

Objective Tests
and Answers Keys
for
A Wrinkle in Time

By Madeleine L'Engle

1963 Newbery Award Winner



A Novel Study Guide

by Margaret Whisnant

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A Wrinkle in Time

By Madeleine L'Engle
1 Mrs. Whatsit

Write the **letter** of the correct answer in the blank before each question.

- _____ 1. Meg's bedroom was (A) in the basement, (B) in the guest house, (C) in the attic.
- _____ 2. Meg was awake because (A) she could hear noises in the house, (B) a storm was raging outside, (C) she had napped all day.
- _____ 3. At school Meg was (A) not doing very well, (B) a top student, (C) the most popular girl in her grade.
- _____ 4. On the way home from school, Meg fought with a boy when he said something about (A) her glasses, (B) her dumb baby brother, (C) her missing father.
- _____ 5. Meg had ten year old (A) twin brothers, (B) twin sisters, (C) twin cousins who lived with her family.
- _____ 6. Also in the bedroom with Meg was (A) Fortenbras the dog, (B) Charles Wallace's pet mouse, (C) a gray kitten.
- _____ 7. At the post office, Meg had heard about a tramp who (A) stole twelve sheets from the Mayor's wife, (B) stole food, (C) peeped in people's windows.
- _____ 8. When Meg got to the kitchen, Charles Wallace (A) frightened her, (B) was waiting for her, (C) was frightened by the storm.
- _____ 9. Charles Wallace had the ability to (A) make up stories, (B) probe Meg's and his mother's minds, (C) read really difficult material.
- _____ 10. Charles Wallace hadn't talked at all until he was almost (A) two years old, (B) three years old, (C) four years old.
- _____ 11. Charles Wallace was (A) five years old, (B) seven years old, (C) nine years old.
- _____ 12. People thought of Sandy and Dennys as (A) strange, like the rest of the family, (B) nice, regular children, (C) not very smart.
- _____ 13. According to the tests her father had given her, Meg's I.Q. was (A) normal, (B) above average, (C) low.
- _____ 14. Meg's father had assured her there was nothing wrong with Charles Wallace's (A) mind, (B) voice, (C) hearing.
- _____ 15. Not only was Charles Wallace expecting Meg to come to the kitchen, he also knew (A) the storm would pass, (B) the dog would go to the door, (C) his mother would come to the kitchen.
- _____ 16. Meg's mother was (A) a scientist, (B) a writer, (C) a doctor.
- _____ 17. Meg's mother was (A) beautiful, (B) somewhat plain, (C) psychic.
- _____ 18. Meg thought of herself as an odd ball who was (A) attractive like her mother, (B) too skinny, (C) repulsive looking.



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5 *The Tesseract*



Write either **Yes** or **No** in the blank before each question.

- _____ 1. Was Meg's father behind the darkness where he couldn't be seen?
- _____ 2. Was Calvin able to comfort Meg when she began to cry?
- _____ 3. Did Mrs. Whatsit and her friends intend to take the children behind the darkness in one trip?
- _____ 4. Was a tesseract like a short cut for traveling through space and time?
- _____ 5. Did Mrs. Whatsit, Mrs. Who, and Mrs. Which travel in the fifth dimension?
- _____ 6. Was it Mrs. Whatsit who explained a tesseract to Meg?
- _____ 7. Were Meg and Calvin able to understand a tesseract?
- _____ 8. Did Mrs. Which know the children couldn't survive on a two-dimensional planet?
- _____ 9. Did Mrs. Whatsit reappear in her garb of shawls, scarves, tramp's coat, and hat?
- _____ 10. Did Mrs. Which take the children to Venus?
- _____ 11. Would Mrs. Murry notice that the children were gone?
- _____ 12. Was the second planet the children visited just like the first one?
- _____ 13. Did the Happy Medium live on the surface of the planet?
- _____ 14. Was Mrs. Whatsit over two billion years old?
- _____ 15. Was Mrs. Whatsit chosen for this mission because she verbalized and materialized so well?
- _____ 16. Did the Happy Medium smile when Mrs. Whatsit asked her to show the children their home planet on her crystal ball?
- _____ 17. Had the Black Thing come to cover the Earth during the time the children had been away?
- _____ 18. Was the Black Thing the children saw Evil and the Powers of Darkness?
- _____ 19. Were Meg, Charles Wallace, and Calvin the only people from Earth who ever fought the darkness?
- _____ 20. Was Father on a planet that had given in to the Black Thing?

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6 The Happy Medium

Write **True** or **False** in the blank before each statement.

- _____ 1. Watching the crystal ball, the children saw the Black Thing disappear under a great burst of light.
- _____ 2. The Happy Medium said the Black Thing could not be destroyed.
- _____ 3. The scene in the crystal ball was a star giving up its life to defeat the Black Thing.
- _____ 4. Mrs. Whatsit had lost her life as a star in winning a battle with the Black Thing.
- _____ 5. When he learned the truth about Mrs. Whatsit, Charles Wallace kissed her.
- _____ 6. Mrs. Whatsit, Mrs. Who, and Mrs. Which did not need food in order to live.
- _____ 7. The Happy Medium wanted to do something nice for the children to make up for having to show them such horrid things.
- _____ 8. Mrs. Which disapproved of allowing the children to see their mothers.
- _____ 9. When Calvin's mother came into view, she was crying.
- _____ 10. After she saw his mother, Meg held Calvin's hand.
- _____ 11. Meg saw that her mother was writing a letter to Father and feeling great sadness.
- _____ 12. When Meg saw her mother, it made her angry; and that there was no room left for fear.
- _____ 13. While traveling to Camazotz, Meg felt clammy coldness and a darkness that wanted to eat and digest her.
- _____ 14. Camazotz looked nothing like Earth.
- _____ 15. Mrs. Whatsit was the only one of the three creatures who was allowed to stay with the children and help them.
- _____ 16. Mrs. Whatsit strengthened Calvin's ability to communicate, gave Meg her faults, and bestowed upon Charles Wallace the resilience of childhood.
- _____ 17. Mrs. Who left her glasses for Meg to use in their final moment of danger.
- _____ 18. Mrs. Which commanded all three of the children to go down into the town.
- _____ 19. Mrs. Whatsit warned that the danger was greatest for Charles Wallace.
- _____ 20. Mrs. Whatsit encouraged Charles Wallace to leave the other two children and work alone.



About Your Novel Study Guide

The primary goal in creating the teaching packs for children's novels is to provide a **classroom-ready**, non-threatening method for checking student comprehension and stretching thinking skills. **When used as a basic guide for teaching a novel, the materials offer many and varied opportunities for learning.**

Use your teaching pack as a guide and lead your students into discovering new ideas about

THE PLOT

Each test page is actually an outline of the plot. In your teaching pack, the chain of related events that tell the story has been pulled from the novel and reformatted into a series of questions. Whether they are aware of their ability or not, all good readers sense the **rhythm** of the **connected** events that compose the plot; and consequently **comprehend** the story. This "plot rhythm" is the basic structure of the tests.

To further your students' understanding of plot, try the following activities:

Summarizing the Story: Using only the chapter questions as a guide, have your students write a summary of the chapter. For a set of ten questions, limit the number of sentences they may write to seven. For twenty questions, allow no more than twelve sentences.

Reporting the News: Have students write a newspaper article, based on the events from a set of questions, and add the *who, what, when, where, why* format. Some needed information may be located in previous chapters.

Twisting the Plot: Choose one or two questions from each chapter and change its answer—true to false, no to yes, or a different answer—and explain how changing a single (or several) events would change the story. To further illustrate the rhythm of a good story, try changing the answers to one complete set of questions. Your students will see how difficult, if not impossible, it is to tell a sensible story from a tangled set of events.

THE CHARACTERS

Questions that illustrate character motivation and personality are purposely included. Too often, when they are asked to tell what kind of person a story character is, the only answer many of our students can muster is "nice."

In your efforts to remove "nice" from your students' literary vocabulary, try this idea:

Character Charts: Display individual charts for the main characters. As the chapters are read, record **facts, behaviors, or events** that relate to the each character. Then connect the items with several appropriate words such as **empathetic, brave, calloused, bold, untrustworthy**, etc. The teacher can take the lead by contributing the first few words and then assigning the task of identifying more terms to students. Record the word collections on the charts with the story facts.

This information is a valuable student resource when displayed in the room for all to see and use during a writing assignment. In creating and using character charts, students will soon begin writing more fluently and insightfully about story personalities.

Use the charts to encourage your students to try some "predicting" or "detective" writing about what the character(s) might do next or what might have happened after the story ended. Let the charts help your students recognize **CHARACTER CHANGE (dynamics)**.

Another fun activity with the charts is to match a book personality with a zodiac sign. Students must justify their reason for thinking a character is a particular sign by citing his/her behaviors, words, reactions to situations, etc. that prove the match.

READING BETWEEN THE LINES

(Implied Meaning)

Because the primary goal for the objective questions is **basic comprehension**, items requiring a student to **interpret** an event or a character's behavior are not included. Always included, however, are questions that *establish the existence of a story component carrying an implied meaning.*

MAKING PREDICTIONS

(Recognizing Story Clues)

Authors subtly place clues in the story line giving the reader hints as to what is about to happen. Like the implied meaning, these clues are brought to the reader's attention in the form of a question. Once a student learns to spot the gems, his/her ability to comprehend and enjoy a story tends to leap forward.

Use "thinking-out-loud" class discussions to list all the possible meanings of the clue questions. Have your student write their individual predictions (no sharing or telling), store the papers until the novel is finished, and then retrieve them for reading. Sometimes, a wrong prediction makes a story as good as the original.

OTHER FUNCTIONS

The objective test pages are excellent discussion guides for both whole groups and small groups. They work well as homework reading guides and as conferencing tools. They are also useful management tools for teachers who wish to use multiple titles in one classroom.

IMPROVING/DEVELOPING LISTENING SKILLS

Rather than always requiring your students to answer test questions on a printed page, surprise them (and save paper!!) by occasionally doing the test orally.

Try this technique:

Student Rules for an Oral Test:

The teacher will read each question *two times*. No comments or questions that interrupt this initial phase of the test are allowed.

When all questions have been read, individual students may ask for repeats of any question he/she wishes to hear again.

No interruptions/comments during the re-reading part of the test.

Teacher Rules for an Oral Test:

The teacher will read each question *two times*. Except to remind students that a re-reading phase will follow after the last question, he/she will not respond to comment/question during this period.

The teacher will repeat **any** and **all** questions (even if it results in reading the same question multiple times).

(The second teacher rule is a *vital* part of the exercise. Asking for multiple repeats of a question does not mean students aren't paying attention. It does indicate their desire to *understand* and *answer* the question correctly.)

As students become more comfortable and experienced with oral test-taking, the number of requests for repeated questions will diminish. An added bonus to this technique is that skills learned in these testing periods tend to translate into other situations where teacher-talking and student-listening are required components of learning.

Final Note

The Novel Teaching Packs are designed for use as supplementary material that supports a total reading program. It is my goal to provide busy teachers with a classroom-ready, practical resource loaded with motivational and learning opportunities for their students. It is my hope that your purchase will prove to be a hard-working instructional component for years to come. Thanks for choosing one of my products for your classroom.



Margaret Whisnant, Author