

Alice's Adventure In Wonderland
Discussion Guide
Grades 5-8

Before Reading: to activate schema, build background knowledge, and set a purpose.

- Before using this book with your class or recommending the book to students we suggest reading the book closely to determine if it is a good fit. Consider saying to your students: "This book contains topics and language that may be sensitive. Not all books fit all readers. If you are uncomfortable with this book, you have the right to stop reading it, but please pick another."
- How do you feel about growing up? How do you think Alice feels about growing up?
- Alice is a curious kid exploring the wonderland. What are your curiosities do you have about the wonderland, the characters, the settings, and the plot? Share your thoughts with the class.
- Identity pie activity (See graphic organizer)
- Frontload vocabulary: Chapter 1 (see vocabulary guide)

During Reading: to engage students, check for understanding, and make connections.

- What symbolizes Alice falling asleep? Share details to support your thinking. (Ch. 1)
- The cake and bottle make Alice bigger or smaller. Do you think it is wise to eat and drink them? What would you do if you were Alice? (Ch. 1)
- Why does Alice keep asking herself, "Who am I?" Discuss with your partner or teammates. (Ch. 2)
- Alice was confused about who she was, and she was being hard on herself. What do you think about her reaction? What is the author trying to say about growing up? Do you agree or disagree? (Ch. 2)
- Alice doubts her own identity because of the nonsense in the wonderland, which leads her to think she must not be Alice anymore. Do you think she should embrace the absurdity in wonderland? Why and why not? (Ch. 1-2)
- The ambiguity in language repetitively appears in this chapter. For example, Alice needed to dry herself for swimming in the pool of tears, but the mouse started telling a really dry story. Name some real-life examples. (Ch. 3)

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During Reading (Continued)

- The white rabbit took Alice as its housemaid. How could this affect Alice's identity crisis? (Ch. 3)
- "Shall I never get any older than I am now? That will be a comfort." How do these thoughts imply Alice's desires and fears in real life? What are the symbols that illustrate her desire and fears? (Ch. 4)
- Why did citing the poem and the encounter with the pigeon make Alice feel even worse about herself? (Ch. 5) *Note: The poem "Father William" by Robert Southey is known as "The Old Man's Comforts." It is a didactic poem about the importance of living in moderation, and most Victorian children had to memorize it.*
- So far, how would you describe Alice's character? Share details from the book to support your thinking. (Ch. 1-6)
- Alice says, "At least, I mean what I say—That's the same thing, you know." Do you agree with this statement? Why or why not? (Ch. 7)
- Time, referred to as a "him" in the story, has the absolute power to punish whoever offends him. Do you think the concept of time has similar powers in real life? Why or why not? Share examples from your own life. (Ch. 7)
- How has Alice's courage grown? Share details to support your thinking. (Ch. 7-8)
- The Cheshire cat is seemingly different from other creatures in the wonderland. Why is that? Make a list of as many details as you can find to explain how the Cheshire cat is unique. (Ch. 6-8)
- Do you think the Queen of Hearts is a symbol of justice? Why or why not? (Ch. 8)
- The Dutchess teaches Alice that "everything has a moral." Do you agree? Why or why not?
- Alice says, "I've a right to think." The Dutchess interrupted her, "Just as much right as a pig to fly..." What is the author's message in this conversation? (Ch. 9)
- Do you think the Gryphon and the mock turtle are truly interested in Alice? Why and why not? (Ch. 9-10)
- What does Alice's uncontrollable growth symbolize? (Ch. 11)

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After Reading: to summarize, question, and reflect.

- The author, Lewis Carroll, uses a lot of figurative language throughout the book. Use the Figurative Language graphic organizer to explore the language used in the book.
- Lewis Carroll used numerous symbols and analogies to convey messages about identity crisis. Identify three symbols or/and analogies that are closely related to your personal experience.
- What is still challenging or confusing for you to get your mind around? What questions, wonders, or puzzles do you now have?

If your students enjoyed this book...

- Check out these digital resources with your students: [The Morgan Library and Museum, Alice's Adventures in Wonderland – Mad Hatter's Tea Party \(The Royal Ballet\)](#)
- Extend the conversation by assigning a writing task for students to interpret the content or connect to their personal experiences.
- Extend the significant topics in the books, such as identity, meanings and meaninglessness, reality and fantasy, and childhood and adulthood into a research project. Using multiliteracies as a medium to integrate more perspectives throughout the personal and general social contexts.
- Encourage them to continue to discuss it and refer to it in other lessons and conversations.
- Let students explore more about the topic by reading other books with similar themes, structure, characters, or content.