



TEACHER'S PET PUBLICATIONS

LITPLAN TEACHER PACK™

for

The Time Machine

based on the book by

H.G. Wells

Written by

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ABOUT THE AUTHOR

H.G. Wells

Herbert George Wells was born in Bromley, Kent County, England on September 21, 1866 to Sarah Neal (a domestic servant) and Joseph Wells (a shop owner and professional cricket player). An accident at the age of seven left H. G. bedridden. While his broken leg healed, he discovered the world of books. He enrolled in the Thomas Orley Academy, but his formal education was cut short when his father Joseph broke his thigh, thereby ending his cricket career. Herbert and his older brothers were forced to work as apprentices to help the family's financial situation. His parents separated, and H. G. remained living with his father.

In 1883, Herbert won a scholarship to the Normal School of Science in London, and it was here that he realized his interest in the sciences. This ended up serving him well as an author of science fiction novels such as *The Time Machine* (1895), *The Island of Dr. Moreau* (1896), *The Invisible Man* (1897), and *The War of the Worlds* (1898). Unfortunately, Wells lost his scholarship when he did not fulfill the requirements for the degree, and he was forced to move in with his aunt and uncle in London. He was given a job as a tutor and as a part time faculty member at his uncle's school. It was while he was living with them that he met and eventually married his cousin Isabel Mary in 1891. Four years later, he left Isabel for one of his students, Amy Catherine Robbins. He had two children with Amy Catherine: George Phillip and Frank Richard.

H. G. Wells also had numerous love affairs, two of which produced his daughter Anna Jane (by writer Amber Reeves) and son Anthony West (by author and feminist Rebecca West). Although Amy Catherine knew about most of the affairs, she remained married to H. G. Wells until her death in 1927.

In much of his writing, H. G. Wells sought to create a better way to organize society. This led to the creation of several Utopian novels such as *The Work, Wealth and Happiness of Mankind* (1931) and *The Shape of Things to Come* (1933). His politics leaned toward socialism, and his name was often linked with the socialist parties. Wells was, however, disillusioned with socialist leaders Karl Marx and Joseph Stalin because he felt that they were too rigid and restrictive of independent thought.

On August 13, 1946, H. G. Wells died of liver cancer at his London home.

INTRODUCTION *The Time Machine*

This LitPlan has been designed to develop students' reading, writing, thinking, and language skills through exercises and activities related to *The Time Machine*. It includes sixteen lessons, supported by extra resource materials.

The **introductory lesson** introduces students to the science fiction genre of literature. Following the introductory activity, students are given a transition to explain how the activity relates to the book they are about to read. Following the transition, students are given the materials they will be using during the unit. At the end of the lesson, students begin the pre-reading work for the first reading assignment.

The **reading assignments** are approximately thirty pages each; some are a little shorter while others are a little longer. Students have approximately 15 minutes of pre-reading work to do prior to each reading assignment. This pre-reading work involves reviewing the study questions for the assignment and doing some vocabulary work for selected vocabulary words they will encounter in their reading.

The **study guide questions** are fact-based questions right in the text. These questions come in two formats: short answer or multiple choice. The best use of these materials is probably to use the short answer version of the questions as study guides for students (since answers will be more complete), and to use the multiple choice version for occasional quizzes.

The **vocabulary work** is intended to enrich students' vocabularies as well as to aid in the students' understanding of the book. Prior to each reading assignment, students will complete a two-part worksheet for selected vocabulary words in the upcoming reading assignment. Part I focuses on students' use of general knowledge and contextual clues by giving the sentence in which the word appears in the text. Students are then to write down what they think the words mean based on the words' usage. Part II nails down the definitions of the words by giving students dictionary definitions of the words and having students match the words to the correct definitions based on the words' contextual usage. Students should then have an understanding of the words when they meet them in the text.

After each reading assignment, students will go back and formulate answers for the study guide questions. Discussion of these questions serves as a **review** of the most important events and ideas presented in the reading assignments.

After students complete reading the work, there is a **vocabulary review** lesson which pulls together all of the fragmented vocabulary lists for the reading assignments and gives students a review of all of the words they have studied.

Following the vocabulary review, a lesson is devoted to the **extra discussion questions/writing assignments**. These questions focus on interpretation, critical analysis, and personal response, employing a variety of thinking skills and adding to the students' understanding of the novel.

There is a **group theme project** in this unit. Student groups will select a science fiction author from a predetermined list. Each group will complete a brief biographical sketch of the author, read two short works (short stories) by the author, and complete a poster. The groups will present their information and explain how the literary works by this author fit the science fiction genre.

There are three **writing assignments** in this unit, each with the purpose of informing, persuading, or expressing personal opinions. The group theme project will count as the informative piece for each student. In Writing Assignment #2, students will write an account of going back in time and

changing an event from the past. They will reflect what other events will have been influenced as a result. In the third writing assignment, students will select a quotation from a list and demonstrate how the main idea of the quotation is supported in the novel *The Time Machine*.

There is a **non-fiction reading assignment**. Students must read non-fiction articles, books, etc. to gather information about scientific advances of the nineteenth century. Each student will focus on one advancement in particular and demonstrate how it is reflected in the literature of that time.

The **review lesson** pulls together all of the aspects of the unit. The teacher is given four or five choices of activities or games to use which all serve the same basic function of reviewing all of the information presented in the unit.

The **unit test** comes in two formats: multiple choice or short answer. As a convenience, two different tests for each format have been included. There is also an advanced short answer unit test for advanced students.

There are additional **support materials** included with this unit. The **Unit Resource Materials** section includes suggestions for an in-class library, crossword and word search puzzles related to the novel, and extra worksheets. There is a list of **bulletin board ideas** which gives the teacher suggestions for bulletin boards to go along with this unit. In addition, there is a list of **extra class activities** the teacher could choose from to enhance the unit or as a substitution for an exercise the teacher might feel is inappropriate for his/her class. **Answer keys** are located directly after the **reproducible materials** throughout the unit. The **Vocabulary Resource Materials** section includes similar worksheets and games to reinforce the vocabulary words.

The **level** of this unit can be varied depending upon the criteria on which the individual assignments are graded, the teacher's expectations of his/her students in class discussions, and the formats chosen for the study guides, quizzes and test. If teachers have other ideas/activities they wish to use, they can usually easily be inserted prior to the review lesson.

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UNIT OBJECTIVES *The Time Machine*

1. Through reading H. G. Wells's *The Time Machine*, students will explore the science fiction genre and its elements.
2. Students will demonstrate their understanding of the text on four levels: factual, interpretive, critical, and personal.
3. Students will explore the scientific advancements of the 19th Century and their impact upon fiction writing.
4. Students will be given the opportunity to practice reading orally and silently to improve their skills in each area.
5. Students will answer questions to demonstrate their knowledge and understanding of the main events and characters in *The Time Machine* as they relate to the author's theme development.
6. Students will enrich their vocabularies and improve their understanding of the novel through the vocabulary lessons prepared for use in conjunction with the novel.
7. The writing assignments in this unit are geared to several purposes:
 - a. To check the students' reading comprehension
 - b. To make students think about the ideas presented by the novel
 - c. To encourage logical thinking
 - d. To provide an opportunity to practice good grammar and improve students' use of the English language
 - e. To have students demonstrate their abilities to inform, to persuade, or to express their own personal ideas

Note: Students will demonstrate the ability to write effectively to inform by developing and organizing facts to convey information. Students will demonstrate the ability to write effectively to persuade by selecting and organizing relevant information, establishing an argumentative purpose, and by designing an appropriate strategy for an identified audience. Students will demonstrate the ability to write effectively to express personal ideas by selecting a form and its appropriate elements.
8. Students will read aloud, report, and participate in large and small group discussions to improve their public speaking and personal interaction skills.

READING ASSIGNMENTS *The Time Machine*

Date Assigned	Assignment	Completion Date
	<i>Assignment 1</i> Chapters 1-2	
	<i>Assignment 2</i> Chapters 3-4	
	<i>Assignment 3</i> Chapters 5-6	
	<i>Assignment 4</i> Chapters 7-8	
	<i>Assignment 5</i> Chapters 9-10	
	<i>Assignment 6</i> Chapters 11-12 and Epilogue	

UNIT OUTLINE *The Time Machine*

1	2	3	4	5
Intro to H. G. Wells and the Science Fiction Genre PVR Ch. 1-2	Study ?s Ch. 1-2 Non-Fiction work: Library/Media Center PVR Ch. 3-4	Study ?s Ch. 3-4 Quiz Ch. 1-4 PVR Ch. 5-6	Study ?s Ch. 5-6 Who Came to Dinner? PVR Ch. 7-8	Study ?s Ch. 7-8 Quiz Ch. 5-8 Group Theme Project (Writing Assignment #1): Library PVR Ch. 9-10
6	7	8	9	10
Study ?s Ch. 9-10 Share Non-Fiction Work PVR Ch. 11-12 and Epilogue	Study ?s Ch. 11-12 and Epilogue Quiz Ch. 9-end Writing Assignment #2 "Blast to the Past"	Group Work: Sci-Fi Authors (creation of poster)	Vocabulary Review	Group Work: Extra Discussion Questions
11	12	13	14	15
In-Class Writing (Assignment #3): Supporting a critical lens	Peer Editing: Assignment #3	Presentations Day 1: Sci-Fi Authors	Presentations Day 2: Sci-Fi Authors	Unit Review
16				
Unit Test				

Key: P = Preview Study Questions V = Vocabulary Work R = Read

LESSON ONE

Objectives

1. To become familiar with the elements of the Science Fiction genre of literature
2. To hear the poem, "When I Heard the Learn'd Astronomer" by Walt Whitman as an introduction to the science fiction genre
3. To be introduced to H. G. Wells and his novel *The Time Machine*
4. To preview the vocabulary worksheet and study guide questions for Chapters 1-2
5. To read Chapters 1-2

Activity #1

Ask students to brainstorm what makes a good science fiction story; they should list at least three elements that should be included. Invite students to share their ideas aloud, and write them on the board. For any of the elements students may have missed (see list below), ask leading questions so they can come up with the answers themselves.

Damon Knight, author, editor, critic, and founder of the Science Fiction Writers of America, once attempted to quantify the elements of science fiction. He came up with the following list derived from a number of previously published formal definitions of science fiction.

- * Science: using present factual information and projecting the outcomes of its use in future situations
- * Technology and invention
- * The future and the remote past, including all time travel stories
- * Extrapolation: the process of imagining relatively probable worlds of the future by utilizing logical extensions of scientific and cultural curves and trends
- * Scientific method
- * Other places: planets, dimensions, etc., including visitors from above
- * Catastrophes: natural or manmade

Activity #2

Give brief notes about the life of H. G. Wells (see introductory materials for this LitPlan), and discuss how certain aspects of his life and the changing world around him in the 19th Century might have lead him to write in the Science Fiction genre.

Activity #3

Read aloud the poem "When I Heard the Learn'd Astromomer" by Walt Whitman. Since the poem is in public domain, a copy is included in this LitPlan. Have students answer the reading questions, and then discuss what elements of (or feelings about) the science fiction genre from the front board can be found in this poem.

Activity #4

Distribute the materials students will use in this unit. Explain in detail how students are to use these materials.

Study Guides Students should read the study guide questions for each reading assignment prior to beginning the reading assignment to get a feeling for what events and ideas are important in the

WRITING ASSIGNMENT #1 *The Time Machine*

PROMPT

The scientific ideas and discoveries in the late 19th century prompted many people to speculate on the question, "What if?" Authors in the science fiction genre attempted to answer this question by basing their tales on scientific evidence and letting their imaginations fly with the idea. This is a group writing assignment. Each group will select a different science fiction author as a focus of study. Each group must do all of the following:

1. Students will research biographical information about the author.
2. Each member will read a different short story written by the author and analyze it for its science fiction elements.
3. Each member will research information about scientific ideas during that author's lifetime that seem to be reflected in the short story. (Your non-fiction assignments might be of help for this.)
4. Students will meet in their groups to compare notes and discuss the author and his/her works.
5. Students will create a group poster devoted to the author and his life/work.
6. Each member will write a report including: biography of author, summary of story's science fiction elements, applicable scientific ideas tied to story, and comments/conclusions from group discussion--common traits of author's works.
7. Each group will give a presentation at the end of the unit.

PREWRITING

After deciding on the author, read, highlight, and annotate the short story you will be using for your individual analysis essay for this project. You should highlight sections of the story that support specific elements of the science fiction genre, and any annotations should be an explanation of why you highlighted that particular section. You also need to make correlations to scientific discoveries/ideas that were prevalent during the time period in which the story was written, so you may have to do some research about that. Be sure to take accurate notes when researching.

DRAFTING

Your report will have sections as noted in the assignment prompt above. Be sure to use a variety of sentence structures and incorporate at least six vocabulary words in your report.

PROMPT

When you finish the rough draft of your report, ask a student whose opinions you trust to read it. After reading your rough draft, he/she should tell you what he/she liked best about your work, which parts were difficult to understand, and ways in which your work could be improved. Reread your paper considering your critic's comments, and make the corrections you think are necessary. Do a final proofreading of your paper, double-checking your grammar, spelling, organization, and the clarity of your ideas.