between the lines

A lesson written for every student in the room

FREE LESSON SAMPLER

Ballads and story poems: Jabberwocky

How does Carroll make a battle exciting with made-up words?

Lesson 5 of 14 from the scheme of learning

Teacher notes, slides and student pages at all three levels

Written for the English national curriculum at Key Stage 3



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What is in this sampler

This is one complete lesson from our Ballads and story poems scheme for Year 7. It comes exactly as it appears in the full scheme, so you can teach it next week and see how our lessons work.

Teacher notes	Timings with slide numbers, Do Now answers, the exploded quotation, the hinge question and what each answer tells you, the task at three levels, a model paragraph and notes on misconceptions and adapting the lesson (next pages).
Slides	The editable PowerPoint deck for Lesson 5, with teacher notes on every slide (separate file).
Student pages	The lesson's pages from the student booklet: one question, with the Securing, Strengthening and Soaring support side by side (at the end of this document).

How every lesson works

Know	Do Now from memory, vocabulary, then the reading. The five Do Now questions build on what students learned in Lessons 1 to 4 of the full scheme.
Apply	Explode one quotation together; a hinge question checks understanding.
Master	One shared question answered as a What–How–Why paragraph, with Securing, Strengthening and Soaring support; then a model paragraph and an exit ticket.

Three levels of support

Every student answers the same question in every lesson. What changes is the support on the page, so the whole class does the same lesson:

Securing	The most support: a word bank, a choice of quotations, a worked example and sentence starters.
Strengthening	Some support: prompts for What, How and Why, a planner and a checklist.
Soaring	The most challenge: a debatable statement, prompts to think further and an argument planner.

The names describe the support, never the student. The hinge question shows who might start where, and students move between levels from lesson to lesson.

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In the full scheme

- 14 lessons like this one, with editable slides and a teacher handbook (lesson notes, unit map, assessment guide and knowledge bank)
- A student booklet with every lesson and all three levels of support, plus the same lessons as one pack per level
- Six weeks of independent practice homework at three levels
- A checkpoint (Feedback Loop kit) with a whole-class feedback sheet and improvement tasks
- A two-part end-of-unit assessment with a teacher guide, band guidance and annotated models
- A catch-up sheet for every lesson, for students who missed it
- An inclusion guide: pre-teaching, SEND, EAL and pupil premium notes for every lesson

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Lesson 5: Jabberwocky

SEQUENCE 1: THE MARINER, LOCHINVAR AND THE JABBERWOCK · 60 MINUTES

How does Carroll make a battle exciting with made-up words?

By the end of the lesson, students can

- Explain how the poem tells a clear story even though many words are invented
- Analyse how sound and rhythm make the fight with the Jabberwock exciting
- Write a What–How–Why paragraph on how Carroll makes the battle exciting

Lesson at a glance

Time	Phase	What happens	Slides
0–8	Know	Do Now: five quick questions on the last lesson and on earlier lessons. Students check their answers from the answer slide.	2–3
8–20	Know	Pre-teach “onomatopoeia”, “invented word”, “quest” and “slain”. Read the poem aloud twice, once for sound and once for story. Students underline the lines they can follow without knowing every word, then circle three invented words.	4–8
20–28	Apply	Explode the quotation together. Think aloud about how “snicker-snack” sounds like a blade, then students annotate their copy. Before you reveal any notes, students try the four empty boxes on the first explode slide, on their own or after you model one box.	9–10
28–33	Apply	Hinge question on mini-whiteboards. Use the answers to decide who starts on which level of support.	11–12
33–53	Master	Students write one What–How–Why paragraph using their level of support in the student booklet. Share the model paragraph in the last five minutes.	13–14
53–60	Master	Exit ticket. Collect and sort into three piles to plan the start of Lesson 6.	15

Do Now answers

1	Where does Lochinvar ride from at the start?	Out of the west
2	What is the rhythm of ‘Lochinvar’ like?	Galloping, like a horse
3	Which bird does the Mariner shoot?	The Albatross
4	What does “dauntless” mean?	Not afraid, and never giving up
5	In which year was Through the Looking-Glass published?	1871

Vocabulary

onomatopoeia	a word that sounds like the thing it names
invented word	a word that the writer has made up
quest	a search or adventure with a goal
slain	killed in a fight

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Reading

Jabberwocky

In Through the Looking-Glass, Alice finds this poem in a book that she can only read in a mirror. Read to find out what happens, even where you do not know the words.

'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 awhile 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!
O frabjous day! Callooh! Callay!"
He chortled in his joy.

'Twas brillig, and the slithy toves
Did gyre and gimble in the wabe;
All mimsy were the borogoves,
And the mome raths outgrabe.

Lewis Carroll, Jabberwocky (1871)

Word help **shun**: keep away from · **beamish**: beaming, shining with joy

Explode the quotation

Method
An invented word that sounds like the action. This sound effect is called onomatopoeia.

Zoom in
The sharp sound word "snicker-snack" is made of two quick sounds, like a sword slicing.

"The vorpal blade went snicker-snack!"

Effect
We hear the blow even though "vorpal" has no meaning we know. The fight is quick and exciting.

Purpose
Carroll shows that sound alone can tell us what happens, so a nonsense poem can still tell a clear story.

Hinge question

Which of these can we say for sure about the poem?

A. A "vorpal" blade is a sword made of silver.

B. A speaker gives a warning, a hero fights a monster and the hero comes home. **(the right answer)**

C. The "tulgey wood" is a forest in Scotland.

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What the answers tell you

A and C give a meaning to an invented word as if it were fact: ask what in the poem tells us that. Remind students that the story is clear even where the words are not. These may be your students who start on Securing.

Why the answer is right

The warning, the fight and the return are all clear from the poem, even though the invented words have no fixed meaning.

Master task

How does Carroll make a battle exciting when many of the words are made up?

Securing the most support

Quotations to choose from

"The jaws that bite, the claws that catch!"

"Came whiffling through the tulgey wood"

"He went galumphing back"

Starters

Carroll makes the battle exciting by ____. The poet writes "____". The ____ (adjective) ____ (word class) "____" sounds like ____, so ____. Carroll wants the reader to feel ____ because ____.

Strengthening some support

Prompts

What: Make a clear point about how sound or the shape of the story makes the fight exciting.

How: Choose a short quotation. Name the method (onomatopoeia, an invented word, rhythm, repetition) and zoom in on one word.

Why: What does Carroll want the reader to feel, and how can we follow the story without knowing every word?

Soaring the most challenge

The debate

"A poem full of invented words cannot tell a real story."

Write two paragraphs. In the first, argue for or against the statement using the fight with the Jabberwock. In the second, give a different view and say which view is stronger.

Model paragraph

What	Carroll makes the battle exciting by using sound to show the action, even though many of the words are invented.
How	The sharp, invented sound word "snicker-snack" sounds like a sword slicing, so we hear the fight as it happens. Just before it, "One, two! One, two!" has a quick, repeated beat, like blows landing one after another.
Why	Carroll wants the reader to feel the thrill of the fight without needing a dictionary. The poem still tells a clear story, so sound does the work of meaning.

Exit ticket

Carroll makes the fight exciting even with made-up words because…

Teacher notes

Subject knowledge

Jabberwocky is in Chapter 1 of Through the Looking-Glass (1871). Alice finds it in a book she can only read in a mirror. Its seven stanzas follow the shape of a ballad: a warning, a quest, a fight and a return home. The story is clear even though words such as "slithy" and "frumious" are invented. Sound carries the meaning: "snicker-snack" sounds like a blade, and the sing-song words of the sixth stanza sound like joy. The first stanza returns as the last.

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