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Literature Teaching Unit

Chapter-by-Chapter Study Guide



Through the Looking Glass

by Lewis Carroll

- Learning objectives
- Study Guide with short-answer questions
- Background information
- Vocabulary in context
- Multiple-choice test
- Essay questions
- Literary terms



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Through the Looking-Glass

Objectives

By the end of this Unit, the student will be able to:

1. recognize and discuss whether the coming-of-age theme exists in *Through the Looking-Glass*, and cite incidents in the novel for support.
2. identify the point of view.
3. write a half-page character description of selected characters.
4. discuss the changing settings and understand the role that each setting plays in the novel.
5. locate evidence of historical fact in the novel.
6. recognize and discuss the various elements of children's fiction in *Through the Looking-Glass*.
7. define and discuss the following literary elements:
 - Metaphor
 - Personification
 - Pun
 - Simile
 - Symbol
8. identify and discuss the various uses of figurative and literal language.
9. identify and discuss the use of irony in the novel.
10. explain how Lewis Carroll effectively uses satire to convey political and social messages.
11. define vocabulary words as indicated in the study guide.
12. discuss the intention and effect of Lewis Carroll's writing style, such as the creation of nonsense language.
13. recognize and discuss the various instances of symbolism.

Questions for Essay and Discussion

1. Discuss Alice's character. Who does she represent?
2. Discuss the various nursery rhymes that arise in *Through the Looking-Glass* and how they contribute to the story.
3. The basis of Alice's trip through the Looking-Glass world is a chess game. Describe several elements or characters that are evidence of an ongoing game.
4. How do the illustrations affect *Through the Looking-Glass*?
5. Nonsense words appear throughout *Through the Looking-Glass*. How do these words effect the readability of the story?
6. What hints are given throughout the novel that Alice is having a dream?
7. Discuss how the flower garden is used to represent the Victorian class system.
8. As a child, how is Alice generally viewed in the Looking-Glass world? How may Alice's treatment be applied to the Victorian perspective on children?
9. Explain Alice's experience with the train passengers. How does their behavior mock capitalism?
10. What is the meaning of *The Walrus and the Carpenter*? Give two possible interpretations.
11. Use an example from the story to discuss the use of figurative and literal language in *Through the Looking-Glass*.
12. Discuss how the frequent use of puns contributes to the humor in *Through the Looking-Glass*. Cite an example.
13. In what way does Alice portray materialistic behavior?
14. Discuss how the coming-of-age theme relates to Alice.
15. How is the White Knight used to depict chivalry? What does Lewis Carroll's opinion of chivalry seem to be?
16. Describe the tone of *Through the Looking-Glass*, including any contributing elements.

Through the Looking-Glass

Note: All references come from the Dover Thrift Edition of *Through the Looking Glass and What Alice Found There*, copyright 1999.

Chapter One - Looking-Glass House

VOCABULARY

worsted – a smooth yarn made from long wool fibers
memorandum – *an informal written note*

1. What is the point of view of this novel?

2. Identify an example of personification in Chapter One.

3. What is an appropriate estimate of Alice's age according to suggestions in the text?

4. Alice sits in her chair and explains Looking-glass House to her kitten. What is Looking-glass House?

5. Alice decides to explore Looking-glass House. How does she enter? Does the setting change once she enters?

4. Locate a pun in this chapter?

5. How are insects in the Looking-glass world different from insects in Alice's world?

6. Alice must pass through the forest to reach the Eighth Square. What is unusual about the woods?

7. Describe Alice's encounter with the Fawn.

Chapter Nine – Queen Alice

VOCABULARY

lolling – to be lounging in a lazy manner
sceptre – a staff belonging to a royal member, usually a king or queen
mutton – meat from a sheep

1. What does the author insinuate about England’s educational system when the Queens ridicule Alice for her poor math skills? What do the Queens’ questions suggest about the education of the upper class?

2. The White Queen questions Alice, “How is bread made?” How is the Queen’s response to Alice’s answer an example of a pun?

3. Does Alice’s succession to Queen support or oppose the coming-of-age theme?
