

Grade 8 Arts & Culture Worksheet

Creating illustrations

Jabberwocky

Jabberwocky

by Lewis Carroll

'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 a while in thought.

And, as in uffish thought he stood,
The Jabberwock, with eyes of flame,
Came whiffling 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.

'And hast thou slain the Jabberwock?
Come to my arms, my beamish boy!
Oh frabjous day! Callooh! Callay!'
He chortled in his joy.

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This poem may sound like nonsense, but in the book *Alice Through the Looking Glass*, Humpty Dumpty explains part of the poem to Alice.

“‘Brillig’ means four o’clock in the afternoon – the time when you begin roiling things for dinner.”

“That’ll do very well,” said Alice, “and ‘slithy’?”

“Well, ‘slithy’ means ‘lithe and slimy’. You see, it’s like a portmanteau (briefcase) – there are two meanings packed up into one word.”

“I see it now,” Alice remarked thoughtfully, “and what are ‘toves’?”

“Well, ‘toves’ are something like badgers – they’re something like lizards – and they’re something like corkscrews.”

“They must be very curious-looking creatures.”

“They are that,” said Humpty Dumpty, “also they make their nests under sun-dials – also they live on cheese.”

“And what’s to ‘gyre’ and to ‘gimble’?”

“To ‘gyre’ is to go round and round like a gyroscope. To ‘gimble’ is to make holes.”

You are going to work in groups to perform this poem in a creative way.

Part One: Understanding the poem

In your group, read through the poem, and answer the following questions:

1. Who, or what, are the characters in this poem? [10]
2. What is the plot of the story told in this poem? [10]

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Part Two: Planning your performance

You must divide your group into three – the actors, the dancers and the musicians.

Decide which of the characters you listed in Part One will be acted as characters and which will be portrayed in dance. For example, you may decide that the toves, borogroves, mome raths and Tumtum tree are going to be portrayed by dancers, while the Jabberwock, the son, the speaker of the poem, the Jubjub bird and the Bandersnatch will all be portrayed as acted characters. Make your decisions and write this down.

Now allocate your group members to specific tasks: the dancers need to know what characters they will be performing, the actors need to know the characters they will be performing and the musicians need to become familiar with the atmosphere and the action, so that they can create music.

As a group, brainstorm your plan of action for this performance.

[20]

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Rubric to assess mind-map/brainstorm

Criteria	4	3	2	1
Layout and spatial organisation	Well organised spatially.	Some attention given to layout.	Too small and cramped.	No attention at all given to layout.
Linking of ideas and concepts	Logical, related ideas linked meaningfully.	Mostly logical and meaningful in linking.	Some errors, linking not always logical and meaningful.	Many errors in logic and meaning.
Use of colour/shape to highlight focal points	Excellent use adds meaning and focus.	Used to add meaning.	Used, but not meaningfully.	Not used.
Neatness of overall presentation	Excellent.	Good.	Fair.	Untidy.
Content	Excellent.	Good.	Fair.	Faulty.

Part Three: Perform the poem

Use the poem as a script and work out how you will perform the poem.

Now start improvising and rehearsing the performance.

Study the rubric carefully to see how you will be assessed.

Perform your drama!

[64 marks]

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Rubric to assess performance

Criteria	Level 4 [8 – 7]	Level 3 [6 – 5]	Level 2 [4 – 3]	Level 1 [2 – 1]
Dance moves across space in combinations of steps with coordination, style and musicality	Exceeds expectations.	Meets expectations well.	Satisfies expectations but in a limited fashion.	Does not meet expectations.
Improvises, composes and combines movement motifs, using: Movements or gestures; repetition and stillness; contrasting dynamics	Exceeds expectations.	Meets expectations well.	Satisfies expectations but in a limited fashion.	Does not meet expectations.
Written sketch or polished improvisation shows knowledge of target audience, uses resources that enhance the piece; makes use of appropriate dramatic elements	Exceeds expectations.	Meets expectations well.	Satisfies expectations but in a limited fashion.	Does not meet expectations.
Performance is an integral musical presentation interpreting a message, incorporating dance, drama and visual elements	Exceeds expectations.	Meets expectations well.	Satisfies expectations but in a limited fashion.	Does not meet expectations.
Musicians use instruments and rhythm to contribute to the overall effect of the performance	Exceeds expectations.	Meets expectations well.	Satisfies expectations but in a limited fashion.	Does not meet expectations.
Actors employ characterisation and props to contribute to the overall effect of the performance	Exceeds expectations.	Meets expectations well.	Satisfies expectations but in a limited fashion.	Does not meet expectations.
Dancers employ characterisation and appropriate movement	Exceeds expectations.	Meets expectations well.	Satisfies expectations but in a	Does not meet expectations.

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to contribute to the overall effect of the performance			limited fashion.	
Performance is successful and entertaining	Exceeds expectations.	Meets expectations well.	Satisfies expectations but in a limited fashion.	Does not meet expectations.

Part Four: Create an illustration for the poem

This is an individual task.

Create an illustration for the poem “Jabberwocky”. Use your imagination to sketch a fantasy scene showing characters and action.

You may choose any media for your art work.

[32 marks]

Rubric to assess artwork illustration

Criteria	Level 4 [8 – 7]	Level 3 [6 – 5]	Level 2 [4 – 3]	Level 1 [2 – 1]
Illustration is created in a creative and artistic manner using interesting media	Exceeds expectations.	Meets expectations well.	Satisfies expectations but in a limited fashion.	Does not meet expectations.
Illustration portrays character and action	Exceeds expectations.	Meets expectations well.	Satisfies expectations but in a limited fashion.	Does not meet expectations.
Illustration is apt and clearly portrays fantasy elements as stimulated by the poem	Exceeds expectations.	Meets expectations well.	Satisfies expectations but in a limited fashion.	Does not meet expectations.
Illustration shows evidence of elements of art being incorporated	Exceeds expectations.	Meets expectations well.	Satisfies expectations but in a limited fashion.	Does not meet expectations.

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Suggested Solutions

Question number	Possible marks	Solution
1.1	10	toves✓, borogroves✓, mome raths,✓ Jabberwock,✓ the son,✓ the speaker of the poem (son's father?),✓ Jubjub bird,✓ Bandersnatch,✓ Tumtum tree.✓
1.2	10	In a strange place with strange animals, ✓the father tells the son to beware of the Jabberwock,✓ the Jubjub bird✓ and the Bandersnatch. ✓ The son takes his sword ✓and looks for the Jabberwock. ✓ He is thinking, ✓when the Jabberwock appears. ✓ The son kills the Jabberwock,✓ takes his head ✓and goes back to his father who greets him with joy.✓
2	20	See rubric in Appendix of Assessment Tools.
3	64	See rubric in Appendix of Assessment Tools.
4	32	See rubric in Appendix of Assessment Tools.

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