

TEACHER'S GUIDE FOR

A WRINKLE IN TIME

FOR
USE WITH
COMMON CORE
STATE
STANDARDS



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ABOUT THE BOOK

It was a dark and stormy night; Meg Murry, her small brother Charles Wallace, and her mother had come down to the kitchen for a midnight snack when they were upset by the arrival of a most disturbing stranger.

“Wild nights are my glory,” the unearthly stranger told them. “I just got caught in a down-draft and blown off course. Let me sit down for a moment, and then I’ll be on my way. Speaking of ways, by the way, there is such a thing as a tesseract.”

A tesseract (in case the reader doesn’t know) is a wrinkle in time. To tell more would rob the reader of the enjoyment of Miss L’Engle’s unusual book. *A Wrinkle in Time* is the story of the adventures in space and time of Meg, Charles Wallace, and Calvin O’Keefe (athlete, student, and one of the most popular boys in high school). They are in search of Meg’s father, a scientist who disappeared while engaged in secret work for the government on the tesseract problem. *A Wrinkle in Time* is the winner of the 1963 Newbery Medal.



ABOUT THE AUTHOR

MADELEINE L’ENGLE (1918-2007) was the Newbery Medal–winning author of more than sixty books, including much-loved *A Wrinkle in Time*. L’Engle grew up in New York City, Switzerland, South Carolina, and Massachusetts. Her father was a reporter and her mother had studied to be a pianist, and their house was always full of musicians and theater people. L’Engle graduated cum laude from Smith College, then returned to New York to work in the theater. While touring with a play, she wrote her first book, *The Small Rain*, originally published in 1945. She met her future husband, Hugh Franklin, when they both appeared in *The Cherry Orchard*. Upon becoming Mrs. Franklin, L’Engle gave up the stage in favor of the typewriter. In the years her three children were growing up, she wrote four more novels. Hugh Franklin temporarily retired from the theater, and the

family moved to western Connecticut, where for ten years they ran a general store. Her book *Meet the Austins*, an American Library Association Notable Children’s Book of 1960, was based on this experience. Her science-fantasy classic, *A Wrinkle in Time*, was awarded the 1963 Newbery Medal. Two companion novels, *A Wind in the Door* and *A Swiftly Tilting Planet* (a Newbery Honor book), complete what has come to be known as *The Time Trilogy*, a series that continues to grow in popularity with a new generation of readers. Her 1980 book *A Ring of Endless Light* won the Newbery Honor. L’Engle passed away in 2007 in Litchfield, Connecticut

This guide is intended to support your classroom instruction. The standards listed throughout are aligned with the Common Core State Standards for grade six, but the activities and questions can be applied to multiple grade levels. Please adapt the activities and questions to meet the needs of your students.

You know your students better than anyone else.



EXPLORING A WRINKLE IN TIME THROUGH DISCUSSION AND WRITING

The following questions may be utilized throughout the study of *A Wrinkle in Time* as targeted questions for class discussion and reflection; alternatively, they can be used as reflective writing prompts.

1. As the novel opens, we learn that Meg is struggling. She is concerned about both herself and the weather as she thinks, "It's the weather on top of everything else. On top of me. On top of Meg Murry doing everything wrong." Why does Meg seem so despondent? In what ways does Meg seem to see herself as a mess? Do you think how she feels is a natural reaction based on how other teens feel about themselves? Have you ever felt like Meg? If so, in what ways are her feelings similar to yours, and how do you cope?
2. Why does Meg get into a fight when Charles Wallace is called her "dumb baby brother" by a classmate? What does this indicate about her relationship with her siblings? In what ways does Meg's fight for Charles Wallace foreshadow events to come later in the story?
3. Meg scolds herself, and while she is afraid, she reminds herself that having the attic bedroom ". . . is a privilege, not a punishment." Do you have a "privilege" that you sometimes have to remind yourself is indeed that? If so, what is it, and why might you feel about it that way?
4. In what ways is Charles Wallace like Meg? How is he different? Why does he seem to know how to probe his mother's mind and Meg's "with frightening accuracy"?
5. What are the challenges the Murry family faces living in a community that doesn't understand or particularly trust them? Do you believe the people around them are justified in feeling the way they do about them? Why or why not?
6. How are Mrs. Whatsit, Mrs. Who, and Mrs. Which distinguished from one another? Is one of them your favorite? If so, who and why?
7. In what ways does Camazotz resemble Meg's neighborhood on Earth? What might make it appealing and a place people would choose? What is it about these similarities that are problematic?
8. Consider Mrs. Whatsit's thoughts of Charles Wallace and how Charles Wallace's family treats his gifts: "But at least you aren't trying to squash him down—You're letting him be himself." What is it about him that she finds so appealing? What does she imply about how other children are raised? In your opinion, what makes Charles Wallace so extraordinary? Do you know anyone like him?
9. When Meg asks her mother what she thinks of Calvin, her mother replies, "I'm delighted he's found his way here." What do you believe Mrs. Murry means by her statement? For Calvin, what does being welcomed into the Murry home really mean to him?
10. If you had the opportunity to time travel, would you? If you could choose the time, what time period would you travel to? The past? The future?
11. What is the Thing, and what is the relevance of the historical figures that have opposed it? Besides those named in the novel, what other historical figures would you expect to be similarly opposed and why?
12. Throughout the novel, L'Engle introduces a variety of creatures that do not communicate with words. What are the different ways in which the creatures do so? What message do you believe the author is trying to convey by adding this element to her story?
13. In your opinion, who is the most courageous character in *A Wrinkle in Time*? Explain your choice.
14. What is the significance of the lack of sight among the beast-like inhabitants of Ixchel? What does Meg learn from interacting with creatures that have no eyes? Beyond considering the beasts that cannot see are not limited in any other way, how does L'Engle make the case that "seeing" can be a very limiting thing for humans? Apply this to our daily lives. How can the ability to see hinder us from true awareness?
15. What is the significance of the gifts that Mrs. Whatsit gives the family? What is it about the gift she gives Meg that is particularly important?
16. Why do you believe Meg is initially angry with her father though she respects him and his work? How does this change the more Meg understands her father's choices and her role in the mission? Meg states, "It has to be me. It can't be anyone else." How does she come to accept or "choose" the task at hand? What does this possibly mean about Meg's understanding of what must be done to save Charles Wallace? Why must Meg go alone to Camazotz? How is her relationship with Charles Wallace important to her ability to free him?
17. Meg experiences various types of love throughout her adventure. How does her understanding of love develop over the course of the novel?



18. *A Wrinkle in Time* is often described as a novel about good versus evil. Do you agree? If so, who in the book represents good? Who represents evil? How else would you describe the novel?

CCSS.R.L. 6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.R.L. 6.1R.L. 6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

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CCSS.S.L. 6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

CCSS.S.L. 6.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

EXTENSION ACTIVITIES

1. Throughout *A Wrinkle in Time*, L'Engle questions the human tendency to misjudge and fear what we do not understand. Camazotz is an extreme example of a world that does not allow differences. What can happen when differences are accepted and valued? In societies that value independence, we often see creativity, inventions, great literature and art, and knowledge. At the beginning of the novel, Meg struggles to recognize her own unique gifts, especially those she once considered faults. Write a letter of support to Meg praising her for her choices and offering an example of someone you admire for his or her willingness to be different (this person may be someone with whom you have a personal connection or someone from history you admire). Be sure to include specific examples of why you are inspired by this individual, and share any similarities you see between this individual and Meg.

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CCSS.R.L.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

CCSS.W.6.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3)

2. Readers see tremendous growth in Meg's character from the events that transpire in *A Wrinkle in Time*. In a journal entry, write about a single experience that made you stronger and wiser in some way. Perhaps you struggled through a difficult task or helped a friend with a problem. What did this teach you? Be sure to offer specific details about the experience.

CCSS. W.6.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

(Grade-specific expectations for writing types are defined in standards 1-3)

3. While *A Wrinkle in Time* is a timeless story in many ways, several of its themes capture the historic events happening when the novel was published. Using library resources and the Internet, research space exploration in the early 1960s and learn more about the competition between the United States and the Soviet Union to explore the solar system. Begin by examining the following:

- What were the biggest accomplishments for the US and the Soviet Union?
- What were the biggest failures during that time period?
- In what ways was the competition between these two governments symbolic of the political and philosophical differences in leadership?
- Why was NASA formed?

Over the past fifty years, and since the publication of *A Wrinkle in Time*, space exploration has remained a national priority, but due to other needs, funding for the program has waned, and some believe it is no longer a necessary or justifiable expense. Taking what you have already learned, continue your research to study how the space program is now funded as well as what its current goals and objectives are. Examine your collected data to determine whether you believe support of the program is still warranted, and write a persuasive paper that shares your position. Alternatively, prepare a speech designed to convince others of your view and present it to your classmates.

CCSS.R.L. 6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.R.L. 6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

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4. Many see *A Wrinkle in Time* as a book about the battle between good and evil and the ultimate triumph of love. Every character can be clearly identified with either good or evil. Create a chart which details and divides the novel's characters into these two groups. What do you believe is the greatest benefit of examining good versus evil? How does good ultimately triumph in the novel? Considering the power of goodness, what examples do you see in the world around you?



Make a list of good works, such as food and clothing drives, in which people in your school and community are involved. Then share your list with a partner and discuss other ways that people can promote goodness in your school, community, and the world.

CCSS.W.6.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3)

5. Author Madeleine L'Engle's best-known catchphrase was "Tesser Well." This was a nod to the time-travel adventures taken by her most beloved characters from *A Wrinkle in Time*.

In the novel, when Meg, Calvin, and Charles Wallace ask how they can go on a mission through time and space, Mrs. Whatsit says, "Now we will tesser." The children learn that "tessering" is a shortcut through time and space that allows them to travel quickly to other planets. Although the journey the children take is fantasy, some of L'Engle's story is based on real science, and many scientific concepts are introduced. Working with a partner, investigate the following:

- What is a dimension?
- How many dimensions are there? What is a tesser?
- List the most famous scientists who have contributed to theories of dimensions and time travel.

Select either a specific time-travel theory or the work of the scientist who introduced it and further explore his or her work in this area. Share your findings in a digital-presentation tool of your choice.

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INDEPENDENT, MINDS-ON STEM ACTIVITIES

1. The world of Camazotz is fictitious, but there is a serious effort by scientists, engineers, and entrepreneurs to make off-Earth human settlement a reality. Research the latest developments in space settlement using resources such as the National Space Society (www.nss.org), the National Space Institute (<http://www.space-settlement-institute.org>), or Free Space Settlement (<http://space.alglobus.net>), and answer the following questions:

- What do you think are the three most challenging problems to solve for human space settlement and why?
- Imagine that you are the Director of Personnel for the first human space settlement. Your job is to select six individuals to be the first settlers of a colony on Mars. What roles would you look to fill first? (For example: engineer, biologist, medical personnel, etc.)

CCSS.RST.6-8.9 Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic

2. One of the themes explored in *A Wrinkle in Time* is the merits and limitations of science. Research the nature of science using a site such as Understanding Science (undsci.berkeley.edu/), and use what you learn to have a discussion about the following questions with a group of your peers:

- What are the limitations of science? Are there questions that science cannot answer?
- What are some of the ways science has benefitted humankind?
- In what ways does scientific thinking help Meg overcome challenges in the novel?

CCSS.RST.6-8.9 Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic

CCSS.SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

HANDS-ON ACTIVITIES

1. Many science-fiction stories have used the idea of entering a black hole as a way to travel through the universe and emerge in an alternate space or time. Use an investigation, such as this lesson developed for NASA: <https://nightsky.jpl.nasa.gov/docs/BHExploreGravity.pdf> to explore the relationship between mass, gravity, and black holes. After you become familiar with the investigation, use the script provided to present the activity to another student group or class.



2. As Meg, Calvin, and Charles Wallace tesser their way through the novel, they experience events under conditions similar to those on Earth. In reality, space scientists have carefully researched how the human brain reacts to the unique conditions of space. Use the Brain in Space Activity Guide developed by NASA, or the neuroscience brain lessons developed by faculty at the University of Washington (<http://faculty.washington.edu/chudler/chtouch.html>) to learn more about how the brain works and how conditions in space could affect the brain and nervous system.

CCSS.RST.6-8.9 Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic
CCSS.SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
CCSS.SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

USING THE *A WRINKLE IN TIME* FILM TO TEACH VISUAL LITERACY

A common definition describes visual literacy as a staple of 21st century skills and proposes the idea that learners today must “demonstrate the ability to interpret, recognize, appreciate, and understand information presented through visible actions, objects, and symbols, natural or man-made.”

When the film adaptation of *A Wrinkle in Time* is being shown, the following questions can be used as an extension activity to the reading of *A Wrinkle in Time* or a stand-alone lesson for watching the movie. The following guided activity gives each student an opportunity to enrich their reading and viewing by helping them achieve a more thorough understanding of the text and film.

Discussion Questions for before Watching *A Wrinkle in Time*

1. What do you think your favorite part of the movie *A Wrinkle in Time* will be, and why?
2. How do you think the main characters (Meg Murry, Charles Wallace, Calvin O’Keefe, Mrs. Whatsit, Mrs. Who, and Mrs. Which) will look and act?
3. What do you think the main setting will look like?
4. What parts of the book do you think will be cut out of the movie?
5. What was your favorite scene in the novel? Will you be upset if this scene is different in the movie?
6. What parts of the novel will be difficult to portray in the movie? For example, how should the movie portray what a character is thinking?
7. Which do you think you will enjoy more: the book or the movie? Why?

Discussion Questions for after Watching *A Wrinkle in Time*

1. Did the main characters (Meg Murry, Charles Wallace, Calvin O’Keefe, Mrs. Whatsit, Mrs. Who, and Mrs. Which) look and act like you expected? Why or why not?
2. Which did you enjoy more: the book or the movie? Why?
3. Did the settings look like you expected? Why or why not?
4. Think about the scenes the movie changed so they were different from the book. What scenes do you wish hadn’t been changed? What scenes were better because of the change?
5. What are some other differences between the novel and the movie adaptation?
6. What parts of the book did the movie leave out? What scenes were added to the movie that weren’t in the book? Were these changes good or bad, and why?
7. What stayed the same in both the book and the movie?
8. Whose point of view do you agree with more: Madeleine L’Engle’s or Ava DuVernay’s (the movie’s director)?

CCSS.R.L. 6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.R.L. 6.1.R.L. 6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.



CCSS.R.L. 6.1R. L. 6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
 CCSS.S.L. 6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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 CCSS.S.L. 6.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

EXTENSION ACTIVITIES

- After reading *A Wrinkle in Time*, prepare for watching the film adaption by having students answer the following questions prior to screening the movie.
 - Books have the luxury of offering great detail. While those details may be perfect for the novel, can you think of any scenes from the book that might not be necessary to keep in the movie?
 - Based on what you love about the novel, what do you think your favorite part of the film will be?
 - Predict which you think you will enjoy more: the book or the film?

After screening the movie, have students use the chart below to compare and contrast the two forms of storytelling.

<i>A Wrinkle in Time</i> Novel	<i>A Wrinkle in Time</i> Movie
Setting:	Setting:
Characters & Description:	Characters & Description:
Plot:	Plot:
Conflict:	Conflict:
Resolution:	Resolution:



2. After watching the film, encourage students to think critically about the adaptation using the writing prompts below.

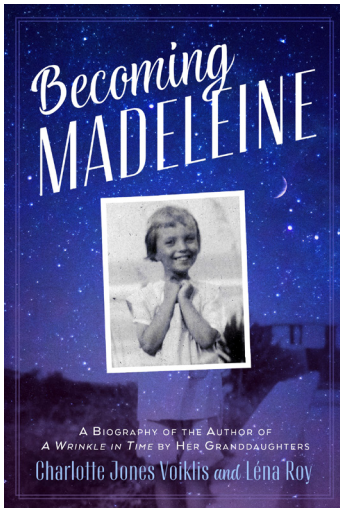
<p>I'm glad that the <i>A Wrinkle in Time</i> movie included this from the book . . .</p>	<p>The movie brought many aspects of the novel to life, including . . .</p>
<p>I didn't like that the movie was different from the book because . . .</p>	<p>I loved that the movie was different from the book because . . .</p>

CCSS.RH.6-8.7: "Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts."
CCRA.R.6: "Assess how point of view or purpose shapes the content and style of a text."



TEACHER'S GUIDE FOR *Becoming* MADELEINE

FOR
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Age 9–12 • 978-0-374-30764-6

ABOUT THE BOOK

This elegant and insightful biography of Madeleine L'Engle (1918–2007) was written by her granddaughters, Charlotte Jones Voiklis and Léna Roy. Using never-before-seen archival materials that include photographs, poems, letters, and journal entries from when Madeleine was a child until just after the publication of her classic, *A Wrinkle in Time*, her granddaughters weave together an in-depth and unique view of the famous writer. It is a story of overcoming obstacles, a lonely childhood, financial insecurity, and countless rejections of her writing and eventual triumph. *Becoming Madeleine* will speak not only to fans of the icon's work but also to anyone interested in writing.



AUTHOR BIO

CHARLOTTE JONES VOIKLIS has a PhD in comparative literature and manages Madeleine L'Engle's literary legacy. She lives in New York City.

LÉNA ROY works with young writers in Westchester and Connecticut as the Regional Manager for Writopia Lab. She is also the author of the young-adult novel *Edges*. She lives in New York.



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EXPLORING *BECOMING MADELEINE* THROUGH DISCUSSION AND WRITING

The following questions may be utilized throughout the reading of *Becoming Madeleine* as targeted questions for discussion and reflection; alternatively, they can be used as reflective writing prompts.

Becoming Madeleine is crafted from the poems, journals, letters, stories, and photos of Madeleine L'Engle's life, as well as the memories of her family. In what ways does this allow the biography to stand apart from others written before? In your opinion, does the inclusion of these source materials make you feel like you have better insight about Madeleine beyond her role as author?

1. *Becoming Madeleine* offers readers an opportunity to learn more about Madeleine's early years and, specifically, what kind of child she was. Using what you learned from the book, what three words would you use to describe her younger self? Are there any specific ways you believe she changed as she matured?
2. Was there anything about Madeleine's upbringing you found noteworthy or unusual? What role did her parents' interests and personal lives play in her development?
3. Though she could be social, Madeleine struggled with peer relationships periodically and spent a great deal of time in her own head, dreaming of stories. Are there any ways in which her experiences have mirrored your own? How might doing this help create a storyteller?
4. Based on what you know about L. M. Montgomery's books like *Anne of Green Gables*, what made Montgomery's writing favorites of Madeleine's? Can you think of examples of ways Madeleine was similar to some of Montgomery's most well-known characters?
5. When Madeleine was eleven, her parents dropped her off at boarding school with hardly a word of goodbye. Consider Madeleine's reaction; do you think yours would be similar or different and in what ways? What made this reality so challenging for her?
6. How were Madeleine's experiences at Ashley Hall different from those at her boarding school in France? Why do you think she worked harder to become involved at Ashley Hall?
7. Though it was a decision she ultimately regretted, what do you believe the "Eustace affair" situation teaches Madeleine?
8. Throughout the novel, readers learn that while trying to excel at her craft, Madeleine reaches out to published poets and authors. What can readers infer about her based on these actions?
9. In what ways does the loss of her father ultimately impact her relationship with her mother?
10. Why is Madeleine's mother unhappy about Madeleine's name change? Do you think dropping her maiden name was a good idea or not? Explain your position.
11. As a fan of Madeleine L'Engle's work, what was your favorite part of reading this biography?

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EXTENSION ACTIVITIES

1. Consider Madeleine's two different boarding school experiences. What makes them so different? Does it seem fitting that her first novel is set in a boarding school? Taking what you gleaned from reading *Becoming Madeleine*, write a short-response essay addressing the ways you believe her boarding school experiences had a profound effect on her for the rest of her life. Can you see any further ways this experience played a role in Madeleine L'Engle's other writing?



CCSS.RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.W.6.1 Write arguments to support claims with clear reasons and relevant evidence.

CCSS.W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

2. Madeleine L'Engle's life story can be seen as a story of navigating obstacles, demonstrating perseverance, and ultimately triumphing. With details you discovered from *Becoming Madeleine*, select a medium of choice and create an original piece of art you believe to be symbolic of Madeleine L'Engle's life and/or her work.

CCSS.SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

CCSS.SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information

3. Using her traumatic experience at the opera as a springboard of understanding, as Madeleine matures as a writer, her philosophy is that stories for children should not end in tragedy; rather, a young reader should be left with a feeling of elevation. Using what you know about her life's work, as well as your personal reading of any of her books, do you believe she does this successfully? Do you agree with her sentiment? Draft a position statement explaining your thoughts on protecting innocence in children by offering stories that end happily.

CCSS.RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.W.6.1 Write arguments to support claims with clear reasons and relevant evidence.

CCSS.W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

4. Readers learn that the McCarthy hearings of the 1950s terrified Madeleine and consumed her thoughts far more than the threat of war. Madeleine opposed McCarthyism due to the ideological fervor, and she saw it as dangerous as communism. Using library print and digital resources, research Senator Joseph McCarthy's hearings, being sure to discover:

- What was the Cold War?
- What was the focus of the hearings?
- What was McCarthy trying to discover?
- Who were the common targets of the investigation?
- What was the ultimate outcome of the hearings?

CCSS.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.

CCSS.W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

CCSS.W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

5. Throughout *Becoming Madeleine*, readers are offered a chance to discover a more realized Madeleine, thanks to the inclusion of journal entries, photographs, letters, and other archival material. Looking back at the biography, select an artifact and draft a journal entry that focuses on what you discovered from that particular piece that helped you better understand who Madeleine L'Engle was. Are there any ways in which her life's experiences are similar to your own?

CCSS.W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CCSS.W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

6. Consider all of Madeleine's pen names. What does the use of these pseudonyms afford her? In what ways is this indicative of her own sense of self as a writer? Look at the transition to her becoming "Madeleine L'Engle." Why is it important that she finally chooses to use her real name? In what ways does Madeleine embrace her true nature? Using what you learned from Madeleine's experiences, write a personal reflection about becoming you, being sure to offer the following:

- What was your early life like?
- What role has your family played in shaping who you are?
- Why do you believe it's important to remain true to yourself?
- Do you know yet who you want to become? What will you do to realize your goals?

CCSS.W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CCSS.W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

CCSS.W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

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