**Lavoro collettivo svolto con l’aiuto dell’insegnante**

**TABELLA RIASSUNTIVA** (Allegato 3)

**“Alice’s Adventures in Wonderland” (1865)**

**author · Lewis Carroll**

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| **full title ·**  **“Alice’s Adventures in Wonderland**”  **genre** | Possible meanings of the title  **Fairy tale; children’s fiction; nonsense literature, fantastic novel** |
| **Story and plot** | The story begins with  At the end, her adventures in Wonderland have all been a fantastic dream. |
| **Characters** | Heroine: Alice  Other characters: |
| **Setting** | **Time of the year:**  **Place:**  Real world: England, 1862–1863, Victorian period  Wonderland:  **Space:** |
| **Narrator** | Omniscient who  .  **point of view** · The narrator speaks in person,  The narrative follows |
| **Climax** | Alice gains control over her size and enters the |
| **Language ⃰and style** | **⃰Language** Carroll plays with linguistic conventions in *Alice’s Adventures in Wonderland*, making use of puns and playing on multiple meanings of words throughout the text. Carroll invents words and expressions and develops new meanings for words. Alice’s exclamation “Curious and curiouser!” suggests that both her surroundings and the language she uses to describe them expand beyond expectation and convention. Anything is possible in Wonderland, and Carroll’s manipulation of language reflects this sense of unlimited possibility. |
|  | **tense** · Past  **tone** · Straightforward, direct. |
| **Themes** | *(Themes are the fundamental and often universal ideas explored in a literary work.)* |
| **Motifs** | *(Motifs are recurring structures, contrasts, or literary devices that can help to develop and inform the text’s major themes.)* |
| **Symbols** | *(Symbols are objects, characters, figures, or colors used to represent abstract ideas or concepts)* |