

Teacher's Guide

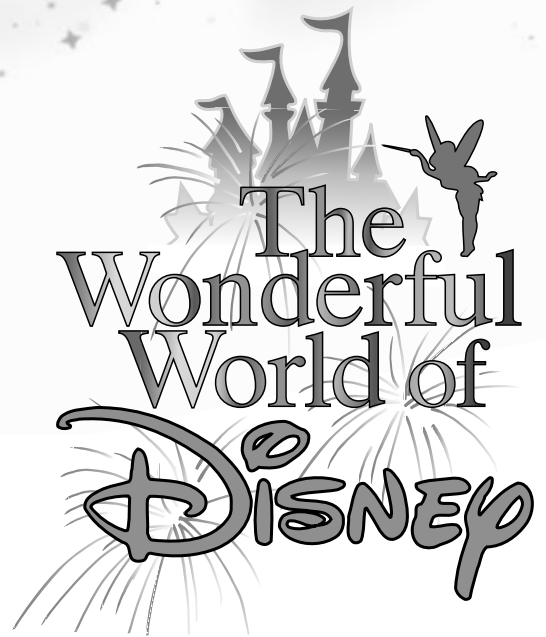
A WRINKLE IN TIME

Subject: Language Arts

Grade Level: 5–12

Product: 68G08VL00

Running Time: 128 Minutes



GENERAL SYNOPSIS

A *Wrinkle in Time* is based on Madeleine L'Engle's classic children's novel, a distinguished work of science fiction/fantasy that won L'Engle the 1963 Newbery Medal.

With her six-year-old brother Charles Wallace and her friend Calvin O'Keefe, teenager Meg Murry journeys through space and time to rescue her scientist dad from an evil force that holds him prisoner on Planet Camazotz. When the movie opens, Meg is an awkward but loving girl plagued by typical teenage insecurities and a not-so-typical worry: her beloved father and mentor has been missing for a year. Her mom—who's also a scientist—assures the four Murry children that their father will return, but Meg isn't so sure. One dark and stormy night, the Murrys receive an eerie visit from Mrs. Whatsit. Though she appears first as a crow and next as a genial bag lady, Mrs. Whatsit is actually a celestial being with telepathic powers. Mysteriously, Mrs. Whatsit informs Mrs.



Murry that "there is such a thing as a *tesseract*," or wrinkle in time. As the story continues, Meg, Charles, and Calvin travel via tesseract to three different planets on their quest to liberate Mr. Murry.

Chapter Synopses

The program can be watched straight through or viewed chapter by chapter.

VHS ONLY:

To find the beginning of each chapter, follow this procedure:

1. Rewind the program tape.
2. Set the counter on the VHS player to "0000."
3. Fast forward the tape to the appropriate counter number.

Disney Educational Productions

105 Terry Drive, Suite 120

Newtown, PA 18940

(800) 295-5010

www.Disney.go.com/Educational

Please note that each VHS machine is different and the counter numbers may vary.

Chapter 1: Mrs. Whatsit

As the movie opens, Meg muses about her father's disappearance and her own inability to fit in at school. She worries that she is almost as strange as her six-year-old brother Charles Wallace, a genius who won't speak in front of anyone but family members.

On the way home from school, some bullies tease Charles Wallace, and protective Meg gets into a brawl with them. Calvin O'Keefe arrives and chases the tormentors away.

That night there's a storm and Meg isn't sleepy. Downstairs in the kitchen, Meg finds Charles Wallace waiting for her. Charles can read Meg's mind, so he's already made her a sandwich and cocoa. Mrs. Murry soon joins them. As the three have a cozy chat, in flies the crow. The bird instantly morphs into Charles's mysterious friend Mrs. Whatsit. She tells Mrs. Murry that yes, there *is* such a thing as a tesseract.

Chapter 2: Calvin O'Keefe and Mrs. Who (counter # 784)

Mrs. Whatsit summons Charles, Meg, and Calvin to the family's stargazing rock, announcing that it is time to leave on their mission to find Mr. Murry. Meg, Charles, Calvin, and Mrs. Whatsit travel by tesseract to a beautiful planet called Uriel. There they meet Mrs. Whatsit's sweet, shy, bespectacled friend, Mrs. Who.

Chapter 3: Mrs. Which (counter # 1341)

Mrs. Who and Mrs. Whatsit show the children a menacing Darkness that blots out the stars and throbs with a mesmerizing, pounding beat. Mr. Murry, the ladies tell them, is imprisoned behind that Darkness. Suddenly a third, shimmering lady appears. It is Mrs. Which.

Chapter 4: The Happy Medium (counter # 1772)

Mrs. Whatsit and Mrs. Which introduce Meg and Calvin to the Happy Medium. This soothsayer is a jolly individual who wears a turban and sits before a crystal ball. The Happy Medium shows the children a



long-ago battle between the Darkness and a star, which died out as a result. After receiving advice and encouragement from the three ladies, the children tesser to Camazotz. Camazotz is a dark, stormy planet with no vegetation.

Chapter 5: On Camazotz (counter # 2265)

On Camazotz, children play games to a synchronized beat that pulses through the whole town. A boy who bounces his ball differently is whisked away by police officers in a big black car. When asked who's in charge, some Camazotz kids point the way to "Central Central Intelligence," the huge gray tower in the center of town.

The children enter the Central Central Intelligence building where Charles Wallace senses his father's presence.

Chapter 6: Daddy! (counter # 2610)

As the children roam the hallways of Central Central Intelligence, they can hear the screams of people being "adjusted." Calvin separates from Meg and Charles and is caught. The officers shackle him to an examining table, and drug him with his own dreams of super-stardom on the basketball court. Meg and Charles Wallace arrive just in time to snap him out of it.

Next, Charles Wallace locates Mr. Murry within a small chamber. Using Mrs. Who's spectacles, Meg is able to walk through the pillar wall and embrace her beloved dad.

Mr. Murry puts on the spectacles, he and Meg emerge from his cell, only to run into the man with red eyes!

Chapter 7: Charles Wallace and the Man with Red Eyes

(counter # 2965)

The man with red eyes explains that he is IT's mouth-piece. The man is thrilled to see Charles Wallace and tries to win this exceptionally brilliant child over to IT's side. The red-eyed man fascinates the boy by creating a giant version of Charles's beloved encyclopedia.

Meg knows that Charles Wallace isn't her brother anymore when his eyes, too, turn red. Mr. Murry and Calvin decide to use Mrs. Who's spectacles to tesser away. As soon as the Earthlings tumble onto another planet's snowy surface, upright, furry beasts lumber toward them.

Chapter 8: On Ixchel

(counter # 3343)

The furry beasts reassure the Earthlings that they are on Ixchel, "a planet for healing and for under-

standing." As one of the beasts cuddles poor Meg, nurturing her back to health, the girl furiously scolds her father for leaving Charles Wallace behind.

Chapter 9: Back on Camazotz

(counter # 3712)

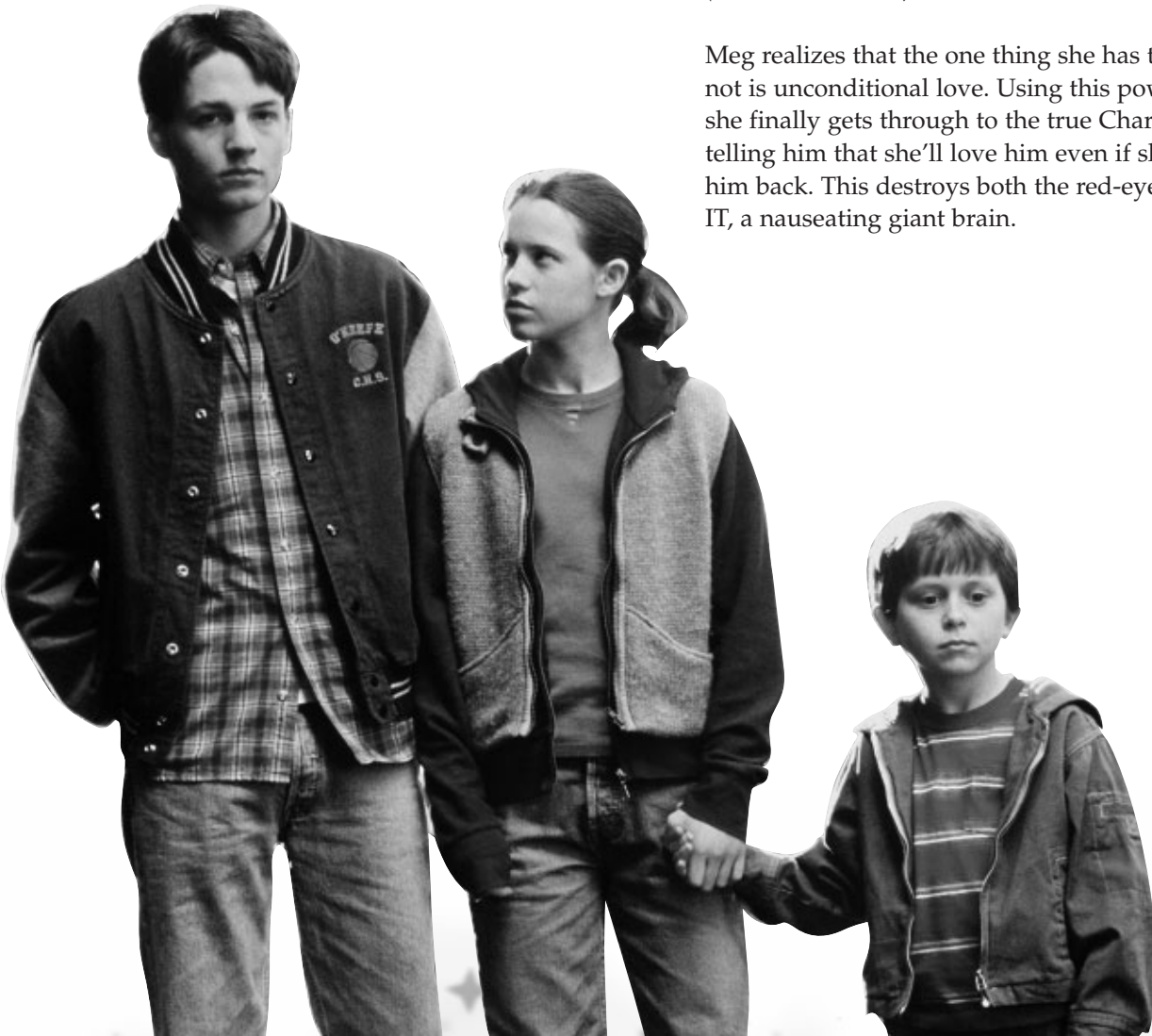
The three ladies gather on Ixchel to help the Earthlings figure out how to save Charles Wallace. Meg realizes that she must save Charles completely on her own, for she has the best chance of getting through to her brother. Everyone present gives Meg a special farewell or valuable piece of advice.

Meg finds Charles Wallace and the man with red eyes. They try to convince her that the three ladies and her dad have let her down. Next, Charles—who isn't Charles—uses his new powers to weave a wish-fulfillment fantasy, but Meg sees through it.

Chapter 10: Home at Last!

(counter # 4087)

Meg realizes that the one thing she has that IT does not is unconditional love. Using this powerful quality, she finally gets through to the true Charles Wallace, telling him that she'll love him even if she never gets him back. This destroys both the red-eyed man and IT, a nauseating giant brain.



OBJECTIVES

The student will:

- ✓ Explore the values of friendship, family love and loyalty, courage, persistence, patience, diligence, humility, and faith;
- ✓ Make judgments about human iniquities such as totalitarianism, uniformity for its own sake, suppression of individualism, and deliberate cruelty;
- ✓ Read and respond to significant works of literature that reflect and enhance studies of physical and social sciences;
- ✓ Conduct in-depth analysis of recurrent patterns and themes;
- ✓ Analyze interactions between characters in a literary text;
- ✓ Determine characters traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy;
- ✓ Compare works that express a universal theme;
- ✓ Analyze an author's use of complex literary devices to express time sequence, such as foreshadowing and flashbacks;
- ✓ Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism.

BACKGROUND INFORMATION

Author Madeleine L'Engle

Madeleine L'Engle Camp was born in New York City on November 29, 1918. Her father wrote music and theater criticism, plays, and fiction and her mother was an accomplished pianist. Madeleine met artists, writers, musicians, and theater people. She had an English nanny when she was young and attended boarding schools in the U.S. and Switzerland.

From a young age, Madeleine was fascinated with writing. She says, "I have written since I could hold a pencil, much less a pen, and writing for me is an essential function, like sleeping and breathing." Writing helped to assuage the loneliness Madeleine sometimes felt when she was away at school. She completed her first short story at age five and won her first poetry contest in fifth grade. Her poem was so sophisticated that a teacher accused her of plagiarism. Later, a far more supportive teacher, Margaret Clapp, nurtured Madeleine's love of reading and writing. (Clapp later became the first woman president of Wellesley College.)

Majoring in English at Smith College, L'Engle graduated in 1941. She then returned to New York City to work in the theater. The young woman acted, wrote plays and fiction, and met her future husband, an actor named Hugh Franklin.



The Franklins moved to a 200-year-old farmhouse near Goshen, Connecticut. They named their home Crosswicks. After their children were born, the couple began operating a general store in Goshen.

While her three children were at school, L'Engle began writing a book based on her own family called *Meet the Austins*. L'Engle says, "It's called *Meet the Austins*, but it could easily be called *Meet the Franklins*." Published in 1960, this successful work was the first in a popular children's series that included *The Moon by Night* (1963), *The Twenty-Four Days before Christmas: An Austin Family Story* (1964), *The Young Unicorns* (1968), and *A Ring of Endless Light* (1980).

In 1959, L'Engle began writing her classic children's novel *A Wrinkle in Time*. Perhaps smart, quirky Meg

Murry, the book's heroine, carries echoes of young Madeleine as a gifted but lonely boarding school girl. Twenty-six publishers rejected the book; finally, Farrar, Straus, and Giroux published it. The book garnered many prestigious honors, including the 1963 Newbery Medal, the American Library Association's Notable Book Award, the Lewis Carroll Shelf Award, and the Hans Christian Andersen Runner-up Award. L'Engle produced three sequels to *A Wrinkle in Time*. These are *A Wind in the Door* (1973), *A Swiftly Tilting Planet* (1978), and *Many Waters* (1986).



With over 50 books in print—including adult fiction, poetry, religious writings, and memoir—L'Engle continues to write. She says, "It's wonderful being able to make a living doing the thing I love the most, which is telling stories." She also conducts writing workshops and gives lectures.

The Newbery Medal

The year 2003 marked the 40th anniversary of L'Engle's Newbery Medal for *A Wrinkle in Time*. Each year the American Library Association awards this honor to the most distinguished American children's book published during the past year. The Children's Librarians' section of the ALA created the award in 1921. The librarians named it after John Newbery (1713–1767), an English bookseller who worked with writers, illustrators and printers to improve the quality of children's books. The ALA stated that the Medal's purpose was: "To encourage original creative work in the field of books for children. To emphasize to the public that contributions to the literature for children deserve recognition similar to poetry, plays, or novels. To give those librarians, who make it their life work to serve children's reading interests, an opportunity to encourage good writing in this field."

Considered the most distinguished award that a children's author can earn, the Newbery Medal is the first children's book award in history. Runners up for the Medal receive Newbery Honor awards.

ON THE DVD:

SCENE SELECTION

The DVD is divided into 10 scenes. This allows the user to enter at different points in the story and is an especially useful feature while reading portions of the book, analyzing characters, etc.

ACTIVITIES

These include short scenes that give students a writing prompt.

BONUS MATERIAL

Madeleine Talks About.... This consists of excerpts from the video *Madeleine L'Engle: Star*Gazer* available from Ishtar Films (www.ishtarfilms.com)

ALSO AVAILABLE

Includes a 5-minute segment from *Ring of Endless Light*, a film based on another award-winning book from Madeleine L'Engle. This book is part of the Austin Family Series.

Chapter 1: Mrs. Whatsit

Preview Questions

1. Think about the movie's title, *A Wrinkle in Time*. What do you think it means?
2. Have you read or heard about the book by Madeleine L'Engle on which this movie is based? Without giving away the plot, briefly tell what the book is about.

Post-Viewing Questions

1. Why does Meg Murry think that she is stupid? How would you rate Meg's intelligence level? Why does Meg think that no one likes her?
2. Describe the four Murry children.
3. What problems does Meg have in school? What problems does Charles Wallace have? Which of the two seems more upset by school problems?
4. Why can Charles Wallace read some people's thoughts but not others'?
5. How does Charles Wallace's oddness affect other members of his family?

Chapter 2: Calvin O'Keefe and Mrs. Who

Preview Questions

1. As you watched Chapter 1, at what point did you become aware that this story is not realistic fiction—but fantasy?
2. What do you think Mrs. Whatsit might have to do with—or know about—Mr. Murry's disappearance?

Post-Viewing Questions

1. What happens when Mrs. Murry finds a website on the "Tesseract Project"? What do you think might be the purpose of this project?
2. Mrs. Murry (Dr. Murry) is a neurobiologist. What does this kind of scientist study?
3. How does Calvin feel about the Murry family? What do you think Calvin's own family is like? What hints in the movie give you this impression?
4. Where does Mrs. Whatsit take the children, and how does she transport them?
5. How does Mrs. Whatsit explain what a tesseract is? How does her explanation relate to the movie's title?

Chapter 3: Mrs. Which

Preview Questions

1. In the last chapter, what does Mrs. Whatsit tell the children to do just before she changes form? Why do you think she gives them this task?
2. Does the planet Uriel seem like a frightening place? Why or why not?



Post-Viewing Questions

1. What is “the Darkness?”
2. How does Mrs. Which differ from Mrs. Whatsit and Mrs. Who?
3. What does Mrs. Who mean when she says that Earth is “troubled”?
4. Who are some of the Earth heroes that the ladies and children list? What do you know about these heroes? What other names would you add to the list?

Chapter 4: The Happy Medium

Preview Questions

1. Who or what do you think Meg and Calvin will find inside the tunnel?
2. What does a person called a *medium* do? What does the term *happy medium* mean?

Post-Viewing Questions

1. Why does Mrs. Which tell Charles Wallace that “only a fool is not afraid”?
2. What is Camazotz like? How does it compare to Uriel?

Chapter 5: On Camazotz

Preview Questions

1. To whom do you think the red eye belongs?

Post-Viewing Questions

1. Why do all of the Camazotz kids dress alike and play to the same beat? What happens to the boy named Billy who bounces his basketball in his own way?
2. Where do we see the word *IT*? What do you think *IT* is?
3. Why does Charles Wallace pretend to be an inspector?
4. When Meg asks a woman what she is doing in the Central Central Intelligence building, the woman replies that she is supposed to have an “adjustment.” What do you think this means?

Chapter 6: Daddy!

Preview Questions

1. Besides a human’s red eye, the moviemakers show us something else with red eyes—what? What do you think red eyes might symbolize in this movie?



2. What dangers do you think the three children might face in the Central Central Intelligence building?

Post-Viewing Questions

1. As the children go down the hallways, they hear cries coming from behind closed doors. Who do you think is making these cries? Why might these people be afraid or distressed?
2. What method do the Camazotz police use in an attempt to “drug” Calvin?
3. How does Meg get inside the chamber where her dad is imprisoned?
4. Why doesn’t Meg’s dad think she is real?

Chapter 7: Charles Wallace and the Man with Red Eyes

Preview Questions

1. What does the red-eyed man look like? Does he seem frightening?
2. What do you think the man will do to the children and Mr. Murry?

Post-Viewing Questions

1. Why is the man with red eyes so excited to see Charles Wallace?
2. How are the man and IT related?
3. The red-eyed man explains that on Camazotz, the goal is make everyone alike. Would this be a good thing or a bad thing? Explain.
4. What traits of Charles Wallace does the man take advantage of in order to gain control over the boy?

Chapter 8: On Ixchel

Preview Questions

1. Describe the planet where Mr. Murry, Calvin, and Meg have landed. Do you think this planet will turn out to be an evil place like Camazotz?
2. Do the inhabitants of the new planet seem good or evil?

Post-Viewing Questions

1. What are the beasts on Ixchel like? What does Aunt Beast (Meg's nurturer) do to help Meg get well both physically and emotionally?
2. When Meg meets another version of herself (in a fantasy), what does she learn? How does this experience help her to heal?
3. How does Mrs. Which help Meg to forgive her father and Calvin?
4. According to Meg, how was Charles Wallace "ensnared" by IT? What does Meg know about Charles Wallace that Mrs. Which doesn't?

5. What does Mrs. Which mean when she says, "such weak vessels to contain such unexpected powers"?

Chapter 9: Back on Camazotz

Preview Questions

1. Now that Meg is strong again, what do you think she will do?
2. Do you think Meg can save Charles Wallace? What talents and tools do you think she will need?

Post-Viewing Questions

1. What are some of the farewell wishes and advice that Meg receives before going back to Camazotz?
2. What do you think Meg has that IT does not?
3. How did you first figure out that Meg's homecoming fantasy was not real? What clues did you use to figure this out?

Chapter 10: Home at Last

Preview Questions

1. Do you think Meg can bring back the old Charles Wallace and escape from Camazotz? How?

Post-Viewing Questions

1. Is the red-eyed man correct in saying that Meg resents Charles Wallace for being a "freak"? Is there any truth in this?
2. How does Meg finally bring back the real Charles Wallace?
3. Even after Meg destroys IT, why do the Camazotz people continue acting as if they are still under IT's spell? What does Meg mean by "You have to find your own beat"?
4. Why wasn't Meg able to completely defeat the Darkness?
5. What do you think happens after *A Wrinkle in Time* ends? How do you think the challenges faced by the characters changed them?



Suggested Activities

1. Prior to viewing *A Wrinkle in Time*, distribute copies of the Response Chart at the end of this Guide. Have students fill in the chart as they watch the film. Students might use the vivid details they recorded to write a descriptive paragraph about Uriel, Camazotz, or Ixchel.
2. Have students write a character sketch of Mrs. Whatsit, Mrs. Who, or Mrs. Which. Tell them to use vivid verbs and adjectives that will help readers visualize the lady they chose. Alternatively, students might invent a new character called Mrs. Where, Mrs. When, Mrs. How, or Mrs. Why.
3. Read aloud the following statements from the film, one by one. Ask students to tell which character makes the statement, when he or she makes it, and what the speaker means by it.
 - “And remember, Dana, there *is* such a thing as a tesseract in the real world.”
 - “You might think of it as a plague of evil, a lack of will and compassion....”
 - “Did you know that...Charles Wallace is still an embryo?”
 - “That Darkness, it’s on Earth, too? Did it just come?”
 - “Some of the most brilliant battles have been fought by the most unlikely warriors.”
 - “They drugged you with your own dream!”
 - “All unseen things are eternal.... Take time to find the unseen.”
 - “Human passion: one of the stranger things I have encountered in an infinitely strange universe.”
 - “To whom much is given, much is expected.”
 - First speaker: “It’s bigger than words.” Second speaker: “There must be a word that comes close.” First speaker: “Love.”
4. Ask students to make a chart that tells how minor characters in the movie move the plot forward or reveal information about the major characters. Minor characters include:
 - the kids who bully Charles Wallace
 - Charles Wallace’s teacher
 - the Camazotz kids who are wary of “foreigners” and the boy who bounces his ball to his own beat
 - the Murry twins, Sandy and Dennys
 - Calvin’s mother
 - Meg’s science teacher and principal
 - Aunt Beast (Meg’s nurturer on Ixchel)
 - the Camazotz adults at Central Central Intelligence
5. Inform students that many books and movies contain symbols: characters, events, objects, or other elements that stand for, and help to illuminate, important ideas. Have students choose one of the following elements and write a short essay telling what it stands for in *A Wrinkle in Time*. Alternatively, they might draw or paint one of the symbols listed and write a poem about its role in the story.

Symbols

 - birds and other flying creatures
 - stars and sunlight
 - the human brain
 - eyeglasses
 - red eyes
 - dark clouds
 - snow and cold temperatures
 - rhythms—both regular and irregular
6. Have students form small groups. Each group can do research on one of the following topics or another topic related to the events in *A Wrinkle in Time*. Then each group can report its findings to the class in an oral presentation with visual aids.

Social Studies Topics

 - bullying in schools
 - self-esteem problems among teens
 - totalitarian societies
 - utopian societies

Science Topics

 - the human brain
 - traits that run in families
 - the future of space travel
 - thin air at high altitudes
7. Have students read Madeleine L’Engle’s Newbery Medal-winning book *A Wrinkle in Time*. Then ask them to compare the book to the miniseries. Discussion questions might include the following:

- Which parts of the book did the moviemakers omit? Did the moviemakers add parts that the book does not include? Why do you think the moviemakers made each of these changes?
 - Madeleine L'Engle wrote this book in the 1950s and 60s. What details did the moviemakers add to update the setting?
 - How does each book character compare to her or his movie counterpart? If you read the book *before* seeing the movie, how did the movie actors compare to the way you'd pictured the characters?
8. Ask students to retell portions of *A Wrinkle in Time* from the perspective of one of the following:
- Mrs. Whatsit
 - Mrs. Murry
 - one of the Camazotz kids
 - Mr. Murry, the man with red eyes
 - Aunt Beast, the creature who nurtures Meg on Ixchel
9. Encourage students to read movie reviews in books, newspapers, or online. Then have them write a review of *A Wrinkle in Time*. Tell students to consider the movie's plot, dialogue, casting (choice of actors to play various roles), music, editing (how the different scenes are pieced together), and messages, as well as actors performances. Reviewers can also assign the film a letter grade. Collect student reviews in a booklet so classmates can compare their opinions.

Suggested Activities for Chapter 1: Mrs. Whatsit

Madeleine L'Engle explains what a tesseract is in Chapter 5 of *A Wrinkle in Time*. A *tesseract* (sometimes called a *hypercube*) is a mathematical concept. Have students research this topic and then present their findings to the rest of the group. Students might use the following websites as sources:

- The Tesseract (or Hypercube): A Guided Demonstration
<http://www.geom.uiuc.edu/docs/holt/tesseract/top.html>
- The Tesseract by Alex Bogomolny
<http://www.maa.org/editorial/knot/tesseract.html>
- Stereoscopic Animated Hypercube
<http://dogfeathers.com/java/hyprcube.html>

Suggested Activity for Chapter 2: Calvin O'Keefe and Mrs. Who

Mrs. Who has a knack for choosing an appropriate quotation for every occasion or conversational topic. Have students brainstorm a list of general topics or themes, such as friendship, war, peace, money, and technology. Then send them on an Internet hunt for thought-provoking quotations on these topics. They might use the following websites and others as well as books of quotations:

- <http://www.famous-quotations.com/>
- <http://www.bartleby.com/quotations/>
- <http://www.quotationspage.com/>

Suggested Activity for Chapter 3: Mrs. Which

The three ladies remind the children that many Earth heroes have fought against the Darkness. These notable Earthlings include Michelangelo, Marie Curie, Jane Austen, Mother Theresa, Dr. Martin Luther King, Jr., Mohandas Gandhi, Johannes Bach, Albert Einstein, William Shakespeare, and Saint Francis of Assisi. Work with students to list a few more people who might deserve a place on this list. Then have students pick one hero and prepare a short biography of that person. They can present their bio in the form of a short oral report, a poster, or a multiple-choice quiz.

Suggested Activity for Chapter 4: The Happy Medium

Have students recall that the Happy Medium inadvertently reveals that Calvin's home life is not a happy one. Have students imagine that they are Meg. Ask them to write Calvin a sympathetic letter that will help him feel less embarrassed. Alternatively, students might take Calvin's role and write a diary entry telling about the experience.

Suggested Activity for Chapter 5: On Camazotz

After viewing this chapter, have students draw and write what they think IT looks like. You might save their responses until viewers learn what IT is really like (in Chapter 10).

Suggested Activity for Chapter 6: Daddy!

Have students recall that the Camazotz police try to drug Calvin with his own dream of amazing prowess on the basketball court. Invite them to write their own dream sequence about a goal that they long to achieve. Suggest

that writers exaggerate this goal to make it seem unrealistic and dreamlike.

Suggested Activities for Chapter 7: Charles Wallace and the Man with Red Eyes

Ask students to write a descriptive paragraph about the red-eyed man.

Have students debate the pros and cons of Camazotzian society.

Suggested Activity for Chapter 8: On Ixchel

Like many teenagers, Meg Murry is insecure. It affects her deeply when others criticize her or her family. Have students discuss Meg's self-esteem problem. Discussion questions might include the following:

- What do characters such as Mrs. Murry, Calvin, Aunt Beast, Mr. Murry, and Mrs. Whatsit do to help Meg feel better about herself?
- What does Meg do in order to build her own self-esteem?
- How do Meg's less-likeable traits (such as her anger and stubbornness) end up serving her well in the fight against IT?

Suggested Activity for Chapter 9: Back on Camazotz

There are many works of fiction about brother-sister relationships. In small groups, have students read one of these books. Then have each group conduct a book talk in which students summarize the story and discuss their opinions of the work. Have them compare the brother-sister relationship(s) in the book with Meg and Charles Wallace's relationship in *A Wrinkle in Time*.

These novels are about brothers and sisters:

- *Summer of the Swans*, by Betsy Byars (Penguin Putnam, 2004)
- *Ruby Holler*, by Sharon Creech (HarperCollins, 2004)
- *The Four-Story Mistake* by Elizabeth Enright (and other books in the author's Melendy family series; Puffin, 1997)
- *The Sea of Trolls*, by Nancy Farmer (Simon & Schuster, 2004)
- *Misty of Chincoteague* by Marguerite Henry (Simon & Schuster, 1991)
- *From the Mixed-up Files of Mrs. Basil E. Frankweiler* by E.L. Konigsburg (Simon & Schuster, 2002)

- *Who Put That Hair in My Toothbrush?* by Jerry Spinelli (Little, Brown & Company, 2000)
- *Homecoming* by Cynthia Voigt (and other books in the author's Tillerman family series; Simon & Schuster, 2002)

Suggested Activity for Chapter 10: Home at Last!

Before Meg returns to Camazotz to rescue Charles, she exchanges quotations with Mrs. Who. Meg quotes from the Emily Dickinson poem, *Hope is the Thing with Feathers*. Have students read and analyze this poem.

<http://www.favoritepoem.org/poems/dickinson/>

RESOURCES

Sequels to *A Wrinkle in Time*

A Swiftly Tilting Planet

A Wind in the Door

Many Waters

Other Books by Madeleine L'Engle

A Ring of Endless Light

Dragons in the Water

A Circle of Quiet

Meet the Austins

The Moon by Night

INTERNET

Disney Educational Productions

<http://www.Edustation.Disney.com>

This award-winning site contains more activities and resources for use with this video.

Official Website of Author Madeleine L'Engle

<http://www.madeleinelengle.com/>

Stereoscopic Animated Hypercube (or Tesseract)

<http://dogfeathers.com/java/hyprcube.html>

The Wonderful World of Disney—*A Wrinkle in Time*

Games, downloads, and information on the cast and storyline.

<http://disney.go.com/wonderfulworld/wrinkleintime/>

Special thanks to Ishtar Films for the use of segments from the video *Madeleine L'Engle: Star*Gazer*. The complete video is available from Ishtar Films: www.ishtarfilms.com or (800) 428-7136.

ACTIVITY #1: RESPONSE CHART

In *A Wrinkle in Time*, the heroes travel from Earth to three other planets. As you watch the program, use the chart to record interesting details about each setting, as well as key events that occur there. You can also list and describe characters whom we meet in each setting.

Planet name/ vivid details that describe this planet	Key events that occur on this planet	Characters whom we meet there
Earth		
Uriel		
Camazotz		
Ixchel		