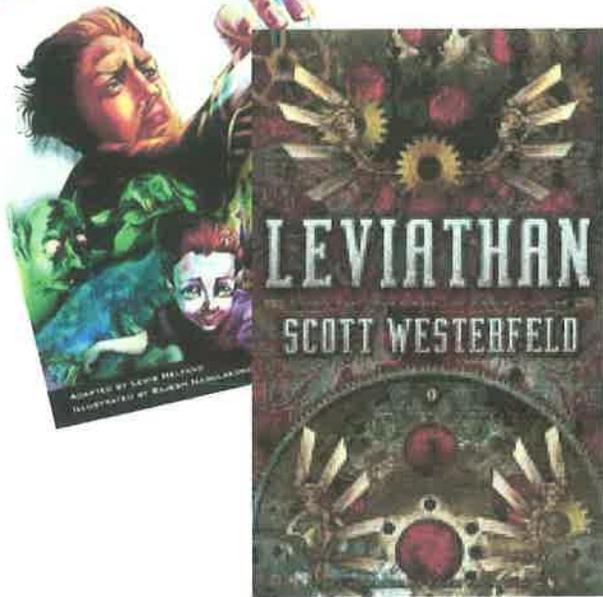


**THE TIME  
MACHINE**  
H.G. WELLS



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# Classic Connections

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## Leviathan & The Time Machine

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**Cheryl Sloan, Youth Services  
Librarian, Charlotte Public  
Library & Heidi Huestis, Teacher  
Librarian, Charlotte Central  
School**

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*The Time Machine* by H.G. Wells; adapted by Lewis Helfand; illustrated by  
Rajesh Nagulakinda  
*Leviathan* by Scott Westerfeld

Summer Reading 2014  
S.T.E.A.M.Punk Time Machine

Day 1

- Read through Chapter 10 in *Leviathan*.
- Introduce the digital platform you will use with student writing.
- Introduce an overview of the causes of World War I and make comparisons to Westerfeld's alternative version.
- Discuss science fiction & steampunk genres.

Discussion/Writing Prompts:

*1. We've reviewed the questions and quotes from Chapters 1-10 of Leviathan, talked about similarities and differences between the actual world during WWI and the world in Leviathan, and now you are ready to put thoughts to text. Respond to either one of the questions or quotes:*

- *describe your ideas about the quote or question*
- *bring in at least one piece of evidence from the text*
- *make a connection from the text to you*

*Leviathan* Quotes and Questions  
Chapters 1-10

**Questions**

Why start the story with Alek playing a game of pretend?

Why doesn't he let his anger out when told by the wildcount to be quiet?

What are some of the dangers of Deryn posing as a boy, and why is she putting on this masquerade?

Why is it critical that Deryn doesn't panic as the storm approaches while she is riding the Huxley ascender, and how does she handle the whole situation?

When does Alek finally acknowledge that his parents are gone and why would the author have it occur during that situation?

In what way do alliances play a part in the story so far (minor or major)?

What are Alek's successes and failures the first time that he runs Stormwalker?

**Quotes**

p. 7 – "It was always like this. To the servants he might be 'the young archduke,' but nobles like Volger never let Alek forget his position."

p. 21 – "Deryn stared sullenly down at the pile of borrowed clothes. After all her studying and everything she'd learned when her father was alive, the middy's test would be easy."

p. 32 – “The Huxley was made from the life chains of medusae- jellyfish and other venomous sea creatures- and was practically as dangerous.”

p. 54 – “All he’d done was turn a few cranks; the others had handled everything important. The bruises left by Volger’s swinging boots still throbbed, reminders of how Alek had mostly managed to get in the way.”

p. 71 – “The *Leviathan* wasn’t one beastie, but a vast web of life in ever shifting balance.”

p. 94 – “Count Volger sighed. ‘Go ahead, Klopp. If we’re going to be teaching His Highness walker acrobatics, I supposed it might help to show him the extra cargo.’”

*2. Now that we've gotten a sense of the steampunk world, through our reading in Leviathan and the radio and video clips, write about or discuss that world in any fashion. There are some ideas listed below to help you get started if you need them.*

*Radio excerpt of The Time Machine*

*Dr. Who “The Beast Below Poem” – Star Whale Story*

*Put yourself in Alek's or Deryn's shoes in one of the book situations. What's happening and how do you react?*

*You are in the star whale city and must help the Doctor decide the whale's fate. What do you do?*

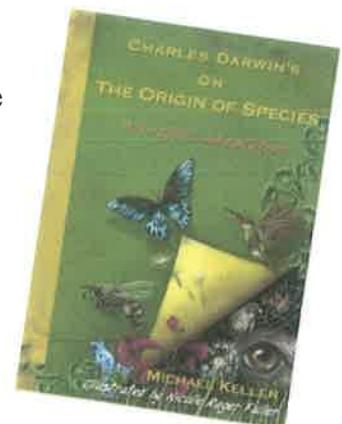
*Create your own situation that could have happened during the story of Leviathan.*

*Describe an anachronistic invention of your own that would be rooted in some 19th century technology. What does it do and how is it used?*

*Write a steampunk poem about an anachronistic invention.*

Day 2

- Read through Chapter 19 in *Leviathan*, begin *The Time Machine*
- Introduce background on H.G. Wells, [Listen to Radio Show recording of the story from 1948 on Schmoop.](#)
- Jigsaw discussion of graphic adaptation of Darwin’s *On the Origin of Species*, and how Westerfeld incorporated it into *Leviathan*.



## Discussion/Writing Prompts:

*1.Scott Westerfeld has used his imagination to create a world in which fabricated beasts exist alongside mechanical technologies.Think about some of the smallest beasts, the message lizards. If you had a message lizard, how would you use it? Remember that it can be sent anywhere it can grip with its feet, and will carry your message to others using your voice!*

*2.By now, you have read enough of Leviathan to get a sense of what drives each side of this Great War. You know a bit about the actual historical facts surrounding World War I, and are in a position to choose your side.*

*Here is a bit more of an explanation from Scott Westerfeld, along with maps, explaining the different sides:*

<http://scottwesterfeld.com/blog/2009/10/leviathan-art-the-grand-map/>

*If you lived in this steampunk version of the world at the turn of the 20th century, which side would you choose? The Clanker Powers or the Darwinists? Describe your choice. Please combine evidence from your reading along with your own personal beliefs to explain your choice.*

## Day 3

- Read through Chapter 26 in Leviathan and keep reading The Time Machine
- Discussion focuses on role-playing (Darwinists vs. Clankers)
- Podcasting our own versions of Time Machine/Leviathan radio shows.

## Podcast Prompt:



*Now that we have had time to discuss themes and connections between The Time Machine & Leviathan, we are ready to locate a favorite part of one of the books to illustrate with our voices!*

*Please choose a favorite scene from either story, and create a podcast recording.Your challenge: Use found items to enhance the audio. Remember to read with emotion. Your audience only has sound to rely on to paint a*

*picture of the scene in their heads!*

#### Day 4

- Read through Chapter 33 in Leviathan and finish The Time Machine
- Compare/Contrast Leviathan & The Time Machine
- Begin art project – Steampunk/altered books

#### *Art prompt:*

*Think about the major themes in our two readings for the week. Choose old books and other materials that you think represent these themes. You will need to deconstruct both the books and old pieces of technology, then use those pieces to create something new that illustrates your takeaways from the readings. Please be sure to include a favorite quote in your final product. Get creative!*



#### Day 5

- Books should be completely read!
- Finish art projects.
- Complete rubric and exit cards.
- Celebrate!



# THE PAPER THE NIGHT BEFORE

Use this rubric to help you keep track of how you are doing throughout the week.

Over the course of the week, I was most like the following Levittian character:

	<p><b>Figero</b> Saves his best efforts to make life difficult for others.</p>	<p><b>Newkirk</b> Has good intentions, but doesn't always follow through. Can be a distraction to others.</p>	<p><b>Deryn</b> Mostly does what is asked of her, but also goes her own way sometimes. Doesn't always think about others.</p>	<p><b>Alek</b> Always figures out a way to do what is asked of him. Thanks about others.</p>
<p><b>Readings &amp; Discussions</b></p>	<p>I didn't even try.</p>	<p>I skimmed the reading and had a difficult time participating in the discussions. My mind was elsewhere.</p>	<p>I mostly kept up with the reading, but I had a lot of other stuff going on. I really should have kept better notes so I could participate a bit more in the discussions.</p>	<p>I kept up with the reading and really participated in the discussions. Alek would have been proud of me!</p>
<p><b>Writing</b></p>	<p>I didn't even try.</p>	<p>I didn't complete all the prompts. I forgot to pay attention to conventions and editing.</p>	<p>I completed all the prompts, but my writing was not as well thought out as it could have been. Most of my posts were edited.</p>	<p>I completed all the prompts. My writing was thoughtful and I accomplished the tasks. I used proper conventions and was careful to edit all of my work.</p>
<p><b>Activity Participation (podcasts, readalouds, etc.)</b></p>	<p>I didn't even try.</p>	<p>Working together? I wasn't so sure at all about these activities. I tried to do some of them, but think I was more of a distraction than a team player.</p>	<p>I did the work, but wondered what the point was. Even though I grumbled about it, I did what was asked of me and ended up having an ok time.</p>	<p>I willingly worked cooperatively with others to complete the activities and think I had a good time! I took pride in what we created together.</p>
<p><b>Artwork</b></p>	<p>I didn't even try.</p>	<p>I tried to create artwork that had some thoughtful connections but had a hard time since I didn't invest the effort from the beginning.</p>	<p>I created artwork that showed things that I think are interesting. Not all of them have a connection to readings and discussions.</p>	<p>I created artwork that showed what I have learned over the week. I made thoughtful connections to readings and discussions.</p>

*STEAMPunk Time Machine Summer Reading  
Program Exit Card*



<p><i>"What I learned"</i> <i>3 new things I learned this week because of the program..</i></p>	
<p><i>"What I wonder"</i> <i>At least one thing I wonder about because of what I learned..</i></p>	
<p><i>"Don't change"</i> <i>Things I liked about this program..</i></p>	
<p><i>"Take a look at"</i> <i>The program would work better for me if..</i></p>	