

Literature

# Analyze Plot and Theme

**The Time Machine**  
(Digital Version)



# The Lightning Round

Only a 100-point response earns a team point!

| <b>Strategy Use</b>  |   |
|----------------------|---|
| The Random Reporter: |   |
| <b>100</b>           | gives a 90-pt. response <b>and explains how using the strategy helped in better understanding the text.</b> |
| <b>90</b>            | gives an 80-pt. response <b>and describes a problem and a strategy that was used to solve the problem.</b>  |
| <b>80</b>            | <b>identifies a problem that a team member had understanding the text.</b>                                  |

| <b>Team Talk (oral and written)</b> |   |
|-------------------------------------|---|
| The Random Reporter:                |   |
| <b>100</b>                          | gives a 90-pt. response <b>and connects the answer to the supporting evidence and uses academic language.</b>     |
| <b>90</b>                           | gives an 80-pt. response <b>and includes supporting evidence and examples (from the text or from experience).</b> |
| <b>80</b>                           | <b>uses full sentences to clearly and correctly answer the question.</b>  |

| <b>Word Power</b>    |  |
|----------------------|--|
| The Random Reporter: |  |
| <b>100</b>           | gives a 90-pt. response <b>and expands on the meaning, for example, identifies</b> <ul style="list-style-type: none"> <li>• related words</li> <li>• a second meaning</li> <li>• a word connotation</li> <li>• an antonym</li> </ul> |
| <b>90</b>            | gives an 80-pt. response <b>and explains the meaning in a definition and a meaningful sentence.</b>  |
| <b>80</b>            | <b>tells a word or phrase added to the word power journal and why it was added (what makes it important or interesting).</b>   |

| <b>Fluency</b>       |  |
|----------------------|--|
| The Random Reporter: |  |
| <b>100</b>           | gives a 90-pt. response <b>and reads smoothly and with expression (shows emotion and changes with punctuation and dialogue).</b> |
| <b>90</b>            | gives an 80-pt. response <b>and reads at just the right pace to understand the text—not too slow and not too fast.</b>           |
| <b>80</b>            | <b>reads a short passage and pronounces most of the words correctly.</b>   |

| <b>Summary</b>       |  |
|----------------------|--|
| The Random Reporter: |  |
| <b>100</b>           | gives a 90-pt. response <b>and uses key vocabulary correctly.</b>                                      |
| <b>90</b>            | gives an 80-pt. response <b>and clearly connects relevant ideas in a logical order.</b>                |
| <b>80</b>            | <b>presents main ideas and important details in his or her own words and without personal opinion.</b> |

| <b>Graphic Organizer/Notes</b> |   |
|--------------------------------|---|
| The Random Reporter:           |   |
| <b>100</b>                     | gives a 90-pt. response <b>and explains how the graphic organizer helped in understanding the text.</b> |
| <b>90</b>                      | gives an 80-pt. response <b>and includes main points or events and important details.</b>               |
| <b>80</b>                      | <b>selects a graphic organizer that is appropriate for the text.</b>                                    |



**Literature**

# Analyze Plot and Theme

**The Time Machine**  
(Digital Version)

**Success for All**  
FOUNDATION®



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This project was developed at the Success for All Foundation under the direction of Robert E. Slavin and Nancy A. Madden to utilize the power of cooperative learning, frequent assessment and feedback, and schoolwide collaboration proven in decades of research to increase student learning.

# Analyze Plot and Theme

## The Time Machine (Digital Version)

## Unit Objectives

**Reading:** Analyze story elements to draw conclusions about theme.

**Writing:** Begin with a clear point (a well-worded thesis).

For this unit you will need:

- Student edition
- Copy of *The Time Machine*
- A few sticky notes for marking passages
- A notebook for taking notes on your reading and for writing answers to the Team Talk questions
- A word power journal (marble composition book)
- Read and Respond form

### Question Codes

|             |  |             |   |
|-------------|--|-------------|---|
| <b>[DC]</b> | Make inferences; interpret data; draw conclusions. | <b>[AA]</b> | Analyze an argument.  |
| <b>[SA]</b> | Support an answer; cite supporting evidence.       | <b>[AP]</b> | Identify author's intent or purpose.                            |
| <b>[MI]</b> | Identify the main idea that is stated or implied.  | <b>[RE]</b> | Analyze relationships (ideas, story elements, text structures). |
| <b>[CV]</b> | Clarify vocabulary.                                | <b>[AC]</b> | Author's craft; literary devices                                |

**Cycle 1:**

## Lesson 1

## Reading Objective

Analyze story elements to draw conclusions about theme.

## The Big Question

What do you imagine the future to be like? Think forward 100 years, 500 years, and 1,000 years. What will humans be like? What technology might exist?

## Reading

*The Time Machine*, Chapter II, paragraph 1–Chapter III, paragraph 8 (ending with “I’m starving for a bit of meat.”)

## Team Talk Questions

1. What do you think the Medical Man means when he says, “wait for the common sense of the morning,” in Chapter II? Support your thinking. **[AC, DC, SA]** (Team Talk Rubric)
2. What do we learn about the Time Traveller that affects how his friends react to his time machine invention? **(Write) [RE, DC, SA]** (Team Talk Rubric)
3. Which of the following statements best describes how the Time Traveller’s friends feel about his experiment a week later? **[DC, RE, SA]**
  - A. They fully accept the Time Traveller’s explanation about time travel.
  - B. They have figured out how the Time Traveller made the model disappear.
  - C. They think the key to the trick had to do with the candle blowing out.
  - D. They don’t believe in time travel, but still can’t explain what happened.

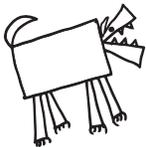
What evidence from the text helped you figure this out?

4. Make a prediction about what happened to the Time Traveller. What clues from the text lead you to this prediction? **[DC, RE, SA]** (Team Talk Rubric)

## Read and Respond

Read from your selection for at least twenty minutes each day. Note the page numbers that you read on the Read and Respond form. During the cycle, you will answer the questions on the form. Your answers will be the basis of the homework-reading evaluation that you will present at the end of the cycle.

Bring your Read and Respond form to class each day. Your teacher will spot-check forms throughout the cycle.



**Cycle 1:**

# Lesson 2

## Reading Objective

Analyze story elements to draw conclusions about theme.

## Reading

*The Time Machine*, Chapter IV

## Team Talk Questions

1. Did the Time Traveller go into the future at a constant speed? What evidence from the text supports your conclusion? **[DC, SA]** (Team Talk Rubric)
2. What did the Time Traveller consider an unavoidable risk during time travel? **[RE, SA]** (Team Talk Rubric)
3. How does the new setting of the future affect the Time Traveller's fearlessness shortly after he stops the Time Machine? **(Write) [RE, DC, SA]** (Team Talk Rubric)
4. Which of the following best describes what the Time Traveller means when he says, "I felt naked in a strange world," in Chapter IV paragraph 11? **[AC, SA]**
  - A. His clothes were very damaged after the hail storm.
  - B. He feels under-dressed for the weather conditions in the future.
  - C. He feels unprotected and unprepared for what might happen.
  - D. His clothes do not match the style of clothes in the future.What evidence in the text helped you to identify this meaning?
5. Describe a situation where being infirm could be a problem. **[CV]**



## Read and Respond

Continue to read your selection for at least twenty minutes. Note the page numbers that you read on the Read and Respond form. Be sure to bring your Read and Respond form to class each day. Your teacher will spot-check forms throughout the cycle.

| Word  | Pronunciation                   | Definition                                     | Sample Sentence   |
|---|---------------------------------|--|---|
| <b>nil</b><br>(noun)<br>Chapter I<br>(paragraph 4)              | nil<br>(nil)                    | nothing, zero                                  | The Strikers won their final soccer match two to <i>nil</i> , which meant that they would play in the championship tournament.                              |
| <b>verbatim</b><br>(adjective)<br>Chapter III<br>(paragraph 19) | ver-ba-tim<br>(ver-BAY-tim)     | word-for-word:<br>following the exact<br>words | "Your summaries should not be a <i>verbatim</i> copy of what you are reading in the text," Mr. Holshue reminded his students.                               |
| <b>indolent</b><br>(adjective)<br>Chapter V<br>(paragraph 13)   | in-do-lent<br>(IN-deh-lent)     | habitually lazy                                | Ms. Richards would not allow her <i>indolent</i> sons to sit in front of the TV, and required them to complete certain tasks around the house each weekend. |
| <b>derelict</b><br>(adjective)<br>Chapter VI<br>(paragraph 3)   | der-e-lict<br>(DER-eh-lickt)    | abandoned;<br>run-down                         | The <i>derelict</i> old house was an eyesore for the neighborhood with its broken windows and overgrown weedy lawn.   |
| <b>tentative</b><br>(adjective)<br>Chapter VI<br>(paragraph 12) | ten-ta-tive<br>(TEN-tuh-tiv)    | not fully<br>worked out                        | "The <i>tentative</i> plan for the picnic is for us to provide the burgers and hot dogs, and everyone else will bring a side or dessert," Jeri said.        |
| <b>diminished</b><br>(verb)<br>Chapter VI<br>(paragraph 19)     | di-min-ished<br>(dih-MIN-ished) | decreased; lessened                            | Since Jake was sick with the flu, his appetite <i>diminished</i> .  |
| <b>musings</b><br>(verb)<br>Chapter VII<br>(paragraph 1)        | mu-sing<br>(MYUSE-ing)          | wondering;<br>marveling                        | Erikah was <i>musings</i> at the simple beauty of the fields of sunflowers that seemed to stretch for miles from either side of the highway.                |
| <b>infirm</b><br>(adjective)<br>Chapter VIII<br>(paragraph 4)   | in-firm<br>(in-FIRM)            | weak from old age;<br>of poor health           | When you are <i>infirm</i> , it is especially easy to fall seriously ill from colds that would just be a nuisance to a younger person.                      |

**Cycle 1:**  
Lesson 3

## Reading Objective

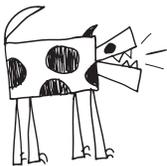
Analyze story elements to draw conclusions about theme.

## Reading

*The Time Machine*, Chapter V paragraph 6 (beginning with “I nodded, pointed to the sun...”)—Chapter VI paragraph 15 (ending with “...discords in a refined and pleasant life.”)

## Team Talk Questions

1. How does the Time Traveller describe the condition of the buildings in the future? How might this relate to the qualities of the future humans? **(Write)** **[RE, DC, SA]** (Team Talk Rubric)
2. Why do you think that the Time Traveller thinks it is strange that the future humans lose their interest in him very quickly? Support your thinking. **[DC, SA]** (Team Talk Rubric)
3. What is the Time Traveller’s explanation for why it is hard to tell the difference between males and females in the future-human species? **[RE, SA]** (Team Talk Rubric)
4. Which of the following best describes the Time Traveller’s beliefs about the cause of human intelligence? **[RE, AA, SA]**
  - A. Humans need to carefully record their advancements for future generations.
  - B. Humans need to face difficulty in life in order to grow and innovate.
  - C. Humans need freedom from hard work and problems to be creative.
  - D. Humans need strong leaders to make sure society stays organized and focused.
5. Which vocabulary word best fits in the blank? Explain why. **[CV]**  
 “Can you give me a(n) \_\_\_\_\_ account of what happened after school, just like you gave to Mr. Dodds?” Principal Chalmers asked Doria.



## Read and Respond

Continue to read your selection for at least twenty minutes. On the Read and Respond form, note the page numbers that you read. Be sure to bring your Read and Respond form to class each day. Your teacher will spot-check forms throughout the cycle.

**Cycle 1:**

## Lesson 4

## Reading Objective

Analyze story elements to draw conclusions about theme.

## Reading

*The Time Machine*, Chapter VII paragraph 1–Chapter VIII paragraph 3 (ending with “...I fear I can convey very little of the difference to your mind.”)

## Team Talk Questions

1. How does the setting of the morning affect the Time Traveller compared to his first night in the future? **(Write) [RE, DC, SA]** (Team Talk Rubric).
2. What action had the Time Traveller taken earlier that proved to be the only thing that reassured him after the Time Machine disappeared? **[RE, SA]** (Team Talk Rubric).
3. Do you think the future humans are responsible for removing the Time Machine? What clues from the text support your conclusion? **[DC, SA]** (Team Talk Rubric)
4. In Chapter VIII paragraph 1, the Time Traveller describes, “Here and there water shone like silver...” This is an example of— **[AC]** (Team Talk Rubric)
  - A. simile.
  - B. metaphor.
  - C. hyperbole.
  - D. personification.

How do you know what type of figurative language this is, and what does the example mean?

5. Write a meaningful sentence using the word *tentative*. **[CV]**



## Read and Respond

Continue to read your selection for at least twenty minutes. On the Read and Respond form, note the page numbers that you read. Be sure to bring your Read and Respond form to class each day. Your teacher will spot-check forms throughout the cycle.

**Cycle 1:**  
Lesson 5

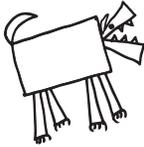
## Writing Objective

Begin with a clear point (a well-worded thesis).

## Writing Prompt

Do you think the setting is important to the plot in *The Time Machine*? Support your answer using evidence from the story.

| Writing a Literary Response |   |
|-----------------------------|---|
| <b>Ideas</b>                | <ul style="list-style-type: none"> <li>• Make a clear point about an aspect of the literary work such as characters, setting, plot, theme, style.</li> <li>• Support your point with evidence from the text.</li> </ul>                                 |
| <b>Organization</b>         | <ul style="list-style-type: none"> <li>• Begin by making a clear point about an aspect of the literary work.</li> <li>• In the middle, support your point with examples and evidence from the text.</li> <li>• End with a closing statement.</li> </ul> |
| <b>Style</b>                | <ul style="list-style-type: none"> <li>• Choose and quote words, phrases, and dialogue from the text to support your point.</li> </ul>  |
| <b>Mechanics</b>            | <ul style="list-style-type: none"> <li>• Use correct punctuation, capitalization, spelling, and grammar.</li> </ul>   |



## Read and Respond

Continue to read your selection for at least twenty minutes. On the Read and Respond form, note the page numbers that you read. Be sure to bring your Read and Respond form to class each day. Your teacher will spot-check forms throughout the cycle.

**Cycle 1:**

## Lesson 6



## Reading Objective

Analyze story elements to draw conclusions about theme.

## Writing Objective

Begin with a clear point (a well-worded thesis).

## Read and Respond

Continue to read your selection for at least twenty minutes. On the Read and Respond form, note the page numbers that you read. Bring your homework-reading selection and Read and Respond form to the next reading class. You will prepare a presentation about your homework reading.

**Cycle 1:**

## Lesson 7

## Reading Objective

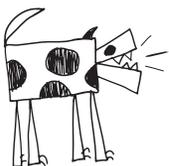
Analyze story elements to draw conclusions about theme.

## Read and Respond Questions

|           |  |
|-----------|--|
| <b>1.</b> | Is your selection informational or literature? Summarize your reading. (summary rubric)  |
| <b>2.</b> | Why did you choose this reading? What is your purpose for reading? (Team Talk rubric)  |
| <b>3.</b> | Choose a word, phrase, or passage that you did not understand at first. How did you figure it out? (strategy-use rubric)   |
| <b>4.</b> | Write down a question that you had or a prediction that you made as you read. Were you able to answer or confirm it? Explain. (strategy-use rubric)  |
| <b>5.</b> | Would you recommend this selection to others to read? State your opinion, and support it with reasons. (Team Talk rubric)  |
| <b>6.</b> | Choose a short section of the text that you think is important or especially interesting. Tell your teammates why you chose it. Read it aloud smoothly and with expression. (fluency rubric) |

## Read and Respond

Make sure you have a Read and Respond form for next cycle. If you are ready for a new selection, choose a text from the classroom library.



**Cycle 2:**

# Lesson 1

## Reading Objective

Analyze story elements to draw conclusions about theme.

## The Big Question

Do you think society benefits more from being diverse and open or from keeping different groups of people separated?

## Reading

*The Time Machine*, Chapter IX paragraph 6 (beginning with “I was in an agony of discomfort.”)–Chapter X paragraph 7 (ending with “And why had they taken my Time Machine?”)

## Team Talk Questions

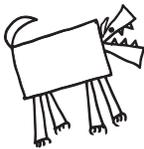
1. What mistake does the Time Traveller say he made when he set off on the Time Machine? **[RE, SA]** (Team Talk rubric)
2. Are the Morlocks afraid of the Time Traveller? Support your thinking. **[RE, DC, SA]** (Team Talk rubric)
3. What does the Time Traveller determine about the relationship between the Eloi and Morlocks? What is one possible theme that this supports? **(Write) [RE, DC, SA]** (Team Talk Rubric).
4. As used in Chapter X paragraph 4, the word *lame* most nearly means— **[CV]**
  - A. out of touch.
  - B. injured.
  - C. uncool.
  - D. offensive

Explain how you clarified the meaning of this word.

## Read and Respond

Read from your selection for at least twenty minutes each day. Note the page numbers that you read on the Read and Respond form. During the cycle, you will answer the questions on the form. Your answers will be the basis of the homework-reading evaluation that you will present at the end of the cycle.

Bring your Read and Respond form to class each day. Your teacher will spot-check forms throughout the cycle.



**Cycle 2:**

## Lesson 2

## Reading Objective

Analyze story elements to draw conclusions about theme.

## Reading

*The Time Machine*, Chapter X paragraph 12 (beginning with “Through that long night...”)–Chapter XI paragraph 10 (ending with “For I am naturally inventive, as you know.”)

## Team Talk Questions

1. Why does the Time Traveller feel more sympathy for the Eloi than the Morlocks? How do you think this relates to the novel’s theme? **[RE, DC, SA]** (Team Talk Rubric)
2. What is the Palace of Green Porcelain? What does the condition of the building and its contents tell you about the Eloi? What is one possible theme that this supports? **(Write) [RE, DC, SA]** (Team Talk Rubric)
3. How is the hall of machines different from other areas of the museum? Why do you think this is? Support your thinking. **[DC, SA]** (Team Talk Rubric)
4. Which of the following is an example of a simile? **[AC, AP]** (Team Talk rubric)
  - A. “The sky kept very clear, except for a hazy cloud or so.”
  - B. “And here I had not a little hope of useful discoveries.”
  - C. “...which the ant-like Morlocks preserved and preyed upon...”
  - D. “I could not imagine the Morlocks were strong enough to move it far away.”

Why do you think the author included this simile?

5. Which of the following situations would most likely strike someone as uncanny? Explain. **[CV]**



## Read and Respond

Continue to read your selection for at least twenty minutes. Note the page numbers that you read on the Read and Respond form. Be sure to bring your Read and Respond form to class each day. Your teacher will spot-check forms throughout the cycle.

| Word   | Pronunciation                    | Definition                                   | Sample Sentence  |
|--|----------------------------------|--|--|
| <b>dexterous</b><br>(adjective)<br>Chapter X<br>(paragraph 4)    | dex-ter-ous<br>(DEK-steh-res)    | done with physical skill and quickness.      | The <i>dexterous</i> climbing ability of squirrels helps keep them safe from predators.  |
| <b>pitied</b><br>(verb)<br>Chapter X<br>(paragraph 13)           | pi-tied<br>(PIT-eed)             | felt sorry for                               | Everyone <i>pitied</i> Lisa when she misspelled the last word and lost the spelling bee.   |
| <b>receded</b><br>(verb)<br>Chapter XI<br>(paragraph 5)          | re-ces-ed<br>(ri-SEED-ed)        | moved away;<br>withdrew                      | After the hurricane, it took several days before the water completely <i>receded</i> .   |
| <b>futility</b><br>(noun)<br>Chapter XI<br>(paragraph 9)         | fu-til-i-ty<br>(fyu-TI-leh-tee)  | uselessness                                  | Javon soon realized the <i>futility</i> of trying to hold a conversation during the concert due to the high volume of the band.  |
| <b>incessant</b><br>(adjective)<br>Chapter XII<br>(paragraph 10) | in-ces-sant<br>(in-SES-sent)     | continuing or following without interruption | The <i>incessant</i> rain lasted for several days, giving the children no opportunities to go outside and run around.            |
| <b>uncanny</b><br>(adjective)<br>Chapter XII<br>(paragraph 14)   | un-can-ny<br>(un-KAN-ee)         | unusual; beyond what is normal               | Belinda always thought the knot in the old tree had an <i>uncanny</i> resemblance to an old man's face.                          |
| <b>undulating</b><br>(verb)<br>Chapter XIV<br>(paragraph 8)      | un-du-la-ting (UN-dyeh-lay-ting) | presenting a wavy appearance                 | The <i>undulating</i> course proved that the race would be difficult for runners who were not used to running up and down hills. |
| <b>decadent</b><br>(adjective)<br>Chapter XV<br>(paragraph 1)    | dec-a-dent<br>(DE-keh-dent)      | marked by decay or decline                   | The <i>decadent</i> old house looked beautiful from a distance, but up close you could see signs of its age and disrepair.       |

**Cycle 2:**

## Lesson 3

## Reading Objective

Analyze story elements to draw conclusions about theme.

## Reading

*The Time Machine*, Chapter XII

## Team Talk Questions

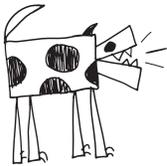
1. Is there a connection between fire and a theme in the novel? Explain. **(Write)**  
**[RE, DC, SA]** (Team Talk Rubric)
2. How does the setting of today's reading help the Time Traveller in his fight against the Morlocks? Support your thinking. **[RE, DC, SA]** (Team Talk Rubric)
3. How does the Time Traveller feel about the assumed death of Weena? Support your answer with evidence from the text. **[RE, DC, SA]** (Team Talk Rubric)
4. What gives the Time Traveller some hope at the end of today's reading? Explain why. **[RE, DC, SA]** (Team Talk Rubric)
5. What word from the vocabulary list belongs in the blank? How do you know?  
**[CV]**

The pain of my sprained ankle \_\_\_\_\_ from my memory after a few days of rest and healing.

- A. receded
- B. undulating
- C. pitied
- D. futility

## Read and Respond

Continue to read your selection for at least twenty minutes. On the Read and Respond form, note the page numbers that you read. Be sure to bring your Read and Respond form to class each day. Your teacher will spot-check forms throughout the cycle.



**Cycle 2:**

# Lesson 4

## Reading Objective

Analyze story elements to draw conclusions about theme.

## Reading

*The Time Machine*, Chapter XIII paragraph 5 (beginning with “After the fatigues, excitements, and terrors...”)-Chapter XIV

## Team Talk Questions

1. What does the phrase “momentary extinction” mean as it’s used in Chapter XIV paragraph 5? What clues from the text helped you understand the meaning? **[AC, SA]** (Team Talk Rubric)
2. What type of figurative language does the author use in Chapter XIV paragraph 5? **[AC, AP]** (Team Talk rubric)
  - A. hyperbole
  - B. personification
  - C. simile
  - D. metaphor

Explain why you chose the answer that you did.

3. How has the setting changed between the time of the Eloi and Morlocks and the far future? Support your thinking. **[RE, SA]** (Team Talk Rubric)
4. How does the setting of the far future that the Time Traveller visits support the theme that humans became less innovative as technology solved their problems? Support your thinking. **(Write) [RE, DC, SA]** (Team Talk Rubric)
5. What is a synonym for the word *dexterous*? What is an antonym for the word *dexterous*? **[CV]**



## Read and Respond

Continue to read your selection for at least twenty minutes. On the Read and Respond form, note the page numbers that you read. Be sure to bring your Read and Respond form to class each day. Your teacher will spot-check forms throughout the cycle.

**Cycle 2:**  
Lesson 5

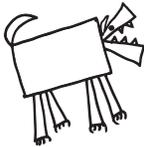
## Writing Objective

Begin with a clear point (a well-worded thesis).

## Writing Prompt

Describe one of the themes in the novel. Begin your response with a clear statement of the theme. Use evidence from the story that supports the theme you have chosen.

| Writing a Literary Response |   |
|-----------------------------|---|
| <b>Ideas</b>                | <ul style="list-style-type: none"> <li>• Make a clear point about an aspect of the literary work such as characters, setting, plot, theme, style.</li> <li>• Support your point with evidence from the text.</li> </ul>                                 |
| <b>Organization</b>         | <ul style="list-style-type: none"> <li>• Begin by making a clear point about an aspect of the literary work.</li> <li>• In the middle, support your point with examples and evidence from the text.</li> <li>• End with a closing statement.</li> </ul> |
| <b>Style</b>                | <ul style="list-style-type: none"> <li>• Choose and quote words, phrases, and dialogue from the text to support your point.</li> </ul>  |
| <b>Mechanics</b>            | <ul style="list-style-type: none"> <li>• Use correct punctuation, capitalization, spelling, and grammar.</li> </ul>   |



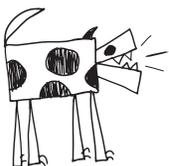
## Read and Respond

Continue to read your selection for at least twenty minutes. On the Read and Respond form, note the page numbers that you read. Be sure to bring your Read and Respond form to class each day. Your teacher will spot-check forms throughout the cycle.

**Cycle 2:**  
Lesson 6



**Cycle 2:**  
Lesson 7



## Reading Objective

Analyze story elements to draw conclusions about theme.

## Writing Objective

Begin with a clear point (a well-worded thesis).

## Read and Respond

Continue to read your selection for at least twenty minutes. On the Read and Respond form, note the page numbers that you read. Bring your homework-reading selection and Read and Respond form to the next reading class. You will prepare a presentation about your homework reading.

## Reading Objective

Analyze story elements to draw conclusions about theme.

### Read and Respond Questions

|           |  |
|-----------|--|
| <b>1.</b> | Is your selection informational or literature? Summarize your reading. (summary rubric)  |
| <b>2.</b> | Why did you choose this reading? What is your purpose for reading? (Team Talk rubric)  |
| <b>3.</b> | Choose a word, phrase, or passage that you did not understand at first. How did you figure it out? (strategy-use rubric)   |
| <b>4.</b> | Write down a question that you had or a prediction that you made as you read. Were you able to answer or confirm it? Explain. (strategy-use rubric)  |
| <b>5.</b> | Would you recommend this selection to others to read? State your opinion, and support it with reasons. (Team Talk rubric)  |
| <b>6.</b> | Choose a short section of the text that you think is important or especially interesting. Tell your teammates why you chose it. Read it aloud smoothly and with expression. (fluency rubric) |

## Read and Respond

Make sure you have a Read and Respond form for next cycle. If you are ready for a new selection, choose a text from the classroom library.

6. Since the bathtub overflowed, it took a while before the water \_\_\_\_\_.

Choose the word that belongs in the blank. **[CV]**

- A. pitted
- B. receded
- C. undulating
- D. decadent

7. The looming thunderstorm cast the outdoors in an \_\_\_\_\_ darkness for the middle of the afternoon.

Choose the word that belongs in the blank. **[CV]**

- A. incessant
- B. dexterous
- C. uncanny
- D. receded

8. What is an example of a surface that should not be undulating? **[CV]**

- A. a table top
- B. the ocean
- C. a golf course
- D. mountains

9. What is one word that you or your teammates explored in your word power journal this cycle? Give the meaning of this word, and then use it in a meaningful sentence. **[CV]**

10. "Its back was corrugated and ornamented with ungainly bosses, and a greenish incrustation blotched it here and there." In this sentence from Chapter XIV paragraph 5, *ornamented* most nearly means— **[CV]**

- A. clean from.
- B. embellished or decorated.
- C. rippled and undulating.
- D. brought credit to.

Explain how you figured out the meaning of *ornamented*.

| Question Codes |  |             |   |
|----------------|--|-------------|---|
| <b>[DC]</b>    | Make inferences; interpret data; draw conclusions. | <b>[AA]</b> | Analyze an argument.  |
| <b>[SA]</b>    | Support an answer; cite supporting evidence.       | <b>[AP]</b> | Identify author's intent or purpose.                            |
| <b>[MI]</b>    | Identify the main idea that is stated or implied.  | <b>[RE]</b> | Analyze relationships (ideas, story elements, text structures). |
| <b>[CV]</b>    | Clarify vocabulary.                                | <b>[AC]</b> | Author's craft; literary devices                                |

The following guide is used to score part II of the cycle test.

| Writing a Literary Response |  |
|-----------------------------|--|
| <b>Ideas</b>                | <ul style="list-style-type: none"> <li>Makes a clear point about an aspect of the literary work such as characters, setting, plot, theme, style</li> <li>Supports the point with evidence from the text</li> </ul>                               |
| <b>Organization</b>         | <ul style="list-style-type: none"> <li>Begins by making a clear point about an aspect of the literary work</li> <li>In the middle, supports the point with examples and evidence from the text</li> <li>Ends with a closing statement</li> </ul> |
| <b>Style</b>                | <ul style="list-style-type: none"> <li>Quotes words, phrases, and dialogue from the text to support the point</li> </ul>   |
| <b>Mechanics</b>            | <ul style="list-style-type: none"> <li>Uses correct punctuation, capitalization, spelling, and grammar</li> </ul>  |
| <b>Writing Objective</b>    | <ul style="list-style-type: none"> <li>Begins with a clear point (a well-worded thesis)</li> </ul>   |
|                             | <b>0-25 pts.</b>   |
|                             | <b>0-25 pts.</b>   |
|                             | <b>0-25 pts.</b>   |
|                             | <b>0-10 pts.</b>   |
|                             | <b>0-15 pts.</b>   |

**Part III. Vocabulary** (100 points)

1. What is a synonym for the word *incessant*? What is an antonym for the word *incessant*? [CV]

2. Write a meaningful sentence using the word *ditied*. [CV]

3. Despite its former beauty, the big home had become \_\_\_\_\_ as generations of owners could not afford to make repairs or keep the building in good shape.

Choose the word that belongs in the blank. [CV]

A. decadent

B. futillity

C. dexterous

D. uncanny

4. Which of the following would describe the actions of someone who is *dexterous*? [CV]

A. dropping a crate full of apples at the store

B. slipping on an icy sidewalk

C. being the lead ballerina for a ballet company

D. falling out of tree you're climbing

5. Write a meaningful sentence using the word *futillity*. [CV]

**Cycle 2 Test**

Analyze Plot and Theme

**Directions:** Read *The Time Machine*, Chapter XV—Epilogue, and answer the following questions on a separate piece of paper. Some of the questions are based on today’s reading, and other questions are about the text that you read in previous lessons. You may refer to your notes from this cycle.

**Part I. Comprehension** (100 points)

1. How does the Palace of Green Porcelain relate to a theme in this story? Support your thinking. **[RE, DC, SA]**

2. Have the Time Traveller’s friends changed their opinions about time travel now that they’ve heard his story? Support your answer with evidence from the text. **[RE, SA]**

3. Think about today’s reading. What has the Time Traveller learned that helps support a theme in the story? **[RE, DC, SA]**

4. How does the Narrator feel about the future that the Time Traveller described? **[RE, SA]**

5. Which of the following best describes a message that the author thinks readers should come away with after reading this story? **[AP, RE, SA]**

A. Humans should maintain the knowledge of how to build a fire in the future.

B. Humans should take care to unite as species and preserve their knowledge.

C. Humans should learn how to prevent the Earth and Sun from dying.

D. Humans should believe their friends when they develop new technologies.

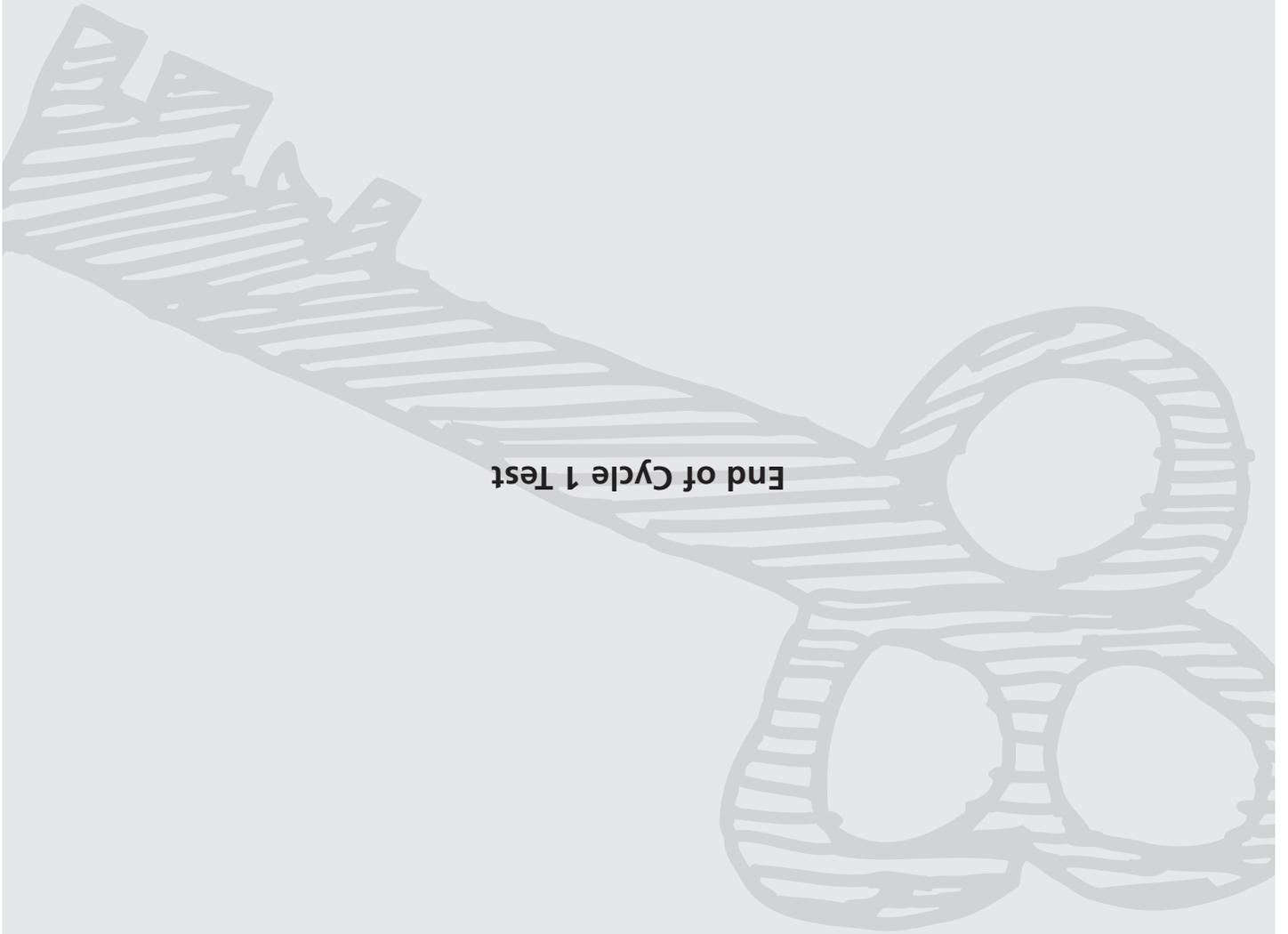
Explain why you chose the answer you did.

**Part II. Writing** (100 points)

Write at least one paragraph to answer the following question:

Write about one of the themes in the story *The Time Machine*. Begin your response with a clear and well-worded statement of the theme. Use evidence from the text to support that theme.

End of Cycle 1 Test



7. Which of the following is an example of something that is *derelict*? [CV]
- A. an ancient Greek temple
  - B. a newly built home
  - C. a bustling city
  - D. a factory in full production
8. What is a synonym for the word *tentative*? What is an antonym for the word *tentative*? [CV]
9. What is one word that you or your teammates explored in your word power journal this cycle? Give the meaning of this word, and then use it in a meaningful sentence. [CV]
10. As used in Chapter V paragraph 9 in the sentence “The roof was in shadow, and the windows, partially glazed with coloured glass and partially unglazed, admitted a tempered light,” *tempered* most nearly means— [CV]
- A. made harsher and brighter.
  - B. magnified.
  - C. softened or toned down.
  - D. aggravated.
- Explain how you figured out the meaning of *tempered*.

| Question Codes |  |      |   |
|----------------|--|------|---|
| [DC]           | Make inferences; interpret data; draw conclusions. | [AA] | Analyze an argument.  |
| [SA]           | Support an answer; cite supporting evidence.       | [AP] | Identify author's intent or purpose.                            |
| [MI]           | Identify the main idea that is stated or implied.  | [RE] | Analyze relationships (ideas, story elements, text structures). |
| [CV]           | Clarify vocabulary.                                | [AC] | Author's craft; literary devices                                |

The following guide is used to score part II of the cycle test.

| Writing a Literary Response |  |
|-----------------------------|--|
| <b>Ideas</b>                | <ul style="list-style-type: none"> <li>Makes a clear point about an aspect of the literary work such as characters, setting, plot, theme, style</li> <li>Supports the point with evidence from the text</li> </ul>                               |
| <b>Organization</b>         | <ul style="list-style-type: none"> <li>Begins by making a clear point about an aspect of the literary work</li> <li>In the middle, supports the point with examples and evidence from the text</li> <li>Ends with a closing statement</li> </ul> |
| <b>Style</b>                | <ul style="list-style-type: none"> <li>Quotes words, phrases, and dialogue from the text to support the point</li> </ul>   |
| <b>Mechanics</b>            | <ul style="list-style-type: none"> <li>Uses correct punctuation, capitalization, spelling, and grammar</li> </ul>  |
| <b>Writing Objective</b>    | <ul style="list-style-type: none"> <li>Begins with a clear point (a well-worded thesis).</li> </ul>  |

**Part III. Vocabulary** (100 points)

- Sarah's energy greatly \_\_\_\_\_ after swimming several laps in the large pool. Choose the word that belongs in the blank. **[CV]**
  - diminished
  - wary
  - confided
  - pitied
- Write a meaningful sentence using the word *infirm*. **[CV]**
  - Which of the following is an example of not being indolent? **[CV]**
    - sleeping in until noon
    - doing yard work all day
    - watching television for hours
    - letting dirty dishes pile up
  - What is a synonym for *verbatim*? What is an antonym for *verbatim*? **[CV]**
  - Write a meaningful sentence for the word *nil*. **[CV]**
  - Lacey was \_\_\_\_\_ over the view from the top of the stadium that she didn't realize a line of people were waiting for her to move so they could find their own seats. Choose the word that belongs in the blank. **[CV]**
    - nil
    - musling
    - derelect
    - tentative

**Cycle 1 Test**

Analyze Plot and Theme

**Directions:** Read *The Time Machine*, Chapter VIII paragraph 4 (beginning with "In the matter of sepulture...") through the end of the chapter, and answer the following questions on a separate piece of paper:  
 Some of the questions are based on today's reading, and other questions are about the text that you read in previous lessons. You may refer to your notes from this cycle.

**Part I. Comprehension** (100 points)

1. What do we learn about the Time Traveller's character that explains why his friends don't take his invention seriously? **[RE, DC, SA]**

2. Which of the following best describes the Time Traveller's feelings about the Eloi soon after meeting them? **[RE, SA]**
  - A. Angry at their playful nature and general laziness
  - B. Confused by their vegetarian diet
  - C. Disappointed that they aren't interested in learning
  - D. Saddened by their lack of civilization

3. What new setting does the Time Traveller discover in the future? Why might this be an important development in the story? Use evidence from the text to support your answer. **[RE, DC, SA]**

4. What evidence does the Time Traveller cite to conclude that the Morlocks must be subterranean creatures? **[RE, SA]**

5. What is the Time Traveller's theory on how the Morlocks came into existence? Support your thinking with evidence from the text. **[RE, DC, SA]**

**Part II. Writing** (100 points)

Write at least one paragraph to answer the following question:

Explain how the disappearance of the Time Machine into the sphinx is an important event in this story. Use evidence from the text to support your answer.

This project was developed at the Success for All Foundation under the direction of Robert E. Slavin and Nancy A. Madden to utilize the power of cooperative learning, frequent assessment and feedback, and schoolwide collaboration proven in decades of research to increase student learning.

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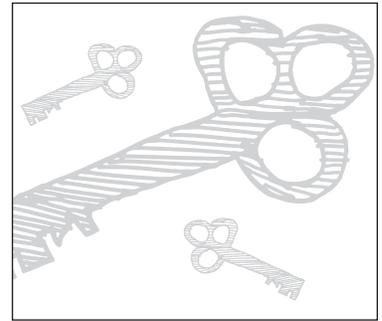
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**Literature**

# Analyze Plot and Theme

The Time Machine  
(Digital Version)





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