

TAKE A LOOK AT WHAT'S
INSIDE THE GUIDE:

INSTRUMENT GUIDE


 TIMELINE OF THE REAL ALICE
AND ALICE IN WONDERLAND

CLASSROOM ACTIVITIES

 (with Common Core, Missouri GLE,
and National Core Arts Standards)

DISCUSSION QUESTIONS

RESOURCES FOR EDUCATORS



WONDERLAND: ALICE'S ROCK & ROLL ADVENTURE

EDUCATOR'S GUIDE

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SYNOPSIS

How can you march to the beat of your own drummer when you're still writing the song? Part theater, part rock concert, all of your favorite characters are here in this new take on Lewis Carroll's beloved, poetic tale of self-actualization. A cast of actors/musicians play an eclectic mix of everything from classic rock to ska to punk as 7-1/2-year-old Alice chases through Wonderland in search of her own inner musical voice. Poetry has never been so fun!

MEET THE INSTRUMENTS

Just like the characters in the story, each instrument has their own unique voice. In our production, Music Director Lamar Harris assembled a particular combination of instruments to tell the story and plays some of the music himself. Here are some live instruments you may see and hear in the production.



Accordion: a portable instrument played by means of keys and buttons and metal reeds blown by bellows



Clarinet: a tube-like woodwind instrument with a single-reed mouthpiece and holes stopped by keys



Trumpet: a powerful brass wind instrument sounded by lip vibration against a cup-shaped mouthpiece



Drums: a percussion instrument sounded by being struck with sticks or hands



French Horn: a brass instrument with a coiled tube, valves, and a wide bell played with the right hand inside the bell



Guitar: a string instrument which is played by plucking the strings. An **electric guitar** converts the vibration of its strings into electrical signals. A **bass guitar** is longer than the electric guitar and plays an octave lower



Keyboard: an electric instrument with keys for playing the twelve notes of the musical scale and capable of recreating a wide range of sounds



Piano: a percussion instrument played by pressing keys that cause hammers to hit strings producing sound



Ukulele: a small four string guitar of Portuguese origin popularized in Hawaii

THE WORLD of Wonderland

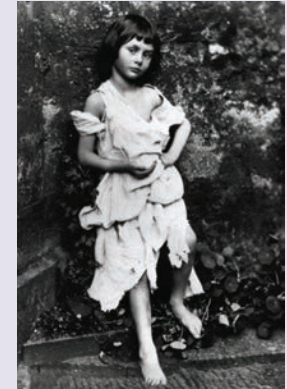


Lewis Carroll once said, "In a desperate attempt to strike out some new line of fairy-lore, I had sent my heroine straight down a rabbit-hole, to begin with, without the least idea what was to happen afterwards."

The world of Wonderland was created by Charles Dodgson, better known by his pen name, Lewis Carroll. *Wonderland: Alice's Rock & Roll Adventure* adapts Carroll's text into a stage musical. *Alice's Adventures in Wonderland* has influenced numerous books, movies, television shows, songs, video games and plays.

THE REAL ALICE

Alice's Adventures in Wonderland was inspired by the real life Alice Liddell, a friend of author Lewis Carroll. Though a child when she encouraged him to write down the stories he shared with her, she was an adult by the time the sequel, *Through the Looking-Glass and What Alice Found There*, was published. She went on to befriend Prince Leopold, the youngest son of Queen Victoria, and become the first president of Emery Down Women's Institute.



Alice Liddell taken by Carol Lewis (1858)

TIMELINE OF THE FICTIONAL ALICE

Page from the original manuscript copy of *Alice's Adventures Under Ground*

Alice entering the looking-glass

The Nursery "Alice"

Walt Disney's *ALICE in WONDERLAND* The all-cartoon Musical Wonderland! Color by TECHNICOLOR

CHICAGO CHILDREN'S THEATRE *Wonderland* SOCIAL STORY

Lewis Carroll self-portrait (1856)

Lewis Carroll meets the Liddell family and later becomes a close friend.

1856

1862

1864

1865

1871

1886

1890

1903

1951

2010

2015

2018

Carroll shares the story of Alice with Alice Liddell and her family on a boat ride.

Carroll gives Liddell a handwritten, illustrated manuscript of *Alice's Adventures Under Ground*.

Carroll publishes the sequel, *Through the Looking Glass and What Alice Found There*.

Carroll publishes *The Nursery "Alice"*, a special edition for younger children.

Disney's animated film is released.

Wonderland: Alice's Rock & Roll Adventure premieres at Chicago Children's Theatre

Carroll renames his story and publishes *Alice's Adventures in Wonderland*.

The first theatrical version of *Alice* is performed.

The very first *Alice* film is produced.

Tim Burton's *Alice in Wonderland* film is released.

The New York Public Library publishes *Alice in Wonderland* in its entirety on their Instagram highlights.

Liddell dressed in her best outfit. Photo by Lewis Carroll (1858).

Cover of the original edition

COME ON OVER

Very few people in Wonderland take the time to really get to know Alice. Get your students to know each other even better! Ask students to join you in the center of the room. Split off from the group and say, "Come on over if..." and finish the sentence with some statement that is true about you. If it is true for your students, they stand next to you. If not, they remain where they are. One at a time, have the students step out and say their "Come on over if..." statement noticing who moves and who stays during the activity.

REFLECTION QUESTIONS:

- What surprised you?
- What did you learn about your classmates?

MISSOURI COMMUNICATION ARTS GRADE LEVEL EXPECTATIONS

LS1B K-8 Demonstrate listening behaviors

LS2A K-8 Share ideas or experiences verbally or using communication systems

COMMON CORE STANDARDS

SL.3.1 Engage effectively in a range of collaborative discussions

SOUNDSCAPE

Music and sound play a critical role in *Wonderland: Alice's Rock & Roll Adventure*. Discuss the musical elements and sound effects your students remember from the play. Invite them to bring an environment to life using their voices and imaginations. Example environments: the beach, a playground, a classroom - or use a photograph to inspire a soundscape! Ask students to sit in a circle and let them know that you are going to step into role as the Music Director or DJ, who brings all of the musical components together, to bring an environment to life through sound. Model some example sounds: clapping hands, blowing wind, rushing water, etc. Point to a student to let them know that it is their turn to add in a sound. One at a time, students will add a sound to the soundscape and commit to their sound throughout the activity. Select hand cues to represent louder, softer and stop.

REFLECTION QUESTIONS:

- What the experience was like?
- What sounds stood out?
- What sounds were surprising?

MISSOURI COMMUNICATION ARTS GRADE LEVEL EXPECTATIONS

LS1B K-8 Demonstrate listening behaviors

NATIONAL CORE ARTS STANDARDS

ANCHOR STANDARD 1 Generate and conceptualize artistic ideas and work.

ANCHOR STANDARD 7 Perceive and analyze artistic work.

TOUR OF A PLACE

Wonderland is home to many people and creatures, but it's strange and new to Alice. The idea of "home" can mean many different things. Home might be the place you live with your family and/or caregivers, a place you feel safe, or a place you visit in your imagination. Ask your students to close their eyes and imagine a place that feels like "home" to them. Prompt them to think about the different details of the space they are imagining: what they see, smell, hear etc. Give the class a short "tour" of your home using the entire space of the classroom to imagine you are truly there, with lots of detail and stories/memories. Walk through the space, as if you are moving from "room" to "room", and pantomime different areas, objects, and details while describing your home.

MISSOURI COMMUNICATION ARTS GRADE LEVEL EXPECTATIONS

LS1B K-8 Demonstrate listening behaviors
LS2A K-8 Share ideas or experiences verbally or using communication systems

Have students find a partner they do not know well and has not been to their home. One partner in each pair will be the tour guide and one partner will be the tour observer. The partner who is observing may ask questions, but may not comment or judge. Give 3-5 minutes for each tour, then switch so that the guide becomes the observer and the observer becomes the guide.

REFLECTION QUESTIONS:

- What was it like giving a tour? What was it like taking a tour?
- Did anyone give a tour of a place where you do not live? Does anybody want to share?

NATIONAL CORE ARTS STANDARDS

ANCHOR STANDARD 2 Organize and develop artistic ideas and work.

ANCHOR STANDARD 6 Convey meaning through the presentation of artistic work.

CHORAL SPEAK

In *Wonderland*, Alice navigates fears and challenges, ultimately facing the Jabberwock monster. *Jabberwocky* is a poem written by Lewis Carroll that incorporates real and invented words. Split students into small groups and turn your classroom into a spoken word lounge. Students will work together to bring the poem to life through creative vocal choices. Invite the groups to share their pieces when finished.

SUGGESTED GUIDELINES:

- Everyone in the group must participate.
- Underscore words and/or lines with instruments or voices.
- Incorporate movement.
- Mix up who is reading! Students may speak alone, in pairs or everyone can speak at the same time.
- Echo or repeat words and/or lines.

MISSOURI COMMUNICATION ARTS GRADE LEVEL EXPECTATIONS

1A1C K-8 Speak effectively in collaborative discussions.

NATIONAL CORE ARTS STANDARDS

ANCHOR STANDARD 2

Organize and develop artistic ideas and work.

ANCHOR STANDARD 4

Select, Analyze and Interpret Artistic Work for presentation.



The Jabberwock, as illustrated by John Tenniel

'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 vorpal 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 whiffing 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.



ALICE IN NUMBERLAND

While Lewis Carroll loved to tell stories, he was also an avid mathematician. He even created the Carroll Diagram, a diagram of 4 squares used to sort objects by the things they have in common.

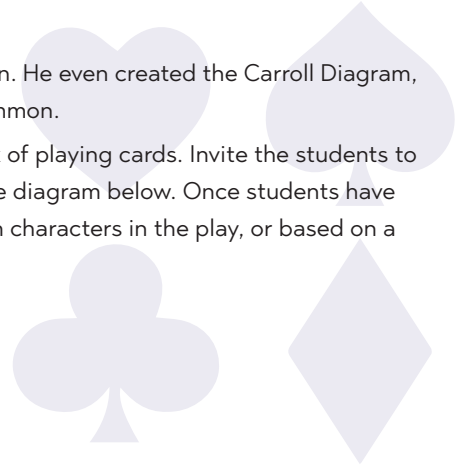
Divide students into small groups and give each group a portion of a deck of playing cards. Invite the students to sort the cards they are given into four sections, using the categories in the diagram below. Once students have sorted the cards, invite them to create their own Carroll diagram based on characters in the play, or based on a topic/theme you are exploring in class.

MISSOURI MATHEMATICS GRADE LEVEL EXPECTATIONS K-8

DS1A Collect, organize and represent data with up to three categories.

COMMON CORE STANDARD

SL.3.1 Engage effectively in a range of collaborative discussions



PICTURE CARDS

NON-PICTURE CARDS

**BLACK
SUITS**

**RED
SUITS**

WEBSITES

- **Alice in Wonderland** by Lewis Carroll
Available on the New York Public Library's Instagram Highlights
<https://www.instagram.com/stories/highlights/17944110319188491/>
- **Alice Through the Looking Glass** by Lewis Carroll
- **The Hunting of the Snark** by Lewis Carroll
- **Alice's Adventures Under Ground** by Lewis Carroll:
The shorter, original *Alice in Wonderland* manuscript
- **The Nursery "Alice"** by Lewis Carroll
<http://ufdc.ufl.edu/UF00076726/00001/9j>

OTHER ALICE RESOURCES

- **Macmillan Resources: 150 Years of Alice**
<http://www.macmillanreaders.com/150-years-of-alice>
- **Alice in Wonderland 150**
<http://aliceinwonderland150.com/>



Alice trying to play croquet with a Flamingo



The White Rabbit



3311 Washington Ave.
St. Louis, Missouri 63103
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MISSION

Inspired by the intelligence and emotional wisdom of young people, we create professional theater, foster inclusive community and nurture meaningful learning through the arts.



Images sourced from Wikipedia



1. What musical melodies or themes repeat throughout the performance? How did the instruments help tell the story? What instruments do you play?
2. While Alice's adventure in Wonderland takes place in her imagination, to her, it's still a very real experience. How can her experience be real and imaginary at the same time?
3. Very few people in Wonderland take the time to talk to Alice. How can you show people you're actively listening to them? What does it feel like when someone truly listens to you?
4. How does the Queen of Hearts treat their subjects? How do the characters treat the Queen? Why do you think the Queen is surprised by how Alice responds to their bullying?
5. The Jabberwock tells Alice, "To live with fear and be unafraid is what growing up is all about." Share a time that you were brave, even though you felt afraid.
6. Alice uses her musical skills to defeat the Jabberwock. If you were face to face with the Jabberwock, what skill would you use to defeat it?
7. The Unicorn tells Alice, "I've believed as many as six impossible things before breakfast." Have you ever achieved something you thought at first was impossible? What did it feel like?
8. Alice is crowned Queen of Wonderland. If you could be crowned as royalty, what would you want your title to be?
9. Alice learns what it takes to be a fair queen. What does it mean to be a good leader?
10. By the end of the play Alice says, "For now, I think I shall be content being seven and a half exactly." She's young, but realizes she has a lot of time left in her life. What is something you can do right now, at the age you are, to help others?