

A Wrinkle in Time Metaphorical Lesson

Standards Addressed

ELA.6.RL.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from text.

ELA.6.RL.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone

ELA.6.RL.5: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

ELA.6.W.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

ELA.6.SL.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

Focus of Lesson

The focus of this lesson is to give students the opportunity to develop new insights and provide explanations for the impact Meg's choices have on character relationships.

At the end of this lesson the student will understand that:

- a. Although we may have routines and have a structured life, we are still free to make our own decisions and choices.
- b. We can chose our own personal paths in life and seek new experiences within an organized way of life.

Essential Question

Why is it important to have free will within an organized and structured life?

Introduction/Hook

1. Students will participate in a **Carousel Brainstorming Activity**. Students will inspect the question posed at each station, develop and record their ideas, and rotate to expand their ideas at another station. Review the suggested vocabulary with students.

Examine the Content

1. **Set the Scene.** Ask students: How do you think your pet decides what to do when it is home alone? If you don't have a pet, how do you think a pet would act when its' owner is not around? Students will record their responses in their journals.
2. **Pose the Essential Question.** "Why is it important to have free will within an organized and structured life?" How is our essential question connected to our discussion about your pet's actions when alone?
3. **Fact Finding:** Students will work individually to list all of the examples of how Meg made her own choices during the novel. They will use the **Fact Finding Organizer** to write examples

Analogies

1. **Direct Analogy:** Students will analogize Meg's life (her choices and experiences) to a sonnet. In groups of 4-5, students will record how they are alike and different using the **Direct Analogy Graphic Organizer**.
2. **Personal Analogy:** Students will compare their lives to a sonnet. Be sure to review sonnets with students using the **Sonnet Facts Information Sheet**. In their journals, students will individually record the answers to the following questions:
 - What free will do you have in your structured life?
 - How do you feel when your day is organized and structured?
 - How do you feel when you are able to make your own choices?
 - How do you feel when you break away from organized life?Then, using the **Personal Analogy Graphic Organizer**, students will write a paragraph, poem, or song in the first person about their life as a sonnet.
3. **Compressed Conflict:** Students will brainstorm antonyms of a sonnet on the **Compressed Conflict Graphic Organizer** in order to create compressed conflict phrases.

Closing/Ticket out the Door

1. Students will generate another direct analogy by completing the following sentence: *Meg's life is like _____*. Students must support their analogy by using at least five examples.
2. **Ticket out the Door:** Why must we have a structured life if we have free will? What do you think would be the next line in Meg's sonnet?