



A WRINKLE IN TIME

Based on the book by Madeleine L'Engle
Adapted by James Sie

Classroom Guide Grades 9 - 12

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How to Use This Guide

This classroom guide for *A Wrinkle in Time* is designed for Texas students in Grades 9, 10, 11 and 12. It offers activities to help you integrate a performance of *A Wrinkle in Time* into English language arts (ELA), mathematics, science, social studies, music, art, and theatre curricula.

All activities in this guide are linked to Texas Essential Knowledge and Skills (TEKS) content standards.

For students outside Texas, this guide's ELA and math activities also are linked to Common Core standards. At the back of this guide, you will find a list of the guide activities and their related Texas and Common Core standards.

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1: Discussion Questions

Before the Performance

A Wrinkle in Time is a stage play. What is a stage play?

- How is a play similar to a TV show or movie?
- How is it different?

Who performs the parts (roles) in a play?

- What kinds of skills do you think performers need to have to perform in plays?
- Who else works on plays? (Remember: you may not see them on stage!)

The play is based on a story called *A Wrinkle in Time*.

- Have you read *A Wrinkle in Time* as a class or by yourself?
 - Based on what you read, what do you think may happen in the play?

During the Performance

When you watch a play, you are a member of the audience. What kinds of things should you do as an audience member? Examples:

- Pay attention
- Laugh when something funny happens
- Clap if you enjoy something

What kinds of things should you *not* do as an audience member? Examples:

- Talk to your neighbor
- Use a cell phone during the performance
- Yell at the actors (unless they ask you to!)

After the Performance

What did you think of the play?

- If you read *A Wrinkle in Time* beforehand, how was the play similar to the book?
- How was it different?

Describe the performers in the play.

- What did they do to make their characters special (different from the other characters)?
- How did they use their bodies to play their characters (using voice, movement, etc.)?
- Did you see anyone else who worked on the play besides the performers on stage?

Describe the characters' costumes.

- What did each character's costume tell you about that character?
- Did any of the performers change costumes?
 - If so, why do you think they needed to change costumes?

Describe the set of the play.

- Did it have a lot of locations?
- Did it look like a place you've been to before?
- How did different lighting change how the set looked for different scenes?

Did the play have music in it?

- If so, was it only in the background, or did it help tell the story?
- What instruments did you hear in the music?

If you were going to direct *A Wrinkle in Time* how would your production be different than the play you saw by Magik?

2: Magik Must-Reads

For each of our main stage productions at The Magik Theatre, we choose a theme related to the show. Then we create a list of Magik Must-Reads on that theme.

The reading theme for *A Wrinkle in Time* is Good vs. Evil.

The Magik Must-Reads (Grades 9 - 10) are: The Magik Must-Reads (Grades 11 - 12) are:

The Outsiders by S.E. Hinton

Beowulf

Night by Elie Weisel

Between Shades of Grey by Ruta Sepetys

The Fellowship of the Ring
by J.R.R. Tolkien

Never Never by Brianna R. Shrum

Dark Metropolis by Jaclyn Dolamore

East of Eden by John Steinbeck

Read them as a class or let students choose two or more to read. Then use these questions for discussion or book reports:

Theme

How did the theme of Good vs. Evil show in each book? Explain.

Setting

Describe the settings of each book.

- What details can you remember?
- Were the settings similar to a place you know or a place you've visited?

How were the settings similar to each other? How were they different?

How were the settings related to the theme of Good vs. Evil? Explain.

Characters

Who were the main characters of each book?

Did any characters show up in more than one book?

Were the characters of one book similar another book's characters in any other ways?

Plot

What did the main characters of the books want most?

Did anyone or anything stand between the main characters and their goals?

Did the main characters get what they wanted? How?

How were the plots of the books similar? How were they different?

3: A Novel Idea

A Wrinkle in Time is a fantasy novel about family. Each main character goes on a fantastic journey over the course of several chapters, gaining more and more development with each chapter. Use the worksheet below to make an outline for your very own multi-chapter fantasy story. After sharing your outline with the class and your teacher, utilize that information to write your very first chapter.

CHARACTERS

Main character:

Age:

Male or female?:

Physical description:

Personality:

Character #2:

Age:

Male or female?:

Physical description:

Personality:

Other characters:

SETTING

Where:

When:

PLOT

How does your story begin?

How does your main character meet the guest?

What is the main conflict between your main character and the friend?

What is the climax of your story?

How does your story resolve? (What happens after the climax?)

4: Word Problems

- 1) Camazotz has a large rectangular ground plan. If it is 60,000 ft by 83,000 ft, what is the area of the civilization?

- 2) If the Wrinkle in time Meg is transporting in is 500 ft by 10,000 ft, will it be small enough to teleport her into Camazotz if Camazotz has the same dimension as in problem 1? Or will it be too large and swallow up the land?

- 3) If Ixchel has a civilization that is 4x the size of Meg's Wrinkle from the previous two problems, is Ixchel larger than Camazotz?

- 4) In order to get back home, Meg needs to make sure her, her father, Charles, and Calvin can fit through the shrunken Wrinkle to get home. The Wrinkle is now 50ft by 100 ft. Meg and Charles are 10ft by 2 ft. Her father is 20 ft by 5 ft. and Calvin is 8 ft by 7 ft. If you add up all their areas, will they fit through the new smaller wrinkle's area?

- 5) There are 100 students in Calvin's grade at school. Of them, 10 like basketball, 15 like soccer, 25 like football, 30 like tennis, and the rest don't like sports. If Calvin were to stop some one in his grade to talk about sports, what is the probability that the person he would be talking to wouldn't like sports?

- 6) Using the information from number 5, what is the probability that after talking to three people, Calvin would have continued to not find anyone who liked sports?

5: Space Is The Place

In *A Wrinkle in Time* the main characters venture off to a different world. The planets in the story, Camazotz & Ixchel, are of course fictional. There are only 8 known planets in our solar system, but who knows what lies *beyond* our solar system. Endless amounts of planets like Camazotz and Ixchel COULD exist and we may never know about them. Today you will study and analyze the planets in our solar system. From there you will theorize what the fictional planets in *A Wrinkle in Time* may be like, comparing your interpretation of Camazotz and Ixchel to at least one planet in our solar system.

Discussion

- 1) How many planets are in our Solar System?
- 2) List and describe each planet's atmosphere, size, and notable traits.
- 3) What do we know about the planets in *A Wrinkle in Time*?
- 4) How are they described? Do you think they could possibly exist?
- 5) What planet in our solar system are the planets in *A Wrinkle in Time* most like?

Comparison

Using a *compare and contrast bubble chart*, as a class compare the following attributes of both the fantasy planets and real planets -

- Atmosphere
- Physical appearance
- Occupants (if any)
- Size
- Gases
- Crust

Extension Activity

Take time to create your own Fantasy Planet, like in *A Wrinkle in Time*. Create an illustration of your planet and list some basic facts about it, in addition to the traits from the comparison chart.

6: The Space Race

Humans have been interested in spaces for centuries, but it's only recently that we've traveled there. We have always speculated about it and studied it, with many making history while doing so, but the first person to go to space went in 1961! As a class, research the space race. Then, in small groups, research key figures in the race. Once you've had some time to get your information together, present your figures to the class for a greater understanding of the time period!

Directions

- 1) As a small group, using books from the library or information on the internet, research several key figures who contributed to the space race. You can look for astronauts, astronomers, astrophysicists, physicists, computer scientists, mathematicians, writers, philosophers, artists, etc.
- 2) After gather interesting facts about the person of your choice, create a short presentation about them and report back to the class.



Follow-Up Questions

- 1) When was the space race?
- 2) Who won?
- 3) What else was happening in the world at the time of the space race?
- 4) Out of all the key figures presented, who caught your interest? What was it that they did?
- 5) What were some of the professions of the chosen figures? Were they all American or did you have figures from around the world?
- 6) Did any of your classmates choose figures that worked with each other? If so, who? When?

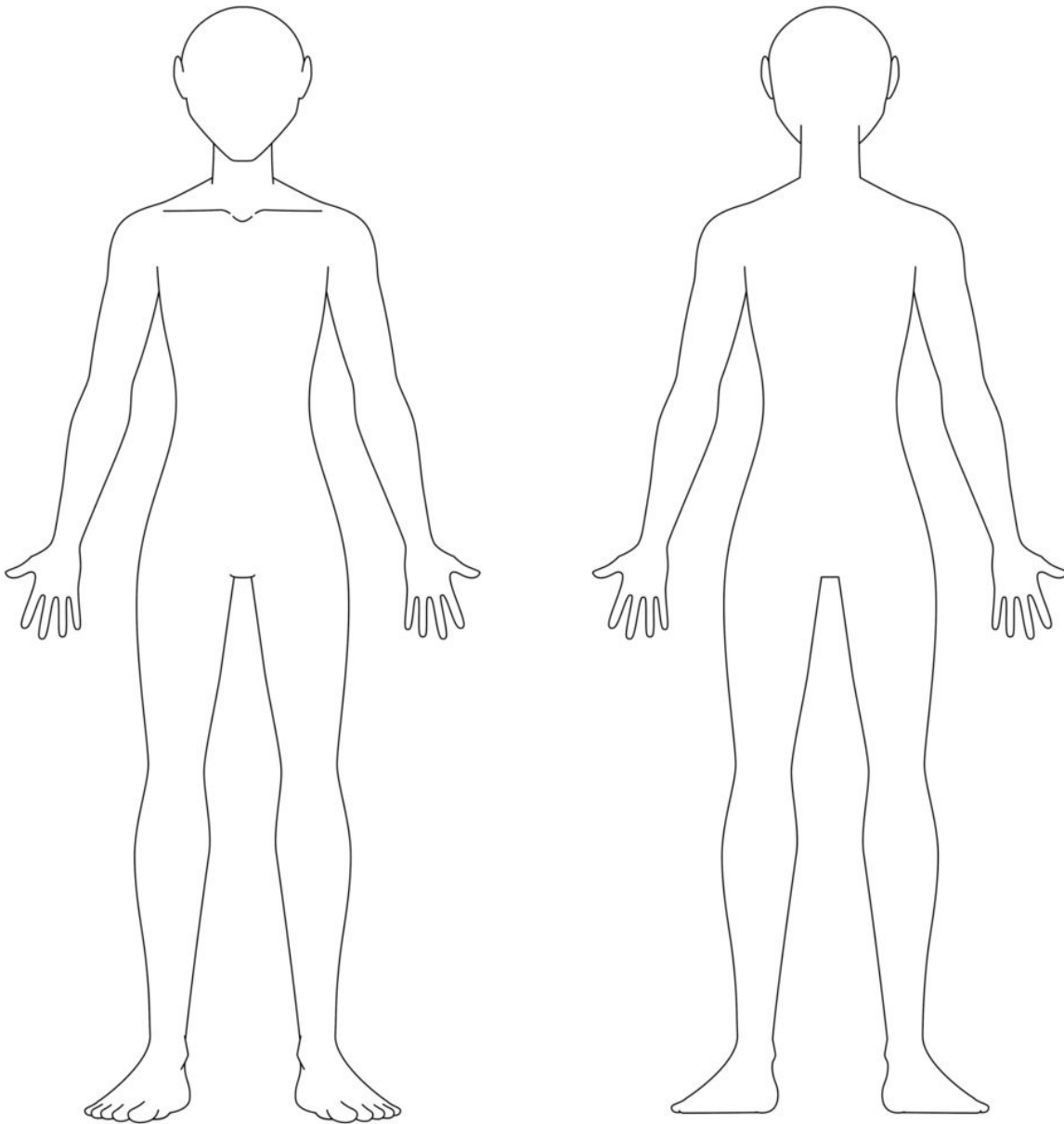
7: Costume Design

Developing the world of *A Wrinkle in Time* can take a whole lot of imagination. The world of the play can be interpreted in numerous ways, especially when considering how there are several different worlds in the play. When developing a play, one great place to start is with costume design. Costumes shape and depict characters before we even hear them speak or get to know them.

Today, you will design costumes for:

- 2 inhabitants of Camazotz
- 2 inhabitants of Ixchel
- 2 of the main child characters

Use color, texture, and ingenuity to help shape your costume design of each character.



8: Mystical Sounds

In the play *A Wrinkle In Time* there are many technical elements. The script notes mood and tone, but this is aided in performance by lights, costumes, and perhaps most importantly sound. Sounds and music in a play helps the show in many ways, from letting the audience know what mood the characters are in to what the tone of the scene is. Today, you are going to analyze the sounds throughout *A Wrinkle In Time*, what mood they depict, and how this mood could otherwise be achieved.

Questions

- 1) What sounds are heard throughout the play?
- 2) What words would you use to describe these sounds?
- 3) How did the sounds make you feel as an audience member?
- 4) Was there any music heard throughout the show?
- 5) Did any of the sounds tell you anything about a character? A setting? A scene?
- 6) Were there any special sound effects? Did they indicate that something was happening?
- 7) Without these sounds, how do you think the play would feel?
- 8) How do you think those involved with the show achieved the sounds?
- 9) What are some alternative ways to create the same feeling of the show using sound?
- 10) Create 2 playlists - one for the show as a whole and one for a specific character. Explain why each song was chosen.

Extension

Successfully designing music and sound in a theatrical play can be done in many ways. There are even people who specialize in creating sound specifically for the theatre. There are many tools that these people use. Like the following:

- Sound Board
- Audio Clips
- CD's
- Instruments
- Microphones
- Backstage hand tools
- Actors' voices

- 1) Which of these tools do you think Magik's *A Wrinkle in Time* in time utilized?
- 2) Which tools would you use if you directed a production of *A Wrinkle in Time*?

APPENDIX
ACTIVITY CONTENT STANDARDS

TEXAS
Grade 9

<u>Activity</u>	<u>Standard(s)</u>
1	Fine Arts 117.315.c.5
2	ELA 110.31.b.2
3	ELA 110.31.b.13
4	Math 111.41.c.13
5	Science 112.33
6	Soc Studies 113.15.b.15.C;
7	Fine Arts 117.302.c.1-2,
8	Fine Arts 117.310.c.1, 5, 6

Grade 10

<u>Activity</u>	<u>Standard(s)</u>
1	Fine Arts 117.316.c.5
2	ELA 110.32.b.2
3	ELA 110.32.b.13
4	Math 111.41.c.13
5	Science 112.33
6	Soc Studies 113.15.b.15.C;
7	Fine Arts 117.303.c.1-2
8	Fine Arts 117.311.c.1, 5, 6

Grade 11

<u>Activity</u>	<u>Standard(s)</u>
1	Fine Arts 117.317.c.5
2	ELA 110.33.b.2
3	ELA 110.33.b.13
4	Math 111.41.c.13
5	Science 112.33
6	Soc Studies 113.15.b.15.C;
7	Fine Arts 117.304.c.1-2
8	Fine Arts 117.312.c.1, 5, 6

Grade 12

<u>Activity</u>	<u>Standard(s)</u>
1	Fine Arts 117.318.c.5
2	ELA 110.34.b.2
3	ELA 110.34.b.13
4	Math 111.41.c.13
5	Science 112.33
6	Soc Studies 113.16.b.18.A;
7	Fine Arts 117.305.c.1-2
8	Fine Arts 117.313.c.1, 5, 6

COMMON CORE
Grade 9 & 10

<u>Activity</u>	<u>Standard(s)</u>
2	ELA 9&10.L.KI&D.2
3	ELA 9&10.W.P&DW
5	Math S-CP, S-MD

Grade 11 & 12

<u>Activity</u>	<u>Standard(s)</u>
2	ELA 11&12.L.KI&D.2
3	ELA 11.W.P&DW
5	Math S-CP, S-MD