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Madeleine L'Engle

Madeleine L'Engle was born November 29, 1918 in New York City. The only child of writer and pianist Madeleine Barnett Camp and Charles Wadsworth, a writer and critic. L'Engle began writing very early in her life. She crafted her first story when she was just five years old. She attended private school, but didn't have much interest in academics. She found she would rather be writing stories and poems. When she was 12 years old, L'Engle's family moved to Europe. There, she entered a boarding school in Switzerland. In 1933, the family moved back to the United States. L'Engle attended another boarding school, Ashley Hall in Charleston, South Carolina.



Following her high school years at Ashley Hall, L'Engle attended Smith College. There, she studied English from 1937 to 1941. Her love for writing persisted as she studied the classics. She continued to hone her craft and earned a bachelor's degree in English. She then graduated with honors. Following graduation, L'Engle moved into a Greenwich Village apartment in New York City. She worked at a theater. This position offered plenty of time to write. She published her first two novels, *A Small Rain and Isla*, during her time at the theater. She met actor Hugh Franklin in 1946 while working as an understudy in Anton Chekov's *The Cherry Orchard*. The couple later married and had two children, Josephine and Bion. Later, they adopted a daughter, Maria.

L'Engle published *And Both Were Young* in 1949. She considered the book her first in the young adult genre. She published several more novels until her 40s. By 1958, L'Engle decided to give up writing following a string of rejections. Even so, L'Engle found she couldn't stop writing. She ultimately persevered, completing her most famous work, *A Wrinkle in Time* in 1960. The novel was published in 1962 and won her the Newbery Medal. This gave new life to her career. She continued writing new tales until her death in 2007, ultimately publishing over 60 books.

Did You Know?

- *A Wrinkle in Time* won the Newbery Medal. This is awarded to the author who makes "the most distinguished contribution to American literature for children."
- Before writing *A Wrinkle in Time*, Madeleine L'Engle thought about giving up writing.
- *A Wrinkle in Time* was rejected more than 30 times before it was finally published.



Chapter Two

Answer the questions in complete sentences.

1. Guess what the tesseract might be.

2. Why do you think Charles Wallace might have wanted "to be exclusive" about Mrs Whatsit?

Vocabulary

With a straight line, connect each word on the left with its meaning on the right.

- | | | | |
|----|-----------------|---|---|
| 1 | smug | clinking | A |
| 2 | sock | Doing something roughly or without care | B |
| 3 | unceremoniously | punch | C |
| 4 | fragrant | Feeling angry or hurt because of a bad experience | D |
| 5 | bitter | Drinking using the tongue | E |
| 6 | jangling | A mean comment or person | F |
| 7 | rude | Having a nice or sweet smell | G |
| 8 | snide | Do something because you were told to | H |
| 9 | obey | Having too much pride in yourself | I |
| 10 | lapping | Acting in a bad manner | J |



Chapter Five

1. Put a check mark (✓) next to the answer that is most correct.

- a) What is the fourth dimension?
 - A Distance
 - B Space
 - C Time
 - D A flat square
- b) How old is Mrs Whatsit?
 - A She is timeless
 - B 2 billion years old
 - C 2,379,152,479 8 months and 3 days
 - D 2,378,152,479 9 months and 3 days
- c) What color is the Happy Medium's turban?
 - A Lime green
 - B Satin purple
 - C Pale mauve
 - D Deep blue
- d) Which person was not mentioned among those who have fought the evil thing?
 - A St. Francis
 - B Buddha
 - C Copernicus
 - D Botticelli
- e) Who was described as the comforter?
 - A Mrs Whatsit
 - B The Happy Medium
 - C Mrs Who
 - D Mrs Which

Chapters Seven to Eight

Answer each question with a complete sentence.

1. How is the man with red eyes different from what Meg expected when she first saw him?

2. What is strange about the way the man with red eyes communicates?

3. Why does Charles Wallace warn Meg and Calvin not to look at the light?

4. What does the voice threaten to do if Meg doesn't cooperate? Use examples to support your answer?

5. How has illness and deformity been "conquered" on Camazotz?

6. What is the suggested reason for all the similarities between people, places, and things on Camazotz?

Journaling Prompt

A hypnotized Charles Wallace tells Meg nobody is ever unhappy in Camazotz. She answers by saying nobody is ever happy either. She says, "maybe if you aren't unhappy sometimes, you don't know how to be happy." What does Meg mean? Do you agree? Explain your thoughts with a partner.



Chapters 1 to 5

Taking Meg's Place

In *A Wrinkle in Time* we are introduced to Meg Murry. She is a young high school student who is struggling with the disappearance of her father. As a result she struggles in school as well. Meg gets into trouble. Not because she isn't smart, but because she can be stubborn and quick to take action without thinking about the consequences of her actions.

These personality traits play a big part in the story. Now, imagine you are in Meg's place.

Think about your own personality. What traits do you have? Do you act stubbornly or angry like Meg? Are you quiet? Do you like to lead or follow? After thinking about your own character, discuss in a few paragraphs how your personality might change how the events of the book unfold.



Chapters 6 to 8

Picturing Camazotz

On Camazotz, Meg and company discover that on the surface it seems very similar to Earth. There are familiar trees. The residents look similar to humans. There are cities and towns that look like they could be found on Earth. On a closer look, they realize that there are lots of differences as well.

Use your imagination, as well as information from the book. Draw a detailed map of the area of Camazotz where the kids visit. Use as much detail from the book as you can. You can also be creative where you can't find the information in the book. Once you've finished your map, write a few paragraphs describing Camazotz as described in *A Wrinkle in Time*.

Describe some of the people, places and things that can be found there. Describe how some of these things are different than on Earth. Be sure to label your map using a legend and point out any important buildings or landmarks.



Word Search Puzzle

Find the following words from the story. The words are written horizontally, vertically, diagonally, and some are written backwards.

brittle	naive	prickle	spite
despair	numb	pulsing	tesseract
eon	obey	puny	vanished
fury	ominous	retort	virtue
hypnotize	pale	smug	wise

t	s	m	u	g	o	b	e	y	r	q	l	a	h	s	i	o
l	e	v	b	a	d	u	g	o	e	u	t	r	i	v	m	y
z	p	s	h	r	n	h	t	q	t	g	j	y	r	i	g	r
n	n	k	s	z	i	z	x	a	o	b	f	k	n	w	f	u
a	p	m	k	e	p	t	b	g	r	q	i	o	x	t	m	f
i	w	n	m	i	r	y	t	v	t	l	u	m	a	c	d	u
v	s	e	l	x	i	a	s	l	o	s	g	c	r	f	u	x
e	y	p	d	t	c	f	c	o	e	x	i	i	c	e	o	n
r	j	b	i	a	k	h	i	t	w	p	a	h	s	g	f	l
e	w	o	v	l	i	n	b	b	b	p	n	o	l	n	r	w
m	b	j	a	r	e	v	t	y	s	e	u	p	u	i	t	i
q	c	d	v	k	t	d	r	e	s	j	m	k	a	s	j	s
v	a	n	i	s	h	e	d	e	r	e	b	c	k	l	y	e
p	u	n	y	f	n	a	h	a	e	x	e	u	p	u	e	s
z	n	g	d	z	r	i	q	e	z	i	t	o	n	p	y	h



Comprehension Quiz

Answer each question in a complete sentence.

- Name Meg's three siblings. 3
- How does Meg's mother respond to Mr. Murry's disappearance? 2
- How is Charles Wallace seemingly able to know what Meg is thinking? 2
- What is special about Charles Wallace? 1
- Why doesn't Charles Wallace want to learn to read until he is in school? 2
- Describe Meg's troubles in school. 4
- List at least three of Meg's character traits. 3

SUBTOTAL: /17

Picking Meg's Brain

Meg's story begins with her having little self confidence. She's sad that she is so different than everyone else. She feels she isn't smart and has trouble concentrating at school. She sees these all as faults but, in the end, her personality helps save the day. Use this organizer to list some of Meg's character traits.



NAME: _____

After You Read 



Chapter One

Answer each question with a complete sentence or short paragraph.

- Meg says "Nothing ruffled the serenity of her expression" when thinking about her mother's reaction to Mr. Murry's disappearance. What does she mean by this?

- What do you believe Mrs Whatsit meant when she said there is such a thing as a tesseract? What does Mrs. Murry's reaction tell you?

- What does Meg's memory of talking with her father reveal about Charles Wallace?

- What type of dog does Meg's father decide Fortinbras is?

- Why did Meg tackle a boy on her way home from school?

- What do Mrs Whatsit and Charles Wallace appear to have in common?

Journaling Prompt

Meg sits awake thinking about her day. During this time she thinks about how she feels about herself. Write down some of the words and phrases she uses to describe herself and write a few sentences about why you think she might feel this way.

<p>1. Meg is saying her mother showed no outward sign of emotion and is trying to hide her emotions from her children.</p> <p>2. Answers will vary. Mrs. Murry's reaction suggests she knows something about the tesseract.</p> <p>3. Her father says IQ tests have assured him Meg and Charles Wallace will be able to do whatever they like when they grow up. Their conversation suggests they both have above average intelligence.</p> <p>4. Part Llewellyn setter and part greyhound.</p> <p>5. He said something about her "dumb baby brother."</p> <p>6. They both seem to know what others are thinking.</p>	<p>1. Answers will vary.</p> <p>2. Answers will vary.</p> <p>Vocabulary</p> <p>1. I 2. C 3. B 4. G 5. D 6. A 7. J 8. F 9. H 10. E</p>	<p>1. a) F b) T c) F d) F e) T f) T</p> <p>2. She says it's a concept.</p> <p>3. He says "You know when mother can't control the way she feels, then it must be something big."</p> <p>4. He tells Meg he's not reading her mind, he is reading her body language and deducing what has happened. He says Meg tells him inadvertently.</p> <p>5. He says the other kids won't hate him so much if they continue thinking he's not very bright.</p> <p>6. Answers will vary.</p>
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EASY MARKING ANSWER KEY

A Wrinkle in Time – Gr. 5-6

- **RSL.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RSL.5.2** Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- **RSL.5.3** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.
- **RSL.5.4** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- **RSL.5.5** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- **RSL.5.6** Describe how a narrator’s or speaker’s point of view influences how events are described.
- **RSL.5.9** Compare and contrast stories in the same genre on their approaches to similar themes and topics.
- **RSL.5.10** By the end of the year read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.
- **RSL.6.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RSL.6.2** Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- **RSL.6.3** Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
- **RSL.6.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
- **RSL.6.5** Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
- **RSL.6.6** Explain how an author develops the point of view of the narrator or speaker in a text.
- **RSL.6.10** By the end of the year read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- **RSFS.5.3** Know and apply grade-level phonics and word analysis skills in decoding words. **A)** Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.
- **RSFS.5.4** Read with sufficient accuracy and fluency to support comprehension. **A)** Read grade-level text with purpose and understanding. **B)** Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. **C)** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **WS.5.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. **A)** Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose. **B)** Provide logically ordered reasons that are supported by facts and details. **C)** Link opinion and reasons using words, phrases, and clauses. **D)** Provide a concluding statement or section related to the opinion presented.
- **WS.5.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. **A)** Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting, illustrations, and multimedia when useful to aiding comprehension. **B)** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. **C)** Link ideas within and across categories of information using words, phrases, and clauses. **D)** Use precise language and domain-specific vocabulary to inform about or explain the topic. **E)** Provide a concluding statement or section related to the information or explanation presented.
- **WS.5.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. **B)** Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. **C)** Use a variety of transitional words, phrases, and clauses to manage the sequence of events. **D)** Use concrete words and phrases and sensory details to convey experiences and events precisely. **E)** Provide a conclusion that follows from the narrated experiences or events.
- **WS.5.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- **WS.5.7** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- **WS.5.8** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- **WS.5.9** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- **WS.6.1** Write arguments to support claims with clear reasons and relevant evidence. **A)** Introduce claim(s) and organize the reasons and evidence clearly. **B)** Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. **C)** Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. **D)** Establish and maintain a formal style. **E)** Provide a concluding statement or section that follows from the argument presented.
- **WS.6.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. **A)** Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful to aiding comprehension. **B)** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. **C)** Use appropriate transitions to clarify the relationships among ideas and concepts. **D)** Use precise language and domain-specific vocabulary to inform about or explain the topic. **E)** Establish and maintain a formal style. **F)** Provide a concluding statement or section that follows from the information or explanation presented.
- **WS.6.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. **A)** Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. **B)** Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. **C)** Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. **D)** Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. **E)** Provide a conclusion that follows from the narrated experiences or events.
- **WS.6.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WS.6.7** Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
- **WS.6.8** Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
- **WS.6.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. **A)** Apply *grade 6 Reading standards* to literature. **B)** Apply *grade 6 Reading standards* to literary nonfiction.



Chapter Two



Answer the questions in complete sentences.

1. Guess what the tesseract might be.

2. Why do you think Charles Wallace might have wanted "to be exclusive" about Mrs Whatsit?

Vocabulary

With a straight line, connect each word on the left with its meaning on the right.

- 1 smug
- 2 sock
- 3 unceremoniously
- 4 fragrant
- 5 bitter
- 6 jangling
- 7 rude
- 8 snide
- 9 obey
- 10 lapping

- A clinking
- B Doing something roughly or without care
- C punch
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- F A mean comment or person
- G Having a nice or sweet smell
- H Do something because you were told to
- I Having too much pride in yourself
- J Acting in a bad manner



Chapters 1 to 5

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In *A Wrinkle in Time* we are introduced to Meg Murry. She is a young high school student who is struggling with the disappearance of her father. As a result she struggles in school as well. Meg gets into trouble. Not because she isn't smart, but because she can be stubborn and quick to take action without thinking about the consequences of her actions.

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