

Unit 4

The Time Machine

by H. G. Wells

Teacher Guide



GRADE 7 Core Knowledge Language Arts®

Core Knowledge®



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Alignment to the Common Core State Standards

The following chart indicates which lessons in the Novel: *The Time Machine* unit address content from the Common Core State Standards (CCSS).

Unit 4: <i>The Time Machine</i>		Lessons							
		1	2	3	4	5	6	7	8
Reading Standards for Literature									
Key Ideas and Details									
STD RL.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	✓	✓	✓	✓	✓	✓	✓	
STD RL.7.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.			✓				✓	
STD RL.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	✓	✓		✓		✓	✓	
STD RL.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	✓	✓	✓	✓	✓	✓	✓	
STD RL.7.5	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.								
STD RL.7.6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.		✓					✓	
STD RL.7.7	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).								
STD RL.7.8	(Not applicable to literature)								
STD RL.7.9	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.							✓	
Range of Reading and Level of Text Complexity									
STD RL.7.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	✓	✓	✓	✓	✓	✓	✓	

Unit 4: <i>The Time Machine</i>		Lessons							
		1	2	3	4	5	6	7	8
Reading Standards for Informational Text									
STD RI.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.								
STD RI.7.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.								
STD RI.7.3	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).								
STD RI.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.								
STD RI.7.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.								
STD RI.7.6	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.								
STD RI.7.7	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).								
STD RI.7.8	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.								
STD RI.7.9	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.								
STD RI.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.								

Unit 4: <i>The Time Machine</i>		Lessons							
		1	2	3	4	5	6	7	8
Writing Standards									
Text Types and Purposes: Argument									
STD W.7.1	Write arguments to support claims with clear reasons and relevant evidence.								
STD W.7.1.a	Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.								
STD W.7.1.b	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.								
STD W.7.1.c	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.								
STD W.7.1.d	Establish and maintain a formal style.								
STD W.7.1.e	Provide a concluding statement or section that follows from and supports the argument presented.								
Text Types and Purposes: Informative/Explanatory									
STD W.7.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.								
STD W.7.2.a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.								
STD W.7.2.b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.								
STD W.7.2.c	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.								
STD W.7.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.								
STD W.7.2.e	Establish and maintain a formal style.								
STD W.7.2.f	Provide a concluding statement or section that follows from and supports the information or explanation presented.								
Text Types and Purposes: Narrative									
STD W.7.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.				✓	✓	✓	✓	✓
STD W.7.3.a	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.				✓	✓	✓	✓	✓

Unit 4: <i>The Time Machine</i>		Lessons							
		1	2	3	4	5	6	7	8
STD W.7.3.b	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.				✓	✓	✓	✓	✓
STD W.7.3.c	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.						✓	✓	✓
STD W.7.3.d	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.						✓	✓	✓
STD W.7.3.e	Provide a conclusion that follows from and reflects on the narrated experiences or events.				✓	✓	✓	✓	✓
Production and Distribution of Writing									
STD W.7.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)				✓	✓	✓	✓	✓
STD W.7.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7.)		✓	✓	✓	✓	✓	✓	✓
STD W.7.6	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.								✓
Research to Build and Present Knowledge									
STD W.7.7	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.								
STD W.7.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.								
STD W.7.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.								
STD W.7.9.a	Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").								

Unit 4: <i>The Time Machine</i>		Lessons							
		1	2	3	4	5	6	7	8
STD W.7.9.b	Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).								
Range of Writing									
STD W.7.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.		✓	✓	✓	✓	✓	✓	✓
Speaking and Listening Standards									
Comprehension and Collaboration									
STD SL.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.	✓	✓	✓	✓	✓	✓	✓	✓
STD SL.7.1.a	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	✓	✓	✓	✓	✓	✓	✓	✓
STD SL.7.1.b	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.	✓	✓	✓	✓	✓	✓	✓	✓
STD SL.7.1.c	Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.	✓	✓	✓	✓	✓	✓	✓	✓
STD SL.7.1.d	Acknowledge new information expressed by others and, when warranted, modify their own views.	✓	✓	✓	✓	✓	✓	✓	✓
STD SL.7.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	✓							
STD SL.7.3	Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.								
Presentation of Knowledge and Ideas									
STD SL.7.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.								
STD SL.7.5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.								
STD SL.7.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.)								

Unit 4: <i>The Time Machine</i>		Lessons							
		1	2	3	4	5	6	7	8
Language Standards									
Conventions of Standard English									
STD L.7.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	✓	✓	✓	✓	✓	✓	✓	✓
STD L.7.1.a	Explain the function of phrases and clauses in general and their function in specific sentences.								
STD L.7.1.b	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.								
STD L.7.1.c	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.				✓		✓		
STD L.7.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		✓	✓	✓		✓	✓	✓
STD L.7.2.a	Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).				✓		✓		
STD L.7.2.b	Spell correctly.	✓	✓	✓	✓	✓	✓	✓	✓
Knowledge of Language									
STD L.7.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	✓	✓	✓	✓	✓	✓	✓	✓
STD L.7.3.a	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.								
STD L.7.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i> , choosing flexibly from a range of strategies.	✓	✓	✓	✓	✓	✓	✓	✓
STD L.7.4.a	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	✓	✓	✓	✓	✓	✓	✓	✓
STD L.7.4.b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i> , <i>bellicose</i> , <i>rebel</i>).		✓	✓					
STD L.7.4.c	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	✓	✓	✓	✓	✓	✓	✓	✓
STD L.7.4.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	✓	✓	✓	✓	✓	✓	✓	✓
STD L.7.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	✓	✓	✓	✓	✓	✓	✓	✓

Unit 4: <i>The Time Machine</i>		Lessons							
		1	2	3	4	5	6	7	8
STD L.7.5.a	Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.								
STD L.7.5.b	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.		✓	✓					
STD L.7.5.c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i>).	✓	✓	✓	✓	✓	✓	✓	✓
STD L.7.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	✓	✓	✓	✓	✓	✓	✓	✓

Introduction

Unit 4: *The Time Machine*

Welcome

This introduction includes the necessary background information to teach the Core Knowledge Language Arts™ (CKLA) unit *The Time Machine*. **For detailed information about the CKLA approach to instruction, including reading, writing, grammar, morphology, spelling, speaking and listening, differentiation of instruction, and resources available in Grade 7 CKLA, see the Introduction to CKLA on pages 11–21 of the Unit 1 Teacher Guide.**

Lessons and activities address various aspects of a comprehensive language arts curriculum aligned to the Common Core State Standards–English Language Arts (CCSS–ELA): reading, writing, spelling, grammar, and morphology. When applicable, Grade 7 also covers Reading Standards for Literacy in History/Social Studies, Science, and Technical Subjects (CCSS–RH and CCSS–RST). Lesson 9 contains a Unit Assessment that assesses all of the skills taught in the unit. **Unit 4 contains nine daily lessons, each of which will require a total of ninety minutes, i.e., in schools in which forty-five minutes daily is allocated for English instruction, teachers will typically need to allocate two instructional days for each lesson.**

This unit contains two Pausing Points that may be used for differentiated instruction and have been included on the Pacing Guide on pages 10–11. We have included an optional Mid-Unit Comprehension Check, which can be given at the end of Lesson 4 (PP.1), and an optional End-of-Unit Comprehension Check (PP.2), which could be included at the end of the unit as part of the Pausing Point activities. These assessments allow you to assess students’ general comprehension of the reading and help to inform your decisions about grouping and support. If you decide to administer these assessments, be sure to allocate an additional forty-five minutes for each of these assessments. Following the completion of *The Time Machine* lessons, several culminating activities are suggested from which teachers may choose.

It is recommended that you spend no more than nineteen instructional days total on this unit. Please refer to the Pacing Guide on pages 10–11 for guidance.

Why *The Time Machine* Is Important

This unit examines the features of science fiction. In terms of literary skills, students will focus on characterization, character development, and theme development. Students will also compare the influence of real-world ideas and settings in the Victorian era to the way in which these ideas and settings are used in the text. Students using the entire Grade 7 CKLA series will recently have completed reading another novel written during the Victorian period, *Strange Case of Dr. Jekyll and Mr. Hyde*, by Robert Louis Stevenson.

Students will read *The Time Machine* by H. G. Wells.

H. G. Wells published *The Time Machine* in 1895. It was his first published novel, although Wells had been making money by writing and publishing short stories. The story did not invent

the idea of travel through time, but it helped to popularize it and, in particular, turned the notion of a device that could allow the user to travel in time—a time machine—into a popular trope of science fiction.

Although Wells’s novel proposes a fantastical scientific discovery—time travel—it was not the mechanics or the scientific theories of how such a device might operate that really interested him. The novel was an opportunity for the author to explore and lay out his ideas about what the future development of human civilization might look like. Wells was a socialist, and his politics were based on his experiences and observations about what life was like for the working classes in England at the end of the 1800s. These experiences were combined in Wells’s mind with ideas like social Darwinism (the theory that suggested that “strong” humans should triumph over the “weak”), notions of class struggle, and the concept of inevitable scientific “progress.” These led Wells to have a dim view of what the future held—not progress toward a utopia, but a gradual divergence of human classes based on the rich exploiting the working class so thoroughly that they would devolve into a subterranean species.

The Time Machine is really a book in which the anxieties about industrialization, progress, science, and society are allowed to play out. We see how the conquest of nature leads humanity not into a paradise but into a dead end. The book offers a stark social message but is also highly entertaining. It is filled with adventure, mystery, intrigue, and horror. Wells’s descriptions, his characterization, and his clever exploration of themes make *The Time Machine* a true classic in the science fiction genre.

Advance Preparation for Unit 4

Unit 4 asks students to read information about the late-Victorian era (late 1800s) and some of the major thinkers who influenced Wells’s views about science and society. Information about the Victorians and these thinkers is included in the Introduction and About the Author sections of the Reader. You may wish to preview these sections ahead of time because students will be asked to analyze these ideas and to compare their fictional versions in Wells’s novel to the reality of the Victorian era. In addition, you may wish to supplement your understanding of this era by reading about Henry George, Karl Marx, Thomas Henry Huxley, Charles Darwin, and people’s ideas and beliefs in late-Victorian England.

For a grounding in the science of time travel and the principles of space and time, the NASA *SpacePlace* website features a handy illustrated guide that explains how space and time work and whether “time travel” in the Wellsian sense might be possible. You may wish to display the images or use the text from the website in class.

Use this link to download the CKLA Online Resources for this unit, where the specific links needed for Advance Preparation may be found: <https://www.coreknowledge.org/free-resource/ckla-unit-4-Time-Machine/OnlineResources>.

Pacing Guide

The following is an overview and pacing guide to teaching the lessons of this unit. If possible, we encourage teachers to allocate additional time to administer the optional Mid-Unit and End-of-Unit Comprehension Checks.

Lesson 1		Lesson 2		Lesson 3
Day 1	Day 2	Day 3	Day 4	Day 5
Core Connections 45 min Core Connections: Introduce Science Fiction	Reading 45 min Read-Aloud: <i>The Time Machine</i> , "The Inventor" and "The Machine" Homework: "The Time Traveler Returns"	Reading 45 min Whole Group: <i>The Time Machine</i> , "Time Traveling" and "In the Golden Age" Homework: "The Sunset of Mankind"	Morphology 15 min Introduce Greek and Latin Prefixes <i>ex-</i> , <i>extra-</i> , <i>hyper-</i> , <i>hypo-</i> , <i>pro-</i> , <i>sub-</i> , <i>super-</i>	Reading 45 min Close Read: <i>The Time Machine</i> , "The Sunset of Mankind" and "A Sudden Shock"
			Writing 30 min Write a Science Fiction Narrative: Plan	Homework: "Explanation"

Lesson 3	Lesson 4		Lesson 5		
Day 6	Day 7	Day 8	Day 9	Day 10	
Spelling 15 min Introduce Spelling Words	Reading 45 min Partner: <i>The Time Machine</i> , “The Morlocks” and “When Night Came”	Grammar 15 min Introduce Comma Usage	Reading 45 min Individual: <i>The Time Machine</i> , “The Palace of Porcelain” and “In the Darkness” Homework: “The Trap of the White Sphinx”	Grammar 15 min Introduce Active and Passive Voice	
Morphology 15 min Practice Greek and Latin Prefixes <i>ex-</i> , <i>extra-</i> , <i>hyper-</i> , <i>hypo-</i> , <i>pro-</i> , <i>sub-</i> , <i>super-</i>		Writing 30 min Write a Science Fiction Narrative: Draft		Writing 30 min Write a Science Fiction Narrative: Draft	Writing 30 min Write a Science Fiction Narrative: Draft
Writing 15 min Write a Science Fiction Narrative: Plan					
		Optional Mid-Unit Comprehension Check			

Lesson 6		Lesson 7		Lesson 8
Day 11	Day 12	Day 13	Day 14	Day 15
Reading 45 min Small Group: <i>The Time Machine</i> , "The Further Vision" and "The Time Traveler's Return"	Grammar 15 min Practice Comma Usage and Active and Passive Voice	Reading 45 min Whole Group: <i>The Time Machine</i> , "After the Story" and "Epilogue"	Spelling 15 min Practice Spelling Words	Writing 45 min Write a Science Fiction Narrative: Edit and Proofread
	Writing 30 min Write a Science Fiction Narrative: Draft		Writing 30 min Write a Science Fiction Narrative: Share, Evaluate, Revise	

Lesson 8	Lesson 9
Day 16	Day 17
Spelling 15 min Spelling Assessment	Unit Assessment 35 min
Writing 30 min Write a Science Fiction Narrative: Publish	Unit Feedback Survey 10 min

Pausing Points	
Day 18	Day 19
Culminating Activity 45 min	Culminating Activity 45 min

Core Connections

The Core Connections section of Lesson 1 provides a broad overview of relevant background knowledge for *Unit 4: The Time Machine*. Considering prior knowledge needed for comprehension is consistent with the CCSS three-part model concerning text complexity (specifically with regard to the qualitative dimension of knowledge demands). Students who had CKLA in earlier grades may have had exposure to this relevant background knowledge. For those students, the Core Connections lesson will serve largely as a review of important related content. Students who did not have CKLA in earlier grades might not have prior knowledge of this related content. For those students, the Core Connections lesson provides foundational background knowledge about topics addressed in this unit. The Core Connections lesson ensures that all students have adequate background knowledge for the unit.

During the Core Connections lesson for Unit 4, students will learn about the science fiction genre and identify examples of works and features specific to the genre. Students will then read the Introduction to *The Time Machine*, which provides essential background information for understanding the Victorian era in which Wells was writing. This Introduction provides students with knowledge about four important Victorian thinkers whose ideas influenced Wells: Henry George, Karl Marx, Charles Darwin, and Thomas Henry Huxley. Finally, students will gain a greater understanding of Wells and his circumstances by reading a biography in the About the Author section of the Reader.

Reading

The Time Machine

Unit 4 reading lessons include comprehensive instruction in reading comprehension and vocabulary. For detailed information about these components, including reading groupings and comprehension question types, see the Introduction to CKLA on pages 11–21 of the Unit 1 Teacher Guide.

This unit is one of eight CKLA Grade 7 units. It uses a Reader that includes complex text and prepares students in Grade 7 for the increased vocabulary and syntax demands aligned texts will present in later grades. The book combines real-world ideas about science and society with a fantastical invention—a time machine—that is used to explore the possibilities and anxieties surrounding human progress and evolution.

The CKLA Grade 7 materials are designed to address all CCSS ELA standards at this grade level. Students will be reading an adapted version of the text. Some sections will need to be read for homework, and others will be read and discussed in class. Teachers should use their judgment and district policy to determine how many pages should be assigned as homework each night.

Writing

In this unit, students write and publish an original narrative in the science fiction genre.

For detailed information about the CKLA approach to Writing and the writing process, see pages 18–19 of Introduction to CKLA in the Unit 1 Teacher Guide.

Grammar

In this unit, students will work on grammar skills involving the use of commas and active and passive voice.

Students are expected to apply these grammar skills to oral activities, the unit writing project, and other writing throughout Grade 7.

Morphology

In this unit, students will study the Greek and Latin prefixes *ex-*, *extra-*, *hyper-*, *hypo-*, *pro-*, *sub-*, and *super-*.

Students are expected to apply these morphology skills to oral activities, the unit writing project, and other writing throughout Grade 7.

Spelling

During this unit’s spelling lessons, students will practice spelling words related to the content of *The Time Machine* as well as words related to the morphology features taught.

Lesson 3 introduces spelling words and provides definitions for context. Students will not be responsible for identifying the meaning of each word on the spelling assessment. However, it is important that students know the definitions as they practice spelling so they have context for the words. After Lesson 3, students will take home an activity page listing the spelling words. The activity page includes practice writing the spelling words and learn their meanings. In Lesson 7, students will practice spelling the words and relating them to the unit content and morphology skills.

In Lesson 8, students will complete a spelling assessment. In addition to writing the words during the assessment, students will write a sentence based on the teacher’s instructions. The lessons include guidelines for administering the assessment and for analyzing spelling errors.

For detailed information about the CKLA approach to Spelling, see page 20 of Introduction to CKLA in the Unit 1 Teacher Guide.

Speaking and Listening

This unit allows for numerous speaking and listening opportunities, including read-alouds, class discussions, and small-group and partner activities. **For detailed information about the CKLA approach to Speaking and Listening, see page 20 of Introduction to CKLA in the Unit 1 Teacher Guide.**

Assessment

This unit includes a variety of assessment tools, including formative and summative assessments and progress-monitoring assessments targeting specific skills. **For an overview of assessment in CKLA, see pages 20–21 of Introduction to CKLA in the Unit 1 Teacher Guide.**

Activity Book

The Unit 4 Activity Book provides additional practice for students in reading comprehension, writing, grammar, spelling, and morphology, as well as student resources, enrichment pages, and opportunities for you to conduct formative assessments. Students will complete some activity pages in class as part of lessons and other activity pages for homework. Homework is assigned regularly and takes various forms.

The Activity Book also has Student Resources, which includes a glossary of words in the Unit 4 reading selections and resources for the unit writing project.

For detailed information about resources in the Activity Book, see pages 13–14 of Introduction to CKLA in the Unit 1 Teacher Guide.

Teacher Resources

At the back of this Teacher Guide, you will find a section titled “Teacher Resources.” In this section, the following information is included:

- Glossary for *The Time Machine*
- The Writing Process
- Science Fiction Narrative Writing Model
- Science Fiction Narrative Rubric
- Science Fiction Narrative Peer Review Checklist
- Science Fiction Narrative Editing Checklist
- Proofreading Symbols
- Activity Book Answer Key

Online Resources

This unit provides links to free online resources to support and enrich teaching. You will see references to these resources at point of use throughout the unit. Use this link to download the CKLA Online Resources for this unit, where the specific links for each lesson may be found:

<https://www.coreknowledge.org/free-resource/ckla-unit-4-Time-Machine/OnlineResources>

Recommended Resources

You should consider various times throughout the day when you might infuse the curriculum with authentic domain-related literature. If you are able to do so, you may recommend students select books from this trade book list.

You might also consider creating a classroom lending library, allowing students to borrow domain-related books to read at home with their families.

- Gott, J. Richard. *Time Travel in Einstein's Universe: The Physical Possibilities of Travel Through Time*. HarperCollins, 2002. ISBN 978-0618257355
- Haddix, Margaret Peterson. *The Shadow Children, the Complete Series: Among the Hidden; Among the Impostors; Among the Betrayed; Among the Barons; Among the Brave; Among the Enemy; Among the Free*. Simon & Schuster, 2012. ISBN 978-1442468641
- Juster, Norton and Feiffer, Jules. *The Phantom Tollbooth*. Random House, 1988. ISBN 978-0394820378
- L'Engle, Madeleine. *A Wrinkle in Time*. Square Fish, 2007. ISBN 978-0312367541
- Riggs, Ransom. *Miss Peregrine's Home for Peculiar Children*. Quirk Books, 2013. ISBN 978-1594746031
- Ryan, John Oliver. *It's Really About Time: The Science of Time Travel*. Tahilla Press, 2019. ISBN 978-1734264302
- Vandermeer, Ann and Vandermeer, Jeff. *The Time Traveler's Almanac: A Time Travel Anthology*. Tor Books, 2014. ISBN 978-0765374240

Lesson 1

AT A GLANCE CHART

Lesson	Time	Activity	Materials
DAY 1: Core Connections	45 min	Review Prior Knowledge Introduce the Genre Introduce the Book	<i>The Time Machine</i> Activity Pages 1.1, 1.2
DAY 2: Reading	45 min	Read-Aloud: “The Inventor” and “The Machine”	<i>The Time Machine</i> Activity Page 1.3
Take-Home Material	*	Reading	<i>The Time Machine</i> , “The Time Traveler Returns” Activity Pages 1.1, 1.3, 1.4, SR.1

Primary Focus Objectives

By the end of this lesson, students will be able to:

Core Connections

Understand the genre of science fiction and explain its characteristics. Students will study the context in which *The Time Machine* was written and learn about some of the ideas and concerns that influenced Wells’s work, such as the theory of evolution, socialism and class struggle, and the ideas surrounding social and scientific progress.

Reading

Understand and describe how Wells uses language in *The Time Machine*. (RL.7.1, RL.7.3, RL.7.4, RL.7.10)

Determine the meaning of words and phrases as they are used in *The Time Machine* (RL.7.4).

Speaking and Listening

Ask and answer questions about the text. (SL.7.1, SL.7.2)

Follow rules of classroom discussion. (SL.7.1.b)

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly. (SL.7.1, SL.7.1.a–d)

Demonstrate command of the conventions of English grammar and usage. (L.7.1)

Spell correctly. (L.7.2.b)

Use knowledge of language and its conventions when writing. (L.7.3)

Determine or clarify the meaning of unknown words. (L.7.4, L.7.4.a, L.7.4.c, L.7.4.d)

Demonstrate understanding of word relationships. (L.7.5, L.7.5.c)

Acquire and use grade-appropriate vocabulary. (L.7.6)

Academic Vocabulary

Academic vocabulary words support reading comprehension and may appear across a variety of materials, in language arts and in content areas. Understanding academic vocabulary may contribute to improved performance on assignments and assessments, as these words appear often in directions. Where applicable, general academic words are used throughout the unit, as they refer to all subjects—reading, writing, grammar, morphology, and spelling. They may appear in directions, assessments, spelling lists, activity pages, and discussion questions, among other places.

These words are underlined in lessons the first time they are included. You may wish to define these words and use them intentionally throughout the unit so students hear them used in multiple ways; it is not necessary to teach the words ahead of time.

Following the word list is a chart of applicable Spanish cognates. Providing Spanish cognates may support Spanish-speaking students in comprehending the words in English.

- 1. **characterization, n.** how a character’s traits are presented and developed by the writer
- 2. **motivation, n.** the reasons why characters do and say things
- 3. **narrator, n.** a person who tells a story
- 4. **point of view, n.** the type of narrator that the author chooses to use in a narrative; the position from which a narrative is told; what the narrator sees in relation to the events of the story; a story can be told from the first-person, second-person, or third-person point of view
- 5. **theme, n.** the main idea or subject of a piece of writing; a message or lesson that the author wants to convey to the readers
- 6. **tone, n.** the author’s attitude toward a subject in a text

Spanish Cognates for Academic Vocabulary in <i>The Time Machine</i>	
tema	tono
motivación	

ADVANCE PREPARATION

Core Connections

- Decide how you will divide the class into four groups for the jigsaw activity on Activity Page 1.2.
- You may wish to research some well-known or iconic science fiction books, TV shows, and movies to guide the discussion about the book’s genre. Some examples include:
 - o The novels *20,000 Leagues Under the Sea* by Jules Verne, *A Wrinkle in Time* by Madeleine L’Engle, or *Ender’s Game* by Orson Scott Card.
 - o The TV shows *Star Trek*, *Doctor Who*, and *Steven Universe*.

- o The movies *Back to the Future* (which features time travel), *Wall-E*, *Guardians of the Galaxy*, *The Iron Giant* and the *Star Wars* series.

Reading

- Write the purpose for reading on the board/chart paper: *Describe how Wells uses language to create a sense of mystery in “The Inventor” and “The Machine.”*
- Make copies of SR.1 for students to take home.

DAY 1

CORE CONNECTIONS

45 minutes

Introduce the Genre: Science Fiction

5 minutes

- Begin by telling students that they will be reading a novel titled *The Time Machine*. Tell students that *The Time Machine* is part of the science fiction genre and that the term *science fiction* probably dates from the 1920s and is sometimes shortened to *sci-fi*. Because *The Time Machine* was published in 1895, it is considered an early classic of the genre.
- Inform students that science fiction as a genre examines questions about the impact of science on society. Some science fiction is about how theoretical technologies, new ideas, or new ways of organizing society might change how we live and how we think about personal and social issues. Some science fiction takes ideas and technologies that already exist in our world and speculates about how those ideas might develop in the future and the changes that might result.
- Invite students to share examples of novels, movies, TV shows, and other media in the science fiction genre.

Introduce the Book

30 minutes

- Have students turn to the Introduction in their Readers (page 1). Read page 1 through the first paragraph on page 4 aloud to the class.
- Point out that after the Introduction, the Reader contains four subsections, each dealing with the work and ideas of a major thinker. Each of these thinkers influenced Wells’s novel. To understand these sections, tell students that you will be doing a jigsaw activity together. To begin, divide the class up into the following four groups:
 - o *Henry George: Progress and Poverty* (pages 4–6)
 - o *Karl Marx: Class Struggle* (pages 6–7)
 - o *Charles Darwin: Evolution and “Social Darwinism”* (pages 7–9)
 - o *Thomas Henry Huxley: Evolution and Progress* (page 10 through first paragraph on page 11)

Tell students they will read and take notes on their assigned passage with their group on Activity Page 1.2 and that after they have completed reading with their group, they will summarize what they read to students from other groups.

- Once the groups have finished reading and discussing their section, reorganize the students into new groups, ensuring that each one of the four sections is represented in each new group. Ask students to share the main details and takeaways from the section they read with the members of their new group. Members of the group will take notes on these details and takeaways and note the ways in which they differ from the thinkers that other students have read about.
- Read aloud the rest of the Introduction (pages 11–12).
- Tell students that they should keep the thinkers they read about and their ideas in mind as they read the text. Students should examine how these ideas are explored in the novel and how they influenced Wells’s writing.

Wrap Up

10 minutes

- Turn to the About the Author section of the Reader (page 195). Remind students that a good way to know what an author is interested in and how they might address these ideas and themes in their work is to learn about where they were from and what experiences they had in their life.
- Read the About the Author section aloud to students.
- **Turn and Talk:** Ask students to discuss Wells’s life story, how the novel was written, and the information they have learned about Wells’s influences in a Turn and Talk activity. Ask students to consider how this information might be reflected in the novel they are about to read. Have students turn to a partner and talk about their thoughts and ideas. As time allows, invite a few students to share what they discussed with their partner with the rest of the class.
- **SUPPORT:** Ask students who may need extra help to share their ideas with you rather than a partner. Prompt students with questions like: What did the thinkers who influenced Wells predict would happen in the future? How might these ideas come up in a story about time travel? Is it likely that Wells wants to explore the future or the past?
- Point out that Wells’s story revolves around the scientific concept of time travel. Explain that time travel, in the sense in which it is used in the story, is highly theoretical and may not be possible to achieve in the ways Wells shows. Nevertheless, the idea of being able to travel through time to see what life and society was like at different points in history (or in the future) is highly appealing and has been explored (or used for entertainment) in many works of fiction.
- Ask students to reflect on the social ideas Wells was concerned with and to consider why he might have used a story about time travel to explore these ideas. Solicit suggestions from the class, and write them on the board/chart paper. (Student answers may include: He wanted to project ideas about evolution and class into the future; He wanted to show how society will develop according to certain trends; He wanted to warn his audience about where society was heading.)
- Tell students they will read the first two chapters of *The Time Machine*, “The Inventor” and “The Machine.” In these chapters, students will meet the nameless scientist who has created—and aims to test—a time machine. Ask students to reflect on what sort of person they think the inventor might be and what he might hope to accomplish with his time machine.

Read Aloud: “The Inventor” and “The Machine” [pages 15–35]

Introduce the Reader

5 minutes

- Ensure each student has a copy of the Reader.
- Read the title with students, and explain that this Reader is a science fiction novel about a time traveler who visits the distant future and sees what has become of humanity.
- Have students turn to the table of contents. Either read several chapter titles aloud, or have students read them. Ask students to describe whether they think the Time Traveler has a positive experience on his journeys—do these chapter titles suggest that he has an easy or a difficult journey? What challenges do students think the Time Traveler will face on his adventures?
- Ask students to share any other thoughts they have about the Reader.

Introduce the Chapters

5 minutes

- Tell students you will read aloud two chapters, “The Inventor” and “The Machine.” Students should follow along in their Reader as you read.
- Have students turn to “The Inventor” in the Reader (page 15).

Core Vocabulary

- Preview the core vocabulary words before reading the chapter. Alternatively, you can choose to explain the core vocabulary terms when they appear in the text.
- Begin by telling students that the first vocabulary word they will encounter in the selection is *convenient*.
- Have students find the word on page 15 of the Reader.
- Explain that the glossary contains definitions of all the vocabulary words in this Reader. Have students refer to the glossary on Activity Page SR.1. Point out that these words are listed in alphabetical order. Have students find the word, and ask a student to read its definition.
- Explain the following:
 - The part of speech follows each word in an abbreviated format as follows: noun–*n.*; verb–*v.*; adjective–*adj.*; adverb–*adv.*
 - Alternate forms of the word appearing in the chapter may follow the definition. They may be a different part of speech from the original word.
- Have students reference Activity Page 1.3 while you read each word and its meaning, noting the following:

- o The page number (for the first occurrence of the word in the chapters) appears in bold print after the definition.
- o Words are listed in the order in which they appear in the chapters.

“The Inventor”

1. **convenient**, *adj.* easy to do or to reach (**15**)
2. **geometry**, *n.* the branch of mathematics that deals with the relationships between points, lines, and surfaces (**16**)
3. **dimension**, *n.* a measurement in a particular direction (**17**)
4. **reference**, *n.* comparison (**18**)
5. **philosophical**, *adj.* thinking deeply about knowledge and life (**18**)
6. **vertical**, *adj.* positioned up and down (**22**)
7. **velocity**, *n.* speed (**23**)

Vocabulary Chart for “The Inventor” and “The Machine”		
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Core Vocabulary	dimension geometry philosophical velocity	convenient reference vertical
Spanish Cognates for Core Vocabulary	<i>dimensión</i> <i>geometría</i> <i>velocidad</i>	<i>conveniente</i> <i>referencia</i>
Multiple-Meaning Core Vocabulary Words		reference
Sayings and Phrases		

Read the purpose for reading from the board/chart paper:

Describe how Wells uses language to create a sense of mystery in “The Inventor” and “The Machine.”

Read the Chapters

30 minutes

Read the chapters aloud as students follow along in their Readers. Then, read and discuss the corresponding guided reading supports, rereading text as necessary to support the discussion. Guided reading supports in brackets are directional and not intended to be read aloud. All other phrases and sentences are intended to be read aloud verbatim. Whenever

asking a guided reading support question, explicitly encourage students to refer to the text and reread prior to offering an answer.

Throughout this lesson and other lessons in the Teacher Guide, you will see certain questions or activities labeled either **SUPPORT** or **CHALLENGE**. These questions and activities are not intended to be used in all situations. The items labeled **SUPPORT** provide additional scaffolding and should be used with classes that would benefit from additional support. The items labeled **CHALLENGE** should be used with classes that would benefit from additional enrichment opportunities.

Read “The Inventor”

[page 15]

[Read aloud the first paragraph.]

Literal [Reread the following line:] “The fire burnt brightly, and the soft radiance of the incandescent lights caught the bubbles that flashed and passed in our glasses.” What elements of the scene are discussed in this line? What mood does this convey?

- o This line is about the way that the room is lit by the fire and the incandescent lights and how the light reflects on the liquid in the glasses. The light gives the feeling of warmth and relaxation.

SUPPORT: A *paradox* is an idea that is contradictory or illogical.

[page 16–the middle of page 17]

Note to Teacher: This section is about the conversation between “you must follow me carefully” and “Filby became pensive.” The character who speaks first is the Time Traveler.

Literal The Time Traveler says he will “contradict” some ideas that are “almost universally accepted.” What does he mean?

- o The Time Traveler means he is going to say things that disagree with ideas that are commonly believed.

SUPPORT: An *abstraction* is a concept or a model that stands in for a real thing. The Time Traveler means that mathematical ideas are tools humans use to understand the universe. They are not actually “real” or as complex as the “real” thing.

[the middle of page 17–the first paragraph on page 18]

CHALLENGE: Reread the Time Traveler’s description of the importance of the Fourth Dimension, and rewrite his explanation in your own words. What is the Time Traveler’s point?

[the middle of page 18–the first paragraph on page 21]

[Draw students’ attention to the diagrams on pages 19–20, which give visual examples and explanations of perspective and multiple dimensions. Ask students if these diagrams help them to visualize or understand what the Time Traveler is talking about.]

Literal What is the Mayor doing if he is “knitting his brows”?

- o The Mayor is thinking very hard, so hard that it shows on his face.

[page 21–the top of page 22]

Note to Teacher: At this point in the narrative, you may wish to pause and explain that what the Time Traveler is talking about is called space-time. The term *space-time* was coined in the early 1900s by the physicist Hermann Minkowski, based on Albert Einstein’s theory of special relativity. In short, just as the Time Traveler describes, the coordinates or “location” of any given event must be expressed both in space and time. Space-time is considered a “four-dimensional object” just as the Time Traveler describes.

SUPPORT: A *barometer* measures atmospheric pressure, part of working out what the weather will be like. The element *mercury* reacts to heat and is used to indicate changes in temperature.

[page 22–the middle of page 23]

SUPPORT: Some of your students may benefit from the following supports:

- The Medical Man, like the Time Traveler, is a scientist. The Time Traveler seems pleased that a fellow scientist has paid his ideas enough attention to ask a good question.
- This story was published in 1895, before airplanes and powered flight, rocketry, and all sorts of other means of traveling “up and down” were invented. In the 1800s, hot-air balloons were the most sophisticated way of beating “gravitation.”

[the bottom of page 23–page 24]

Inferential Why does the Time Traveler mention going “up against gravitation in a balloon”?

- o A hot-air balloon is a machine built to travel and can overcome the constraints of gravitation. The Time Traveler is setting up the idea that he has built a machine that is made to travel through time.

SUPPORT: The other guests have a mixed response to the Time Traveler’s ideas. Filby is loudly skeptical and argues with the Time Traveler. The idealistic Very Young Man seems excited.

[pages 25–26]

SUPPORT: Some of your students may benefit from the following supports:

- *Experimental verification* is proof.
- *Humbug* is an old way of saying “nonsense” or “rubbish.”

Inferential What does the description of the Time Traveler at the end of this passage say about his character?

- o The Time Traveler appears to be in control of the situation. He has his hands in his pockets and is “smiling faintly” without giving away his thoughts or feelings. The way he moves, with “slippers shuffling,” suggests confidence—he is moving normally and quietly and isn’t rushing or arguing with his audience. The description also adds an air of mystery to him. The reader is meant to want to know more about the Time Traveler and what he has made.

Who is the Inventor? How do you know?

- o The Time Traveler is the Inventor because he makes the time machine.

Read “The Machine”

[page 27–the middle of page 30]

CHALLENGE: What details in the machine’s design prove to you that this story is set before the 1900s? Think about the materials used and how it is described. Think about how late twentieth and twenty-first century “high tech” devices look in comparison.

Literal Is the machine described in high or low detail?

- o The machine is not described in high detail—the author does not explain exactly how such a machine could be made or how it would work.

Inferential What contrast is made in this scene by the mention that it is lit by candlelight?

- o The contrast is between the high technology of the Time Traveler’s machine and the very primitive light source. High technology is illuminated by very low technology.

SUPPORT: A *quack* is a fraud or a fake.

[the middle of page 30–the top of page 31]

Literal What environmental effects are described when the machine is activated?

- o The effects from the machine are the movement of air—“a breath of wind” that causes the flame of a lamp to jump and one candle to be blown out.

[the top of page 31–the middle of page 32]

Note to Teacher: The following passage discusses some implications of the idea of time travel. They hinge upon the idea that a “time machine” introduces paradoxical details when observed by someone moving in linear time. An object sent back in time has to be in the timeline up to the point it was sent back—this is what the Psychologist says in this passage. These paradoxes are sometimes thought of as “time loops” because they can be drawn as a loop along the normal linear progress of time. A time machine sent into the past enters the timeline and remains there until it meets the point at which it was invented and sent back.

[the middle of page 32–the middle of page 33]

SUPPORT: Two of the other scientists present are skeptical about what has happened. The Medical Man and the Psychologist try to rationalize away what they have witnessed or say that the guests should go to bed and wait until the morning before judging.

[the middle of page 33–page 35]

[Draw student attention to the image of the Time Machine on page 35. Does it look more or less complicated than students had imagined?]

SUPPORT: Quartz has a special symbolic resonance because it is commonly used in watches to keep them working regularly. The use of quartz symbolizes “time.”

Inferential How does the line “The flickering light, the dance of the shadows” add to the atmosphere of this scene?

- o The line adds to the atmosphere of uncertainty, mystery, and potential.

Inferential What is the meaning of Filby's wink?

- o Filby's wink suggests that he still does not believe the Time Traveler's claims; he is treating it as a joke or a trick and suggests that the narrator should do the same.

Discuss the Chapters and Wrap Up the Lesson

5 minutes

Remind students of the purpose for reading:

Describe how Wells uses language to create a sense of mystery in "The Inventor" and "The Machine."

For each question, have students cite the specific passage in the text that provides the information needed to answer the question. If students have difficulty responding to the questions, reread pertinent passages. If students give one-word answers and/or fail to use appropriate vocabulary in their responses, acknowledge correct responses by expanding students' responses using richer and more complex language. Have students answer in complete sentences by restating the question in their responses. It is highly recommended that students answer at least one question in writing and that several students share their writing as time allows.

- Use the following questions to discuss the chapter.
 1. **Literal** How does Wells make the Time Traveler an exciting and mysterious character?
 - o The Time Traveler is not named, nor is he described in detail. His character is conveyed through the deep learning he shows and the complex theoretical ideas he describes, but these are also often short of critical details. The Time Traveler's calm gestures and small affectations—sticking his hands in his pockets, shuffling along in his slippers, and calmly lighting his pipe—suggest he knows much more than he is willing to let on.
 2. **Inferential** What is revealed—and what is hidden—about the machine from the way it is described?
 - o What is revealed is that it is made from strange and expensive materials like nickel, crystal, quartz, and ivory. It is described as being very well and very carefully made. What is hidden, however, are any details of how it works, other than that it is operated by levers.
 3. **Evaluative** Why does Wells choose to begin his story with a discussion of the theory of time travel and a mysterious description of the Time Machine?
 - o Students may point out that the author is establishing the scientific basis that will underpin the rest of the story. The opening chapters establish that time travel is possible, that it works a certain way, and that a machine can be built that will travel through time. The specifics of how the machine works are not provided because they are not necessary for the story (and nobody has ever built such a machine). These chapters act as a prelude or introduction to the adventures in space-time that provide the meat of the story's drama and its message.

Take-Home Material

Reading

- Have students take home Activity Page 1.1, Letter to Family, for students to share with their families.
- Distribute copies of the glossary on Activity Page SR.1 for use as a reference during this unit. Also have students review the core vocabulary words on Activity Page 1.3.
- Tell students to fill out Activity Page 1.4 as part of this homework assignment.
- Have students read the next chapter, “The Time Traveler Returns,” pages 36–45 in *The Time Machine* for homework.

Lesson 2

AT A GLANCE CHART

Lesson	Time	Activity	Materials
DAY 1: Reading	45 min	Whole Group: “Time Traveling” and “In the Golden Age”	<i>The Time Machine</i> Activity Page 2.1
DAY 2: Morphology Writing	15 min	Introduce Greek and Latin Prefixes <i>ex-</i> , <i>extra-</i> , <i>hyper-</i> , <i>hypo-</i> , <i>pro-</i> , <i>sub-</i> , <i>super-</i>	Prefixes Anchor Chart Activity Page 2.2
	30 min	Write a Science Fiction Narrative: Plan	Activity Page 2.3
Take-Home Material	*	Reading, Morphology, Writing	<i>The Time Machine</i> , “The Sunset of Mankind” Activity Pages 2.1, 2.2, 2.3

Primary Focus Objectives

By the end of this lesson, students will be able to:

Reading

Analyze how Wells develops and contrasts the point of view of different characters and narrators in *The Time Machine*. (RL.7.1, RL.7.3, RL.7.4, RL.7.6, RL.7.10)

Writing

Develop and strengthen writing as needed by planning. (W.7.5)

Write routinely over extended time frames. (W.7.10)

Speaking and Listening

Ask and answer questions about the text. (SL.7.1)

Follow rules of classroom discussion. (SL.7.1.b)

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly. (SL.7.1, SL.7.1.a–d)

Language

Demonstrate command of the conventions of standard English grammar, capitalization, punctuation, and spelling when writing. (L.7.1, L.7.2, L.7.2.b)

Use knowledge of language and its conventions when writing. (L.7.3)

Use known strategies such as using context clues, Greek or Latin affixes and roots, as well as reference sources such as print or online dictionaries to determine or clarify the meaning of words. (L.7.4, L.7.4.a, L.7.4.b, L.7.4.c, L.7.4.d, L.7.5, L.7.5.b, L.7.5.c)

Acquire and use grade-appropriate vocabulary. (L.7.6)

ADVANCE PREPARATION

Reading

- Write the purpose for reading on the board/chart paper: *Describe the impact of changing the point of view in “Time Traveling” and “In the Golden Age.”*

Writing, Grammar, Morphology, Spelling

- Display a blank Prefixes Anchor Chart that is shown on page 35 of the Teacher Guide.

DAY 1

READING

45 minutes

Whole Group: “Time Traveling” and “In the Golden Age” [pages 46–66]

Review

5 minutes

- Remind students that in the previous lesson, they saw how Wells used language to set the scene, provide details, and bring his characters and their attitudes to life. Students paid close attention to how language choices were used to create an atmosphere of mystery.
- Remind students that for homework they read the chapter “The Time Traveler Returns” and filled out Activity Page 1.4. Ask for student volunteers to summarize the events and main details of this chapter. (The Time Traveler reappears before his guests in a beaten-up state; he is very hungry, and he has a limp. He begins to tell his guests his story. He claims to have lived for eight days in the time since he has seen them. He insists on telling the guests his story even though it will sound like he’s lying.)
- Activity Page 1.4 provides questions prompting students to think about how the Time Traveler was characterized in “The Time Traveler Returns.” Ask students the following questions:
 - What details suggest the Time Traveler has been on an adventure? (He looks dirty and has a limp; he looks tired and agitated.)
 - How does the Time Traveler’s way of acting and speaking differ from how he acted and spoke in the previous two chapters? (The Time Traveler seems more confused, less sure, and less confident.)

- o What appears to have caused this change? (His exploits while testing out his Time Machine caused this change.)
- o What hasn't changed about the Time Traveler's way of speaking and acting? (He still speaks of theories and ideas, and he still talks like he is really arguing with people who are not present, rather than his guests.)
- Ask students to summarize the changes in the Time Traveler and what sort of adventure he seems to have had. (He seems as if he has had a bad and dangerous adventure. It has caused him to lose some of his confidence and to become hurt.)

Introduce the Chapters

5 minutes

- Tell students they will read "Time Traveling" and "In the Golden Age."
- In this lesson, students should be reading to examine how the different points of view of the narrators are developed. Point of view describes the perspective a character has on the things that are happening. Point of view is developed through different techniques, such as a character's vocabulary and way of describing things, their emotional reactions, their knowledge and references, and how involved they are in the action. In the case of *The Time Machine*, you may wish to point out that the story has two narrators—the narrator of the story and the Time Traveler. Ask students to think about how the Time Traveler's point of view is described and how it differs from that of the narrator.
- Have students turn to page 46.

Core Vocabulary

- Preview the core vocabulary words before reading the chapter. Alternatively, you can choose to explain the core vocabulary terms when they appear in the text.
- Begin by telling students that the first vocabulary word they will encounter in the selection is *principles*.
- Have students find the word on page 46 of the Reader.
- Explain that the glossary contains definitions of all the vocabulary words in this Reader. Have students refer to the core vocabulary words on Activity Page 1.1. Have students find the word, and ask a student to read its definition.
- Explain the following:
 - o The part of speech follows each word in an abbreviated format as follows: noun–*n.*; verb–*v.*; adjective–*adj.*; adverb–*adv.*
 - o Alternate forms of the word appearing in the chapter may follow the definition. They may be a different part of speech from the original word.
- Have students reference Activity Page 2.1 while you read each word and its meaning, noting the following:
 - o The page number (for the first occurrence of the word in the chapters) appears in bold print after the definition.
 - o Words are listed in the order in which they appear in the chapters.

“Time Traveling”

1. **principle, *n.*** basic or fundamental fact (46)
2. **intellect, *n.*** intelligence (47)
3. **headlong, *adv.*** headfirst (48)
4. **conscious, *adj.*** aware (48)
5. **glimpse, *n.*** a quick look (48)
6. **vapor, *n.*** liquid suspended in the air, like a cloud (49)
7. **glimmer, *n.*** faint light (50)
8. **frail, *adj.*** weak or breakable (57)

“In the Golden Age”

9. **turf, *n.*** grass (63)
10. **gesture, *n.*** a movement of the body to indicate something (66)

Vocabulary Chart for “Time Traveling” and “In the Golden Age”		
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Core Vocabulary	headlong vapor glimmer turf	principle intellect conscious glimpse frail gesture
Spanish Cognates for Core Vocabulary	vapor turba	principio consciente gesto
Multiple-Meaning Core Vocabulary Words		glimpse gesture
Sayings and Phrases	in vain	

Read the purpose for reading from the board/chart paper:

Describe the impact of changing the point of view in “Time Traveling” and “In the Golden Age.”

Have individual students take turns reading the chapters aloud. You may also alternate between having students read aloud and read silently. Occasionally pause to ask questions in order to check for understanding and draw students' attention to key vocabulary and concepts. Use the guided reading supports listed below for this purpose.

Read "Time Traveling"

[page 46–the top of page 47]

Inferential Why is the text on these pages in quotation marks?

- o The narrative at this point is being related by the Time Traveler and quoted by the narrator.

SUPPORT: To *reel* is to feel physically dizzy or knocked suddenly off your feet.

Inferential Read the line "I seemed to reel; I felt a nightmare sensation of falling." How do these lines add to the Time Traveler's characterization?

- o The Time Traveler describes very vividly a sensation of confusion and terror when he turns on the machine. It is one of the first times he reveals a strong emotional reaction to events and his surroundings. It also shows that he is keen to describe how things seem and feel to him and not just the theoretical principles of time travel.

[page 47–the middle of page 50]

SUPPORT: Some of your students may benefit from the following supports:

- The Time Traveler "set [his] teeth" to show he had a determination to continue.
- To be *dumb* is to be unable to speak.
- The Time Traveler's descriptions of fantastic, unbelievable sensations suggest he did not like the experience of time travel.
- The setting is "misty and vague." This mist symbolizes the Time Traveler's own sense of mystery and uncertainty about what he will see.
- The description of the snow and green shifting quickly emphasizes the speed at which the Time Traveler is moving. The seasons move slowly in real time (they last for about three months). This change happens in seconds for the Time Traveler.
- *Hysterical exhilaration* is a way of expressing an excitement so extreme that the Time Traveler has been overcome by it and doesn't know what to do.
- *Rudimentary* means simple or primitive. The Time Traveler expected the future to be more advanced or more complex than his own time.

[the middle of page 50–the bottom of page 51]

SUPPORT: The *interstices of intervening substances* means through the gaps in other things.

Inferential How do phrases like "slipping like a vapor through the interstices of intervening substances" help to distinguish the Time Traveler's narrative voice from that of the main narrator?

- o This kind of complex language, using scientific terminology, is a hallmark of how the Time Traveler speaks. The narrator (as witnessed in the earlier chapters) uses simpler language. It reminds the reader that these words and experiences are those of the Time Traveler, not the narrator.

SUPPORT: The Time Traveler’s description of the risk of an explosion suggests he is either a risk-taker or too absentminded to realize when he is in serious danger.

[the bottom of page 51–the middle of page 53]

Evaluative What is the first thing the Time Traveler seems to notice about the future? What effect does this observation have on the narrative? In your opinion, what reaction are we, the readers, intended to have?

- o It is intended as a joke—it is a faint anticlimax that the first thing the Time Traveler does is complain about the weather! The reader is meant to find this amusing. It adds interest to the story because it is a particularly human reaction to extraordinary circumstances that adds depth to both the Time Traveler’s character and the story he is telling. A simple recitation of the wonders of the future would be boring.

[Draw students’ attention to the image on page 54. What does this image show? Is it a friendly and welcoming thing to see, or does it seem unpleasant and hostile?]

[the middle of page 55–the middle of page 56]

SUPPORT: Some of your students may benefit from the following supports:

- Now that he has arrived in the future, the Time Traveler appears more fearful than he did earlier. He is worried about what the people of the future will do to him.
- Point out to students that the Time Traveler is referring to his fears about both progress and evolution in the future. He worries that the progress might have made the people of the future so powerful that they have become uncaring—and that they may have evolved into a form that would consider his to be disgusting.
- The end of the storm provides the first clear look the Time Traveler has of the world of the future.

[the middle of page 56–page 57]

Inferential How does the Time Traveler describe the people he sees? What do they seem like?

- o The people are described as small and simply but comfortably dressed. They are “very beautiful and graceful” but “frail,” meaning that they are pleasant to look at but that they seem weak. They seem childlike.

SUPPORT: The weakness of the people in the future gives the Time Traveler his confidence back. He is no longer afraid that they will be stronger than him or think he is primitive.

Read “In the Golden Age”

[page 58–the middle of page 59]

Note to Teacher: You may wish to point out that the idea of a “golden age” describes an era in human history at a social and cultural high point. The first writer that we know of to describe an

era of the past as a “golden age” was the Greek poet Hesiod, who lived circa 700 BCE. Students who used the CKLA series in Grade 6 may recall the use of the term “golden age” when they read about it in *The Heritage of Ancient Greece and Rome*.

[Have a student read the first three paragraphs of the chapter, until the line “what I could do in the way of communication.”]

Literal Why does the Time Traveler take the “little levers” with him?

- o The Time Traveler takes the levers so that nobody else can turn the machine on and leave him stranded in the future.

Note to Teacher: You may wish to point out that the Time Traveler’s description of his encounter with the people of the future is meant to echo the experiences of European (and particularly British) explorers in how they described their initial encounters with people they met as they explored, invaded, and settled in the colonial era.

- The British had explored and set up colonies in North America, the Caribbean, and India from the sixteenth century onward. Colonization and warfare intensified in the nineteenth century. Britain colonized New Zealand from 1840 and took direct control of India in 1857. After the Berlin Conference in 1884, Britain owned African territories from Egypt to South Africa.
- These experiences and records of them would have been in books and newspapers familiar to many of Wells’s readers. Indigenous people around the world were themselves often described and presented as “childlike” by explorers who did not understand or did not care to understand the complexities of the societies and the people they encountered. Wells himself was aware of these kinds of descriptions, and the echo is deliberate. Remind students that science fiction often deals with ideas and problems that were occurring in and around the era in which it was written.

[the middle of page 59–the middle of page 61]

SUPPORT: The description of the people of the future is meant to make the reader think of cherubs or other idealized angelic figures from paintings and sculptures.

Inferential Why is the Time Traveler disappointed by the people he has encountered?

- o The Time Traveler feels unimpressed and unstimulated by them and thinks they are no more intelligent than children. He was hoping to see the wonders of progress and enlightenment and be greeted by people more powerful and intelligent, and he is disappointed that things have not gone the way he thought they would.

[the middle of page 61–the middle of page 62]

SUPPORT: The scene in which the people play with flowers and laugh is meant to make the reader think of children playing or a children’s party. It is meant to show the people as innocent, carefree, and childlike.

SUPPORT: When you reach the line “As I went with them the memory of my confident anticipations of a deeply serious and intellectual posterity came, with irresistible merriment, to my mind,” pause and ask students to consider how the Time Traveler’s narration is a flashback.

- A flashback is a section of a story in which the narrator recounts experiences in the past as they experienced them at the time.
- Prompt students to look carefully at what the Time Traveler is saying: he, at the time (in the past) remembered what he had thought before (even further in the past), and he is remembering these thoughts in the present, as he narrates his story.
- Ask students if they think that this, too, counts as a form of “time travel.” You may wish to mention that the Time Traveler considers memory a sort of travel to the past, as he revealed in “The Inventor.”

[the middle of page 62–page 63]

Evaluative Why do you think Wells chose a character like the Time Traveler as the person to narrate this adventure? What is it about his character that makes him an appropriate choice?

- o Answers could include that the Time Traveler is an observant person who has strong ideas about what he expects to find and can analyze how the reality of what he sees differs from his expectation. He notices interesting and telling details and describes them vividly using a scientific approach and detailed language.

[pages 64–65]

SUPPORT: Some of your students may benefit from the following supports:

- The large building’s stained glass and tables are meant to make the reader think it had been a temple or church.
- The fact the Time Traveler refers to the fruits becoming his “staple” food indicates that he spent several days here.

[page 66]

Evaluative The Time Traveler says he feels like “a schoolmaster among children.” Is this an accurate description of his situation? What does it reveal about his character?

- o It is not really accurate because it is he who knows nothing of his hosts’ culture and language, and he needs to learn from them. This reveals an attitude of superiority on his part—he thinks of himself as serious and mature and his hosts as silly and childlike. He comes across as both impatient and haughty.

SUPPORT: *Indolent* means lazy.

Discuss the Chapters and Wrap Up the Lesson

5 minutes

Remind students of the purpose for reading:

Describe the impact of changing the point of view in “Time Traveling” and “In the Golden Age.”

Bring students back together, and use the following questions to discuss the selection. For each question, have students cite the specific passage in the text that provides the information needed to answer the question. If students have difficulty responding to the questions, reread pertinent passages of the chapter. If students give one-word answers and/

or fail to use appropriate vocabulary in their responses, acknowledge correct responses by expanding students' responses using richer and more complex language. Have students answer in complete sentences by restating the question in their responses. It is highly recommended that students answer at least one question in writing and that several students share their writing as time allows.

Remind students that in the first three chapters, the story was told by a nameless narrator. In these two chapters, the story is being told by a new narrator—the Time Traveler. Ask students to think about how the author distinguishes between these two characters and their points of view in *The Time Machine*.

1. **Literal** Does the Time Traveler or the narrator have or claim to have factual knowledge about the adventures?
 - o The Time Traveler does. The narrator is only reporting what the Time Traveler tells him.
2. **Inferential** How does the Time Traveler's use of language differ from that of the narrator?
 - o The Time Traveler uses more complex language and refers to his scientific knowledge and beliefs about the future when describing the things he sees. The narrator uses simple language that is easily understood.
3. **Inferential** How do the attitudes of the narrator and the Time Traveler differ in the story?
 - o The narrator is keen to report the things he sees and hears as accurately as possible and without bias. The Time Traveler's narrative offers more emotional detail about the things he saw, felt, and experienced, and he also offers his opinion when he criticizes the behavior of the people he has met in the future. He expresses first his fear about meeting a highly advanced and powerful civilization and then his disappointment that he did not.
4. **Evaluative** How might the story have been told differently if the narrator, rather than the Time Traveler, had traveled through time?
 - o Accept reasonable answers. Students may suggest that the narrator's descriptions might have been simpler; that he might have expressed more excitement about being in the future; that he might not have been as critical about the people he encountered in the future.

DAY 2

MORPHOLOGY

15 minutes

Greek and Latin Prefixes *ex-*, *extra-*, *hyper-*, *hypo-*, *pro-*, *sub-*, *super-*

Introduce Greek and Latin Prefixes

15 minutes

- Direct students to the Prefixes Anchor Chart displayed in the classroom, and tell students you will be adding some new prefixes to the chart.

Note to Teacher: Alternatively, you may add the prefixes to the chart prior to class and introduce them one-by-one as described below.

- Tell students this week they will study the prefixes *ex-*, *extra-*, *hyper-*, *hypo-*, *pro-*, *sub-*, and *super-*.
 - Write the prefix *ex-* on the chart, and point out that it is pronounced /eks/. Explain that *ex-* means “out” or “not.” Write the meaning of the prefix on the chart.
 - Write the prefix *extra-* on the chart, and point out that it is pronounced /ekstru/. Explain that *extra-* means “outside” or “beyond.” Write the meaning of the prefix on the chart.
 - Write the prefix *hyper-* on the chart, and point out that it is pronounced /hieper/. Explain that *hyper-* means “over,” “above,” or “excessive.” Write the meaning of the prefix on the chart.
 - Write the prefix *hypo-* on the chart, and point out that it is pronounced /hiepoē/. Explain that *hypo-* means “below,” “under,” or “less than normal.” Write the meaning of the prefix on the chart.
 - Write the prefix *pro-* on the chart, and point out that it is pronounced /proe/. Explain that *pro-* means “on behalf of,” “supporting,” or “before.” Write the meaning of the prefix on the chart.
 - Write the prefix *sub-* on the chart, and point out that it is pronounced /sub/. Explain that *sub-* means “below,” “under,” or “subordinate to.” Write the meaning of the prefix on the chart.
 - Write the prefix *super-* on the chart, and point out that it is pronounced /sueper/. Explain that *super-* means “above,” “over,” or “superior.” Write the meaning of the prefix on the chart.
- Next, add examples of affixed words and their meanings to the Prefixes Anchor Chart as shown. Discuss how the affix affects the meaning of each affixed word.

Prefix	Meaning	Affixed Word	Meaning
ex–	out, not	extract	to take out of
extra–	outside, beyond	extraordinary	outside the ordinary
hyper–	over, above, excessive	hyperactive	excessively active
hypo–	below, under, less than normal	hypothesis	possible explanation underlying observations
pro–	on behalf of, supporting, or before	progress	movement forward
sub–	below, under, subordinate to	subterranean	underground
super–	above, over, superior	superior	higher in rank or quality

CHALLENGE: As time allows, challenge students to think of additional words with the prefixes listed and to use them in context sentences.

Have students turn to Activity Page 2.2. Briefly review the directions, and do the first sentence together. Tell students to complete the activity page in class or for homework.

WRITING

30 minutes

Write a Science Fiction Narrative: Plan

Introduce

10 minutes

- Explain to students that in this unit they will be asked to write a science fiction narrative. Tell them that they may write an additional chapter or scene for an existing work—whether a book, a TV series, or a movie—or they may create a science fiction narrative all their own.
- Ask students what they think a science fiction narrative is. (A fictional story either set in the future or featuring some sort of technology or other development not found in our present world.)
- With the class, brainstorm a list of science fiction TV series and movies as examples: *Star Trek*, *Star Wars*, *Dr. Who*, *Dune*, *The Expanse*, *The Matrix*, *The Jetsons*, or some other popular works of science fiction.
- Point out that science fiction differs from fantasy in that science fiction is usually set in a world bound by physical laws described by science—even if those laws are unique to that world. Explain that fantasy can be entirely made up, though it is often based on existing folklore or legend. Give such examples as *The Lord of the Rings*, *The Chronicles of Narnia*, *Harry Potter*, and *His Dark Materials*.
- Emphasize that students' science fiction narratives must feature technology, whether that technology is something familiar but with enhanced capabilities or is an altogether new technology.
- Provide examples of technology that appeared in science fiction, such as the “communicators” used on *Star Trek* that predicted the cell phones we use today or the self-driving cars in the movie *The Terminator*.
- Remind students of the elements all narratives share:
 - o a plot
 - o conflict
 - o a dramatic arc
 - o characters
 - o a point or points of view

- Suggest students use their narratives to explore the moral or social questions posed by new devices or capabilities, much as H. G. Wells used those suggested by the time machine in his own science fiction narrative.
- Provide these examples of technologies whose implications students might explore:
 - the flying cars in the movie *The Fifth Element*
 - Dr. Who's TARDIS
 - modern tech like smart homes, FaceTime, self-driving Teslas
 - space voyages for private citizens

Activity: Study the Writing Model

10 minutes

- Direct students to the Science Fiction Narrative Writing Model found on Activity Page 2.3.
- Read the model aloud with students. Point out that in this case, the writer has chosen to create an entirely new narrative rather than write an additional scene for an existing one.
- Point out that while this narrative is science fiction, it does not seem to take place in the future. Ask: What makes this story science fiction? (It speculates about the uses of technology and the existence of other worlds.)
- Ask students how this story uses technology in an unexpected way. (A game controller becomes a device for communicating with aliens.)
- Ask: How would you describe the conflict in this story? (The mystery surrounding the black box provides the conflict.)
- Explain that every narrative has a dramatic arc consisting of rising action, a climax, and a resolution. Ask a volunteer to suggest in their own words the parts of the dramatic arc in the Writing Model. (The rising action begins when the mysterious package arrives, continues as the box creates odd effects, and reaches a climax when Ax hears the voices and is taken to the secret location to find out the voices he hears are aliens. Resolution is Ax teaching the aliens to play soccer.)
- Ask students if they've ever gotten so deeply into a science fiction book or film that they imagined the backstories of characters or where some of the ideas or technologies in the story came from.
- Introduce the concept of fan fiction, in which fans write their own stories within the universes of their favorite science fiction. Point out that some series, such as *The Expanse*, have spawned separate books to provide backstories for their main characters.
- Tell students that they will write their own next chapter to the Writing Model's science fiction narrative.

- As students contemplate how the story might continue, suggest they ask themselves such questions as:
 - o How might Ax's interaction with the aliens evolve?
 - o Who are the people who sent out the black boxes?
 - o Why do they seem to be in charge?
 - o What sort of axiom might Ax come up with to address all this?

Turn and Talk: Have students pair up to talk about their favorite science fiction books, movies, and TV shows. Help the conversations along by asking:

- What made these narratives exciting or engaging?
- Did technology play a role in the story? If so, what sort of role?
- Have you ever read or thought about writing fan fiction, in which fans write stories using the situations and characters in their favorite shows?

SUPPORT: Some students may not be familiar with science fiction, or they may not be interested in technology or science or lightsabers and laser canons. Prompt students to consider examples of science fiction that explore such themes as love, politics, and the nature of humanity.

- George Orwell's *1984* focuses on the dangers of totalitarianism and of the conflict between individual and collective identities.
- Ursula K. LeGuin's *The Dispossessed* uses two planets in mutual orbit to compare a world based on capitalism with a world run as a commune.
- Frank Herbert's *Dune* illustrates the collision of great power and limited resources on a vast, interplanetary canvas.

Make clear that in all these examples, technology plays an important role—but human values rather than technology are the point of the exercise.

Wrap Up

10 minutes

Come together as a group, and have pairs of students share which favorite works of science fiction they discussed. Be sure students say why these works are their favorite. Urge them to mention specific aspects that appealed to them—was it some sort of technology? The nature of the characters? The message of the story?

- Have students write the next chapter of the science fiction narrative.

Take-Home Material

Reading

- Have students review the core vocabulary words on Activity Page 2.1.
- Ask students to read “The Sunset of Mankind” in *The Time Machine* for homework. Inform students that they will be close-reading this chapter in the next lesson so that their homework reading should prepare them to go back over the text in more detail in the lesson.

Morphology

- Have students take home Activity Page 2.2 and complete it for homework.

Writing

- Have students take home Activity Page 2.3 to write the next chapter of the science fiction narrative.

Lesson 3

AT A GLANCE CHART

Lesson	Time	Activity	Materials
DAY 1: Reading	45 min	Close Read: “The Sunset of Mankind” and “A Sudden Shock”	<i>The Time Machine</i> Activity Pages 3.1, 3.2
DAY 2: Spelling	15 min	Introduce Spelling Words	Activity Page 3.4
Morphology	15 min	Practice Greek and Latin Prefixes <i>ex-</i> , <i>extra-</i> , <i>hyper-</i> , <i>hypo-</i> , <i>pro-</i> , <i>sub-</i> , <i>super-</i>	Prefixes Anchor Chart Activity Page 3.5
Writing	15 min	Write a Science Fiction Narrative: Plan	Writing Process Diagram Activity Page 3.6
Take-Home Material	*	Reading, Spelling, Morphology, Writing	<i>The Time Machine</i> , “Explanation” Activity Pages 3.1, 3.2, 3.3, 3.4, 3.5, 3.6

Primary Focus Objectives

By the end of this lesson, students will be able to:

Reading

Determine a theme or central idea in *The Time Machine* and analyze its development as they close-read a chapter from the novel. (RL.7.1, RL.7.2, RL.7.4, RL.7.10)

Writing

Develop and strengthen writing as needed by planning. (W.7.5)

Write routinely over extended time frames. (W.7.10)

Speaking and Listening

Ask and answer questions about the text. (SL.7.1)

Follow rules of classroom discussion. (SL.7.1.b)

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly. (SL.7.1, SL.7.1.a–d)

Language

Demonstrate command of the conventions of standard English grammar, capitalization, punctuation, and spelling when writing. (L.7.1, L.7.2, L.7.2.b)

Spell correctly. (L.7.2.b)

Use knowledge of language and its conventions when writing. (L.7.3)

Use known strategies such as using context clues, Greek or Latin affixes and roots, as well as reference sources such as print or online dictionaries to determine or clarify the meaning of words. (L.7.4, L.7.4.a, L.7.4.b, L.7.4.c, L.7.4.d, L.7.5, L.7.5.b, L.7.5.c)

Acquire and use grade-appropriate vocabulary. (L.7.6)

ADVANCE PREPARATION

Reading

- Write the purpose for reading on the board/chart paper: *Identify and describe themes used in “The Sunset of Mankind” and “A Sudden Shock.”*

Writing, Grammar, Morphology, Spelling

- Display the Writing Process Diagram found on page 113 of this guide.
- Display the Prefixes Anchor Chart from Lesson 2.

DAY 1

READING

45 minutes

Close Read: “The Sunset of Mankind” and “A Sudden Shock” [pages 67–91]

Review

5 minutes

- Remind students that in the previous lesson, they studied how the point of view of the story’s two narrators is distinguished in the text. Remind students that point of view refers to a particular character’s perspective and is explored through their thoughts, feelings, responses, and descriptions of the events of the story.
- Remind students that for homework they should have read “The Sunset of Mankind.” Tell students that in this lesson they will be close-reading this chapter in class to determine a theme of the story. Remind students that a theme is an important idea or message that repeats in a story.
- Ask students the following questions to summarize the events described in the chapter:
 - o What year is it in the future? (802,701 CE)
 - o What does the Time Traveler notice that makes him believe the people of the future live in “Communism”? (He notices they all live in shared accommodations in the big building, not individual houses.)

- o What does the Time Traveler see that makes him think he is witnessing “the sunset of mankind”? (The ruins of the world, overgrown with plants, and the happy people who seem to have no cares or worries.)
- o What does the Time Traveler think is the cause of the state of humanity in the future? (They have nothing to struggle against, no pain and suffering.)
- o Does the Time Traveler think his theories about the people’s lack of pain and struggle are accurate at the end of the chapter? (No, he considers his theory “wrong.”)

Introduce the Chapters

5 minutes

- Tell students they will read the chapters “The Sunset of Mankind” and “A Sudden Shock.” Tell students that they are going to close-read “The Sunset of Mankind” and that they will finish by reading “A Sudden Shock” independently.
- Have students turn to page 67.

Core Vocabulary

- Preview the core vocabulary words before reading the chapter. Alternatively, you can choose to explain the core vocabulary terms when they appear in the text.
- Begin by telling students that the first vocabulary word they will encounter in the selection is *astonishment*.
- Have students find the word on page 67 of the Reader.
- Explain that the glossary contains definitions of all the vocabulary words in this Reader. Have students refer to the glossary on Activity Page SR.1. Point out that these words are listed in alphabetical order. Have students find the word, and ask a student to read its definition.
- Explain the following:
 - o The part of speech follows each word in an abbreviated format as follows: noun–*n.*; verb–*v.*; adjective–*adj.*; adverb–*adv.*
 - o Alternate forms of the word appearing in the chapter may follow the definition. They may be a different part of speech from the original word.
- Have students reference Activity Page 3.1 while you read each word and its meaning, noting the following:
 - o The page number (for the first occurrence of the word in the chapter) appears in bold print after the definition.
 - o Words are listed in the order in which they appear in the chapters.

“The Sunset of Mankind”

1. **astonishment**, *n.* great surprise (67)
2. **splendor**, *n.* grandeur, a wonderful appearance (68)
3. **granite**, *n.* a type of rough, grainy rock (68)

4. **communism, *n.*** a system of government in which all property is publicly owned and each person works and is paid according to his abilities and needs (69)
5. **miniature, *n.*** a small version (**miniatures**) (70)
6. **specialization, *n.*** the adaptation of a person to a particular role or way of life (70)
7. **gnat, *n.*** a tiny flying bug (**gnats**) (76)
8. **contagious, *adj.*** easy to catch or transmit (76)

“A Sudden Shock”

1. **realization, *n.*** discovery or new awareness (82)
2. **abruptly, *adv.*** suddenly (83)
3. **tamper, *v.*** to interfere, to mess with (**tampering**) (83)
4. **groove, *n.*** a cut or channel (87)

Vocabulary Chart for “The Sunset of Mankind” and “A Sudden Shock”		
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Core Vocabulary	granite communism specialization gnat groove	astonishment splendor miniature contagious realization abruptly tamper
Spanish Cognates for Core Vocabulary	comunismo	contagioso
Multiple-Meaning Core Vocabulary Words	specialization groove	
Sayings and Phrases	upon the wane sets a premium on	

Read the purpose for reading from the board/chart paper:

Identify and describe themes used in “The Sunset of Mankind” and “A Sudden Shock.”

The practice of close reading involves directing students' attention to specific aspects of a text. The guided reading supports in this close reading of "The Sunset of Mankind" are intended to provide this focus and are labeled as follows:

- **VOC** indicates questions or comments that focus on vocabulary to explain meanings or check student understanding and may highlight multiple-meaning words or idioms.
- **SYN** indicates questions or comments that focus on syntax to explain complex sentences and syntactic structure.
- **COMP** indicates questions or comments that focus on students' comprehension of the text. These questions require text-based responses and are sequenced to build a gradual understanding of the key details of the text. Students may provide multiple responses using different pieces of evidence, grounding inferences logically in the text.
- **LIT** indicates questions or comments that focus on literary devices, which are techniques an author uses to produce a specific effect, such as alliteration, similes, metaphors, etc.

Not all question types will be included in each close reading lesson.

These labels and their explanations are for your reference and are not intended to be shared with students. Also, guided reading supports in brackets are intended to guide you in facilitating discussion and should not be read verbatim to students. Guided reading supports not presented in brackets should be read aloud verbatim.

There are many ways for students to respond to the questions. Vary how you elicit students' responses to promote student engagement. For example:

- Have students work in pairs. Following each question, direct students to consult with their partner about the correct response before one student responds.
- Have students work in small groups of three or four students. Following each question, direct students to consult with others in their group about the correct response before one student responds.
- Following a question, have all students provide a written response before one student responds orally.

SUPPORT: If students forget the meanings of any of the vocabulary terms discussed at the beginning of Lesson 3, refer them to Activity Page 3.1 or the glossary on Activity Page SR.1.

Read "The Sunset of Mankind"

Have students read aloud or read silently. Pause at each point indicated to explain or clarify the text.

[page 67]

[Have students read the first paragraph of the chapter. Draw students' attention to the number of ways the Time Traveler continues to compare the people of the future to children.]

SUPPORT: When the Time Traveler describes the hosts' "lack of interest," one could also say he is describing their lack of an attention span.

LIT/Evaluative Up to this point, the Time Traveler doesn't name any of his hosts. What effect does this have on the text?

- o It reinforces the idea that he does not hold them in high esteem. Therefore, he does not “humanize” them by giving them names. It also shows the difficulties he is having in communicating with them because he doesn’t know the most basic details about them. Students may also point out that the fact they are not distinguished by personal names reinforces their communal or communist way of living—they are not presented as individuals but rather as a community.

[the bottom of page 67–the middle of page 68]

[Draw students’ attention to the line “The calm of evening was upon the world” and the description of the sunset.]

SUPPORT: A clue to the chapter’s theme is provided by the time of day: it is sunset, the end of the day.

[the middle of page 68–the top of page 69]

[Have students focus on the first line, in which the Time Traveler describes the condition of “broken-down splendor.”]

SUPPORT: Some of your students may benefit from the following supports:

- Splendor is something good-looking, appealing, or magnificent. For it to be broken-down means that it was once grand and impressive but that now it is in ruins.
- The idea of splendid or impressive but ruined surroundings is one that we can find in our own world today—for example, the great pyramids, Mayan ruins, the Colosseum, and so on.
- *Symbols* in literature are objects, events, or other things mentioned in a story that are meant to make the reader think of certain ideas and concepts.
- The pile of granite, the aluminum mass, the browned leaves, and the sunset are all symbols of a world in ruins, gradually declining further.

COMP/Inferential How does the mention that the “very beautiful plants tinted brown about the leaves” reinforce the symbolism of the things the Time Traveler is seeing?

- o The leaves are browning, which means that they are gradually dying off. This is related to the symbolism of the sunset and of the “fallen” or ruined state of the human civilization he sees.

[page 69]

[Remind students about the work they did at the start of this unit about the thinkers who influenced Wells and whose ideas he is aiming to explore in this story. Here we see one of the text’s first explicit mentions of one of these ideas—the idea that the people of the future live in a world where private property and social classes do not exist.]

Note to Teacher: You may wish to find and display some images of the English countryside and especially the English villages with individual houses and cottages Wells is alluding to in this passage. Use this link to download the CKLA Online Resources for this unit, where the specific links to images of the English countryside can be found: <https://www.coreknowledge.org/free-resource/ckla-unit-4-Time-Machine/OnlineResources>.

COMP/Inferential What does the Time Traveler notice when he muses that “even the household” has disappeared?

- o The Time Traveler is suggesting that the family unit, or the nuclear family, has disappeared and that the people of the future seem to live in extended communities.

LIT/Evaluative Why does the author have the Time Traveler refer to “communism” at this point in the story?

- o It makes it clear to the reader that Wells is thinking about communism as an idea and that he wants his story to engage seriously with this idea. It means that this vision of a human society is not just a pure fantasy but an attempt to show what communism might look like in a future reality.

[Ask students if they think that “communism” is the theme of the story. Suggest that it might not be the theme but that its mention here sets up how the author intends to develop his story’s themes subsequently.]

[page 70–the top of page 71]

[Ask students to think about how these descriptions of the people of the future develop the idea that their society is a communist society.]

SUPPORT: Some of your students may benefit from the following supports:

- The Time Traveler emphasizes the similarity of the people of the future. They all look and act the same.
- Point out that in the paragraph referring to the “close resemblance of the sexes,” Wells is referring to Charles Darwin’s theory of evolution. Darwin believed that a complementary process to “natural selection” was “sexual selection”—that certain traits that distinguished between male and female animals evolved because of competition for mates. You may wish to mention or show images of animals, especially birds, that have a high degree of sexual dimorphism as an illustration.
- The “specialization of the sexes” is a reference to evolution. The idea is that just as organisms are adapted to their environment, so elements like the differences between men and women are the product of the different environments or roles society determines for them.

LIT/Evaluative How has this section of the chapter joined together the three ideas of communism, evolution, and time travel?

- o Time travel is how the Time Traveler is allowed to see and describe this vision of the future. Wells knows that evolution takes place over long stretches of time, and so he has set his story far, far in the future—800,000 years in the future. By doing so, he aims to show how humanity and society have evolved. He seems to believe that communism is an inevitable product of whatever physical evolution has taken place.

[Before moving on, offer to students the idea that evolution—and changes in human life and society over time and the cause of these changes—might be a candidate for the theme of this story. Ask if students agree or not.]

[pages 71–73]

SUPPORT: Some of your students may benefit from the following supports:

- *Hedges* are rows of bushes used in the English countryside to separate one plot of land from another, like a seminatural fence. A lack of hedges indicates a lack of private property. There's no private land to keep others out of.
- *Proprietary rights* refers to the ownership of private property. Private property refers primarily to land and buildings that are owned by an individual or a group rather than by the public or the community. A communist society is based on the abolition of private property.

[page 74]

[Explain that the Time Traveler is beginning to sum up his observations, so these are important to pay attention to when determining the theme.]

SUPPORT: The sunset the Time Traveler sees is compared to the figurative sunset, or the last days, of human civilization.

COMP/Inferential What does the Time Traveler suggest has happened to people when he says that “strength is the outcome of need”?

- o The Time Traveler is suggesting that people have become weak and childlike because they no longer have any worries or needs.

SUPPORT: To *set a premium on something* is to value it highly. *Feebleness* is weakness.

COMP/Evaluative What argument is the Time Traveler making about progress, evolution, and communism in this paragraph?

- o The Time Traveler is suggesting that the society he is witnessing is at the end of human progress. He explains that as humans have struggled to make life easier and to eliminate wants and hardships from their lives, the pinnacle of civilization produces an environment in which there is no longer anything to struggle against. Without this struggle, humanity has become weak and childlike.

[page 75–the top of page 76]

SUPPORT: Some of your students may benefit from the following supports:

- The Time Traveler calls the agriculture of his age “rudimentary.” This reinforces his belief that his society was primitive and lacked scientific understanding and technological development compared to the future societies.
- Point out that *selective breeding* refers again to language taken from evolutionary theory, the idea that humans can take hold of evolutionary processes to produce things that are more useful to them than nature provides.

COMP/Inferential What does the Time Traveler seem to think about progress and evolution? Does he think it is a good thing?

- o The Time Traveler describes the products of even limited agriculture and medicine in positive terms, such as “a new and better peach.” His view of a world that is fully “intelligent, educated, and cooperating” is a positive one.

[page 76]

SUPPORT: Some of your students may benefit from the following supports:

- *Toil* is a negative word for hard work.
- The Time Traveler indicates his belief that commerce is a bad thing. He thinks it is a “social triumph” that commerce has ended.
- The Time Traveler’s language of gardens is meant to make the reader think of the biblical Garden of Eden and other visions of paradise without want or fear.

CHALLENGE: The Time Traveler describes the society of the future as a “social paradise,” but a couple of times in the narrative he has mentioned that his theories about the society of the future were incorrect or mistaken. Does this suggest that something will happen in the narrative that reveals how or why he was wrong?

[the bottom of page 76–the top of page 77]

[Point out that the Time Traveler reiterates his ideas about what he believes to be the source of human progress—hardship and freedom.]

LIT/Inferential What theory is the Time Traveler describing when he describes the survival of the strong when applied to human societies and individuals?

- o The Time Traveler is describing social Darwinism.

[the middle of page 77–page 78]

[Tell students that this first paragraph summarizes the Time Traveler’s idea about what had happened to humanity.]

CHALLENGE: How does the Time Traveler’s argument about struggle and hardship both reveal and explore the theme of this chapter? Think about how the factors he suggests promote progress.

[Have students think about the different ways the Time Traveler suggests that humans are shaped by their environment as part of a process of social and physical evolution.]

[page 79]

SUPPORT: The Time Traveler says that all the theories he describes in this chapter are wrong.

LIT/Evaluative What effect is this statement, that the Time Traveler’s theories are wrong, at the end of the chapter intended to have on the audience?

- o It is intended to cause tension and suspense—the Time Traveler has spent an entire chapter exploring his theory that humanity now exists in a paradise of perfect comfort. If this theory is wrong, then something terrible or contradictory is going to happen next.

CHALLENGE: Ask students to write a prediction about what the flaw in the Time Traveler’s theory is. Have students examine the Time Traveler’s theory and try to work out in what way they think it is wrong or mistaken and what might have happened instead.

Note to Teacher: When students have finished close reading “The Sunset of Mankind,” have them move on to read “A Sudden Shock” independently while completing Activity Page 3.2. Students may need to complete the assignment for homework.

Remind students of the purpose for reading:

Identify and describe themes used in “The Sunset of Mankind” and “A Sudden Shock.”

Ask the following questions:

- What main theme is explored throughout “The Sunset of Mankind”? (The decline, or “sunset,” of human civilization)
- What symbols and other language choices reinforce this theme in “The Sunset of Mankind”? (the language of sunsets; the description of ruins and decay)

Note to Teacher: Continue with the remaining questions if students have finished reading “A Sudden Shock.”

- What themes are explored in “A Sudden Shock”? (Students may suggest themes such as fear of the unknown or emotion versus reason.)
- What other themes are explored in these chapters? (Students may suggest themes such as: struggle causes progress; progress is not real; comfort causes decay; even mighty civilizations end, and technology fails.)
- Why is a time travel story a good method to explore these themes? (Students may suggest that time travel allows an author to explore ideas once they have had time to be put into practice or to show the long-term consequences of events.)

DAY 2

SPELLING

15 minutes

Introduce Spelling Words

15 minutes

- Explain that students will practice twelve words with prefixes *ex-*, *extra-*, *hyper-*, *hypo-*, *pro-*, *sub-*, or *super-*. These words do not follow one single spelling pattern. Tell students they will be assessed on these words and will write a sentence including two of these words in Lesson 8.
- Introduce the words by writing them on the board/chart paper. First say the word aloud, and then name each letter aloud as you write it.
 - o Point out that *exonerate* and *extract* are spelled using the *ex-* prefix.
 - o Point out that *extraordinary* and *extravagant* are spelled using the *extra-* prefix.
 - o Point out that *hyperactive* is spelled using the *hyper-* prefix.
 - o Point out that *hypothesis* is spelled using the *hypo-* prefix.
 - o Point out that *prolong* and *progress* are spelled using the *pro-* prefix.
 - o Point out that *subordinate* and *subterranean* are spelled using the *sub-* prefix.
 - o Point out that *superlative* and *superior* are spelled using the *super-* prefix.

1. exonerate	7. prolong
2. extract	8. progress
3. extraordinary	9. subordinate
4. extravagant	10. subterranean
5. hyperactive	11. superlative
6. hypothesis	12. superior

- After writing and pronouncing the words, use the following chart to define each word and provide an example of how to use it in a sentence.
- Remind students that they can use what they have learned about roots and affixes to help them determine the meaning of these words.

Spelling Word	Definition	Example Sentence
exonerate	to clear of guilt	He was accused of a crime but later <u>exonerated</u> .
extract	to take out of	To make lemonade, <u>extract</u> the juice of a lemon.
extraordinary	wonderful	You did an <u>extraordinary</u> job of repairing my computer.
extravagant	costly, wasteful	Your <u>extravagant</u> lifestyle is eating up your savings.
hyperactive	excessively active	My <u>hyperactive</u> dog has so much energy!
hypothesis	supporting theory	The experiment proved my <u>hypothesis</u> correct.
prolong	to cause to last longer	Let's not <u>prolong</u> this uncomfortable conversation.
progress	to go forward	I want to <u>progress</u> toward an A in this class.
subordinate	placed below something or someone	The boss gave her <u>subordinates</u> a pep talk.
subterranean	underground	A <u>subterranean</u> network of drain pipes prevents flooding.
superlative	of the highest degree	The <u>superlative</u> form of <i>red</i> is <i>reddest</i> .
superior	above others in quality	Walking is <u>superior</u> to sitting as a way to stay fit.

- Tell students the word list will remain on display until the assessment so they can refer to it until then.
- Have students take home Activity Page 3.4 to practice the spelling words.

MORPHOLOGY

15 minutes

Greek and Latin Prefixes *ex-*, *extra-*, *hyper-*, *hypo-*, *pro-*, *sub-*, *super-*

Practice Greek and Latin Prefixes

15 minutes

- Remind students that they have been learning the Greek and Latin prefixes *ex-*, *extra-*, *hyper-*, *hypo-*, *pro-*, *sub-*, and *super-*.
- Review the prefixes and their meanings using the Prefixes Anchor Chart you introduced in Lesson 2.
 - See the chart below to add new affixed words and meanings to the third and fourth columns of the chart.
 - Note that *exonerate*, *extravagant*, and *prolong* are also spelling words.

Prefix	Meaning	Affixed Word	Meaning
ex-	out, not	exonerate	to clear of guilt
extra-	outside, beyond	extravagant	excessively costly or fine
hyper-	over, above, excessive	hypercritical	excessively critical
hypo-	below, under, less than normal	hypodermic	syringe for giving injections under the skin
pro-	on behalf of, supporting, or before	prolong	make longer, continue
sub-	below, under, subordinate to	subvocal	not loud enough to be heard
super-	above, over, superior	supersede	take the place of

- Invite students to think of other words that contain these prefixes. Write the words on the board/chart paper. Discuss what the words mean and how their meanings might be related to the meanings of their prefixes.
 - If time permits, allow students to use a dictionary to look up additional words that contain these prefixes and discuss how the prefixes relate to the meaning of the words.
 - Have students check the etymology of a new word to make sure it really has the prefix and not just similar letters.

- o The dictionary etymologies may also provide clues to the relationship between the meanings of the prefixes and the words.
- Have students turn to Activity Page 3.5. Briefly review the directions, and do the first new word together. Tell students to complete the activity page in class or for homework.

WRITING

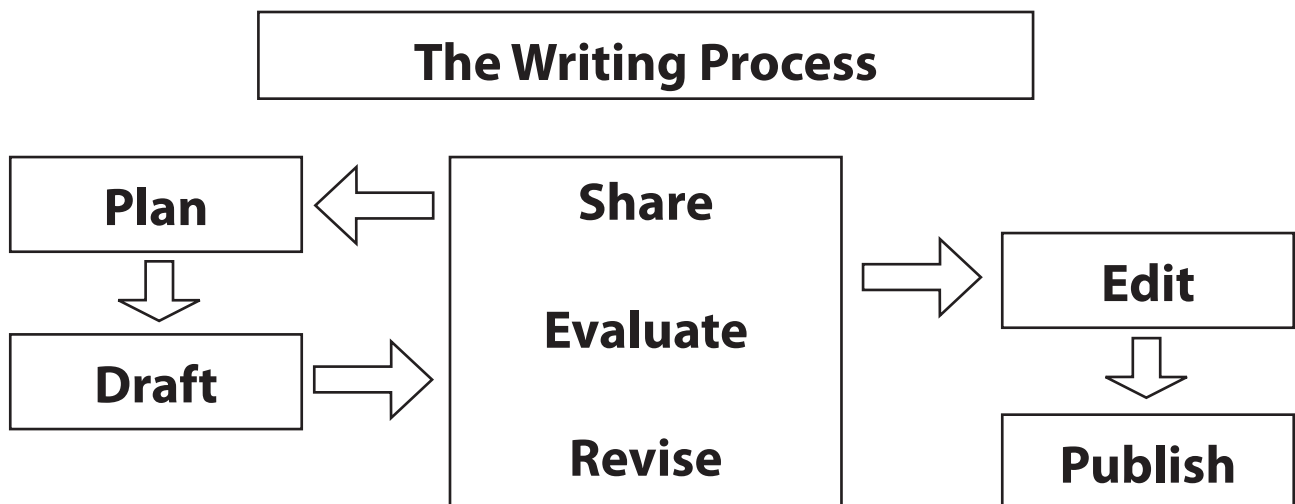
15 minutes

Science Fiction Narrative: Plan

Introduce the Writing Process

5 minutes

- Display the Writing Process Chart, and walk through the steps with students. Point out that this chart is also included in the Student Resources on Activity Page SR.2. Explain that students will follow these steps each time they work on a unit writing assignment. Today students will begin the planning step.



Note to Teacher: You may wish to keep the Writing Process Chart displayed in the classroom for students to refer to throughout the year.

Introduce the Topic Menu

5 minutes

- Ask students to consider the following questions as they respond to the prompts on Activity Page 3.6:
 - o Which topics interest me the most?
 - o Which topics have I already watched or read?
 - o Is there a topic not listed here that I would like to add?
- Point out that some topics, such as *Star Wars* or *Star Trek*, refer to a whole science fiction universe from which students may draw—remembering to use only characters and technology specific to that imagined world.

- Once students have ranked their topics, have them use the bottom of Activity Page 3.6 to list connections between their own life and each of their top three choices.
 - Explain that this is a brainstorming exercise that will help students to identify the best topic to use as the basis for their narratives.
 - A good choice will be one that is either familiar to the student or stimulating to their curiosity.
- Remind students that if they choose a film or TV series, they will be writing it as a narrative chapter, not as a dramatic scene. The characters will not have their dialog written as in the script for a play, but as the characters speaking in a story, e.g., “he said,” “she said,” and so forth.
- Remind students that just as *The Time Machine* is based on a new and futuristic technology, they will need to feature technology in their stories.

Note to Teacher: Many of the suggested topics are readily available on popular streaming services. But most of these topics began as books. Suggest students visit the library and check out these titles and read at least part of the book to see if it inspires them to write an additional chapter.

Wrap Up

5 minutes

Have volunteers who plan to come up with their own topics share what they are thinking about and which movie, TV show, or book they plan to add a chapter to—and, if there is time remaining, why.

Take-Home Material

Reading

- Have students review the core vocabulary words on Activity Page 3.1.
- If students did not finish reading “A Sudden Shock,” have them complete it for homework. And if students did not complete Activity Page 3.2 in class, have them complete it for homework as well.
- Ask students to read the next chapter, “Explanation,” on pages 92–114 of *The Time Machine* for homework. Tell students that as they read, they should answer the questions on Activity Page 3.3.

Spelling

- Have students take home Activity Page 3.4 to practice spelling words.

Morphology

- Have students take home Activity Page 3.5 and complete it for homework.

Writing

- If students did not complete Activity Page 3.6 during the Writing lesson, have them complete it for homework.

Lesson 4

AT A GLANCE CHART

Lesson	Time	Activity	Materials
DAY 1: Reading	45 min	Partner: “The Morlocks” and “When Night Came”	<i>The Time Machine</i> Activity Pages 4.1, 4.2
DAY 2: Grammar Writing	15 min	Introduce Comma Usage	Comma Usage Chart Activity Page 4.3
	30 min	Write a Science Fiction Narrative: Draft	Activity Page 4.4
Take-Home Material	*	Reading, Grammar, Writing	Activity Pages 4.1, 4.3, 4.4
Optional Mid-Unit Comprehension Check	*		Activity Page PP.1

Primary Focus Objectives

By the end of this lesson, students will be able to:

Reading

Analyze how particular elements of the story are connected and how they interact in *The Time Machine* using textual evidence. (RL.7.1, RL.7.3, RL.7.4, RL.7.10)

Writing

Draft a narrative. (W.7.3, W.7.3.a, W.7.3.b, W.7.3.e, W.7.4, W.7.5, W.7.10)

Speaking and Listening

Ask and answer questions about the text. (SL.7.1)

Follow rules of classroom discussion. (SL.7.1.b)

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly. (SL.7.1, SL.7.1.a–d)

Language

Demonstrate command of the conventions of standard English grammar, capitalization, punctuation, and spelling when writing. (L.7.1, L.7.1.c, L.7.2, L.7.2.a, L.7.2.b)

Use knowledge of language and its conventions when writing. (L.7.3)

Determine or clarify the meaning of unknown words. (L.7.4, L.7.4.a, L.7.4.c, L.7.4.d)

Demonstrate understanding of word relationships. (L.7.5, L.7.5.c)

Acquire and use grade-appropriate vocabulary. (L.7.6)

ADVANCE PREPARATION

Reading

- Write the purpose for reading on the board/chart paper: *Identify and analyze connections and interactions between elements of the story in The Time Machine.*

Writing, Grammar, Morphology, Spelling

- Prepare and display the Comma Usage Chart on page 61 of this guide.

DAY 1

READING

45 minutes

Partner: “The Morlocks” and “When Night Came” [pages 115–140]

Review

10 minutes

- Remind students that in the previous lesson they were reading to identify and describe themes in “The Sunset of Mankind” from *The Time Machine*. Reiterate that a theme is a message that an author is trying to communicate to the reader.
- Review Activity Page 3.2 that the students were assigned for homework. This activity page also asked students to think about themes and to give details about the inhabitants the Time Traveler encounters.
- Ask students to answer these questions to review the reading of “Explanation”:
 - What has happened to humanity in the future? (A utopian “automatic civilization” emerged that caused humanity to either become childlike surface-dwellers or brutal monsters who live in the dark).
 - How does “Explanation” complicate the Time Traveler’s ideas about progress and evolution? (It complicates these ideas by revealing that progress was often built on the labor of the lower classes. It also means that the people on the surface are not actually free of all dangers.)
 - What does Wells reveal about his own thoughts about how humanity will develop? (Wells reveals that he thinks the current trajectory of humanity will lead to progress only for a few but that the majority of working humans will turn into a bestial underclass that literally lives underground).

- o Do you think Wells intends his book to be a warning—if so, what about? (Students may suggest that it is revealed to be a warning about allowing inequality to persist).

Introduce the Chapters

5 minutes

- Tell students they will read “The Morlocks” and “When Night Came.” In these chapters, students will follow the Time Traveler as he begins to explore the underworld of the future and its frightening inhabitants, the Morlocks—the descendants of the working class of Wells’s time.
- Ask students to list and describe the elements of a story. (plot, the overall narrative of the story; characters, the people in a story; themes, the ideas explored by a story; symbols, the imagery that reveals and explores themes and enriches the text; events, the things that happen in a story; setting, the time and place within which the story happens.)
- Tell students that these elements are not usually introduced in one part of the story and never referred to again. Instead, they recur throughout the story.
- A detail about a particular character or place may return in the story because it drives an element of the plot.
- A theme might recur because the author wants to explore a particular idea or make their message clearer.
- Tell students that to identify elements, they should refer to their notes or their work completed on earlier chapters. Students should ask: *What are the plot details, character details, themes, symbols, and so on that I should be looking for?*
- Tell students that when one of the elements they have identified appears again, they should ask questions about how that element is treated differently (if at all) and what effect it has in the story.
- Have students turn to page 115 in the Reader.

Core Vocabulary

- Preview the core vocabulary words before reading the chapter. Alternatively, you can choose to explain the core vocabulary terms when they appear in the text.
- Begin by telling students that the first vocabulary word they will encounter in the selection is *newfound*.
- Have students find the word on page 115 of the Reader.
- Explain that the glossary contains definitions of all the vocabulary words in this Reader. Have students refer to the glossary on Activity Page SR.1. Point out that these words are listed in alphabetical order. Have students find the word, and ask a student to read its definition.
- Explain the following:
 - o The part of speech follows each word in an abbreviated format as follows: noun–*n.*; verb–*v.*; adjective–*adj.*; adverb–*adv.*

- o Alternate forms of the word appearing in the chapter may follow the definition. They may be a different part of speech from the original word.
- Have students reference Activity Page 4.1 while you read each word and its meaning, noting the following:
 - o The page number (for the first occurrence of the word in the chapters) appears in bold print after the definition.
 - o Words are listed in the order in which they appear in the chapters.

“The Morlocks”

1. **newfound**, *adj.* recently discovered (**115**)
2. **penetrate**, *v.* to go into (**penetrating**) (**116**)
3. **cramped**, *adj.* enclosed or hemmed in to the point of causing physical pain (**118**)
4. **projection**, *n.* an image (**119**)
5. **retreat**, *v.* to run away (**retreating**) (**120**)
6. **lurk**, *v.* to hide (**lurking**) (**121**)
7. **assumption**, *n.* an idea held without proof (**122**)

“When Night Came”

8. **declaration**, *n.* an announcement (**133**)

Vocabulary Chart for “The Morlocks” and “When Night Came”		
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Core Vocabulary	cramped projection retreat lurk	newfound penetrate assumption declaration
Spanish Cognates for Core Vocabulary	proyección	declaración
Multiple-Meaning Core Vocabulary Words		
Sayings and Phrases		

Read the purpose for reading from the board/chart paper:

Identify and analyze connections and interactions between elements of the story in *The Time Machine*.

Pair students to read the selections together. You may wish to use any or all of the following pairings: strong readers with readers who need more support; readers of similar skill levels; or English learners with native speakers. Student pairings should change throughout the year. As students read, circulate around the room, monitoring students' focus and progress.

Explain to students that they should alternate reading the chapters, with each student reading two or three paragraphs at a time. Have students refer to the questions on Activity Page 4.2 as they read. When students think they have read enough to be able to answer a particular question, they should pause and discuss their answer and write it down before continuing with their reading. Make sure students understand that the questions on the page will ask them to think about how elements of the story connect and interact in *The Time Machine*. This means students should be thinking about how elements of the story set up earlier play out in the events of the story they will read today—these elements include themes, characterization, and plot details.

Read “The Morlocks”

[page 115–the middle of page 117]

SUPPORT: Some of your students may benefit from the following supports:

- Remind students that in the previous chapter, the Time Traveler learned that the wells populating the landscape are passages to the underworld. Mention that this is the sort of detail or connection they should be noticing as they read.
- *Pallid* means very pale.
- In the sense used here, to be *oppressed* is to be weighed down or pressed down by one's feelings and anxieties.
- When students reach paragraphs four and five of this chapter, you may wish to prompt them to think about how the Time Traveler's character changed between the first two chapters (before his adventure) and the third (after he returned).

Inferential How does the first section of “The Morlocks” explain changes in the Time Traveler's character before and after his adventure?

- o Accept reasonable answers. It explains why the Time Traveler seemed to have spent several days adventuring in the future because he took two days to overcome his fear of venturing into the underworld. It explains changes in the Time Traveler's mental state as he is gripped by anxiety, which takes him from the confident inventor to the harrowed and frightened teller of this story.

SUPPORT: Porcelain is a type of delicate ceramic material that was highly valued in Europe in the 1700s and 1800s. It was mostly imported from China. It has a slightly translucent appearance (it lets a little light pass through).

[the middle of page 117–the top of page 119]

SUPPORT: Weena is a little different from the rest of her people. She is more attached to the Time Traveler than any of the others are.

Evaluative How does the earlier disappearance of the Time Machine drive the action in this part of the story?

- o Accept supported answers. When the Time Machine disappeared, it meant that the Time Traveler was stuck in the future until he could find and retrieve it. Now that the Time Machine has been taken underground, it means that the Time Traveler has to venture into the realm of the Morlocks to retrieve it. We know that the Time Traveler does get home, so he must have succeeded.

[the top of page 119–page 126]

SUPPORT: The large eyes of the Morlocks allow them to see in the dark. Animals that live in the darkest caves or the depths of the ocean often have either very large eyes or no eyes at all. Animals, like cats (among others), that are active at night tend to have large eyes, too. The Time Traveler’s match blinds the Morlocks because the light is too much for their sensitive eyes.

Evaluative How do the description of the dark and unpleasant land of the Morlocks and the fact that they are carnivorous develop the central conflict the Time Traveler must overcome?

- o The description presents the challenge the Time Traveler faces. To find the Time Machine and get back home (the central conflict), the Time Traveler must enter a dangerous place populated by creatures who might eat him. It is going to be a difficult and terrifying task.

Inferential The Time Traveler describes the Morlocks “rustling like wind among leaves, and pattering like the rain.” What does this imagery say about the Time Traveler’s view of the Morlocks?

- o The Time Traveler compares them to natural phenomena. This suggests that he views them not as people or as a civilization but as animals or another part of nature.

Read “When Night Came”

[pages 127–130]

SUPPORT: Some of your students may benefit from the following supports:

- The discovery of the Morlocks and their tunnels makes the Time Traveler resent the Eloi less than before. He now realizes there are worse things than the Eloi’s childishness in the future.
- Point out to students that in the next several paragraphs, the Time Traveler describes a new theory about how the Eloi and Morlocks came to be. Ask students to compare this new theory against the one that the Time Traveler came up with in “The Sunset of Mankind.”
- Previously, the Time Traveler explained his belief that the Eloi had triumphed over nature and all of its problems. The Time Traveler’s new theory is based on his updated information, specifically, his knowledge of the Morlocks and the world beneath the surface.

Inferential Consider Karl Marx’s idea of “class struggle” that you read about in the Introduction. How did this idea influence Wells’s vision of the future?

- o The vision of the future is one in which the struggle between the upper class (the bourgeoisie) and the lower class (the proletariat) has resulted in the two classes evolving into related but distinct species. This is an extreme and fantastical version of the ideas that

Marx was exploring. It also leads to a different conclusion than the one Marx proposed. In Marx's view, the lower class would inevitably triumph over the upper class and usher in communism. In *The Time Machine*, the Eloi built a paradise for themselves by exploiting the Morlocks so thoroughly that the Morlocks became underground monsters.

SUPPORT: The Time Traveler thinks he recognizes the meat the Morlocks are eating. The only meat on the planet would be the Eloi.

[pages 131–139]

SUPPORT: Some of your students may benefit from the following supports:

- The Time Traveler shows his guests the flowers because they are physical evidence of his adventures. He is trying to prove he traveled to the future.
- *Cannibals* eat their own species—human cannibals eat humans.

CHALLENGE: Ask students to write about whether they think the revenge of the Morlocks on the Eloi is intended by Wells to function as a sort of “poetic justice” for the actions of their ancestors.

Discuss the Chapters and Wrap Up the Lesson

5 minutes

Remind students of the purpose for reading:

Identify and analyze connections and interactions between elements of the story in *The Time Machine*.

Provide students with the following sentence frames:

Before he traveled to the future, the Time Traveler's character _____

The events of the plot changed the Time Traveler's character by _____

The setting of the far future revealed themes of the story, such as _____

The setting of the underground affected the plot by _____

The characterization of the Morlocks affects the themes of the story by showing _____

Allow students two to three minutes to complete the sentence frames in writing. Then invite students to share and discuss their answers. Possible answers may include:

Before he traveled to the future, the Time Traveler was confident and rational.

The events of the plot changed the Time Traveler's character by causing him to become more desperate and uncertain.

The setting of the far future revealed themes of the story, such as the illusion of progress and the decline of advanced civilizations.

The setting of the underground affected the plot by revealing that the world was full of dangers and challenges the Time Traveler would have to face.

The characterization of the Morlocks affects the themes of the story by showing that “progress” and inequality can lead to the decline of humanity in the end.

Ask students how writing the sentence frames helped them to think about or better understand what they read.

Commas

Introduce Comma Usage

15 minutes

- Ask students what they already know about commas and to give an example of a situation in which a comma or commas are needed.
- Direct students to the Comma Usage Chart that is displayed in the classroom. Read through the chart with students, explaining when to use commas.

When to Use Commas	Example in a Sentence
coordinate adjectives	The heavy, bulky box was hard to move.
lists of three or more	I need my pencil, my notebook, and my phone.
nonessential adjective or adverb phrases	Behind the potted plant, the cat is drinking milk.
nonessential adjective or adverb clauses	The driver, whose name was Claudia, let us out at the corner.
conjunction joining two or more independent clauses	I invited my sister to come along, but she said no.

- Use commas to separate coordinate adjectives before a noun: *The **heavy, bulky** box was hard to move.* (See *Support* below for more about coordinate adjectives.)
- Use commas to separate items in a list of three or more: *I need my **pencil, my notebook, and my phone.***
- Use commas to set off nonrestrictive modifiers: ***Behind the potted plant,** the cat is drinking milk.* (See *Support* below for more about nonrestrictive modifiers.)
 - o A modifier is a word, phrase, or clause acting as an adjective or an adverb.
 - Phrases do not have a subject and a predicate. They are built around verb forms, prepositions, or appositives: ***Walking into the store,** I spotted my friend Jeff.* The bold adjective phrase modifies the pronoun *I*.
 - Clauses have a subject and a predicate: ***Because it was late,** we decided to go home.* The adverb clause modifies the verb *decided*.
 - o Nonrestrictive modifiers occurring within, rather than at the beginning or end of, a sentence should be set off with commas before and after: *The driver, **whose name was Claudia,** let us out at the corner.*
- Use a comma before a conjunction joining two independent clauses: *I invited my sister to come along, **but** she said no.* Do not use a comma alone (without a conjunction) to join independent clauses.

SUPPORT: In order to know when commas are needed, students may need help understanding the difference between coordinate and cumulative adjectives. They may also need help understanding the difference between restrictive and nonrestrictive phrases and clauses.

- Coordinate adjectives each modify the noun individually. The order is not important. You could say a **heavy, bulky** box or a **bulky, heavy** box. Cumulative adjectives build upon one another. Their order cannot be changed without making the sentence sound awkward, for example, *There I met a **little old Irish** gentleman.* No commas are needed between the adjectives.
 - o Test for coordinate adjectives by substituting the word *and* for the comma. You can say “a heavy and bulky box.”
 - o You can’t use the word *and* between cumulative adjectives. You would not say, “little and old and Irish gentleman.”
- Nonrestrictive (or nonessential) modifiers can be removed from a sentence without changing the meaning of the sentence: *John, **who is absent today**, is the team captain.* Restrictive (or essential) modifiers restrict the meaning of the word they modify: *The boy **who is standing under that tree** is the team captain.* If you take the modifier out, the meaning of “the boy” will not be clear. No commas are required.
- Have students turn to Activity Page 4.3. Briefly review together the directions and the first correctly punctuated sentence. Circulate around the room to be certain that students understand the directions. Tell students to complete the remainder of Activity Page 4.3 for homework.

WRITING

30 minutes

Write a Science Fiction Narrative: Draft

Brainstorm your Narrative

10 minutes

- Have students work in small groups to brainstorm ideas for their chosen topics.
- Remind students that their narratives—if chosen from the existing topics—will need to fit into the world about which they are writing in a way that makes sense. Give the example that if they were writing within the *Star Wars* universe, their narrative couldn’t kill off a major character without impacting later episodes.
- Likewise, tell students that if they work within the world of *The Matrix* or *Dune*, for example, they should decide how to fit their stories into those worlds without impacting the larger narrative arc. Encourage students who don’t know what that arc is to find synopses on the Internet that give at least a general idea.
- Review briefly the elements of a dramatic arc, explaining that the arc arises from some kind of conflict (the rising action), reaches its climax just before the end of the story, and ends with a resolution.
- Explain that the conflict may not be overcome in their chapter but that it will create the rising action that shapes their story.

Note to Teachers: Make clear that action doesn't have to mean fighting. A character admitting love for another character creates a kind of action. Simply walking to a window without saying anything can be an action, if it provides a meaningful response.

Activity: Elevator Pitch: Map Your Narrative

10 minutes

- Explain to students that Activity Page 4.4 will provide them with a structure for mapping out their narrative by putting it into a brief Elevator Pitch.
- Explain that an Elevator Pitch is a very brief sales pitch that you might make to a movie producer or publisher you met in an elevator or at a party—the shortest possible statement of your idea (and how wonderful it is!).
- Have students think about what the conflict might be and fill in each of three parts of the dramatic arc—rising action, climax, and resolution.
- Point out that the conflict that initiates the rising action may not be clear until they have their story plotted.
- As students write, circulate around the room, monitoring students' progress and providing guidance and support as needed.

Pair and Share

10 minutes

Explain that the test of a good story is how people respond to it. Have students pair up to give each other their elevator pitches and see how they respond. Remind students that taking careful notes will help them improve their science fiction narratives—even small comments can improve the shape of a story.

SUPPORT: Ask students to consider how some futuristic technologies—such as the transporters on *Star Trek*, which beam people down to planets—might make storytelling more efficient for a TV episode with limited time.

- Ask: How do you see technology working in your narrative? Would it make the writing easier? Why or why not?
- Remind students that their use of technology doesn't have to be efficient but that it does need to be critical to the story.
- Guide students to see that things like pencils are technology, as are musical instruments and ice skates; not all technology is electronic, mechanical, or even that complicated.

Wrap Up

10 minutes

Have volunteers deliver their elevator pitches, written up as short speeches to convince a movie executive or publisher to make their idea into the next *Hunger Games*. Have students rate the pitches.

- Ask: Which ones won you over the most? Did one pitch stand out?
- In a brief discussion, explore with the class what worked in the pitches they liked most and ways in which the other pitches could be improved.
- Have students use Activity Page 4.4 to revise their elevator pitches as homework.

Take-Home Material

Reading

- Have students review the core vocabulary words on Activity Page 4.1.

Grammar

- Have students take home Activity Page 4.3 and complete it for homework.

Writing

- If students did not complete Activity Page 4.4 during the Writing lesson, have them complete it for homework.

Mid-Unit Comprehension Check

You may wish to pause one day before proceeding to Lesson 5 so you can assess students' reading comprehension thus far. During your next ELA period, administer the Mid-Unit Comprehension Check (Activity Page PP.1), which will take approximately 30–45 minutes for students to complete. You may choose to collect the assessments so a grade can be assigned, and/or you may review the answers with students after they complete the assessment. You may use the remainder of the period for remediation and/or enrichment.

Lesson 5

AT A GLANCE CHART			
Lesson	Time	Activity	Materials
DAY 1: Reading	45 min	Individual: "The Palace of Green Porcelain" and "In the Darkness"	<i>The Time Machine</i> Activity Pages 5.1, 5.2
DAY 2: Grammar	15 min	Introduce Active and Passive Voice	Active Voice/Passive Voice Chart Activity Page 5.3
Writing	30 min	Write a Science Fiction Narrative: Draft	Activity Page 5.4
Take-Home Material	*	Reading, Grammar, Writing	<i>The Time Machine</i> , "The Trap of the White Sphinx" Activity Pages 5.1, 5.3, 5.4

Primary Focus Objectives

By the end of this lesson, students will be able to:

Reading

Determine the meaning of words and phrases and analyze the impact of word choice on tone in *The Time Machine*. (RL.7.1, RL.7.4, RL.7.10)

Writing

Draft a narrative. (W.7.3, W.7.3.a, W.7.3.b, W.7.3.e, W.7.4, W.7.5, W.7.10)

Speaking and Listening

Ask and answer questions about the text. (SL.7.1)

Follow rules of classroom discussion. (SL.7.1.b)

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. (SL.7.1, SL.7.1.a–d)

Language

Demonstrate command of the conventions of standard English grammar and usage when writing. (L.7.1, L.7.3)

Spell correctly. (L.7.2.b)

Determine or clarify the meaning of unknown words. (L.7.4, L.7.4.a, L.7.4.c, L.7.4.d)

Demonstrate understanding of word relationships. (L.7.5, L.7.5.c)

Acquire and use grade-appropriate vocabulary. (L.7.6)

ADVANCE PREPARATION

Reading

- Write the purpose for reading on the board/chart paper: *Explain how word choice creates a suspenseful and violent tone in “The Palace of Green Porcelain” and “In the Darkness.”*

Writing, Grammar, Morphology, Spelling

- Prepare and display the Active Voice/Passive Voice Chart on page 72 of this guide.

DAY 1

READING

45 minutes

Individual: “The Palace of Green Porcelain” and “In the Darkness” [pages 141–163]

Review

10 minutes

- Remind students that in the previous lesson, they identified and analyzed connections and interactions between elements of the story.
- Review the connections and interactions students may have identified during the previous lesson by writing or displaying them on the board/chart paper. Consider the following examples:
 - o changes in the Time Traveler’s character in response to plot events (his adventures) and setting (the changes in his ideas about the future)
 - o changes in the plot caused by the setting (more action as the adventure moves underground; the revelation that the Eloi share their world with the Morlocks)
 - o themes being explored in new ways as the plot is developed (the Morlocks signify a horrific future for the underclass if inequality persists; evolution produces not monsters or supermen but animals better “fit” for their environment)
 - o connections between the physical appearance and mannerisms of the Time Traveler in the “present” as he narrates the story and the events of the plot (his hunger for meat caused by the fact he’s only eaten fruits with the Eloi; the wounds he has received on his adventures)
- Tell students story elements will continue to connect and interact as the story progresses.
- One of the reasons we read to identify these connections and interactions is to make predictions about what will happen next. Ask student volunteers to make predictions about the future course of events in the story and how they are connected to what they have already read.

- For example, offer the following:
 - “We know that the Time Traveler escapes from the future, but we do not yet know how he will do so. But because we know something about the conflict with the Morlocks, I predict that the Time Traveler will have to confront the Morlocks in their lair to steal back the Time Machine.”
- Write or display student predictions before they read. You may want to revisit some of these at a later point in the lesson or during a subsequent lesson to see if they were accurate.

Introduce the Chapters

5 minutes

- Tell students they will read “The Palace of Green Porcelain” and “In the Darkness.”
- Have students turn to page 141 in *The Time Machine*.

Core Vocabulary

- Preview the core vocabulary words before reading the chapter. Alternatively, you can choose to explain the core vocabulary terms when they appear in the text.
- Begin by telling students that the first vocabulary word they will encounter in the selection is *interpret*.
- Have students find the word on page 141 of the Reader.
- Explain that the glossary contains definitions of all the vocabulary words in this Reader. Have students refer to the glossary on Activity Page SR.1. Point out that these words are listed in alphabetical order. Have students find the word, and ask a student to read its definition.
- Explain the following:
 - The part of speech follows each word in an abbreviated format as follows: noun–*n.*; verb–*v.*; adjective–*adj.*; adverb–*adv.*
 - Alternate forms of the word appearing in the chapter may follow the definition. They may be a different part of speech from the original word.
- Have students reference Activity Page 5.1 while you read each word and its meaning, noting the following:
 - The page number (for the first occurrence of the word in the chapters) appears in bold print after the definition.
 - Words are listed in the order in which they appear in the chapters.

“The Palace of Green Porcelain”

1. **interpret, v.** to understand or explain the meaning of something (**141**)
2. **mineral, n.** a rock or ore (**minerals**) (**143**)
3. **artificially, adv.** made by people, not naturally (**143**)
4. **academic, adj.** in the manner of a scholar (**144**)

5. **pattering, *n.*** a faint tapping sound (145)
6. **charred, *adj.*** burned (147)
7. **feverish, *adj.*** with the symptoms of a fever; agitated (151)

“In the Darkness”

8. **accustomed, *adj.*** familiar with, used to (153)
9. **overpower, *v.*** to defeat someone with strength (**overpowered**) (157)
10. **nip, *v.*** to make small bites (**nipping**) (157)

Vocabulary Chart for “The Palace of Green Porcelain” and “In the Darkness”		
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Core Vocabulary	mineral academic patter charred overpower nip	interpret artificially feverish accustomed
Spanish Cognates for Core Vocabulary	académico	interpretar acostumbrado
Multiple-Meaning Core Vocabulary Words	academic	
Sayings and Phrases	slake my thirst	

Read the purpose for reading from the board/chart paper:

Explain how word choice creates a suspenseful and violent tone in “The Palace of Green Porcelain” and “In the Darkness.”

Read the Chapters

30 minutes

Have students read the chapters independently and complete Activity Page 5.2.

You may choose this time to work with individuals or small groups who need extra support using the guided reading supports below. Have these students read small chunks of text silently before pausing to ask questions. If students’ answers indicate that they are comprehending the text, allow them to read longer chunks before pausing. If students’ answers indicate difficulty in comprehension, have them read aloud.

Read “The Palace of the Green Porcelain”

[page 141]

SUPPORT: A common example of corrosion is rust (iron oxide). Ask students if they’ve ever come across metal or other objects that have been corroded by exposure to time and weather—rusted cars, buildings, and so on.

[the bottom of page 141–the bottom of page 142]

Literal What words and images in the description of the palace refer to dead things and decay?

- o the mention of skeletons, skulls, and bones; the wearing away of the skeleton from rain getting in through the leaky roof; thick dust; fossils

SUPPORT: A *Brontosaurus* is a type of dinosaur.

[the bottom of page 142–the top of page 145]

SUPPORT: Some of your students may benefit from the following supports:

- *Paleontology* is the scientific study of fossils.
- *Sulfur* and *saltpeter* are ingredients used to make gunpowder, a type of explosive. The Time Traveler is trying to find materials he can use to make a weapon.
- Phrases like “the gradual dimming of the light” and “ran down at last into a thick darkness” indicate that the room gradually gets darker.
- The Time Traveler notices the footprints of the Morlocks for the first time, after he has been exploring the palace for a while. The sight and sounds of the footprints increase the suspense of the scene. A particular detail is that the footsteps are indistinct—a “peculiar pattering” accompanied by “odd noises.” This adds a sense of mystery to the tone because it is not clear how many Morlocks there are or what they want.
- Point out to students that once again in the story, the time of day is important. It is late afternoon, and night, with all of its dangers, approaching.

[page 145]

[Ask students to pay close attention to how the Time Traveler describes his thoughts about the Morlocks and how he refers to the actions he might take.]

Literal What sort of language and imagery does the Time Traveler use in this paragraph? Offer some examples.

- o The Time Traveler uses violent language and imagery. Examples include referring to his weapon as a *mace*, describing it as “more than sufficient for any Morlock skull I might encounter” (referring to a body part rather than a person is dehumanizing), expressing his desire to kill a Morlock, suggesting he will “slake [his] thirst for murder,” and calling the Morlocks “brutes.”

SUPPORT: To “slake one’s thirst” is to have a drink to quench one’s thirst. It is used to describe getting what you want. A thirst for murder is a very negative thing to admit having.

[pages 146–150]

SUPPORT: Some of your students may benefit from the following supports:

- *Physical optics* refers to the study of how light behaves when it comes into contact with physical objects. The Time Traveler reveals the details of his formal scientific training and research before he became obsessed with building a Time Machine.
- The Time Traveler’s thoughts become more violent when surrounded by darkness and machinery—the things associated with the Morlocks—but his mood and actions lighten when he finds not only a source of light but also scientific equipment. These reminders of science and rationality point to the things that define him as a person and as a character.
- *Camphor* is not intended to be used as a fuel. In the 1800s, it was commonly used in medicines designed to aid with irritation, pain, or itching. However, it is flammable, so the Time Traveler is delighted to find it.

Read “In the Darkness”

[pages 151–153]

SUPPORT: *Impending* means something is about to happen.

Evaluative The Time Traveler describes his plan as an “atrocious folly” rather than simply a “bad idea.” What effect does this phrase have on this scene?

- o The phrase “atrocious folly” reinforces the idea that the Time Traveler has made a truly terrible mistake. A “bad idea” has a negative consequence; an “atrocious folly” leads to disaster.

[page 154–the middle of page 156]

[Tell students to pay close attention to the descriptions of the violent action that takes place and think about how these specific word choices contribute to the tone of the scene. Students should think about their response to the previous question in particular.]

Literal What language is used to describe the Morlocks?

- o language that makes them seem like animals and predators—“soft creatures,” “a monstrous spider’s web,” “little teeth nipping,” and especially “human rats”

Inferential How does this language reflect the way the Time Traveler views the Morlocks?

- o It lends support to his belief that they are not human but rather wild and vicious animals.

Note to Teacher: You may wish to speak to students about the concept of dehumanization and dehumanizing language. The term *dehumanization* refers to language that is used to make people seem less than human. This is commonly used in circumstances like warfare when violence against people is being justified—it is considered easier to commit violence when the people being attacked are not viewed as fully human. Ask students to think about how often the Time

Traveler uses dehumanizing language to refer to the Morlocks and the Eloi. Ask students also to think about whether these choices are meant to reflect poorly on the Time Traveler or if his views would have been shared by readers in the 1800s.

Inferential The Time Traveler uses the word *succulent* in his description of hitting a Morlock. What effect does this word have on the scene?

- o It's another very physically violent description (it could be described as *visceral*). *Succulent* is also a word used to describe delicious food. This emphasizes how much the Time Traveler enjoys committing violence against the Morlocks.

[the middle of page 156–page 163]

[Have students read to the end of the chapter independently and fill out what remains of Activity Page 5.2. Remind students to ask the same kinds of questions you have been asking: What are the specific word choices being made here? What effect do those choices have? How do they affect the tone? Ask students to pay close attention to how the Morlocks are described, how violence is described, and whether the violence and struggle are leading to a positive outcome or not.]

SUPPORT: An *abomination* is something so disgusting it has to be cast out or destroyed. It is a common term used to describe something that goes against the values of a culture or a community, especially in a religious context.

Discuss the Chapters and Wrap Up the Lesson

5 minutes

Remind students of the purpose for reading:

Explain how word choice creates a suspenseful and violent tone in “The Palace of Green Porcelain” and “In the Darkness.”

Use the following questions to reflect on the purpose for reading.

Reread the sentences “The place was very silent. The thick dust deadened our footsteps.” How do these sentences help to build on the imagery of skeletons, skulls, and bones; the wearing away of the skeleton from rain getting in through the leaky roof; thick dust; and fossils?

- The sentences reinforce the imagery of a dead and forgotten place. Students may recognize that the imagery is similar to a grave or a mausoleum (a place where the dead are laid to rest in a monument).

How do the environmental details on pages 152–154 once again shift the tone of the action?

- The repeated mentions of darkness, the description of shadowy tree limbs, the “remote” (distant) blue sky, and the terrible sounds both of the Morlocks and of the Time Traveler’s own heartbeat (“the throb of the blood-vessels in my ears”) once again shift the tone to one of danger and suspense.

How does the line “I felt his bones grind under the blow of my fist” affect the tone of this scene?

- It is very violent and very physical. It makes the action feel real and lends the scene a sense of danger.

Ask students to reflect on why H. G. Wells uses this sort of language to describe violence:

- Does it mean that H. G. Wells enjoys violence? (Probably not; he describes it in unpleasant terms.)
- Is Wells trying to say something about human nature? Recall that the Time Traveler is a man of science and reason. (Wells may be saying that this capacity for violence and enjoying violence lives inside everyone.)
- How does Weena’s characterization contrast with this exploration of violence and violent imagery? (Weena is not violent at all. She and the Eloi suggest that violence might not be inherent in humans or that we could eliminate it from ourselves. It also suggests that such purely peaceful behavior might lead to our destruction in the long run.)

DAY 2

GRAMMAR

15 minutes

Active and Passive Voice

Introduce Active and Passive Voice

15 minutes

- Ask students to explain in their own words what an action verb is (a word that describes an action performed by a subject in a sentence).
- Ask students to describe the relationship between a subject (names who or what performs an action) and an action verb (names the action performed by the subject).
- Direct students to the Active Voice/Passive Voice Chart displayed in the classroom.

Voice	Example
Active	Jake sits.
Active	Jake fried an egg.
Active	Jake gave his friend Mona an egg.
Passive	Jake was held to a high standard.
Passive	Seashells are found on the beach.
Passive	Jake was given a standing ovation.
Passive	Jake was held in high esteem by his classmates.
Passive	On the Gulf Coast, houses are sometimes built on stilts to keep them safe from storm surges.
Passive	My bike was stolen sometime during the night.
Passive	Two tablespoons of salt are dissolved in a quart of water.
Active	Dissolve two tablespoons of salt in a quart of water.

- Explain that sentences made with subjects and action verbs are in the active voice, for example, “**Jake sits.**”
 - Sentences written in the active voice can have direct objects, for example, “Jake fried **an egg.**”
 - Active voice sentences can also have indirect objects, for example, “Jake gave **his friend Mona** an egg.”
- Sentences can also be written in the passive voice. In a passive voice sentence, the subject is used with a form of the linking verb *to be* and the past participle of an action verb to show that the subject receives the action. For example: *Jake **was held** to a high standard.*
- Using the passive voice allows a writer to keep the focus on Jake, even though Jake is receiving the action and someone else is performing it.
- The passive voice is appropriate when a writer wishes to emphasize the subject and the action it receives rather than who or what performs the action.
 - The subject of a sentence in the passive voice can correspond to a direct object in an active voice sentence, for example: *Seashells **are found** on the beach.*
 - The subject of a sentence in the passive voice can also correspond to an indirect object in an active voice sentence, for example: *Jake **was given** a standing ovation.*
 - The performer of the action can be included in a passive-voice sentence using the preposition *by*, for example: *Jake is held in high esteem **by his classmates.***
- Tell students that, when it is appropriate to do so, they should use the active voice but that there are several situations in which it is more appropriate to use the passive voice.
 - Use the passive voice when you want to focus on the recipient of an action rather than the performer: *On the Gulf Coast, **houses are** sometimes **built** on stilts to keep them safe from storm surges.*
 - A sentence can be logical in the passive voice and illogical or misleading in the active voice. It would be true to say, *Crimes are usually committed by people* (passive) but misleading to say, *People usually commit crimes* (active).
 - Use the passive voice when the performer of an action is not known: *My **bike was stolen** sometime during the night.*
 - Use the passive voice when you want to focus on the action rather than the performer, as in describing procedures: *Two **tablespoons** of salt **are dissolved** in one quart of water.* However, you can also use the imperative form for this purpose: ***Dissolve** two tablespoons of salt in a quart of water.*
- Remind students that in some situations, using the passive voice makes writing weaker and less direct.
 - The passive voice is not appropriate when used to hide or downplay the performer of an action, for example:

- *During my time in office, mistakes **were made**.* (passive)
- *During my time in office, I **made** mistakes.* (active)
- o Using the passive voice when the active voice would work just as well makes writing wordier and less forceful, for example
 - *John’s lunch **was brought by him** to school that day.* (passive)
 - ***John brought** his lunch to school that day.* (active)
- Have students turn to Activity Page 5.3. Briefly review together the directions and the first rewritten sentence. Tell students to complete the next item on the page. Circulate around the room to be certain that students understand the directions. Tell students to complete the remainder of Activity Page 5.3 for homework.

WRITING

30 minutes

Science Fiction Narrative: Draft

Writing the Science Fiction Narrative

10 minutes

- Have students review the story maps they developed for their elevator pitches to help them write science fiction narratives.
- Remind students that, if they are writing an additional chapter within an existing imaginary universe, they should use characters or situations from that universe and honor the laws of that place. For example, within the *Star Wars* universe, there is an unseen source of power called the Force—but even the Force has rules that govern who can use it and how. Have students consider elements like the Force as a kind of technology, to be used according to certain rules, such as those created by scientific limitations.
- Explain that students should make sure their narrative includes all three parts of the dramatic arc—the rising action, the climax, and the resolution.
- Make clear that these elements take up different proportions of the narrative:
 - o Usually, most of the narrative is the rising action—setting up the climax.
 - o The climax is usually brief, and the resolution is even briefer.
 - o But all three elements are necessary to provide a beginning, middle, and end with a dramatic arc to drive things along.

Review Story Elements

5 minutes

- Review with students the main elements of their narratives. Ask: What role does science or technology play in your story? What moral or social issues does that technology give rise to? How does the technology work? Does it have any rules or limitations? What are they?
- Share with students that famed science fiction writer Arthur C. Clarke once wrote, “Any sufficiently advanced technology is indistinguishable from magic.” Discuss with students in what way this quotation applies to the method aliens use to communicate in the Writing

Model, “Ax and the Mystery Signals.” (The technology may be unknown, but that doesn’t make it magic.)

- Make clear that students don’t need to explain how the technology works, unless that’s part of the story. No one knew how Wells’s time machine worked, either. But students should bear in mind that for this exercise, there is science—not magic—behind the technology.
- Remind students that what excites readers most are precise words, descriptive details, and sensory language—words that describe taste, sound, smell, or touch.
- Tell students that perhaps the most important thing of all is to let their minds fly as they fill in the words to the story they mapped out in their elevator pitch.

Draft a Science Fiction Narrative

10 minutes

- Have students work independently to begin drafting their narratives in class and complete their first drafts for homework.
 - First, have students use the narrative maps they created for their elevator pitch to rough out what will happen in the beginning, middle, and end of their stories in the story frame on Activity Page 5.4.
 - Next, have students consider how each of these parts will transition to the next. Remind students that transitions include words and phrases like *then*, *and so*, *the next day*, *after that*, and so on.
- Students will use their work from Activity Page 5.4 to complete a draft as homework.
- As students write, circulate around the room, monitoring students’ progress and providing guidance and support as needed.

SUPPORT: Make clear that while doing a first draft, students may find structural changes that need to be made. Tell students that’s what first drafts are for. Walk students through a fictional example.

- I wanted to write about a kid who loves video games—a kid like me—who winds up involved in something important that involves aliens.
- So I had the kid becoming a successful professional gamer, using help from alien beings.
- That seemed too self-serving and boring. Then I thought: what if it’s the aliens that need help? I rewrote what I’d written!
- When I wrote the part about Ax hearing the voices, I knew I had the first part of a larger story.
- Knowing that later Ax would be involved in saving the aliens, I built in lots of suspense by leaving questions unanswered.
- I included a hint at the end of what’s to come, by having Ax teach the aliens soccer.

Wrap Up

5 minutes

- Have volunteers share any major changes that occurred to them as they roughed out their first drafts.
- Have students complete their drafts for homework.

Take-Home Material

Reading

- Have students review the core vocabulary words on Activity Page 5.1.
- Have students read “The Trap of the White Sphinx,” pages 164-169 in *The Time Machine*, for homework.

Grammar

- Have students take home Activity Page 5.3 and complete it for homework.

Writing

- Have students take home Activity Page 5.4 to complete.

Lesson 6

AT A GLANCE CHART			
Lesson	Time	Activity	Materials
DAY 1: Reading	45 min	Small Group: "The Further Vision" and "The Time Traveler's Return"	<i>The Time Machine</i> Activity Pages 6.1, 6.2
DAY 2: Grammar Writing	15 min	Practice Comma Usage and Active and Passive Voice	Comma Usage Chart Active Voice/Passive Voice Chart Grammar Review Chart Activity Page 6.3
	30 min	Write a Science Fiction Narrative: Draft	Activity Pages 2.3, 6.4
Take-Home Material	*	Reading, Grammar, Writing	Activity Pages 6.1, 6.3, 6.4

Primary Focus Objectives

By the end of this lesson, students will be able to:

Reading

Analyze character motivation and how characters develop over the course of *The Time Machine* using evidence and inferences drawn from the text. (RL.7.1, RL.7.3, RL.7.4, RL.7.10)

Writing

Draft a narrative. (W.7.3, W.7.3.a, W.7.3.b, W.7.3.c, W.7.3.d, W.7.3.e, W.7.4, W.7.5, W.7.10)

Speaking and Listening

Ask and answer questions about the text. (SL.7.1)

Follow rules of classroom discussion. (SL.7.1.b)

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. (SL.7.1, SL.7.1.a–d)

Language

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L.7.1, L.7.1.c, L.7.2, L.7.2.a, L.7.2.b, L.7.3)

Determine or clarify the meaning of unknown words. (L.7.4, L.7.4.a, L.7.4.c, L.7.4.d)

Demonstrate understanding of word relationships. (L.7.5, L.7.5.c)

Acquire and use grade-appropriate vocabulary. (L.7.6)

ADVANCE PREPARATION

Reading

- Write the purpose for reading on the board/chart paper: *Discuss the Time Traveler's motivation in "The Further Vision" and "The Time Traveler's Return."*

Writing, Grammar, Morphology, Spelling (heading format)

- Display the Comma Usage Chart from Lesson 4.
- Display the Active Voice/Passive Voice Chart from Lesson 5.
- Prepare and display the Grammar Review Chart on pages 83–84 of the Teacher Guide.

DAY 1

READING

45 minutes

Small Group: "The Further Vision" and "The Time Traveler's Return" [pages 170–184]

Review

10 minutes

- Remind students that in the previous lesson they learned how Wells's word choices and phrases affected the tone of the scenes in the story. Remind students that *tone* is the author's attitude toward a subject in a text. Tone is often described using a word or phrase that conveys the emotional feeling in the scene—light, dark, happy, sad, frightening, and so on.
- Ask students to recall what they read for homework in the previous chapter, "The Trap of the White Sphinx." Ask students what they thought of this chapter and the way word choices and phrases in this chapter contributed to its tone.
- Have students reread the following passage from page 166 on their own: "Apparently as time went on, the feeding of an Underworld, however it was done, had become disordered. Mother Necessity, who had been held off for a few thousand years, came back again, and she began below. The Underworld being in contact with machinery—which, however perfect, still needs some little thought—had probably retained more initiative, if less of every other human characteristic, than the Upper. And when other meat failed them, they turned to what old habit had previously forbidden."
- Then ask students to respond to the following questions about the passage:
 - What is the Time Traveler describing in this passage? (The Time Traveler is describing how the Morlocks came to be cannibals.)
 - What is the Time Traveler referring to when he talks about "Mother Necessity"? (The Time Traveler is referring to the need to eat, the sort of wants and struggles that he identified as being absent on the surface world).

- o How does the use of the term “Mother Necessity” explain this development? (It is given a personality as if it were a person or perhaps a god; calling it “mother” means it has a commanding and guiding role; it is related to the phrase “necessity is the mother of invention”—a mother births a baby or brings it forth, so this refers to necessity as the source of new things.)
- o How does this tie into what you know of the Time Traveler’s attitudes about intelligence and civilization? (He thinks that discovery, exploration, and the benefits of human civilization are the product of humanity’s struggle against hardship—but the Morlocks’ struggles led them to take a very dark turn indeed. This offers a criticism of the Time Traveler’s own ideas of progress.)

Introduce the Chapters

5 minutes

- Tell students they will read “The Further Vision” and “The Time Traveler’s Return.”
- Tell students that they will analyze character motivation and the development of character (or characterization) over the course of the story.
- Explain to students that character motivation refers to the things that cause (or motivate) the character to do certain things.
- Tell students that readers identify a character’s motivation by analyzing their thoughts, words, and actions. A character may use violence to get what they want, for instance, but their feelings of reluctance or their expressions of regret and disgust at their deeds may indicate that they are not actually motivated by the desire to commit violence.
- Characters grow and change across the span of a story, and more is revealed about them as the story progresses. We say that characters “develop.” We can analyze the development of a character by comparing their thoughts, words, and deeds at different points in the story to how these were presented or explored earlier on.
- Have students turn to page 170 in the Reader.

Core Vocabulary

- Preview the core vocabulary words before reading the chapter. Alternatively, you can choose to explain the core vocabulary terms when they appear in the text.
- Begin by telling students that the first vocabulary word they will encounter in the selection is *vibrated*.
- Have students find the word on page 170 of the Reader.
- Explain that the glossary contains definitions of all the vocabulary words in this Reader. Have students refer to the glossary on Activity Page SR.1. Point out that these words are listed in alphabetical order. Have students find the word, and ask a student to read its definition.
- Explain the following:
 - o The part of speech follows each word in an abbreviated format as follows: noun–*n.*; verb–*v.*; adjective–*adj.*; adverb–*adv.*
 - o Alternate forms of the word appearing in the chapter may follow the definition. They may be a different part of speech from the original word.

- Have students reference Activity Page 6.1 while you read each word and its meaning, noting the following:
 - o The page number (for the first occurrence of the word in the chapters) appears in bold print after the definition.
 - o Words are listed in the order in which they appear in the chapters.

“The Further Vision”

1. **vibrate, v.** to rattle, shake (**vibrated**) (170)
2. **indicator, n.** a sign or signal (**indicators**) (170)
3. **alternation, n.** a shift between two or more things (**alternations**) (171)
4. **sloping, adj.** at an angle leading up or down (172)
5. **mountaineering, n.** the climbing or scaling of mountains (173)
6. **antennae, n.** long, thin sensory appendages (175)
7. **rayless, adj.** sunless, lightless (179)

Vocabulary Chart for “The Further Vision” and “The Time Traveler’s Return”

Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Core Vocabulary	mountaineering antennae	vibrate indicator alternation sloping rayless
Spanish Cognates for Core Vocabulary		
Multiple-Meaning Core Vocabulary Words		
Sayings and Phrases		

Read the purpose for reading from the board/chart paper:

Discuss the Time Traveler’s motivation in “The Further Vision” and “The Time Traveler’s Return.”

Establish Small Groups

Before reading the selections, divide students into two groups using the following guidelines:

- **Small Group 1:** This group should include students who need extra scaffolding and support to read and comprehend the text. Use the guided reading supports to guide

students through reading the text and completing Activity Page 6.2 together. This is an excellent time to make notes in your anecdotal records.

- **Small Group 2:** This group should include students who are capable of reading and comprehending text without guided support. These students may work as a small group, as partners, or independently to read the text, discuss it with others in Small Group 2, and then complete Activity Page 6.2. Make arrangements to check that students in Small Group 2 have answered the questions on Activity Page 6.2 correctly. You may choose to do one of the following to address this:
 - o Collect the pages, and correct them individually.
 - o Provide an answer key for students to check their own or a partner's work after they have completed the activity page.
 - o Confer with students individually or as a group at a later time.

Read the Chapters

25 minutes

The following guided reading supports are intended for use with Small Group 1. Guided reading supports in brackets are intended to guide you in facilitating discussion and should not be read verbatim to students. Guided reading supports not in brackets should be read aloud verbatim. After students read several lines of text, ask students if they have any questions, if anything was confusing, or if anything was hard to understand.

Read “The Further Vision”

[pages 170–176]

[You may wish to ask students to reread the end of “The Trap of the White Sphinx” to discover why the Time Traveler is seated “sideways and in an unstable fashion” in the Time Machine at the beginning of “The Further Vision.”]

Inferential What initially motivated the Time Traveler to travel even further into the future?

- o The Time Traveler's intention wasn't to travel into the future. His primary motivation was simply to escape the Morlocks.

SUPPORT: The increasing redness of the sun indicates its growing age. In about five billion years, the sun will exhaust its hydrogen fuel supply and begin burning helium, which will cause it to grow redder and expand and become a “red giant” star.

Inferential How do the Time Traveler's observations of how Earth and the stars look remind you of his original motivation?

- o The observations are a reminder that the Time Traveler is first and foremost a scientist who wanted to use his Time Machine to travel to different eras. He was motivated to travel into the future to test his theories of progress (otherwise he would have traveled into the past).

SUPPORT: Some of your students may benefit from the following supports:

- The Time Traveler's mention of “mountaineering” is a description of the thinness of the air at high altitude—it is more difficult to breathe because there is less oxygen available from the air.

- Mention that Earth’s surface in this scene resembles the surface of another planet. Although humans had not yet traveled to the surface of the moon or sent probes to other planets in the 1800s, they were able to look at the surface of the moon and planet Mars with telescopes. Ideas about what other planets—and other life—might be like are explored in another of Wells’s books, *The War of the Worlds*.
- Ask students to read the description of the monstrous crabs, observing the specific word choices used to describe them.

Inferential What do the descriptions of the distant future and its creatures reveal about the attitudes the Time Traveler has to the things he sees in the distant future?

- The descriptions reveal how appalled and revolted the Time Traveler is by the things he encounters in the distant future, from the grotesque and fearful descriptions of the monstrous crabs to the negative terms he uses to describe physical features like the “Dead Sea” and the “uniform poisonous-looking green of the lichenous plants.” The Time Traveler has a very negative attitude toward the things he finds in the distant future.

[pages 177–180]

Evaluative How do the Time Traveler’s observations of the future contrast with what he originally hoped to find when he began to travel in time?

- o The Time Traveler hoped to find new civilizations with powerful, intelligent people from whom he could learn. Instead, he has been endlessly disappointed, finding only the childish Eloi, the bestial Morlocks, and now the even more frightening and more inhuman sights of the distant future. They contrast negatively.

Stop and Jot: Have students stop and jot a *who, what, when, where, why, or how* question about the ways darkness and light are symbolized throughout the story. As time allows, invite a few students to share their questions and discuss answers. Explain that sometimes students will need to keep reading in order to find an answer.

Read “The Time Traveler’s Return”

[pages 182–184]

Literal What is the Time Traveler saying about the era in which he lives when he describes the “petty and familiar architecture”?

- o The Time Traveler is saying that the buildings of the era in which he lives are familiar but lack the size and grandeur of the buildings he saw in the future.

SUPPORT: Remember that the Time Traveler described many of the buildings he saw in the future as “palaces.”

[You may wish to ask students to return to “The Time Traveler Returns” to compare how the Time Traveler’s condition and appearance was described. Remind students that in “The Time Traveler Returns,” the Time Traveler was being described by the narrator rather than by himself.]

Inferential How have the Time Traveler’s adventures changed him?

- o The Time Traveler has physically changed—he has a limp, is disheveled and anxious, and craves meat. He is also worried about speaking to his friends. In terms of his character, he seems less confident though no less keen to express his ideas and his observations to his friends. He is less enthusiastic about the future and what it holds than he used to be.

Discuss the Chapters and Wrap Up the Lesson

5 minutes

Remind students of the purpose for reading:

Discuss the Time Traveler's motivation in "The Further Vision" and "The Time Traveler's Return."

Tell students that the Time Traveler made a decision to travel further forward in time before returning home. Ask the following questions to help students analyze the Time Traveler's motivations in making those decisions:

- What motivated the Time Traveler to go further into the future? (The Time Traveler's desire to explore time, his need to see "what happens next", and to confirm his suspicions about the folly of progress are what motivated him to go further in the future.)
- What motivated the Time Traveler to return home? (He wanted to warn everyone about what he saw; he wanted to return to comfort and safety; he wanted to prove he had really built a Time Machine.)
- How does the author reveal these motivations? (Wells reveals these motivations through the Time Traveler's actions and descriptions.)
- Do these motivations make sense for the Time Traveler's characterization? (Yes, he is a scientist and inventor. He has big ideas about progress and humanity.)

DAY 2

GRAMMAR

15 minutes

Comma Usage; Active and Passive Voice

Practice Comma Usage and Active and Passive Voice

15 minutes

- Tell students they are going to practice the use of commas and of active and passive voice. Direct students to the Grammar Review Chart displayed in the classroom. Read through the chart together.

Commas with coordinate adjectives and lists	<i>The childlike, beautiful, weak people of the distant future were called Eloi.</i>
Commas with independent clauses and a conjunction	<i>The Eloi originated from the upper class, yet they were at the mercy of the Morlocks.</i>
Commas with nonessential clauses or phrases	<i>My teacher is Ms. Evans, who has years of experience. Because we got there late, the store was closed. Smiling happily, Emily joined the group.</i>

Sentences in the active voice	<i>After I read my book, I went for a walk.</i> <i>People once believed that whales are fish.</i> <i>We made a lot of mistakes and ultimately lost the game.</i>
Sentences in the passive voice	<i>Children should be treated with kindness.</i> <i>Apparently, the lock was broken off with a crowbar.</i>

- Remind students that commas should be used to separate coordinate adjectives, items in a list, and independent clauses joined with a conjunction, as well as to set off nonessential modifiers.
 - Coordinate adjectives each relate independently to the word they modify: *The childlike, beautiful, weak people of the distant future were called Eloi.* Note that this is also an example of a list.
 - To test for coordinate adjectives, try rearranging them: *the weak, beautiful, childlike people of the distant future . . .*
 - You can also test for them by inserting the word *and* between them: *The childlike and beautiful and weak people of the distant future . . .*
 - You can't change *Weena was a sweet little Eloi girl* to *Weena was an Eloi little sweet girl* or *Weena was a sweet and little and Eloi girl.*
 - Use a comma to join independent clauses only together with a conjunction: *The Eloi originated from the upper class, yet they were at the mercy of the Morlocks.*
 - Nonessential phrases and clauses can be removed from a sentence without changing its meaning or making it awkward.
 - *My teacher is Ms. Evans, who has years of experience* can be changed to *My teacher is Ms. Evans.*
 - *My teacher is the person who has the most experience of anyone at my school* cannot be changed to *My teacher is the person,* because the meaning of *the person* would be unclear.
 - Phrases and clauses at the beginning of a sentence are usually nonessential and should be set off with a comma.
 - *Because we got there late, we couldn't find a seat.*
 - *Smiling happily, Emily joined the group.*
- Test passive-voice sentences by rewriting them in the active voice. If they are clearer and more direct, use the active voice.
 - Change *After my book was read, I went for a walk* to *After I read my book, I went for a walk.*
 - Change *It was once believed by people that whales are fish* to *People once believed that whales are fish.*

- o Using the active voice may require you to identify a missing subject. Change *A lot of mistakes were made, and ultimately the game was lost* to *We made a lot of mistakes, and ultimately we lost the game*.
- o If it is hard to find a specific, logical subject for a sentence in the active voice, use the passive voice:
 - Children should be treated with kindness.
 - Apparently, the lock was broken off with a crowbar.
- Have students turn to Activity Page 6.3. Briefly review together the directions and the first completed example. Tell students to complete the next item. Circulate around the room to be certain that students understand the directions. Tell students to complete the remainder of Activity Page 6.3 for homework.

CHALLENGE: As time allows, have students use the corrected sentences on the activity page as models for writing original sentences with the same structure (for example, coordinate adjectives or passive voice).

WRITING

30 minutes

Science Fiction Narrative: Draft

Introduce Refining Drafts

5 minutes

- Tell students that having written a first draft, they will now work on refining that draft, as they get closer to creating a finished science fiction narrative.
- Have students consider what theme may have emerged as they completed their drafts. Ask: Is it a story about power? Love? Betrayal? Friendship? Suggest students try to put the theme into a single word.
- Explain that students should be open to changes they may have thought of as they reached the end of their first draft—changes that could include any of the dramatic elements of character, dialogue, pacing, or plot.

Identify Things to Consider

5 minutes

- Go over the elements students will include to make their narratives complete.
- Point out that students will need to establish a clear point of view and narrator.
- Review point of view, explaining that in third person, someone tells the story from outside, with a view of all that's going on. In first person, the narrator is a character within the story—and can only see and experience what that character sees and experiences.
- Emphasize that the characters and plot should develop naturally, using dialogue, pacing, and description.
- The resolution should reflect on experiences and events that happen in the story and not be abrupt or feel “unfinished”—even if (as in the Writing Model) there is the suggestion of more action to come.

- Ask students to consider carefully what the theme or message of their story is—and how that theme develops through the story.
- Remind students to use transitions to convey the sequence of events and signal shifts in time or place.
- Underscore that descriptive details and sensory language can bring any story to life—suggest students find places where such language might help.
- Suggest students test the naturalness of any dialogue in their narratives by speaking the words aloud with a partner.

Activity: Drafting the Second Draft

15 minutes

- Explain to students that Activity Page 6.4 will provide them with space to create a clean, fresh draft of their science fiction narrative.
- Refer students to the Writing Model on Activity Page 2.3 for examples of such narrative elements as point of view, dialogue, and pacing.

Wrap Up

5 minutes

- Discuss with students problems or issues they may have with their second drafts. Elicit that sometimes, even though it seems like starting over, revisions that involve big changes can be the start of something great.
- Have students take home Activity Page 6.4 to complete as homework.

Take-Home Material

Reading

- Have students review the core vocabulary words on Activity Page 6.1.

Grammar

- Have students take home Activity Page 6.3 and complete it for homework.

Writing

- If students did not complete Activity Page 6.4 during the Writing lesson, have them complete it for homework.

Lesson 7

AT A GLANCE CHART

Lesson	Time	Activity	Materials
DAY 1: Reading	45 min	Whole Group: “After the Story” and “Epilogue”	<i>The Time Machine</i> Activity Pages 1.2, 7.1
DAY 2: Spelling Writing	15 min	Practice Spelling Words	Activity Page 7.2
	30 min	Write a Science Fiction Narrative: Share, Evaluate, Revise	Activity Pages 7.3, 7.4
Take-Home Material	*	Reading, Spelling, Writing	Activity Pages 7.1, 7.2, 7.3, 7.4

Primary Focus Objectives

By the end of this lesson, students will be able to:

Reading

Compare and contrast the Victorian era and its thinkers to Wells’s portrayal in *The Time Machine* to understand how the author used or altered history. (RL.7.1, RL.7.2, RL.7.3, RL.7.4, RL.7.6, RL.7.9, RL.7.10)

Writing

Review how the writing assignment will be marked. Conduct a peer review of student drafts. Revise drafts on the basis of feedback. (W.7.3, W.7.3.a, W.7.3.b, W.7.3.c, W.7.3.d, W.7.3.e, W.7.4, W.7.5, W.7.10)

Speaking and Listening

Ask and answer questions about the text. (SL.7.1)

Follow rules of classroom discussion. (SL.7.1.b)

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly. (SL.7.1, SL.7.1.a–d)

Language

Demonstrate command of the conventions of English grammar and usage. (L.7.1)

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L.7.2)

Spell correctly. (L.7.2.b)

Use knowledge of language and its conventions when writing. (L.7.3)

Determine or clarify the meaning of unknown words. (L.7.4, L.7.4.a, L.7.4.c, L.7.4.d)

Demonstrate understanding of word relationships. (L.7.5, L.7.5.c)

Acquire and use grade-appropriate vocabulary. (L.7.6)

ADVANCE PREPARATION

Reading

- Prepare for the lesson by rereading the Introduction. The sections on the four thinkers and their ideas that inspired Wells provide the basis for the comparisons that students will be making as they read.
- Write the purpose for reading on the board/chart paper: *Compare the ideas of Victorian thinkers (Huxley, George, Marx, and Darwin) to the versions of those ideas presented in The Time Machine.*

DAY 1

READING

45 minutes

Whole Group: “After the Story” and “Epilogue” [pages 185–194]

Review

10 minutes

- Remind students that characterization refers to the way that a character is introduced, portrayed, and developed as a story progresses.
- Remind students that development refers to the way the character changes in the story and how new information about them comes to light.
- Ask students to reflect on what motivated the character of the Time Traveler in *The Time Machine*. (In *The Time Machine*, the Time Traveler is motivated by curiosity to explore the future and test his scientific theories and by a desire to find the Time Machine, protect Weena, and escape the Morlocks.)
- To guide further discussion of the chapters, ask students to respond to the following questions:
 - How did the Time Traveler change physically over the course of the story? (Responses may point out his injuries like his sore heel and limp, his disheveled state, and his increased anxiety.)
 - How did the Time Traveler’s character change across the events of the story? (He became less rational and more motivated by emotion and by fear; he proved willing to use violence to escape the Morlocks; he became less upbeat and confident because of his experiences in the future.)

- o What motivated the Time Traveler at the beginning of the story? (The Time Traveler was motivated by his desire to test his Time Machine and to discover what wonders the future held.)
- o What other motivations appeared in the story to drive the Time Traveler's actions? (Other motivations are the threat of the Morlocks and the loss of the Time Machine, the desire to protect Weena from harm, and the terrible experiences in the distant future.)
- o What do you think motivated the Time Traveler to tell his friends his story? (The Time Traveler wants to prove that his invention worked. He needs to share his observations as a scientist. He wants to warn the others about what the future development of humanity may lead to.)

Introduce the Chapters

5 minutes

- Tell students they will read “After the Story” and “Epilogue.”
- Explain to students that they will compare the Victorian era and its ideas to the way they are depicted in *The Time Machine*.
- Tell students that they will be comparing information revealed in the book's Introduction and the About the Author section to *The Time Machine*.
- Ask students to review their notes on Henry George, Karl Marx, Charles Darwin, and Thomas Henry Huxley on Activity Page 1.2. Students will examine how the ideas of these four thinkers are reflected in *The Time Machine*.
- Tell students that the purpose of comparing historical reality to a fictional version is to see what artistic liberties (changes and adaptations made to improve the story) the fictional version took.
- Tell students that they will use information from the Introduction and About the Author sections in the Reader to identify the ideas, values, beliefs, and settings of Victorian England.
- As students read, they will compare these elements to the ways they are presented in the novel. They will ask:
 - o What is different?
 - o Why is it different?
 - o What effect do these differences have on the setting and the narrative of the novel?
- Have students turn to page 185 of the Reader.

Core Vocabulary

- Preview the core vocabulary words before reading the chapters. Alternatively, you can choose to explain the core vocabulary terms when they appear in the text.
- Begin by telling students that the first vocabulary word they will encounter in the selection is *speculating*.
- Have students find the word on page 185 of the Reader.

- Explain that the glossary contains definitions of all the vocabulary words in this Reader. Have students refer to the glossary on Activity page SR.1. Point out that these words are listed in alphabetical order. Have students find the word, and ask a student to read its definition.
- Explain the following:
 - o The part of speech follows each word in an abbreviated format as follows: noun–*n.*; verb–*v.*; adjective–*adj.*; adverb–*adv.*
 - o Alternate forms of the word appearing in the chapter may follow the definition. They may be a different part of speech from the original word.
- Have students reference Activity Page 7.1 while you read each word and its meaning, noting the following:
 - o The page number (for the first occurrence of the word in the chapters) appears in bold print after the definition.
 - o Words are listed in the order in which they appear in the chapters.

“After the Story”

1. **speculate, v.** to propose a theory without hard evidence (**speculating**) (**185**)
2. **cab, n.** taxi, carriage (**cabs**) (**187**)
3. **tilted, adj.** at an angle (**188**)
4. **credible, adj.** believable (**189**)

“Epilogue”

1. **fragmentary, adj.** in pieces, incomplete (**193**)
2. **shriveled, adj.** dried up and wrinkled (**194**)

Vocabulary Chart for “After the Story” and “Epilogue”		
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Core Vocabulary	cab	speculate tilted credible fragmentary shriveled
Spanish Cognates for Core Vocabulary		fragmentario
Multiple-Meaning Core Vocabulary Words		
Sayings and Phrases		

Read the purpose for reading from the board/chart paper:

Compare the ideas of Victorian thinkers (Huxley, George, Marx, and Darwin) to the versions of those ideas presented in *The Time Machine*.

Read the Chapters

20 minutes

Have individual students take turns reading the chapters aloud. You may also alternate between having students read aloud and read silently. Occasionally pause to ask questions in order to check for understanding and draw students' attention to key vocabulary and concepts. Use the guided reading supports listed below for this purpose.

Read "After the Story"

[page 185]

[Point out that chapters on pages 46–184 of the Reader, i.e., "Time Traveling" through "The Time Traveler's Return," have all been narrated by the Time Traveler—this is indicated by the quotation marks in every paragraph. Here, however, the Time Traveler finishes his story and is no longer the only person speaking. The nameless narrator is once more the main point-of-view character.]

Inferential Why does the narrator change in this part of the story?

- o The narrator changes because the Time Traveler's journey is over and the story of his journey has ended. The Time Traveler's narrative was about things that had happened to the Time Traveler previously. Now the reader returns to the present and to the perspective of the narrator.

SUPPORT: The connotation of a *prophecy* is usually a religious one rather than a scientific one. The Time Traveler is comparing himself to a prophet who has seen a vision of the future.

Inferential How is the idea of the "destinies of humanity" related to the ideas of the Victorian thinkers?

- o The Time Traveler refers to the fact that the ideas of the Victorian thinkers were about the processes that were leading human physical and social evolution in an inevitable direction—this is their "destiny."

[the bottom of page 185–the middle of page 186]

SUPPORT: Some of your students may benefit from the following supports:

- Remind students that in the Introduction they read that many middle- and upper-class Victorians—like the Time Traveler's guests—had faith that "progress" would make life better and better for humanity.
- The creaking chairs and scraping shoes make it clear that the atmosphere is awkward. Nobody is sure how to react, so they are fidgeting.
- The Time Traveler's pauses and erratic speech reveal that he is not sure of himself or his experiences.

[the middle of page 186–the middle of page 187]

SUPPORT: Some of your students may benefit from the following supports:

- The strange flowers and the Time Traveler’s wounds support his claim that his adventures were real.
- The “natural order” of the flowers refers to their species—the Medical Man is saying that they are completely unfamiliar to him.

Evaluative What comment is Wells making about the people of his era in showing these reactions to the Time Traveler’s story? Consider the history of the Victorian era, its ideas, and its beliefs.

- o Wells is suggesting that they are so confident, proud, and convinced of their own superiority and in the gradual unfolding of progress that they pay little attention to the Time Traveler’s story or his state of mind. Wells’s commentary suggests that these are the people he thinks will stumble carelessly into the terrible future the Time Traveler visited.

SUPPORT: When the Medical Man asks, “Where did you really get them?” he reveals that he does not believe the Time Traveler’s story.

[the middle of page 187–the middle of page 188]

Inferential How will looking at the Time Machine help the Time Traveler relieve his confusion and doubt? How is the need to see the Time Machine relieve confusion and doubt related to the ideas of the Victorian era?

- o It will prove that the Time Traveler really built the Time Machine and traveled through time. People living in the Victorian era placed a high value on reason and the scientific mindset. The Time Traveler is a scientist, and he is confused, so he grasps at hard evidence to set his mind right.

SUPPORT: The damage and stains on the Time Machine are another piece of evidence that the Time Traveler is telling the truth.

[the middle of page 188–page 189]

Inferential Compare how the Editor feels about the Time Traveler’s story to what the Narrator thinks about the story.

- o The Editor was entertained but believes it was a “gaudy lie.” The Narrator cannot reach a clear conclusion. He contrasts the fantastical details of the story with the Time Traveler’s absolute seriousness.

SUPPORT: The Narrator wants to touch and see the Time Machine, to determine if the story was true or not.

[Point out the Time Traveler’s camera, and tell students photography was invented in the mid-1800s. Although it is described as “small,” cameras in the late 1800s were much larger than modern examples and would have produced only black-and-white images. You may wish to mention that these days many people have cameras on their mobile phones but that, in Wells’s time, it was a specialized piece of equipment and pictures needed to be produced by “developing” them in a laboratory.]

Inferential How does the Time Traveler’s decision to bring a camera with him reflect Victorian attitudes about types of evidence?

- o The people in Victorian England would treat photographic evidence more highly than someone’s testimony—in this case, the Time Traveler’s story.

[page 190]

SUPPORT: Some of your students may benefit from the following supports:

- The Time Traveler seems to be confident and casual again. He tells the Narrator to stay for lunch. He is suggesting that he’ll be back very soon.
- You may wish to point out that the Narrator is reminded about a meeting he scheduled with “Richardson, the publisher.” This might indicate that the Narrator is meant to be Wells, who, as a writer, would want to meet with a publisher.
- The Narrator isn’t fully committed to seeing evidence of time travel. This shows he does not fully believe the Time Traveler. Evidence of time travel and future societies would be amazing to see. Instead, his mind wanders, and he remembers he has an appointment with his publisher.

[pages 191–192]

[Point out the appearance of the unnamed servant in this scene.]

Inferential How is the scene with the unnamed servant related to other themes in the story? Think about ideas like class struggle and progress.

- o The servant is a member of the lower class whom the Time Traveler relies upon to run his household and do other chores. This illustrates the theme of class struggle that will eventually lead to the classes forming divergent species in the future. The fact that the servant doesn’t even have a name shows how little the Narrator seems to notice the presence of members of the lower class or their contributions to society.

Read “Epilogue”

[pages 193–194]

[Ask a student to read the first paragraph. Tell students to think about any Victorian attitudes they might find.]

SUPPORT: An *epilogue* is a section at the end of a story or other text that forms a conclusion and sums up some of the themes and ideas contained within the text.

Inferential Who is being described as “blood-drinking savages”? What Victorian attitude is revealed by this phrase?

- o This phrase is describing people who lived in the past. The attitude that (some) people in the past were bloodthirsty, violent, and uncivilized is revealed by this phrase.

Evaluative How do the Narrator’s words “the maturity of humanity” compare to the attitudes of the Time Traveler, and how might these reflect the attitudes of Victorian society?

- o They are very similar to the beliefs the Time Traveler expressed about what the future would be like when he first arrived in the future—he too was expecting to find a “mature” humanity. This might suggest that these beliefs were common to Victorians, at least to upper-class Victorians like the Narrator and the Time Traveler.

[Have a student read the final paragraph. Point out that the final paragraph of a story is the author’s last chance to make his argument and express his ideas.]

Inferential What is the Time Traveler’s attitude toward progress as revealed in the line “He . . . saw in the growing pile of civilization only a foolish heaping that must inevitably fall back upon and destroy its makers in the end”?

- o It reveals that the Time Traveler does not have much hope in the prospects of progress and the future. Referring to progress as “the growing pile of civilization” makes it sound like a negative rather than a positive thing.

SUPPORT: Recall that Weena gave the Time Traveler the flowers and that they are a reminder of his time with her.

Inferential Why is the mention of the flowers and the phrase “gratitude and a mutual tenderness” the last statement in this story?

- o The Narrator points out what he thinks are the chief virtues of humanity and what makes human life worth living. By ending the story with the flowers and a reminder of Weena’s behavior and how she made the Time Traveler feel, the Narrator is suggesting that gratitude, tenderness, and good will toward others are worthy endeavors—more so than dreams of advancement and progress for their own sake.

Turn and Talk: Have students consider whether Wells believed Victorian ideas of progress were accurate or mistaken. Have students turn to a partner and talk about their thoughts and ideas. As time allows, invite a few students to share what they discussed with their partner.

Discuss the Chapters and Wrap Up the Lesson

10 minutes

Remind students of the purpose for reading:

Compare the ideas of Victorian thinkers (Huxley, George, Marx, and Darwin) to the versions of those ideas presented in *The Time Machine*.

Write or display the names of the four Victorian thinkers from the Introduction on the board/chart paper: Henry George, Karl Marx, Charles Darwin, and Thomas Henry Huxley. Remind students that these thinkers are associated with the following ideas—progress and poverty, class struggle, evolution and social Darwinism, and evolution and progress, respectively.

Ask students to propose parts of *The Time Machine*—not just in the final two chapters—that reflect these Victorian ideas. Also, ask students to explain how these ideas are treated in the novel. Write or display answers next to the names of the thinkers on the board/chart paper.

Once you have gathered enough responses (as time allows), ask students to consider the answers on the board/chart paper. Using these answers, ask students to respond to the following questions: What did Wells think about these ideas? Did he accept them or reject them?

SPELLING

15 minutes

Practice Spelling Words

15 minutes

- Tell students they will practice writing spelling words.
- Remind students that each of these words contains one of the Greek or Latin prefixes *ex-*, *extra-*, *hyper-*, *hypo-*, *pro-*, *sub-*, and *super-*.
- Have students turn to Activity Page 7.2. Explain that students will work with a partner to create sentences for each of these words.
- Remind students that they will complete their spelling assessment during the next lesson.
- Collect completed Activity Page 7.2 to review and grade at a later time.

WRITING

30 minutes

Science Fiction Narrative: Share, Evaluate, Revise

Introduce the Rubric and Peer Review Checklist

10 minutes

- Review that the main purpose of this narrative is to create science fiction that uses technology as a basic element of the story.
- Have students turn to the Science Fiction Narrative Rubric on Activity Page 7.3, and go over each of the categories with students. Explain that students will use the rubric to evaluate their narratives and determine where they need to revise and edit.
- Introduce the Science Fiction Narrative Peer Review Checklist on Activity Page 7.4. Explain that students will use this checklist to help review a classmate's narrative. Read through the instructions on both sides of the checklist, and make sure students understand what they are to do.

Conduct a Peer Conference

15 minutes

- Have students find a partner and exchange narratives. They should use the Science Fiction Narrative Rubric and Science Fiction Narrative Peer Review Checklist to evaluate one another's narratives.
- When students have completed their review of their peer's narrative, provide them an opportunity to confer with one another to discuss the suggestions recorded on the Science Fiction Narrative Peer Review Checklist on Activity Page 7.4.

Note to Teacher: You may choose to have students conduct the conference face-to-face in class or via the Internet for homework.

- Students should use the Science Fiction Narrative Peer Review Checklist to revise their drafts.
- Students may begin their revisions in class and complete them for homework.

SUPPORT: Encourage students to make their remarks constructive—first drafts are called this for a reason. There is bound to be room for improvement. Suggest questions to consider as students revise:

- Is the story's point of view clear from the start?
- Does the writer use sensory language?
- Is there a clear rising action, climax, and resolution?
- Is the dramatic arc of the story clear as it moves from beginning to end?
- Does the dialogue—if any—read naturally, as spoken language?
- Does technology play a major role in the narrative?
- Does the resolution reference events or situations within the story?

Have students take home Activity Page 7.4 to complete as homework.

Take-Home Material

Reading

- Have students review the core vocabulary words on Activity Page 7.1.

Spelling

- Have students take home Activity Page 7.2 to practice spelling words.

Writing

- Have students take home Activity Pages 7.3 and 7.4 to complete.

Lesson 8

AT A GLANCE CHART			
Lesson	Time	Activity	Materials
DAY 1: Writing	45 min	Write a Science Fiction Narrative: Edit and Proofread	Editing Checklist Proofreading Symbols Chart Activity Pages 8.1, SR.3
DAY 2: Spelling Writing	15 min	Spelling Assessment	Activity Page 8.2
	30 min	Write a Science Fiction Narrative: Publish	Writing Journal
Optional End-of-Unit Comprehension Check	*		Activity Page PP.2

Primary Focus Objectives

By the end of this lesson, students will be able to:

Writing

With some guidance and support from peers and adults, develop and strengthen writing by editing. (W.7.4, W.7.5, W.7.10)

Publish a narrative. (W.7.3, W.7.3.a, W.7.3.b, W.7.3.c, W.7.3.d, W.7.3.e, W.7.6)

Speaking and Listening

Ask and answer questions about the text. (SL.7.1)

Follow rules of classroom discussion. (SL.7.1.b)

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. (SL.7.1, SL.7.1.a–d)

Language

Demonstrate command of the conventions of English grammar and usage. (L.7.1)

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L.7.2)

Spell correctly. (L.7.2.b)

Use knowledge of language and its conventions when writing. (L.7.3)

Determine or clarify the meaning of unknown words. (L.7.4, L.7.4.a, L.7.4.c, L.7.4.d)

Demonstrate understanding of word relationships. (L.7.5, L.7.5.c)

Acquire and use grade-appropriate vocabulary. (L.7.6)

ADVANCE PREPARATION

Writing, Grammar, Morphology, Spelling

- Prepare and display the Science Fiction Narrative Editing Checklist and the Proofreading Symbols Chart. Both are found in Teacher Resources in this Teacher Guide.

DAY 1

WRITING

45 minutes

Science Fiction Narrative: Edit and Proofread

Introduce the Editing Checklist and Proofreading Symbols

15 minutes

- Display and have students turn to the Science Fiction Narrative Editing Checklist on Activity Page 8.1.
 - Explain that now that students have revised their narrative, they will use this checklist to edit their work.
 - Read through the checklist with students, and make sure they understand all the items.
 - Review how you expect students to title and format the heading for their work.
 - If necessary, review the Unit 4 Grammar, Morphology, and Spelling skills. Tell students they should keep what they have learned in mind as they edit their work.
- Display and have students turn to the Proofreading Symbols Chart on Activity Page SR.3. Read through the chart. Tell students that they can use these symbols to indicate changes they want to make as they edit.

Edit and Write Final Draft

30 minutes

Have students edit their drafts using the Science Fiction Narrative Editing Checklist on Activity Page 8.1 and then write their final copy. Students may finish editing their final drafts for homework.

Note to Teacher: If computer resources are available to your students, have them type their final drafts. Discuss computer editing tools such as spelling and grammar checkers. Explain that while these tools are helpful, it is still important for students to understand how to spot and correct their own errors.

SUPPORT: Encourage students to check that their sentences are complete. Suggest students read the sentences aloud. Often mistakes show up more easily when we hear language spoken.

Also, if the punctuation of a sentence is off or the phrases are improperly divided, this will show up when it's spoken aloud. Sometimes speaking the words aloud will suggest a more natural way of saying something.

DAY 2

SPELLING

15 minutes

Assessment

15 minutes

- Have students turn to Activity Page 8.2 for the spelling assessment.
- Using the following list, read the words one at a time in the following manner: Say the word, use it in a sentence, and then repeat the word.
- Tell students that at the end you will review the list once more.
- Remind students to pronounce and spell each word syllable by syllable.

1. exonerate	My client's airtight alibi will <u>exonerate</u> her.
2. extract	You can't <u>extract</u> blood from a stone.
3. extraordinary	You deserve to be rewarded for your <u>extraordinary</u> accomplishments.
4. extravagant	Your <u>extravagant</u> lifestyle is wasteful and shortsighted.
5. hyperactive	His <u>hyperactive</u> behavior made it hard for his fellow workers to concentrate.
6. hypothesis	The <u>hypothesis</u> that no two snowflakes are identical would be impossible to test.
7. prolong	The reporter <u>prolonged</u> the interview by asking question after question.
8. progress	I hope you are making <u>progress</u> with your research project.
9. subordinate	The vice president is <u>subordinate</u> to the president.
10. subterranean	A <u>subterranean</u> drain system keeps our streets from flooding.
11. superlative	An A+ is a <u>superlative</u> level of achievement.
12. superior	Oranges are <u>superior</u> to ice cream as a source of vitamin C.

- After reading all of the words, review the list slowly, reading each word once more.
- Have students write a sentence using two of the spelling words.
- Remind students to check their work for appropriate structure, capitalization, and punctuation.

- Collect all spelling assessments to grade later. Use of the template provided below is highly recommended to identify and analyze students' errors.

[illegible]

- Students might make the following errors:
 - o extraordinary: using “tror” for /tror/
 - o extravagant: using “ent” for /ənt/
 - o hypothesis: using “i” for /ə; using “siss” for /sis/;
 - o progress: using “praw” or “pra” for /praw/
- Also, examine the sentence for errors in structure, capitalization, and punctuation.
- Although any of the above student-error scenarios may occur, misspellings may be due to many other factors. You may find it helpful to use the analysis chart to record any student errors. For example:
 - o Is the student consistently making errors on specific vowels? Which ones?
 - o Is the student consistently making errors at the ends of the words?
 - o Is the student consistently making errors in multisyllable words, but not single-syllable words?

WRITING

30 minutes

Science Fiction Narrative: Publish

Publish

30 minutes

Explain that publishing can take several different forms. Tell students that, for example, writing can be published by printing and distributing the written copies to an audience, or it can also be published by reading it aloud to a group of people or to a single individual. Choose or have students vote on one of the following publishing methods for their narratives. These can be done as time allows or as part of a Pausing Point:

- Create a classroom “library” by making student narratives available in print in the classroom or online. Invite students to “check out” and read their classmates’ work.
- Have students read aloud their narratives to the class or in small groups. You may wish to form groups of students who have written about similar themes. Invite students to compare and contrast how those themes played out in their narratives.

Take-Home Material

Writing

- Have students take home Activity Page 8.1 to complete editing and publishing if needed.

Lesson 9

AT A GLANCE CHART

Lesson	Time	Activity	Materials
DAY 1: Unit Assessment Unit Feedback Survey	35 min	Unit Assessment	Activity Page 9.1
	10 min	Unit Feedback Survey	Activity Page 9.2

ADVANCE PREPARATION

- Erase or cover any morphology and grammar charts displayed in the classroom prior to the assessment.

UNIT ASSESSMENT

35 minutes

- Make sure each student has a copy of Activity Page 9.1. You may have collected this activity page from students at the beginning of the unit.
- Tell students they will read two selections, answer questions about each, and respond to a writing prompt. In the next sections, students will answer grammar and morphology questions evaluating the skills they have practiced in this unit.
- Encourage students to do their best.
- Once students have finished the assessment, encourage them to review their papers quietly, rereading and checking their answers carefully.
- Circulate around the room as students complete the assessment to ensure everyone is working individually. Assist students as needed, but do not provide them with answers.

Reading Comprehension

The reading comprehension section of the Unit Assessment contains two selections and accompanying questions. The first selection is a literary text taken from another H. G. Wells science fiction story, *The War of the Worlds*. The second selection is another literary text taken from a science fiction adventure story by Sir Arthur Conan Doyle, *The Lost World*.

These texts were created using guidance from the Common Core State Standards (CCSS) and recommendations from Student Achievement Partners (achievethecore.org). These texts are considered worthy of students' time to read and meet the expectations for text complexity at Grade 7. The texts feature core content and domain vocabulary from *The Time Machine* unit that students can draw on in service of comprehending the text.

The questions pertaining to these texts are aligned to the CCSS and are worthy of students' time to answer. Questions have been designed so they do not focus on minor points in the text, but rather, they require deep analysis. Thus, each item might address multiple standards. In general, the selected-response items address Reading standards, and the constructed-response item addresses Writing standards. To prepare students for CCSS-aligned assessments, such as those developed by the Partnership for Assessment of Readiness for College and Careers (PARCC) and Smarter Balanced, some items replicate how technology may be incorporated in those assessments, using a paper-and-pencil format.

UNIT ASSESSMENT ANALYSIS

Quantitative and Qualitative Analysis of Text

The texts used in the reading comprehension assessment, *The War of the Worlds* (literary text) and *The Lost World* (literary text), have been profiled for text complexity using the quantitative measures described in the Common Core State Standards for English Language Arts, Supplement to Appendix A, “New Research on Text Complexity,” (corestandards.org/resources). Both selections fall within the Common Core Grades 7–8 Band.

Reading Comprehension Item Annotations and Correct Answer and Distractor Rationales

*To receive a point for a two-part question, students must correctly answer both parts of the question.

Item	Correct Answer(s)	Standards
1 <i>Literal</i>	C	RL.7.1, RL.7.2
2 <i>Inferential</i>	Answers will vary, but students should explain that the theme is how technological sophistication and a desire for conquest are no match for the forces of nature and the environment—such as diseases and bacteria.	RL.7.1, RL.7.2, RL.7.4
3 <i>Inferential</i>	Answers may vary, but students should recognize that Wells's understanding of evolution and adaptation influenced the details of the plot in the sense that Martian invaders would not be adapted to life on Earth and would have no immunity to Earth's diseases.	RL.7.1, RL.7.3
*4 Part A <i>Literal</i>	He feels relief because the Martians had died. He does not know what to think or feel beyond that.	RL.7.4, RL.7.6

*4 Part B Inferential	The author suggests that the Martians also had no idea or understanding of what happened. It suggests that they, like the narrator, were caught totally unaware. The difference is that they died.	RL.7.6
5 Evaluative	Answers will vary, but students should explain that Wells's society was confident and convinced that the advancement of technology would lead to greater strength and glory. Wells's scenario tries to suggest that this sort of confidence is misplaced—humanity is just as vulnerable to more advanced civilizations as to things beyond their control (people get ill and die just as the Martians did). Wells's argument is that his society is overconfident and not attentive enough to the basic realities of existence.	RL.7.1, RL.7.2, RL.7.9
6 Inferential	Lord John has his gun ready and is excited like a hunter about to shoot his prey, and the professors are holding hands and look like happy children.	RL.7.1, RL.7.4, RL.7.6
7 Inferential	It takes a positive tone. The characters stare at the dinosaurs in awe knowing they have discovered something special.	RL.7.2, RL.7.4
8 Inferential	The first-person narration helps the reader experience the narrator's awe, wonder, and excitement as if it were their own. The vivid description of thoughts and feelings makes the description come to life in a way a third-person narrative might not.	RL.7.3
9 Literal	The real elements are people of the author's time and their technology; the fictional elements are the living dinosaurs in that same period.	RL.7.3, RL.7.9
10 Inferential	The narrator describes the dinosaur as large and strong but with a small brain. The narrator's opinion is that the dinosaur, despite its strength and size, lacks intelligence.	RL.7.1, RL.7.4, RL.7.6

Writing Prompt Scoring

The writing prompt addresses CCSS W.7.4, W.7.10, L.7.1, and L.7.2.

Score	4	3	2	1
Criteria	Student writes a clear, coherent response. Response includes all the following: a comparison of the tone of each passage and textual evidence. Response includes sentence variety and has no errors in grammar, spelling, and punctuation.	Student writes a mostly clear response. Response includes most of the following: a comparison of the tone of each passage and textual evidence. Response mostly includes sentence variety and has minimal errors in grammar, spelling, and punctuation.	Student writes a response that has some omissions in a comparison of the tone of each passage and textual evidence. Response may include sentence variety and has a number of errors in grammar, spelling, and punctuation.	Student writes a response that has many omissions in a comparison of the tone of each passage and textual evidence. Response does not include sentence variety and has many errors in grammar, spelling, and punctuation.

Grammar Answer Key

The Grammar section addresses CCSS L.7.1 and L.7.2.

1. The garden contained carrots, peas, and squash.
2. Because I like squash, I planted five different kinds.
3. *No Change*
4. That big truck needs a wide, tall garage.
5. I like to write about my favorite sport, which is baseball.
6. Seth plays the drums, and his sister Tina plays violin and does ballet.
7. *No Change*
8. Several of the people standing nearby helped the man who fainted.
9. People who are aware of their limitations have humility.
10. *Sample response:* We should exchange gifts.
11. *Sample response:* You have not paid these bills.
12. Novels are usually written by people who like to read.
13. The entire town was blanketed with snow.
14. Lemonade is made with lemons, water, and sugar.

Morphology Answer Key

The Morphology section addresses CCSS L.7.1 and L.7.2.

1. F
2. J
3. H
4. I
5. L
6. B
7. K
8. C
9. D
10. N
11. M
12. A
13. G
14. E

UNIT FEEDBACK SURVEY

10 minutes

At the conclusion of the unit, have students complete the Unit Feedback Survey on Activity Page 9.2. Make sure students know that you respect their opinions and will take seriously all constructive feedback. Please take time to review and react to students' responses and comments. Consider how you might teach the next unit differently to improve learning and students' experiences.

Pausing Point

Culminating Activities

The following activities are offered should you choose to pause at one or two points during the teaching of this unit. During that time we recommend that you use one or more of the Culminating Activities described below or an activity you create.

End-of-Unit Comprehension Check

Use the first day of the Pausing Point to administer the optional assessment of general comprehension acquired by reading from “The Palace of Green Porcelain” onward. Make sure each student has a copy of Activity Page PP.2. You may have collected this activity page from students at the beginning of the unit.

- Allow students as much time as they need to complete the assessment during the first Pausing Point day. In most cases, this assessment will take approximately thirty to forty-five minutes.
- Tell students to read and answer the questions about *The Time Machine*. Encourage students to do their best and to review their work once they have finished.
- Circulate around the room as students complete the assessment to ensure that everyone is working individually.

Pausing Point to Address Assessment Results

Please use the final two days of this unit to address results of the Unit Assessment (for reading comprehension, grammar, and morphology) and spelling assessment. Use each student’s scores on the Unit Assessment to determine which remediation and/or enrichment opportunities will benefit particular students. In assigning these remediation and/or enrichment activities, you may choose to have students work individually, in small groups, or as a whole class.

Remediation

Reading Comprehension

It is important to understand that poor performance on the Reading Comprehension section of the Unit Assessment may be attributable to any number of factors. To ascertain which remediation efforts will be most worthwhile, it is highly recommended that you ask any student who performed poorly on this section to read at least one of the assessment passages aloud to you orally, one on one. If the student frequently misreads words in the text, this is an indication of a more global decoding problem that may require further assessment and remediation by a reading specialist outside the context of the regular classroom.

If the student does not misread words but reads haltingly, a lack of fluency may impede comprehension. If so, remediation efforts should be targeted at building fluency.

Once the student finishes reading the passage(s) aloud, ask the comprehension questions orally. Analyze whether the student makes errors on the same questions answered incorrectly on the written assessment, as well as the type of questions answered incorrectly. Does the student have difficulty answering particular types of questions? If so, guided rereading of specific chapters in a small-group setting with other students who are struggling may be helpful. Choose chapters that were not already used for small-group instruction, and provide specific guidance as to how to use clues in the text to arrive at the correct answer.

Grammar, Morphology, and Spelling

For additional practice with the grammar, morphology, and spelling skills taught in this unit, you may wish to have students complete the Grammar and Morphology/Spelling Pausing Point activity pages provided in the Activity Book (PP.3–PP.5).

If students demonstrate a need for remediation in the foundational grammar and morphology skills required for the lessons in Grade 7, consult the CKLA Grade 6 Skills Strand materials for additional grammar and morphology lessons and activities. Alternatively, for students who demonstrate a general proficiency in grammar and morphology, but who demonstrate a need for remediation in connection with specific skills covered in this unit, you may provide a more targeted remediation by reteaching only the lessons for those skills.

Writing

Redirect students to Activity Page 2.3 (Science Fiction Narrative Writing Model), Activity Page 7.3 (Science Fiction Narrative Rubric), Activity Page 8.1 (Science Fiction Narrative Editing Checklist), and their completed science fiction narrative. Provide time during the Pausing Point for students to revise and rewrite their narrative using all the above tools. The Science Fiction Narrative Writing Model, Write a Science Fiction Narrative Rubric, and Write a Science Fiction Narrative Editing Checklist are included in the Teacher Resources section of this Teacher Guide for your reference.

If possible, meet briefly with each student to review their plans for revision and provide additional guidance.

Evaluate students' work after revisions are complete using the Science Fiction Narrative Rubric and Science Fiction Narrative Editing Checklist. Meet briefly with each student to provide feedback.

Enrichment

If students have mastered the skills in Unit 4: *The Time Machine*, their experience with the unit concepts may be enriched by the following activities. Please preview in advance any third-party resources (i.e., links to websites other than the Core Knowledge Foundation) to determine suitability for the students with whom you work.

- Find a film adaptation of *The Time Machine*, and organize a session to watch it with students. As students watch the movie, ask them to consider and take notes on how the film adaptation differs from the source material and why these changes may have been made. The most recent adaptation was made in 2002, stars Guy Pearce, and was directed by H. G. Wells's great-grandson, Simon Wells.

- Ask students who have already read Robert Louis Stevenson’s *Strange Case of Dr. Jekyll and Mr. Hyde* to research and write presentations comparing the Eloi and the Morlocks to Dr. Jekyll and Mr. Hyde. Have students reflect on how these two ideas about “divergent” humanity are similar and how they differ. Make sure students reference the ideas that underpin these two stories. Why did Wells and Stevenson become interested in presenting ideas of a “bestial” human nature, and how similar are their ideas?
- Invite students to create images or collages of important scenes from the text. Have students pay close attention to theme, motivation, point of view, characterization, and tone in their images.
- Have students research and write an essay about the life and ideas of one of the four Victorian thinkers described in the Introduction: Henry George, Karl Marx, Charles Darwin, or Thomas Henry Huxley.

Teacher Resources

In this section you will find:

- Glossary for *The Time Machine*
- The Writing Process
- Science Fiction Narrative Writing Model
- Science Fiction Narrative Rubric
- Science Fiction Narrative Peer Review Checklist
- Science Fiction Narrative Editing Checklist
- Proofreading Symbols
- Activity Book Answer Key

A

abruptly, *adv.* suddenly

academic, *adj.* in the manner of a scholar

accustomed, *adj.* familiar with, used to

alternation, *n.* a shift between two or more things
(alternations)

antennae, *n.* long, thin sensory appendages

artificially, *adv.* made by people, not naturally

assumption, *n.* an idea held without proof

astonishment, *n.* great surprise

C

cab, *n.* taxi, carriage (**cabs**)

charred, *adj.* burned

communism, *n.* a system of government without
classes or private property

conscious, *adj.* aware

convenient, *adj.* easy to do, comfortable

cramped, *adj.* enclosed or hemmed in to the point
of causing physical pain

credible, *adj.* believable

D

declaration, *n.* an announcement

degradation, *n.* a condition of being a lot less than
it was before

E

explicit, *adj.* stated clearly

F

feverish, *adj.* with the symptoms of a fever;
agitated

fragmentary, *adj.* in pieces, incomplete

frail, *adj.* weak or breakable

G

geometry, *n.* the branch of mathematics that deals
with the relationships between points, lines, and
surfaces

gesture, *n.* a movement of the body to indicate
something

glimmer, *n.* faint light

glimpse, *n.* a quick look

groove, *n.* a cut or channel

gnat, *n.* a tiny flying bug (**gnats**)

H

headlong, *adv.* headfirst

I

indicator, *n.* a sign or signal (**indicators**)

intellect, *n.* intelligence

interpret, *v.* to understand or explain the meaning
of something

L

lurk, *v.* to hide (**lurking**)

M

mineral, *n.* a rock or ore (**minerals**)

miniature, *n.* a small version (**miniatures**)

mountaineering, *n.* the climbing or scaling of mountains

N

newfound, *adj.* recently discovered

nip, *v.* to make small bites (**nipping**)

O

overpower, *v.* to defeat someone with strength (**overpowered**)

P

paradox, *n.* an illogical or contradictory idea

pattering, *n.* a faint tapping sound

penetrate, *v.* to go into (**penetrating**)

pensive, *adj.* thoughtful, contemplative

plausible, *adj.* believable

principles, *n.* basic or fundamental facts

projection, *n.* an image

R

rayless, *adj.* sunless, lightless

realization, *n.* discovery or new awareness

retreat, *v.* to run away (**retreating**)

S

shriveled, *adj.* dried up and wrinkled

sloping, *adj.* at an angle leading up or down

specialization, *n.* the adaptation of a person to a particular role or way of life

specimens, *n.* pieces of evidence, examples

speculate, *v.* to propose a theory without hard evidence (**speculating**)

splendor, *n.* grandeur, a wonderful appearance

T

tamper, *v.* to interfere, to mess with (**tampering**)

tilted, *adj.* at an angle

turf, *n.* grass

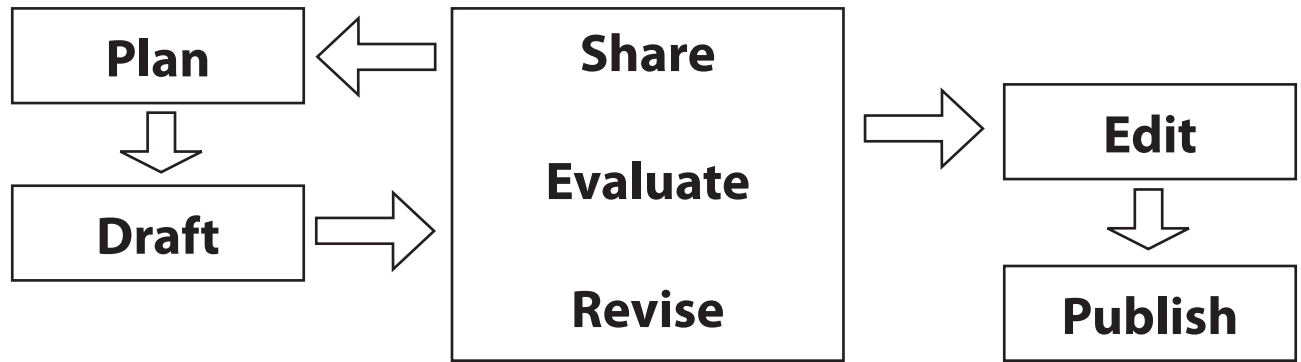
V

vapor, *n.* liquid suspended in the air, like a cloud

verification, *n.* proof or demonstration

vibrate, *v.* to rattle, shake (**vibrated**)

The Writing Process



Science Fiction Narrative Writing Model

“Ax and the Mystery Signals”

One day I received a mysterious package in the mail—a sleek black box that contained a sleek black box. There was no return address. Before long, though, I heard from my Gamies—my online gaming friends—that they had gotten the same thing.

It’s not unusual for game developers to send us game components for beta testing. They know our online scores. And it’s true: we’re really good. One day at least a few of us will go pro and make money designing games. Companies need our feedback to build better products, and we’re happy to give it.

My friend Victor called me about the box at the exact same time I called him.

“Jinx!” we both shouted.

The black box was like nothing either of us had ever seen. It had no joystick, no buttons. All you did was press a little hollow in the plastic. Both Victor and I thought this was odd but cool. Especially after we’d used it a while.

“It’s like the box starts to read your mind,” Victor said. “But, Ax?” My nickname is Ax, short for Axiom. When I learn a new rule or principle that applies to gaming, I put it into a memorable phrase—an axiom. Like, “Trust your gut, but know your stats.” Hence “Ax,” for short.

“Yeah, it’s true. The box learns your style.” I was hoping Victor would say something about the weird sounds. Was he hearing them, too?

“Um. Victor, when you’re playing do you sort of hear stuff?”

“Yes! That’s the other thing. This strange sound . . .”

“Right. And the words aren’t connected to the game or coming from the earphones or anything . . .”

“Words? All I hear is sounds. Sort of like music.”

For two weeks no one contacted us about the black boxes. We just kept playing. All the Gamies felt the box read their minds. A few heard strange music, like Victor.

Only I heard words.

It started with words I couldn't understand. Just gibberish. But then, in the middle of a very realistic—and very difficult—soccer simulation, I heard a phrase I DID understand: *buenos dias*.

After that I listened closely as I played. I heard more foreign phrases: *bonjour*, *gutentag*. My heart started racing. The voice was soft, not mechanical. But it wasn't human either. Finally, as I was making a penalty kick, I heard *Hello*.

A day later a call came. The caller said they had sent the box and wanted my feedback. So I told them about the controls learning your gaming style, which seemed to bore them. Then about hearing sounds. But when I mentioned the voice, they got interested. Very.

But before I could go on, the caller said to put down my phone. They would send a car. And they did: a sleek black limo, just like the box. A man and a woman in black suits and sunglasses got out and showed my parents their IDs. They said I could go with this couple; I would be safe.

No one said anything the whole way to the plane. The windows on the plane were blacked out. So were the windows of the car that met us on the airstrip after the flight and took us to what seemed like an underground parking garage. We walked down a long hall and into a room, where they gave me a soda. I didn't even ask for it.

The man and woman left. Another group came in, six or seven. I wasn't counting. One of them, a woman, seemed to be in charge.

"Ax? Is that how we should call you?"

I told her Ax was fine. She asked what word I heard.

"Hello," I said. "Now you tell me. Where is that voice coming from?"

They all looked at each other. Then one of them finally spoke. “Honestly? We don’t know.” He looked nervous. “We began monitoring the sounds a year ago, using these black boxes. And since gamers appear to be especially sensitive to the signals, we sent the black boxes to top gamers all around the world. Only a handful hear the music. But Ax? You’re the only one on Earth who hears actual words.”

It took about six months, but now as I sit and listen to the signals, I find that every so often I hear a complete sentence—or even a paragraph. No one knows how or why I hear it. Others still hear nothing or only music.

What I do know is this: the aliens mean no harm. They want to know about us, but they’re very well-behaved. And lately, I’ve been teaching them to play soccer. They’re not very good. But like me, they’re getting better.

Science Fiction Narrative Rubric

	Exemplary	Strong	Developing	Beginning
Setting and Characters	Setting is laid out clearly.	Setting is laid out.	Setting is unclear.	Setting is not provided.
	Characters are introduced clearly.	Characters are introduced.	Characters appear with no introduction.	Characters do not appear in the story.
	All characters have roles relevant to the story.	Most characters have roles relevant to the story.	Some characters have roles relevant to the story.	No characters have roles relevant to the story.
Plot Events and Dramatic Arc	All events support the plot.	Most events support the plot.	Some events support the plot.	There is no plot.
	Dramatic arc is present: rising action, climax, and resolution.	Dramatic arc is present, but elements are not clear.	Only some elements of a dramatic arc are present.	No elements of a dramatic arc are present.
Conflict	Conflict plays a clear role in plot.	Conflict plays some role in plot.	Conflict exists but plays no role in plot.	There is no conflict.
Language	Sensory language is used throughout.	Some sensory language is used.	There is an example of sensory language.	No sensory language is used.

You may correct capitalization, punctuation, and grammar errors while you are revising. However, if you create a final copy of your writing to publish, you will use an editing checklist to address those types of mistakes after you revise.

Science Fiction Narrative Peer Review Checklist

Complete this checklist as you read the draft of the argument written by a classmate.

Author's Name: _____

Reviewer's Name: _____

_____ The writing has a clear narrative arc, including rising action, climax, and resolution.

_____ The writing employs sensory language and descriptive detail.

_____ If dialogue is used, the words sound natural, in the manner of spoken language.

_____ Technology plays an important role in the narrative.

_____ The narrative is told from a clear point of view that does not change.

_____ The resolution is satisfying and references events, characters, or situations from the story.

Use the checklist above to help you complete the Peer Feedback on the back of this activity page.

Peer Feedback #1: Please select ONE prompt below to provide specific, constructive feedback to your partner. CIRCLE the prompt you select, and RESPOND with your feedback below.

Writing Power: What was the greatest strength of this draft? Why was it so powerful? How did it add to the draft as a whole?

Writing Inspiration: What aspect of this draft inspired you? What did you like about it? How can you incorporate it into your writing?

Writing Innovation: What part of the draft was most original? What made it so inventive? How can it be included in other writings?

Feedback #1:

Peer Feedback #2: Please select ONE prompt below to provide specific, constructive feedback to your partner. CIRCLE the prompt you select, and RESPOND with your feedback below.

Building Stamina: What information was missing from the draft? Where would more details strengthen the writing?

Building Technique: What aspect of this draft needs reworking? How would this revision strengthen the draft?


















Building Clarity: What part of the draft was unclear? What can be adjusted to provide clarity in the draft?

Feedback #2:

Science Fiction Narrative Editing Checklist

Science Fiction Narrative Editing Checklist	After reviewing for each type of edit, place a check mark here.
Vocabulary	
<ul style="list-style-type: none"> I have properly used content-related words from <i>The Time Machine</i>. 	
Format	
<ul style="list-style-type: none"> I employed the style and structure appropriate to fiction. I have written a fiction narrative using transitions. I have included the proper heading, including my name, my teacher's name, the class title, and the date. 	
Grammar	
<ul style="list-style-type: none"> I have used active and passive voice appropriately. I have used commas correctly. 	
Spelling	
<ul style="list-style-type: none"> I have correctly spelled words when using the prefixes <i>ex-</i>, <i>extra-</i>, <i>hyper-</i>, <i>hypo-</i>, <i>pro-</i>, <i>sub-</i>, and <i>super-</i>. I have correctly spelled content-related words from <i>The Time Machine</i>. 	
Punctuation	
<ul style="list-style-type: none"> I have employed end marks (periods, question marks, exclamation points), commas, and quotation marks to the best of my ability. 	

Proofreading Symbols

	Insert
	Insert period
	Insert comma
	Insert apostrophe
	Insert space
	New paragraph
	No new paragraph
	Close up the space
	Capitalize
	Make lowercase (small letter)
	Delete
	Reword
	Move according to arrow direction
	Transpose
	Move to the left
	Move to the right
	Add a letter

Activity Book Answer Key

NAME: _____
DATE: _____

1.2 ACTIVITY PAGE

Jigsaw Activity

Read the passage about the major thinker you were assigned, and take notes.

Henry George

Biographical details:

American, published his book *Progress and Poverty* in 1879

What was he concerned about or interested in?

whether social and technological improvements should be viewed as “progress”

What was his big idea?

disagreed with the idea that modern civilization created progress; proposed that

“progress” leads instead to greater inequality and poverty for most

What else is interesting about him?

big influence on H. G. Wells.

Core Knowledge Language Arts | Grade 7

Activity Book | Unit 4 3

Karl Marx

Biographical details:

German scholar, moved to London in 1849, published *The Communist Manifesto*

in 1848

What was he concerned about or interested in?

human history and economics; inequality; revolution

What was his big idea?

History was about struggle between different classes in society; the working class would

eventually defeat the owning class (bourgeoisie) in a revolution. The revolution leads to

communism, a society of equality without ownership.

What else is interesting about him?

Wells used Marx's ideas but also questions them in *The Time Machine*.

4 Unit 4 | Activity Book

Grade 7 | Core Knowledge Language Arts

NAME: _____
DATE: _____

1.2 ACTIVITY PAGE
CONTINUED

Charles Darwin

Biographical details:

English scientist who sailed around the world observing plants and animals in the 1830s,

published *On the Origin of Species* in 1859

What was he concerned about or interested in?

how animals adapt to their environment and change over time

What was his big idea?

Evolution through natural selection—life-forms pass on traits to their offspring. Over

time, plants and animals evolve in response to their environment, as more adaptive

variants live and breed more successfully.

What else is interesting about him?

He accidentally inspired “social Darwinism”, which proposes that the powerful and

wealthy were the “fittest” humans and the poor and powerless were naturally inferior.

Darwin did not believe this himself.

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Activity Book | Unit 4 5

Thomas Henry Huxley

Biographical details:

English scientist and writer who taught H. G. Wells. Huxley championed Darwin's ideas.

What was he concerned about or interested in?

promoting the theory of evolution but correcting mistaken assumptions about it

What was his big idea?

“Evolution” doesn't mean “progress.” It just produces life-forms better adapted to their

environment. If the environment changes, it selects for different adaptations.

What else is interesting about him?

Skepticism of progress was a heavy influence on Wells.

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Grade 7 | Core Knowledge Language Arts

NAME: _____
DATE: _____

1.4 TAKE-HOME

Characterization of the Time Traveler

As you read "The Time Traveler Returns," fill in the answers to these questions about how the Time Traveler is characterized in this chapter.

- Is the Time Traveler someone who likes company? How do you know?
The Time Traveler seems to have visitors regularly. The narrator says he is one of the most frequent visitors. This suggests the Time Traveler does like company.
- Are the Time Traveler's guests part of the upper class or lower class? Think about their jobs.
The people the Time Traveler associates with are upper-class professionals—a doctor, an editor, a psychologist, and so on. Nobody has a lower- or working-class job.
- What details suggest that the Time Traveler has been on an adventure?
The Time Traveler looks dirty, has developed a limp, and has some small wounds.

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Activity Book | Unit 4 9

- How does the Time Traveler's way of acting and speaking differ from his earlier appearance?
The Time Traveler seems more confused, more hesitant, and less confident.
- What is strange about the Time Traveler's behavior at dinner?
The Time Traveler is unusually reluctant to talk and eats with an unusually great appetite. He also has a strangely intense desire to eat meat.
- What is consistent, or the same, about the way the Time Traveler addresses his audience?
The Time Traveler still likes to talk about his theories and his experiences. He still has a manner of speaking where it seems like he is talking to or arguing with himself or others who are not present.

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Grade 7 | Core Knowledge Language Arts

NAME: _____
DATE: _____

2.2 TAKE-HOME

Morphology: Greek/Latin Prefixes *ex-*, *extra-*, *hyper-*, *hypo-*, *pro-*, *sub-*, *super-*

Read each sentence. Underline the word with the prefix *ex-*, *extra-*, *hyper-*, *hypo-*, *pro-*, *sub-*, or *super-*. Then write what you think is the meaning of the word you underlined based on the prefix and its use in the sentence.

Accept all valid synonyms. Sample responses are given.

- The man accused of onerous crimes was exonerated and released.
found guiltless
- The farmer extracted some oil from lemons to polish her tractor.
took out
- You deserve the highest possible grade for your extraordinary essay.
very good
- The decorations were extravagant—the hosts spent far too much money on them.
costly
- After eating sugar, the toddlers were hyperactive, bouncing all over the place.
agitated
- Do you have a hypothesis that might explain the underlying meaning of what we saw?
theory

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Activity Book | Unit 4 13

- I don't want to increase your exhaustion by keeping you awake for two more hours.
weariness
- Instead of making progress as a society, the Eloi had regressed to a childlike state.
movement forward
- The Morlocks were subterranean creatures, coming to the surface of the planet only at night.
underground
- In the distant future, the Morlocks were superior to the Eloi in strength and cunning.
above

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Grade 7 | Core Knowledge Language Arts

Activity Book

Answer Key

NAME: _____
DATE: _____

3.2 ACTIVITY PAGE

"A Sudden Shock"

As you read "A Sudden Shock," fill in the answers to these questions to help you understand the chapter.

1. What does the Time Traveler realize has happened when he sees the lawn and the sphinx?
The Time Machine has disappeared.
2. How does the Time Traveler react to this realization? Cite examples of how the Time Traveler describes his feelings.
The Time Traveler feels fear. He says he can feel the thought "grip the throat and stop my breathing." He runs to the lawn in a panic, "in a passion of fear" "running with great strides."
3. How does the Time Traveler know the machine hasn't traveled in time without him?
He has the control levers in his pocket.
4. What new mystery does this scene introduce?
It introduces the mystery of who moved the Time Machine and why.

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Activity Book | Unit 4 21

5. Why is the Time Traveler unable to get the Eloi to tell him what has happened?
They do not know; he cannot scare them into telling him because they do not feel fear.
6. After his bad dream, what methods does the Time Traveler use to try to find the Time Machine?
He uses scientific methods—observation and careful study of the place where the machine had been. He examines the ground and finds footprints. He also investigates the pedestal.
7. Earlier, the Time Traveler decided that the Eloi don't feel fear. How do events in this chapter show that isn't the case?
He finds something that they are afraid of—the pedestal. He notices how horrified the Eloi look when he tries to investigate the pedestal and when he drags one toward it.

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NAME: _____
DATE: _____

3.3 TAKE-HOME

Explanation

As you read "Explanation," answer the following questions to guide your reading.

1. How is the idea of "Utopia" connected to the story's themes?
Utopia is an idealized vision of the future. Visions of Utopia drove the Time Traveler to travel into the future. Mentioning it here reinforces the theme that future societies will be more advanced and have greater social equality than present-day societies.
2. What sort of society would an "automatic civilization" be?
one in which most or all production and labor was done by machines—"automatically"
3. How does the way in which the Time Traveler and Weena meet illustrate a point about the people of the future?
The Time Traveler has noted that the people of the future seem lazy and unconcerned by things going on around them. The fact they do not notice that Weena is drowning or try to save her illustrates this point.

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Activity Book | Unit 4 23

4. What observation does the Time Traveler make about the behavior of the people of the future when it gets dark?
He notices they seem to be very afraid of the dark. They don't go out when night falls, and they don't sleep alone.
5. What language and imagery does the Time Traveler use to describe the inhabitants of the dark?
He describes them as apelike, with white bodies, large eyes, and long hair. He uses language and imagery that associate them with creatures like spiders and apes.
6. What does the Time Traveler realize about his theories of the inhabitants of the future?
He realizes he was wrong when describing the people of the surface as the only humans. He understands that there is another species on the planet, one that seems much less refined and more dangerous.

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NAME: _____
DATE: _____

3.3 TAKE-HOME
CONTINUED

- How does the description of the subterranean humans fit the theory of evolution?
The Time Traveler describes how they have adapted to their environment: they live in the dark, so they have large eyes and pale skin.
- How does the Time Traveler relate these subterranean humans to the people of his own time?
He mentions that the "East End worker" also lives a subterranean life.
- What does the Time Traveler think has happened to humanity in the future?
He thinks that the aristocracy or upper class found a way to completely subjugate the working class. He believes there was some sort of balance between the classes for some time but that balance has ended and both classes have "degenerated" into lesser, more animalistic forms. The "Eloi" of the surface have become silly and weak, and the "Morlocks" of the underworld have become brutal and strong.

NAME: _____
DATE: _____

3.5 TAKE-HOME

Morphology: Prefixes *ex-*, *extra-*, *hyper-*, *hypo-*, *pro-*, *sub-*, *super-*

For each word below, add a prefix from this lesson to make a new word. Use the definition of the new word as a clue to which prefix to add.

- | | | |
|----------------|----------------------|--|
| 1. vigilant | <u>hypervigilant</u> | excessively vigilant or watchful |
| 2. pose | <u>propose</u> | put before others for consideration |
| 3. standard | <u>substandard</u> | below standard |
| 4. store | <u>superstore</u> | large store that sells various goods |
| 5. communicate | <u>excommunicate</u> | remove from communication with others |
| 6. cellular | <u>extracellular</u> | outside a cell |
| 7. thermal | <u>hypothermal</u> | having to do with low temperature |
| 8. sensory | <u>extrasensory</u> | taking place beyond the senses |
| 9. vision | <u>supervision</u> | oversight of a person or activity |
| 10. division | <u>subdivision</u> | residential neighborhood set apart from larger tract of land |

NAME: _____
DATE: _____

4.2 ACTIVITY PAGE

"The Morlocks" and "When Night Came" Partner Activity

Answer these questions as you read through the chapters with your partner. Remember to think about how different elements of the story connect and interact.

- How does the first section of "The Morlocks" explain changes in the Time Traveler's character before and after his adventure?
Firstly, it partially explains how the Time Traveler seemed to have spent several days adventuring in the future because he took two days to overcome his fear of venturing into the underworld. Secondly, it helps to explain changes in the Time Traveler's mental state as he is gripped by anxiety, which takes him from the confident inventor to the harrowed and frightened teller of this story. Restlessness and insecurity are not words that could be used to describe him as he originally appeared in the story.
- How does the earlier disappearance of the Time Machine drive the action in this part the story?
When the Time Machine disappeared, it meant that the Time Traveler was stuck in the future until he could find and retrieve it. Now that the Time Machine has been taken underground, it means that the Time Traveler has to venture into the realm of the Morlocks to retrieve it. We know that the Time Traveler does get home, so he must have succeeded.

- How do the description of the dark and unpleasant land of the Morlocks and the fact that they are carnivorous develop the central conflict the Time Traveler must overcome?
The description sets the stakes of the challenge the Time Traveler faces. To find the Time Machine and get back home (the central conflict), the Time Traveler must enter a dangerous place populated by creatures who might eat him. It is going to be a difficult and terrifying task.
- The Time Traveler describes the Morlocks "rustling like wind among leaves, and pattering like the rain." What does this imagery say about the Time Traveler's view of the Morlocks?
The Time Traveler compares them to natural phenomena. This suggests that he views them not as people or a civilization but like animals or another part of nature.

Activity Book

Answer Key

NAME: _____
DATE: _____

4.2 ACTIVITY PAGE
CONTINUED

5. Consider Karl Marx's idea of "class struggle" that you read about in the Introduction. How does this idea influence Wells's vision of the future?

The vision of the future is one in which the struggle between the upper class (the bourgeoisie) and the lower class (the proletariat) has resulted in the two classes evolving into related but distinct species. This is an extreme and fantastical version of the ideas that Marx was exploring. It also leads to a different conclusion than the one Marx proposed. In Marx's view, the lower class would inevitably triumph over the upper class and usher in communism. In *The Time Machine*, the Eloi built a paradise for themselves by exploiting the Morlocks so thoroughly that the Morlocks became underground monsters.

Core Knowledge Language Arts | Grade 7

Activity Book | Unit 4 39

NAME: _____
DATE: _____

4.3 TAKE-HOME

Grammar: Comma Usage

Identify correct use of commas

Put a check mark by the correctly punctuated sentence in each group.

- ☐ A. The time traveler experienced the past, the present and the future.
☒ B. The time traveler experienced the past, the present, and the future.
☐ C. The time traveler experienced the past the present and the future.
- ☒ A. The time machine was a useful, attractive piece of machinery.
☐ B. The time machine was a useful attractive piece of machinery.
☐ C. The time machine was a useful, attractive, piece of machinery.
- ☐ A. Santa Claus is known as a right, jolly, old elf.
☒ B. Santa Claus is known as a right jolly old elf.
☐ C. Santa Claus is known as a right, jolly, old, elf.
- ☒ A. The time traveler, arriving in the distant future, saw a changed world.
☐ B. The time traveler, arriving in the distant future saw a changed world.
☐ C. The time traveler arriving in the distant future, saw a changed world.
- ☐ A. He wanted to find, if he could some books about history.
☒ B. He wanted to find, if he could, some books about history.
☐ C. He wanted to find if he could some books about history.
- ☐ A. The young woman, singing and playing happily was like a child.
☐ B. The young woman singing and playing happily, was like a child.
☒ C. The young woman, singing and playing happily, was like a child.

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Activity Book | Unit 4 41

- ☐ A. The young woman whose name was Weena had no knowledge of history.
☒ B. The young woman, whose name was Weena, had no knowledge of history.
☐ C. The young woman whose name was Weena, had no knowledge of history.
- ☐ A. While, the Eloi slept, the Morlocks were busy underground.
☐ B. While the Eloi slept the Morlocks were busy underground.
☒ C. While the Eloi slept, the Morlocks were busy underground.
- ☒ A. Just in the nick of time, the traveler made his escape from the Morlocks.
☐ B. Just in the nick of time, the traveler, made his escape from the Morlocks.
☐ C. Just in the nick of time the traveler made his escape from the Morlocks.
- ☐ A. He got back to the present but ultimately he decided to return to the future.
☒ B. He got back to the present, but ultimately he decided to return to the future.
☐ C. He got back to the present but , ultimately he decided to return to the future.

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Grade 7 | Core Knowledge Language Arts

NAME: _____
DATE: _____

5.2 ACTIVITY PAGE

"The Palace of Green Porcelain" and "In the Darkness"

Answer these questions as you read the chapters. Remember to think about how word choice impacts the tone of a scene and of the story.

- What words and images in the description of the palace refer to dead things and decay?
the mention of skeletons, skulls, and bones; the wearing away of the skeleton from rain getting in through the leaky roof; thick dust; fossils
- How do these words change the tone of the scene?
They interrupt the quiet and calm tone of the previous events. They introduce a tone of danger, urgency, and surprise.
- What sort of language and imagery is used when the Time Traveler fights the Morlocks?
Violent language and imagery is used. Examples include referring to his weapon as a mace, describing it as "more than sufficient for any Morlock skull I might encounter" (referring to a body part rather than a person is dehumanizing),

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Activity Book | Unit 4 47

expressing his desire to kill a Morlock, suggesting he will “slake [his] thirst for murder,” and calling the Morlocks “brutes.”

4. The Time Traveler describes his plan as an “atrocious folly” rather than simply a “bad idea.” What effect does this phrase have on the scene?
The phrase “atrocious folly” reinforces the idea that the Time Traveler has made a truly terrible mistake. A “bad idea” has negative consequences; an “atrocious folly” leads to disaster.

5. What language is used to describe the Morlocks?
language that makes them seem like animals and predators—“soft creatures,” “a monstrous spider’s web,” “little teeth nipping,” and especially “human rats”

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Grade 7 | Core Knowledge Language Arts

NAME: _____

DATE: _____

5.2 ACTIVITY PAGE
CONTINUED

6. What effect does this language have on the way the Time Traveler views the Morlocks?
It lends support to his belief that they are not human but rather wild and vicious animals.

7. The Time Traveler uses the word *succulent* in his description of hitting a Morlock. What effect does this word have on the scene?
It’s another very physically violent description (it could be described as visceral).
Succulent is also a word used to describe delicious food. This emphasizes how much the Time Traveler enjoys committing violence against the Morlocks.

Core Knowledge Language Arts | Grade 7

Activity Book | Unit 4 49

NAME: _____

DATE: _____

5.3 TAKE-HOME

Grammar: Active Voice and Passive Voice

Rewrite each of the following passive-voice sentences in the active voice. Add a subject to the sentence if one is needed.

1. The future is speculated about by science fiction writers.
Science fiction writers speculate about the future.

2. Developments in science are often anticipated by science fiction writers.
Science fiction writers often anticipate developments in science.

3. It is currently believed by most scientists that time travel is not possible.
Most scientists currently believe that time travel is not possible.

4. Visiting the past is thought to be an unrealistic dream.
Sample response: Physicists think visiting the past is an unrealistic dream.

5. Will their skepticism one day be proven unfounded?
Sample response: Will technology one day prove their skepticism unfounded?

Rewrite each of the following active-voice sentences in the passive voice.

6. During the night, [unknown subject] stole the time traveler’s time machine.
During the night, the time traveler’s time machine was stolen.

7. You operated the time machine with a series of switches.
The time machine was operated with a series of switches.

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8. People make the best lemonade with freshly squeezed lemons.
The best lemonade is made with freshly squeezed lemons.

9. [Unspecified subject] frequently ask that movie actor for his autograph.
That movie actor is frequently asked for his autograph.

10. [Unknown subject] gave the research scientist an anonymous grant to study time.
The research scientist was given an anonymous grant to study time.

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Answer Key

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6.2 ACTIVITY PAGE

“The Further Vision” and “The Time Traveler’s Return”

Answer these questions as you read the chapters. You can discuss the questions with your group. Remember to think about motivation and development of character (or characterization).

1. What initially motivated the Time Traveler to travel even further into the future?
His intention wasn't to travel into the future. His primary motivation was simply to escape the Morlocks.
2. How do the Time Traveler's observations of what Earth and the stars look like remind you of his original motivation?
They are a reminder that the Time Traveler is first and foremost a scientist who wanted to use his Time Machine to travel to different eras. He was motivated to travel into the future to test his theories of progress (otherwise he would have traveled into the past).
3. What do the descriptions of the distant future and its creatures reveal about the attitudes the Time Traveler has to the things he sees?
They reveal how appalled and revolted he is by the things he encounters in the distant future, from the grotesque and fearful descriptions of the monstrous crabs to the negative terms he uses to describe physical features like the “Dead Sea” and the

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“uniform poisonous-looking green of the lichenous plants.” The Time Traveler has a very negative attitude toward the things he finds in the distant future.

4. How do the Time Traveler's observations of the future contrast with what he originally hoped to find when he began to travel in time?
The Time Traveler hoped to find new civilizations with powerful, intelligent people from whom he could learn. Instead, he has been endlessly disappointed, finding only the childish Eloi, the bestial Morlocks, and now the frightening and inhuman sights of the distant future. They contrast negatively.
5. What is the Time Traveler saying about the era in which he lives when he describes the “petty and familiar architecture”?
He is saying that the buildings of the era in which he lives are familiar but lack the size and grandeur of the buildings he saw in the future.

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6.2 CONTINUED ACTIVITY PAGE

6. How have the Time Traveler's adventures changed him?
Answers may vary, but students should recognize that the Time Traveler has physically changed—he has a limp, is disheveled and anxious, and craves meat. He is also worried about speaking to his friends. In terms of his character, he seems less confident though no less keen to express his ideas and his observations to his friends. He is less enthusiastic about the future and what it holds than he used to be.

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6.3 TAKE-HOME

Grammar: Comma Usage and Active/Passive Voice

Rewrite each sentence, adding any necessary commas. If no changes are needed, write “No Change” on the line below the sentence.

1. By the time we reached the ocean floor the sunlight had dimmed to twilight.
By the time we reached the ocean floor, the sunlight had dimmed to twilight.
2. The silent still landscape under the sea was full of mystery.
The silent, still landscape under the sea was full of mystery.
3. My fellow divers who were also my good friends seemed filled with awe.
My fellow divers, who were also my good friends, seemed filled with awe.
4. The diver who was closest to me tugged on my arm and pointed at something.
No Change
5. I was surprised to see an old pirate treasure chest on the ocean floor.
No Change
6. Nearby in the sand lay a sword a helmet and several shiny pieces of gold.
Nearby in the sand lay a sword, a helmet, and several shiny pieces of gold.

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Decide whether the following passive-voice sentences should be rewritten in the active voice or left as they are. If no changes are needed, write "No Change" on the line below the sentence.

7. A treasure chest was found by me and several other scuba divers.
I and several other scuba divers found a treasure chest.
8. Several gold coins were scattered in the sand nearby.
No Change
9. Care was taken by us not to damage the coral surrounding the chest.
We took care not to damage the coral surrounding the chest.
10. Corals and other natural reef formations are easily damaged.
No Change
11. When the chest was opened, it could be seen that it was empty.
When we opened the chest, we could see that it was empty.
12. On closer inspection, the objects nearby were discovered to be a stick, a rock, and several clamshells.
On closer inspection, we discovered the objects nearby to be a stick, a rock, and several clamshells.

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7.2 TAKE-HOME

Practice Spelling Words

For each spelling word, write an original sentence of your own. Each of your sentences should correctly use the spelling word given.

1. hyperactive:
Sample answer: The hyperactive, energetic dog ran around the field.
2. progress:
Sample answer: She made progress through walking, running, or riding.
3. extract:
Sample answer: The orange, from which she extracted the juice, was ripe.
4. exonerate:
Sample answer: As you might imagine, the jury exonerated the accused.
5. extraordinary:
Sample answer: Her performance was extraordinary, which surprised no one.

6. prolong:
Sample answer: I don't want to prolong the worry that has kept you up at night.
7. hypothesis:
Sample answer: As a scientist, she was always ready with a good hypothesis.
8. subordinate:
Sample answer: Subordinate clauses should never be written as sentences, for they do not express a complete idea.
9. extravagant:
Sample answer: Extravagant purchases are best avoided so you stay on budget.
10. superlative:
Sample answer: Whatever you do, your help is always appreciated.

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8.2 ASSESSMENT

Spelling Assessment

Write the spelling words as your teacher calls them out.

1. exonerate
2. extract
3. extraordinary
4. extravagant
5. hyperactive
6. hypothesis
7. prolong
8. progress
9. subordinate
10. subterranean
11. superlative
12. superior

Write a sentence based on your teacher's instructions.

Sample sentence: The Morlocks were subterranean, hyperactive creatures

Activity Book

Answer Key

went to and fro. It was inevitable. By the toll of a billion deaths man has bought his birthright of the earth, and it is his against all comers; it would still be his were the Martians ten times as mighty as they are. For neither do men live nor die in vain.

4. Here and there they were scattered, nearly fifty altogether, in that great gulf they had made, overtaken by a death that must have seemed to them as incomprehensible as any death could be. To me also at that time this death was incomprehensible. All I knew was that these things that had been alive and so terrible to men were dead. For a moment I believed that the destruction of Sennacherib had been repeated, that God had repented, that the Angel of Death had slain them in the night.

Questions

- What happened to the Martians?
 - They fought and killed each other in London.
 - They were defeated by humans' superior technology.
 - C.** They became infected with Earth's diseases and died.
 - They got bored with their conquest and returned to their home planet.
- What theme is revealed in the paragraph 3? Explain it in your own words.

Answers will vary, but students should explain that the theme is how technological sophistication and a desire for conquest are no match for the forces of nature and the environment—such as diseases and bacteria.
- How did the author's understanding of science influence the details of the plot?

Answers may vary, but students should recognize that Wells's understanding of evolution and adaptation influenced the details of the plot in the sense that Martians would not be adapted to life on Earth and would have no immunity to Earth's diseases.

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9.1 ASSESSMENT
CONTINUED

The following question has two parts. Answer **Part A**, and then answer **Part B**.

4. Read the following section.

Here and there they were scattered, nearly fifty altogether, in that great gulf they had made, overtaken by a death that must have seemed to them as incomprehensible as any death could be. To me also at that time this death was incomprehensible. All I knew was that these things that had been alive and so terrible to men were dead.

PART A: What is the narrator's response to the sight of the dead Martians?

He is relieved because the Martians had died. He does not know what to think or feel beyond that.

PART B: How does the author contrast the perspective of the Martians about what happened to them?

The author suggests that the Martians also had no idea or understanding of what happened. It suggests that they, like the narrator, were caught completely unaware.

The difference is that they died.

5. *The War of the Worlds* is set in the Victorian era. What commentary is the author (H. G. Wells) making about the society in which he lived by describing this scenario? Think about the values, technology, and ambitions of his society.
- Answers will vary, but students should explain that Wells's society was confident and convinced that the advancement of technology would lead to greater strength and glory. Wells's scenario tries to suggest that this sort of confidence is misplaced—humanity is just as vulnerable to more advanced civilizations as to things beyond their control (people get ill and die just as the Martians did). Wells's argument is that his society is overconfident and not attentive enough to the basic realities of existence.

by its mate and its three enormous infants. We saw the shimmering slaty gleam of their skins between the tree-trunks, and their heads undulating high above the brushwood. Then they vanished from our sight.

6. I looked at my comrades. Lord John was standing at gaze with his finger on the trigger of his elephant-gun, his eager hunter's soul shining from his fierce eyes. What would he not give for one such head to place between the two crossed oars above the mantelpiece in his snugery at the Albany! And yet his reason held him in, for all our exploration of the wonders of this unknown land depended upon our presence being concealed from its inhabitants. The two professors were in silent ecstasy. In their excitement they had unconsciously seized each other by the hand, and stood like two little children in the presence of a marvel, Challenger's cheeks bunched up into a seraphic smile, and Summerlee's sardonic face softening for the moment into wonder and reverence.

Questions

- Read paragraph 6. How do the different characters react to the sight of the dinosaurs?

Lord John has his gun ready and is excited like a hunter about to shoot his prey, and the professors are holding hands and look like happy children.
- Does this selection take a positive or negative tone toward science and discovery? Explain.

It takes a positive tone. The characters stare at the dinosaurs in awe knowing they have discovered something special.
- How does the first-person narration enhance the story?

The first-person narration helps the reader experience the narrator's awe, wonder, and excitement as if it were their own. The vivid description of thoughts and feelings makes the description come to life in a way a third-person narrative might not.

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DATE: _____

9.1 ASSESSMENT
CONTINUED

9. This story is set in the early 1900s. What real elements and what fictional elements has the author combined in this narrative?

The real elements are people of the author's time and their technology; the fictional elements are the living dinosaurs in that same period.

10. Read the following description of the dinosaur's actions.

The strength of the parents seemed to be limitless, for one of them, having some difficulty in reaching a bunch of foliage which grew upon a considerable-sized tree, put his fore-legs round the trunk and tore it down as if it had been a sapling. The action seemed, as I thought, to show not only the great development of its muscles, but also the small one of its brain, for the whole weight came crashing down upon the top of it, and it uttered a series of shrill yelps to show that, big as it was, there was a limit to what it could endure.

What is the narrator's opinion of the dinosaur?

The narrator describes the dinosaur as large and strong but with a small brain. The narrator's opinion is that the dinosaur, despite its strength and size, lacks intelligence.

Reading Comprehension Score: _____ of 10 points.

NAME: _____
DATE: _____

9.1 ASSESSMENT
CONTINUED

Grammar

Rewrite each sentence, adding any necessary commas. If no commas are needed, write "No Change" on the line below the sentence.

- The garden contained carrots peas and squash.
The garden contained carrots, peas, and squash.
- Because I like squash I planted five different kinds.
Because I like squash, I planted five different kinds.
- We found the last available parking place.
No Change
- That big truck needs a wide tall garage.
That big truck needs a wide, tall garage.
- I like to write about my favorite sport which is baseball.
I like to write about my favorite sport, which is baseball.
- Seth plays the drums and his sister Tina plays violin and does ballet.
Seth plays the drums, and his sister Tina plays violin and does ballet.
- Which is the sport that you like best?
No Change

Rewrite each sentence below in the active voice. Add a subject if you need to.

8. The man who fainted was helped by several of the people standing nearby.

Several of the people standing nearby helped the man who fainted.

9. Humility is had by people who are aware of their limitations.

People who are aware of their limitations have humility.

10. Gifts should be exchanged.

Sample response: We should exchange gifts.

11. These bills have not been paid.

Sample response: You have not paid these bills.

Rewrite each sentence below in the passive voice.

12. People who like to read usually write novels.

Novels are usually written by people who like to read.

13. Something blanketed the entire town with snow.

The entire town was blanketed with snow.

14. A person makes lemonade with lemons, water, and sugar.

Lemonade is made with lemons, water, and sugar.

Grammar Score: _____ of 14 points.

NAME: _____
DATE: _____

9.1 ASSESSMENT
CONTINUED

Morphology

Use your knowledge of prefixes to match each word below with its definition. Write the letter of the definition after the word.

- | | |
|-----------------------------|---|
| 1. exhale <u>F</u> | A. a group of neighboring galaxy clusters |
| 2. express <u>J</u> | B. slow, shallow breathing |
| 3. extracellular <u>H</u> | C. to push forward |
| 4. hyperconscious <u>I</u> | D. word that stands for a noun |
| 5. hypothermia <u>L</u> | E. high blood pressure |
| 6. hypoventilation <u>B</u> | F. to breathe out |
| 7. prologue <u>K</u> | G. situated beyond the moon |
| 8. propel <u>C</u> | H. outside a cell |
| 9. pronoun <u>D</u> | I. extremely aware |
| 10. substandard <u>N</u> | J. to squeeze out |
| 11. subsample <u>M</u> | K. introductory part of a story or play |
| 12. supercluster <u>A</u> | L. condition of being too cold |
| 13. superlunary <u>G</u> | M. a sample drawn from a larger sample |
| 14. hypertension <u>E</u> | N. below expectations |

Morphology Score: _____ of 14 points.

Total Score for Unit Assessment: _____ of 42 points.

Activity Book

Answer Key

NAME: _____
DATE: _____

PP.1 ASSESSMENT

Mid-Unit Comprehension Check—*The Time Machine*

1. What are the “four dimensions” the Time Traveler describes? Use your own words to explain.

Answers will vary but may include “length,” “breadth,” “thickness,” and “duration.”

(Students can use words that mean the same things: “width” or “depth” for “breadth,” for instance.)

Each of the following statements describes one of the Victorian thinkers that influenced Wells’s ideas in *The Time Machine*. Circle the option that fits the description.

2. An English thinker who revealed how animals adapt to their environment

George Darwin Marx Huxley

3. An American writer concerned about poverty

George Darwin Marx Huxley

4. A German thinker who described the struggle between the bourgeoisie and the proletariat

George Darwin Marx Huxley

5. An English thinker who argued against the social Darwinists

George Darwin Marx Huxley

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6. What opinion do the dinner guests have about the Time Traveler’s claims about time travel?

Answers will vary but may include: They are skeptical and do not believe him.

7. What sort of meal does the Time Traveler crave when he returns from the future?

Answers will vary but may include: He has a hunger for meat, or mutton specifically.

8. What is different about the way the Time Traveler walks when he returns from the future?

Answers will vary but may include: He has a limp, indicating an injured leg.

9. What sort of civilization did the Time Traveler expect to find in the future?

Answers will vary but may include: He expected to find a more advanced, more powerful civilization than his own.

10. Why is the Time Traveler disappointed in the people he meets on the surface in the future?

- A. They are very strong and warlike.
B. They are pale-skinned and have huge eyes.
C. They speak his language perfectly.
D. They seem childlike and foolish.

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PP.1 CONTINUED ASSESSMENT

11. What is the meaning of the “sunset of mankind”?

Answers will vary but may include: The Time Traveler refers to an era when humanity’s greatest achievements are in the past and mankind is on the decline, like the sun setting.

12. What is the Time Traveler’s original explanation for the reason the people on the surface are the way they are?

Answers will vary but may include: The Time Traveler initially believed that humanity conquered nature and all desires at some point in the future. This made them weak and feeble-minded over time.

13. How does the Time Traveler meet Weena?

Answers will vary but may include: He saves her from drowning.

14. Where do the Morlocks live?

Answers will vary but may include: They live in tunnels and caves beneath the surface—in an “Underworld” of industry.

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15. How does the Time Traveler feel about the Morlocks?

Answers will vary but may include: He hates them, is disgusted by them, and has violent feelings toward them.

16. What do the Morlocks eat?

- A. fruits from the surface.
B. artificial food they make themselves
C. the Eloi
D. underground animals

Mid-Unit Assessment Score: _____ of 16 points.

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DATE: _____

PP.2 ASSESSMENT

End-of-Unit Comprehension Check—*The Time Machine*

- What sort of a building did the Palace of Green Porcelain seem to be in the past?
Answers will vary but may include: It was a museum filled with exhibits like fossils.
- Why does the Time Traveler want to find sulfur and saltpeter?
Answers will vary but may include: He is hoping to make gunpowder to use as a weapon.
- What discoveries lift the Time Traveler's spirits in the Palace?
☒ A. camphor and matches
B. bows and arrows
C. flashlights and steel bars
D. guns and ammunition
- How are the Morlocks adapted to their environment?
Answers will vary but may include: They have pale skin and very large eyes.
- Why does fire have such a strong effect on the Morlocks?
Answers will vary but may include: They live in the darkness, so the light blinds them.

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- What happens to Weena?
Answers will vary but may include: She gets separated from the Time Traveler and is probably burned in the fire.
- In your own words, explain what the Time Traveler believes happened to produce the Eloi and the Morlocks.
Answers will vary but may include: The Time Traveler believes that the upper class triumphed over nature by ruthlessly exploiting the lower class and driving them underground. For a while their societies were in balance, but eventually the Eloi and Morlocks degenerated and adapted to their environment—the Eloi became weak and childlike, and the Morlocks became bestial and animalistic.
- What do the Morlocks do to the Time Machine?
Answers will vary but may include: After stealing it, they take it apart, put it back together, and clean and oil it.
- How does the Time Traveler escape from the Morlocks?
Answers will vary but may include: He turns the Time Machine on and travels into the distant future.

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PP.2 CONTINUED ASSESSMENT

- What are the inhabitants of the distant future like?
A. They are intelligent people.
☒ B. They are crab-like monsters.
C. They are childish and feeble.
D. They are brutal cannibals.
- What do the Time Traveler's guests make of his story when he returns?
Answers will vary but may include: Most do not believe him.
- What evidence does the Time Traveler bring back to prove he is telling the truth?
Answers will vary but may include: Weena's flowers, the dirty and damaged Time Machine, and physical signs of weariness and injury, like a limp and scarred knuckles.
- What does the Time Traveler bring with him to gather better evidence on his last trip?
Answers will vary but may include: He brings a camera.
- What happens to the Time Traveler on his last trip?
Answers will vary but may include: Nobody knows because he hasn't been seen for at least three years.

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- How does the narrator know that at least part of the Time Traveler's claims are true?
Answers will vary but may include: He sees the Time Traveler activate the machine and disappear.

End-of-Unit Assessment Score: _____ of 15 points.

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PP.3 ACTIVITY PAGE

Grammar: Comma Usage

For each sentence pair, put a checkmark by the one with correct comma usage.

- ☒ This is a difficult, challenging assignment.
☐ This is a difficult challenging assignment.
- ☐ Naomi is a bright, young woman.
☒ Naomi is a bright young woman.
- ☒ Yesterday we had rain, snow, and sleet.
☐ Yesterday we had rain snow and sleet.
- ☐ Kevin who is a farmer grows vegetables.
☒ Kevin, who is a farmer, grows vegetables.
- ☒ Give the prize to the one who won the race.
☐ Give the prize to the one, who won the race.
- ☒ Making paper snowflakes is a proud family tradition.
☐ Making paper snowflakes is a proud, family tradition.
- ☐ Before you leave please turn out the light.
☒ Before you leave, please turn out the light.
- ☐ We went shopping for supplies and then we drove home.
☒ We went shopping for supplies, and then we drove home.

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DATE: _____

PP.4 ACTIVITY PAGE

Grammar: Active Voice and Passive Voice

Identify each sentence as active voice (A) or passive voice (P).

- Each student will be given an assignment.
- The teacher will give each student an assignment.
- The puppy has been well cared for since it was born.
- Miranda has taken good care of the puppy since it was born.
- Eggs are easily overcooked.
- You can easily overcook eggs.

For each sentence pair, put a checkmark by the one with better choice of voice.

- The pie was divided by me into four equal parts.
 I divided the pie into four equal parts.
- Someone found the athlete's collarbone to be broken.
 The athlete's collarbone was found to be broken.
- Every flower in the garden was speckled with dew.
 Something speckled every flower in the garden with dew.
- Bad decisions were made, and soldiers' lives were lost.
 The officer made bad decisions, and soldiers lost their lives.

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DATE: _____

PP.5 ASSESSMENT

Morphology: Prefixes *ex-*, *extra-*, *hyper-*, *hypo-*, *pro-*, *sub-*, *super-*

Underline the prefix in each word, and fill in the blank with the letter of the meaning of the prefix. You can use some letters more than once.

- exonerate A. before, going forward
- subordinate B. above, over
- progress C. out, not
- extravagant D. below, under, supporting
- hyperactive E. below, placed under
- superior F. excessive
- extract G. outside, beyond
- hypothesis
- extraordinary
- prolong
- subterranean
- superlative



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Unit 4

The Time Machine

by H. G. Wells

Teacher Guide

GRADE 7



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