

# Text Selection Guide *Model (L'Engle)*

<b>TITLE:</b> <i>A Wrinkle in Time</i>		<b>AUTHOR:</b> Madeleine L'Engle	
<b>PUBLICATION DATE:</b> 1962		<b>SOURCE:</b> Square Fish Edition, 2007	
<b>GENRE:</b> Novel		<b>LENGTH:</b> 225 pages	
<b>TYPE:</b> Fantasy/Science Fiction		<b>MULTI-MEDIA:</b> <i>A Wrinkle in Time</i> movie, 2004 <i>A Wrinkle in Time: The Graphic Novel</i> , Hope Larsen, 2015 Madeleine L'Engle website: Resources for Teachers edu.glogster.com – <i>A Wrinkle in Time</i> student multi-media presentations and book reports	
<b>QUANTITATIVE MEASURES:</b> 740L		<b>QUALITATIVE MEASURES</b> (e.g., CCSSO qualitative analysis rubrics): Very complex for grades 6-8, primarily due to periodic use of complex language, multiple levels of meaning, and abstraction of themes.	
<b>CROSS-CURRICULAR CONNECTIONS:</b> <b>SCIENCE:</b> The novel might be studied in conjunction with scientific topics such as space travel, the space/time continuum, or the risks of scientific exploration. <b>SOCIAL STUDIES:</b> The novel fits well into a study of society and the tensions between independence and conformity, freedom and authoritarian control, and/or a study of utopias and dystopias. It makes direct reference to the Declaration of Independence and thus might be studied in conjunction with a close reading of that seminal document. <b>LANGUAGE AND LITERATURE:</b> The novel includes many allusions to and quotations from significant voices and works from philosophy and literature, many initially presented in other languages such as Latin, French, or German.		<b>HEALTH/LIFE CHOICES/COUNSELING:</b> The poem could be used to set up a lesson/discussion about choices in life, and particularly healthy lifestyle choices.	
<b>RELATIONSHIP TO CLP INSTRUCTION AND/OR TEXTS:</b> The novel provides an accessible but also challenging opportunity to apply both Reading Closely and Making Evidence Based Claims skills to a longer literary work. <b>G6:</b> The novel can be studied in relationship to the EBC unit (Steve Jobs), focusing on the parallels between Jobs' discussion of making independent life choices in his commencement speech and Meg Murry's inner battle to		discover who she is and to defeat enforced conformity through her capacity for independence and love. It provides an opportunity to apply initial claim-making skills to a longer literary work. <b>G7:</b> The novel might be studied following the EBC unit; its focus on themes of equality, independence, and self-actualization might be related to the King/Chavez/Murguia speeches and their various discussions of related topics in American society.	
<b>APPROACHES TO READING [LIPS]</b>		<b>GUIDING AND ESSENTIAL TEXT-SPECIFIC QUESTIONS:</b>	
<b>Focus on LANGUAGE</b>		<b>GQ:</b> How are key ideas, events, places, or characters described? <b>ETSQ:</b> How does Madeleine L'Engle use descriptive language to help her readers vividly experience settings, plot details, and characters in <i>A Wrinkle in Time</i> ?	
<b>Focus on IDEAS</b>		<b>GQ:</b> What are the main themes of the text and their key supporting details? <b>ETSQ:</b> In a fantasy story about three children's travel through time, Madeleine L'Engle also explores many themes about society and growing up. What are those themes? How does L'Engle use characterization, plot details, and literary allusions to communicate the novel's themes?	
<b>Focus on PERSPECTIVE</b>		<b>GQ:</b> What seems to be the author's/narrator's attitude about the events, characters, themes, and ideas in the story? <b>ETSQ:</b> Madeleine L'Engle presents the story of <i>A Wrinkle in Time</i> through an omniscient narrator. How does the narrator's presentation of the plot and characters help readers understand her view of the novel's themes?	
<b>Focus on STRUCTURE</b>		<b>GQ:</b> What events and details stand out in the sequence of the plot? <b>ETSQ:</b> What are the key events and turning points of the plot in <i>A Wrinkle in Time</i> ? How does Madeleine L'Engle make those events stand out and seem vivid to readers?	

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OTHER: Characterization

**GQ:** How do we come to know the story's characters (character exposition)? What internal conflicts do the characters seem to face? How do the characters change as the story develops (character evolution)?

**ETSQ:** For each main character in *A Wrinkle in Time*, 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?

## NOTES

*A Wrinkle in Time* is a Newbery Award winning fantasy novel that provides students with a fascinating and accessible reading experience that is nevertheless very challenging due to Madeleine L'Engle's use of sophisticated and evocative language, exploration of complex social themes, and many allusions to works from literature, philosophy, and religion. It is therefore a CCSSO recommended text that challenges students to make sound evidence-based interpretations and claims about characters and themes, and to apply close reading and claim making skills with a longer literary work. The novel supports the teaching of the elements of narrative fiction, including setting, plot, characterization, omniscient narration, and literary allusion.

Though ostensibly a gripping fantasy story about three children's travel through time and space to rescue a lost scientist, *A Wrinkle in Time* is also a complex exploration of many social themes relevant to middle school students, including growing up, issues of self-image and self-actualization, and family relationships. The novel also falls in the canon of significant writings about utopias and dystopias, exploring the tensions between individual freedom and social conformity, as well as the dangers of authoritarian control in the name of social harmony. Ultimately, the novel is an affirmation of the power of human love and faith.

The 2007 Square Fish edition of the novel also presents several valuable resources that might be used in its study, including an "Appreciation" by essayist Anna Quindlen and Madeleine L'Engle's responses to readers' questions and Newbery Award acceptance speech, entitled "The Expanding Universe."