

Focus	Objectives/Standards
<p>Comparing two science fiction pieces of literature, focusing on characters, plot, and theme</p> <p>Using authors as mentors in writing</p>	<ul style="list-style-type: none"> Analyze the genre of science fiction. Compare an excerpt from a science fiction novel to a science fiction screenplay. RL 3.1 Analyze author’s perspectives and themes within and across texts. RL 3.4, RL 3.5 Identify and use varied sentence structures WC 1.3 Identify and use precise adjectives and adverbs. RW 1.5, WC 1.1, 1.4 Participate in small and whole group discussions, asking questions to elicit information and clarify understanding. LS 1.1
Assessments	Resources
<ul style="list-style-type: none"> Quick-write Group discussions Language Work Writing 	<ul style="list-style-type: none"> Text: <i>Monsters are Due on Maple Street</i>, PH p. 666 Text: <i>from a Wrinkle in Time</i>, PH p. 688 Graphic Organizer: “Literature Past and Present – Science Fiction”

BEFORE READING *from a Wrinkle in Time*

Quick-write: Ask students to respond to this question.

What do you know about the genre science fiction?

- Share responses in small then whole group. Chart ideas.
- Hand out graphic organizer, “Literature Past and Present – Science Fiction.”
- Ask students to name some science fiction movies they have seen and/or science fiction stories they have read.
- Read p. 688 –“Science Fiction,” following the guidelines on the sidebar of TE.
- Students can work in pairs, small groups, or with the whole class to gather ideas for the first row of the graphic organizer. (See attached sheet with possible student responses). Students share ideas, confirming and adjusting their thinking with others, adding responses as needed. Share out whole class.

Literature Past and Present
Science Fiction

Title(s)	Setting	Characters	Plot	Theme
Typical science fiction story, such as:				

- After filling in the first row, students work together to fill out the 2nd row on the graphic organizer.
- Have the students think back on the previous play, *The Monsters Are Due on Maple Street*, and fill that row in as well. Students work individually or in pairs and then share whole group. *Note:* Students may need to reread text. See also “Connections” on sidebar of 688.

Literature Past and Present
Science Fiction

Title(s)	Setting	Characters	Plot	Theme
Typical science fiction story, such as:				
The Monsters Are Due on Maple Street				

- Let students know they will be reading an excerpt, *from a Wrinkle in Time*, p. 689.

Ask: *What type of text is an excerpt most likely from?* (RL 3.1)

Teacher note: Excerpts could be from short stories, novels, essays, etc. However, on the CST released test items, the answer to this question is a *novel*.

Setting Additional Context for the Reading

- It may be helpful to share with the students this summary of the first part of the novel that leads up to where this excerpt takes place. Read the first part – then the excerpt from the book – and afterwards share the ending with the students if they are curious.

A Wrinkle in Time
By Madeleine L'Engle

Meg Murry, her little brother Charles Wallace, and their mother are having a midnight snack on a dark and stormy night. Meg is worried about her father, a gifted scientist, who had been experimenting with time-travel when he suddenly disappeared. Unexpectedly, an unearthly stranger, Mrs. Whatsit, appears at their door. She claims to have been blown off course, and goes on to tell them that there is such a thing as a "tesseract," which is a wrinkle in space and time.

It is through this wrinkle that Meg and her companions will travel through the fifth dimension in search of Mr. Murry, who is being held prisoner by evil forces on another planet.

Meg, Charles and their friend, Calvin, learn from Mrs. Whatsit and her friends, Mrs. Who and Mrs. Which, that the universe is threatened by a great evil called the Dark Thing. Several planets have already succumbed to this dark cloud, or evil force, including Camazotz, the planet on which Mr. Murry is imprisoned.

The three Mrs. W's transport the children to Camazotz and instruct them to remain always in each other's company while on their quest for Mr. Murry.

Excerpt in the textbook: Meg, Charles and Calvin are in Camazotz. Read to find out what life is like in Camazotz and how the people here compare to those on Maple Street.

Set purpose for reading:

What are the attitudes and fears of the people?

How do the characters in this story compare to those in "The Monsters Are Due on Maple Street?"

The following guidelines, as well as the sidebar of the teacher's guide, will help facilitate conversation for this short piece.

DURING READING

Text	Possible Questions for Discussion Throughout the Text
689	<ul style="list-style-type: none"> • What have we learned about Camazotz so far? • How do the characters react to the actions of the residents of Camazotz? (Sidebar) • How do their reactions show that they appreciate individuality over conformity? (Sidebar)
690	<ul style="list-style-type: none"> • How is the little boy different from all the other children? (Sidebar) • Why is the little boy’s mother so upset? (Thematic question)
691	<ul style="list-style-type: none"> • After the 1st paragraph ask: What do you think Charles Wallace expects to discover in the house? (Thematic question) • What can we infer about Camazotz based on the woman’s comment when she opened the door? • What do you think the people that live on Camazotz are afraid of?

AFTERWARDS

Share with the students this brief snapshot on the ending of the story, either at this point or after they respond to some questions. See next page.

All objects and places appear exactly alike because the whole planet must conform to the terrifying rhythmic pulsation of a disembodied brain called IT.

Charles Wallace tries to fight IT, but is overpowered by the evil force and becomes a robot-like creature under the control of IT. Charles, Meg, Calvin, and Mr. Murry try to confront IT, but are unable to withstand IT's power.

In the end, Mrs. Which tells Meg that she has one thing that IT does not have, and this will be her weapon against the evil. However, Meg must discover this weapon for herself. When standing in the presence of IT, Meg realizes what this is: her ability to love. Thus, by concentrating on her love for Charles Wallace, she is able to restore him to his true identity. Meg releases Charles from IT's clutches and tesseracts with him through time and space, landing in her twin brothers' vegetable garden on Earth, where her father and Calvin stand waiting. The family joyously reunites, and the Mrs. Ws visit the happy scene en route to further travels.

AFTER READING (continued)

- Students go back to their graphic organizer and fill in the third row, *from a Wrinkle in Time*.

Literature Past and Present
Science Fiction

Title(s)	Setting	Characters	Plot	Theme
Typical science fiction story, such as:				
The Monsters Are Due on Maple Street				
from A Wrinkle in Time				

- Connecting Literature Past and Present
Think/Team/Share - Have students respond to the questions on p. 691 individually first, then in small groups and then whole group. As students discuss with their groups, they should confirm and adjust their thinking, adding ideas as needed.

LANGUAGE: Grammar (WC 1.3)

Reread the first page, p. 689.

Ask: *How does the author vary her sentence structure? What type of sentences does she use on this page? Explain using examples from the text.*

Note: The author uses various types of sentences and punctuation to achieve her purpose, create visual images, and to add interest to the reading. The following chart may be helpful if explicit teaching is needed with your students.

Types of sentences	Example from text	Standard/PH Lesson
Simple sentences that vary in length	<i>Below them the town was laid out in harsh angular patterns. Down came the balls. Over and over again. Up. Down. All in rhythm. All identical.</i>	424 – one independent clause with subject and verb that can stand alone
Compound sentences	<i>Some were skipping rope, some were bouncing balls.</i> (Author does not use a conjunction. However, we usually use a conjunction in a compound sentence. So the sentence would read, <i>Some were skipping rope, and some were bouncing balls.</i>)	424 – two or more independent clauses linked by a conjunction or semicolon
Complex sentences	As the rope curved over the head of the jumping child, the child with the ball caught the ball.	444 – one independent clause and one or more subordinate clauses (A subordinate clause has a subject and verb but can't stand alone.)

LANGUAGE – Reread, noticing author’s use of precise language

Have students reread to capture some precise verbs, adjectives, and adverbs, words and/or phrases.
RW 1.5, WC 1.1, 1.4

Teacher models with p. 689 and then gives students time to reread pages 690-691.

689	the town was laid out in <u>harsh</u> <u>angular</u> patterns	adjectives
	<u>small square</u> boxes painted <u>gray</u>	adjectives
	<u>dull-looking</u> flowers	adjectives
	felt <u>vaguely</u>	adverb modifying verb
	said <u>suddenly</u>	adverb modifying verb

WRITING

Students write a paragraph comparing the two science fiction pieces, focusing on the similarities and differences related to characters, plot, and theme. Use precise adjectives and adverbs and varied sentence structures. WS 1.1, 1.2