The story
Alice steps through the Looking-glass and finds herself in a world that seems to be a giant chess game and where everything happens backwards. Once she starts to explore, many strange things happen to her. First, she finds herself in a large flower garden where the flowers speak to her. There, she meets the Red Queen who tells her she can be part of the chess game. She can begin by being a White Pawn and when she reaches the Eighth Square she will then become a Queen.

Alice has many adventures on her way to the Eighth Square. She goes on a train ride where she meets a man dressed in white paper, a goat, a beetle and a horse. In the wood where things have no name, she meets Tweedledum and Tweedledee, two identical brothers. Tweedledee reads her a poem called ‘The Walrus and the Carpenter’ and shows her the Red King who is asleep and snoring loudly. They tell her that she is not real; that she is only something in the king’s dream and that if he wakes up she will disappear.

After that, she meets the White Queen who explains how everything happens backwards in this world. The next character she meets is Humpty Dumpty who tells her about ‘unbirthday presents’, presents you get when it’s not your birthday. After that, she meets the Unicorn and the Lion who are fighting over the White King’s crown. They stop fighting for a while and have a strange and magical tea party where the cake cuts itself.

Alice is shown the way to the Eighth Square by the White Knight whom she has witnessed having a battle with the Red Knight. Both are very bad at fighting and keep falling off their horses. Finally, she reaches the Eighth Square and becomes Queen. At a party to celebrate her becoming Queen, it becomes noisier and noisier, with food talking and cutlery dancing. Alice finally has enough, and pulls the tablecloth off the table in one swift move. This brings everything crashing to the ground and ends the dream.

Background to the story
Although Lewis Carroll was a mathematician and lectured at Christ Church College, Oxford, for over forty years, he is perhaps, best known for his children’s books and poems. He was fascinated by the limits and paradoxes of language which he explored in his writing, perhaps most notably in his famous verse Jabberwocky. It is said that the popularity of his work stems from an interest in the many profound psychological perceptions evident in his writing and the mathematical logic underlying the fantasies. Even in his choice of pen name, this love of word play and logic is evident. He created his pen name by taking his names Charles Lutwidge, translating them into Latin as Carolus Ludovicus, reversing them to Ludovicus Carolus and finally translating them back into English as Lewis Carroll.

Before reading
Here are some ways to help your students approach the story:
1. Give students the title of the book and show them the picture on the cover. Ask them to try and guess what kind of story it is.
2. Ask the students to read the text on the back cover of the book, and the story introduction on the first page. Then ask them a few questions about the story, or use the Before Reading Activities in the back of each Bookworm.
3. Use the pre-reading activity in this worksheet.
4. If there is a recording of this title, play the first few pages and stop at an interesting point.
Through the Looking-Glass

Pre-reading activity

Match the words with the pictures

To the teacher

**Aim:** To familiarize students with the story and its setting

**Time:** 10–15 minutes

**Organization:** Give one copy of the worksheet to each student, or to each group of students. Ask them to match the pictures with the correct captions. When they have done this check the answers. Ask the students to answer these questions.

1. What kind of story is it?
2. In what kind of place does the story take place?

Then ask them to put the pictures in the order they might appear in the story and to predict what the story might be. Tell them that there is no right or wrong answer to the activity.

**Key:** 1e, 2h, 3f, 4a, 5g, 6c, 7d, 8b.

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**Pre-reading activity**

**Match the words with the pictures**

1. Alice pinned up the Queen’s hair more tidily.
2. ‘What is this on my head?’ Alice said.
3. ‘It’s just like a large chess-board!’ Alice said.
4. They were always falling over something or other.
5. In a moment the two Queens were both asleep, and snoring loudly.
6. Alice got behind a tree, where she could watch more safely.
7. ‘Faster! Faster!’ cried the Queen.
8. ‘My name is Alice –’.
Through the Looking-Glass

While reading activity

Word grid

To the teacher

Where: At the end of Chapter 5

Aim: To help clarify some key characters and events

Time: 20 minutes

Organization: Give one copy of the worksheet to each student, or to each group of students. Ask the students to read the clues and find the other missing words. When they have done all the questions they will find the central word in the grid which is looking-glass. When everyone has finished, go through the answers as a class. Ask them to give you another word for looking-glass and discuss its significance to the story with the class as a whole. Then ask them to discuss some of the characters. For example: Who were Tweedledum and Tweedledee? What did they look like? What was unusual about them?

Key: 1 Tweedledum, 2 bishop, 3 wood, 4 kitten, 5 six, 6 carpenter, 7 Tigerlily, 8 snoring, 9 shawl, 10 goat, 11 oysters, 12 sheep.

1 Tweedledee’s friend.
2 A chess piece.
3 The place where things have no name.
4 Alice’s pet.
5 The number of brooks in the Looking-Glass world.
6 One of the characters in Tweedledee’s poem.
7 A talking flower.
8 Something the Red King is doing in chapter 4.
9 This belongs to the White Queen.
10 One of Alice’s travelling companions on the train journey.
11 They were eaten by the Walrus and the Carpenter.
12 The shopkeeper in chapter 5.
### Through the Looking-Glass

**After reading activity**

**Order the events**

<table>
<thead>
<tr>
<th>EVENT</th>
<th>ORDER</th>
</tr>
</thead>
<tbody>
<tr>
<td>a Alice meets Tweedledum and Tweedledee.</td>
<td></td>
</tr>
<tr>
<td>b Alice reaches the Eighth Square and becomes a Queen.</td>
<td></td>
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<tr>
<td>c The White Queen cuts her finger.</td>
<td></td>
</tr>
<tr>
<td>d Humpty Dumpty reads Alice a poem.</td>
<td></td>
</tr>
<tr>
<td>e A Tiger-lily talks to Alice.</td>
<td></td>
</tr>
<tr>
<td>f The White Knight sings a song for Alice.</td>
<td></td>
</tr>
<tr>
<td>g Alice and the Red Queen run as fast as they can to keep still.</td>
<td></td>
</tr>
<tr>
<td>h Alice wakes up from the dream.</td>
<td></td>
</tr>
<tr>
<td>i The plum cake cuts itself into three pieces.</td>
<td></td>
</tr>
<tr>
<td>j The Red Queen introduces the pudding to Alice.</td>
<td></td>
</tr>
<tr>
<td>k Alice sees the Red King, the Red Queen, two Castles, two Pawns and a Bishop for the first time.</td>
<td>1</td>
</tr>
<tr>
<td>l Alice meets the Lion and the Unicorn.</td>
<td></td>
</tr>
<tr>
<td>m Alice goes on a train journey.</td>
<td></td>
</tr>
<tr>
<td>n Tweedledee reads Alice a poem.</td>
<td></td>
</tr>
<tr>
<td>o Alice finds and opens a book and reads a poem called <em>Jabberwocky</em>.</td>
<td></td>
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<tr>
<td>p Alice pulls the tablecloth off the table at the tea party.</td>
<td></td>
</tr>
<tr>
<td>q The Red and White Knights fight for Alice.</td>
<td></td>
</tr>
<tr>
<td>r Alice buys an egg.</td>
<td></td>
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<tr>
<td>s The King’s Messenger Haigha brings the King a message.</td>
<td></td>
</tr>
<tr>
<td>t Alice finds the wood where things have no name.</td>
<td></td>
</tr>
</tbody>
</table>

**To the teacher**

**Where:** At the end of the book  
**Aim:** To revise key events in the story  
**Time:** 20–25 minutes  
**Organization:** Give out copies of the worksheet. Ask the students to put the sentences in the correct order as they appear in the story. When they have completed the task, check the answers with the class as a whole. Ask them to tell the story in pairs or in a round, adding details and expanding the storyline as they go.  
**Key:** 1k, 2o, 3e, 4g, 5m, 6t, 7a, 8n, 9c, 10r, 11d, 12s, 13l, 14i, 15q, 16f, 17b, 18j, 19p, 20h.