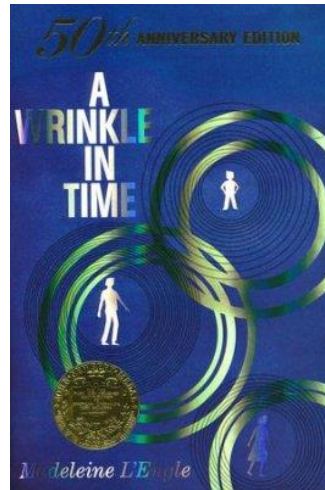


A Wrinkle in Time



ISBN-13	978-1-250-00467-3
Author	Madeline L'Engle
Publisher	Square Fish
Copyright Year	1962
Print Year	2012
Lexile	740L
Genre	Science fiction
Synopsis	Meg's father had been experimenting with time-travel when he suddenly disappeared. Meg, Charles Wallace, and their friend Calvin need to outwit the forces of evil as they search through space for their father.
Themes	Heroic Journey; Self-Confidence

Character-Based Literacy Program Independent Study

Lesson Plan, *A Wrinkle in Time*, Week 1



Resourcefulness Requires Initiative. Being resourceful means applying my knowledge and skills to solve problems creatively and independently. It requires that I keep trying even when solutions do not come easily.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

What is a hurricane?

A hurricane is a tropical cyclone – a rotating storm formed by high winds and a low-pressure weather system. The [Saffir-Simpson Hurricane Wind Scale](#) has five levels of severity. Hurricanes in the United States typically occur between June and November. The United States Department of Commerce's National Oceanic and Atmospheric Administration funds the National Centers for Environmental Prediction including the National Hurricane Center, which aims to increase understanding of hurricanes and to provide forecasts of storms.

What is a haunted house?

A haunted house is a residence believed to be a center for supernatural occurrences or paranormal phenomena. This term is commonly used in association with tourist attractions. The opening of Disneyland's Haunted Mansion in 1969 marked the start of the haunted attraction industry through its introduction of incorporating technology and effects. These days, haunted houses are no longer just about creepy characters and hyper-realistic horror. Instead, the industry has flocked to all sorts of new, extreme frights: zombie runs, escape games, and experiences seemingly designed to traumatize.

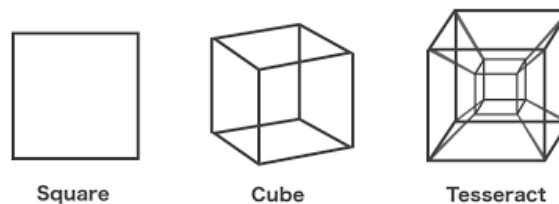
What is self-esteem?

Self-esteem is the feeling of confidence a person has in their abilities, and the respect and sense of worth they have for themselves. Sometimes a person has high self-esteem and other times self-esteem is low. It is normal for self-esteem to be at different levels, but most people are happier when their self-esteem is high. One way a person can increase their self-esteem is by practicing and succeeding at small tasks. When we know we can do small things we have more confidence in our ability to succeed in a more complicated task. Another way a person can increase their self-esteem is by not comparing themselves to others, but rather looking inward at personal strengths and traits.

What is metamorphose?

Metamorphose is the process of change from one form into a completely different form or type. Often, the term is used to describe the dramatic transformation from young to adult. A common example of metamorphose (or metamorphosis) is the transformation of a caterpillar into a butterfly; frogs and other insects go through a metamorphosis as well.

What is a tesseract?



A tesseract is a geometric shape consisting of 8 cubes, 24 squares, 32 edges, and 16 vertices (point where two lines meet). A square is two dimensional, a cube is three dimensional, and a tesseract is four-dimensional. Since we cannot see in the fourth dimension, it can be hard to visualize; but all the properties of the tesseract and the fourth dimension can be known mathematically. Some scientists and researchers consider this fourth dimension to be time. It is a topic that is currently being studied and explored.

Word Wall Here are twenty-five vocabulary words to define and add to the Word Wall.

serenity (4)	uncanny (5)	tramp (7)	prodigious (10)	cheerfulness (11)
confidingly (27)	Inadvertently (28)	placidly (30)	dilapidated (32)	assimilate (35)
gesture (36)	somber (38)	indignant (39)	essence (44)	paltry (51)
fragment (53)	corporeal (54)	delicate (56)	naïve (58)	metamorphose (61)
dissolution (76)	perturbed (73)	plaintively (79)	nondescript (80)	reverberated (82)

Review Review the timeline from the beginning every day.

Start at the beginning and review the story so far

- Mention the setting and main character
- Point to each timeline item as you quickly review it

Read Read the selection.

Read pages 3–86 in the book, *A Wrinkle in Time*.

Independent Study, Week 1
A Wrinkle in Time

RESPOND

Timeline List the 15-20 most important events on the timeline.

Over the course of the next week, you will be required to read a number of pages. It would be best if you spread the reading out over the week and not try to do everything at the last minute before your next appointment.

A Wrinkle in Time, Week 1 Timeline

Instructions: Think about what you read today and begin your timeline

- First, *get the facts*: who, what, when, where, why
- Then, decide on the most important events.
- Write one sentence per event.

Page	Who	What, Where

Map Add to ongoing class activities.

Throughout the course of the book you will use a map to Identify the key elements of the plot. You may use large poster paper to draw the story elements diagram and fill in details. You may also make a presentation with tools such as PowerPoint and Prezi.com.

Story Elements

Exposition – introduction of important background information within a story, such as, plot setting and characters.

Complication – introduces the catalyst that begins the major conflict.

Rising Action – part of the story where the problem or conflict central in the plot is introduced.

Climax – The turning point of the story. The moment where it seems the protagonist is in danger or could possibly fail (can be either physical or mental).

Falling Action – Takes place after the climax, where events that help resolve the conflict takes place.

Resolution – The end of the story, where loose ends are tied up, conflict is concluded and the outcome is revealed. Often a happy/sad ending takes place or a summary of where the characters will end up in the future.

Chapter 1

Today, Day 1, write details about the **Exposition**: the main characters and the setting.

Chapter 2

Today, Day 2, add new details to the **exposition** box in the story elements diagram.

Chapter 3

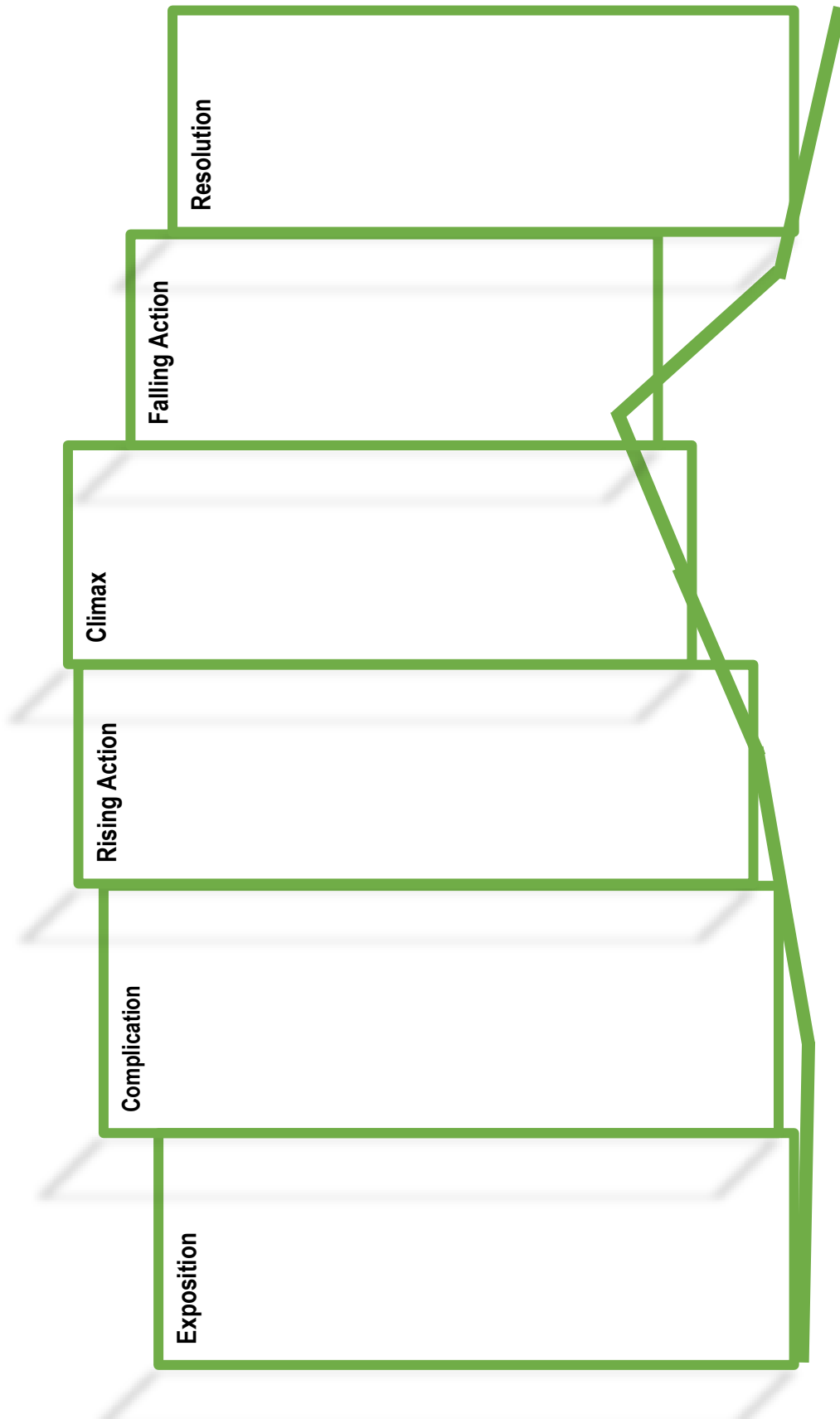
Today, Day 3, write details in the **complication** box in the story elements diagram.

Chapter 4

Today, Day 4, you will edit and add new details into the **complication** box in the story elements diagram.

Chapter 5

Today, Day 5, you will edit and add new details into the **Complication** box in the story elements diagram.

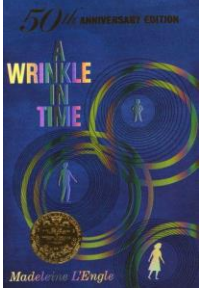
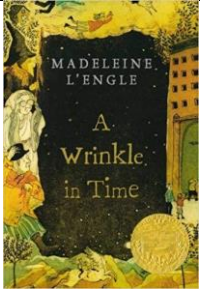
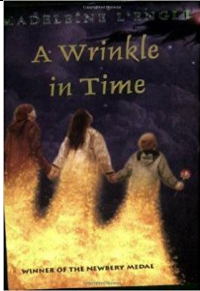


EXPLORE

Activity Explore the reading more deeply with a visual or oral language activity.

Day 1

Compare the different designs of the cover for the book *A Wrinkle in Time*. For each design, write a short paragraph that describes the book cover. Rank order the covers from 1 (My Favorite Design) to 4 (My Least Favorite Design).

Book Cover	
	
	
	
	

Day 2

Independent Study, Week 1

A Wrinkle in Time

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In this unit, you will design apps that can be used on smartphones and tablets to capture positive memories and build self-esteem. The purpose of the apps is to create a mosaic of behaviors that can make a person feel capable, strong, and continually growing. The apps are based on research that shows that memories of specific episodes of achievement are a valuable source of people's sense of self-worth.

During the course of this activity students will practice five stages of the design thinking process: empathize, define, ideate, prototype, and test.

Empathize- Gain an understanding of the problem you are trying to solve.

Define- Put the information together to define the problem and your goal.

Ideate- Now that you know the user needs and the problem, identify ideas that could be potential solutions.

Prototype- Create a version to test out. Consult with peers to gather feedback. Use the feedback to make changes.

Test- Once you have made changes, you can test out the product. Assess if more changed need to be made.

Empathize: Brainstorm ideas

Imagine if you created an app that could capture positive memories and help people build their self-esteem. What problems could this app help solve? How could an app that captures positive memories make a person feel? How could people benefit by having more self-esteem?

Write your ideas on a paper and save them in your folder.

Day 3

Design an icon button

Use the worksheet, **My App Design**, to name your app. Refer to your ideas from the previous day to help you design an icon button for the app. The icon button is the first thing a person will see, so the name, images, and colors should express the app's purpose. Save the worksheet in your folder.

Day 4

Define

On the back of the **My App Design** worksheet, write 1–2 paragraphs describing how you chose to design the icon button. How do you think other people would react to the home screen? How do the images and colors you chose portray your message of positive memories and self-esteem?

Day 5

Design a home screen

Today you will design a home screen for your app. Using the worksheet, **My App Design: Home Screen**, create a home screen using colors, words, or images that welcomes users to the app. Remember, the purpose of the app is to capture positive memories and build self-esteem. For inspiration, reflect upon your happy memories and things that give you and your peer's confidence. Save the worksheet in your folder.

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.

Chapter 1 (Mrs. Whatsit; pp. 3–20)

1. Why did Mrs. Murry tell Meg that she didn't know the meaning of moderation?

Hint: The Concept of Moderation

You may have heard the phrase “eating everything in moderation,” which means having a little bit of everything, rather than a large amount of one thing (e.g., a large bowl of ice cream). According to the Greek Philosopher Aristotle (c. 384 B.C. to 322 B.C.), moral behavior is the mean between two excess and deficiency. It does not mean that one's behavior should be literally in the middle, rather it should be in the balancing point that enables emotional control and openness to more than one point of view. Because moderation protects people from extremist behavior and a narrow-minded perspective, it is considered a virtue.

2. Describe Mrs. Whatsit.

Chapter 2 (Mrs. Who; pp. 21–35)

1. Why did Mr. Jenkins call Meg to his office?
2. What special ability does Charles Wallace have?
3. Why did Mrs. Who say “Faith is the sister of justice?” (Justitiae soror fides; p. 35) when she reassured the children asked them to trust her? What is the act of justice that they are about to achieve together?

Chapter 3 – (Mrs. Which; pp. 36–52)

1. What are the similarities and differences between Calvin's and Meg's families?
2. Despite Meg being in a lower grade than Calvin, she can help him with his homework. What does this suggest about Meg? Why might her teachers think she is a below-average student?
3. Why is Calvin feeling lonely despite being popular at school?
4. Mrs. Murry told Meg not to judge people by their appearance. Why did she make this suggestion?

Chapter 4 – (The Black Thing; pp. 53–70)

1. How did the reactions of Meg and Charles Wallace differ after being *wrinkled* to Uriel?
2. When Mrs Whatsit says that Charles Wallace knows that there is more than his father's life at stake, Mrs Who says "*Nothing is hopeless; we must hope for everything*" (p. 58). What is the significance of having hope? Do you agree with Mrs Who?
3. Was Charles Wallace able to understand what the voices was saying? Give reasons.

Chapter 5 – (The Tesseract; pp. 71–86)

1. How is it that a person can travel alone, even when they are with other people?
2. While in the two-dimensional planet Meg could not breath or think. How do the words *compression*, *suffocation*, and *restriction* relate to her experience? How might she have felt in that moment?
3. Why might have the Happy Medium resisted to showing the children Earth?
4. What other "fighters" of the darkness can you think of? Why do you see them as a "fighter?"

Analyze the key paragraph.

Key paragraph, p. 12

"I suppose that depends on how you look at it," Meg said. "Usually, no matter what happens, people think it's my fault, even if I have nothing to do with it at all. But I'm sorry I tried to fight him. It's just been an awful week. And I'm full of bad feeling."

Key paragraph, p. 35

"She's busy. It's getting near time, Charlsie, getting near time. *Ab honesto virum bonum nihil deterret. Seneca. Nothing deters a very good man from doing what is honorable.* And he's a very good man, Charlsie, darling, but right now he needs our help."

"Who?" Meg demanded.

"And little Megsie! Lovely to meet you sweetheart. Your father, of course. Now go home, loves. The time is not yet ripe. Don't worry, we won't go without you. Get plenty of food and rest. Feed Calvin up. Now, off with you! *Justitiae soror fides.* Latin agaon, of course. Faith is the sister of justice. Trust in us! Now, shoo!"

Key paragraph, p. 42

"But you're good at basketball and things," Meg protested. "You're good in school. Everybody likes you."

“For all the unimportant reasons,” Calvin said. “There hasn’t been anybody in the world I can talk to. Sure, I can function on the same level as everybody else, I can hold myself down, but it isn’t me.”

Key paragraph, p. 59

“But what about Father?” Meg asked. “Is he all right?”

“For the moment, love, yes. He’s one of the reasons we’re here. But you see, he’s only one.”

“Well, where is he? Please take me to him!”

“We can’t, not yet,” Charles said. “You have to be patient, Meg.”

“But I’m *not* patient!” Meg cried passionately. “I’ve never been patient!”

Mrs Who’s glasses shone at her gently. “If you want to help your father, then you must learn patience. *Vitam impendere vero. To stake one’s life for the truth.* That is what we must do.”

Key Paragraph, p. 82

“The Medium lost the delighted smile she had worn till then.

“Oh, *why* must you make me look at unpleasant things when there are so many delightful ones to see?”

Again Mrs Which’s voice reverberated through the cave. “Therre willl nno llonggerr bee sso manyy pplleasantt thinggss tto llookk at iff rressponsibile ppeople ddo nnott ddo ssomethingg abboutt thee unnpleassantt oness.”

EXTEND

Write a short product based on today’s prompt to connect to the unit theme.

Day 1: Respond to the writing prompt. Write a minimum of two paragraphs (200 words). Use argumentative writing style, provide evidence from the text, and use as many details as possible.

- What role does Meg’s view of herself have on her feelings? In other words, how does her self-esteem impact her mood? What implications does this make about self-image and emotion?

Day 2: Respond to the writing prompt. Write a minimum of two paragraphs (200 words). Use argumentative writing style, provide evidence from the text, and use as many details as possible.

- The school principal states that Meg makes things harder on herself by having an attitude. Do you agree with this statement? How could the interaction between Meg and her principal been more helpful?

Day 3: Respond to the writing prompt. Write a minimum of two paragraphs (200 words). Provide evidence from the text, and use as many details as possible.

-
- How does the following statement pertain to Meg and Calvin? “A person cannot know what another is experiencing just by looking at them.” Do you agree with this statement?

Day 4: Respond to the writing prompt. Write a minimum of two paragraphs (200 words). Provide evidence from the text, and use as many details as possible.

- A feeling of awe can be described as an intense state of wonder. Do Meg, Calvin, and Charles Wallace experience awe when they encounter life on Uriel? In what ways is this feeling present? What other emotions are experienced?

Day 5: Respond to the writing prompt. Write a minimum of two paragraphs (200 words). Provide evidence from the text, and use as many details as possible.

- Meg, Calvin, and Charles Wallace learn that there have always been people fighting ‘the powers of darkness.’ What traits would a person need to have to battle ‘the powers of darkness’ successfully? What additional figures can you think of that are part of the fight?

My App Design

Student name: _____

App name: _____



Independent Study, Week 1
A Wrinkle in Time

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My App Design: Home Screen

Student name: _____

App name: _____



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A Wrinkle in Time

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Character-Based Literacy Program Independent Study Lesson Plan, *A Wrinkle in Time*, Week 2



Resourcefulness Requires Initiative. Being resourceful means applying my knowledge and skills to solve problems creatively and independently. It requires that I keep trying even when solutions do not come easily.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Do stars have a lifespan?

Yes, stars have a lifespan. Our galaxy, The Milky Way, has more stars than could be counted beyond hundred-billion; and these stars vary in age, size, and mass. We see stars shining at night due to a nuclear reaction occurring deep in the star's core. This nuclear reaction is also what releases energy and pressure needed to prevent the star from collapsing. When a star has used all of its energy, it will collapse. The nuclear reaction in the core will expand outward, causing the star to take on the form of a "red giant." The mass of the star impacts its lifespan and what it will become after its collapse. A star the size of our sun will become a white dwarf star.

What is hypnosis?

Hypnosis, also referred to as hypnotherapy, is a trance-like state in which a person is aroused, attentive, and has focal concentration with diminished peripheral awareness. Hypnosis is usually done with the help of a therapist or doctor with the goal of changing a behavior or achieving relief from medical symptoms and conditions. When you're under hypnosis, you usually feel calm and relaxed, and are more open to suggestions without losing control over your behavior.

What are atoms?

Atoms are the building blocks of matter. Matter is anything that has mass (weight) and takes up space (volume). Atoms have a nucleus, which contains positively charged protons and neutrally charged neutrons. Surrounding the nucleus of an atom are small, negatively charged electrons that orbit around the nucleus. Everything around us is made of atoms, but they are so small that millions could fit on the point of a pencil.

Independent Study, Week 2
A Wrinkle in Time

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What is rhythm?

Rhythm is a regularly repeated pattern of sound or movement. A heart commonly beats in a steady rhythm, as do the lungs when they breathe. The sound of an analogue clock ticking the seconds is an example of a rhythmic sound.

What is Absolute Zero?

The most commonly used temperature scale in the United States is the Fahrenheit scale, abbreviated F. In this scale, water freezes at 32°F and boils at 212°F. Another common temperature scale is the Celsius (or Centigrade) scale. In this scale, water freezes at 0°C and boils at 100°C. Absolute zero is the lowest possible temperature where nothing could be colder and no heat energy remains in a substance; making it the lowest temperature that could ever be. Absolute zero is so low that scientists have not reached it, but they have come close. Scientists have plotted their efforts on graphs and estimate that absolute zero would be reached at approximately -273°C or -460°F.

Word Wall Here are twenty-five vocabulary words to define and add to the Word Wall.

overcome (88)	anticlimax (89)	contented (89)	propitious (96)	aberration (101)
bravado (112)	recourse (116)	gallivanting (118)	tenacity (122)	belligerent (126)
primitive (121)	hysterical (127)	misconception (132)	sadist (135)	deviate (137)
placidly (139)	menacing (143)	brusquely (144)	intoning (153)	triumphantly (155)
brittle (158)	atrophied (158)	omnipotent (165)	fallible (166)	revulsion (168)

Review Review the timeline from the beginning every day.

Start at the beginning and review the story so far

- Mention the setting and main character
- Point to each timeline item as you quickly review it.

Read Read the selection.

Read pages 87–168 in the book, *A Wrinkle in Time*.

RESPOND

Timeline List the 15-20 most important events on the timeline.

A Wrinkle in Time, Week 2 Timeline

Instructions: Think about what you read today and begin your timeline

- First, *get the facts*: who, what, when, where, why
- Then, decide on the most important events.
- Write one sentence per event.

Page	Who	What, Where

Map Add to ongoing class activities like a KWL chart or map: Mark key places in the barrio.

This week you will continue the map you started to identify key elements in the plot.

Chapter 6

Today, Day 6, you will edit and add new details into the ***Rising Action*** box.

Chapter 7

Today, Day 7, you will edit and add new details into the ***Rising Action*** box.

Chapter 8

Today, Day 8, you will edit and add new details into the ***Rising Action*** box.

Chapter 9

Today, Day 9, you will edit and add new details into the ***Climax*** box.

Chapter 10

Today, Day 10, you will edit and add new details into the ***Falling Action*** box.

EXPLORE

Activity Explore the reading more deeply with a visual or oral language activity.

This week you will continue to develop and design your app.

Day 6

Define

On the back of the ***My App Design: Home Screen*** worksheet, write 1–2 paragraphs describing why you chose the colors and images you used. How do you think other people would react to the home screen? Save the paper when you are done.

Day 7

Prototype

Today, get in small groups and discuss the work you have done so far with your peers. Ask peers for feedback and their reaction to your icon button and home screen. Notice your reactions to their prototypes. Recognize what works and did not work for your app design.

Day 8

Ideate: List features

Today you are going to make a list of features for your app. What options does the app provide to people? For example, how can people store and retrieve their positive memories? How can people access ways to increase their self-esteem? What tools would help a person build confidence?

Day 9

Ideate: Write reviews

Today you will write reviews for your app. Imagine how a person would feel after using the app, what changes might they see in their life? Write at least three positive reviews that describe when the person used the app, what the benefit was, and why they would recommend it. How have they seen their self-esteem increase?

Day 10

Prototype

Today, get in small groups and discuss what you have changed about your app design. Share the features and your goals for the app. Ask peers for feedback and their reactions. Notice your reactions to their prototype. Recognize what works and did not work for your app design. Are there more changes you want to make?

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.

Chapter 6 - "The Happy Medium" (pp. 87–108)

1. How can Meg's anger be beneficial to her?
2. Why do you think Mrs Whatsit, Mrs Which, and Mrs Who were unable to stay with the children?
3. What is the significance of Meg's gift? Do you agree that our faults can be gifts? Why or why not?
4. How does the word *conformity* relate to Camazotz?

Chapter 7 - "The Man With Red Eyes" (pp. 109 – 126)

1. Calvin expresses his thoughts through quotes, similar to the manners of Mrs Who. He says, "There is nothing to fear except fear itself" (p. 113). Do you agree with this idea? Why do you think he chose this quote?
2. Charles Wallace says that they can't make decisions based on fear. Do you agree? Explain.
3. When the man with red eyes tries to take over the children's minds, whom does Meg scream for and why?
4. Did Charles Wallace make a wise choice when he made an agreement with the man with red eyes? Why or why not?

Chapter 8 - "The Transparent Column" (pp. 127–137)

1. How did Meg react to Charles Wallace behaving differently? What are your thoughts on how she handled the situation?
2. Do you agree with the idea that differences create problems? Why or why now?

Independent Study, Week 2

A Wrinkle in Time

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3. What are your thoughts on how Camazotz is kept in order? Do you agree or disagree with the practices? Provide reasons.

Chapter 9 - "IT" (pp. 138–156)

1. How is it that Mr. Murry felt further away to Meg when he was in front of her than he did when she was at home?
2. What is the significance of Meg's recital of the Declaration of Independence when meeting IT?
3. Do you believe, as Meg does, that Mr. Murry will save them all and return them back home? Why or why not?

Chapter 10 - "Absolute Zero" (pp. 157–168)

1. Is Meg justified in her anger towards her father? Why do you think she felt this way?
2. Was Mr. Murry's choice to not rescue Charles Wallace a wise course of action? Give reasons. Did you agree with his actions? Why?
3. Meg, Calvin, and Mr. Murry each responded differently to the beasts arrival. Why do you think they did not all react with fear?

Analyze the key paragraph.

Key Paragraph, p. 92

"The tears she could never learn to control swam to her eyes as she watched. Mrs. Murry looked up from her letter, almost as though she were looking toward the children, and then her head drooped and she put it down on the paper, and sat there, huddled up, letting herself relax into an unhappiness that she never allowed her children to see."

Key Paragraph, p. 116

"For you, as well as for the rest of all the happy, useful people on this planet, *I*, in my own strength, am willing to assume all the pain, all the responsibility, all the burdens of thought and decisions."

"We will make our own decisions, thank you." Charles Wallace said.

"But of *course*. And our decisions will be one, yours and mine. Don't you see how much better, how much *easier* for you that it?"

Key Paragraph, p. 136

"Nobody suffers here," Charles intoned. "Nobody is ever unhappy."

"But nobody's ever happy here, either," Meg said earnestly. "Maybe if you aren't unhappy sometimes, you don't know how to be happy."

Key Paragraph, p. 154

"But that's exactly what we have on Camazotz. Complete equality. Everybody exactly alike."

For a moment her brain reeled with confusion. Then came a moment of blazing truth. “No!” she cried triumphantly. “*Like* and *equal* are not the same thing at all!”

“Good girl, Meg!” her father shouted at her.

But Charles Wallace continued as though there had been no interruption. “In Camazotz all are equal. In Camazotz everybody is the same as everybody else,” but he gave her no argument, provided no answer, and she held on to her moment of revelation.

Like and equal are two entirely different things.

Key paragraph, p. 161

“Meg could hear her father sigh. “Then it was my turn. I went. And here I am. A wiser and a humble man. I’m sure I haven’t been gone two years. Now that you’ve come I have some hope that I may be able to return in time. One thing I have to tell the others is that we know nothing.”

Calvin: “What do you mean, sir?”

Her father: “Just what I say. We’re children playing with dynamite. In our mad rush we’ve plunged into this before—”

1. How can Mr. Murry and his fellow scientists know so much and yet nothing at all?
2. How does the term *paradoxical* relate to Mr. Murry’s statement?

EXTEND

Write a short product based on today’s prompt to connect to the unit theme.

Day 6: Respond to the writing prompt. Write a minimum of two paragraphs (200 words). Provide evidence from the text, and use as many details as possible.

- How does the word *conformity* relate to the town of Camazotz? What are examples of conformity and examples of non-conformity? What are the pros and cons of conformity?

Day 7: Respond to the writing prompt. Write a minimum of two paragraphs (200 words). Provide evidence from the text, and use as many details as possible.

- What does it mean to have free-will? Do the people of Camazotz have free-will? What would be different for them if they could make their own choices?

Day 8: Respond to the writing prompt. Write a minimum of two paragraphs (200 words). Provide evidence from the text, and use as many details as possible.

- Meg and Calvin defend the importance of being their unique selves rather than being like everyone else. In what ways are differences and diversity important?

Day 9: Respond to the writing prompt. Write a minimum of two paragraphs (200 words). Provide evidence from the text, and use as many details as possible.

- Describe how Meg using Mrs Who's spectacles can be seen as a metaphor for looking at something with a new perspective. In what ways can a new perspective be beneficial?

Day 10: Respond to the writing prompt. Write a minimum of two paragraphs (200 words). Provide evidence from the text, and use as many details as possible.

- Meg had expected her father to save them from everything, but he was unable to do it all on his own. What implications does this have on the importance of asking for help? How can assistance and guidance from others help people achieve their goals?

Character-Based Literacy Program Independent Study Lesson Plan, *A Wrinkle in Time*, Week 3



Resourcefulness Requires Initiative. Being resourceful means applying my knowledge and skills to solve problems creatively and independently. It requires that I keep trying even when solutions do not come easily.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

What does it mean for a material to be opaque, translucent, or transparent?

Objects vary in how they transmit, absorb, or reflect light. Objects that are opaque block light from traveling through them, meaning the light is either reflected or absorbed and converted to thermal energy. We cannot see through opaque materials. Most of the objects around us are opaque, some examples are wood, stone, and metals. Objects that are translucent allow some light to travel through them. Since only some light passes through, we can see partially through these objects. However, we typically do not see clearly through them and the visual appears to be unclear and foggy. Examples of translucent objects are frosted glass, some plastics, jelly, and wax paper. Objects that are transparent permit light to pass through them fully, allowing us to see through them. Examples of transparent objects are glass and water.

What is a resolution?

A resolution is a formal decision a person has made with firm determination to achieve the goal. Some people make resolutions to change a behavior, or to travel, or to peruse a particular course of study. The resolution can be made to solve a problem, or to find a way to change a situation.

Word Wall Here are ten vocabulary words to define and add to the Word Wall.

trepidation (170)	relinquish (173)	oppressive (173)	despondency (181)	emanate (183)
confound (194)	appalling (198)	inexorable (198)	unadulterated (199)	exuberance (202)

Review Review the timeline from the beginning every day.

Start at the beginning and review the story so far

- Mention the setting and main character
- Point to each timeline item as you quickly review it.

Read Read the selection.

Read pages 169–203 in the book, *A Wrinkle in Time*.

RESPOND

Timeline List the 15-20 most important events on the timeline.

Use the timeline on the following page.

A Wrinkle in Time, Week 3 Timeline

Instructions: Think about what you read today and begin your timeline

- First, *get the facts*: who, what, when, where, why
- Then, decide on the most important events.
- Write one sentence per event.

Page	Who	What, Where

Map Add to ongoing class activities like a KWL chart or map: Mark key places in the barrio.

This week you will complete the map you started to identify key elements in the plot.

Chapter 11

Today, Day 11, you will edit and add new details into the ***Falling Action*** box.

Chapter 12

Today, Day 12, you will edit and add new details into the ***Resolution*** box.

EXPLORE

Activity Explore the reading more deeply with a visual or oral language activity.

This week you will continue to develop and design your app.

Day 11

Make edits

There is no such thing as a perfect product, there are always improvements and edits that can be made. Using what you gathered in the prototype stages, think of at least two additional features you think would increase the benefits of your app. Write 1-2 paragraphs explaining why you want to add these features and how they benefit self-esteem.

Day 12

Test your product

Today you will share your finished product in a short symposium. Share why you chose the app design and how you think people would benefit from using it. The worksheets can be put on the wall so other students can look and compare. There is no wrong answer, the things that make us happy and build our self-esteem can look different for each person. When you look at your peer's work, appreciate the variety!

After the symposium, reflect on the process of designing the app. How did it make you feel? Are there any things you will take from this activity and apply to your own life?

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.

Chapter 11 - "Aunt Beast" (pp. 169 – 184) How can Meg's anger be beneficial to her?

1. Why do you think it was hard for Meg and Aunt Beast to understand each other's worlds?
2. How do Meg's attitudes towards the beasts change throughout this chapter? How did she come to trust something that she did not understand?

3. Has Meg been more successful when she rushes into action, or when she takes her time to discuss with others?

Chapter 12 - “The Foolish and The Weak” (pp. 185 – 203)

1. Why do you think this chapter was titled “The Foolish and the Weak?”
2. Why does Meg have to be the one to rescue Charles Wallace?
3. What are the gifts Meg receives from Mr. Whatsit, Mrs. Who and Mrs. Which for her journey back to Camazotz? What is the significance of them?

Analyze the key paragraph.

Key Paragraph, p. 173-174

“They say that it is night now on our planet, and that they cannot see. They have told us that our atmosphere is what they call opaque, so that the stars are not visible, and then they were surprised that we know stars, that we know their music and the movements of their dance far better than beings like you who spend hours studying them through what you call telescopes. We do not understand what this means, *to see*.”

Key Paragraph, p. 188

“All right, I’ll go!” Meg sobbed. “I know you want me to go!”

“We want nothing from you that you do without grace,” Mrs Whatsit said, “or that you do without understanding.”

Meg’s tears stopped as abruptly as they had started. “But I do understand.” She felt tired and unexpectedly peaceful. Now the coldness that, under Aunt Beast’s ministrations, had left her body had also left her mind. She looked toward her father and her confused anger was gone and she felt only love and pride. She smiled at him, asking forgiveness, and then pressed up against Aunt Beast. This time Aunt Beast’s arm went around her.”

EXTEND

Write a short product based on today’s prompt to connect to the unit theme.

Day 11: Respond to the writing prompt. Write a minimum of two paragraphs (200 words). Provide evidence from the text, and use as many details as possible.

- Meg was frightened of the beasts because she did not understand them. How does their interactions exemplify the concept of getting to know a person before judging them?

Final Writing Product

Your final writing product will be an argumentative essay in response to the following question:

Independent Study, Week 3
A Wrinkle in Time

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Does everyone have the potential to be a hero? Why or why not?

Your essay should include at least 500 words.

The essay should be concise – avoid repetition and redundancy in statements. Use the following checklist to evaluate your work:

- The essay begins with a clear argument.
- The essay provides examples to clarify on the reasoning.
- The essay includes good transition sentences and phrases.
- The essay thoughtfully presents counterarguments.
- There is a topic sentence in each paragraph.
- There is a logical progression from one paragraph to the next.
- The essay ends with a strong conclusion.

Create a timeline to organize your writing schedule.

- Add dates in the right-side column.
- Add lines to the schedule, as needed.

What	When
Create a thesis statement.	
Collect and organize ideas and facts.	
Complete an introduction paragraph.	
Complete the body paragraphs.	
Complete the conclusion paragraph.	
Read through and refine.	
Submit first draft.	
Revise based on feedback.	
Submit final draft.	