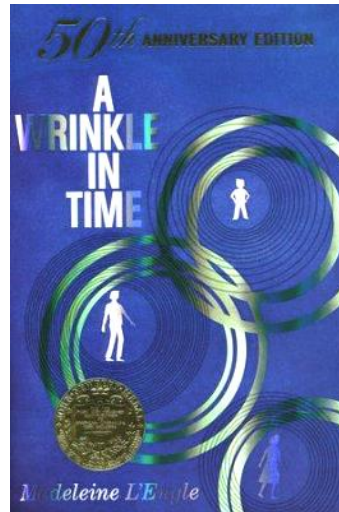


A Wrinkle in Time

Writing Prompts



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 Writing Prompts

A Wrinkle in Time, Day 1



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."

EXTEND

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

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?

Character-Based Literacy Program Writing Prompts

A Wrinkle in Time, Day 2



Analyze the key paragraph.

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 again, of course. Faith is the sister of justice. Trust in us! Now, shoo!”

EXTEND

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

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?

Character-Based Literacy Program Writing Prompts

A Wrinkle in Time, Day 3



Analyze the key paragraph.

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.”

EXTEND

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

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?

Character-Based Literacy Program Writing Prompts

A Wrinkle in Time, Day 4



Analyze the key paragraph.

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.”

EXTEND

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

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?

Character-Based Literacy Program Writing Prompts

A Wrinkle in Time, Day 5



Analyze the key paragraph.

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 aboutt thee unnpplleasantt oness.”

EXTEND

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

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?

Character-Based Literacy Program Writing Prompts

A Wrinkle in Time, Day 6



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.”

EXTEND

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

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?

Character-Based Literacy Program Writing Prompts

A Wrinkle in Time, Day 7



Analyze the key paragraph.

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?”

EXTEND

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

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?

Character-Based Literacy Program Writing Prompts

A Wrinkle in Time, Day 8



Analyze the key paragraph.

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.”

EXTEND

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

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?

Character-Based Literacy Program Writing Prompts

A Wrinkle in Time, Day 9



Analyze the key paragraph.

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.

EXTEND

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

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?

Character-Based Literacy Program Writing Prompts

A Wrinkle in Time, Day 10



Analyze the key paragraph.

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.

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 Writing Prompts

A Wrinkle in Time, Day 11



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*.”

EXTEND

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

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?

Character-Based Literacy Program Writing Prompts

A Wrinkle in Time, Day 12



Analyze the key paragraph.

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.

Final Writing Product

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

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.	