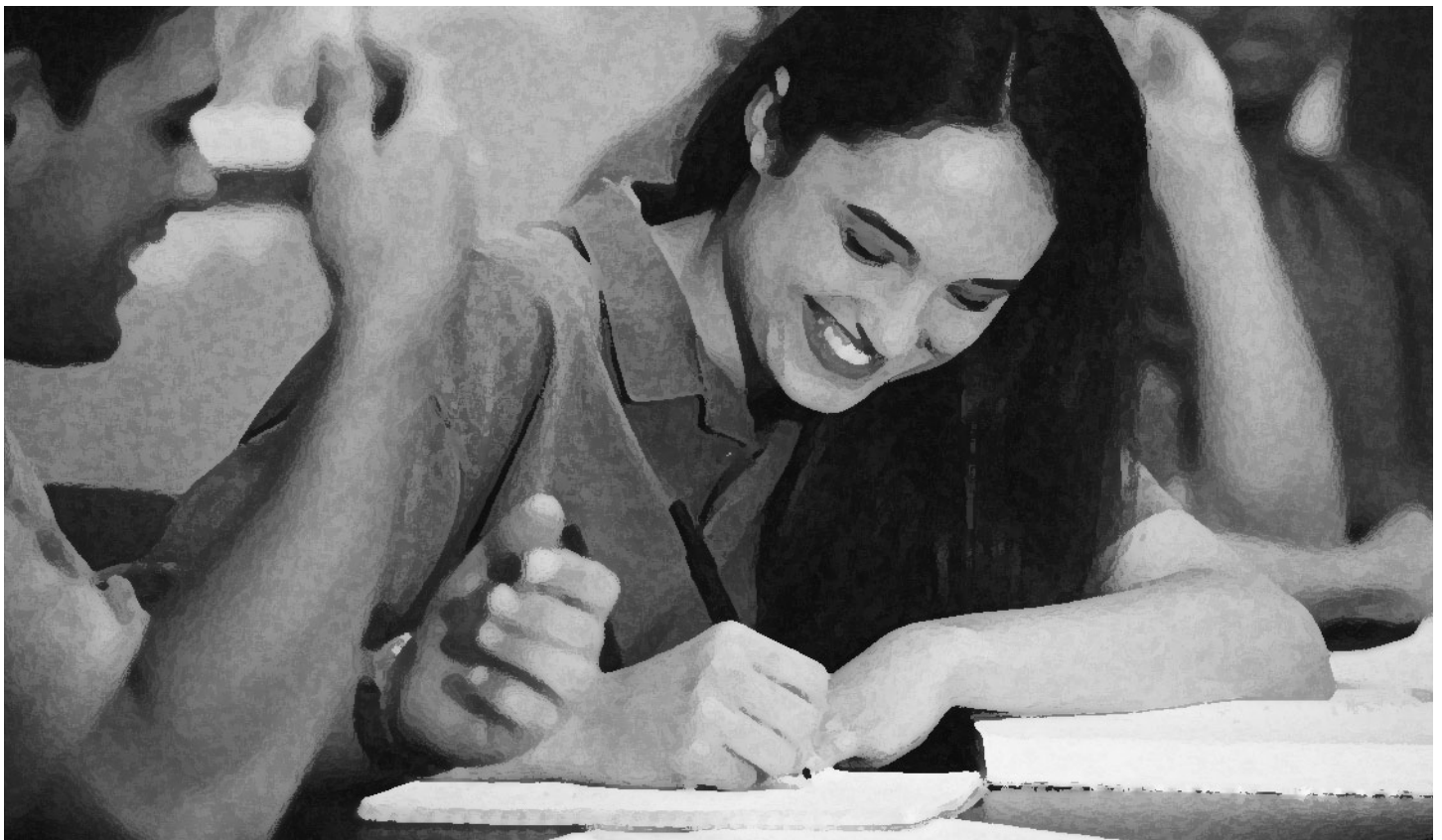


PRESTWICK HOUSE

Activity Pack

THE TIME MACHINE

BY H. G. WELLS



Copyright © 2004 by Prestwick House, Inc., P.O. Box 658, Clayton, DE 19938. 1-800-932-4593. www.prestwickhouse.com Permission to use this unit for classroom use is extended to purchaser for his or her personal use. This material, in whole or part, may not be copied for resale.

Reorder No. 201206

Written by Kelley Stewart McConathy

Name: _____

Date: _____

Pre-Reading**Author's Resumé**

Objectives: Understanding an author's motivation for writing a literary text
Writing a resume
Researching biographical information using electronic and print materials

Activity

Many people consider H. G. Wells to be the father of science fiction. He earned success with his first work, *The Time Machine*. He led an intriguing life and actually married his cousin. Later, he had an affair with a young student and spent the rest of his life with her. Another amazing fact is that he actually predicted the development of the atomic bomb.

Research the life and writings of H. G. Wells using resources in the library and the Internet. Make notes on the following information:

- educational background
- career
- skills
- other writings
- recognition and awards

Then, compile the information to create a resume for H. G. Wells. Use the **Sample Resume** as a model.

Name: _____

Date: _____

Chapters 1-4

Characterization Chart

Objective: Inferring a character trait from a character's words and behavior

Activity

The Time Traveller is the main and most important character in *The Time Machine*. The entire novel centers on his thoughts, actions, and words. In addition, the narrator provides some information about the Time Traveller, such as descriptions and his opinions of the Time Traveller.

In Chapter One, readers learn that the Time Traveller is bold from the following passage:

“You must follow me carefully. I shall have to controvert one or two ideas that are almost universally accepted. The geometry, for instance, they taught you at school is founded on a misconception.” (Pg. 9)

When speaking to his educated guests, the Time Traveller boldly states that the fundamentals of geometry, for example, are incorrect, and therefore, the guests have been misinformed. This is a controversial idea to suggest to the psychologist and the other gentlemen.

Look through chapters 1-4 to find more passages that provide character traits about the Time Traveller and place them on the chart on the following page along with the corresponding page numbers. We have placed the information from above on the following chart for you as an example.

Name: _____

Date: _____

Chapters 1-4

Reading Check: True/False

Objective: Understanding the events in a novel

Activity

Answer true or false for the following statements about chapters 1-4 of *The Time Machine*. Then, rewrite each false statement to make it true.

- _____ 1. The Time Traveller hosts a dinner, at which he tells others about the possibility of traveling through the fourth dimension.
- _____ 2. The Time Traveller shows the other men a small model made mostly of copper and crystal.
- _____ 3. The same men from the first dinner attend the second dinner at the Time Traveller's home.
- _____ 4. At the second dinner, the Time Traveller arrives dirty and limping.
- _____ 5. After dinner, the Time Traveller agrees to tell his story only if he has no interruptions.
- _____ 6. The Time Traveller tells the others that he has been traveling through time for the last six days.
- _____ 7. The Time Traveller lands his Time Machine smoothly in a garden near a white statue.
- _____ 8. The Time Traveller's first impression of the white creatures is that they are dangerous, wild creatures.

Name: _____

Date: _____

Chapters 5-8**Identifying Literary Devices****Objective:** Identifying literary devices, such as similes, metaphors, and personification**Activity**

Literary devices can make an author's writing seem exciting and vivid. Determine the literary device used in each of the following examples. Here are your choices: simile, metaphor, personification, hyperbole, onomatopoeia, alliteration, parallelism, repetition, and synecdoche. Some will be used more than once. The first question has been answered for you.

- | | |
|--|--------|
| 1. Life is like a box of chocolates. | simile |
| 2. She could hear the grass screaming because the lawnmower was coming closer. | _____ |
| 3. Death is like a long sleep. | _____ |
| 4. My black eyes are burning coals. | _____ |
| 5. I'm so tired I could sleep for days. | _____ |
| 6. The buzz saw snarled and rattled in the yard. | _____ |
| 7. She is as quiet as a mouse. | _____ |
| 8. All hands on deck! | _____ |
| 9. Life is a party. | _____ |
| 10. Sally sells seashells by the seashore. | _____ |
| 11. I'm starving to death! | _____ |
| 12. The house cried when the fire consumed it. | _____ |
| 13. Betty Baxter bit the big block of bitter butter. | _____ |
| 14. I want to go shopping, I need to go shopping, I have to go shopping. | _____ |
| 15. I know, I know. I need to do my homework. | _____ |

Name: _____

Date: _____

Chapters 5-8

Mood/Tone: Identify and Analyze Tone in *The Time Machine*

Objectives: Identifying mood from incidents in a novel
Analyzing text to find a specific mood

Activity 1

The tone changes quickly in chapters 5-8 of *The Time Machine* as several events occur. At different times in the novel, Wells uses words and phrases to create a variety of moods, such as fear, happiness, curiosity, loneliness, nostalgia, hysteria, and shock.

Part 1. For incidents 1-4, read each of the excerpts from the novel and describe the topic. Then, describe and explain the tone of each. Page numbers for the quotations are included if you need more information about the scene.

Study this example from Chapter 3:

SAMPLE INCIDENT

“The Time Traveller came to the place reserved for him without a word. He smiled quietly, in his old way. ‘Where’s my mutton?’ he said. ‘What a treat it is to stick a fork into meat again!’

‘Story!’ cried the Editor.

‘Story be damned!’ said the Time Traveller. ‘I want something to eat. I won’t say a word until I get some peptone into my arteries. Thanks. And the salt.’

‘One word,’ said I. ‘Have you been time traveling?’

‘Yes,’ said the Time Traveller, with his mouth full, nodding his head.” (Pg. 22)

Topic: The Time Traveller has just returned from a journey through time. The dinner guests eagerly await his story.

Mood/Tone: The mood of this incident is one of curiosity and eager anticipation.

Explanation: The dinner guests cannot wait to hear the Time Traveller’s story. The Time Traveller’s smile only heightens the level of curiosity in the room. The Editor demands a story, but the guests must wait in eager anticipation until the Time Traveller finishes eating.

Name: _____

Date: _____

Chapters 9-11**Internal Conflict**

Objectives: Identifying internal conflicts
Analyzing and responding to a character's decisions

Activity

In Chapters 6-8 of *The Time Machine*, the Time Traveller experiences many internal conflicts due to his decision to continue his "exploring expeditions." (Pg. 58) His exploration down the well is quite stressful. In the space below, write what you think is going through the Time Traveller's mind as he climbs down the well to the Underworld.

A sample thought has been provided for you.

The Time Traveller's Thoughts:

I had better start climbing down the well before I lose my nerve! (Pg. 58)

What would you do next if you were in the Time Traveller's situation?

Name: _____

Date: _____

Chapters 9-11**Postcards**

Objective: Demonstrating an understanding of a literary work by writing a response

Activity

Pretend that the Time Traveller is able to send postcards through time. He writes a postcard to his friend, the narrator. In it, he asks his friend to send him three books. The Time Traveller hopes to use these three books to educate the Eloi, as “every semblance of print [has] left them.” (Pg. 72)

Your job is to write two postcards: one from the Time Traveller to the narrator, and one from the narrator to the Time Traveller. What three books would the Time Traveller request? Would he share any details about his trip with his friend? Then, write back as the narrator. What would he like to ask or tell the Time Traveller?

Name: _____

Date: _____

Chapter 14

Found Poem

Objective: Responding to literature by creating original poetry or song lyrics

Activity

Poetry is often hidden in ordinary language, called prose. Read the prose passage on the following pages. Notice that the words are large. Using scissors, cut out 40-60 words that you like. If necessary, you may add 1-3 of your own words to your word pile. Then, arrange the words into a short poem or song, one that makes sense to you. When you are satisfied with your creation, insert punctuation as necessary.

Here is a sample poem that was created from a prose passage from a different book:

The endless sounds of death rose in rhythm;
The frightening chorus of twisting voices leaped in wonder.
Hardly knowing the bitter long road ahead,
They caught bits and pieces of breath,
As their singing drowned their growing cares.

Now, study the next poem that was created from the same prose passage. Notice the different tone and message of the poem:

Bits and pieces of sweet air leaped in wonder
From the breath of the growing rose.
Remembering calm discussions of care,
Children sing songs in rhythm
Down by the twisting road.

Do you see the difference? The first poem has a somber tone, while the second poem has a lighter tone and is based on a different topic. You may use rhyming or non-rhyming poetry. Be creative!

Name: _____

Date: _____

Chapters 1-3 and 15 & 16

Drama

Objectives: Performing scenes from a novel
Understanding major events and characters in a novel
Performing for a real audience

Activity

Chapters 1-3, and 15 & 16 of *The Time Machine* contain some of the only dialogue in the novel. The majority of the chapters are the Time Traveller's account of his travels. Working in your groups, choose a scene from the first three chapters or from Chapters 15-16 of *The Time Machine* to perform for the class. Memorize your lines and practice your scene before performing for your class. Be sure to say your lines with feeling and really try to become the character you are portraying. If possible, it would be beneficial for your audience if you could use a few props.

Approve your selected scene with your teacher. Here is a short summary and the names of the characters that are included in chapters 1-3, and 15 & 16:

Chapters 1 & 2: The Time Traveller explains the fourth dimension of time to his guests, performs an experiment, and escorts his guests to his laboratory to view the Time Machine. There are six speaking characters: the Time Traveller, Filby, the Psychologist, the Provincial Mayor, the Medical Man, and the Very Young Man.

Chapter 3: The guests are waiting for the Time Traveller at his home when he arrives dishevelled. The guests wait to hear the Time Traveller's story. The five speaking characters are: the Time Traveller, the Medical Man, the Editor, the Doctor, and the Journalist.

Chapters 15 & 16: On pages 91-96, the Time Traveller tries to convince the others of his story. The five speaking characters are: the Time Traveller, the Medical Man, Filby, the Psychologist, and the Provincial Mayor. (On pages 91-96, the scene changes, and the Time Traveller and Hillyer have a brief conversation before the Time Traveller leaves on his next journey.)