

Name: _____

Class Period: _____

A thought from Alice

"It seems very pretty," she said when she had finished it, "but it's rather hard to understand!" (You see she didn't like to confess even to herself, that she couldn't make it out at all.) "Somehow it seems to fill my head with ideas -- only I don't exactly know what they are! However, *somebody* killed *something*: that's clear, at any rate -- "

-Alice, Through the Looking-Glass and What Alice Found There

Jabberwocky Exercise

**Objectives: Decode unfamiliar/nonsense words, using contextual and grammatical clues.
Create a scene using your interpretation of the poem.**

Part I: Decipher the Poem

1. Discuss nonsense poetry and poem with class.
2. As a class, read the first few lines of the poem and decipher unfamiliar/nonsense words.
3. Afterward, in your group, decipher the remaining unfamiliar/nonsense words that are underlined. Each person in the group should have a chance to read a stanza out loud. Discuss and write your translated words in the box to the right of the poem.
4. Once finished deciphering words, discuss the setting and mood of the piece. Who are the characters? What is the action? How might you stage it? What does your Jabberwocky look like? Try sketching a drawing of your interpretation.
5. Remember: There are infinite ways of interpreting the words of the poem, but your "translations" should make sense and be relevant.

Part II: Stage The Jabberwocky

6. Discuss your interpretation and how you would stage your translation.
7. Come up with an interpretation that you could perform for class, with one group member reading the poem, and the others acting out the piece. **Use pantomime, movement and sounds in your scene- no props or costumes necessary.**
8. Do not change the words in the poem, but rather use your translation to help you make sense of the words and illustrate your interpretation. Make sure that your interpretation is clear in the actions that you create in your scene. Be creative and don't let one single 'nonsense' word go to waste!
9. You will have time in class on Thursday to rehearse and continue to create your scene.
10. We will present the Jabberwocky Scenes **Friday, October 18 in class for a Minor Grade.** Each student will need to turn this sheet in with deciphered text and interpretation notes on Friday following the performances.

By: Lewis Carroll

By: Lewis Carroll

Twas brillig, and the slithy toves
 Did gyre and gimble in the wabe:
 All mimsy were the borogoves,
 And the mome raths outgrabe.

"Beware the Jabberwock, my son!
The jaws that bite, the claws that catch!
Beware the Jubjub bird, and shun
The frumious Bandersnatch!"

He took his vorpəl sword in hand:
Long time the manxome foe he sought --
So rested he by the Tumtum tree, —
And stood awhile in thought.

And, as in **uffish** thought he stood, —
The Jabberwock, with eyes of flame,
Came **whiffling** through the **tulgey** wood,
And **burbled** as it came!

One, two! One, two! And through and through
The vorpal blade went **snicker-snack!** —
He left it dead, and with its head
He went **galumphing** back.

"And, has thou slain the Jabberwock?
Come to my arms, my beamish boy!
O frabjous day! Callooh! Callay!"
He chortled in his joy.

'Twas brillig, and the slithy toves
Did gyre and gimble in the wabe;
All mimsy were the borogoves,
And the mome raths outgrabe.

Decipher Text Here:

Interpretation Notes. *Include Setting, Characters, Mood and Staging*

**Use blank piece of paper to sketch Jabberwocky!*