>Wonderland: a world dominated by the inversion of the natural order and nonsensical rules. Madness is the main aspect of its inhabitants. It is an irrational place. Space: vague, distorted, dream-like</p>
Narrator	<p>Omniscient who does not use many words to describe events in the story.</p> <p>POINT OF VIEW · The narrator speaks in third person, though occasionally in first and second person. The narrative follows Alice around on her travels, voicing her thoughts and feelings.</p>

Climax	Alice gains control over her size and enters the garden, where she participates in the trial of the Knave of Hearts.
Language* and style	<p>Puns/wordplays (giochi di parole)(that cause some difficulty in translation), proverbs, nursery rhymes Linguistic nonsense Logic nonsense (nonsense use of logical words and phrases) Paradoxes(a statement which is apparently contradictory) Subtleties of typography (spacing, inks, italics, margins and bindings) Distorted use of language Surrealistic, absurd kind of language Use of syllogisms and also false syllogisms (see chap. VII, "A mad tea party") Figures of speech (figure retoriche):Hyperboles(exaggerations)</p> <p>*Language</p> <p>Carroll plays with linguistic conventions in <i>Alice's Adventures in Wonderland</i>, making use of puns and playing on multiple meanings of words throughout the text. Carroll invents words and expressions and develops new meanings for words. Alice's exclamation "Curious and curiouer!" suggests that both her surroundings and the language she uses to describe them expand beyond expectation and convention. Anything is possible in Wonderland, and Carroll's manipulation of language reflects this sense of unlimited possibility.</p>
	<p>TENSE · Past</p> <p>TONE · Straightforward, direct.</p>
Themes	<p><i>(Themes are the fundamental and often universal ideas explored in a literary work.)</i></p> <p>The tragic and inevitable loss of childhood innocence;</p> <p>Life as a meaningless puzzle;</p> <p>Death as a constant and underlying menace</p>
Motifs	<p><i>(Motifs are recurring structures, contrasts, or literary devices that can help to develop and inform the text's major themes.)</i></p> <p>Dream;</p> <p>subversion;</p> <p>language;</p> <p>"curious" , "nonsense," and "confusing"</p>
Symbols	<p><i>(Symbols are objects, characters, figures, or colors used to represent abstract ideas or concepts)</i></p> <p>The garden;</p> <p>The mushroom</p>

Step 5: Extensive reading (2 hours)

Each group reads the following chapters of the book (on- line text) and answers the questions given . Reading task requires detailed reading and students should be given time to complete. The teacher asks the students to read the questions first and then carefully re-read the text to find the answers. At the end, the teacher collects the answers given.

Chapter II : “The Pool of Tears”

1) Find the fantastic elements and the absurdities in this chapter.

Chapter IV: “The Rabbit Sends in a Little Bill

1) Alice alludes to the painful transition from childhood to adulthood. When? Quote from the text.

Chapter V: “Advice from a Caterpillar”

1) What strange animal does Alice meet? Does it help her? What does it give to the little girl?

Chapter VI: “Pig and Pepper

1) The Cheshire Cat says to Alice that to be in Wonderland is to be mad. This madness is related to.....

- ☐ the world of imagination and dreams
- ☐ the manipulation of reality
- ☐ Alice's actual madness
- ☐ Alice's rejection of Wonderland
- ☐ A Cheshire cat 's humorous remark

Chapter VII: “A Mad Tea-Party”

1) Who is sitting at the table at tea-time?

2) What kind of language is used in this chapter? Tick as appropriate.

- ☐ Simple
- ☐ Ironical
- ☐ Surrealistic
- ☐ Absurd
- ☐ Realistic
- ☐ Humorous
- ☐ Allusive

3) What are the absurdities related to Time? Explain quoting from the text.

4) Is the “narrator” a character in the story or a voice outside it? Is the point of view neutral or does it coincide with one or more characters?

Chapter VIII : “The Queen's Croquet-Ground”

1) Where is the story set?

2) What are the ridiculous things that happen during the Queen's croquet game?

Step 6: Final Test : written production (2 hours)

After the reading of the book, the teacher checks the answers to the questions and recaps the storyline.

Each individual student is given the task to rewrite the final of “*Alice's Adventures in Wonderland*”, “in the style of.... Lewis Carroll” in a text of about 80- 100 words.

The teacher tells the students to brainstorm their ideas and then organize their ideas into a plan.

They can:

- Change the characters (with new names and characteristics);
- Change the physical aspect of the characters;
- Change the setting (place and time, background, atmosphere) and describe it;
- Invent new actions and describe them;
- Imagine and describe your own final.

Step 7: Summative assessment (1 hour)

The teacher evaluates the students' final tests using the Evaluation Grid below.

Evaluation grid of the Final Test

Student's name _____

Then the teacher provides learners with feedback on their progress and hands in the Self-evaluation grid below. In this way students develop their ability to assess their own progress and development.

Criteria	Learning outcomes	Maximum score	Score
Grammar	Totally inadequate	4	
	Inadequate	5	
	Sufficient	6	
	Satisfactory	7	
	Good	8	
	Very good	9	
	Excellent	10	
Vocabulary	Totally inadequate	4	
	Inadequate	5	
	Sufficient	6	
	Satisfactory	7	
	Good	8	
	Very good	9	
	Excellent	10	
Independent learning	Totally inadequate	4	
	Inadequate	5	
	Sufficient	6	
	Satisfactory	7	
	Good	8	
	Very good	9	
	Excellent	10	
Score	Total score		
	Score in tenths the score in tenths is calculated by dividing the total by 3		

Self-evaluation grid

Name	Class	Date					
Did you like the book?			5	4	3	2	1
Did you know the content?			5	4	3	2	1
Was it difficult to read it?			5	4	3	2	1
How did you manage to overcome your difficulties?							
<i>I was given a hand by</i>							
What were the most difficult tasks?							
What activities were more satisfying ?							

What do you think were the most useful tools?					
How were your relationships with your classmates?	5	4	3	2	1
What is your opinion about the role of the teacher?	5	4	3	2	1
Have you learned something new from this lesson?	5	4	3	2	1
Have you developed your reading skills and written comprehension?	5	4	3	2	1
Have you learned new strategies to understand the main ideas of a complex text?	5	4	3	2	1
Did you feel bored?	5	4	3	2	1
Did you have fun?	5	4	3	2	1
Are you satisfied with your own progress?	5	4	3	2	1
<i>I feel satisfied because</i>					
<i>I feel unsatisfied because</i>					

Sitografia:

www.indire.it

http://it.wikisource.org/wiki/Alice_nel_Paese_delle_meraviglie

<http://www.cs.cmu.edu/~rgs/alice-I.html>

<http://www.sparknotes.com/lit/alice/themes.html>

http://it.wikipedia.org/wiki/Lewis_Carroll

<http://www.wuz.it/riassunto-libri/4332/riassunto-alice-nel-paese-delle-meraviglie.html>