| Alice and Looking Glass Network Overview 1 | | | | |
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| **Resources**   * Network with character traits of characters from *Alice in Wonderland* * Example network of when students start filling in characters and additional traits. * *Alice’s Adventures in Wonderland* by Lewis Carroll | | **Learning Target/Goal**   * I can use evidence in the text to determine traits of characters in a story, novel, or play. * I can make connections between different characters’ traits | **Standards**  8.1 Make complex inferences from the structure and content of a text, including comparison and contrast, problem and solution, cause and effect, and substantiated and unsubstantiated claims and evidence, to draw logical conclusions about the author’s perspective. ([Alabama State Standards, 8th grade, English Language Arts](https://www.alabamaachieves.org/wp-content/uploads/2021/08/2021-Alabama-English-Language-Arts-Course-of-Study.pdf)) | |
| **Lesson Background:** In this lesson, students contribute to a network visualization about characters and character traits from *Alice in Wonderland*. Students analyze the network to determine themes of the novel. | | | | |
| Lesson Plan | | | | |
| **Before** | * Students read all or parts of *Alice in Wonderland* with attention paid to significant characters and their traits | | | |
| **During** | * Introduce data visualizations if students are not yet familiar with Net.Create. * Provide access to a Net.Create network with character traits nodes representative of characters from Alice in Wonderland. * Assign groups different characters from *Alice in Wonderland*.   + Each group adds a character node   + Students add edges to *other characters* and indicate how those characters are related   + Students connect that character node to *pre-existing character traits* using an edge   + Students add a note to the edge citing evidence from the text that demonstrates the character trait   + Students add *new character trait nodes* that also represent their assigned character (checking to see that the trait has not already been added)   + Students connect their character and the new character trait and add a note to the edge citing evidence for their choice * Have students briefly analyze the network they built. Suggested prompts:   + What are you noticing about the network?   + Which characters have the most connections?   + Which characters have the fewest connections?   + What character traits have the most connections?   + What patterns are you seeing in the characters and character traits?   + Do you see anything you disagree with? Explain. * Have students add a node with their name and connect to character traits they feel they also have and to characters they relate to in some way. Students should add notes to the edges to explain the reason for the connection. * Show studentsTable view and continue analysis. Suggested prompts:   + What can you see here that you couldn’t see in the network?     - NODES table - Sort by number of edges     - EDGES table - Sort by different kinds of relationships     - REDUCE - Remove different characters to see how that affects the network   + What patterns do you see in the characters and character traits?   + Do you see anything you disagree with? Explain. | | | |
| **After** | Suggested prompts for an exit ticket or concluding discussion:   * Did seeing a network of characters, character traits, and student connections make you think differently about this text? Explain your answer. * Why do you think the characters in *Alice in Wonderland* have the kinds of traits they have? What might have been the author’s intent? * If you could meet one character from *Alice in Wonderland*, who would it be? | | | |