

Questioning Path Tool *Model (L'Engle)*

TEXT & AUTHOR	A <i>Wrinkle in Time</i>, Madeleine L'Engle, 2007, Square Fish Edition
TEXT SEGMENT	Passages related to MRS. WHATSIT'S character development : Ch. 1 pp.21-2, 27; Ch. 4 pp. 73; Ch. 5 pp. 94-7; Ch. 6 pp. 102-4; Ch. 12 pp. 218-9
APPROACHING: I determine my reading purposes, and take note of key information about the text. I identify the LIPS domain(s) that will guide my initial reading.	Purpose: I will do a close reading of passages from the novel that describe Mrs. Whatsit, looking for details about her character development and her role in the story. Key Information: Madeleine L'Engle has said that the original title of the book was "Mrs. Whatsit, Mrs. Who, and Mrs. Which;" this information may suggest that these three characters are very important in the story. LIPS domain(s): The primary focus will be on characterization, which means that descriptive LANGUAGE will be an important domain to attend to, along with the character's role in developing themes and presenting IDEAS in the novel.
QUESTIONING: I use guiding questions to help me investigate the text (from the Guiding Questions Handout)	<ol style="list-style-type: none"> 1. How are key ideas, events, places, or characters described? 2. How do ideas, events, or characters change as the text progresses?
ANALYZING: I question further to connect and analyze the details I find (from the Guiding Questions Handout).	<ol style="list-style-type: none"> 1. How do we come to know the story's characters (character exposition)? 2. What internal conflicts do the characters seem to face? 3. How do the characters change as the story develops (character evolution)?
DEEPENING: I consider the questions of others.	<ol style="list-style-type: none"> 4. ESSENTIAL QUESTION: For each main character in <i>A Wrinkle in Time</i>, how does Madeleine L'Engle develop a rich and changing characterization? How does that character contribute to the overall plot, themes and meaning of the story? 5. CH. 1: Towards the end of Chapter 1, the "tramp" appears and is recognized by Charles Wallace as Mrs. Whatsit. What key details does the author describe to first present this character to the reader? How does Mrs. Murry's reaction when Mrs. Whatsit says "there is such a thing as a tesseract" indicate more about Mrs. Whatsit and her importance in the story? 6. CH.4: In chapter 4, Mrs. Whatsit begins to "shimmer" and changes into a "beautiful creature." What are the key descriptive details of the new form Mrs. Whatsit takes? Why might her change be important to the story? How do the other characters see Mrs. Whatsit differently after she transforms and carries them on her back? 7. CH. 5: In Chapter 5, Mrs. Which scolds Mrs. Whatsit for being "very younggg." What do we learn about Mrs. Whatsit when Calvin asks her, "Just how old are you"?? 8. CH.6: At the start of Chapter 6, the Happy Medium tells the children to "Watch!" What do they see, and what key descriptive details does the author present? How does what we learn about Mrs. Whatsit make her a more complicated character with an inner conflict? 9. CH. 12: In Chapter 12, Mrs. Whatsit suggests an important theme in the story when she compares our lives to a sonnet. What more do we learn about Mrs. Whatsit and her importance in the story through this comparison and the conversation she has with Calvin? What might Mrs. Whatsit – and through her the author – be trying to tell us through this key scene toward the end of the novel?
EXTENDING: I pose my own questions.	<ol style="list-style-type: none"> 10. How does Mrs. Whatsit's character, and what she says about life's comparison to a sonnet, relate to what Steve Jobs tells the graduates in his Stanford Commencement speech?

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TEXT SEGMENT	CLOSE READING PASSAGE 2: Ch. 4 pp. 64-8
APPROACHING: I determine my reading purposes, and take note of key information about the text. I identify the LIPS domain(s) that will guide my initial reading.	Purpose: I will do a close reading of the description at the start of Chapter 4, looking for descriptive details that help me understand the children's experience and that also illustrate how the author has chosen to narrate the story? Key Information: The passage describes the children's first experience with a tesseract. LIPS domain(s): The primary focus will be on descriptive LANGUAGE and what the author makes the reader see or feel through her word choices. I will also look for details about how the narrator tells the story (PERSPECTIVE and STRUCTURE) and examples of omniscient narration.
QUESTIONING: I use guiding questions to help me investigate the text (from the Guiding Questions Handout)	1. How are key ideas, events, places, or characters described? 2. What do the author's words and phrases cause me to see, feel, or think?
ANALYZING: I question further to connect and analyze the details I find (from the Guiding Questions Handout).	3. What seems to be the author's/narrator's point of view? 4. How does the author's use of omniscient third person narration influence my reading of the story and what I learn about its characters?
DEEPENING: I consider the questions of others.	5. At the start of Chapter 4, what descriptive details does the author make us see and feel so we understand why Meg screams and senses she is "completely alone"? What does this passage suggest about what happens when someone travels through a tesseract? 6. What descriptive details does the author present after letting us know that Meg "felt her limbs again"? What details in the paragraphs that follow are examples of the omniscient narrator being able to look inside Meg's head and describe her inner as well as outer experience? 7. What does Meg see, hear, and feel after she says, "Let me wake up"? 8. After Charles Wallace hugs her, Meg asks, "But where am I?" What descriptive details does the author present to help us see, feel, and experience the new setting where Meg, Charles, and Calvin find themselves? How does this new setting compare to what Meg has experienced at the start of the chapter and her first experience with a tesseract?
EXTENDING: I pose my own questions.	