

Alice in Wonderland Educator Guide



2023-2024 Season



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Behind the Scenes

Learn more about the artists, history, and themes of this production.



What is this show about?

Take a tumble down the rabbit hole with Alice and you'll land in a wonderfully wacky world of rhymes and ridiculousness, checkerboards and cheeky cats, Mad Hatters and mayhem. In this head-spinning show, Alice chases the White Rabbit through the audience, attends the most absurd tea party in history, and faces off with the ragingly red Queen of Hearts, all amidst a melee of teeny tiny songs. Humpty Dumpty on a ladder—what could possibly go wrong? Curiouser and curiouser...

About Lewis Carroll

Charles Lutwidge Dodgson was born in England in 1832. Later in life he became a photographer, a mathematician, and what he is best known for, a novelist. He wrote under the pseudonym "Lewis Carroll" and is remembered for *Alice's Adventures in Wonderland*, *Through the Looking-Glass*, and his ability to write nonsense literature, such as *The Hunting of the Snark*.

Bringing Costumes from Page to Stage

There are many different people who helped create the costumes that the actors wear for *Alice in Wonderland*. Here are the different jobs people have in our CTC costume shop and how they pitched in to create the costumes of Wonderland:

1. The costume designer researches and prepares a "line drawing" for the show's director to approve. A line drawing is just a sketch done with pencil. When the director approves the drawing, the costume designer creates a color sketch and carefully considers fabric choices.
2. The costume director looks at the color sketches and estimates if they will have enough time and money to create the costume before the production is put onstage. If not, they make adjustments to the original design.
3. The drapers, first hands, stitchers, and crafts artisans use a sturdy fabric called "muslin" to create a "mock-up." A mock-up is a first draft or a practice version of a costume to make sure that it will fit the actor properly. If the costume fabric needs to be dyed a certain color, a painter/dyer, who specializes in creating colorful costumes, will help at the actor's first costume fitting session.
4. The head of wigs will have a special fitting session with the actor to create the perfect style for the actor's hair or help them try on different wigs for the show.
5. During the actual performance, the wardrobe team helps actors backstage to make sure any quick costume changes run smoothly.



Original Renderings from 2013 production
L: Mad Hatter R: Queen of Hearts



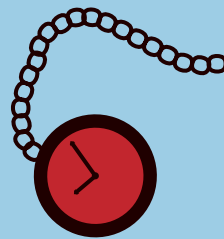
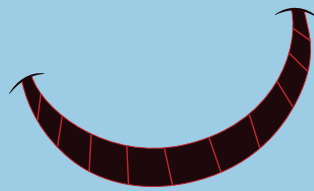
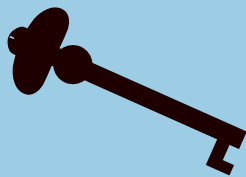


Before You Go



Use these activities in your classroom to prepare your students for their field trip to CTC.

Actor's Tools



Grades: Grades K and up

Time Required: 5-10 minutes

Supplies: None

Set up: Actors use many tools to help them tell a story; the three we focus on at CTC are **body**, **voice**, and **imagination**. In this activity, students will practice using their actor's tools to convey different emotions and begin to embody different characters.

Instructions:

1. Explain that **projecting** means using a loud voice and **enunciating** means speaking clearly. Have students practice projecting and enunciating by saying "Alice in Wonderland" as a group.
2. Brainstorm together different emotions that actors might need to portray (happy, sad, mad, afraid, etc.). Try saying the following lines from the show with different emotions:
 - "I'm late! I'm late!"
 - "It's always tea time."
 - "I win! I win!"
3. Brainstorm together different physical gestures to add while they say the lines from the show. Allow a few students to showcase their work as a solo.
4. If your group is familiar with the story, brainstorm some of the characters and discuss how each of those characters might say these lines? Say the lines as a group first, then ask for volunteers to perform the line individually.

Reflection Questions

What was your favorite emotion to portray? Why?
Who was the most challenging character to portray?

Variations and Adjustments

After exploring different characters from the story, challenge students to come up with other lines that each character might actually say. Have volunteers share their ideas.



Shrink and Grow

Grades: Grades K and up

Time Required: 5-10 minutes

Supplies: None

Set-up: In this activity, students will be practicing movement around the classroom. Make sure there is space to move, but it is okay to move around desks and tables for this exercise.

Instructions:

1. Have students start by standing in a circle in a neutral-body position. Ask students to shrink their bodies as small as possible over a count of 10. Have students explore movement in this low-to-the-ground position.
2. Next, ask them to grow their bodies as large as possible over a count of 10. Have students explore movement in this new position.
3. Have students return to their neutral-body position. Tell students to walk around the classroom while you call out, “shrink,” or “grow.” Give them a count of 5 seconds to shrink or grow while they continue to move around the classroom.

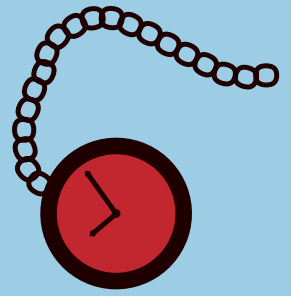
Variations and Adjustments:

If moving around the room is not an option, ask students to brainstorm what it might be like to do different tasks if your body were very small or very large.

If space is limited, have students divide into two groups. One group will participate and one group will act as the audience. Ask the audience about what they observed and then switch groups.



Jabberwocky Jumble



Grades: Grades 4 and up

Time Required: 20-30 minutes

Supplies: Pencil and paper (optional for small group work)

Set-up: This activity works best with students at their desks or in groups at tables.

Instructions:

1. Have students popcorn read Lewis Carroll's poem, "Jabberwocky" stanza by stanza.
2. Make a word bank of all the gibberish words in the poem and ask volunteers to give them definitions.
3. Re-write the poem by inserting real words in where the gibberish words are.
4. Have students popcorn read their new poem stanza by stanza.

Variations and Adjustments:

Instead of working as a full class, assign one stanza to a pair of students or assign two stanzas to a small group of students.





Treats and Tricks Worksheet

Alice sees all kinds of yummy foods during her visit to Wonderland. One of the things she tastes is a drink that shrinks her down to a much smaller size. Brainstorm new treats that Alice might find in Wonderland and what kind of effect they might have on her. Then, draw a picture of what your treat looks like on the next page.

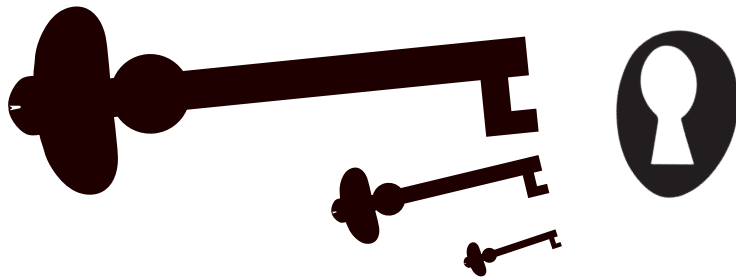
1. What is your treat called?

2. When someone eats this treat, what happens to them?

3. How do you make this treat? What is the recipe?

Now that you've brainstormed, draw a picture of your treat in the box below

3 Things



In the day or so before your field trip, share the following prompts with your students. You can read them aloud to your class or give each student a copy. When you return from the performance, review the list again. What do they remember noticing or thinking about during the performance?

During the performance:

Look for...

1. Clocks. Which character uses clocks to tell time?
2. Roses. What colors are the roses?
3. Food. Which food from the show would you most like to try?

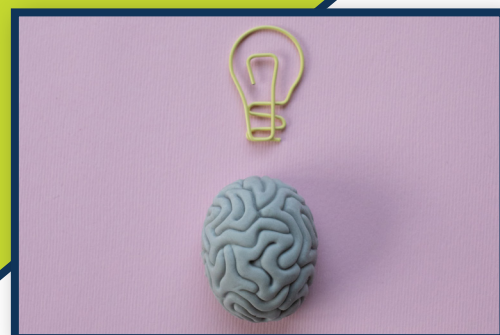


Listen for...

1. Trumpet fanfare. Which royal character's arrival do the trumpets signal?
2. Actors singing songs. Do you recognize any of the songs?
3. Sneezing. What kind of spice makes the character sneeze?

Think about...

1. Did you recognize any characters from nursery rhymes you know?
2. Do you think the Queen of Hearts play fair?
3. Is Wonderland like any real places you've visited before?

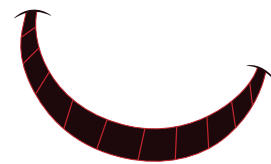




Before You Go—At Home

Print this section and send it home with permission slips. This section supports family engagement and provides tools to help families reflect with students about their theatre experience.





Resources for Families

Extend your child's theatre experience at home!

Questions to ask your child **BEFORE** they see the show:

- Alice is curious about exploring Wonderland. Have you ever been somewhere that makes you curious about exploring? Where was that? What did you find there?
- The Mad Hatter loves throwing tea parties. If you threw a tea party, what kind of food and tea would you serve? Who would you invite?
- What about your field trip are you most excited about?

Questions to ask your child **AFTER** they see the show:

- What do you think of the different characters of Wonderland? If you could spend a day with one or two characters, which characters would you choose?
- Alice felt frustrated being in a new place and not understanding the rules and how things worked. What can you do to welcome someone to a new place where they might not understand the rules?
- What was your favorite part of the play?

Check out CTC's Audience Guide for more information, discussion questions, and activities for the whole family.

childrenstheatre.org/alice





Games and Activities

The Queen of Hearts loves to play (and win!) croquet with her royal subjects. What are some games and activities that you love? Write the name of your favorite games and activities and draw a picture of the equipment you use when you play.



Heading to CTC



Provide this resource to all teachers, staff, and chaperones attending the field trip. This section contains field trip procedures, accessibility information, and CTC's approach to theatre etiquette.

Trip Guide



CTC Theatre Etiquette

At CTC, we encourage audiences to engage with the live theatre experience and react freely. It's ok to laugh if something is funny, exclaim if something is surprising, gasp if something is scary, and maybe even dance along in your seats if the music inspires you. We value the real-time, honest reactions of our student audiences.

We do, however, thank you for your partnership in making sure that any reactions from your students are kind and respectful towards the actors onstage and towards all of the people who worked so hard to make the show possible. If there is a group seated near you that is being disrespectful, please don't hesitate to notify an usher.

Arrival

Check-in begins 1 hour prior to the performance. Buses can unload in the circle driveway on 3rd Ave S between 24th St. and 25th St. An usher will greet you at your bus and will need to know the name of your school and how many buses you are traveling with. If all of your buses have arrived, we will ask you to unload and make one line. We will lead you inside and upstairs to the Target Lobby.

Groups are seated in the order of arrival, and your entire group must be present before you can check in. Seating begins 30 minutes prior to the start of the performance.

CTC does not print or issue individual tickets or stickers for student matinee performances. Instead, as you line up in the lobby, one of our ushers will count your group to ensure that you are not over your allotted number of seats. It is helpful if you can provide the usher with a final count for your group, but not required.

Seating

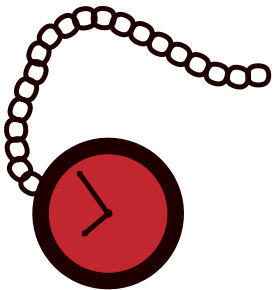
Seating in the theatre begins 30 minutes prior to the performance. An usher will lead your group into the theatre in one line. We recommend spacing chaperones throughout the line to aid in guiding the students. To ensure that everyone gets a seat, please take whichever seat the usher is asking you to, including chaperones. Once your whole group has been assigned a seat, you are more than welcome to rearrange students and chaperones as you need to and utilize the restroom facilities.

Lunch

Lunch space must be reserved in advance. If your group has reserved space in our lobby to eat lunch after the show, please bring the lunches inside with you when you arrive. We will store them in the lobby during the show. We recommend consolidating lunches into paper or reusable shopping bags. Large coolers and bins can be heavy and unwieldy, and individual lunches can easily be lost or forgotten on the bus.

After the show, those with reserved lunch space will have a designated area of the lobby to utilize. The lunch space allows for picnic-style eating on the floor. You may be sharing the lobby with other schools or may be directed to our other theatre's lobby if we have multiple groups staying for lunch. Custodial services are provided by CTC.

Accessibility



Mobility Accessibility

The Target Lobby and UnitedHealth Group Stage are on the 2nd floor. At the building entrance, school groups will be lead to the right and up a flight of 28 stairs to get to the lobby. Those wishing to use the elevator will find it to the LEFT of the entrance doors. CTC’s accessible seating area is located in the last row of the main level of the theatre. Please email schools@childrenstheatre.org in advance to request accessible seating, if needed. The rest of the seating on the main floor can be accessed by going down a set of gradual stairs, and the balcony is accessed by going up another flight of 18 stairs. There is no elevator access to the balcony level.

An Accessible/All-Gender/Family Restroom is located next to the elevator on the 2nd level in the Target Lobby. An adult-sized changing table is available upon request.

Quiet Room/Sensory Sensitivities

The Quiet Room is located at the rear left side of the main floor of the UnitedHealth Group Stage. There are 3 stairs to get to the seating in the Quiet Room. The Quiet Room is separated from the audience by a glass window, so students can verbalize freely. Those utilizing the Quiet Room can still see and hear the performance. The performance is also live streamed in the lobby. The Quiet Room is open to everyone and cannot be reserved. Please feel free to come and go from the Quiet Room as you need to throughout the show.

Please let an usher know if someone in your group would benefit from a fidget, ear plugs, noise canceling headphones, or coloring/activity sheets during your visit.

Assistive Listening Devices

Please let an usher know if you would like to use an assistive listening device. These devices come equipped with an over-the-ear earpiece. This earpiece can be unplugged, and other devices, such as cochlear implants, can be plugged into the receiver using the 1/8” jack. If you will be plugging in your own device, please bring the appropriate cord as CTC does not have these on hand.

Sign Interpretation and Audio Description

A sign interpreted and/or audio described student matinee performance is scheduled for each production at CTC. We suggest booking your field trip for these scheduled performances if you need either of these services. Please contact schools@childrenstheatre.org if you are unable to reserve your field trip for the scheduled performance(s) and need to request this service for a different date. CTC requires at least 3 weeks’ notice to schedule ASL interpretation or Audio Description.

Prayer/Private Nursing Space

During your visit, please ask a member of our staff to use our private space for nursing, pumping, prayer, or other needs.



Alice in Wonderland Content Advisories

Language: 0 out of 5 stars ★ ★ ★ ★ ★

Humpty Dumpty asks Alice what her name is, and she answers, “Alice, but...” and he cuts her off and calls her “Alice Butt.”

Themes and Situations: 2 out of 5 stars ★ ★ ★ ★ ★

The Duchess sings about beating her little boy when he sneezes. The Mad Hatter and March Hare tell Alice to have some wine. Alice put on trial in a cage, and the Queen threatens to have her executed.

Violence and Scariness: 4 out of 5 stars ★ ★ ★ ★ ★

Alice goes down the rabbit hole and into a world of madness where she finds herself consistently in danger or conflict. The Jabberwock is a giant puppet with glowing eyes that attacks other characters. The White Rabbit is worried he’ll be beheaded by the Queen of Hearts. The Duchess tells a cook to chop off Alice’s head. The Mad Hatter and the March Hare kick and hit each other in a slapstick style. The March Hare almost hits the Dormouse with a mallet. During the trial, the ensemble menacingly approaches Alice while repeatedly calling her guilty.

Sensory Advisories: 3 out of 5 stars ★ ★ ★ ★ ★

A smoking cauldron of soup may cause some fog/haze to enter the first few rows. During the trial, there are some loud sounds and bright spotlights while the witnesses give their testimony. Spiraling projections are used as Alice goes back up through the rabbit hole. Some sound effects may be loud and jarring.

Potentially Anxious Moments: 2 out of 5 stars ★ ★ ★ ★ ★

The Duchess and ensemble throw a bundled baby in the air. Humpty Dumpty climbs a tall ladder and sways forwards and backwards, eventually falling off behind a wall and cracking open his shell-head. Alice is put on trial in a cage, and the Queen threatens to have her executed. Actors enter the audience and may interact with audience members.

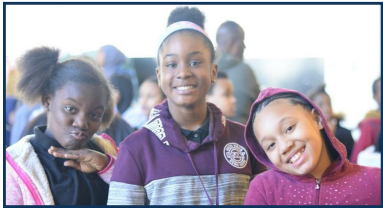
Please contact schools@childrenstheatre.org with any questions.

Trip Guide

This tool is called a **social story** and tells students what to expect at the theatre. Hand it out to anyone who may benefit from knowing procedures in advance.



Bus—I will ride on the **bus** from my school to the theatre.



Lobby—I will enter the **lobby** and be greeted by the theatre staff and ushers. I can say hello to them. There may be a lot of other students from different schools in the lobby at the same time. I will stay with my teachers.



Bathroom—If I need to go to the **bathroom**, I will let my teacher know, and they can take me. I can go to the bathroom any time I need to during the show.



Enter the Theatre—When it's time to **enter the theatre**, there may be a line at the door. I will wait in line for my turn to go through the door.



My Seat—An usher will show me to my **seat**. During the show I will sit in my seat next to my classmates.



During the Show—If the show is funny, I can **laugh**. If something surprises me, I can **gasp**. At the end of the show, I can **clap** to tell the actors I enjoyed the performance.



After the Show—I will wait **patiently** for my teacher to lead me out of the theatre.



Leave the Building—I will leave the building with my classmates and get **back on the bus** to my school. There may be a lot of other students from different schools leaving at the same time. I will stay with my teachers.



After the Show

The discussion prompts and activities in this section are an extension of the theatre-going experience and allow students to reflect on the experience of seeing a live show and further engage with the art forms and themes of the performance.



Springboard



Use this page to recall observations, reflect, and think critically about the show you just saw!

The part of the show that grabbed my attention the most was

The show made me think about

Before seeing this show, I didn't know that

A question I have about the show is

If I were the director, one thing I would change is

One thing I saw during this show that I've never seen before was

After seeing the show, my friends and I talked about

Overall, the show made me feel

While watching the show, I had the strongest reaction to

**Grades:** Grades 2 and up**Time Required:** 10-20 minutes**Supplies:** None**Set-up:** This activity works best with students seated on the carpet or on chairs in a big group.

In this activity, students will use their imagination to invent backgrounds, justify actions, and answer questions from a character's perspective.

Instructions:

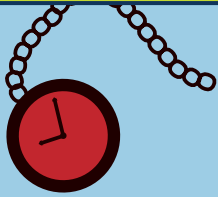
1. Place a chair in the front of the room. Ask for a volunteer to come to the front of the class and pretend to be Alice.
2. The rest of the students will play the role of news reporters who are interviewing Alice for a local newspaper. The student playing Alice should respond as the character. It may be helpful to model asking Alice a couple of starter questions before opening it up to the class.
3. After interviewing Alice, do the same activity for other characters in the story such as the White Rabbit, the Mad Hatter, the Cheshire Cat, the Queen of Hearts, or others.

Sample Questions:

- Who is your favorite person in Wonderland?
- If you could paint the roses a different color, which color would you choose?
- If you were the Queen, what would be your first decree as the new ruler?

Variations and Adjustments:

If time allows, give multiple students the opportunity to play Alice and other characters. Encourage the students playing reporters to act in character. How would a reporter sound and move their body?



Story Sequence

Grades: Grades K and up **Time Required:** 10-15 minutes

Supplies: Photos of Wonderland characters and a pencil

Set-up: This activity works best with students at their desks.

This activity allows students to tackle story sequencing and retention.

Instructions:

1. Ask students to brainstorm different character they saw in *Alice in Wonderland*. Ask students if they remember the setting in which they saw those characters or if they remember those characters having a distinct prop that they carried around.
2. Show students the photos of each character. Ask students to put them in the correct order of appearance. (Some characters come back multiple times. Go in order of first appearance).
3. Check their work with the following list:
 - The White Rabbit
 - The Caterpillar
 - Fish and Frog Footmen
 - The Duchess
 - The Cheshire Cat
 - Mad Hatter and March Hare
 - Tweedledee and Tweedledum
 - Humpty Dumpty
 - The White Knight
 - The Queen of Hearts




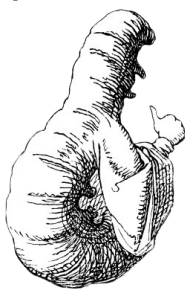

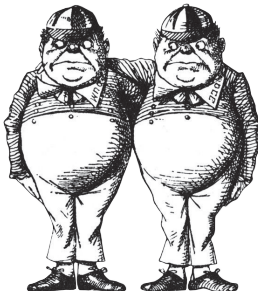

Option:






Cut out photos and glue photos onto a large posterboard to create a map of Wonderland as a class!

Variations and Adjustments:

Print out multiple copies of the photos and have students order them in small groups or pairs. Then have students compare to see who got the correct answer.

Write a number 1-10 in the box on the top corner of each character photo to place them in order of their first appearance in the story.

<p>Duchess</p> 	
<p>The Caterpillar</p> 	
<p>The Cheshire Cat</p> 	
<p>Tweedledee and Tweedledum</p> 	
<p>Fish and Frog Footmen</p> 	

<p>The Queen of Hearts</p> 	
<p>The White Knight</p> 	
<p>Humpty Dumpty</p> 	
<p>The White Rabbit</p> 	
<p>Mad Hatter and March Hare</p> 	



The Queen's Roses

Grades: Grades K and up **Time Required:** 15-20 minutes

Supplies: Printed sheets of The Queen's Roses coloring page and scissors (or pre-cut the roses)

Set-up: This is an independent activity for students to work at their desks.

The Queen of Hearts' favorite color is **RED**! If you were royalty in Wonderland, what color would you want the roses to be painted?

Instructions:

1. Give each student a coloring page at their desk and have them color the roses their favorite color.
2. If the pages are not pre-cut, have students cut out their rosebush.
3. Find a place to hang up all the drawings together to create a large rosebush, just like the Queen's in Wonderland.



Further Resources



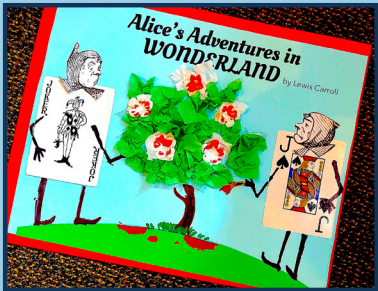
More About *Alice in Wonderland*



Original text of Alice in Wonderland, by Lewis Carroll
- <https://www.gutenberg.org/files/11/11-h/11-h.htm>



More information on author Lewis Carroll - <https://www.biography.com/authors-writers/lewis-carroll>



More post-show activities - <https://www.litwitsworkshops.com/the-litwits-explorers-guide-for-alices-adventures-in-wonderland>

Mail letters to:
Children's Theatre Company
2400 Third Avenue South
Minneapolis, MN 55404

Questions? Email:
schools@childrenstheatre.org