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Through the Looking Glass and What Alice Found There
Project – HN 200

For my *Through the Looking Glass and What Alice Found There* project, I wrote a short poem that reflects some of the themes of Lewis Carroll's classic masterpiece as well as topics discussed in our HN 200 seminar.

To complete my poem, I had to be creative – one of the requirements and guidelines for our project. In the past, I used to write poetry in my free time, but after coming to Butler, I have not had much time to indulge in things that are not related to my major, coursework, extracurriculars, etc, and this project was a perfect opportunity for me to return to an activity that is of personal interest to me. It was a nice change from constant tests or mandatory papers and I got to use my creativity in a more artistic way.

Additionally, my poem and presentation of the stanzas on canvas directly relate to the themes touched upon in class and the book, *Through the Looking Glass and What Alice Found There*. In class, we talked about 'ambigrams' or also commonly known as 'flipscript," and in my project, I have written it in flipscript so that it shows one stanza while oriented one way, and when rotated 180 degrees, a different stanza appears. I thought this directly connected to our discussions about ambigrams in class as well as certain themes in Lewis Carroll's novel. In *Through the Looking Glass and What Alice Found There*, themes involving a backwards, wayward nature present themselves constantly – kind of like ambigrams, they aren't very noticeable unless you are looking for them. The direct material of the poem also relates to the book – ex. the characters involved (Alice) as well as mentions of time and childhood. I played around with a couple types of stanzas and rhyme schemes.

The presentation of my project to class and my participation in class show evidence of my learning goal – to participate more and feel more comfortable speaking in class. I have learned that I just need to put myself out there and that taking the first leap to participate is the hardest part. Once I start talking, I communicate more effectively and comfortably.

Overall, it is evident that my project relates to the book we currently read in class and the topics discussed in our seminar as well. I am also very thankful that I got the time to return to a hobby that I love.

ORIGINAL POEM – TERCETS WITH ABA RHYME SCHEME

Through a world of glass, she goes
Yet where does she wander?
I doubt she knows.

After a while, she seems to understand
The rules and regulations,
Of this unfamiliar land.

Backwards is forwards and up is down,
Time runs quite opposite,
Causing Alice to frown.

This looking glass land is quite a mess,
With squares and rows everywhere,
As if it were a game of chess.

At the end Alice transitions,
From pawn to queen,
And realizes that life itself
May just be a dream.

CONDENSED POEM – QUATRAINS WITH AABB RHYME SCHEME

From white square to black,
Alice never looked back.
A girl to a queen,
No longer In-between.

Child no more,
Not the same as before.
Life is not what it may seem,
For its usually just a dream.

CANVAS LINE –

Could it be that life just is a dream?

would it
be that
life just is
a premon