

Student Packet

Grades 7–8

# A Wrinkle in Time

Madeleine L'Engle

NOVEL UNITS<sup>®</sup>

NEW WAYS TO LEARN READING,  
WRITING, & CRITICAL THINKING



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# A WRINKLE IN TIME

by  
Madeleine L'Engle

## Student Packet

Written by  
James H Duncan

**Contains masters for:**

- 3 Prereading Activities
- 4 Vocabulary Activities
- 1 Study Guide
- 3 Character Analysis Activities
- 2 Literary Analysis Activities
- 1 Comprehension Activity
- 1 Writing Activity
- 2 Quizzes
- 1 Novel Test

**PLUS**

Detailed Answer Key  
and Scoring Rubric

### Teacher Note

Selected activities, quizzes, and test questions in this Novel Units® Student Packet are labeled with the appropriate reading/language arts skills for quick reference. These skills can be found above quiz/test questions or sections and in the activity headings.

### Note

The 2007 Square Fish paperback edition of the novel, © 1962 by Crosswicks, Ltd., was used to prepare this guide. The page references may differ in other editions. Novel ISBN: 978-0-312-36755-8

**Please note:** Please assess the appropriateness of this novel for the age level and maturity of your students prior to reading and discussing it with them.

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## Note to the Teacher

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**Basic Understanding:** The student will demonstrate a basic understanding of written texts. The student will:

- use a text's structure or other sources to locate and recall information (Locate Information)
- determine main idea and identify relevant facts and details (Main Idea and Details)
- use prior knowledge and experience to comprehend and bring meaning to a text (Prior Knowledge)
- summarize major ideas in a text (Summarize Major Ideas)

**Literary Elements:** The student will apply knowledge of literary elements to understand written texts. The student will:

- analyze characters from a story (Character Analysis)
- analyze conflict and problem resolution (Conflict/Resolution)
- recognize and interpret literary devices (flashback, foreshadowing, symbolism, simile, metaphor, etc.) (Literary Devices)
- consider characters' points of view (Point of View)
- recognize and analyze a story's setting (Setting)
- understand and explain themes in a text (Theme)

**Analyze Written Texts:** The student will use a variety of strategies to analyze written texts. The student will:

- identify the author's purpose (Author's Purpose)
- identify cause and effect relationships in a text (Cause/Effect)
- identify characteristics representative of a given genre (Genre)
- interpret information given in a text (Interpret Text)
- make and verify predictions with information from a text (Predictions)
- sequence events in chronological order (Sequencing)
- identify and use multiple text formats (Text Format)
- follow written directions and write directions for others to follow (Follow/Write Directions)

**Critical Thinking:** The student will apply critical-thinking skills to analyze written texts. The student will:

- write and complete analogies (Analogies)
- find similarities and differences throughout a text (Compare/Contrast)
- draw conclusions from information given (Drawing Conclusions)
- make and explain inferences (Inferences)
- respond to texts by making connections and observations (Making Connections)
- recognize and identify the mood of a text (Mood)
- recognize an author's style and how it affects a text (Style)
- support responses by referring to relevant aspects of a text (Support Responses)
- recognize and identify the author's tone (Tone)
- write to entertain, such as through humorous poetry or short stories (Write to Entertain)
- write to express ideas (Write to Express)
- write to inform (Write to Inform)
- write to persuade (Write to Persuade)
- demonstrate understanding by creating visual images based on text descriptions (Visualizing)
- practice math skills as they relate to a text (Math Skills)

Name \_\_\_\_\_

### Word Map

reassuring	solemn	radiant	grateful
incapable	evaporate	frantic	accurate
intoned	faltered	talisman	identical
peculiar			

**Directions:** Complete a word map like the one below for six of the vocabulary words above.

**Synonyms**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Magazine cutout, drawing, or symbol that shows what the word means**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Word**

\_\_\_\_\_

\_\_\_\_\_

**Definition in your own words**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Word used in a sentence**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Name \_\_\_\_\_

**The Man with Red Eyes–IT**

1. Why does the man in the CENTRAL Central Intelligence Building decide to report the children, and how does he feel about it?
2. Describe the man with red eyes and what makes him so unsettling to the children.
3. According to the man with red eyes, how is Mr. Murry failing to act like a father?
4. Why is Charles Wallace determined to enter the mind of the man with red eyes?
5. What does Charles Wallace say about Mrs Whatsit, Mrs Who, and Mrs Which while under IT’s spell?
6. While under IT’s spell, why does Charles Wallace believe that Camazotz is better than Earth?
7. Where is Mr. Murry imprisoned, and how does Meg free him?
8. Why is Meg disappointed after freeing her father?
9. What is IT, and how does Meg try to stop IT from controlling her mind?

**Absolute Zero–The Foolish and the Wicked**

1. According to Mr. Murry, how did he and the children manage to resist IT for as long as they did? What did IT offer Mr. Murry?
2. How was IT able to overpower Charles Wallace but not Mr. Murry or Calvin?
3. How did Mr. Murry end up on Camazotz in the first place?
4. Why couldn’t Mr. Murry help Charles Wallace when he rescued Meg, Calvin, and himself away from Ixchel?
5. Describe the creatures that inhabit the strange gray planet of Ixchel.
6. How does Meg know that the creatures on Ixchel mean well?
7. How does Meg settle on the name “Aunt Beast”?
8. How is the meal Meg eats on Ixchel different from the meal she ate on Camazotz?
9. How does Meg initially feel about going back to Camazotz, and why does she change her mind?
10. What is the one thing Meg has that IT does not have, and how does Meg know this?

Name \_\_\_\_\_

### Clue Log

**Directions:** When you read something you think might be important later in the novel, write it down. See if you can solve the novel's mystery.

Page	Clue (event or item)	Could have something to do with—

Student Worksheets

Name \_\_\_\_\_

## Conflict

The **conflict** of a story is the struggle between two people or two forces. There are three main types of conflict: person vs. person, person vs. nature or society, and person vs. self.

**Directions:** The characters experience some conflicts in the story. In the chart below, list the names of three major characters. In the space provided, list a conflict each character experiences. Then, explain how each conflict is resolved in the story.

Character:	
Conflict	Resolution

  

Character:	
Conflict	Resolution

  

Character:	
Conflict	Resolution