

Before You Read

A Wrinkle in Time Chapters 1-4

FOCUS ACTIVITY

What skills, strengths, ideas, or beliefs help you meet everyday challenges?

List Ideas

Make a list of the things you rely on when faced with a challenge. Include personal skills.

Setting a Purpose

As you read, identify the challenges that Meg Murry faces in her life.

BACKGROUND

Did You Know?

French author Jules Verne (1828–1905) is generally considered to be the first serious writer of science fiction. He wrote at a time when the public was becoming fascinated with the potential of science to change people's lives. In his writing, Verne imagined devices and human abilities that did not become realities until after his death. His characters rode in airplanes and submarines before anyone had seen one. His books include *From the Earth to the Moon*, *Twenty Thousand Leagues Under the Sea*, and *A Journey to the Center of the Earth*.

Competing in Science

Madeleine L'Engle wrote *A Wrinkle in Time* in the early 1960s, when science was a popular topic around the world. The United States was trying to be the first country in the world to send people into space. Anything that contributed to this goal received the utmost attention.

Throughout the 1950s, the former Soviet Union and the United States competed with each other extensively in many areas, including in science. The Soviet Union was the first nation to put a satellite in orbit and excelled in other areas of science. To improve its space program, the U.S. government established the National Aeronautics and Space Administration (NASA). In the early 1960s, U.S. President John F. Kennedy promised to put an American on the moon "before the decade [was] out." NASA trained crews of astronauts and improved space exploration equipment to prepare for the attempt. It was during this period of early space exploration that L'Engle wrote *A Wrinkle in Time*.

VOCABULARY PREVIEW

antagonistic [an tag 'ə nis 'tik] *adj.* hostile; unfriendly

assimilate [ə sim 'ə lāt '] *v.* to absorb; to understand

diction [dik 'shən] *n.* manner of speaking; pronunciation

ephemeral [i fem 'ər əl] *adj.* short-lived; temporary

preliminaries [pri lim 'ə ner 'ēz] *n.* preparations; beginnings

prodigious [prə dij 'əs] *adj.* tremendous; amazing

relinquish [ri ling 'kwish] *v.* to let go; to abandon

tangible [tan 'jə bəl] *adj.* touchable; real; solid

tractable [trak 'tə bəl] *adj.* manageable; obedient

wraithlike [rāth 'līk] *adj.* ghostly

Directions

Rate each of the following statements before you read the novel. Compare your ratings with a partner's, and discuss why you chose the particular ratings you did. (After you have completed the novel, discuss with your partner whether you would change any of the ratings.)

1 — 2 — 3 — 4 — 5 — 6

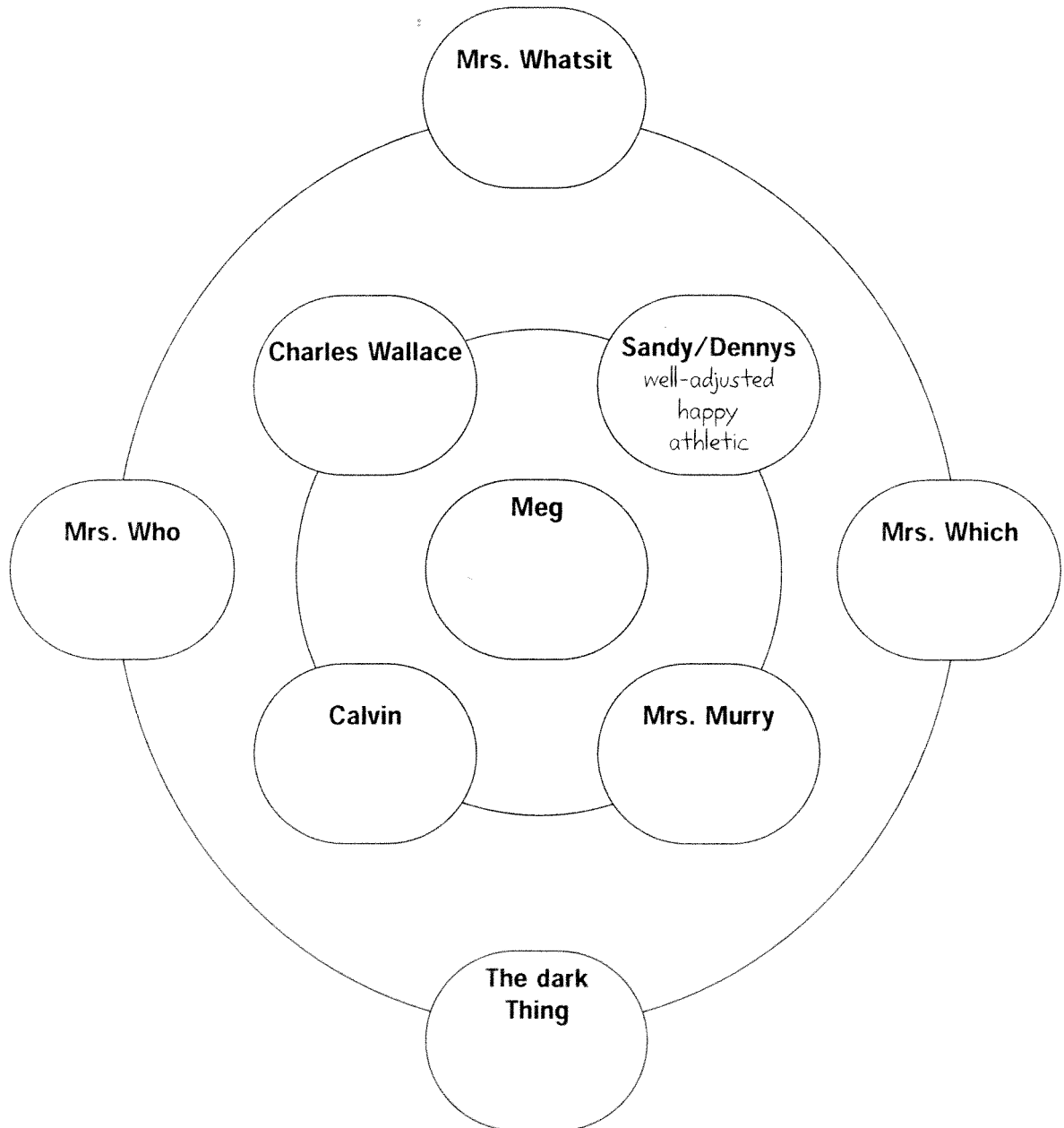
agree
stronglydisagree
strongly**Freedom of Choice Opinionnaire**

- _____ 1. It will be good when someday people are more alike.
- _____ 2. Often the negative things in people's lives are caused by bad luck.
- _____ 3. Most people get their just desserts.
- _____ 4. There is no such thing as evil; bad things happen because people make mistakes.
- _____ 5. It's a good idea to try to find the happy medium.
- _____ 6. What will be, will be.
- _____ 7. Success is usually a matter of being in the right place at the right time.
- _____ 8. In life, you should protect yourself by reducing the risks you take.
- _____ 9. Some people are just born no good.
- _____ 10. Usually you should stop fighting, for it will only make things worse.
- _____ 12. It is better to plan your actions than to trust in "fate."
- _____ 13. If you don't try, you will never know if you can succeed.
- _____ 14. If you look hard enough, you will find some good in everyone.
- _____ 15. Where there is a will, there is a way.
- _____ 16. The only way to deal with something deadly serious is to treat it lightly.
-

Active Reading

A Wrinkle in Time Chapters 1-4

You will meet both extraterrestrial and human characters in *A Wrinkle in Time*. As you read, try to think of words that describe the characters. Add several adjectives until you have a brief description of the characters in the book.



QUOTATIONS INDEX

Mrs. Who uses quotations throughout *A Wrinkle in Time* because she has trouble expressing herself in her own words. The quotations and traditional sayings are always short and illustrate a point in the story. Your assignment is to think about the use of the quotation and its effectiveness or lack thereof. In the “Notes” column, record your thoughts about what Mrs. Who is trying to convey. *Stretch your thinking: Do the quotations guide you toward discovering one of the themes in the novel? If so, what themes do you see emerging in the novel.*

Chapters 1-4

Pascal

Le coeur a ses raisons que la raison ne connaît point. (French)

The heart has its reasons, whereof reason knows nothing.

Traditional saying

Auf frischer Tat ertappt (German)

In flagrante delicto (Latin)

Caught in the act (English)

Seneca

Ab honesto virum bonum nihil deterret. (Latin)

Nothing deters a good man from doing what is honorable.

Traditional saying

Justitiae soror fides. (Latin)

Faith is the sister of justice.

Dante

Come t'è picciol fallo amaro morso! (Italian)

What grievous pain a little fault doth give thee!

A Perez

Un asno viejo sabe más que un potro. (Spanish)

An old ass knows more than a young colt.

Horace

Finxerunt animi, raro et perpauca loquentis. (Latin)

To action little, less to words inclined.

Euripedes

“Αεηπου ούδέν, πάντα δ’ εηπίζειω χρωετ. (Greek)

Nothing is hopeless; we must hope for everything.

Traditional saying

Qui plus sait, plus se tait. (French)

The more a man knows, the less he talks.

Traditional saying

Vitam impendere vero. (Latin)

To stake one’s life for the truth.

Traditional saying

Das Werk lobt den Meister. (German)

The work proves the craftsman.

Notes/Comments/Thoughts

Before You Read

A Wrinkle in Time Chapters 5-8

FOCUS ACTIVITY

Many stories examine the conflict between good and evil. What examples of goodness do you see in the world around you?

Think-Pair-Share

Make a list of good works, such as food and clothing drives, in which people in your community are involved. Then share your list with a partner and discuss other ways that people can promote goodness in your community and in the world.

Setting a Purpose

In this section, Meg, Charles Wallace, and Calvin learn about an evil power that threatens the universe. Read to discover how the children try to deal with it.

BACKGROUND

Did You Know?

Before the children begin their travels, Mrs. Whatsit, Mrs. Who, and Mrs. Which warn them of an ongoing cosmic struggle between good and evil. To illustrate this struggle, they use many **allusions**. An allusion is a reference in a work of literature to another work of literature or to a well-known person, place, or event in history. Writers often use allusions to express complex ideas. Sometimes the allusions are direct, such as quotations from historical figures. Sometime, however, allusions are less obvious. For example, the Murry's dog Fortinbras is named after a character in Shakespeare's play *Hamlet* who is strong and brave in military matters. In a subtle way, the allusion tells you something about the dog and something about the people who named him. You might guess that the Murrays enjoy literature and value strength and courage. Watch for allusions in chapters 5-8 and throughout the novel.

Tesseract

When Meg, Calvin, and Charles Wallace ask how they can go on a mission through time and space, Mrs. Whatsit says, "Now we will tesser." The children will learn that tessering is a shortcut through time and space that will allow them to travel quickly to other planets. Although the journey the children will take is fantasy, some of L'Engle's story is based on real science. For example, a dimension is anything that can be measured in space. The three ordinary dimensions on Earth are length, width, and depth. Albert Einstein considered time a fourth dimension.

VOCABULARY PREVIEW

aberration [ab'ə rā'shən] *n.* change from the normal

dwindle [dwind'əl] *v.* to lessen; to shrink

myopic [mī op'ik] *adj.* nearsighted; shortsighted

obliquely [ə blēk'lē] *adv.* slantingly; indirectly

perturbed [pər turbd'] *adj.* troubled; upset

precipitously [pri sip'ə tēs lē] *adv.* abruptly; steeply

reverberate [ri vur'bə rāt'] *v.* to echo; to vibrate

sadist [sā'dist] *n.* one who enjoys causing pain

wheedle [hwēd'əl] *v.* to plead; to coax

Active Reading

A Wrinkle in Time Chapters 5-8

This section of *A Wrinkle in Time* contains events that are key to understanding the plot. Use this organizer to keep track of what happens on the dark planet as Meg, Charles Wallace, and Calvin seek the home of the Thing.

The Dark Planet

Camazotz

1. they arrive and find town of complete conformity
- 2.
- 3.
- 4.
- 5.

Chapters Five and Six: *The Tesseract* and *The Happy Medium*

Read each clue and find the answers in the box. Then use the letters above the numbered spaces to decipher the secret message.

| | | | | |
|---------------|--------------|-------------|--------------|----------|
| aberration | ambrosia | anticlimax | chiding | chink |
| cosmos | dimension | eon | facet | faltered |
| furtive | illuminating | intoned | malignant | nectar |
| precipitously | raptly | propitious | reverberated | |
| resilience | subsided | substantial | talisman | writhe |

1. deviation from normal; flaw _____ 20 _____ 2 _____
2. less important event _____ 4 _____
3. squirm; twist 1 _____ 10 _____
4. narrow opening _____ 11 _____
5. abruptly _____ 16 _____ 8 _____ 6 _____
6. indefinitely long period of time 12 _____
7. real; important 17 _____ 9 _____
8. stumbled; hesitated _____ 19 _____ 5 _____
9. providing light; bright _____ 3 _____ 15 _____
10. likely to produce good results _____ 7 _____ 13 _____ 18 _____
11. orderly, harmonious system _____ 14 _____

| | | | | | | | | | | | |
|-------------------------|---|---|---|---|---|---|---|---|----|----|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| _____ | | | | | | | | | | | |
| | | | | | | | | | | | |
| 13 14 15 16 17 18 19 20 | | | | | | | | | | | |
| _____ ? | | | | | | | | | | | |

QUOTATIONS INDEX

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Mass 2: Chapters 5-8

Cervantes

La experiencia es la madre de la ciencia. (Spanish)

Experience is the mother of knowledge.

Shakespeare

We are such stuff as dreams are made on.

Prospero in *The Tempest*

Delille

Que la terre est petite à qui la voit des cieux! (French)

How small is the earth to him who looks from heaven.

Bible

And the light shineth in darkness; and the darkness comprehended it not.

Traditional saying

As paredes tem ouvidos. (Portuguese)

Walls have ears.

Goethe

Allwissend bin ich nicht; doch viel ist mir bewisst. (German)

I do not know everything; still many things I understand.

Notes/Comments/Thoughts

Before You Read

A Wrinkle in Time Chapters 9–12

FOCUS ACTIVITY

All of our experiences—good and bad—teach us and change us in different ways. Think about experiences that have taught you the most about yourself and others.

Journal

In your journal, write about a single experience that made you stronger and wiser in some way. Perhaps you struggled through a difficult task or helped a friend with a problem. What did this experience teach you?

Setting a Purpose

Read to find out how Meg's journey changes her.

BACKGROUND

Did You Know?

Throughout the novel, L'Engle questions the human tendency to fear and misjudge what we do not understand. Camazotz is an extreme example of a world that does not allow differences. What can happen when differences are accepted and valued? In societies that value independence, we often see creativity, inventions, great literature and art, and knowledge. As you read further, notice Meg's struggle to recognize her own unique gifts, especially those she once considered faults. Think about what message the author is trying to send in these final chapters.

Internal and External Conflict

In literature, an **internal conflict** is a struggle within a character, such as Meg's struggle between fear and her wish to find her father. An **external conflict** takes place between a character and an outside force, such as the evil power the children must fight. The events of *A Wrinkle in Time* are driven by both internal and external conflicts. In the section you are about to read, the main characters face the most difficult part of their journey. Meg must take more responsibility than she ever imagined she would be asked or able to take. As you read, notice how Meg's internal conflicts affect her ability to face the outside forces in Camazotz. You might also notice how the outside forces that have a hold over Camazotz are like the internal conflicts that keep Meg from realizing her own abilities. Read to find out where these conflicts lead the story.

VOCABULARY PREVIEW

brusquely [brusk'lē] *adv.* roughly; impatiently

distraught [dis trô't'] *adj.* upset; distressed

emanate [em'ə nāt] *v.* to flow out; to radiate

impenetrable [im pen'ə trə bəl] *adj.* inaccessible; indestructible

omnipotent [om nip'ət ənt] *adj.* all powerful; god-like

translucent [trans lōō'sənt] *adj.* allowing light through

transparent [trans pār'ənt] *adj.* clear

trepidation [trep'ə dā'shən] *n.* anxiety; fear

Spotlight Literary Skill

Cause and Effect

Sometimes a certain event or action brings about another event or action. This is what is meant by **cause and effect**. Read the following statement: "Meg wore glasses; she felt unattractive." The first part of the statement, "Meg wore glasses," is the cause. The second part, "she felt unattractive," is the effect. In other words, it is the wearing of the glasses that causes her to feel unattractive.

Match the causes in the column on the left with the effects in the column on the right. Place the correct letter on each line.

CAUSES

- ___ 1. Mrs. Whatsit was blown off course.
- ___ 2. Charles Wallace pretended not to know how to speak.
- ___ 3. She pressed her face into the blossom.
- ___ 4. It took much energy to fully materialize.
- ___ 5. Meg knew a lot of shortcuts.
- ___ 6. Fortinbras didn't bark at the house or its inhabitants.
- ___ 7. He was a basketball star, friendly and a good student.
- ___ 8. The clouds swirling in the crystal cleared.
- ___ 9. The creatures were tall, four-armed, hairy and non-humanlike.
- ___ 10. All night the wind howled, banging trees, windows and shutters.

EFFECTS

- A. Meg couldn't sleep.
- B. It became easier to breathe.
- C. Calvin was popular at school.
- D. Meg could see her mother's lab.
- E. Only the glasses of Mrs. Who became visible at times.
- F. She arrived at the Murry's home in the midst of the storm.
- G. Meg, Calvin and the others were afraid of the creatures.
- H. People thought he was a moron.
- I. Charles Wallace was sure it was safe.
- J. She had a mental block against doing the problems the way the teacher wanted.

Unit 6C: *A Wrinkle in Time* - Novel Study

GT ILA – Ms. Caskey

Chapter Questions: These questions will help you think about the important parts of each chapter.

Mass 1: Chapters 1-4

1. What do Meg Murry's actions tell you about her? How does Meg feel about her family?
2. How is Charles Wallace different from most five-year-olds? Have you ever met an unusual child like Charles Wallace?
3. How do we know that Mrs. Whatsit is odd—but friendly?
4. Does ending the chapter with the tessaract make you want to read on? If so, why?
5. What does Mrs. Murry's treatment of Mrs. Whatsit tell you about Mrs. Murry?
6. Why does the school principal, Mr. Jenkins, want Meg to accept that her father is never coming home? Should Meg believe him? Why? Why not?
7. In what ways are the twins Sandy and Dennys different from the rest of the Murry family?
8. Why do the twins think Meg has so much trouble at school?
9. What does Mrs. Who say to Meg that lets us know that something is about to happen?
10. How is Calvin's home life different from Meg's? How is his school life different from Meg's?
11. What does Mrs. Murry mean when she says, "... just because we don't understand doesn't mean that the explanation doesn't exist."
12. What is a "willing suspension of belief"? How does having a willing suspension of belief help Mrs. Murry?
13. What are the hard questions that Calvin asks about Meg's father?
14. Are you surprised when the children go off with Mrs. Who, Mrs. Whatsit, and Mrs. Which? Why do they go off with these strange women?
15. Why does Mrs. Who like to quote? Do you think it is an effective way to communicate with the children? Why or why not?
16. Why do you think Calvin is asked to go on the journey with Megan and Charles Wallace?
17. How would you react if you were taken on a surprise journey to another planet?

Mass 2: Chapters 5-8

18. What does the children's experience in a two-dimensional planet tell you about tesser travel?
19. During their journey, the children learn about the Dark Thing. What do you think the Dark Thing really is?
20. Who are some of the famous people mentioned as fighting the Dark Thing? What do they all have in common?
21. Why is the Happy Medium's worst trouble "getting fond"?
22. Describe the planet of Camazotz.
23. What characters have you met through reading other books and stories who also have magical qualities like Mrs. Whatsit, Mrs. Who, and Mrs. Which?
24. What do the children learn about the people of Camazotz? How do you know?
25. Charles Wallace says that they can't make decisions based on fear. Do you agree? Explain.
26. When the man with red eyes tries to take over the children's minds, whom does Meg scream for and why?
27. What mistake does Charles Wallace make when he meets the man with red eyes?
28. Charles Wallace seems well and happy, just as the man with red eyes says he is. How does Meg know that Charles Wallace's mind and heart have been taken over?
29. Describe what life is like on Camazotz. How is it different from your own life? Is anything the same?
30. How do they keep people from suffering on Camazotz? What do you think of this idea?
31. What do you think IT is?

Mass 3: Chapters 9-12

32. Why does Charles Wallace want to take Mrs. Who's spectacles from Meg?
33. Do you believe, as Meg does, that Mr. Murry will really save them? Why or why not?
34. Explain the phrase "like and equal are two entirely different things." How does this idea help Meg?
35. Why is Meg so sick after escaping from IT?
36. What are Meg's feelings about her father, brother, and Calvin after escaping from IT? Do you think she should feel this way? Explain why.
37. What do you think of Mr. Murry's reasons for not rescuing Charles Wallace? Do you agree with him? Why or why not?
38. What would you do if you suddenly met up with three aliens?
39. What is it about the beast that convinces Meg to trust her?
40. What are some of the things that let you trust someone?
41. Why do you think Meg finally trusts the beast?
42. Why is the name Aunt Beast a good one for this alien creature?
43. Why do the time travelers have so much trouble explaining Mrs. Whatsit to the creatures on Ixchel?
44. Why doesn't Meg hug Mrs. Whatsit when she appears on Ixchel?
45. Why does Meg have to be the one to go after Charles Wallace?
46. How does Mr. Murry help Meg on the journey back to Camazotz?
47. What gift does Mrs. Whatsit give Meg for her journey back to Camazotz? What is Mrs. Which's gift?
48. What does Meg have that IT doesn't have? Is this something she can use in other situations? If so, how?

Crossword Puzzle

A Wrinkle in Time

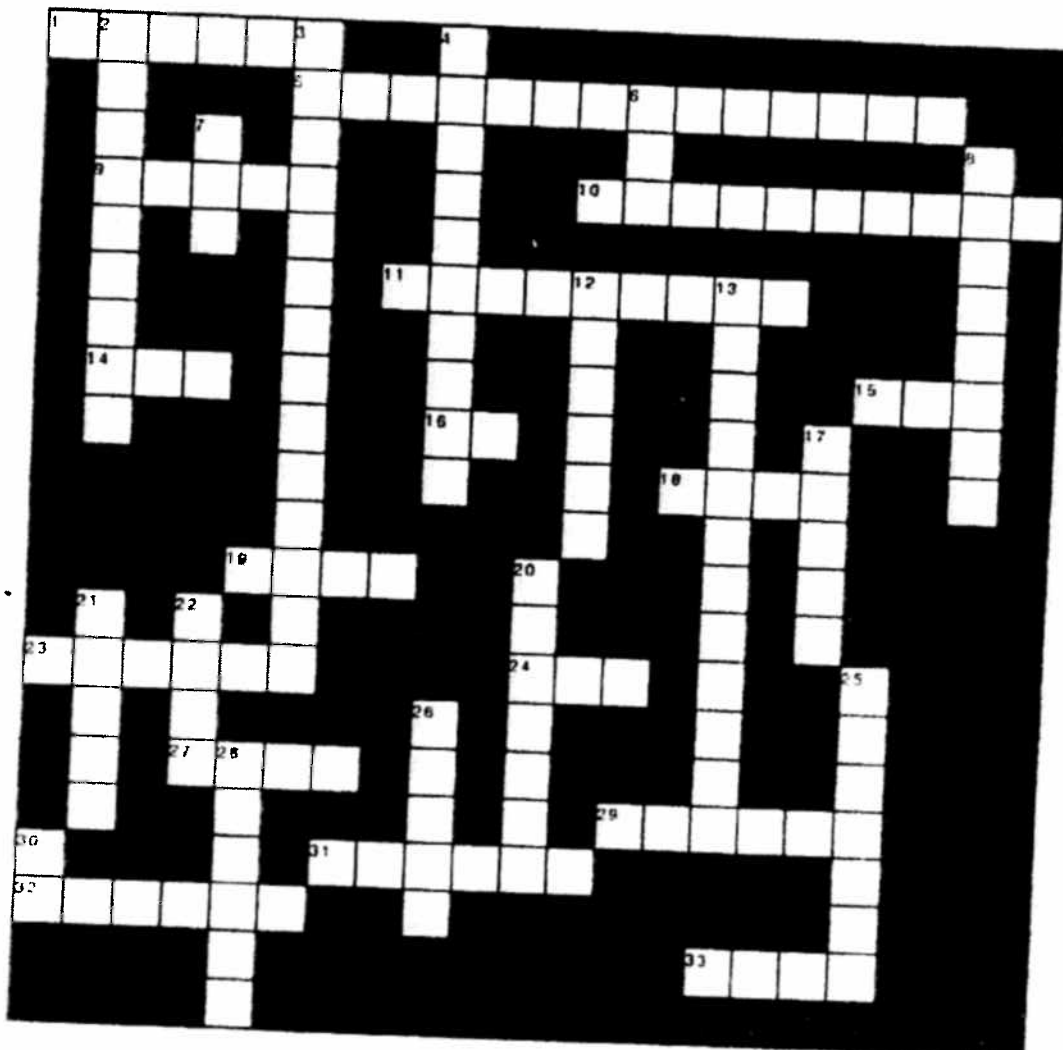
See how much you remember about *A Wrinkle in Time*. Have fun!

Across

1. Mrs. Whatsit gave these to Meg.
5. Meg's youngest brother; he had special abilities.
9. Central idea in a story.
10. The Murrays' dog.
11. Author's first name.
14. Number of people in Meg's family.
15. At times only Mrs. _____'s glasses were visible.
16. Evil ruler of Camazotz.
18. The Happy Medium was this.
19. The children traveled through this.
23. He helped Meg and Charles Wallace search for their father.
24. The main character of this novel.
27. What Meg had that IT did not.
29. Mr. Murry was imprisoned in a transparent one.
31. One of Meg and Charles Wallace's brothers.
32. An unusual way to travel.
33. Meg realized that *like* and *equal* are not the _____.

Down

2. She cared for Meg and sang to her.
3. Type of story that *The Wrinkle in Time* is.
4. She was blown off course during a storm.
6. Same as 15 across.
7. Charles Wallace attacked the Man with _____ Eyes.
8. Its citizens acted and thought alike.
12. Author of *A Wrinkle in Time*.
13. Award won for this novel.
17. Where the Dark Thing was from.
20. He was working on a top secret science project.
21. Meg and Charles Wallace's other brother. (See 31 across.)
22. Good vs. _____ was the theme of this novel.
25. A tesseract is a _____ in time.
26. What 31 across and 21 down were.
27. Last name of 23 across.
30. Same as 16 across.



A Wrinkle in Time-Review

Complete this review using your book - you will turn it in tomorrow.

I. Directions: Label each of the following descriptions with a character's name.

- _____ 1. first befriends the three ladies; has an uncanny ability to know what others are thinking
- _____ 2. set out for Mars but ended up on Camazotz
- _____ 3. beautiful woman; scientist; loving and caring
- _____ 4. tries to hypnotize and brainwash the children by posing as their friend
- _____ 5. disembodied, living brain that controls all thought and action on Camazotz
- _____ 6. shows the children the earth, shrouded by the Dark Thing
- _____ 7. ten year old twin sons
- _____ 8. has a habit of using quotations from famous writers
- _____ 9. gray; walks upright; has four arms; has no eyes; loving creature
- _____ 10. in charge of tessering; tells Meg she has something IT does not
- _____ 11. loves the Murry family, which is such a contrast to his own
- _____ 12. becomes a Centaur at one point; is over two billion years old, but the youngest of the three ladies

II. Directions: Find each of the following quotes. Put the page number where you found it. Then explain who/what/when/where/why it was said.

13. "But you see, Meg, just because we don't understand doesn't mean that the explanation doesn't exist."
14. "Nothing is hopeless; we must hope for everything."
15. "(A) straight line is not the shortest distance between two points."
16. "As the skipping rope hit the pavement, so did the ball. As the rope curved over the head of the jumping child, the child with the ball caught the ball. Down came the ropes. Down came the balls. Over and over again. Up. Down. All in rhythm. All identical. Like the houses. Like the paths. Like the flowers."
17. "You're given the form, but you have to write the sonnet yourself. What you say is completely up to you."

III. Directions: Short Answer Response - Answer each of the following questions.

18. How is Camazotz false equality? Prove it.
19. How are the themes of good vs. evil in the book representative of Christian ideals? Give examples of these references from the book.
20. How does love always triumph over evil in the book? Prove it.
21. How has Meg matured and learned to take personal responsibility to solve her problems in the novel? Prove it.
22. How do we know that Meg is no longer unhappy about being different from others at the end of the novel? Prove it.
23. How are Calvin and Meg opposites? Prove it.
24. What is the atmosphere in the opening scene of the story?
25. How did Meg feel when the postmistress asked about her father?
26. Describe the twins.
27. Why did Mr. Murry realize that Meg and Charles would have to adjust?
28. How did Mrs. Whatsit shock Mrs. Murry at the beginning of the story?
29. What uncanny ability does Charles Wallace have?
30. Why did Calvin show up at the haunted house with Meg and Charles?
31. Why did Mrs. Whatsit take Mrs. Buncombe's sheets?
32. Why does Mrs. Who speak the way she does?
33. Why did Mrs. Whatsit take the children on a ride on her back over Uriel?
34. Why did Charles Wallace sit "tucking away" turkey even though it tasted like sand?
35. What might have happened if Meg's father had not tessered her at that exact moment?
36. Why did Meg have to be the one to rescue Charles Wallace?