



Reading the Poem

The Jabberwocky

Teacher Preparation

Practise reading the poem aloud before presenting it to the class. Decide how to set the scene in the first verse. The final verse repeats the words of the first verse but how should they be read?



Teacher Strategy A

1. Introduce the poem by explaining that the poem was written more than 100 years ago and although it contains around thirty nonsense words these do not effect the sense of the poem.
2. Do not have the text of the poem available for students. Their first meeting with it should be by listening.
3. Read the poem aloud and allow a short time following your reading, without discussion, for class to reflect on what they have heard. Allow undirected discussion for students to give their reactions to the work.

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Teacher Strategy A

4. Directed Discussion:

- i. What do you think is the story of the poem?
- ii. Describe how you see the place where the events take place.
- iii. Who are the main characters in the poem? Describe how you see them.
- iv. Do the nonsense words affect how you see the action? Explain your answer.



5. Have text available for students as teacher re-reads the poem.
6. Direct attention to the first verse. It is telling **when** the events occurred. Although Lewis Carroll used nonsense words he maintained the grammar. Some words are nouns, some adjectives and some verbs.
7. Have class suggest alternate word for **brillig**. e.g. Sunday, Summer, morning, evening, cold, Spring. Explain that all ideas are acceptable. Class can use **JABBERWOCKY BLM 1** to write an alternate opening to the poem.

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Teacher Strategy B

1. Revise poem from previous lesson then re-read the poem while the class follows the text.

2. Explain that the first verse sets the scene so it is important that the correct atmosphere is created when reading it aloud. By varying the way of reading it is possible to show calmness, impending danger, mystery or suggest fear. List these on board or overhead.



3. Have individual students read the first verse to show any one of these senses.

4. Look at the second verse. How should the father's warning be delivered?

5. Continue to examine the poem through to the sixth verse to determine how to reflect the action in the way the words are read.

6. Consider final verse. The words are a repetition of the first verse but the situation has changed. How should this verse be read so that it reflects that change?



7. When all verses have been examined divide class into groups of four or five with the task of preparing a reading of the poem for an audience.

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The Jabberwocky Teacher Strategy C

1. Revise the events of the poem. Have class suggest how the hero might be acknowledged for his bravery.



2. As a hero he may have been knighted and given his own coat of arms. Have class suggest what should this show?
3. Have class use **JABBERWOCKY BLM 2** to design the coat of arms for the hero.