

# Poems in Wonderland



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## Chapter 1 (Haikus)

Down the Rabbit Hole  
Alice fell and fell and fell  
Into Wonderland

Follow the Rabbit  
Alice grows and then she shrinks  
To get through the door

Chapter 2 (Limerick - follows some  
rules)

"Curiouser and Curiouser" she cries as  
she grows  
Soon her tears filled the hall all the  
way to her nose  
She meets the Rabbit who drops his  
gloves  
She talks about Dinah, the cat she  
loves  
Then thinks, "I'll follow the mouse  
wherever it goes"

### Chapter 3 (Quatrain)

The Dodo suggests a caucus race  
The mouse begins to tell his long and  
sad tale  
Alice seems confused, as she often is  
She talks of Dinah again and the  
animals bail

## Chapter 4 (Rhyme)

The Rabbit mistakes Alice for Mary Ann

He asks her to fetch his gloves and  
fan

She wants to try and hopes she can

She drinks from a bottle and then she  
grows

Alice is so big now from her head to  
her toes

How she can escape the house nobody  
knows

To get Alice out they send in Bill  
Get her out, the Rabbit hopes he will  
It's no use, Alice is stuck still

She starts to shrink when she eats the  
little cake

Maybe all this eating and drinking is  
a mistake

One that she will continue to make

## Chapter 5 ( Free verse)

"Who are you?" is the question of the day  
Alice seems confused, once again  
She has changed herself several times since  
breakfast  
Falling down the rabbit hole can do that to  
a person

The caterpillar asks again  
"WHO are you?"  
Alice is puzzled

This question holds true to everyone  
Who.  
Are.  
You.

We all are unique, 7 billion people in all  
"Who are you?" is a fitting question  
Are you a child? A dreamer? A smoking  
caterpillar?  
Perhaps you are a sister? A White Rabbit?

Those three words:  
Who. Are. You?  
Unlock the stories of humanity  
But as for Alice, they only leave her...  
Puzzled.

## Chapter 6 (ABC poem)

Alice enters inside  
Baby cries, loudly sneezes  
Cheshire-cat grins mysteriously  
Duchess sings tunes weirdly  
The baby turns into a pig and  
escapes

## Chapter 7 (Acrostic)

Table without room

Everyone trapped at tea time

Alice does not understand

Pastries and tea, but not any  
wine

Another strange story told by a  
creature

Riddles without answers

Time is revealed to be a him,  
not an it

Yawning is a sign the March Hare  
is tired



## Chapter 8 (Haikus)

The Queen loves croquet  
Roses supposed to be red  
The cards fear the Queen

Croquet is alive  
"Off with her head" shouts the  
Queen  
The Cheshire-Cat grins

## Chapter 9 (Unrhymed Couplets)

The Mock Turtle began to weave his sorrowful  
tale as he sobbed,  
and Alice was confused once again

A moral is present in each of the Duchess'  
stories  
There seems to be no logic, none at all to be  
found

Chapter 10 (Found poem)

A Lobster-Quadrille, along the sea shore  
    "The Lobsters! The Lobsters!"  
        *Will you join the dance?*  
        Dancing round and round  
        A very interesting dance  
The adventures first, courage as she went on  
        She began to repeat it  
    *I passed by his garden, the pie was all*  
        *finished, so rich and green*  
            *Beautiful Soup!*  
            *Beautiful Soup!*

## Chapter 11 (Rhyme)

Who stole the tarts?  
Asked the Queen of Hearts

The Knave is on trial  
The Queen's in denial

Alice, she grows  
What's happening nobody knows

The witnesses all seem to be  
                    confused  
No logic seems to be used

Alice is called to testify  
She has no information so she  
                    wonders why

## Chapter 12 (Quatrain)

The King says Alice is not allowed  
She has grown again, to be a mile  
tall

The letter is read to all of the  
court

Alice wakes, it was a dream after  
all

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### “Poetry in Wonderland” Explained

For my “Wonderland” project, I chose to create a poetry book that relates to the text in the book “Alice’s Adventures in Wonderland” by Lewis Carroll. This poetry book consists of one or two poems relating to each chapter of the text. I chose to do different poetry styles for different chapters, and for shorter poetry styles I often chose to create two poems for a single chapter.

The creativity of my project is evidenced through the fact that each poem written in my book was created by me. I based each poem loosely on the events of the corresponding “Alice” chapter, but each poem was of my own creation. In addition, I chose a font style for the poems that I feel represents the tone of the text “Alice’s Adventures in Wonderland.” When creating the poetry book, I played around with many font choices, and several spacing options, trying to decide what format would best present my poems. I eventually decided on the “Bradley Hand” font for the text and I chose the color navy for the text, except in my acrostic poem where I highlighted the letters forming the acrostic by coloring those letters red. I chose this font because it seemed somewhat whimsical but was still legible, and this fit with the theme of the text. I chose navy because it was a legible shade of blue, and I chose blue because Alice is best known for the blue dress she wears in the 1951 Disney version of the film.

This project was of personal interest to me because I enjoy writing poetry. I liked taking the ideas presented in the text of the book and turning them into something of my own creation. When I was in elementary and middle school I liked writing poetry and even song lyrics, and I wanted to try my hand at doing so for this project. Even in high school I took a creative writing class where I mainly focused on poetry, but for my classes so far in college I do not really get the

opportunity to use poetry for any assignments. In addition, I do not often have enough free time to simply sit and write poems for enjoyment. Therefore, this project is of personal interest to me because I was able to sit down and take the time to do something I enjoy, that I do not often get to spend time doing,

The subject matter presented in my poetry book directly relates to the themes and events of “Alice’s Adventures in Wonderland.” This is evidenced through each poem, as the content in each relates to the events of its corresponding chapter. While the entirety of the chapter is not shown in each poem, events that I deemed significant or interesting, appear in my poems. I feel that the text was represented in my poems and my project overall connects very well with the themes and ideas in the text by Lewis Carroll.

Finally, this project connects with the goals associated with the Butler University Honors Program. More specifically, I feel that my project connects very well with the goal of “research and creativity.” I have already highlighted the creative aspects of my project, but I think it is important to note that this project was not purely creative; my project does contain structure and it required research. Before starting my poetry book, I researched poetry types from several websites so that my project could contain variety. I was previously familiar with poetry styles such as haikus, found poems, acrostics, and free verse poems but other types required me to do some research. I wanted to ensure that my poems followed the rules of their poetry form, and in order to do so I needed to first learn the rules. By researching various poetry types, I was able to diversify my poetry book and showcase my writing skills in various ways. Overall, I believe that my project aligns well with the Honors goal of “research and creativity.”

## Works Cited

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