

A Wrinkle In Time PDF (Limited Copy)

Madeleine L'Engle



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A Wrinkle In Time Summary

A Journey Through Time and Space to Find Love.

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About the book

In a universe where darkness threatens to consume all that is good, a young girl named Meg Murry embarks on an extraordinary journey through space and time, guided by a trio of celestial beings that challenge her understanding of love, courage, and the power of individuality. "A Wrinkle in Time" by Madeleine L'Engle weaves a captivating tale of adventure and self-discovery, as Meg, her brother Charles Wallace, and their friend Calvin O'Keefe confront malevolent forces that seek to control minds and snuff out the light of creativity and compassion. As they travel through mystical dimensions and encounter strange worlds, they learn invaluable lessons about the strength found within themselves and the importance of fighting against the shadows of conformity. With its rich themes of bravery, friendship, and the eternal battle between good and evil, this classic coming-of-age story invites readers to ponder the complexities of existence and inspires them to embrace their unique identities in a vast and often bewildering universe.

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About the author

Madeleine L'Engle was a renowned American author, celebrated for her contributions to children's and young adult literature, particularly through her most famous work, "A Wrinkle in Time." Born on November 29, 1918, in New York City, L'Engle grew up in an artistic environment, nurturing her passion for storytelling and writing from an early age. Her works often explore complex themes such as love, faith, and the battle between good and evil, intertwining elements of science fiction, fantasy, and philosophy. A trailblazer for her time, L'Engle broke traditional norms in literature by addressing deep moral questions and incorporating scientific concepts, which distinguished her as a unique voice in 20th-century literature. Her impactful writing continues to resonate with readers of all ages, inviting them to ponder the universe's mysteries and their place within it.

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Chapter 1 Summary: 1 - MRS WHATSIT

On a stormy night, Meg Murry, a troubled teenager, sits in her attic bedroom, overwhelmed by a mixture of fear, frustration, and self-doubt. She reflects on her struggles at school, where she has been placed in the lowest section of her grade despite her parents' intelligence. Her thoughts spiral into feelings of inadequacy, particularly regarding her father's mysterious absence, a subject her mother handles with remarkable composure. While others in her family seem untroubled, Meg grapples with isolation, manifested through her conflicts at school and her dissatisfaction with her own appearance.

As she navigates the storm both outside and within herself, Meg finds solace in her family's warmth. She goes downstairs for cocoa and encounters her younger brother, Charles Wallace, who possesses an intuitive understanding of her moods. An enigmatic child often misunderstood by others, Charles reveals he has met an odd woman named Mrs. Whatsit in the woods, hinting at an unusual connection yet-to-be-explored. Their mother joins them, displaying her usual calm demeanor, even as they discuss the fears stirred by the hurricane warnings.

The atmosphere shifts when Fortinbras, the family dog, growls at an unseen presence. This prompts a tense moment when Mrs. Whatsit unexpectedly enters their home, dressed in peculiar, tattered clothing. Despite her bizarre



appearance, Mrs. Whatsit is welcomed into the kitchen and quickly becomes an engaging presence. As they share sandwiches and cocoa, she shows a particular fondness for Charles, who confidently addresses her despite her eccentricities.

The conversation takes a turn when Mrs. Whatsit mentions the concept of a tesseract, a term that visibly distresses Mrs. Murry. This sudden gravity raises questions about Mrs. Whatsit's intentions and the mysterious knowledge she possesses. The chapter concludes with an air of suspense around the implications of the tesseract and what it might mean for Meg, her family, and the adventure that lies ahead.

Key themes introduced include familial bonds, the struggle with self-identity, and the intersection of the ordinary with the extraordinary, setting the stage for the mystical journey that is to come. Meg's character is well-established as someone deeply insecure yet yearning for understanding, priming readers for how her relationship with her family, particularly Charles and her mother, might evolve in the face of whatever challenges await.



Critical Thinking

Key Point: The power of familial bonds in overcoming personal struggles

Critical Interpretation: As you navigate the storms of your own challenges—be it in school, work, or personal life—remember the warmth of your family and their unwavering support. Much like Meg Murry, who finds solace in her family's understanding despite her insecurities, you too can draw strength from those who love you unconditionally. Embrace the connections that ground you, for they not only provide comfort but also empower you to face the uncertainties ahead with resilience and courage. By highlighting the importance of these relationships, 'A Wrinkle in Time' encourages you to cherish and lean on your loved ones in your journey towards self-discovery and acceptance.



Chapter 2 Summary: 2 - MRS WHO

In Chapter 2 of "A Wrinkle in Time," we rejoin Meg Murry, who wakes up to a calm after the storm, reflecting on a strange dream involving Mrs. Whatsit and her family's troubled dynamics. The morning unfolds chaotically, with Meg's mother preparing French toast while the twins tease her about the prior night's events, which they didn't fully grasp. Meg grapples with feeling misunderstood and frustrated, especially about her father's absence and her brother Charles Wallace's peculiar behavior. Her mother, a scientist, tries to explain the concept of a tesseract, creating a sense of mystery and foreboding.

At school, Meg struggles with her subjects and dismisses the importance of her lessons, leading to tension with teachers and feeling isolated among her peers. Mr. Jenkins, the principal, expresses concern over her worsening attitude and suggests reaching out to her mother for help, mentioning the challenges she faces with her father's disappearance. Meg's defensive reaction signals her deep-rooted issues with acceptance and her frustration with the outsiders' perceptions of her family.

When she returns home, she connects with Charles, who suggests visiting Mrs. Whatsit to learn more about the tesseract and the strange events of the previous night. Together, they embark on this adventure, with Meg, hesitant but curious, drawn in by her brother's confidence. As they navigate the



woods, Charles's special understanding of her enhances their sibling bond, instilling a glimmer of hope amid Meg's turmoil regarding school and family.

Their path crosses with Calvin O'Keefe, an older boy who expresses a strange sense of attraction to the haunted house, revealing his own troubles at home. This unexpected encounter suggests a deeper connection, as both boys feel out of place in their respective families. Their dynamic introduces a new element—a fortuitous alliance forming between Meg, Charles, and Calvin.

Arriving at the haunted house, they find Mrs. Whatsit's companions, one of whom amusingly defends taking sheets for potential ghostly antics. The encounter strengthens the air of mystery; Mrs. Who emphasizes that their involvement is crucial for helping Meg's father, hinting at impending adventure. The chapter closes on a note of camaraderie and anticipation, as they head home to gather their strength for what lies ahead, emphasizing themes of loyalty, family bonds, and the unknown that awaits them.

Throughout the chapter, Meg faces her vulnerabilities, yet hints of resilience and hope shine through, suggesting she may be on the brink of significant change and discovery.



Chapter 3: 3 - MRS WHICH

In Chapter 3 of "A Wrinkle in Time," the atmosphere is thick with anticipation as Meg Murry walks through the early evening with Calvin O'Keefe, who has unexpectedly emerged as a source of comfort and connection for her. Their bond grows as they engage in a quiet yet profound discussion about their lives, with Calvin revealing the stark contrast between himself and Meg, particularly regarding their family situations. Meg feels a budding happiness despite the confusion of the day's events.

When they arrive home, Meg introduces Calvin to her mother, Mrs. Murry, who is engrossed in a chemistry experiment but still manages to welcome him warmly. As they share a meal, we learn more about Calvin's challenging life, including his feelings of neglect from his own family, further drawing Meg to him. Their discussions shift from the academic—Math problems Meg helps Calvin with—to warm moments of playful teasing as they compare family photos and share their backgrounds.

Amid the jovial atmosphere, Meg's thoughts wander back to her father, who has been mysteriously absent, which lingers in her heart throughout the

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Chapter 4 Summary: 4 - THE BLACK THING

In Chapter 4 of "A Wrinkle in Time," the story takes a dark turn as Meg, Charles, and Calvin find themselves in a terrifying void. The chapter opens with a chaotic scene, where Meg feels utterly alone and panicked, calling for her brother Charles in the suffocating darkness. Just when hope seems lost, her brother's comforting voice breaks through, and the children reunite in a shimmering light, emerging in a breathtaking sunny field on a beautiful alien planet named Uriel.

The trio is greeted by the whimsical celestial beings, Mrs. Whatsit, Mrs. Who, and Mrs. Which, who reveal their extraordinary powers and hint at the serious threats they face. The atmosphere shifts to a light-hearted banter among the three women, but there is an underlying tension as they talk about the grave danger posed by a dark force, represented by an ominous shadow. Meg's longing for her father, who is in peril, deepens her worry and sense of urgency.

Mrs. Whatsit transforms into a magnificent creature, a blend of horse and human with brilliant wings, symbolizing hope and strength amidst the darkness. The children climb onto her back, embarking on a surreal flight across stunning landscapes filled with flowers and towering mountains, which signifies the beauty of their journey and the potential for good. This journey allows them to witness the joyous music of the creatures on Uriel,



representing themes of harmony and the interconnectedness of life.

As they ascend higher, however, the atmosphere thins, and Mrs. Whatsit instructs them to breathe through flowers that offer oxygen, emphasizing their vulnerability in this alien world. Then, they reach a peak where they confront a terrifying shadow that consumes the stars, embodying the very evil their mission seeks to confront. Meg experiences a profound fear, realizing the significant stakes involved – her father's life and the fight against a formidable darkness.

Calvin's plea for the shadow to be banished highlights the weight of their quest, while Meg's acknowledgment of the danger underscores her growing maturity. The chapter concludes with the children's return to safety, but the chilling memory of the shadow lingers, propelling them forward in their quest to rescue Meg's father, and leaving readers with a profound sense of anticipation and dread as they prepare to face the unknown.

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Critical Thinking

Key Point: The importance of companionship in overcoming fear and adversity

Critical Interpretation: In this chapter, you are reminded that in moments of darkness and fear, the bonds you share with others can be an illuminating force. Just as Meg finds solace in her brother Charles' voice amidst the chaos, you too can draw strength from your relationships when faced with daunting challenges. This realization inspires you to nurture connections with family and friends, knowing that together, you can navigate the uncertainties of life, transforming fear into courage as you support and uplift one another.

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Chapter 5 Summary: 5 - THE TESSERACT

In Chapter 5 of "A Wrinkle in Time," the characters are on a journey to rescue Meg and Charles Wallace's father from a dark force known as the Black Thing. The chapter opens with Meg in distress, struggling to accept the daunting task ahead of her. Calmed by the physical presence of Mrs. Whatsit, she receives encouraging words that awaken a sense of hope. Mrs. Which explains that they must travel through the darkness to reach their destination, which instills a mix of fear and determination in Meg.

The concept of a tesseract, or traveling through dimensions, is introduced, with Meg initially struggling to grasp the idea. Charles Wallace helps clarify it by explaining dimensions and how they can traverse space and time by "wrinkling" it. As they prepare for the journey, Mrs. Whatsit emphasizes that, while they will travel together, they must ultimately face the journey alone, creating an atmosphere tinged with individual courage and shared purpose.

As they jump into the tesseract, Meg experiences intense pressure that leaves her breathless, feeling lost between dimensions. However, she and her companions emerge in Orion's belt, where they are greeted by Mrs. Whatsit, Mrs. Who, and Mrs. Which, who hint at the urgency of their mission. They reveal they have also manipulated time so that no one back home will know they were gone.



In their new environment, Meg is worried about her family and the implications of their absence. The setting is gray and featureless, leading them to a cavern where they meet the Happy Medium, a character who gazes into a crystal ball that shows glimpses of their home planet. Here, Meg is confronted with the reality of the Black Thing, a representation of evil that has long afflicted Earth.

The chapter captures the children’s shifting emotions, transitioning from confusion to realization as they witness the darkness encroaching upon their home. They learn that resisting the Black Thing, symbolizing the struggle against evil, is not just their mission but a universal battle. Importantly, they also find strength in the historical figures who have previously fought darkness—artists, scientists, and leaders, affirming the power of good in the face of adversity.

As the chapter concludes, Mrs. Which assures them they will venture to save their father, motivating the children to brace themselves for the challenges ahead while deeply wrestling with their fears for both their family and the broader battle against darkness.

Element	Description
Characters	Meg, Charles Wallace, Mrs. Whatsit, Mrs. Who, Mrs. Which, Happy Medium
Setting	The journey begins with the children traveling through a tesseract,

Element	Description
	arriving in Orion's belt and a featureless gray cavern.
Conflict	Meg and Charles Wallace's father has been captured by the Black Thing, a representation of evil.
Theme	The struggle against evil and the idea of individual courage versus shared purpose.
Key Concepts	Introduction of tesseract for dimension travel, the concept of facing darkness, and historical figures representing the fight against evil.
Emotional Tone	Initial distress for Meg, evolving to a mix of fear, determination, and hope through encouragement from Mrs. Whatsit.
Important Events	Meg's struggle with the concept of dimensions, pressure during the tesseract jump, meeting the Happy Medium, and realizing the implications of the Black Thing.
Conclusion	Mrs. Which encourages the children, motivating them to confront their fears and challenges in the mission to save their father.



Chapter 6: 6 - THE HAPPY MEDIUM

In Chapter 6 of "A Wrinkle in Time," we continue the journey of Meg, Charles Wallace, and Calvin as they seek to save Meg's father from the clutches of darkness. The chapter begins with the trio focused on the crystal ball held by the Happy Medium, who shows them a battle between light and dark—illustrating how light can overcome the pervasive Darkness that threatens the universe. The Medium explains that a star gave its life to win this battle against the Dark Thing, soothing the children with the idea that, although the fight is fierce, hope remains.

Meg learns more about Mrs. Whatsit, who reveals a deep connection to the stars, admitting that she once was one. This moment creates an emotional bond, as Charles Wallace, who admires Mrs. Whatsit's strength, expresses his affection. However, the weight of their mission hangs heavily on the children, especially as they yearn for more answers, particularly regarding Meg's father. Mrs. Whatsit, alongside Mrs. Who and Mrs. Which, provides them with gifts meant to aid them on their quest: Calvin's gift of communication is strengthened; Meg is given her faults, which she will find useful, and Charles Wallace receives the resilience of childhood.

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Chapter 7 Summary: 7 - THE MAN WITH RED EYES

In Chapter 7 of "A Wrinkle in Time," titled "The Man with Red Eyes," the story takes a tense turn as Meg, Charles Wallace, and Calvin enter the Central Central Intelligence Building to find their father. They face a forbidding environment filled with eerie, statue-like people and a sense of dread. The trio initially tries to gather information from the occupants, who display a disturbing sameness and appear anxious about authority and compliance.

When they meet a mysterious man with glowing red eyes, he communicates mentally rather than verbally, revealing an unsettling and authoritative presence. The man attempts to dominate their minds, promoting conformity and a rejection of their individuality. Despite his calm voice and gentle demeanor, there is an ominous undercurrent as he tries to manipulate their thoughts and decisions, promising them relief from pain and responsibility.

Charles Wallace, displaying his usual bravado, attempts to resist the man's influence but is pressured to engage in a game of allegiance—all while Meg feels a growing sense of anxiety for her brother. Charles's defiance hardens as he stands against the man's persuasive tactics, and he even strikes out at him, showcasing a desperate move to protect their autonomy.

The man offers food, further enticing the children while mocking their



skepticism. Charles Wallace eventually succumbs to the man's coercive charm, revealing tension and conflict between his desperation to find their father and the looming threat of the man's control. The chapter crescendos in a heart-pounding moment where Charles begins to lose himself to the man, prompting a frantic Meg to realize that her brother is being taken over, culminating in her desperate shouts against this invasion of his mind.

Themes of individuality versus conformity, the struggle against oppressive authority, and the bond of family are highlighted as the children navigate this perilous terrain, balancing fear with courage in their quest for their father. The chapter ends on a cliffhanger, with the shocking realization that Charles has changed, leaving Meg frantically fighting to save him both physically and mentally.



Chapter 8 Summary: 8 - THE TRANSPARENT COLUMN

In Chapter 8 of "A Wrinkle in Time," Meg and Calvin find themselves in a disconcerting situation where Charles Wallace is no longer the same boy they know. Instead of his usual self, he seems to have been transformed, almost like an imitation, as he eats turkey and dressing with a strange calmness that unnerves Meg. Desperate to understand what happened, Meg confronts a sinister man with red eyes, demanding to know where her brother has gone. The man calmly insists that Charles is happy and healthy, but Meg, feeling a deep sense of loss, refuses to accept this.

Despite their efforts to hold onto Charles, he begins to exhibit a different persona, his voice sounding mechanical and his demeanor unsettling. As Calvin tries to intervene, Charles Wallace insists that they are confused, claiming that their friends—Mrs Whatsit, Mrs Who, and Mrs Which—are actually their enemies. The tension escalates as Charles learns to manipulate his surroundings and expresses an unsettling ideology about conformity and happiness on their current planet, Camazotz.

As they are led down a long corridor, Meg feels a sense of dread and reminds herself to be brave. She suggests Calvin communicate with Charles on a deeper level, which gives Calvin a spark of hope. As he attempts to reach out to Charles, both boys' effort seems to temporarily regain Charles'



attention—but Charles eventually slips back into an unsettling rhythm, reminding them of the control the man with red eyes and the elusive IT have over him.

Their unsettling journey reveals that individuals on Camazotz are encouraged to suppress their differences for the sake of a false sense of harmony. Charles describes a chilling philosophy where illness and individuality are extinguished, revealing a society that values sameness over personal freedoms. Meg strongly protests this worldview, asserting that her own differences bring her joy, and that true happiness must include the full spectrum of human experience—including pain.

The chapter culminates in a moment of shock when Charles leads them to a room where they see their father trapped inside a transparent column. Meg's frantic cry, "FATHER!" echoes her desperation and longing, leaving the reader tense with urgency and concern for their family's fate. This chapter dives deep into themes of identity, the conflict between individuality and conformity, and the struggle against an oppressive force that seeks to erase personal freedom.



Chapter 9: 9 - IT

In Chapter 9 of "A Wrinkle in Time," Meg, Calvin, and Charles Wallace face a challenging and emotional moment as they confront the dark entity known as IT. Meg rushes toward her father, who is imprisoned in a transparent column, but she is repelled as if by a solid wall. Struggling with dizziness and panic, she draws strength from her memories of the real Charles Wallace, contrasting sharply with the malevolent version of her brother who now taunts her. Determined to reach her father, Meg grows frustrated with Charles Wallace's cold demeanor and ultimately decides to tackle him, even as he strikes back.

In their desperate situation, Calvin tries to bring back the real Charles Wallace by engaging his mind with references from Shakespeare's "The Tempest," but it only temporarily disturbs the possessed boy. Meg memorably retrieves Mrs. Who's spectacles, using them to help her pass through the wall and into her father's cell. Joyful yet urgent, she embraces Mr. Murry, only to realize he is unable to see her or understand the danger Charles Wallace is in.

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Chapter 10 Summary: 10 - ABSOLUTE ZERO

In Chapter 10 of "A Wrinkle in Time," titled "Absolute Zero," Meg Murry slowly regains consciousness, overwhelmed by feelings of coldness and heaviness. She is aware of her father, Mr. Murry, and Calvin O'Keefe speaking nearby, but she cannot move or see clearly. They discuss her condition, expressing concern and hope as they notice her faintly beating heart. Meg struggles internally, longing to announce her presence and frustrated by her immobilization.

Through the dialogue, we learn that they have escaped from the sinister influence of "IT" on Camazotz, but the situation remains dire. Mr. Murry explains that the oppressive force, IT, had nearly absorbed him, and he feels weakened but grateful that Meg and Calvin broke through to rescue him. He reflects on the chaos that led him to Camazotz, revealing that it was initially an accident during his exploration of tessering—the complex travel through time and space.

Calvin and Mr. Murry discuss the risks of their journey, highlighting how Charles Wallace, Meg's brother, was caught because he overestimated his own strength against IT. Meg's worry for Charles intensifies, and she anxiously asks about his whereabouts, feeling abandoned and increasingly desperate. She expresses deep disappointment at her father's inability to resolve their struggles when he admits they are lost and unsure of their



location.

As Meg's body begins to thaw, she gradually regains her sensations, and though the struggle against her own feelings of helplessness is palpable, there's a softening of her heart towards her father and Calvin. They remain steadfast by her side, trying to revive her as she grapples with her pain and frustration.

Suddenly, three mysterious and unsettling creatures approach, their physical forms bizarre and alien, causing Meg to panic. Calvin tries to communicate with the beings, explaining Meg's condition. One of the creatures reaches out with a tentacle, and surprisingly, this touch brings a soothing warmth that alleviates Meg's pain, transforming her fear momentarily into a sense of safety.

This chapter encapsulates themes of struggle against darkness and despair, the fragile nature of human strength, and the comfort found in connection, even amidst the unknown. Meg’s emotional journey serves as a testament to her growth, reflecting her vulnerability but also hinting at her eventual strength as she faces the challenges ahead alongside her loved ones.

Key Points	Description
Setting	Chapter 10 titled "Absolute Zero"; Meg Murry awakens feeling cold and heavy.
Main	Meg Murry, Mr. Murry (her father), Calvin O'Keefe.

Key Points	Description
Characters	
Current Situation	Meg is unable to move or see while overhearing her father and Calvin speaking about her condition.
Escape from IT	They have escaped from the influence of "IT" on Camazotz, but face uncertainty.
Mr. Murry's Reflections	Mr. Murry discusses his near absorption by IT and the chaotic events leading to Camazotz.
Concern for Charles Wallace	Meg is anxious about her brother Charles, who underestimated IT's power.
Emotional State	Meg feels helpless and frustrated, longing for more from her father in their struggles.
Restoration of Senses	As she begins to thaw, Meg regains sensations and feels a mix of pain, frustration, but also compassion towards her father and Calvin.
Introduction of Creatures	Mysterious creatures approach, causing Meg to panic; Calvin tries to communicate with them.
Transformation of Fear	A creature's tentacle brings warmth to Meg, providing temporary comfort and a sense of safety.
Themes	Struggle against darkness, the fragility of strength, and the power of connection in adversity.
Character Growth	Meg's journey reflects her vulnerabilities and suggests her eventual strength in facing challenges.



Chapter 11 Summary: 11 - AUNT BEAST

In Chapter 11 of "A Wrinkle in Time," titled "Aunt Beast," the tension is palpable as Mr. Murry insists the beasts put Meg down, illustrating his paternal concern. The dialogue reveals that the beasts, despite their intimidating presence, are not malicious; they express curiosity about humans and their fear of the unknown. This chapter highlights the theme of fear versus understanding as Mr. Murry and Calvin navigate their initial reactions to the alien creatures.

As Meg is gently held by the smallest beast, she feels a wave of pain and fear but also a strange sense of comfort, suggesting a deepening of the message that appearances can be deceiving. The beasts communicate in a rhythmic, soothing manner, contrasting with the harshness of IT from Camazotz. Meg struggles with her emotions, torn between vulnerability and the responsibility for her brother, Charles Wallace, still trapped under IT's influence.

Meg's initial panic shifts to trust as she realizes that the beasts are there to help her. They encourage her to relax and let go of her fears, healing her body and spirit. Amidst this care, Meg's thoughts erratically switch back to her family. When she wakes in a dark chamber, she finds herself tended to by Aunt Beast, who embodies maternal care. Their interaction reveals Meg's burgeoning sense of safety and hope as Aunt Beast reassures her about the



looming danger, providing care both physically and emotionally.

The dialogue about darkness and light deepens when Meg attempts to explain the concept of vision to Aunt Beast, highlighting the contrast between their perceptions. The beasts' understanding of "seeing" goes beyond the physical, focusing instead on essence, indicating a theme that transcends the limitations of human experience. Aunt Beast tries to ease Meg's worries about her father and Calvin seeking Charles Wallace, emphasizing the importance of patience and care, which resonates with Meg's desire to aid her brother.

As Meg joins them for a meal, her joy contrasts with the gravity of their situation. She feels disconnected from her father and Calvin, increasing her frustration and desperation to rescue her brother. The beasts' communication style, filled with kindness and support, starkly contrasts with her anxieties, illustrating the theme of unconditional love versus human inadequacy.

This chapter culminates in a sense of both unity and confusion as Meg attempts to bridge her understanding of the good in the beasts with the tangible risks they all face. Through her plea for help, both simplistic and profound, she showcases her character's growth and the importance of connection in the face of darkness, culminating in the assertive declaration from the beasts, "WEEEE ARRE HHERRE!" This signifies not just their presence but also their readiness to stand against the dark. This chapter



weaves together vulnerability, healing, and the deep emotional currents of love and fear as Meg and her companions gear up for their next steps in the battle against the Black Thing.

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Critical Thinking

Key Point: Understanding and embracing the unfamiliar can lead to healing and connection.

Critical Interpretation: Imagine standing on the brink of fear, as you find yourself in a situation that feels utterly alien. Just as Meg learns to trust the beasts despite their intimidating forms, you too can find strength in facing what you don't understand. By allowing yourself to let go of preconceived notions and embrace the unexpected with an open heart, you create space for healing and connection. This path not only promotes personal growth but also fosters empathy, revealing that even amidst chaos, there exists the potential for warmth and support. Like Meg's journey, your willingness to embrace the unfamiliar can illuminate the path toward deeper relationships and a more profound understanding of the world around you.



Chapter 12: 12 - THE FOOLISH AND THE WEAK

In Chapter 12 of "A Wrinkle in Time," Meg is engulfed in anxiety and resolve as she seeks to save her brother Charles Wallace, who has fallen under the control of the dark entity known as IT on the planet Camazotz. When she encounters Mrs. Whatsit, Mrs. Who, and Mrs. Which, she initially feels hope, but their cryptic responses ignite her frustration and fear. They explain that they cannot directly intervene in the affairs of Camazotz, leaving Meg desperate and sorrowful.

Throughout this tense exchange, Meg is supported by the wise guidance of her father, Mr. Murry, and her friend Calvin, who argue against her going alone into such danger. Despite their concerns about Meg's vulnerability, the three celestial beings stress the importance of Meg's love and connection to Charles; she realizes that only her unique bond with him can break IT's hold.

As Meg prepares to confront IT, she feels torn between fear and the realization that she must embrace her own strength. Her journey leads her back to the ominous place where Charles is confined, where she battles not just IT but also the chilling prospect of losing her brother forever.

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Best Quotes from A Wrinkle In Time by Madeleine L'Engle with Page Numbers

Chapter 1 | Quotes from pages 10-32

1. It's not just the weather, she thought. It's the weather on top of everything else.
2. You asked to have the attic bedroom, she told herself savagely. Mother let you have it because you're the oldest. It's a privilege, not a punishment.
3. Why can't I hide it, too? Meg thought. Why do I always have to show everything?
4. You're much too straightforward to be able to pretend to be what you aren't.
5. Oh, my darling, you're not dumb. You're like Charles Wallace. Your development has to go at its own pace.
6. Just give yourself time, Meg.
7. You're letting him be himself.
8. A happy medium is something I wonder if you'll ever learn.
9. The road to hell is paved with good intentions.
10. There is such a thing as a tesseract.

Chapter 2 | Quotes from pages 33-50

1. I don't understand it any more than you do, but one thing I've learned is that you don't have to understand things for them to be.
2. Sometimes during vacations some of the boys go out there looking for thrills, but I don't think anybody's apt to right now.
3. You just make things harder for yourself by your attitude.



4. You can't accuse her of not facing facts, can you? She's a scientist.
5. Your father and I used to have a joke about tesseract.
6. Sometimes I get a feeling about things. You might call it a compulsion.
7. The heart has its reasons, whereof reason knows nothing.
8. Nothing deters a good man from doing what is honorable.
9. Trust in us! Now, shoo!
10. Let's not talk about it till we've had something to eat. I need fuel so I can sort things out and assimilate them properly.

Chapter 3 | Quotes from pages 51-69

1. Maybe we weren't meant to meet before this. I mean, I knew who you were in school and everything, but I didn't know you. But I'm glad we've met now, Meg. We're going to be friends, you know.
2. Do you know how lucky you are? You don't know how lucky you are to be loved.
3. Things are going to happen, Meg! Good things! I feel it!
4. Just because we don't understand doesn't mean that the explanation doesn't exist.
5. People are more than just the way they look. Charles Wallace's difference isn't physical. It's in essence.
6. I just want to get things straight, sort of sort out the fact from fiction.
7. You're supposed to be dumb in school, always being called up on the carpet.
8. Your mother's a completely different person and she's a lot older than you are.
9. I just want to get things straight, sort of sort out the fact from fiction.
10. You're the nicest thing that's happened to me in a long time.





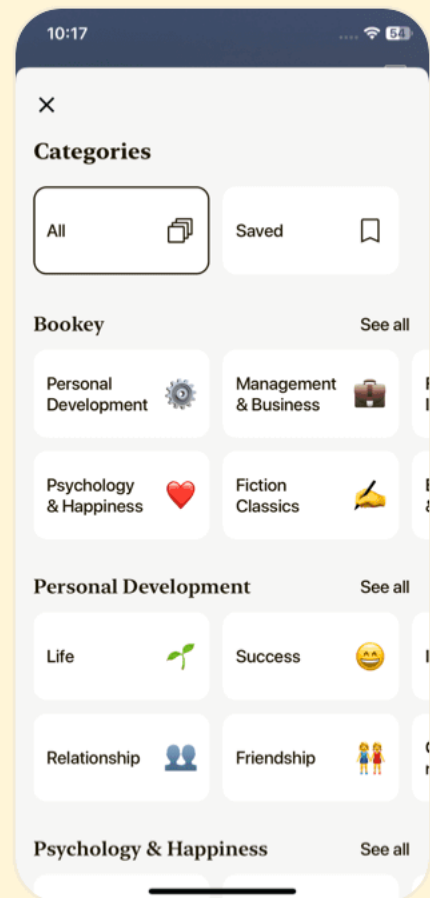
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Chapter 4 | Quotes from pages 70-91

1. "Nothing is hopeless; we must hope for everything."
2. "If you want to help your father, then you must learn patience."
3. "To stake one's life for the truth. That is what we must do."
4. "It's going to be hard for her to realize that we are serious."
5. "The only way to cope with something deadly serious is to try to treat it a little lightly."
6. "You have to be patient, Meg."
7. "Remember, we stopped here...to give you a chance to know what you're up against."
8. "But that's going to be hard for Meg."
9. "You can't go on changing my name each time I metamorphose."
10. "Through this bliss could come the faintest whisper of doubt."

Chapter 5 | Quotes from pages 92-110

1. My child, do not despair. Do you think we would have brought you here if there were no hope?
2. We are asking you to do a difficult thing, but we are confident that you can do it.
3. Your father needs help, he needs courage, and for his children he may be able to do what he cannot do for himself.
4. You see, though we travel together, we travel alone.
5. It's very easy to do if you just know how.
6. Just relax and don't worry over things that needn't trouble you.



7. There will be no longer be so many pleasant things to look at if responsible people do not do something about the unpleasant ones.
8. We will continue to fight!
9. All through the universe it's being fought, all through the cosmos, and my, but it's a grand and exciting battle.
10. And the light shineth in darkness; and the darkness comprehended it not.

Chapter 6 | Quotes from pages 111-137

1. "It can be overcome! It is being overcome all the time!"
2. "You will need help," she told them, "but all I am allowed to give you is a little talisman."
3. "Your faults."
4. "Only a fool is not afraid."
5. "Stay angry, little Meg," Mrs Whatsit whispered. "You will need all your anger now."
6. "What is it?" he asked Meg and Calvin. "There was something funny about the way he talked, as though—well, as though he weren't really doing the talking."
7. "Well, kiss me goodbye for good luck, then," the Medium said.
8. "Let's do something!"
9. "But if you weren't afraid to do what you did when you were a star, why should you be afraid for us now?"
10. "How can we help him if we don't know what we're up against?"





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Chapter 7 | Quotes from pages 138-158

1. "We have to stay together. Suppose you didn't come out and we had to go in after you?"
2. "Let's ask somebody something."
3. "There is nothing to fear except fear itself."
4. "You see, what you will soon realize is that there is no need to fight me. Not only is there no need, but you will not have the slightest desire to do so."
5. "We will make our own decisions, thank you."
6. "The spoken word is one of the triumphs of man."
7. "If you try it on me I shall kick you!"
8. "I have to try. For Father, Meg. Please. I want—I want to know my father—"
9. "Can I speak to Meg and Calvin alone, without your listening in?"
10. "That isn't Charles! Charles is gone!"

Chapter 8 | Quotes from pages 159-172

1. "You've got to help me hold Charles!"
2. "We've been all wrong."
3. "Meg, you've got to stop fighting and relax. Relax and be happy."
4. "If you're different, you're not happy."
5. "Nobody suffers here. Nobody is ever unhappy."
6. "But nobody's ever happy, either."
7. "Maybe if you aren't unhappy sometimes, you don't know how to be happy."
8. "This isn't the only alternative! It can't be!"



9. "How dreadful it is to be low, individual organisms."

10. "Ah, here we are."

Chapter 9 | Quotes from pages 173-195

1. "No, Meg. I'm in prison here. I have been for—"

2. "Darling," he said, "I'm afraid your glasses won't help."

3. "You will just have to take my word for it, Margaret," came the cold, flat voice from Charles Wallace.

4. "Good girl, Meg!" her father shouted at her.

5. "Like and equal are not the same thing at all!"

6. "But I got in," Meg repeated. "I'm here. Maybe the glasses help the atoms rearrange. Try it, Father."

7. "Father, it's IT talking through Charles. IT isn't Charles. He's—he's bewitched."

8. "He can't hear you," Charles said.

9. "When you speak to me you will say 'No, Father,' or 'No, sir.'"

10. "What do you want?"





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Chapter 10 | Quotes from pages 196-210

1. "But it's beating. She's alive."
2. "Nothing seemed important anymore but rest, and of course IT offered me complete rest."
3. "Hope and faith returned."
4. "We must not be afraid to take time."
5. "We're children playing with dynamite."
6. "I was a wiser and a humbler man."
7. "We're not on Camazotz. I don't know where we are."
8. "The human brain is a very delicate organism, and it can be easily damaged."
9. "We were sent here for something."
10. "All things work together for good to them that love God, to them who are the called according to His purpose."

Chapter 11 | Quotes from pages 211-229

1. "The Black Thing burns unless it is counteracted properly."
2. "We see not at the things which are seen, but at the things which are not seen. For the things which are seen are temporal. But the things which are not seen are eternal."
3. "You must wait until you are more calm. Now, my darling...you must eat now, and sleep, and I will stay with you."
4. "What a very strange world yours must be!" the beast said, "that such a peculiar-seeming thing should be of such importance."
5. "We know what things are like. It must be a very limiting thing, this seeing."



6. "You are so tiny and vulnerable..."
7. "We would never leave him behind the shadow. But for now you must relax, you must be happy, you must get well."
8. "Good helps us, the stars help us, perhaps what you would call light helps us, love helps us."
9. "We are called according to His purpose, and whom He calls, them He also justifies."
10. "What a funny little tadpole you are! Is the pain gone now?"

Chapter 12 | Quotes from pages 230-252

1. You know that we can do nothing on Camazotz.
2. I thought you would know that this is not our way.
3. You are going to allow Meg the privilege of accepting this danger.
4. Don't be afraid to be afraid. We will try to have courage for you.
5. What you say is completely up to you.
6. I give you my love, Meg. Never forget that. My love always.
7. The foolishness of God is wiser than men; and the weakness of God is stronger than men.
8. What have I got that IT hasn't got?
9. Love. That was what she had that IT did not have.
10. I love you, Charles Wallace, come away from IT, come back, come home.





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A Wrinkle In Time Discussion Questions

Chapter 1 | 1 - MRS WHATSIT | Q&A

1.Question:

What is Meg Murry's emotional state at the beginning of the chapter, and what are the factors contributing to her feelings?

At the beginning of the chapter, Meg Murry is feeling very anxious and scared. This anxiety is primarily triggered by the fierce storm outside, which she describes as a hurricane. Beyond the weather, her feelings are compounded by numerous issues in her life: she has been struggling academically, having been moved to the lowest section in her grade, and feels isolated and misunderstood at school due to her intelligence and her family's situation. She is also grappling with feelings of inadequacy related to her appearance and her relationship with her family, particularly her father's absence and the pressure of feeling like an outcast.

2.Question:

How does Meg perceive her relationship with her family, especially in context to her siblings and her brother Charles Wallace?

Meg feels a complicated mix of love and resentment towards her family. While she feels protective of her younger brother, Charles Wallace, whom others see as odd or even 'dumb,' she is also frustrated by her own feelings of being an outsider within her own family. Her twin brothers, Dennys and Sandy, seem to fit seamlessly into societal expectations and do not face the same ridicule she does, which makes her feel even more isolated. She worries about Charles and is conscious of the fact that others



perceive him negatively, which adds to her feelings of being misunderstood and alone. Despite this, there is a strong bond between Meg and Charles Wallace; he often seems to understand her in ways that her other family members cannot.

3.Question:

What does the window scene in Meg's bedroom symbolize regarding her feelings and state of mind?

The scene where Meg observes the storm outside her attic window symbolizes her internal turmoil and feelings of entrapment. The chaotic weather mirrors her frenzied thoughts and emotions; the dark and stormy night serves as a metaphor for her own sense of fear, isolation, and distress. The violent wind and tossing trees reflect her feelings of being overwhelmed by the challenges in her life, suggesting that she feels vulnerable and at the mercy of forces beyond her control. This setting reinforces her sense of loneliness as she grapples with her emotional struggles while everyone else in her household remains oblivious to her distress.

4.Question:

How does the introduction of Mrs. Whatsit impact the story at this point, and what does she represent?

The introduction of Mrs. Whatsit serves as a pivotal moment that shifts the tone of the chapter from domestic turmoil to the possibility of adventure and the unknown. She represents eccentricity and the unconventional, which contrasts sharply with Meg's feelings of normality and societal expectations. Her arrival during the storm adds an element of surprise and intrigue; she is



unlike any visitor Meg has encountered, embodying a mysterious and possibly magical element that foreshadows the larger fantastical themes in the novel. Additionally, Mrs. Whatsit's mention of a 'tesseract' hints at deeper and more significant cosmic events about to unfold, thus foreshadowing the journey that Meg and her family will undertake.

5.Question:

What does Meg's confrontation with her thoughts about her father reveal about her character and situation?

Meg's reflections on her father reveal her deep longing and anguish due to his absence, suggesting that his situation profoundly affects her emotional state. She struggles with feelings of abandonment and confusion about the circumstances surrounding his disappearance, compounding her feelings of helplessness and frustration. This internal conflict reflects her desire for family unity and normalcy, which she feels has been shattered. Meg's thoughts indicate that she is a sensitive and introspective character who grapples with her external circumstances and internal struggles, showcasing her complexity as she navigates her identity amidst familial pressure and expectations.

Chapter 2 | 2 - MRS WHO | Q&A

1.Question:

What is the significance of the tesseract mentioned in this chapter?

The tesseract is introduced as a concept that intrigues both Meg and her mother. Meg's



mother refers to it as something that requires explanation, suggesting it has deeper implications related to the story's larger themes about time and space. Meg is curious about the tesseract but is ultimately unsure of its meaning, reflecting her confusion and disorientation caused by the events surrounding her father's absence and the mysterious encounter with Mrs. Whatsit.

2.Question:

How does Meg's relationship with her family affect her feelings throughout this chapter?

Meg feels misunderstood and frustrated by her family dynamics, particularly with her younger brother Charles and her classmates. She grapples with the burden of her father's absence and the seeming lack of support from her peers, which adds to her insecurity and bitterness. Her mother's attempts to explain complex ideas like the tesseract only heighten her feelings of alienation, as she perceives her family members as intelligent and competent while she struggles with her own academic performance and social interactions.

3.Question:

What role does Charles Wallace play in supporting Meg's character in this chapter?

Charles Wallace serves as a supportive figure for Meg, demonstrating an understanding of her feelings and the troubles she faces at school. Despite being younger, he seems to have a unique perceptiveness that allows him to sense Meg's distress. He provides a source of comfort and reassurance,



particularly when he expresses his desire to protect her and his confidence in their connection. He encourages her to seek the truth about Mrs. Whatsit and the tesseraact, showing that he values her thoughts and feelings.

4.Question:

Describe Meg's experience at school. How does it contribute to her character development?

At school, Meg has a negative experience marked by tiredness, alienation, and a confrontation with her principal, Mr. Jenkins. She struggles to concentrate, leading to a public reprimand that worsens her feelings of inadequacy. His comments about her attitude and academic performance impact her self-esteem and highlight the pressure she feels to succeed. This experience contributes to her character development by illustrating her internal conflicts and the challenges she faces as a young girl dealing with family issues and societal expectations.

5.Question:

How does the encounter with Calvin O'Keefe change the dynamics of the chapter?

The encounter with Calvin O'Keefe introduces a new dynamic to Meg and Charles Wallace's relationship. Calvin, an older boy who feels out of place within his own large family, resonates with Meg's feelings of being misunderstood. His arrival adds an element of intrigue and potential companionship, as they both sense a connection to one another. This meeting hints at future developments in the plot, suggesting that Calvin may



play a crucial role in their adventure ahead as they explore the mysteries of the tesseraact and the ongoing troubles with their father.

Chapter 3 | 3 - MRS WHICH | Q&A

1.Question:

What is the significance of the relationship between Meg and Calvin in Chapter 3?

In Chapter 3, the relationship between Meg and Calvin starts to develop, revealing themes of friendship and understanding. This chapter highlights their shared experiences of being misunderstood by others and feeling isolated in their own ways. Calvin's understanding of Meg's home life and his admiration for her mother contrasts sharply with his own tumultuous family situation, allowing Meg to reflect on her own privileges. Their bond begins to strengthen as they explore their shared challenges and begin to genuinely care for one another.

2.Question:

How does Meg's perception of her family dynamics evolve throughout the chapter?

Initially, Meg takes for granted the love and support of her family, particularly her mother. Through her conversation with Calvin, she begins to realize the depth of her own feelings and the comfort that comes with familial love, which she had previously overlooked. Calvin's struggles with his own family prompt Meg to reconsider what it means to have a supportive family, leading her to appreciate her mother more and recognize the pain they are both enduring due to her father's absence.

3.Question:

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What themes are revealed through the discussion of Meg and Calvin's academic struggles?

Meg and Calvin's conversation about academics showcases themes of intelligence, societal expectations, and personal identity. Meg feels inadequate because of her struggles with math, which fuels her lack of confidence. However, when Calvin expresses surprise at her mathematical abilities, and Mrs. Murry discusses the unique ways Meg learned, it challenges the notion of standard intelligence. Their discussions convey the message that intelligence comes in various forms and that personal struggles in academics do not define one's worth.

4.Question:

What role does Mrs. Murry play in this chapter, and how does she affect the atmosphere of the household?

Mrs. Murry serves as a nurturing figure in the chapter, providing warmth and a stable environment despite the family's turmoil surrounding Mr. Murry's absence. Her character illustrates a balance of strength and vulnerability, as she is supportive of Meg's interactions with Calvin, while also confiding her own emotional struggles about her husband. This duality helps set a comforting yet complex atmosphere in the household, allowing the children, especially Meg, to feel a sense of hope and safety even amidst uncertainty.

5.Question:

How does the chapter foreshadow the adventure that Meg, Charles



Wallace, and Calvin are about to embark on?

The chapter concludes with a sense of anticipation and urgency as Charles Wallace declares that they are going to find their father. This immediate turn toward action and the appearance of Mrs. Whatsit and Mrs. Who hint at the upcoming adventure. The vibrant discussions and emotional connections made throughout the day set the stage for their journey, emphasizing themes of loyalty, bravery, and unity. This sets a foundation for the trio's growth as they navigate the unknown together.

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Chapter 4 | 4 - THE BLACK THING | Q&A

1.Question:

What is the initial setting described in Chapter 4 of 'A Wrinkle in Time' and what happens to Meg and her companions at the start of the chapter?

Chapter 4 begins with a chaotic and foreboding setting, where the trees are described as being in a "violent frenzy." The scene quickly transitions into darkness—light vanishes completely, leaving Meg in a terrifying void where she feels completely alone, detached from Charles Wallace and Calvin. The abrupt loss of sound and light creates a sense of panic as Meg grapples with her isolation, yelling for her brother and experiencing a loss of physical presence. This underscores the theme of vulnerability and the fear of the unknown.

2.Question:

How do Meg, Charles Wallace, and Calvin react to the transition from darkness to light when they are transported to Uriel?

After enduring the frightening darkness, Meg feels a tingling sensation that signifies her return to physical presence. When the light begins to pulse and quiver, her vision clears, revealing Charles Wallace calling out for her and Calvin. Meg is overwhelmed with relief at being with them again, but at first, she still feels somewhat detached from them, realizing they are visible and accessible again. Calvin's reappearance reassures her, and when they find themselves in a sunlit field filled with beauty, their initial fear transitions to a sense of wonder and relief as they are embraced by the tranquility of their new surroundings.

3.Question:

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What do the three celestial beings—Mrs Whatsit, Mrs Who, and Mrs Which—represent in this chapter, and how do they interact with the children? The three beings represent guides and protectors who facilitate Meg, Charles, and Calvin's journey. Their interaction is both whimsical and serious; they balance light-heartedness with the gravity of the children's mission. For instance, Mrs Whatsit, who transforms into a majestic creature, embodies a nurturing and playful spirit, while Mrs Which's authoritative nature brings gravity and direction to their tasks. The beings also help the children understand the serious stakes involved in their quest, particularly emphasizing their responsibility to confront evil.

4.Question:

What is the significance of the children's realization about the dangers they face, particularly in relation to the dark shadow they observe?

The dark shadow that the children observe symbolizes an ominous and malevolent force—a representation of the evil they must confront. The experience of encountering this shadow is described as chilling and overwhelming, signifying the weight of their battle against darkness and the complexities of fear. This moment is critical as it solidifies the gravity of their mission to save Meg's father and confront the dark force that threatens the universe, illustrating that their adventure is not merely a physical journey but a moral and spiritual confrontation as well.

5.Question:

What does Mrs Whatsit's transformation and the subsequent journey on



her back symbolize for Meg and her friends in this chapter?

Mrs Whatsit's transformation signifies the concept of growth and the potential that lies within each character. This metamorphosis from a quirky old woman to a majestic being embodies the idea of hidden strength and the beauty of support and guidance in times of fear. The children's flight on Mrs Whatsit conveys their transition from vulnerability to empowerment, as they trust in her guidance while also facing the unknown together. This symbolizes their readiness to embrace their roles in the battle against evil, moving from a place of fear into one of courage and adventure.

Chapter 5 | 5 - THE TESSERACT | Q&A

1.Question:

What emotional state is Meg in at the beginning of Chapter 5, and what causes it?

At the beginning of Chapter 5, Meg is in a state of despair and sadness, which escalates into loud sobbing when she realizes that her father is behind the darkness, a presence that is incomprehensible to her. She feels helpless and scared at the thought of her father's predicament and the darkness surrounding him, which ultimately leads her to cry.

2.Question:

How do Mrs Whatsit, Mrs Who, and Mrs Which explain the process of tessering to Meg and Calvin?

Mrs Whatsit, Mrs Who, and Mrs Which explain that tessering involves traveling through the fifth dimension, which is an abstract concept beyond the normal three



dimensions humans are used to. They use the analogy of a piece of fabric (Mrs Who's skirt) to illustrate that instead of taking a long route through space, they can 'fold' the fabric and reach their destination more directly, akin to using a shortcut. This concept is ultimately tied to mathematical principles, where a tesseract is a way of visualizing movement through multiple dimensions.

3.Question:

What does Charles Wallace tell Meg about the dimensions, and how does she initially respond to his explanation?

Charles Wallace explains the different dimensions to Meg, starting from the first dimension (a line) to the second (a square) and the third (a cube), finally describing the fourth dimension as time. He indicates that the fifth dimension is represented by a tesseract, which allows for shortcuts in space-time to travel more efficiently. Initially, Meg finds this explanation overwhelming and expresses her frustration by stating, 'I guess I am a moron. I just don't get it.' This shows her confusion and struggle to grasp the complex concepts.

4.Question:

What is the children's reaction when they reach the two-dimensional planet, and what happens to them during that experience?

When the children reach the two-dimensional planet, they feel a sudden and intense pressure as if being flattened, which causes Meg to struggle to breathe. The experience is frightening, and they initially cannot comprehend the experience because of the extreme limitation of being in a



two-dimensional space, where they feel physically and mentally constricted. Mrs Which, realizing the danger of this dimension for the children, quickly intervenes, causing them to be whisked away from that situation back into nothingness.

5.Question:

What information do the children learn about their home planet during their time with the Happy Medium, and how does Meg react to it?

The children learn that their home planet is shrouded by the 'Dark Thing,' a representation of evil and darkness that has been present for many years. This revelation is distressing to Meg, as she senses the gravity of the situation and the implications it has for their home and family. She feels a deep agony at understanding that the darkness has existed for a long time, indicating her concern for the safety of her loved ones and the state of her world.

Chapter 6 | 6 - THE HAPPY MEDIUM | Q&A

1.Question:

What vision do the characters witness in the crystal ball during their interaction with the Happy Medium?

The characters see a manifestation of Darkness that appears seething and writhing. However, with the Medium's guidance, they witness a great burst of light that spreads through the Darkness, effectively demonstrating that light can overcome the shadow. As the Dark Thing vanishes, the scene transforms into a star-filled sky, symbolizing



hope and the triumph of good over evil. The Medium explains that the light represents a star that fought against the darkness, giving its life in the process, but ultimately succeeded in overcoming the Darkness.

2.Question:

How does Mrs Whatsit reveal her past to Charles Wallace, and what impact does that revelation have on him?

When Charles Wallace deduces that Mrs Whatsit was once a star, she is initially embarrassed but confirms it by nodding. This acknowledgment creates a moment of intimacy and understanding between them. Charles expresses a desire to kiss her, which he does, sealing their bond. This event elicits a deeper recognition of Mrs Whatsit's true nature and sacrifices, which influences Charles's perception of her, and reinforces the themes of love and sacrifice in their journey.

3.Question:

What instructions do the characters receive from the three Mrs Ws regarding their mission and what they need to be careful about?

Mrs Whatsit informs them that they will need to be strong, warns them not to separate, and encourages Meg to harness her anger for strength. Mrs Which cautions them, specifically addressing Charles Wallace's vulnerabilities, indicating that his nature makes him particularly at risk. They emphasize the necessity of staying together and not allowing anything to divide them, foreshadowing the struggles they might face on Camazotz.

4.Question:

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What does Meg observe about the children playing in the town they enter, and what does this reveal about the society of Camazotz?

Meg notices that the children in the town are playing in perfect synchrony, performing their activities in exact rhythm, which feels unnaturally coordinated. This observation leads her to realize that the society of Camazotz is highly controlled, with no room for individuality or deviation. The children's play is devoid of spontaneity, reflecting a larger theme of conformity and oppression that characterizes the environment they find themselves in.

5.Question:

What ultimately drives Meg, Charles, and Calvin into the Central Central Intelligence building, despite their trepidation?

Motivated by a combination of curiosity and the urgency of their mission, Meg, Charles, and Calvin decide to enter the Central Central Intelligence building. They believe they must gather more information to locate Meg's father, despite Calvin's sense of foreboding about the danger that lies within. Their determination to find her father and confront the unknown ultimately propels them forward, indicative of their courage and resolve against the oppressive atmosphere of Camazotz.





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Chapter 7 | 7 - THE MAN WITH RED EYES | Q&A

1.Question:

What warning did Mrs. Whatsit give to the children about the danger they would face?

Mrs. Whatsit warned the children, specifically Charles Wallace, that they were going to be in danger, and that it would be worse for him than for Meg and Calvin. She advised them to stay together, emphasizing that their safety was in unity.

2.Question:

Describe the setting when the children enter the Central Intelligence Building.

What do they observe?

As the children enter the Central Intelligence Building, they find themselves in a large entrance hall made of dull, greeny marble, filled with benches where people sit like statues. The greenish light reflects on their faces, making them look sickly. The atmosphere feels oppressive and unsettling, as the people turn their heads toward the children but quickly look away again, adding to the eerie sensation.

3.Question:

What is the initial interaction between Charles, Meg, and the man in the business suit?

Charles Wallace approaches a man in a nondescript business suit to ask about the procedure for seeing someone in authority. The man responds with annoyance, suggesting they should already know to present their papers to an 'A machine.' Charles and Calvin are confused about the lack of a door and are met with a condescending



attitude from the man, who warns them not to play games or they'll face the consequences of reprocessing.

4.Question:

How does Charles Wallace demonstrate his intelligence and determination in this chapter?

In this chapter, Charles Wallace showcases his intelligence by engaging directly with the man in the business suit and questioning the absurdity of the situation. Despite the oppressive atmosphere and the threatening presence of the man on the platform, he defies the man's suggestions to recite the multiplication table, instead reciting a children's rhyme to demonstrate his resistance. His determination is further highlighted when he tries to confront the man in the chair, suggesting he isn't what he appears to be, and when he insists on discovering the truth about their father, showing his willingness to take risks despite the warnings.

5.Question:

What is the significance of Charles Wallace's encounter with the man on the chair and his eventual decision to engage with him?

The encounter with the man on the chair is critical as it embodies the themes of mind control and the loss of individuality present in the story. The man represents a force seeking to dominate the children's minds, and Charles's decision to engage is significant as it illustrates his quest for knowledge and understanding of their father, as well as the nature of the dark influence they are facing. However, it also highlights his vulnerability to manipulation,



setting the stage for a struggle between personal agency and coercive power.

Chapter 8 | 8 - THE TRANSPARENT COLUMN | Q&A

1.Question:

What is the significance of Charles Wallace's transformation in Chapter 8 of 'A Wrinkle in Time'?

In Chapter 8, Charles Wallace appears to have undergone a significant and unsettling transformation. Although he looks like himself, his demeanor and the way he speaks imply that he is no longer the Charles that Meg once knew. The changes in his eyes—where the black is consumed by blue—symbolize the influence or control of an external force over him. This transformation is crucial because it highlights the theme of individuality versus conformity that runs throughout the book. Meg's reaction to this change reflects her instinctual feeling that something is profoundly wrong, which introduces a tension between her need to protect her brother and the apparent 'happiness' that the creature with red eyes claims Charles is experiencing. It sets the stage for Meg's struggle against the forces of oppression represented by IT and the society of Camazotz.

2.Question:

How do Meg and Calvin attempt to communicate with Charles Wallace, and what does this reveal about their characters?

Meg and Calvin realize that fighting Charles physically is ineffective against the force that has taken control of him. Instead, Meg suggests that Calvin should attempt to communicate with Charles. This moment reveals Calvin's empathetic nature and his



desire to connect with others, as he demonstrates hope and resilience in trying to reach the real Charles Wallace beneath the surface. Meg shows her protective instincts by refusing to let go of Charles, illustrating her fierce loyalty and determination. Their different approaches—Meg's brute strength and Calvin's desire for emotional connection—emphasize the complementary nature of their friendship and their commitment to saving Charles. It also foreshadows the theme of teamwork in their battle against the darkness they face.

3.Question:

What does the Prime Coordinator's explanation about 'IT' and the society of Camazotz reveal about the nature of evil in the narrative?

The Prime Coordinator's explanation of Camazotz and the concept of 'IT' embodies a chilling portrayal of evil in the narrative. It reveals a society that values conformity above individuality, stating that happiness is achieved through sameness and the eradication of personal suffering. This perspective shows a misguided belief that the absence of conflict and discomfort equates to a utopian existence. In contrast, Meg and Calvin understand that true happiness includes the spectrum of human experience, including suffering, which contributes to their personal growth and depth. The Prime Coordinator's description of 'IT'—the embodiment of a collective mind that enforces a singular understanding of happiness and the negation of personal choice—illuminates the dangers of totalitarianism and the loss of self, asserting that evil manifests when freedom and individuality are suppressed.

4.Question:

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What does Meg's reaction to the revelation of IT's nature tell us about her character development?

Meg's reaction to learning about 'IT'—the entity that represents control and conformity—demonstrates significant character development. Initially, she exhibits frustration and resentment towards her brother's changed demeanor. However, upon recognizing that 'IT' equates to evil and that the manipulation of individuality leads to suffering, she asserts her desire for freedom and the complexities of true happiness. Her defiance against the idea of losing her individuality signifies her growth into a more self-aware and courageous character. Meg's determination to reject the values of Camazotz reflects her burgeoning understanding of the moral complexity of their battle, as she begins to embrace her differences and the importance of love and personal bonds in the face of oppressive forces.

5.Question:

How does the setting of Camazotz contribute to the themes of conformity and individuality in Chapter 8?

The setting of Camazotz is heavily symbolic and serves as a critical backdrop for the exploration of conformity and individuality in Chapter 8. Described as having an eerie uniformity, the sterile corridors and sameness of the environment emphasize the oppressive nature of the society. The fact that everyone on Camazotz seems happy to submit to the rigid structure of their lives starkly contrasts Meg and Calvin's experiences and values. The physical manifestations of conformity—such as the rhythmic bouncing of



the boy's ball synchronized with screams—visually and emotionally depict the cost of suppressing individuality. This setting propels the narrative's conflict, as it challenges the characters to fight against the societal norms that strip away personal identity, leading to the realization that diversity and individual expression are essential to true happiness and fulfillment.

Chapter 9 | 9 - IT | Q&A

1.Question:

What physical barrier prevents Meg from reaching her father initially, and how does Calvin explain it?

Meg rushes at a transparent barrier that looks like an open door but is as solid as a wall, causing her to crash back. Calvin explains that this barrier is transparent, much like glass, thus they cannot pass through it to reach their father.

2.Question:

How does Meg initially perceive the changes in her father's appearance?

Meg notices that her father appears disheveled and haggard compared to the images she holds of him. He has grown a beard that is graying, his hair is longer and unkempt, and there is a look of suffering on his face that shocks her, prompting her to express her longing for him.

3.Question:

Describe Charles Wallace's behavior when he is influenced by IT, and how this affects Meg and Calvin's attempts to get through to him. What does this reveal about his condition?



While under the influence of IT, Charles exhibits a colder, almost mocking demeanor that starkly contrasts his usual affectionate self. He dismisses Meg's concerns about their father and shows no real emotion. This indicates that he is being controlled by IT and his behavior causes Meg deep distress, as it creates a barrier between her feelings for her brother and the reality of his possession.

4.Question:

What strategy does Meg employ to regain control over Charles Wallace when confronted by IT?

Meg recalls that Charles had fought against the control of IT by shouting nursery rhymes, and she tries to use similar tactics. When pushed by her father to disrupt the rhythm of IT, she shouts out the Declaration of Independence, asserting her will and individuality against the uniformity IT demands. This moment of realization about the difference between being 'equal' and 'identical' helps her break away from IT's influence temporarily.

5.Question:

How does Mr. Murry react upon first seeing his daughter, and what is Meg's immediate concern?

Mr. Murry expresses surprise and confusion at seeing Meg, questioning where her mother and brothers are. However, Meg quickly shifts focus from joyful reunion to urgency, telling him they must act to rescue Charles Wallace from IT's control, emphasizing the gravity of their situation.





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Chapter 10 | 10 - ABSOLUTE ZERO | Q&A

1.Question:

What is Meg's initial state when she starts to regain consciousness, and how does she perceive her surroundings and condition?

Meg initially feels an overwhelming cold and later understands that she is unable to move or call out, feeling as if she has been turned to stone. As she begins to regain awareness, she recognizes the voices of her father and Calvin, who discuss her faint heartbeat and the effort they are making to ensure she is alive. She feels completely paralyzed, with her body as stiff as marble, and her mind slowly begins to awaken despite her icy physical state.

2.Question:

Discuss the conversation between Calvin, Mr. Murry, and Meg regarding the events that took place on Camazotz. What are the main concerns they express?

Calvin and Mr. Murry reflect on the shocking nature of 'IT' on Camazotz, discussing how it had the power to take control and absorb individuals like Charles Wallace. They express concerns about Charles Wallace's fate and the potential danger of being caught by 'IT'. Mr. Murry explains that holding out against 'IT' was an unprecedented feat, and they discuss the need to rethink their rush into events, with Mr. Murry admitting that their understanding of the situation is limited. They realize that they may not have fully grasped the consequences of their actions and that time functions differently on Camazotz.

3.Question:

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How does Meg react to her father and Calvin after they arrive at the new place? What emotions does she express, and what does this reveal about her character? Meg expresses frustration and fear towards both her father and Calvin. She feels cold and vulnerable, judging that her father has let her down by not being able to help them effectively. She expresses anger about being transported without Charles Wallace and accuses her father of not being competent at tessering. This reaction reveals her desperation, a sense of abandonment, and the high stakes she perceives in their situation, showcasing a mix of love and anger. She confronts her father, emphasizing her feelings of helplessness and her fear of never seeing her family again.

4.Question:

What do the strange creatures that approach Meg, her father, and Calvin look like, and how does Meg respond to them?

The creatures that approach the trio are described as tall, dull gray, and lacking human-like features. They have multiple arms and tentacles instead of fingers, and their faces are characterized by indentations rather than eyes, which raises feelings of revulsion and terror in Meg. Despite her fear, when one of the creatures touches her, she experiences a surprising warmth and sense of safety, leading to a brief feeling of drowsiness. This moment shows Meg's complex reactions of fear intertwined with a strange comfort in the presence of these alien beings.

5.Question:

What is Mr. Murry's perspective on the concept of tessering and its



implications for them? YWhat broader themes does this reflect in the story?

Mr. Murry reflects on the complexity and unpredictability of tessering, describing it as dangerous and having led to unintended consequences. He expresses his realization that they are essentially children playing with powerful forces they do not fully understand. This perspective signifies broader themes in 'A Wrinkle in Time,' including the dangers of human curiosity, the responsibilities that come with knowledge and power, and the struggle between light and darkness represented by 'IT' and the Black Thing. It suggests a moral dimension where their quest for understanding and connection also poses grave risks, emphasizing the importance of caution and wisdom in their journey.

Chapter 11 | 11 - AUNT BEAST | Q&A

1.Question:

What is the initial reaction of Mr. Murry when the beasts hold Meg?

Mr. Murry reacts sharply by asking the beasts to put Meg down. This demonstrates his protective instinct and concern for his daughter's safety.

2.Question:

How do the beasts communicate with the humans, and what do they reveal about their understanding of visitors from other planets?

The beasts, particularly the tallest one, articulate that they communicate better with Calvin, suggesting a level of understanding that transcends human fear. They express



curiosity about the fear humans might have if confronted with beings from another planet, highlighting a lack of experience with visitors, as they themselves come from a place that may not have encountered humans before.

3.Question:

What does Meg experience physically and emotionally while being held by the beasts?

As Meg is held by the smallest beast, she initially feels pain and fear, exacerbated by her memories of IT. However, as the beast cradles her, she feels warmth and security, which lull her into relaxation and eventually sleep. The physical comfort contrasts sharply with her earlier traumatic experiences, allowing her to lower her defenses and trust the beasts.

4.Question:

What do the beasts reveal about their own existence and perception of light and dark?

The beasts express confusion about human concepts of light and dark, revealing that they do not understand sight as humans do. They know the warmth and growth of their sun but do not perceive it visually. Instead, they emphasize an intrinsic understanding of the essence of things rather than their appearance, which suggests a deeper connection to existence.

5.Question:

How does Meg's understanding of her situation evolve during her time with Aunt Beast?



Meg's understanding shifts from fear and anger towards a sense of acceptance and comfort. Initially distressed about her father's failure to rescue Charles Wallace, she learns to trust Aunt Beast and the other beasts who care for her. As she interacts with Aunt Beast, Meg begins to explore the broader implications of existence, love, and the nature of assistance beyond her immediate goals, creating space for deeper connections.

Chapter 12 | 12 - THE FOOLISH AND THE WEAK | Q&A

1.Question:

What transformations did Meg observe in Mrs Whatsit, Mrs Who, and Mrs Which during their appearance in Chapter 12?

Meg noticed that Mrs Whatsit, Mrs Who, and Mrs Which appeared to be altered compared to her first encounter with them. Their outlines were blurred and their colors blended together, resembling a watercolor painting. This change indicated that they were in a different state, possibly less solid or more ethereal, as Meg attempted to embrace Mrs Whatsit but realized she was more light than substance.

2.Question:

What internal conflict did Meg experience throughout this chapter regarding Charles Wallace's fate?

Meg was consumed by a desperate urgency to save her brother, Charles Wallace, who had been captured by IT on Camazotz. She felt powerless and frustrated when Mrs Whatsit and the others indicated that they could not intervene directly on Camazotz. This led to her pleading and crying out, showcasing her emotional turmoil. The



realization that she might have to face IT alone was overwhelming, but it also sparked a sense of determination as she gradually came to understand that it had to be her, and not one else, who could save Charles.

3.Question:

How did the concept of love become a crucial theme in this chapter, particularly in Meg's journey?

In this chapter, love emerged as a fundamental weapon against the malevolent force of IT. As Meg struggled with the identity of the entity that seemed to control Charles, she found strength in her love for her brother. When she declared her love for Charles, it became the force that allowed her to connect with him and break the hold IT had over him. This revelation transformed her despair into empowerment, showing that love, rather than physical strength or intelligence, is the most potent force in their battle against darkness.

4.Question:

What significance did Mrs Whatsit's and Mrs Who's final messages convey to Meg as she prepared to confront IT?

Mrs Whatsit and Mrs Who delivered important messages to Meg that emphasized the nature of strength and wisdom. They spoke of the foolishness and weakness that could confound the wise and powerful, suggesting that authentic power lies not in conventional might but in love and faith. Their messages also stressed that while Meg was entering severe danger, she was not being sent unprepared or abandoned; she carried with



her love and the lessons learned throughout her journey. This reinforced Meg's resolve to confront IT and highlighted the central theme of the story—that love has the power to overcome evil.

5.Question:

Discuss the climax of Meg's emotional journey when she finally confronts IT. What change does she undergo?

Meg's emotional journey reaches its pinnacle when she confronts Charles Wallace, now under the influence of IT. In a moment of despair, she feels overwhelming anger, but she then shifts her focus to her love for her brother. This change marks her transformation from fear and uncertainty to strength and clarity. When Meg acknowledges that it is her love for Charles that sets her apart from IT, she ultimately breaks the spell IT had over him. Her emotional release through love signifies her growth from a scared, dependent girl to a courageous individual ready to fight for what she loves.





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