

A Wrinkle in Time

Newbery Award Winner



Exploring Literature

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A Wrinkle in Time by Madeleine L'Engle

Objectives:

- To help teachers introduce students with a range of reading abilities to fine literature.
- To reinforce reading skills such as recalling details, understanding the main idea, comparing/contrasting, sequencing, understanding cause/ effect relationships, drawing conclusions, and predicting.
- To introduce students to the elements of fiction, including setting, characterization, plot, point of view, and theme.
- To expose students to the skill of analyzing a novel through class discussion.
- To provide teachers with a complete kit of class room-tested skills pages, comprehension and vocabulary worksheets, and tests. The kit includes a chapter-by-chapter list of points for discussion, as well as a brief analysis of the elements of the novel. The accessibility of these materials will save teachers hours of preparation time.

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Introduction

This guide is divided into twelve units of study, and includes the following components:

Pre-reading Discussion

This is a detailed section on the key elements that readers will encounter in the reading assignment. The Pre-reading Discussion centers on the literary elements of *A Wrinkle in Time* and gives suggestions for provoking interest in the chapters ahead. The section ends with ideas for initiating class discussions about the important concepts in the book.

Study Guide and Vocabulary List

Each unit contains a study guide and vocabulary list, along with a corresponding reading assignment. Study guide pages are designed to be duplicated and distributed when the reading assignment is given. Students should answer the questions and study the vocabulary words. Each study guide contains a “Writing Forum” section, in which students are asked to write a brief explication of some textual element. You may want to choose one or all of the questions listed; students may keep the Writing Forum questions in a continuing notebook. The following day’s class session could begin with a review of the written work before proceeding to a discussion of the chapters.

Discussion Concepts

This section details the important concepts that students have encountered in their reading of *A Wrinkle in Time* and may be used to initiate class discussions. Discussions should involve events in the story and their relevance to the characters, important themes, and comparing and contrasting actions and statements. Students should be able to find quotes to support their opinions when necessary. Teachers may want to ask students to practice note-taking periodically during this discussion.

Tests

Tests of comprehension and vocabulary are included in the *A Wrinkle in Time* guide. Varied formats challenge students to think intently and creatively about the material.

Writing Projects

The writing projects at the end of the guide may be used as students progress through *A Wrinkle in Time*, or after the class has finished Unit 12.

Background

Type of Literature

A Wrinkle in Time is a novel of science fiction that draws extensively from the literary traditions of fantasy, fairy tale, myth, and fable. It concerns itself with issues of good and evil, the power of love, and the importance of concern for others.

Setting and Atmosphere

The setting of the story, or the time and place in which the events of the story occur, plays an important role in *A Wrinkle in Time*. The novel begins in an unspecified locale on earth where the Murry family lives, shifts to the planet Uriel, moves on to Orion's belt, to Camazotz and Ixchel, and finally returns to earth for the last scene. The uniqueness of each foreign place provides an atmosphere of fantasy to *A Wrinkle in Time*.

The story takes place in the latter half of the twentieth century, during the popularity of the Cape Canaveral explorations.

Character Development

The characters in *A Wrinkle in Time* are developed through their words, actions, and feelings. The central character in *A Wrinkle in Time* is Meg, the young girl who is called upon to test her courage and resourcefulness. Charles Wallace and Calvin are important characters who possess qualities that complement Meg's personality. Together they are a strong team.

Minor characters in the novel include Father, whose disappearance is the impetus for the children to try to find him; Mrs. Whatsit, Mrs. Who, and Mrs. Which, who provide the means for the children to undertake this task; Aunt Beast, who supplies the complete and unconditional love that Meg needs; and IT, which represents all that is evil in the world.

When *A Wrinkle in Time* begins, Meg feels unhappy, unloved, and angry at her inability to fit in at school. She is having difficulties adjusting to the growing maturity of her friends, and she is unable to perform for her teachers because she lacks the patience necessary to do things the way everyone else does. Meg is unhappy trying to conform, and she is angry about references made to her missing father. She is experiencing adolescence and feels that she is, as Charles Wallace says, "not really one thing or the other." Meg feels that she is a misfit and is dismayed at her many faults, which include anger, impatience, and stubbornness.

These shortcomings, however, allow Meg to rescue both her father and Charles Wallace. When she sees her father imprisoned in IT's column, she puts on the magic glasses and rushes into the column without concern for her own safety. Her anger at Charles Wallace's disappearance and determination not to be taken over by IT are her worst attributes put to good use.

By the time Meg returns to Camazotz to save Charles Wallace from IT, she has learned from her experiences with both evil (in the touch of the Black Thing) and goodness (in the love of Aunt Beast). She now understands that "like and equal are two entirely different things." She has recognized that it is essential and natural that all people are different; she has learned to love herself.

Once Meg realizes how much love she has inside herself, she can save Charles Wallace. She understands that love is always more powerful than hate, so she is, in fact, stronger than IT. When the novel ends, Meg has a new understanding about being different, and about tolerance for differences, as well as a new self-confidence. Meg has emerged from her experiences wiser, more mature, and more accepting of herself.

The minor characters in *A Wrinkle in Time* facilitate Meg's development, though they themselves are static. Father, whose character is revealed by the feelings of his wife and children early in the book, is a loving husband and father. He is a dedicated scientist and is committed to his work. When Meg frees him from his prison in the column, he demonstrates characteristic love and concern for Meg and even for the strange Charles Wallace until he realizes that his son's body is occupied by IT. His conversation with Calvin reveals his courage in exploring the unknown "tesseract," and his decision to tell his colleagues upon his return home to proceed more carefully with its study shows his humanness and humility.

Mrs. Whatsit, Mrs. Who, Mrs. Which, Mother, Calvin, and Charles Wallace are also static characters. Though the character of Calvin does not change, the reader's perception of him evolves as Meg's view of him changes. As Calvin and Meg grow closer during their adventures, Meg begins to see Calvin less as the school's star athlete and more as a person, like herself, who isn't exactly like everyone else.

The character of Charles Wallace, too, stays the same, though he also changes in Meg's eyes. At first, Meg sees him as a perfectly brilliant, perfectly loving and omniscient little brother; however, as the story progresses, she realizes that he is not perfect, but flawed, as she is. Once Meg is able to understand that she can save the "lost" Charles Wallace with the strength of her love, she realizes that this love makes her special and powerful.

The "three W's" act as guides for Meg's development. They represent much more than mere characters in *A Wrinkle in Time*; they are symbols of hope, love, and goodness in the world.

Plot

The plot consists of the series of events that introduce, develop, and resolve the major conflict in the story. Conflict exists in every narrative, and may appear in various forms. Conflict may exist between one person and another, between one person and a group, or between one person and nature or the environment. Several major conflicts may exist within one story; these are subplots. Conflicts are resolved, though not necessarily happily, by the end of the text.

The plot of *A Wrinkle in Time* centers around the conflict between good and evil. Representing goodness are Mrs. Whatsit, Mrs. Who, Mrs. Which, Father, and the children; IT, or the Dark Thing, represents evil. On one level of the text, the rescue of Father from the clutches of IT is the plot of the novel. On a deeper level, the children represent the struggle of all humankind against war, poverty, violence, and hatred. At the same time that the children struggle against the Dark Thing, Meg struggles to resolve feelings of worthlessness and low self-esteem through the challenge of rescuing her father and Charles Wallace.

The major conflict is resolved when Meg uses her love to triumph over IT and rescue Charles Wallace. Meg's inner conflict is resolved when she learns to accept her imperfections and to use them in positive ways. Until now, Meg's impatience has served no useful purpose, but, in rescuing Charles Wallace, her determination and unwillingness to give up the fight lead to her success. The confidence she feels and the lessons she learns change her forever.

Point of View

A Wrinkle in Time is told from the limited omniscient point of view. The reader is allowed to see and understand everything that happens in the book, but can understand only Meg's thoughts.

Theme

The theme of a book may be either directly stated or implicit. In disseminating a text, the theme, or central concept of the story, becomes recognizable as a universally known idea.

The major theme in *A Wrinkle in Time* is the struggle between good and evil. The children's journey to prevent evil from taking over the world is guided by Mrs. Whatsit, Mrs. Who, and Mrs. Which, who symbolize goodness. Evil, represented by IT, is illustrated by the plight of the planet Camazotz, where everyone is forced to think and act alike, according to the instructions of IT. The "three W's" indicate the need for fighters to combat ignorance and untruth, a condition brought about by the way of life on Camazotz. They cite scientists, musicians, artists, and religious leaders whose contributions, because they provide truth, beauty and spirituality, help form an environment in which mind control cannot exist.

Just as the children fight to free people from a place where everyone is forced to think and act alike, so Meg is fighting a similar inner battle between her wish to be like everyone else and her individuality. In this way, the theme of self-acceptance parallels the theme of the struggle between good and evil. Finally, in the same way that Meg's stubbornness and impatience save Charles Wallace from evil, they allow Meg to save herself from losing her individuality.

A third theme is the belief in the power of love. Meg's ability to triumph over evil and rescue Charles Wallace through her love for him illustrates how powerful love can be. In addition, the children experience Mother's love, the love and commitment of the "three W's," the tender care of Aunt Beast, and Meg's love for her father, all of which exemplify how the simple love of one person for another can overcome major obstacles.

Unit 1: Chapter 1

Pre-reading Discussion

A Wrinkle in Time draws extensively from the literary traditions of science fiction, fantasy, fairy tale, myth, and fable. Discuss with students what they know about these genres, and talk about the differences and similarities between them.

Next, ask students to conjecture about other kinds of civilizations. Discuss cultures that students think may exist on other planets, ancient cultures that students have studied, and fantasy worlds that they have read about. What stories from other cultures, both ancient and modern, do students know? What commonalities do students think they would find between stories they know and stories from other planets or worlds? What do they think is the purpose of literature and storytelling in these places? What do they think is the purpose of literature and storytelling for them? How do stories help bind the different parts of a culture together? Why are stories important?

Reading Assignment

Chapter 1

Study Guide Skill: Recalling Details

Study Guide: Unit 1

Reading Assignment

Chapter 1

Directions: Complete the following statements with the correct word or words.

1. Meg is upset because she is having trouble in _____.
2. She is unable to think about her _____ without crying.
3. Her brothers, _____ and _____, are ten years old.
4. The barking of _____, the dog, frightens her as much as the storm does.
5. She finds _____, her five-year-old brother, waiting for her in the kitchen.
6. People seem to regard _____ as unattractive, _____ as “not quite bright”, and _____ and _____ as regular children.
7. Meg’s father has assured her that _____ tests have revealed she and Charles are “more than okay.”
8. Mrs. Murry is a beautiful woman who is a _____ by profession.
9. Mrs. Murry lovingly assures her daughter that _____ will cause Meg to be beautiful and life to be easier for her.
10. Charles Wallace reveals that the haunted house in the woods is occupied by _____.
11. Mrs. Whatsit recognizes _____’s uniqueness and compliments Mrs. Murry on how she handles him.
12. When Mrs. Whatsit tells Mrs. Murry that a _____ does exist, the younger woman turns white.



Writing Forum

- What is the significance of the storm in this chapter? Why do you think the author chose to begin the book with a storm?
- Describe two incidents in the chapter that reveal Charles Wallace’s ability to anticipate his sister’s and his mother’s thoughts.
- When Charles Wallace asks Mother whether or not he may use the last tomato on Meg’s sandwich, she replies, “To what better use could it be put?” What does this response tell you about Meg’s mother and how she feels about Meg?
- What are Meg’s feelings about herself? How are they revealed in this chapter?

Vocabulary

frenzied	smugly	luxuriously	diction	sullen	cunning
lashing	vicious	baring	exclusive	resentment	vigorously
scudded	serenity	crevices	prodigious	passable	liniment
wraith-like	uncanny	fury	fragrantly	repulsive	supine
delinquent	savagely	preliminaries	subdued	intentions	relinquished

Discussion Concepts

1. What is happening as the novel begins? Where is Meg?
2. Why is Meg so upset by thoughts of school? How does she feel about school?
3. Why does Meg want to hide her feelings from people? Why is she angry that she always shows her feelings?
4. How do you know Charles Wallace has been expecting Meg? What special ability does he seem to have with Meg and her mother?
5. Why do people think Charles Wallace is not very bright? How does Meg know he is much more than bright?
6. Where is Meg's father? How does this make Meg feel?
7. How do you know Meg's mother is not critical of Meg or Charles Wallace? What incidents indicate this is a loving, kind family?
8. What seems to be Meg's problem? How does it cause trouble for her?
9. What does Charles Wallace reveal about Mrs. Whatsit? When Mrs. Whatsit arrives, what is unusual about her?
10. After enjoying her sandwich, what comment does Mrs. Whatsit make that shocks Mother? How do you think Mrs. Whatsit knew about the tesseract? How does this comment make the reader want to turn the page and read further?

Test: Unit 1
Chapter 1

Part I: Comprehension

Directions: Select the answer that best completes each of the following statements and write the letter of that answer on the line.

1. This novel opens on a stormy night in a) October; b) January; c) August. _____
2. Meg is the a) youngest; b) middle; c) eldest child in the Murry family. _____
3. Meg does not practice moderation and is often in trouble a) at home; b) at school; c) at work. _____
4. Charles Wallace seems to have been expecting a) Mrs. Whatsit's; b) Meg's; c) Fortinbras' arrival in the kitchen. _____
5. Charles Wallace has a habit of a) babbling on and on; b) seldom speaking to strangers; c) sleepwalking. _____
6. He appears to be able to anticipate a) the dog's thoughts; b) Mother's and Meg's moves; c) the twins' thoughts. _____
7. Mrs. Whatsit has already met a) Meg; b) Mother; c) Charles Wallace. _____
8. Mrs. Whatsit, the reader learns, is a) a farmer; b) a thief; c) a seamstress. _____
9. When Mrs. Whatsit says, "There is such a thing as a tesseract," she seems to a) hear her friends call her; b) respond to Charles Wallace's question; c) read Mother's thoughts. _____
10. A mystery surrounds the whereabouts of Meg's a) brothers; b) kitten; c) father. _____

Part II: Vocabulary

Directions: Use each of the following words in sentences.

1. wraith-like _____
2. smugly _____
3. serenity _____
4. uncanny _____
5. luxuriously _____
6. crevices _____
7. fury _____
8. diction _____
9. prodigious _____
10. sullen _____
11. cunning _____
12. supine _____

Unit 2: Chapter 2

Pre-reading Discussion

An interesting element of *A Wrinkle in Time* is the fact that the author weaves important concepts throughout the text that underscore the major themes of the novel. One of these concepts is the notion that appearances lie; another is the idea that home is not a place, but a feeling. Both of these themes appear in the chapter that students are about to read.

The idea that appearances lie was introduced in Chapter 1, with Meg's concern about her behavior at school. Though she acts belligerently and performs poorly, inside Meg enjoys learning and does well at it in her own way. In Chapter 2, Calvin appears to schoolmates to be well-adjusted and to fit in, but he feels out of place and alone. Charles Wallace is perceived by others to be "not quite bright," but he is, in reality, extremely bright.

The concept that home is not a place, but a feeling is also introduced in Chapter 1. As Meg sits in the attic, she feels isolated and sad, but when she goes downstairs and finds Charles Wallace making her welcome, she feels that *this* is really home. At the end of Chapter 2, Calvin says, "for the first time in my life I'm going home," reiterating the point that he has always felt like a stranger in the household in which he was born.

Discuss these themes with students, and ask them to give other examples from *A Wrinkle in Time* in which appearances lie or home is a feeling rather than a place.

Reading Assignment

Chapter 2

Study Guide Skill: Recalling Incidents

Study Guide: Unit 2

Reading Assignment

Chapter 2

Directions: Write *true* or *false* on the line.

1. When Meg awakens, she hopes the events of the previous night are a dream. _____
2. Denny and Sandy encourage Meg to find a “happy medium” in her school behavior. _____
3. Mr. Jenkins, the school principal, suggests that Meg is not facing facts about her father’s absence. _____
4. Charles Wallace and Meg walk through the woods with no particular destination. _____
5. They discuss Charles Wallace’s ability to know what is going on in Mother’s and Meg’s minds. _____
6. Calvin O’Keefe is the same age as Meg. _____
7. Calvin and Charles Wallace are both “sports.” _____
8. Calvin has felt a compulsion to be in the woods this day. _____
9. Mrs. Who has a habit of quoting famous proverbs in French only. _____
10. Her comments indicate there are some plans afoot about which the reader knows nothing. _____
11. Mrs. Who disapproves of Calvin. _____
12. Calvin reluctantly accompanies Meg and Charles Wallace home. _____



Writing Forum

- Why does Meg have academic difficulty in school even though she is very bright? Why does she have social difficulty?
- Reread the scene between Meg and Mr. Jenkins and evaluate whether the comments made by the principal were appropriate. Support your evaluation by referring to the facts and your own opinion.
- How are Charles Wallace and Calvin alike?
- Foreshadowing is the term used to describe a hint the author gives to the reader of an event that is to take place later in the story. What does the author foreshadow in this chapter through Mrs. Who’s words?

Vocabulary

unceremoniously	warily	belligerent	inadvertently	disillusion	stifled
piteous	avid	antagonistic	placidly	compulsion	recesses
morons	ferocious	tractable	transmissible	probingly	assimilate
sarcastic	bellowing	confidingly	offspring	dilapidated	

Discussion Concepts

1. Why does Meg hope the events that took place the night before are part of a dream?
2. Why are the twins upset that their mother allowed the old woman in during the evening?
3. Why do the twins fit in with others their age, while Meg and Charles Wallace do not?
4. How does Meg get into trouble in school?
5. How does the principal irritate her? Is he really concerned about Meg, or is he merely nosy? In what way is Meg's behavior antagonistic?
6. When Meg returns home, what plans does Charles Wallace have for Meg, Fortinbras and himself? What does he plan to learn?
7. How does Charles Wallace make Meg feel loved and cared for after her bad experience at school?
8. What does Charles Wallace mean when he tells his sister that he can "read" her and his mother?
9. What do Calvin and Charles Wallace have in common? What is a "sport"?
10. What has caused Calvin to come into the woods this afternoon?
11. What does Charles Wallace mean when he says his mother is not "one of us"?
12. As the children approach the old house, what props does Charles Wallace notice the old women use to keep others away? What are these props for?
13. What hints does Mrs. Who give that there are plans for a trip in the children's future?
14. Why is Fortinbras' silence significant?
15. What does Calvin's last comment in the chapter mean? Why do you think he has this feeling? What do you think this feeling is like?

Test: Unit 2
Chapter 2

Part I: Comprehension

Directions: Complete the following statements with the correct word or words.

1. Mother promises Meg she will discuss the word _____ with her at another time.
2. _____ appear to be the most “normal” members of the Murry family.
3. Meg suspects that Mr. Jenkins’ questions about _____ are based upon his curiosity, not on his concern for her well-being.
4. Charles Wallace and Meg plan to discuss the sheets and the need for caution with _____.
5. Calvin O’Keefe calls Charles Wallace a _____.
6. Calvin and _____ share several characteristics.
7. Mrs. Who is sewing on a _____, which she suggests may come in useful as a disguise.
8. She seems to know _____, although this is the first time they’ve met.
9. The silence of _____ signals all is well at the haunted house.
10. Calvin is invited to _____.

Part II: Vocabulary

Directions: Match the words with their definitions.

- | | | |
|------------------|-------|------------------------------------|
| 1. warily | _____ | a. absorb and understand something |
| 2. avid | _____ | b. carefully or cautiously |
| 3. belligerent | _____ | c. accidentally |
| 4. tractable | _____ | d. held back |
| 5. inadvertently | _____ | e. made stiffer |
| 6. placidly | _____ | f. eager |
| 7. probingly | _____ | g. decayed; partially ruined |
| 8. dilapidated | _____ | h. angry; wanting to argue |
| 9. stifled | _____ | i. opposed to something |
| 10. assimilate | _____ | j. easily handled; obedient |
| | | k. quietly and serenely |
| | | l. in an investigating way |

Unit 3: Chapter 3

Reading Assignment

Chapter 3

Study Guide Skill: Understanding the Main Idea

Study Guide: Unit 3

Reading Assignment

Chapter 3

Directions: Read each paragraph and underline the sentence that best states the main idea.

1. Read the paragraph beginning, “This has been the most impossible . . .”

The main idea of this paragraph is:

Meg is impossibly miserable.

Although confused, Meg is happy.

Meg is puzzled about the afternoon.

2. Read the paragraph beginning, “A mother like that! . . .”

The main idea of this paragraph is:

In spite of the problems in his family, Calvin loves them.

Mrs. Murry is a beautiful woman.

Calvin calls home to let them know he’ll be late.

3. Read the paragraph beginning, “The trouble with Meg and math . . .”

The main idea of this paragraph is:

Meg finds math too difficult to understand.

Meg knows quicker methods to solve math problems and resents the longer approaches, thus creating problems.

Meg tends to be sullen.

4. Read the paragraph beginning, “With a sudden enthusiastic gesture . . .”

The main idea of this paragraph is:

Calvin recognizes how alike he and the Murry children are.

Calvin resents his loneliness in spite of his large family.

Calvin embraces Meg and her mother.

5. Read the paragraph beginning, “Meg choked down a sob . . .” through the paragraph ending, “That’s what I’m afraid of.”

The main idea of this section is:

Meg’s father is on a secret mission.

Meg’s mother has visited Washington.

Meg is afraid no one in Washington knows her father’s whereabouts.



Writing Forum

- Predict what events have happened to Father since the last time his family heard from him. Create an explanation why it is impossible for him to contact his loved ones.
- On the basis of your knowledge of science, explain why the appearance of Mrs. Which shimmering “in a circle of silver” is real or fantasy.

Vocabulary

gambled

wryly

gorgeous

decipher

essence

dubiously

morass

plaintively

paltry

Discussion Concepts

1. Why is Meg happy in spite of the confusion caused by Calvin and the strange women in the old house?
2. How does Mrs. Murry respond to Meg's request for Calvin to stay for dinner?
3. What does Calvin's phone call home reveal about him?
4. What is Calvin's reaction to Meg's family? How do the Murrays compare to his own family?
5. What do the reader and Calvin learn about Meg's math ability? Is she any more a "moron" than Charles is? Why does she have difficulty in school?
6. Why is Calvin so happy to meet people as unique as he is? He says, "There hasn't been anybody, anybody in the world I could talk to." What does he mean?
7. So far, there has been a great deal of talk about love and how people can feel loved or unloved. In this chapter, Calvin tells Meg, "You don't know how lucky you are to be loved," and Meg responds, "I guess I never thought of that. I guess I just took it for granted." How is this a change for Meg from her feelings in Chapter 1? Why do you think the author has focused on love in the first three chapters of *A Wrinkle in Time*?
8. In the scene between Meg and Mother, the two discuss recent developments. Does Mother think there is a connection between the old women and Calvin and her husband? Does she understand the connection? What does she mean when she says that some phenomena have explanations that people are incapable of understanding?
9. Who does she suspect *does* understand the unexplainable?
10. Why is Charles Wallace different? Is it enough for Mother and Meg to know he is different without knowing why?
11. Are the old women explainable? Why does Mother suggest we must have a "willing suspension of disbelief"?
12. Why does the reader of science fiction or fantasy have to be ready to "suspend reality" in order to enjoy the story?
13. What is the author suggesting that readers do as she prepares to tell us a "fantastic" story?
14. What does Meg mean when she says, "Charles says I'm not one thing or the other, not flesh nor fowl nor good red herring"?
15. What does Calvin mean by responding, "You're Meg, aren't you?" Is he suggesting that each person should focus on being himself? What lesson is this for adolescents who are, like Meg, neither children nor adults?
16. Explain Meg's father's background. Of what is the family fearful?
17. For what purpose does Charles Wallace enter the scene? Where are the children and Mrs. Whatsit, Mrs. Who, and Mrs. Which going?
18. What is strange about Mrs. Which's appearance? What do you think will happen in the next chapter?

Test: Unit 3
Chapter 3

Part I: Comprehension

Directions: Write *true* or *false* on the line.

1. Calvin and Meg sense that, in spite of their age difference, they are going to be friends. _____
2. Calvin increases Meg's awareness of her loving family by discussing his family. _____
3. The reader learns Mr. Murry is intelligent, dedicated to his work, and meticulous in his appearance. _____
4. Mr. Murry's whereabouts are unknown to his family. _____
5. Meg's wizardry at math indicates a fine mind. _____
6. Mother suggests that there are some explanations for events in life that people will never understand. _____
7. Meg confides in Calvin that she is unhappy with herself and wishes she were different. _____
8. Calvin believes Meg should change to suit others. _____
9. Mother announces that the plan to locate Father is about to take place. _____
10. Mrs. Which is an average-looking person. _____

Part II: Vocabulary

Directions: Write a paragraph using three of the following words.

gambled morass
decipher plaintively
essence paltry

Unit 4: Chapter 4

Pre-reading Discussion

In Unit 3 students discussed the concept of love, and how people can feel loved or unloved. In Chapter 3, Calvin tells Meg, “You don’t know how lucky you are to be loved,” and Meg responds, “I guess I never thought of that. I guess I just took it for granted.” Calvin also describes the deficiencies in his mother’s appearance, yet he asserts that he loves her. Talk now with students about different types of love, and discuss things that make people feel loved or unloved.

Next, discuss how people’s appearances relate to who they really are, especially in reference to Calvin’s description of his mother. Do students think appearance is a good measure of a person’s whole self? Why do they think so?

Discuss this concept in reference to Meg, who wishes she looked different; to Calvin, who is a star basketball player “just because I’m tall”; to Charles Wallace, who looks like a five-year-old but acts like an adult; and to the “three W’s,” whose appearances are bizarre but whose personalities are comforting and loving. Ask students to abstract a theme about how appearances are treated in *A Wrinkle in Time*, and have them evaluate whether this theme helps to create more effective characters.

Reading Assignment

Chapter 4

Study Guide Skill: Comparing

Study Guide: Unit 4

Reading Assignment

Chapter 4

Directions: Answer the following questions using complete sentences. Explain the logic that supports your opinion.

1. Compare and contrast the three strange ladies. How are they alike and how are they different?

2. How does the description of the being into which Mrs. Whatsit is transformed compare with an encyclopedic description of a Greek centaur?

3. How are the creatures and occurrences the children see on Uriel foreign to what is seen on Earth?

Writing Forum

- Father is not on the planet Uriel, but the group has stopped there. Why do you think they traveled to Uriel? Do you think the trip to Uriel is an important element in the story? Why?
- Reread the description of the figure or creature into which Mrs. Whatsit is transformed, then look up *centaur* in the encyclopedia. What do you think was the author's purpose in choosing a centaur-like creature as Mrs. Whatsit's identity?

Vocabulary

frenzy	tangible	inexorable	centaur	resonant	corona
corporeal	elliptic	ephemeral	intently	dispersed	

Discussion Concepts

1. What feelings does Meg experience as she travels through space?
2. Why is Charles Wallace annoyed with the three ladies?
3. What method of travel do the children and the “three W’s” use to get to Uriel? Is there such a method of travel, or is this a creation of the author?
4. According to the “three W’s,” what is one of the goals of the trip? Is there another goal? Do the children and the reader know what it is yet?
5. Why, according to Mrs. Whatsit, must Meg learn patience?
6. Is Uriel like Earth? What differences do the children encounter?
7. As the winged creatures sing, Charles Wallace tries to interpret for the others. Mrs. Whatsit translates for them. What feeling do Meg and Calvin experience as they listen to the music? Why do you think the author chose to use the biblical passage from Isaiah 42:10-12 as the translation of the creatures’ songs? What feeling does the passage give this section?
8. In preparation for moving on, what are the children given to carry in their hands?
9. As the group travels upwards, what do the children do with the flowers?
10. What is the shadow above the clouds surrounding Uriel?
11. What effect does the shadow have upon the children?
12. What question does Meg ask Mrs. Which about Father?
13. How does the reader know the Dark Thing also frightens the “three W’s”?

Test: Unit 4

Chapter 4

Part I: Comprehension

Directions: Underline the answer that best completes each of the following statements.

1. During the darkness and silence she experiences as Chapter 4 begins, Meg is a) unconscious; b) sleeping; c) tessering.
2. This trip involves two serious goals. One goal is to locate a) Mrs. Whatsit's family; b) Mr. Murry; c) a friend of Charles Wallace's.
3. The other goal has not been stated; however, it is "understood" by a) Charles Wallace; b) Calvin; c) Meg.
4. The group has landed on Uriel in order to a) refuel; b) rest; c) begin their work.
5. Mrs. Whatsit transforms into a a) horse; b) centaur; c) winged creature.
6. Because Charles does not have to "hold back," he tries to a) see through the clouds; b) carry Meg and Calvin on his shoulders; c) interpret the singing creatures.
7. When Meg and Calvin hear the music, they experience incredible a) fear; b) joy; c) anger.
8. The flowers from Uriel's trees prevent the children from a) freezing; b) fainting; c) falling.
9. As the children wait for the setting of the sun and moon to continue their journey, they see a) a dark shadow; b) a hurricane; c) a tidal wave.
10. The thing, suggests Meg, is a) the enemy; b) comforting; c) a landmark.

Part II: Vocabulary

Directions: Match the words with their definitions.

- | | | |
|---------------|-------|---|
| 1. frenzy | _____ | a. relating to a physical body |
| 2. corporeal | _____ | b. echoing; having a quality of richness |
| 3. tangible | _____ | c. mythical creature having the upper body of a human and the lower body of a horse |
| 4. elliptic | _____ | d. rounded, with hard edges |
| 5. inexorable | _____ | e. intense and wild activity |
| 6. ephemeral | _____ | f. real |
| 7. centaur | _____ | g. lasting forever |
| 8. resonant | _____ | h. faint glow surrounding something |
| 9. corona | _____ | i. lasting only a very short time |
| | | j. oval |
| | | k. relentless |

Unit 5: Chapter 5

Pre-reading Discussion

In Unit 4, students discussed the passage from Isaiah 42:10-12 that was given by Mrs. Whatsit as a translation of the winged creatures' songs. Talk now about the reason the author included this biblical passage. Discuss the function of prayer in the world and its relationship to the theme of love that runs through *A Wrinkle in Time*.

Next, ask students to consider the reason the author has included so many ancient references in this novel, including biblical, literary, and mythological citations. Read back through some of Mrs. Who's quotations and discuss with students how they provide the novel with a sense of timelessness. Also point out the importance of the concept of time in the novel, especially in reference to tessering, to the timeless nature of Mrs. Who's quotations, to the inclusion of ancient centaur-like creatures, and to the importance of the age-old passage from Isaiah. Discuss the fact that these elements contribute to the fact that *A Wrinkle in Time* takes a comprehensive look at the world as it has been affected by good and evil, creating a type of time-continuum within which the novel functions. In the same way that the children "tesser"—that is, they travel in a dimension where time is simultaneous, rather than linear—so the nature of the novel is as an event that is simultaneous with the historical, literary, scientific, and artistic accomplishments it draws on.

Also discuss the light/dark motif the author threads through the novel. To illustrate this motif, have students reread the description of Mrs. Whatsit's metamorphosis in Chapter 4, and note especially the description of her "wings made of rainbows, of light upon water, of poetry." Discuss the importance of the light/goodness and darkness/evil connections as a common motif in literature, and ask students to consider the role these concepts play in the relationship between the "three W's" and the Dark Thing.

Reading Assignment

Chapter 5

Study Guide Skill: Recalling Incidents

Study Guide: Unit 5

Reading Assignment

Chapter 5

Directions: Write *true* or *false* on the line.

1. Mrs. Whatsit encircles Meg in her wings to comfort her. _____
2. Mrs. Whatsit explains what a tesseract is to Meg. _____
3. Mrs. Which almost lands on a two dimensional planet where the children cannot function. _____
4. The group arrives in Orion's belt. _____
5. The children dislike the Happy Medium. _____
6. Meg worries that Mother will be concerned about the children's whereabouts. _____
7. The "three W's" refuse to discuss their ages. _____
8. The Happy Medium is anxious to look at the children's home planet. _____
9. As they gaze into the crystal ball, the children learn that the smoky haze covering the earth is the same Dark Thing that covers Uriel. _____
10. Mrs. Which reveals that the Dark Thing is the force of evil. _____
11. The children do not agree about the names of some of Earth's fighters of evil. _____
12. Meg, Charles Wallace, and Calvin learn Father is on a planet which has given in to evil. _____



Writing Forum

- Mrs. Whatsit tells Meg, "Your father needs help, he needs courage, and for his children he may be able to do what he cannot do for himself." What does this mean? Do you think it is true?
- What is the meaning of the title of this novel? Support your analysis of the title by using facts from the novel.
- Every novel contains one or more conflicts which must be resolved by the end of the book. The plot revolves around revealing and resolving these conflicts. One conflict has been hinted at in this chapter. What do you believe the conflict will be? Why do you think so?

Vocabulary

perturbed indignant
dissolution reverberated

Discussion Concepts

1. Where is Father at this time?
2. Why will the group travel in stages?
3. Does Meg understand tessering completely?
4. During the act of tessering, to what kind of planet does Mrs. Which almost take the children? What does this reveal about the “three W’s”? Does it indicate why they may not automatically be able to help Father?
5. How have the “three W’s” provided for Mother and the twins to be unaware of the other children’s disappearance? How does this add to the elements of fantasy in *A Wrinkle in Time*?
6. Which new character is introduced in this chapter? Why is she called a “medium”? How is her name a play on words? Why do you think the author did this?
7. Why does she not want to look at the children’s home planet in the crystal? What is the smoky haze covering the earth’s surface? How long has it been near the earth? What effect has it had on the earth?
8. Mrs. Which says that she and the others plan to fight the Dark Thing. What others have fought it over the years? How have these people fought evil? Discuss the accomplishments of these noted scientists, artists, authors, and scholars.
9. The children finally discover where Father is. Where is he?

Test: Unit 5
Chapter 5

Part I: Comprehension

Directions: Answer the questions using complete sentences.

1. Where is Father as this chapter opens?

2. What is a tesseract?

3. Why would the children not be able to function on a two-dimensional planet?

4. Why is the Happy Medium reluctant to look at Earth in her crystal ball?

5. What is the smoky haze hovering over Earth's surface?

6. What effect has it had on the planet?

7. What do the "three W's" and the children plan to do about this situation?

8. Where are the children going to find Father?

Part II: Vocabulary

Directions: Write a paragraph using three of the following words.

perturbed indignant dissolution reverberated

Unit 6: Chapter 6

Pre-reading Discussion

Recall with students the Pre-reading Discussion from Unit 5, where they discussed the purpose and meaning of the use of ancient texts and how they relate to the concepts of love and the passage of time in *A Wrinkle in Time*. Now turn to the section at the end of Chapter 5, where some of Earth's "fighters against the Dark Thing," or evil, are named. Reread the list aloud: Jesus, da Vinci, Michelangelo, Shakespeare, Bach, Pasteur, Madame Curie, Einstein, Schweitzer, Gandhi, Buddha, Beethoven, Rembrandt, St. Francis, Euclid, and Copernicus. Discuss why these people have been fighters of evil, and talk about how some of their contributions have changed the world. Ask students to name others who might be called fighters of evil, and talk about what they have contributed to the good of the world. Some examples might be Jonas Salk (polio vaccine), Abraham Lincoln (emancipation of slaves), Eleanor Roosevelt (social reforms), Winston Churchill (peace efforts in World War II), Nelson Mandela (freedom from apartheid), and Ralph Nader (consumers' rights).

Next, ask students to name some people in history who they think have been on the side of evil. Then discuss less prominent ways in which people might contribute to good (by being kind to others or volunteering for a worthy cause) or evil (by ridiculing others or maliciously hurting someone) in the world.

Note also the quotation with which Mrs. Who inspires the discussion of the fighters: "And the light shineth in darkness; and the darkness comprehended it not" (John I:5). Discuss the relationships of light and darkness with goodness and evil, recalling with students their discussion of the light/dark motif in the Pre-reading Discussion of Unit 5. Ask students to keep this motif in mind as they read Chapter 6.

Also ask students to note how Meg, Calvin, and Charles Wallace are perceived in the coming chapter, how their characteristics relate to the struggle between good and evil, what their individual roles are, and how each of them fills his or her role.

Reading Assignment

Chapter 6

Study Guide Skill: Understanding Cause/Effect Relationships

Study Guide: Unit 6

Reading Assignment

Chapter 6

Directions: Read the list of causes, then read the list of effects. Write the letter of the correct effect on the line next to its cause.

Causes

Effects

1. _____ Because of the death of a star,
 2. _____ As a result of her effort to create images in the crystal ball,
 3. _____ Because he feels so bad about his mother's behavior,
 4. _____ After Meg sees her despondent mother in the crystal ball,
 5. _____ Because Meg's anger replaces her fear,
 6. _____ Since they are unable to assist the children in finding Father,
 7. _____ Because each house in the pleasant-looking town on Camazotz looks exactly like another and because the children's movements are perfectly synchronized,
 8. _____ Because the mother seems to fear terrible consequences,
 9. _____ According to the route boy, because this city is the most oriented on the planet,
 10. _____ Because of a hunch,
- a. Calvin finds himself comforted by Meg.
 - b. Mrs. Whatsit encourages her to remain angry.
 - c. she denies that the ball is her son's.
 - d. the new town has a strangeness about it.
 - e. the Darkness disappears.
 - f. IT makes IT's home here.
 - g. the Happy Medium exhausts herself and falls asleep.
 - h. she angrily urges the group to move forward on their journey.
 - i. the three ladies offer advice, a talisman, and eyeglasses.
 - j. Charles plans to investigate the CENTRAL Central Intelligence Center to begin looking for Father.



Writing Forum

- Calvin is afraid to enter the CENTRAL Central Intelligence building. Why do you think he is afraid? What do you think will happen to the children once they pass through the doors?
- The appearances of the people, route boy, houses, apartment buildings, office buildings, and the men and women carrying briefcases make Camazotz seem very earthlike. Why do you think the author makes the planet so familiar to Meg, Calvin, and Charles Wallace? How does the similarity of Camazotz and Earth contribute to the seriousness of the children's mission?
- An author's language in describing an incident contributes to the atmosphere the author wishes to create. Reread the paragraphs in Chapter 6 that describe the office buildings. How does the repetition of words and phrases contribute to the mood of the scene?

Vocabulary

anticlimax	eon	resilience	furtive
seethe	chiding	identical	stifle
writhe	radiantly	simultaneously	aberration
	malignant		
	propitious		

Discussion Concepts

1. As the children gaze at the Dark Thing in the Happy Medium's crystal ball, they watch it disappear. How was the Darkness overcome?
2. What new information does the reader learn about Mrs. Whatsit's past? How does this reveal the kind of person she is?
3. What does the Happy Medium insist on letting the children see in the crystal ball before they continue their journey? How does the scene in Calvin's home compare with the scene at the Murrys' home?
4. Why does the Happy Medium want to know the children's destination? Explain what she means when she says, "It's my worst trouble, getting fond. If I didn't get fond I could be happy all the time." What does the Medium mean? How is this true of all people?
5. As the group lands on the planet Camazotz, do they find the surroundings threatening?
6. Will the "three W's" be able to assist the children in their search? What are the three talismans the "three W's" give to Calvin, Meg, and Charles Wallace?
7. Mrs. Who quotes several lines from Shakespeare's "The Tempest" as a hint for Calvin. What is the "he" in these lines unable to do? Why isn't he able to obey commands? What happened to him as a result of this? Why do you think Mrs. Who said these lines to Calvin? Who do you think will be the "spirit too delicate" in *A Wrinkle in Time*? Why do you think the author chose to quote Shakespeare instead of just having one of the "three W's" tell Calvin to be careful?
8. What reminder does Mrs. Who give Charles Wallace? Do you think this is appropriate?
9. How do you think the glasses Mrs. Who gives Meg will be important? Why are glasses a particularly appropriate gift?
10. What command does Mrs. Which give to all three children? What final remark does Mrs. Whatsit direct to Charles Wallace? Are these instructions unnecessary details created by the author? Why does she include them here?
11. Mrs. Whatsit tells Charles Wallace, "Only a fool is not afraid." What does this mean? Why do you think Mrs. Whatsit said this to him?
12. What are the children's observations about the town they enter? What is unique about the town and its people?
13. Calvin is fearful and wishes to return to the hill. Meg impatiently forces him to continue. How has her fault of impatience become useful?
14. Which lines from the chapter reveal the mother's fear about the lost ball? Do the children understand what this is all about yet?
15. What does the route boy tell the children about the city? Why does he sound like he is quoting facts? What is the Manual? What is the CENTRAL Central Intelligence Center? What is the IT he mentions?
16. What comment does Charles Wallace make that terrifies the boy? Why do you think the boy reacts the way he does?
17. Reread the description of the office building that begins "They stood very still . . ." Why does the author repeat phrases and words? What effect does this create in this and the following paragraph?
18. Why do you think one man is so terrified of being late?
19. What strong feeling does Calvin have about entering the CENTRAL Central Intelligence building?

Test: Unit 6

Chapter 6

Part I: Comprehension

Directions: Underline the answer that best completes each of the following statements.

1. At one time Mrs. Whatsit was a a) star; b) human; c) witch.
2. The Happy Medium allows the children to see a) their friends; b) their mothers; c) Father before they continue their journey.
3. One unusual consequence of this adventure so far is the fact that a) Calvin comforts Meg; b) Meg comforts Calvin; c) Meg comforts Charles Wallace.
4. The children's next destination is a) Camazotz; b) Uriel; c) Earth.
5. The one item the "three W's" do not give the children is a) Charles Wallace's childhood resilience; b) a pair of eyeglasses; c) a weapon.
6. The new town the children enter and its inhabitants are characterized by a) similarity; b) uniqueness; c) ugliness.
7. The behavior of one parent hints at her a) fear; b) joy; c) loving attitude.
8. The route boy they meet quotes from the a) Bible; b) Manual; c) poetry of Edgar Allen Poe.
9. The inhabitants of the city move about like a) rebels; b) robots; c) individuals.
10. Calvin feels danger in entering the a) police station; b) CENTRAL Central Intelligence building; c) library.

Part II: Vocabulary

Directions: Match the words with their definitions.

- | | | |
|----------------|-------|--|
| 1. seethe | _____ | a. scolding |
| 2. writhe | _____ | b. something that strays from the correct, normal way |
| 3. chiding | _____ | c. feel agitation, anger, or upset |
| 4. radiantly | _____ | d. twist and turn |
| 5. eon | _____ | e. evil |
| 6. malignant | _____ | f. one billion years |
| 7. propitious | _____ | g. secretive |
| 8. resilience | _____ | h. lucky; favorable |
| 9. furtive | _____ | i. in a glowing or confident manner |
| 10. aberration | _____ | j. without coming to a climax |
| | | k. ability to recover from or adjust to misfortune or change |

Unit 7: Chapter 7

Pre-reading Discussion

In Chapter 6, the “three W’s” gave the children several gifts and warnings. Discuss with students what these were, and ask if they believe these things were appropriate and if they think they will be helpful in the future. Touch briefly on the passage from Shakespeare’s “The Tempest,” recalling the meaning of the lines from students’ discussion in the previous unit. Point out also that “The Tempest,” like *A Wrinkle in Time*, draws extensively on elements of fairy tale, magic, and myth, especially in this passage from Act I, Scene ii, where the “he” was imprisoned by the witch Sycorax.

Also in Chapter 6, the individual roles of Calvin, Meg, and Charles Wallace become more clear. Ask students what they think these roles are, especially in reference to the gifts of self-knowledge given to the children by the “three W’s.” (Calvin: protector, rule-keeper, has the most objective view; Meg: impatient, is the most dedicated to Father; Charles Wallace: has the ability to see the truth, can understand complex concepts and emotions) How do the children’s individual characteristics complement each other?

Next, discuss the concepts of individuality and conformity.

Do these things fall on either the side of good or the side of evil? Why do students believe this?

Reading Assignment

Chapter 7

Study Guide Skill: Evaluating Characters

Study Guide: Unit 7

Reading Assignment

Chapter 7

Directions: Read the list of characters and their traits, then read the list of excerpts from *A Wrinkle in Time*. Write the letter of the correct excerpt on the line next to the character it describes.

Characters/Traits

- _____ the unnamed teacher: self-important
- _____ Charles Wallace: sarcastic
- _____ the man on the platform: sneaky
- _____ Charles Wallace: independent
- _____ Charles Wallace: violent
- _____ Meg: courageous
- _____ Meg: uncooperative

Excerpts

- “We will make our own decisions, thank you.”
- With her inefficient flying tackle she landed on him.
- “I think I shall have to report you.”
- “Clever, aren’t you? Focusing your eyes would, of course, help . . .”
- “Well, to whom, then. I’m not on the second-grade level yet.”
- Charles Wallace darted forward and hit the man as hard as he could . . .
- Meg snatched Charles Wallace’s plate and threw it on the floor . . .



Writing Forum

- As the children walk down the center of the room toward the platform, Charles screams for Calvin and Meg to hold him tight. He claims that “he’s” trying to get at him. How does this scene contribute to the reader’s awareness of the danger the children face?
- The man on the platform wants to control the children. How is his behavior similar to governments that refuse to allow their citizens a voice in the government?
- What do you believe is the real force behind the man with the red eyes? Why do you think Charles Wallace feels that something is talking “through” the man? Why is this man so mysterious?
- Which words, phrases, expressions, and events does the author use to suggest that the man on the platform is evil?

Vocabulary

bilious
unsubstantial
nondescript
warily
arrogance
bravado

remote
tolerant
flanked
recourse
abandoning
gallivanting

vocalize
defiantly
wince
snarl
probed
menace

diverting
primitive
preliminaries
concussion
neurological
tenacity

Discussion Concepts

1. What is unusual about the entrance to the CENTRAL Central Intelligence building? What atmosphere does the author's description create?
2. How would you describe the people sitting on the benches? What is the teacher's reaction to the questions the children ask? Why does he think he should report them? What does he fear? How do you know he fears IT?
3. How do the children feel as they travel down the center of the long corridor?
4. How does the man on the platform make them feel? How do you know he has been expecting them?
5. What is unusual about his eyes? What does he attempt to do with them? Do you think he is human? Why do you think so?
6. What does the man want from the children? Have Calvin, Meg, and Charles Wallace shown themselves to be people that allow others to think for them?
7. Is the man on the side of good or evil? Why do you think so?
8. Why does the man attempt to have them recite the multiplication tables? How do they counter his attempt? What does this tell you about the type of information the man can use to have power over others?
9. What does the man know about the children's father?
10. How do you know the man can read the children's thoughts?
11. Why does Charles Wallace hit the man? What does he hope to learn? Is the man a robot? Is he speaking, or is someone speaking through him, as Charles Wallace believes?
12. What happens to Charles Wallace as he looks into the man's eyes? Why do you think the man is able to do this to Charles? How does Meg bring her brother back?
13. Why can Meg and Calvin taste the meal, whereas Charles Wallace tastes only sand?
14. The man responds to Charles Wallace's question about why he can't taste the food by saying, "You know perfectly well why. You've shut your mind entirely to me. The other two can't." What does he mean?
15. Why does Charles Wallace decide to enter the man? What change occurs in the little boy?
16. Apparently, what have the inhabitants of this planet allowed the man with red eyes to do to them?
17. Look back at the gifts the "three W's" gave Charles Wallace in Chapter 6. How have their words come true? What has happened? How has Charles Wallace's uniqueness helped him on this planet? How has it hurt him?

Test: Unit 7
Chapter 7

Part I: Comprehension

Directions: Underline the answer that best completes each of the following statements.

1. The man in the entrance hall decides to report the children because a) he dislikes children in general; b) he fears the possibility of reprocessing; c) he believes in following the rules.
2. Meg, Calvin, and Charles Wallace walk down the center of a long room lined with a) computers; b) soldiers; c) white-robed attendants.
3. On a platform at the end of the room sits a man who gives off a) a yellowish glow; b) a distinctive murmuring sound; c) a feeling of coldness and darkness.
4. The fact that he says, "But how does it happen that there are three of you?" indicates that he a) knows Meg and Charles Wallace; b) doesn't have control of the situation; c) is considerate and kind.
5. The first method he uses to try to obtain control of the children is a) offering them food; b) violence; c) hypnotism.
6. All he wants from them is a) their love; b) their submission; c) their support.
7. The children learn that the man a) speaks many languages; b) is IT; c) can read their thoughts.
8. Charles Wallace discovers that a) the man on the platform is a robot; b) the voice speaking to the children comes *through* the man, not *from* him; c) he cannot shut his mind to the voice as Meg and Calvin can.
9. The little boy goes into the man to a) save Meg and Calvin; b) give up his life; c) learn what the man is all about.
10. The Charles Wallace at the end of this chapter is a) insensitive; b) curious; c) gentle.

Part II: Vocabulary

Directions: Use each of the following words in sentences.

1. bilious _____
2. nondescript _____
3. warily _____
4. bravado _____
5. flanked _____
6. recourse _____
7. vocalize _____
8. menace _____
9. primitive _____
10. tenacity _____

Unit 8: Chapter 8

Pre-reading Discussion

In Chapter 7, the children had their first direct confrontation with evil. Discuss with students how each of them used the gifts from the “three W’s” in this chapter, and talk about how their warnings have come true. Ask students to predict which of the children’s qualities will help get Charles Wallace and Father back.

Reading Assignment

Chapter 8

Study Guide Skill: Comparing

Study Guide: Unit 8

Reading Assignment

Chapter 8

Directions: Answer the following questions using complete sentences. Explain the logic that supports your opinion.

1. How does Charles Wallace's behavior in Chapter 7 compare with his behavior in Chapter 8?

2. How does Charles Wallace's present opinion of Mrs. Whatsit, Mrs. Who, and Mrs. Which compare with his opinion of them before he came under the man's power?

3. What are the principal differences between life on Camazotz and life on Earth?



Writing Forum

- What is the main goal of the "new" Charles Wallace and the man on the platform? What do they want to do to Meg and Calvin?
- Reread the scene in which Charles Wallace justifies the concept of uniform thinking. How is this an example of propaganda? Why does it grate on the independent spirits of Meg and Calvin?
- Why is the reader upset to learn that the little boy is being punished for dropping the ball? How did the author cause the reader to react emotionally to him in Chapter 6, so that the reader identifies with him in this incident?
- To what is Charles Wallace being compared in the sentence, "He started his marionette's walk again"? What does this tell you about who Charles Wallace has become? What mood does this image create?

Vocabulary

hysterical	connotations	pedantic	radiated	emanate
infuriated	somber	deformity	sulphurous	organisms
spindly	swivet	annihilate	ominous	deviate
pinioned	enlightened	endure	monotonous	

Discussion Concepts

1. How does Meg know the boy she is seeing is no longer her brother? What has changed about Charles Wallace?
2. What is Charles Wallace's current opinion of the man on the platform and the "three W's"?
3. How does the "new" Charles Wallace justify the theory that Camazotz is an ideal planet because everyone has submitted to IT? What are the virtues of allowing a leader or government to think for its citizens? the disadvantages? Do any governments on Earth follow this philosophy?
4. What do the children learn happens to ill people on this planet? Why is the word "murder" not used?
5. How does Charles Wallace use the fact that both Meg and Calvin are "different" in school and suffer because of it to support his theory that difference creates problems and uniformity creates peace?
6. What are Meg's and Calvin's responses?
7. Reread the discussion between Charles Wallace, Meg and Calvin about suffering and happiness. Who is right? How is this issue important in all people's lives?
8. What is significant about the appearance of the little boy who dropped his ball in this chapter?
9. What response does the last sentence bring about in the reader?

Test: Unit 8

Chapter 8

Part I: Comprehension

Directions: Write *true* or *false* on the line.

1. As this chapter opens, Charles Wallace is acting differently. _____
2. Charles Wallace claims the man on the platform is a friend. _____
3. Charles Wallace says the planet Camazotz is in perfect order because its occupants have submitted to IT. _____
4. Charles Wallace has been hypnotized. _____
5. Meg tries to use her strong communication skills to lure Charles back. _____
6. The children learn why no one wants to be ill on Camazotz. _____
7. Charles Wallace claims that the cause of unhappiness is differences between people. _____
8. The Happiest Sadist is a name Charles Wallace calls himself. _____
9. The little boy who lost his ball in Chapter 6 reappears in this chapter. _____
10. The children see Father enclosed in a large, round, transparent column. _____

Part II: Vocabulary

Directions: Match the words with their definitions.

- | | | |
|-----------------|-------|--|
| 1. spindly | _____ | a. containing sulphur |
| 2. pinioned | _____ | b. to be different |
| 3. connotations | _____ | c. unusually tall and thin |
| 4. somber | _____ | d. state of extreme upset or excitement |
| 5. swivet | _____ | e. tedious |
| 6. pedantic | _____ | f. meanings suggested by a word that are beyond its definition |
| 7. annihilate | _____ | g. state of extreme happiness |
| 8. monotonous | _____ | h. to come out from a source |
| 9. emanate | _____ | i. overly concerned with learning |
| 10. deviate | _____ | j. dark and gloomy |
| | | k. destroy |
| | | l. restrained by holding someone's arms |

Unit 9: Chapter 9

Pre-Reading Discussion

Recall with students their discussion in Unit 1 of the literary traditions that *A Wrinkle in Time* draws on, where they talked about the fact that elements of science fiction, fantasy, fairy tale, myth and fable are included in the novel. In Chapter 9, these elements are expanded in the discussions among Calvin, Meg, Charles Wallace, and Father of the possibility that Charles has been “bewitched.” Talk now about ways in which students have seen aspects of science fiction, fantasy, fairy tale, myth, and fable. Note, for example, the fact that “tessering” is a part of both magic/fantasy and science fiction; the presence of the Happy Medium; the fact that the “three W’s” are, in their witch’s garb, part of fairy tale and, in their true form, mythologically-based creatures; and the children’s mission to help good overcome evil, a theme that appears often in the morals of fables.

Ask students to consider the ways in which *A Wrinkle in Time* calls upon these traditions as they read Chapter 9.

Reading Assignment

Chapter 9

Study Guide Skill: Understanding the Main Idea

Study Guide: Unit 9

Reading Assignment

Chapter 9

Directions: Read each paragraph and underline the sentence that best states the main idea.

1. Reread the paragraph beginning, “For a moment Charles Wallace seemed to listen . . .”

The main idea of this paragraph is:

Charles Wallace listens carefully to Calvin.
Calvin understands the hint Mrs. Who has given to him.
Ariel is a secret name for Calvin.

2. Reread the paragraph beginning, “Give me those spectacles . . .”

The main idea of this paragraph is:

Charles knows the power behind the spectacles.
Charles has returned to his normal self.
Charles raises his voice at his “dear” sister.

3. Reread the paragraph beginning, “She waited, breathlessly, and after a moment she realized that she was alone in the column . . .”

The main idea of this paragraph is:

Meg tries not to panic.
Meg gropes for her father.
It’s dark in the column.

4. Reread the paragraph beginning, “Meg could feel a rhythmical pulsing . . .”

The main idea of this paragraph is:

Meg is experiencing heart trouble.
Meg recalls her Girl Scout days.
The brain is controlling Meg.



Writing Forum

- How do Meg’s faults of anger, impatience, and stubbornness help her fight IT in this chapter? Give examples to support your opinion.
- Meg flings herself at the transparent door to enter the column to reach her father. What does this action reveal about Meg? Why do you think so?
- Hypothesize about events which led to Father’s imprisonment in a transparent column on the planet Camazotz. How do you think he responded to IT? Which qualities of Father’s make you believe this?
- Reread the paragraph beginning, “Meg could feel a rhythmical pulsing . . .” Why does the author choose to repeat the words at the end of the paragraph, “pressed, released, pressed, released”? What image does this create? How does the author’s use of repetition influence the mood of this scene?

Vocabulary

impact
placidly
cloven

myopic
insolent
gait

betrayed
stark
angular

inexorable
tangible
dais

omnipotent
disembodied
systole

diastole
miasma
formaldehyde

Discussion Concepts

1. What happens to Meg when she attempts to enter the column where her father is imprisoned?
2. Why does Father seem unable to see the children?
3. What does Charles tell Meg she must do in order to help Father? Is this true? What is Meg's response?
4. What has Calvin discovered about the meaning of the Shakespearian lines the "three W's" told him to think about? To what do the lines refer? In what way is Charles Wallace also in a "cloven pine"? Why do these words make Charles Wallace shudder? Why do you think Calvin is unable to reach him?
5. How does Meg use the spectacles to enter the column? How does Meg feel about being reunited with her father? What does she mean when she thinks, "This was the moment that meant that now and forever everything would be all right."
6. Why can Meg see and Father cannot?
7. How do they manage to escape?
8. How does Father react to Charles Wallace, whom he hasn't seen since Charles was a baby? Does Charles Wallace return this tenderness? Why is Father able to understand Meg's explanation that Charles has been taken over by IT?
9. Why does Charles Wallace take Father, Calvin, and Meg to IT?
10. What is it like in the domelike building?
11. Why are Charles' eyes twirling as he looks at the brain?
12. Why does Meg recite nursery rhymes, the Declaration of Independence, square roots, and the periodic table of elements? How are these things able to help her hold out against IT?
13. How does Charles Wallace attempt to convince Meg that everyone on Camazotz is alike and therefore equal. Why are the words "alike" and "equal" not the same? How is this concept related to the children's fight against evil?
14. What surprise does the author spring on the reader to remove Meg from danger?

Test: Unit 9
Chapter 9

Part I: Comprehension

Directions: Complete the following statements with the correct word or words.

1. When Meg attempts to bring Charles Wallace “back into himself” by tackling him again, he _____ her.
2. Charles Wallace tells Meg that she must _____ in order to help her father.
3. Calvin attempts to draw Charles Wallace out of IT by explaining the words the “three W’s” had quoted from Shakespeare’s “The Tempest.” Like the character Ariel placed in a tree by a witch, _____ has been imprisoned in a different world by IT.
4. Meg uses _____ to gain entry into the transparent column.
5. In the column, Meg realizes that Father is unable to _____.
6. _____ appears to have difficulty believing the person called Charles Wallace is not really his child.
7. In the center of the domed building is a dais with a _____ on it.
8. Meg recites _____, _____, _____, and _____ to offset the rhythm of the pulsations.
9. Meg wonders if she destroys IT, whether everyone under IT’s control will also _____.
10. The children and Father escape the domelike building by _____.

Part II: Vocabulary

Directions: Write a paragraph using three of the following words.

gait inexorable
stark tangible
angular omnipotent

Unit 10: Chapter 10

Reading Assignment

Chapter 10

Study Guide Skill: Evaluating Characters

Study Guide: Unit 10

Reading Assignment

Chapter 10

Directions: Underline the answer that best completes each of the following statements.

1. The fact that IT did not absorb Father and the children because IT is unused to being refused indicates a) IT can be defeated; b) IT is indestructible; c) IT is powerful.
2. The fact that Father has not given in to IT after all these months suggests that a) IT is weak when it tries to control human beings; b) Father has a very strong mind; c) he is not an important part of IT's plan to dominate all.
3. Charles Wallace's mistake in thinking he could deliberately go into IT and return exemplifies his a) love; b) arrogance; c) foolishness.
4. Because Father was willing to experiment with "tessering," we can conclude that he is very a) interesting; b) intelligent; c) courageous.
5. Meg's anger with her father for leaving Charles Wallace, her disappointment that all has not turned out well, and her resentment are a) new feelings for her; b) typical reactions for Meg; c) unfamiliar attitudes.
6. Calvin's ability to explain to the unfamiliar beasts who they are and why they are there reveals a) his ability to be gentle; b) his ability to care for everyone; c) his ability to communicate.
7. Meg thinks the beasts are ugly and terrifying, and that they smell a) disgusting; b) wonderful; c) like human beings.



Writing Forum

- Reread the paragraph beginning "She had found her father . . ." How does this paragraph demonstrate the power of the Black Thing over Meg to help turn her against her beloved father?
- Are the experiments conducted by Father and his colleagues based on current scientific knowledge or fantasy? Why do you think so?
- Reread the description of the inhabitants of this planet. What words and ideas did the author use to describe them so that the reader would respond to them with loathing and fear?

Vocabulary

atrophied	haunches
fallible	loathing
tentacles	revulsion
indentations	assuaged

Discussion Concepts

1. Who managed to tear Meg and Calvin away from IT? How? What has happened to Meg? Where is Charles Wallace?
2. Why were Father, Calvin and Meg able to remain apart from IT?
3. Because IT was unused to being refused, Father has been able to remain independent this long. Does he believe that he could have remained so indefinitely?
4. Why did Father land on Camazotz during his experiment with tessering when he intended to land on Mars?
5. How does Father answer Calvin's question about why Charles Wallace was taken in by IT before Meg and Calvin were. How does this illustrate how Charles Wallace's arrogance can endanger him? How do you think the "three W's" were able to know this and warn Charles Wallace about it?
6. As Meg's heartbeat becomes stronger, Father and Calvin continue to talk. What does Father tell Calvin about the tesseract project? What does Father plan to tell his colleagues about the study of tessering if and when he returns to Earth?
7. As Meg begins to unfreeze, she looks about her. What is unique about the colors on this planet? Is this a dark planet?
8. When Meg learns that Father tessered her and Calvin off Camazotz but left Charles Wallace, she is furious. Why? Why was Father forced to leave when he did?
9. Listen to two lines from this chapter: "[Meg] teetered on the seesaw of love and hate, and the Black Thing pushed her down into hate"; "She did not realize that she was as much in the power of the Black Thing as Charles Wallace." What do these lines mean?
10. How does Meg treat her father as a result of the evil presence in her?
11. What are the planet's inhabitants like?
12. Why is Meg so fearful of them? What is causing her to judge them strictly on the basis of their looks? How do they act towards Meg? Do you think they are good or evil? Why do you think so?

Test: Unit 10
Chapter 10

Part I: Comprehension

Directions: Underline the answer that best completes each of the following statements.

1. As a result of her tessering experience, Meg has almost a) returned to Earth; b) been burned alive; c) been frozen.
2. From the fact that the three travelers are safe, one can conclude that a) IT can be defeated; b) only adults can outwit the brain; c) Charles Wallace can save himself.
3. Since the first man who attempted tessering never returned, we can conclude a) that he is happy; b) that he is sad; c) nothing.
4. Calvin, Meg, and Father tessered when they did because a) they were slipping into IT; b) Father accidentally triggered the action; c) Charles Wallace lunged for them.
5. The line that explains Meg's overreaction at this point says, "She teetered on the seesaw of love and hate, and the Black Thing pushed her down into hate." Meg has been influenced by a) a chemical substance; b) evil; c) a blow to the head.
6. The Black Thing almost got Meg because a) she is a female; b) she was unable to hold out any longer; c) she is a poor traveler.
7. The fact that Meg feels pain means a) her condition is worsening; b) her condition is improving; c) nothing.
8. The beasts that approach Meg, Calvin, and Father a) are unable to see; b) appear to be aggressive; c) are similar to those on Uriel.
9. Their tentacles appear ugly, but a) the beasts need them to walk; b) they soothe Meg's pain; c) the beasts use them as weapons.
10. From Father's comments about tessering, one can conclude that a) he is anxious to explore it further; b) he believes scientists should study it more slowly and carefully; c) he believes he understands it thoroughly.

Part II: Vocabulary

Directions: Write a paragraph using three of the following words.

atrophied loathing
fallible revulsion
hunches assuaged

Unit 11: Chapter 11

Pre-reading Discussion

Discuss with students the strange creatures that Meg, Calvin, and Father meet in Chapter 10.

What are they like? How do the humans react to them? Do they seem to be friendly or unfriendly? How do they communicate with each other? How do they communicate with the humans?

Discuss methods of communication, noting that the sentiment that binds all methods of communication together is the wish to interact with others.

Talk also about the more unusual types of communication that have been used in *A Wrinkle in Time*, including the crystal ball of the Happy Medium, the singing of the winged creatures, Charles Wallace's ability to read others' thoughts, and IT's ability to take over people's minds.

Finally, discuss how the beasts will be able to communicate with the stricken Meg. Is it possible to communicate with someone who, like Meg at the end of Chapter 10, is so filled with anger and hatred? What do students think *must* change in order for Meg to recover? in order for the plot to be resolved satisfactorily? Do they think this will happen, and if so, what do they think will be the beasts' role in accomplishing it? How do students think communication will be used to accomplish a resolution?

Reading Assignment

Chapter 11

Study Guide Skill: Understanding Cause/Effect Relationships

Study Guide: Unit 11

Reading Assignment

Chapter 11

Directions: Read each effect. Then circle the letter of the correct cause.

Effects

Causes

- | | |
|--|---|
| 1. The beasts are suspicious of Meg, Calvin, and Mr. Murry | a. because they are from a different planet.
b. because they look different.
c. because beasts are suspicious by nature. |
| 2. Meg's body is losing its frigidness | a. because she is warming up naturally.
b. because of the beasts' help.
c. because of the sun. |
| 3. Mr. Murry allows the beasts to take Meg | a. because he knows they can help.
b. because he fears them.
c. because he has no other choice. |
| 4. The beasts appear to be nonthreatening | a. because everything they do is kind and helpful.
b. because they are so ugly.
c. because they are a bit aggressive. |
| 5. The beasts do not judge anyone or anything by appearance | a. because they can read people's minds.
b. because they can't see.
c. because their laws do not permit it. |
| 6. Meg has been feeling angry and resentful due to the influence | a. of the Black Thing.
b. of tessering.
c. of the beasts. |
| 7. Meg relaxes more and more | a. because of the warming rays of the sun.
b. because of Aunt Beast's loving care.
c. because she wills herself to improve. |
| 8. The reader knows that Mrs. Whatsit, Mrs. Who, and Mrs. Which have arrived | a. because Calvin calls out their names.
b. because of the familiar print of the last line.
c. because we expected them. |



Writing Forum

- Based on her words and actions, how would you characterize Aunt Beast?
- Why does the author give the loving and nurturing beasts such ugly appearances? How does it help her make the point that external appearances are not a measure of someone's value?
- Is Calvin's description of the "three W's" as guardian angels or Messengers of God appropriate? Why do you think so? Support your opinion with examples from the book.

Vocabulary

tremor	acute	oppressive	vaulted	distraught
trepidation	spasm	opaque	gorge	
distinctly	frigid	temporal	despondency	

Discussion Concepts

1. Why does Mr. Murry allow the beasts to help Meg?
2. What techniques does Aunt Beast use to heal Meg? Why do you think these things help Meg tip the “seesaw” of love and hate that she experienced in Chapter 10 back into love?
3. Meg and Aunt Beast discuss the idea of “seeing.” Why does Aunt Beast believe it is a very limiting thing? How is this true of the way people often make judgments on the basis of appearance?
4. Why is it that the beasts “saw, knew, understood, far more completely than she, or her parents, or Calvin, or even Charles Wallace”? How does this make Meg feel?
5. At the beginning of *A Wrinkle in Time*, Meg felt out of place and lonely in her body, which she thought “repulsed” others. How has Aunt Beast’s influence changed her? Why does Meg now feel so loved? How does Aunt Beast’s love help her? Do you think this is an appropriate resolution of Meg’s feelings of self-disgust?
6. Are the beasts fighting the Black Thing? How?
7. Who or what do you think is the “He” who calls the beasts according to “His” purpose? Is this “He” the same as the force of good that fights evil in the world?
8. How does Calvin try to describe the “three W’s” so Aunt Beast will understand what they are? Do you believe that they are guardian angels or Messengers of God? Why do you think so?
9. How does the reader know that the three ladies have arrived?

Test: Unit 11
Chapter 11

Part I: Comprehension

Directions: Answer the questions using complete sentences.

1. Why do Aunt Beast's actions lessen Meg's pain?

2. How do the beasts treat Calvin, Meg, and Mr. Murry?

3. What has made Meg so ill?

4. As Aunt Beast and Meg learn about each other, Aunt Beast explains that they are unable to see. "We do not know what things *look* like, as you say," Aunt Beast says. "We know what things *are* like. It must be a very limiting thing, this seeing." What does she mean by this?

5. Why is there no need for color on this planet?

6. Why aren't Mrs. Who's glasses useful any longer?

7. Meg attempts to describe Mrs. Whatsit, Mrs. Who, and Mrs. Which to Aunt Beast by telling her what they look like, not what they are. Because Aunt Beast is unable to visualize, Meg is unsuccessful. Why is Calvin's comparison more effective in helping the beasts understand?

Part II: Vocabulary

Directions: Use each of the following words in sentences.

1. tremor _____

2. trepidation _____

3. oppressive _____

4. opaque _____

5. temporal _____

Unit 12: Chapter 12

Pre-reading Discussion

Woven throughout the text of *A Wrinkle in Time* is a powerful message about the ability of love to heal, to strengthen, and to save. Talk now with students about the ways they've seen love function in the novel. Recall with them the first chapter, in which Meg felt "unloved" because of her looks and because she felt she was different from her classmates. How have Meg's feelings about love and feeling loved changed since the beginning of the novel? What things made her change? How important have these changes been to her ability to fight IT?

Discuss other issues in the novel that have to do with love. Talk, for example, about Meg's feelings about her mother and father, about the scene in Chapter 6 in which Mrs. Whatsit tells of the stars who loved goodness so much that they gave up their lives for it, and about Meg's relationship with Aunt Beast. How has each of these beings been affected by love? What are some ways that love is expressed in the novel? in the world? What function does love have? Is love important to the functioning of the world? Why do students think so?

Reading Assignment

Chapter 12

Study Guide Skill: Predicting

Study Guide: Unit 12

Reading Assignment

Chapter 12

Directions: Answer the following questions using complete sentences. Explain the logic that supports your opinion.

1. Do you think Calvin would be able to save Charles Wallace? Why?

2. How do you think Mother would have felt about Meg making this attempt to save her brother?

3. Do you think the actions of Charles Wallace, Meg, Calvin, and Father will have an effect on Camazotz? Why?

4. Do you think Meg's life will change as a result of overcoming the Dark Thing? How?



Writing Forum

- Meg has been preparing for the challenge of rescuing Charles Wallace from the first page of *A Wrinkle in Time*. Do you think this statement is true? Support your opinion using examples from the book.
- Meg is able to save Charles Wallace by using love, the only thing that IT doesn't have. Goodness (love) has triumphed over evil (IT). What are some ways that goodness triumphs over evil in the world?
- How do you think Meg will now feel about being "different"? Why do you think so?
- What does the title of this chapter mean? How does it relate to the quotation Mrs. Who gives Meg before she goes back to Camazotz? What does it mean in relation to the theme of *A Wrinkle in Time*?

Vocabulary

appallingly
formidably
fatal

poised
linear
imperceptibly

permeating
reiterating
vestige

incapable
vulnerable
contagious

catapulted
exuberance

Discussion Concepts

1. What does Meg ask Mrs. Whatsit to do? Can Mrs. Whatsit help Meg? Does she want to?
2. Although both Calvin and Father offer to rescue Charles Wallace, why is it Meg who must risk herself?
3. Mrs. Whatsit tells Meg that it is essential that Meg go with “grace” and understanding. What does she mean?
4. As Meg understands why she must go to Charles Wallace, she suddenly loses all anger, resentment, and bitterness. Why? How does “understanding” help people release the grip evil has?
5. What does Aunt Beast’s offer to accompany Meg on this dangerous mission tell Meg about her?
6. When asked if she has the courage for the mission, what is Meg’s answer? Just before the children went to Camazotz for the first time, Mrs. Whatsit told Charles Wallace, “Only a fool is not afraid.” (Chapter 6) Do you think this statement is true? Why do you think so? Do you think it will help Meg to be afraid? Why?
7. Why does Mrs. Whatsit tell Calvin that people’s lives are like sonnets? Why is the information that people must stay within a strict form, but that they write the sonnet themselves, important to Meg’s journey? Can people really make their lives what they want them to be?
8. As Father tries to stop Meg, Mrs. Whatsit explains, “You are going to allow Meg the privilege of accepting this danger. . .You are going to let her go.” What does she mean?
9. What is the gift Mrs. Whatsit gives Meg to help her on Camazotz? How valuable is this gift?
10. Mrs. Who gives Meg the following quotation: “The foolishness of God is wiser than men; and the weakness of God is stronger than men. For ye see your calling, brethren, how that not many wise men after the flesh, not many mighty, not many noble, are called, but God hath chosen the foolish things of the world to confound the wise; and God hath chosen the weak things of the world to confound the things which are mighty. And base things of the world, and things which are despised, hath God chosen, yea, and things which are not, to bring to nought things that are.” (I Corinthians 1:25–28) Why is it so important for people to accept themselves the way they are, even if they’re not “wise” or “mighty” or “noble”? Why has God created a balance between the strong and the weak and the wise and the foolish? What helps goodness win over evil? Do you think Meg understands? How does this knowledge help Meg save Charles Wallace?
11. What information does Mrs. Which give Meg to use against IT? Does Meg know what she has that IT does not have?
12. What happens to Meg when she momentarily believes Charles Wallace’s claim that Mrs. Whatsit sent her to Camazotz so that she will be controlled by IT? What control does IT have as long as Meg remains angry? How does IT lead Meg to understand what she has that IT does not have? What does Meg have that IT does not have? How does Meg use love to rescue Charles Wallace? Why is love the strongest power Meg has? Is love also powerful in the world? In what way? Why do you think so?
13. Where do Charles, Meg, Calvin, and Father find themselves? How does Meg know the “three W’s” are nearby?
14. How has Meg’s success in finding the clue to rescue her brother affected her life? How has it changed her forever?
15. What has Aunt Beast taught Meg about caring for other people? Is this also true for all people in the world?

16. Is there really a force of evil that is threatening Earth? What lesson might the “three W’s” teach people about fighting evil?
17. Why do you think the name *Camazotz* sounds so much like the word *Camelot* (an ideal place of freedom and happiness) *and* the word *comatose*? How have the people on Camazotz fallen from the ideal world of peace and freedom into a comatose existence? How do people fight against falling into evil? What gift do people have that evil does not? How can people realistically use love to keep from being like the people of Camazotz?

Part I: Comprehension

Directions: Underline the answer that best completes each of the following statements.

1. As the children, Father, Aunt Beast, and the “three W’s” discuss rescuing Charles Wallace, it becomes clear that (Meg; Father; Mrs. Who) must do it.
2. The reason for this is that (Charles Wallace; Father; Mrs. Which) knows and loves her the best.
3. (Mrs. Which; Mrs. Who; Mrs. Whatsit) will accompany Meg.
4. The gift she is given this time to assist her in her goal is (magic; love; poison).
5. On Camazotz Meg walks until she finds herself within the (CENTRAL Central Intelligence building; the domelike building).
6. When Meg momentarily believes Charles Wallace’s claim that Mrs. Whatsit is IT’s friend, she finds (strength; herself being drawn into IT).
7. Meg realizes that by simply (loving Charles; hating IT) she can save her brother.
8. Back home on Earth, the children and Father realize (a great deal of time; little time) has passed since the children’s departure.
9. The reader understands now that (the “three W’s”; Father) knew all along that Meg’s love for Charles Wallace and his for her made Meg the only one who could save him.
10. Meg feels (peace and joy; nervousness and confusion) as we leave her, a far cry from the feelings she experienced in the first chapter of the book.

Part II: Vocabulary

Directions: Write a paragraph using three of the following words.

- | | |
|------------|-------------|
| formidably | reiterating |
| poised | vestige |
| linear | catapulted |

Closing Discussion

A Wrinkle in Time ends with the evocation of several powerful emotions. The strength and beauty of love, the triumph of goodness over evil, the cohesiveness of a world where great music, literature, and science live on, and the spirit of individuality all come together in the final chapter of the book to create a world where “the right prevail[s].” The novel’s final message is one of infinite hope, infinite possibility, and infinite trust in the power of “rightness” to rule the world.

Recall with students your discussions of love in *A Wrinkle in Time*, and talk about the relationship of love with the novel’s message of hope, possibility, goodness, and individuality. Why must these concepts all exist in order for the world to be “right”? What is “right”? How is “rightness” related to Mrs. Who’s quotation from I Corinthians 1:25–28? How are all of these ideas related to events in the world today?

Writing Projects

1. Choose one of the “fighters of evil” mentioned at the end of Chapter 5 and study the work of that person. Write a report about how the contributions of this famous “fighter” has helped combat evil in the world.
2. Select two concepts from *A Wrinkle in Time* and write a discussion about whether they are based on scientific data or not. For example, is hypnosis scientifically possible or is it the result of the author’s imagination? Is tessering scientifically possible? Is seeing things in a crystal ball scientifically possible?
3. Create, name, and write a written description of a planet. What are the life forms there? How have the senses and appearances of the inhabitants adapted to the living conditions there? Then, using any medium you prefer, illustrate the planet and its inhabitants.
4. As a group activity, rewrite one of the major scenes from the book as a scene from a play. Make sure you include descriptions of props and scenery. Then perform your scene for the class.
5. Read a second novel that parallels the life on Camazotz. Some suggestions are *Animal Farm* by George Orwell, *1984* by George Orwell, or *Brave New World* by Aldous Huxley. Write a comparison of the society in one of these books with Camazotz. Discuss the effects of a government’s control on its people and the propaganda techniques it uses to support its theories.
6. Read another book by Madeleine L’Engle and write a report about the book’s theme(s). L’Engle’s other books include *A Wind in the Door*, *A Swiftly Tilting Planet*, *The Arm of the Starfish*, and *The Journey with Jonah*.
7. Choose three of Mrs. Who’s quotations from *A Wrinkle in Time* and write a discussion about how they relate to the major themes of the novel.
8. Reread Mrs. Whatsit’s comparison of people’s lives to the form of poetry called the sonnet. Then research sonnet form. Read a sonnet by Shakespeare and write a discussion telling if you agree or disagree with Mrs. Whatsit, and why. How do you think Shakespeare’s sonnet fits the “strict form, but freedom within it”?
9. Pretend you are Meg, and write a letter to Mrs. Whatsit, Mrs. Who, and Mrs. Which telling them how you feel about having overcome IT, and how this experience has changed your life.
10. Write a thirteenth chapter for *A Wrinkle in Time* in which Charles Wallace tells Meg, Calvin, and Father what it felt like to be controlled by IT, and what IT did to him while Charles was inside IT.

Answer Key

Unit 1: Chapter 1

Study Guide

- | | |
|--|----------------------------------|
| 1. school | 7. I.Q. |
| 2. father | 8. scientist |
| 3. Sandy, Dennys | 9. time |
| 4. Fortinbras | 10. Mrs. Whatsit and her friends |
| 5. Charles Wallace | 11. Charles Wallace |
| 6. Meg, Charles Wallace, Sandy, Dennys | 12. tesseract |

Test

Part I: Comprehension

- | | |
|------|-------|
| 1. a | 6. b |
| 2. c | 7. c |
| 3. b | 8. b |
| 4. b | 9. c |
| 5. b | 10. c |

Part II: Vocabulary

Answers will vary.

Unit 2: Chapter 2

Study Guide

- | | |
|----------|-----------|
| 1. true | 7. true |
| 2. true | 8. true |
| 3. true | 9. false |
| 4. false | 10. true |
| 5. true | 11. false |
| 6. false | 12. false |

Test

Part I: Comprehension

- | | |
|-----------------|--------------------|
| 1. tesseract | 6. Charles Wallace |
| 2. The twins | 7. sheet |
| 3. her father | 8. Meg |
| 4. Mrs. Whatsit | 9. Fortinbras |
| 5. sport | 10. supper |

Part II: Vocabulary

- | | |
|------|-------|
| 1. b | 6. k |
| 2. f | 7. l |
| 3. h | 8. g |
| 4. j | 9. d |
| 5. c | 10. a |

Unit 3: Chapter 3

Study Guide

1. Although confused, Meg is happy.
2. In spite of the problems in his family, Calvin loves them.
3. Meg knows quicker methods to solve math problems and resents the long approaches, thus creating problems.
4. Calvin recognizes how alike he and the Murry children are.
5. Meg is afraid no one in Washington knows her father's whereabouts.

Test

Part I: Comprehension

- | | |
|----------|-----------|
| 1. true | 6. true |
| 2. true | 7. true |
| 3. false | 8. false |
| 4. true | 9. false |
| 5. true | 10. false |

Part II: Vocabulary

Answers will vary.

Unit 4: Chapter 4

Study Guide

1. The three women are alike in their gender, their bizarre dress, and their ability to communicate without speaking. They are unique in their manner of dress and in their personalities. For example, Mrs. Who punctuates her conversation with quotes from famous people, and Mrs. Which draws out her consonants.

- The centaur, a creature in Greek mythology, is half human and half horse. Mrs. Whatsit has been transformed into a half-human, half-horse creature, but she also has wings.
- Some of the phenomena the children perceive on Uriel that are not available on Earth include monolithic granitelike rock formations, dancing creatures like Mrs. Whatsit, and flowers that give off enough oxygen to sustain people at very high altitudes.

Test

Part I: Comprehension

- | | |
|------|-------|
| 1. c | 6. c |
| 2. b | 7. b |
| 3. a | 8. b |
| 4. c | 9. a |
| 5. c | 10. a |

Part II: Vocabulary

- | | |
|------|------|
| 1. e | 6. g |
| 2. a | 7. c |
| 3. f | 8. b |
| 4. j | 9. h |
| 5. k | |

Unit 5: Chapter 5

Study Guide

- | | |
|----------|-----------|
| 1. true | 7. false |
| 2. true | 8. false |
| 3. true | 9. true |
| 4. true | 10. true |
| 5. false | 11. false |
| 6. true | 12. true |

Test

Part I: Comprehension

- As this chapter opens, Father is behind the darkness.
- A tesseract is a jump, or wrinkle, in time that takes place in the fifth dimension.

- Because the children are three-dimensional beings, they would be flattened on a two-dimensional planet.
- The Happy Medium is reluctant to look at Earth because she prefers to look at “delightful” things.
- The smoky haze hovering over earth’s surface is the Dark Thing, also called evil.
- Mrs. Whatsit claims its presence around the earth is the reason the planet is a troubled one.
- The three ladies inspire the children to fight the Dark Thing.
- They are going to find Father on a “Dark” planet, a planet that has given in to the Dark Thing.

Part II: Vocabulary

Answers will vary.

Unit 6: Chapter 6

Study Guide

- | | |
|------|-------|
| 1. e | 6. i |
| 2. g | 7. d |
| 3. a | 8. c |
| 4. b | 9. f |
| 5. h | 10. j |

Test

Part I: Comprehension

- | | |
|------|-------|
| 1. a | 6. a |
| 2. b | 7. a |
| 3. b | 8. b |
| 4. a | 9. b |
| 5. c | 10. b |

Part II: Vocabulary

- | | |
|------|-------|
| 1. c | 6. e |
| 2. d | 7. h |
| 3. a | 8. k |
| 4. i | 9. g |
| 5. f | 10. b |

Unit 7: Chapter 7

Study Guide

- | | |
|------|------|
| 1. c | 5. f |
| 2. e | 6. b |
| 3. d | 7. g |
| 4. a | |

Test

Part I: Comprehension

- | | |
|------|-------|
| 1. b | 6. b |
| 2. a | 7. c |
| 3. c | 8. b |
| 4. a | 9. c |
| 5. c | 10. a |

Part II: Vocabulary

Answers will vary.

Unit 8: Chapter 8

Study Guide

1. In Chapter 7, Charles Wallace is distrustful of the man with the red eyes. In Chapter 8, Charles Wallace attempts to convince Meg and Calvin to believe the man's lies.
2. Before Charles Wallace became hypnotized, he viewed the "three W's" with trust, respect, and love. This new Charles Wallace now claims they are the enemy.
3. The people on Camazotz think exactly alike; uniqueness is discouraged. On Earth people are encouraged to be independent and special.

Test

Part I: Comprehension

- | | |
|----------|----------|
| 1. true | 6. true |
| 2. true | 7. true |
| 3. true | 8. false |
| 4. true | 9. true |
| 5. false | 10. true |

Part II: Vocabulary

- | | |
|------|-------|
| 1. c | 6. i |
| 2. l | 7. k |
| 3. f | 8. e |
| 4. j | 9. h |
| 5. d | 10. b |

Unit 9: Chapter 9

Study Guide

1. Calvin understands the hint Mrs. Who has given to him.
2. Charles knows the power behind the spectacles.
3. Meg tries not to panic.
4. The brain is controlling Meg.

Test

Part I: Comprehension

1. punches
2. go into IT
3. Charles Wallace
4. Mrs. Who's spectacles
5. see
6. Father
7. brain
8. nursery rhymes, the Declaration of Independence, the periodic table of elements, square roots
9. be destroyed
10. tessering

Part II: Vocabulary

Answers will vary.

Unit 10: Chapter 10

Study Guide

- | | |
|------|------|
| 1. a | 5. b |
| 2. b | 6. c |
| 3. b | 7. b |
| 4. c | |

Test

Part I: Comprehension

- | | |
|------|-------|
| 1. c | 6. b |
| 2. a | 7. b |
| 3. c | 8. a |
| 4. a | 9. b |
| 5. b | 10. b |

Part II: Vocabulary

Answers will vary.

Unit 11: Chapter 11

Study Guide

- | | |
|------|------|
| 1. b | 5. b |
| 2. a | 6. a |
| 3. c | 7. b |
| 4. a | 8. b |

Test

Part I: Comprehension

1. Aunt Beast's ability to comfort Meg by waving her tentacles makes Meg feel as secure and peaceful as though she were in her mother's arms.
2. The beasts exude a caring and nurturing essence that heals and soothes Meg, Calvin, and Father. The humans are treated with respect and kindness.
3. Meg has become so ill because as she tattered with Calvin and Father, she was caught momentarily by the Black Thing, which has left her cold, angry, resentful, and bitter.

4. Aunt Beast suggests that "seeing" an item is to judge it by its surface characteristics, without knowing what it is really like. The beasts' inability to judge on the basis of appearance enables them to learn what something truly "is."
5. There is no need for color on this planet because its inhabitants do not see.
6. Mrs. Who's glasses could only be used in one moment of danger.
7. Calvin compares the ladies to the Guardian Angels who watch over mortals. Because his description involves characteristics that are felt rather than seen, Calvin's words reach further into Aunt Beast's understanding.

Part II: Vocabulary

Answers will vary.

Unit 12: Chapter 12

Study Guide

Answers will vary.

Test

Part I: Comprehension

- | | |
|--------------------------|--------------------------------|
| 1. Meg | 6. herself being drawn into IT |
| 2. Charles Wallace | 7. loving Charles |
| 3. Mrs. Whatsit | 8. little time |
| 4. love | 9. the "three W's" |
| 5. the domelike building | 10. peace and joy |

Part II: Vocabulary

Answers will vary.