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The Time Machine

BY H. G. WELLS



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Name: _____

Date: _____

Pre-Reading**Author's Resumé**

Objectives: Understanding an author's motivation for writing a literary text
Writing a resume
Researching biographical information using electronic and print materials

Activity

Many people consider H. G. Wells to be the father of science fiction. He earned success with his first work, *The Time Machine*. He led an intriguing life and actually married his cousin. Later, he had an affair with a young student and spent the rest of his life with her. Another amazing fact is that he actually predicted the development of the atomic bomb.

Research the life and writings of H. G. Wells using resources in the library and the Internet. Make notes on the following information:

- educational background
- career
- skills
- other writings
- recognition and awards

Then, compile the information to create a resume for H. G. Wells. Use the **Sample Resume** as a model.

Name: _____

Date: _____

Chapters 1-4

Context Clues

Objectives: Defining vocabulary using context clues and the dictionary
Writing original sentences that use new vocabulary in context

Context clues help you determine the meaning of new words. These clues can be descriptions, actions and reactions, opinions, and direct definitions. They often appear in the same sentence as the unfamiliar word, or within two sentences before or after it. In the example below, we want to know the meaning of the word *controvert*. We need to look for clues, such as descriptions, in the sentence:

“I shall have to controvert one or two ideas that are almost universally accepted.” (Pg. 9)

Readers can infer that the Time Traveller will challenge one or two commonly accepted ideas. In addition, “controvert” looks similar to “controversy,” which means a dispute or difference of opinion. It is very possible that controvert means challenge or dispute.

Of course, if you cannot define a word using context clues, you should look it up in the dictionary to learn its meaning.

There's an interesting twist to this assignment. Have you heard of magic number puzzles? Here's an example:

8	1	6
3	5	7
4	9	2

Study this number grid. Do you see what makes it unique?

Part 1

The following vocabulary list contains terms and other vocabulary that are found in Chapters 1-4. The author has provided context clues to help you understand their meaning inside the text. Included below are the page numbers where you will find each word. Look them up in the book, and match each vocabulary word with its definition using context clues. Put the number of the definition in the proper place on the grid. Remember, the total of the numbers will be the same across each row, down each column, and diagonally. Your task is to define each term and find the magic number.

Name: _____

Date: _____

Chapters 4-14

Writing Diary Entries

Objectives: Composing a series of diary entries for a character
Inferring character traits through dialogue and narration
Understanding a character's thoughts, actions, and motivations

Activity

In the late 1800s, the journal or diary was a popular method of recording thoughts, observations, and fears on important events. Your assignment is to create a journal or diary for the Time Traveller. You will compose at least eight dated entries based on the Time Traveller's journey into the future. Pretend you are the Time Traveller, and use first person point of view. You will comment on the major events of the plot and **MUST** comment on the following:

- meetings the Time Traveller has with other characters
- changes in the Time Traveller's character, especially psychological changes
- important events in the novel
- his relationship with other characters
- his theories about the evolution of humans and the Earth

Begin creating your dates on Day 1 of the year 802,701; end with Day 8. Be sure to mention other characters in each diary entry, if possible, and remember to pretend you are the Time Traveller and are experiencing the Earth in the year 802,701. Here is a sample journal entry for him based on Chapter 4:

802,701: Day 1

I am a bit nauseous from traveling. The unpleasant sensations, flickering light, and acceleration were more disorienting than I had expected. After landing and viewing my surroundings, I also realize how unprepared I was to make this journey, but how could I have prepared when I did not know what was ahead?

I met the creatures of the future today. Pale and frail, they looked like they were suffering from consumption. They were beautiful creatures and did not look dangerous, but welcoming. I am anxious to learn about them and their world.

Try to write in the style of the Time Traveller. Revise for grammatical errors. Be creative!

Name: _____

Date: _____

Chapters 5-8

Setting

Objectives: Generating a drawing or sketch from physical description and details
Recognizing the importance of setting in a novel

Activity

Choose a scene from *The Time Machine* to illustrate. Chapters 5-8 are full of vivid descriptions of creatures, gardens, rivers, valleys, structures, and buildings. Create a sketch or drawing from the details and description provided in the setting. Pay careful attention to the background of your drawing.

If applicable, include all characters in your drawing that are in your scene. Think carefully about their positions and gestures to make the drawing look realistic. In addition, draw appropriate facial expressions on the characters and consider their ages and dress.

There are many descriptive passages in the novel. Here is an example from Chapter 5 that partly describes the creatures:

“And then, looking more nearly into their features, I saw some further peculiarities in their Dresden china type of prettiness. Their hair, which was uniformly curly, came to a sharp end at the neck and cheek; there was not the faintest suggestion of it on the face, and their ears were singularly minute. The mouths were small, with bright red, rather thin lips, and the little chins ran to a point. The eyes were large and mild; and—this may seem egotism on my part—I fancied even then that there was a certain lack of the interest I might have expected in them.” (Pg. 31-32)

Here is another example from Chapter 5 that describes the great hall:

“The big doorway opened into a proportionately great hall hung with brown. The roof was in shadow, and the windows, partially glazed with coloured glass and partially unglazed, admitted a tempered light. The floor was made up of huge blocks of some very hard white metal, not plates nor slabs,—blocks, and it was so much worn, as I judged by the going to and fro of past generations, as to be deeply channelled along the more frequented ways. Transverse to the length were innumerable tables made of slabs of polished stone, raised, perhaps, a foot from the floor, and upon these were heaps of fruits. Some I recognized as a kind of hypertrophied raspberry and orange, but for the most part they were strange.” (Pg. 33)

When you are finished with your drawing, share it with your class. Have your classmates try to guess which scene you have described.