TEACHER’S PET PUBLICATIONS

LITPLAN TEACHER PACK™
for
THE TIME MACHINE
based on the book by
H.G. Wells
Written by
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INTRODUCTION  *The Time Machine*

This LitPlan has been designed to develop students' reading, writing, thinking, and language skills through exercises and activities related to *The Time Machine*. It includes sixteen lessons, supported by extra resource materials.

The **introductory lesson** introduces students to the science fiction genre of literature. Following the introductory activity, students are given a transition to explain how the activity relates to the book they are about to read. Following the transition, students are given the materials they will be using during the unit. At the end of the lesson, students begin the pre-reading work for the first reading assignment.

The **reading assignments** are approximately thirty pages each; some are a little shorter while others are a little longer. Students have approximately 15 minutes of pre-reading work to do prior to each reading assignment. This pre-reading work involves reviewing the study questions for the assignment and doing some vocabulary work for selected vocabulary words they will encounter in their reading.

The **study guide questions** are fact-based questions right in the text. These questions come in two formats: short answer or multiple choice. The best use of these materials is probably to use the short answer version of the questions as study guides for students (since answers will be more complete), and to use the multiple choice version for occasional quizzes.

The **vocabulary work** is intended to enrich students' vocabularies as well as to aid in the students' understanding of the book. Prior to each reading assignment, students will complete a two-part worksheet for selected vocabulary words in the upcoming reading assignment. Part I focuses on students' use of general knowledge and contextual clues by giving the sentence in which the word appears in the text. Students are then to write down what they think the words mean based on the words' usage. Part II nails down the definitions of the words by giving students dictionary definitions of the words and having students match the words to the correct definitions based on the words' contextual usage. Students should then have an understanding of the words when they meet them in the text.

After each reading assignment, students will go back and formulate answers for the study guide questions. Discussion of these questions serves as a **review** of the most important events and ideas presented in the reading assignments.

After students complete reading the work, there is a **vocabulary review** lesson which pulls together all of the fragmented vocabulary lists for the reading assignments and gives students a review of all of the words they have studied.

Following the vocabulary review, a lesson is devoted to the **extra discussion questions/writing assignments**. These questions focus on interpretation, critical analysis, and personal response, employing a variety of thinking skills and adding to the students' understanding of the novel.

There is a **group theme project** in this unit. Student groups will select a science fiction author from a predetermined list. Each group will complete a brief biographical sketch of the author, read two short works (short stories) by the author, and complete a poster. The groups will present their information and explain how the literary works by this author fit the science fiction genre.

There are three **writing assignments** in this unit, each with the purpose of informing, persuading, or expressing personal opinions. The group theme project will count as the informative piece for each student. In Writing Assignment #2, students will write an account of going back in time and
changing an event from the past. They will reflect what other events will have been influenced as a result. In the third writing assignment, students will select a quotation from a list and demonstrate how the main idea of the quotation is supported in the novel *The Time Machine*.

There is a **non-fiction reading assignment.** Students must read non-fiction articles, books, etc. to gather information about scientific advances of the nineteenth century. Each student will focus on one advancement in particular and demonstrate how it is reflected in the literature of that time.

The **review lesson** pulls together all of the aspects of the unit. The teacher is given four or five choices of activities or games to use which all serve the same basic function of reviewing all of the information presented in the unit.

The **unit test** comes in two formats: multiple choice or short answer. As a convenience, two different tests for each format have been included. There is also an advanced short answer unit test for advanced students.

There are additional **support materials** included with this unit. The **Unit Resource Materials** section includes suggestions for an in-class library, crossword and word search puzzles related to the novel, and extra worksheets. There is a list of **bulletin board ideas** which gives the teacher suggestions for bulletin boards to go along with this unit. In addition, there is a list of **extra class activities** the teacher could choose from to enhance the unit or as a substitution for an exercise the teacher might feel is inappropriate for his/her class. **Answer keys** are located directly after the **reproducible materials** throughout the unit. The **Vocabulary Resource Materials** section includes similar worksheets and games to reinforce the vocabulary words.

The **level** of this unit can be varied depending upon the criteria on which the individual assignments are graded, the teacher's expectations of his/her students in class discussions, and the formats chosen for the study guides, quizzes and test. If teachers have other ideas/activities they wish to use, they can usually easily be inserted prior to the review lesson.

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UNIT OBJECTIVES *The Time Machine*

1. Through reading H. G. Wells's *The Time Machine*, students will explore the science fiction genre and its elements.

2. Students will demonstrate their understanding of the text on four levels: factual, interpretive, critical, and personal.

3. Students will explore the scientific advancements of the 19th Century and their impact upon fiction writing.

4. Students will be given the opportunity to practice reading orally and silently to improve their skills in each area.

5. Students will answer questions to demonstrate their knowledge and understanding of the main events and characters in *The Time Machine* as they relate to the author's theme development.

6. Students will enrich their vocabularies and improve their understanding of the novel through the vocabulary lessons prepared for use in conjunction with the novel.

7. The writing assignments in this unit are geared to several purposes:
   a. To check the students' reading comprehension
   b. To make students think about the ideas presented by the novel
   c. To encourage logical thinking
   d. To provide an opportunity to practice good grammar and improve students' use of the English language
   e. To have students demonstrate their abilities to inform, to persuade, or to express their own personal ideas

   Note: Students will demonstrate the ability to write effectively to inform by developing and organizing facts to convey information. Students will demonstrate the ability to write effectively to persuade by selecting and organizing relevant information, establishing an argumentative purpose, and by designing an appropriate strategy for an identified audience. Students will demonstrate the ability to write effectively to express personal ideas by selecting a form and its appropriate elements.

8. Students will read aloud, report, and participate in large and small group discussions to improve their public speaking and personal interaction skills.
STUDY GUIDE QUESTIONS *The Time Machine*

**Assignment 1**  
Chapters 1-2  
1. According to the Time Traveller, what four extensions must any real body have in order to exist?  
2. What does the Time Traveller say is the fourth dimension?  
3. How does the Time Traveller intend to prove his theory of time travel?  
4. What do the men see when the Psychologist presses the lever on the Time Machine model?  
5. What does the Time Traveller show his guests after they witness his experiment?  
6. The Time Traveller is late for the second dinner party. What is in the note he left for the Medical Man?  
7. What is the condition of the Time Traveller when he enters the dining room?  
8. When the Time Traveller leaves the dining room to wash and dress, what does the narrator notice about him?  
9. The narrator considers following the Time Traveller from the room but doesn't. Why not?  
10. Who seems to become the most nervous when the Time Traveller sits down to dinner?  

**Assignment 2**  
Chapters 3-4  
1. What prohibits the Time Traveller from using his machine as he had planned?  
2. What does the Time Traveller notice when he tests the machine for the very first time?  
3. What does the Time Traveller fear will happen if he stops the machine?  
4. What does the Time Traveller see when he stops the machine in the garden?  
5. What does the Time Traveller do when the little people attempt to explore the machine?  
6. Into what year does the Time Traveller estimate he has arrived?  
7. How does the Time Traveller describe the little people who come to greet him?  
8. Where does the Time Traveller think the inhabitants of the land believe he came from?  
9. How does the Time Traveller describe the land of the little people?  
10. What does the Time Traveller notice about the little people and their society?  

**Assignment 3**  
Chapters 5-6  
1. What does the Time Traveller discover when he returns to the area surrounding the White Sphinx on the first night?  
2. Although he is in great distress over the missing Time Machine, what one fact makes the Time Traveller feel assured?  
3. When the Time Traveller goes to the second great hall trying to find the Time Machine, what does he use that the little people have forgotten?  
4. What clues does the Time Traveller find that lead him to believe he knows the whereabouts of the time machine?
Assignment 1
Chapters 1-2
1. According to the Time Traveller, what four extensions must any real body have in order to exist?
   The Time Traveller claims that any real body must have length, breadth, thickness, and duration in order to exist.

2. What does the Time Traveller say is the fourth dimension?
   The Time Traveller says that time is the fourth dimension.

3. How does the Time Traveller intend to prove his theory of time travel?
   The Time Traveller intends to prove his theory with the use of a small model of his Time Machine.

4. What do the men see when the Psychologist presses the lever on the Time Machine model?
   When the Psychologist presses the lever on the Time Machine model, the machine disappears and no one knows where it is.

5. What does the Time Traveller show his guests after they witness his experiment?
   He shows the group a life-sized Time Machine intended for his use.

6. The Time Traveller is late for the second dinner party. What is in the note he left for the Medical Man?
   The note instructs the group to start dinner promptly at seven o'clock if he isn't there. It also says he will join them as soon as he can.

7. What is the condition of the Time Traveller when he enters the dining room?
   His coat is dusty, dirty, and smeared with green down the sleeves; his hair is disordered and greyer; his face is ghastly pale, and there is a half-healed cut on his chin.

8. When the Time Traveller leaves the dining room to wash and dress, what does the narrator notice about him?
   The Time Traveller is not wearing shoes, and his feet and socks are bloody.

9. The narrator considers following the Time Traveller from the room but doesn't. Why not?
   He remembers how much the Time Traveller detests any fuss about him.

10. Who seems to become the most nervous when the Time Traveller sits down to dinner?
    The Silent Man seems to be the most nervous.

Assignment 2
Chapters 3-4
1. What prohibits the Time Traveller from using his machine as he had planned?
   One of the nickel bars for the machine is too short and has to be fixed before the machine can be used.

2. What does the Time Traveller notice when he tests the machine for the very first time?
   He notices the clock in his laboratory goes from 10:01 to 3:20 in a matter of seconds.

3. What does the Time Traveller fear will happen if he stops the machine?
   He fears that if he stops the machine, he might blow up into the unknown.

4. What does the Time Traveller see when he stops the machine in the garden?
   He sees a lawn surrounded by rhododendron bushes and a colossal white marble figure in the shape of a winged sphinx.