

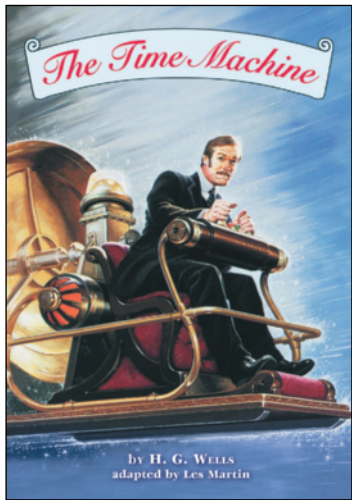
● The Time Machine

● ● Letters from Rifka

● ● ● The Man Who Went to the Far Side of the Moon

The Time Machine

by H. G. Wells
adapted by Les Martin



Reading Level (Lexile) 290L

Format/Length Chapter book, 80 pages

Picture Support 1–3 scenes per chapter

Language Register Simple

Content Load Science Fiction/Fantasy

Related Skills

- **Vocabulary**
[Context Clues](#)
- **Comprehension and Critical Thinking**
[Main Idea and Details](#)
[Summarize](#)
- **Literary Analysis**
[Analyze Story Elements: Setting/Plot](#)
- **Reading and Learning Strategies**
[Use Graphic Organizers](#)

In this adaptation of H. G. Wells's classic novel, an inventor launches himself into the future in a time machine. There the Time Traveler experiences a world of evil Morlocks and shy human-like creatures called the Eloi, used by the Morlocks as a source of food. Not only do the Morlocks instill fear among the Eloi, they also attack the Time Traveler. Using fire to defend himself, the Time Traveler escapes back to the past in his time machine. He vows to return someday to teach the Eloi about fire, hoping that will make them brave enough to fight the Morlocks and in the process become more human.

About the Author

Herbert George Wells was born in 1866 in Bromley, Kent, England. As a child, Wells became a fan of literature while recovering from a broken leg. As a teenager, he was an apprentice to a draper, but discovered he was more suited to academics. So at eighteen, Wells went to the Normal School of Science in London to study biology. His interest in science and the works of Jules Verne inspired his first novel, *The Time Machine*, published in 1895. Over the next three years Wells wrote three more science fiction books, including one of his most popular works, *The War of the Worlds*.

Think About What You Know

Science Fiction To support students' understanding of the genre, explain that science fiction:

- is made-up
- is based on real or imaginary scientific discoveries
- has two kinds of events or details: things that could happen in real-life and things that couldn't possibly happen (fantasy)
- often takes place in the future

Have students share some of their favorite science fiction stories, including those they may have seen in the movies or on television. As you talk about each one, help students identify events that could really happen and those that are pure fantasy.

Afterward, students can describe their favorite science fiction story on **Student Journal, page 3** and tell how they know it is science fiction.

Preview and Predict

Have students look at the front cover, read the title, and then read the summary on the back cover. Say:

- **It's 1895 and the Time Traveler rides his time machine into the future. What could he learn about the future that might change the way people live in 1895?**

Then point out **The Exchange** question on the title page: *What would happen if we could see the future?* Explain that when they finish reading, they'll share their ideas about this and other questions with a group.

Next, have students complete **Student Journal, page 3** to preview the book and make predictions about the characters and events.

Student Journal, page 3

Prepare to Read

Think About What You Know

Name your favorite science fiction story, movie, or television show. What is it mostly about? How do you know it is science fiction?

Preview and Predict

- Look at the front cover.
- Read the book summary on the back cover.
- Read The Exchange question on the title page.
- Read page 3.

1. Page through the book and look at the pictures. What do you notice about the setting and the characters?

2. What do you think happens to the Time Traveler? What does he discover about the future?

Use a Reading Strategy

Story Map Preview the graphic organizer on **Student Journal, page 4** with students. Explain that as they read *The Time Machine*, they can complete the Map to show how the Time Traveler meets and tries to save the people of the future. Have students add to their Maps after they finish reading each section.

Student Journal, page 4

Use a Reading Strategy

Use a Story Map

As you read each part of *The Time Machine*, use a Story Map to show how the Time Traveler meets and tries to save the people of the future.

Characters Time Traveler Elois Weena Morlocks	Settings Date: September, 1895 the future, 802,701 A.D. Place: England at two different times
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Beginning
A scientist wanted to know about the future. He invented a time machine.

Middle
The Time Traveler went 800,000 years into the future.
His time machine was gone. He looked for the machine. He learned that there are two kinds of creatures, the Eloi and the Morlocks.
The Time Traveler learned that Morlocks took care of Eloi like livestock, in order to eat them. Morlocks chased the Time Traveler. Then he found his machine.

End
The Time Traveler went back to the present. He told his friends about the future. Then he went back to the future alone. He wanted to save the Eloi. His friends waited for him for years, but he did not return.

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Read the Book

Form the group that will read *The Time Machine*. Plan how the group will read and respond. Some options are:

- Read with a Group** Group members read an agreed-upon number of pages, complete with corresponding **Student Journal** page(s) and meet to discuss. When they finish the book, they meet again for **The Exchange**. The group can use the planner on **Student Journal, page 2** to establish meeting times.
- Read Independently** Group members read the book on their own and then meet for **The Exchange**. The group can use the planner on **Student Journal, page 2** to establish the meeting time.
- Guided Reading** Read aloud the summary at the beginning of each chapter to give students an overview of the chapter. Use the **Before You Move On** questions to check comprehension as students read. Use **Look Ahead** to set a focus for reading the next set of pages. At the end of each section, assign the appropriate **Student Journal** page. Discuss the page before starting the next section. Establish a date for **The Exchange** and record it on the planner.

Whichever option you choose, use pages 5–9 for an at-a-glance view of **Student Journal** pages, as well as answers to the **Before You Move On** questions.


Student Journal, page 2

Plan Your Schedule

My group members are: _____

We plan to read *The Time Machine* and meet on these dates:

Chapters	Date We Will Finish Reading	Date We Will Discuss
Chapters 1-2		
Chapter 3		
Chapters 4-5		
Chapters 6-7		
Chapter 8 and A Final Note		



Our Exchange meeting will be on this date: _____

Chapters 1–2

ANSWERS TO “BEFORE YOU MOVE ON”

PAGE 9

- 1. Character’s Point of View** The Time Traveler doesn’t think his friends or the readers will believe his story. Why not?
Because his story is fantastical. No one had ever traveled through time. It seemed impossible.
- 2. Summarize** Reread pages 8 and 9. What happened to the little time machine when the Time Traveler pressed the lever?
The machine disappeared into the future.

PAGE 15

- 1. Inference** Reread page 12. Why do you think the Time Traveler will not be there to greet his friends when they come for dinner?
He will still be in the future and wants to surprise them by returning in the middle of the party.
- 2. Conclusions** How did the Time Traveler know his machine worked?
The Time Traveler knew his machine worked because the time changed. There was daylight in the window.

PAGE 17

- 1. Character’s Motive** Why did the Time Traveler decide to pull the lever again?
He said he had waited too long for this moment and could not wait any longer to see the future.
- 2. Cause and Effect** Reread page 17. What made the machine stop in the year 802,701 A.D.?
The Time Traveler panicked about going so far into the future and yanked the lever too fast.

Pages 3–17

Respond to Chapters 1–2

Story Map

Start the Story Map on **Journal page 4** to show the characters and settings of the story. Complete the Beginning plot section, too.

Think It Over

Think about what you have read and answer these questions.

- 1. Personal Response** The Time Traveler said he would rather travel to the future than to the past. Which time would you choose to visit? Why?

- 2. Perspectives** Why would each of the Time Traveler’s friends like to visit the future?

Politician to see election results; writer to have a good story to write; doctor to see medical marvels

- 3. Genre** The writer at the party told the Time Traveler that his invention seemed like something from a science fiction story. What parts of the story remind you of science fiction stories or movies?

Use of a machine to travel in time; a strange time with people who were different from humans; someone who had to figure out how to survive in a place that was strange like another planet.

The Time Machine

Pages 18–29

Student Journal, page 6

Chapter 3

ANSWERS TO “BEFORE YOU MOVE ON”

PAGE 24

- 1. Summarize** Reread pages 19–21. What did the Time Traveler conclude from looking at the Sphinx and the buildings?
He concluded that the future loved beauty but that civilization may have fallen apart.
- 2. Cause and Effect** Reread pages 22–24. What made the Time Traveler get into his machine?
He was scared of the people.

PAGE 29

- 1. Conclusions** Reread page 25. What made the Time Traveler think the people were like children?
They didn't seem to understand, they clapped in delight, they didn't talk, and they used sounds and signals.
- 2. Inference** Why was the Time Traveler disappointed in the future?
He wondered if all of the great people in history worked so hard for nothing because everything in the future was run-down and simple.

Pages 18–29

Respond to Chapter 3

Story Map

Add an event that you read about to your Story Map on Journal page 4.

Think It Over

Write the answers to these questions.

- 1. Personal Response** Would you like to have a life of only eating, dancing, singing, and playing like the Eloi? Even if you had no thoughts in your mind?

- 2. Setting** How were the buildings and land in this future world different from the world the Time Traveler just left?

The buildings were much larger. They made the buildings of his time seem small and ugly. The buildings were more worn than they were in his time and many of them were empty. The land had lots of food, but no animals.

- 3. Simile** A simile compares two things using the words “like” or “as.” The Time Traveler said a man he met from the future was “like a perfect flower” because he was delicate. Write another simile about the people of the future in this story.

The people acted like children. The people sang like birds.

Chapters 4–5

ANSWERS TO “BEFORE YOU MOVE ON”

PAGE 35

1. **Conclusions** On page 35, the Time Traveler found two tracks. What did they show?

That the machine had been dragged into the Sphinx.

2. **Character** At first the Time Traveler yelled at the people. Reread page 33 and tell how he changed.

He didn't want to teach the people fear. He decided to learn their language in order to get his machine back.

PAGE 39

1. **Sequence** The people were too scared of the Sphinx to help the Time Traveler. What did he do next?

He decided he would try to talk to them and learn how to get his machine back. He gave the door one last bang and tossed the rock away.

2. **Conflict** Reread pages 38–39. Why did the Time Traveler feel the people were no longer friendly to him?

Because he tried to open the Sphinx.

PAGE 44

1. **Character** Reread page 42. How was Weena different from the other Eloi?

The Eloi had no attention span. But Weena did. She remembered the Time Traveler and became attached to him.

2. **Conclusions** Reread page 43. How did the Time Traveler know that Weena had never seen fire before?

Because of her reaction to the fire when she saw it. She was sad when the match went out. She was happy when the match was lit.

PAGE 48

1. **Character** Why wasn't the Time Traveler scared to follow the Morlock?

His scientific curiosity was stronger than his fear.

2. **Foreshadowing** Writers sometimes give hints about things that will happen later. What does page 48 tell you about why Weena was scared of the holes on page 43?

We now know that the Morlocks access their underground world by these holes.

Pages 30–48

Respond to Chapters 4–5

Story Map

Add the events in Chapters 4–5 to your Story Map on Journal page 4.

Think It Over

Write the answers to these questions.

1. **Personal Response** How would you feel if you were trapped in the future forever?

2. **Summarize** What did the Time Traveler learn about the relationship between the Eloi and the Morlocks? Write about his discovery in your own words.

The Time Traveler learned that the Morlocks worked for the Eloi. He thought the Eloi were the masters and the Morlocks were the slaves.

3. **Comparisons** How were the Eloi and Morlocks similar and different?

Eloi: beautiful, gentle, thin, like children, didn't eat meat, no thoughts, didn't produce or take care of things, lived above ground.

Morlocks: ugly, hairy, ate Eloi meat, took care of machines, lived below ground.

Similarities: both lived in the future and were small creatures

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Pages 49–67

Student Journal, page 8

Chapters 6–7

ANSWERS TO “BEFORE YOU MOVE ON”

PAGE 52

- Inference** Reread page 49. Why do you think the Time Traveler’s arm and legs were aching?
The Morlocks lived very far underground. He had to climb down a long way.
- Foreshadowing** Reread page 52. What gives you a hint that something bad will happen with the Morlocks?
The Time Traveler had a feeling the Morlocks were very evil.

PAGE 57

- Foreshadowing** Find the sentence on page 53 that tells that the Time Traveler will learn something important about the darkness.
“Only later would I learn why Weena feared the dark.”
- Character’s Point of View** Why did the Time Traveler think that matches were the most important invention of all?
Because they made fire, which the Morlocks feared, so the matches could protect him and Weena.

PAGE 63

- Cause and Effect** Reread page 60. A fire drove the Morlocks away. Why did it start?
The sun in the future world was very hot. It made the grass dry. A spark from the dying fire caught the grass on fire.
- Summarize** Reread pages 62–63. What did the Time Traveler say about the Morlocks and the Eloi?
The Eloi had been the masters but they got too lazy to feed the Morlocks. The Morlocks took care of the Eloi like farmers take care of animals—so they can eat them.

PAGE 67

- Inference** The Time Traveler went back to the Sphinx for his machine. Why did he want to leave so badly?
He didn’t want to see the Eloi get eaten. And he was scared of the Morlocks.
- Details** Reread pages 66–67. How did the Time Traveler plan to escape from the Morlocks?
He would scare them with matches and then get into his time machine.

Pages 49–67

Respond to Chapters 6–7

Story Map

Add the important events in Chapters 6–7 to your Story Map on Journal page 4.

Think It Over

Write the answers to these questions.

- Personal Response** In the story, a museum in the future showed inventions from the past. How do you think people in the future will remember the world of today?

- Conclusions** The Time Traveler said the Eloi died “the most terrible kind of death.” What is the “most terrible kind of death”? How do the events and pictures in the story explain this?

They were eaten by the Morlocks. There was a human skull on the table in the workroom, no animals on the land, and there were no graveyards.

- Plot** The Time Traveler’s discovery of the secret of the future is a turning point in the story. How did his feelings about the Eloi change? What did he do next?

He no longer wanted to see the Eloi again. He felt sad knowing that they were the food of the Morlocks. He left the future.

Chapter 8 and A Final Note

ANSWERS TO “BEFORE YOU MOVE ON”

PAGE 72

- 1. Sequence** Tell the events that happened before the Time Traveler finally reached home.

He got into his time machine, pulled the lever, and accidentally went farther into the future. He got back into his machine and carefully watched the dial to be sure it stopped at 1895.

- 2. Character** Reread page 70. What do you know about the Time Traveler that helps you understand why he didn't mind going farther into the future?

He was a scientist who was curious and wanted to see everything.

PAGE 77

- 1. Plot** Where were the Time Traveler's friends when he came back to his own time? Did they seem to believe his story?

They were eating dinner at the Time Traveler's home. They wanted to see proof and seemed to believe him after he showed the flowers.

- 2. Character's Motive** Reread pages 76–77. Why did the Time Traveler say he would go to the year 802,701 A.D. again?

He would go to teach the Eloi how to use fire so they could protect themselves from the Morlocks and grow to be human.

PAGE 78

- 1. Narrator** Who told the last part of the story? Why?

The Time Traveler's friend, because the Time Traveler was in the future.

- 2. Inference** How do you know the friends believed the Time Traveler went to the future?

They were still waiting for him to come back and write the final chapter.

Pages 68–79

Respond to Chapter 8 and A Final Note

Story Map

Complete the End section of your Story Map on Journal page 4.

Think It Over

Write the answers to these questions.

- 1. Personal Response** The Time Traveler wanted to teach the Eloi to make fire. Tell about a time when you taught a person how to do something and why it was important.

- 2. Opinion** The Time Traveler said he wanted the Eloi to become “human”. Why did the Time Traveler think that the Eloi were not human like he was? What separates humans from other creatures?

Sample answer: He thought they did not want to make things better, fight to protect themselves, or help others. Humans are able to think about their behavior and learn from their mistakes. They are able to help one another.




- 3. Inference** The Time Traveler's friends were still waiting for him to come home at the end of the story. Think about what the Time Traveler was like and what he believed in. Then decide what might have happened to him.

Sample answer: The Time Traveler believed in helping others and fighting to make things better. He was probably successful in leading the Eloi to fight the Morlocks and having a better life.



Allow time for groups to meet for **The Exchange**. If you plan to participate, use these tips for guiding students in discussing the big question:

What would happen if we could see the future?

-  **How would the Time Traveler answer this question? Think about what he does when he visits the future.**
The Time Traveler would probably say that he could change the future by using his knowledge from the past. He would say people could make the world better if they could see the future.
-  **In his first trip, the Time Traveler only goes a short time into the future. What would you do if you could go ahead into the next week?**
-  **The Time Traveler travels far ahead to the year 802,701. What do you think the world will be like far into the future?**

Extend the Reading

Write an Article

Invite students to write a newspaper article about the Time Traveler's experience in the future. Remind them to write a brief headline and tell who, what, where, when, and why in the first paragraph of the article.

Role-Play

Suggest groups have a dinner conversation as if they were the Time Traveler and his colleagues (writer, doctor, etc.). As students role-play, they should act like the person and ask and answer questions about the trip to the future.

Make Comparisons

Have partners compare life in the future using details from the book with life in the present. Have each student think about the similarities and differences, and then discuss ideas with a partner. Afterward, each partner can share one or two comparisons with the class.