WRINKLE IN TIME
Activities with ties to technology
A Wrinkle In Time by Madeline L’Engle is a timeless story about family and relationships. We follow the three main characters, Meg, Charles and Calvin, to find their father who has been missing for two years. To rescue him, they must travel time and space. Will they be able to return home with him? I guess you will have to read it and find out!
GROUP ACTIVITY

In small groups, create a presentation for the class on one of the following topics:

- In your group, break into Team Meg and Team Calvin. Each side should debate the following point:
  - Meg is an outcast, but has a strong family; Calvin is popular but has a weak family. Which character would you rather be and why?
- Write a group report on one of the themes using three or more examples from the story to illustrate.
- Use one of the three world settings below to create a story as a group. Make sure to showcase each team member as well as characters from the chosen world:
  - Meg and Calvin’s village
  - Camazotz
  - The world of Aunt Beast
- The book delves into planar dimensions when explaining time travel. Present the different planes of existence from one dimensional to four dimensional. Be sure to include an example illustration for each dimension.

Each group should have at least three slides prepared to present to the class on your topic.
WHAT WILL THE STUDENTS LEARN?

- In the activity Students learn the importance of working together to come to a common solution.

- In the activity where the students debate, they will learn how to persuasively argue their position on a topic.

- Using technology, the groups will learn how to research and use software to present information in an instructional setting.
TEKS STANDARDS MET

§126.12. Technology Applications (Computer Literacy), Grades 6-8.

(a) General requirements. Districts have the flexibility of offering technology applications (computer literacy) in a variety of settings, including a specific class or integrated into other subject areas.

(b) Introduction.

(1) The technology applications curriculum has four strands: foundations, information acquisition, work in solving problems, and communication.

(c) Knowledge and skills.

(11) **Communication.** The student delivers the product electronically in a variety of media, with appropriate supervision. The student is expected to:

(A) publish information in a variety of ways including, but not limited to, printed copy, monitor display, Internet documents, and video;

(B) design and create interdisciplinary multimedia presentations for defined audiences including audio, video, text, and graphics; and

(C) use telecommunication tools for publishing such as Internet browsers, video conferencing, or distance learning.

§110.19. English Language Arts and Reading, Grade 7, Beginning with School Year 2009-2010.

(a) Introduction.

(1) The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are organized into the following strands: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. The standards are cumulative--students will continue to address earlier standards as needed while they attend to standards for their grade. In seventh grade, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students should read and write on a daily basis.
This project will satisfy all the levels of Bloom’s Taxonomy. The student will:

- enhance their **knowledge** of software they may not have used
- **understand** the characters of the book in a way they had not before
- **apply** what they have read and learned to their presentation
- **Analyze** the plot to develop their arguments
- **Evaluate** the worlds to write their own story
- Overall, the students will **create** a project that will educate their peers.
REFERENCES
