Based on

**A Wrinkle in Time**
By Madeleine L'Engle

**About the Book:**
Meg Murry doesn’t lead the typical life of a high school student. She can’t understand why her life is such a mess. Her parents are both brilliant scientists, but she struggles terribly in school. Her mother is beautiful, but Meg considers herself repulsive. Then, one dark and stormy night, while in the kitchen having a midnight snack with her mother and younger brother, Charles Wallace, a disturbing visitor arrives. Her name is Mrs. Whatsit, and what she says to Meg’s mother greatly upsets her: “There is such a thing as a tesseract.”

Meg’s father had been experimenting with this fifth dimension of time travel when he mysteriously disappeared. Now it is up to Meg, Charles Wallace, and their new friend Calvin to rescue him. Will they be able to outwit the forces of evil on their journey through space? Will they find Mr. Murry and bring him home?

**Set the Stage:**
Use the following questions to get the students ready to read:

- Do you believe in time travel? Explain your answer.
- Have you ever felt like no matter how hard you tried to do something, it wasn’t good enough? What did you try to do, and why did you feel unsuccessful?
- If you could change anything about yourself, what would it be and why would you change it?
- What is a physicist?
- Do you believe there is life on other planets? Explain your answer.

**Review:**
After reading the book, discuss the following:

- Meg has difficulty in school. What are some of the problems she experiences?
- Describe Mrs. Whatsit, Mrs. Who, and Mrs. Which.
- Everyone thinks that Charles Wallace is a slow learner. In reality, he is extremely intelligent. How do readers know about Charles Wallace's intelligence? What things does he do that show he truly is a bright boy?
- Describe some of the sights the children see while on their journey with Mrs. Whatsit in Uriel.
- What is the purpose of the flowers that Mrs. Whatsit gives to Meg, Charles Wallace, and Calvin?
- What things do the children see in the happy medium’s crystal ball?
- What is the meaning of the word *wrinkle* in the story?
- Upon arriving at Camazotz and before leaving the three children, what “gift” does Mrs. Whatsit give to Meg?
- What types of things do the three children see when they first get to Camazotz?
- How does the man with red eyes communicate with the children?
- Why is the man with red eyes more concerned about Charles Wallace and getting inside of him?
- How does Meg know that Charles Wallace isn’t *really* Charles Wallace?
- In what way does Calvin try to trick Charles Wallace?
- How does “Charles Wallace” explain the happiness and efficiency on Camazotz?
- How does Meg break through the corridor wall and into the cell containing her father?
- Exactly what was IT?
- Describe Aunt Beast. How does she help Meg?
- What ended up being the one thing Meg had to offer that IT didn’t?
Student Activity (found on the last page of this PDF):
Students will use arts and crafts to express their feelings and display them with their class.

Related Activities:
To extend students’ enjoyment of the book, try these:

- **Verbs in Vocabulary:** There are many words in *A Wrinkle in Time* that challenge the reader and the definitions need to be clear in order to fully comprehend the text. Help students define the following verbs from the story and then have them use the verb in a sentence of their own: flounced, assimilate, quiver, curtsied, defer.

- **Creating Camazotz:** Have you tried to picture what Camazotz looked like? No pictures were provided in the story, but through the use of the author’s words and the magic of your imagination, a vivid picture should have appeared in your mind. On large pieces of construction paper, have students create this planet. The use of color is important to the surroundings, and the author mentioned it many times in her descriptions of things. Colored pencils are recommended for this activity.

- **The Strictness of Sonnets:** At the end of the story, Mrs. Whatsit tries to compare a sonnet to human beings’ actions. She explains to Calvin that a sonnet is a strict form of poetry with 14 lines, all in iambic pentameter. Each line has to end with a rigid rhyme pattern, but the poet has the freedom to say whatever he wants. With students, examine several famous sonnets. Then, have them create their own and share them with classmates.

- **Comparing/Contrasting Characters:** Create a triple-circled Venn diagram to compare/contrast Meg, Charles Wallace, and Calvin.

- **Series of Sequels:** Madeleine L’Engle wrote three companion stories to *A Wrinkle in Time*: *A Wind in the Door*, *A Swiftly Tilting Planet*, and *Many Waters*. Have students choose one of the three companion stories to read. After reading the story, ask students to create a list of similarities and differences between the two books. Have them write a journal entry indicating which book they preferred and explain their preference.
Love Is in the Air Mobile
Based on A Wrinkle in Time by Madeleine L’Engle

The conclusion of A Wrinkle in Time showcases the concept of the power of love. Although Meg Murry doesn’t seem to love herself or many others throughout the story, she realizes that the bond and love that she and her younger brother, Charles Wallace, share is the only thing that can save him. In the end, she risks her own well-being for the safe return of her brother. Think of a special person you love. What things make him or her so endearing to you? In what ways do you express your love for this person?

Directions: On separate pieces of paper, write three paragraphs explaining your feelings. Cut them out and glue them to three different colored pieces of construction paper. Then, draw a facial picture of the person you love on a round, white paper plate. Attach the plate and pieces of construction paper with string or yarn. Ask your teacher to display them in the classroom.