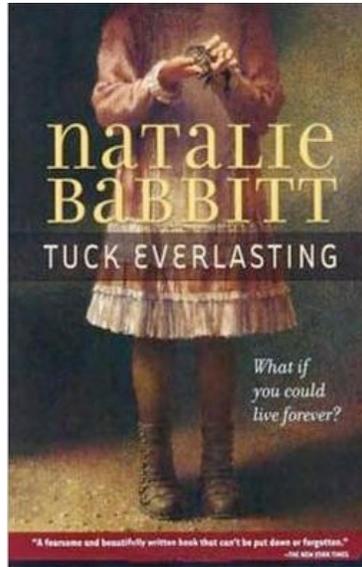


Tuck Everlasting



By

Natalie Babbitt

A Novel Study
by Nat Reed

Tuck Everlasting

By Natalie Babbitt

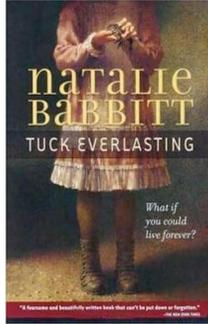


Table of Contents

Suggestions and Expectations	3
List of Skills	4
Synopsis / Author Biography	5
Student Checklist	6
Reproducible Student Booklet	7
Answer Key	64

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Tuck Everlasting

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Suggestions and Expectations

This curriculum unit can be used in a variety of ways. Each chapter of the novel study focuses on two or three chapters of **Tuck Everlasting** and is comprised of five of the following different activities:

- Before You Read
- Vocabulary Building
- Comprehension Questions
- Language Activities
- Extension Activities

Links with the Common Core Standards (U.S.)

Many of the activities included in this curriculum unit are supported by the Common Core Standards. For instance the *Reading Standards for Literature, Grade 5*, makes reference to

- a) determining the meaning of words and phrases. . . including figurative language;
- b) explaining how a series of chapters fits together to provide the overall structure;
- c) compare and contrast two characters;
- d) determine how characters . . . respond to challenges;
- e) drawing inferences from the text;
- f) determining a theme of a story . . . **and many others.**

A principal expectation of the unit is that students will develop their skills in reading, writing, listening and oral communication, as well as in reasoning and critical thinking. Students will also be expected to provide clear answers to questions and well-constructed explanations. It is critical as well that students be able to relate events and the feelings of characters to their own lives and experiences and describe their own interpretation of a particular passage.

A strength of the unit is that students can work on the activities at their own pace. Every activity need not be completed by all students. A **portfolio cover** is included (p.7) so that students may organize their work and keep it all in one place. A **Student Checklist** is also included (p.6) so that a record of completed work may be recorded.

Themes which may be taught in conjunction with the novel include mortality and death, order vs. disorder, independence, relationships, greed and the importance of love.

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List of Skills

Vocabulary Development

1. Locating descriptive words / phrases
2. Listing synonyms/homonyms
3. Identifying / creating *alliteration*
4. Use of capitals and punctuation
5. Identifying syllables
6. Identify *foreshadowing*.
7. Identify *singular/plural*
8. Identify *anagrams*
9. Listing compound words
10. Identifying parts of speech
11. Determining alphabetical order
12. Identification of root words
13. Identify/create *similes*
14. Identify *personification*.

Setting Activities

1. Summarize the details of a setting

Plot Activities

1. Complete a *time line* of events
2. Identify conflict in the story
3. Complete Five W's Chart
4. Identify *cliffhangers*
5. Identify the climax of the novel.
6. Complete a Story Pyramid

Character Activities

1. Determine character traits
2. Identify the protagonist/antagonist
3. Relating personal experiences
4. Compare characters

Creative and Critical Thinking

1. Research
2. Write a newspaper story
3. Participate in a talk show
4. Conduct an interview
5. Write a description of personal feelings
6. Write a book review
7. Complete an Observation Chart
8. Complete a KWS Chart

Art Activities

1. A Storyboard
2. Create a collage
3. Create an Information Card
4. Design a cover for the novel
5. Create a comic strip
6. Design a wanted poster

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Synopsis

Is eternal life a blessing or a curse? That is what young Winnie Foster must decide when she discovers a spring on her family's property whose waters grant immortality. Members of the Tuck family, having drunk from the spring, tell Winnie of their experiences watching life go by and never growing older.

But then Winnie must decide whether or not to keep the Tucks' secret - and whether or not to join them on their never-ending journey. (The publisher)

“Exciting and excellently written.” *The New York Times Book Review*

A complete synopsis and other helpful reviews can be found online at such sites as the following:
http://en.wikipedia.org/wiki/Tuck_Everlasting

Author Biography

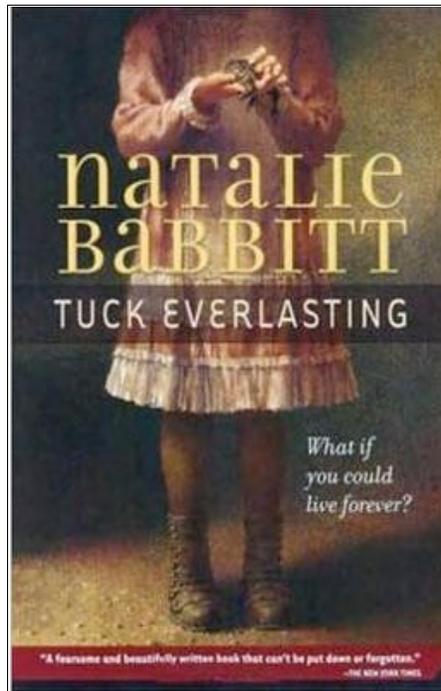
Natalie Babbitt

Natalie Babbitt was born Natalie Zane Moore on July 28, 1932, in Dayton, Ohio. She attended Laurel School for Girls, and then Smith College. She has 3 children (and three grandchildren), is married to Samuel Fisher Babbitt and lives in Rhode Island. The Babbitts collaborated to create *The Forty-ninth Magician*, a picture book that he wrote and she illustrated, published by Pantheon Books in 1966. When Samuel became too busy to participate editor Michael di Capua of Farrar, Straus and Giroux encouraged Natalie to continue producing children's books. After writing and illustrating two short books in verse, she turned to children's novels, and her second effort, *Knee-Knock Rise*, was awarded a Newbery Honor in 1971.



Tuck Everlasting, published in 1975, was named an ALA Notable book and continues to be a bestseller. Two of her books have been turned into movies: *Tuck Everlasting* twice, in 1981 and 2002, and *The Eyes of the Amoryllis* in 1982. In addition to her writing, Babbitt has also illustrated a number of books by Valerie Worth. For her contribution as a children's writer she was nominated for the biennial, international Hans Christian Andersen Award in 1982.

Tuck Everlasting

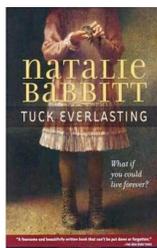


By Natalie Babbitt

Name: _____

Tuck Everlasting

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Prologue - Chapter 2



Before you read the chapter:

In Chapter One the author states, “Nothing ever seems interesting when it belongs to you – only when it doesn’t.” Do you think the author is correct in making such a statement? Defend your response.



Vocabulary:

Choose a word from the list to complete each sentence.

forlorn	tangent	tranquil	contemplation	dissolve
infinite	tolerant	oppressive	meager	accessible

1. The monkey was astonished to see the sugar cube _____ in the glass of water.
2. You will never find so _____ a scene as a beautiful rose garden in summer.
3. When you have four younger brothers you soon become quite _____ of childish behavior.

4. I have never seen such a _____-looking child as young Jim when his parents dropped him off at summer camp.
5. By placing the shelf near the sink they made it _____ to everyone working in the kitchen.
6. There seems to be an _____ number of stars in the heavens.
7. The soldier's rations were so _____ he was afraid of starving to death.
8. The solution to that difficult problem will require a great deal of _____.
9. The tsar was a most _____ ruler.
10. Jeremy's thoughts tend to go wandering off on every _____ imaginable.

Questions



1. What is the **setting** of Chapter Two?

2. Not too many novels for young readers include a **Prologue**. The purpose of a Prologue is to provide a setting for the story and give background details. What three events does the Prologue mention?

1
2
3

3. To what farm animal does the term *bovine* apply? _____

4. How would you describe the atmosphere that surrounded the Fosters' cottage and the neighboring woods?

5. **Foreshadowing** is a literary device used to warn of a future event. How is the author's description of the old ash tree and spring in Chapter One an example of foreshadowing?

Good to Know

The author uses a **metaphor** when she describes Mae as *a great potato of a woman*. A metaphor is defined as a figure of speech in which *one object is compared to an otherwise unrelated object*. William Shakespeare penned perhaps the most famous metaphor when he wrote, *All the world's a stage...*

6. Why was Mae so excited in Chapter Two?

7. Why did Tuck think it dangerous for Mae to venture too far from their cottage?

8. What is so odd about Tuck's response to Mae's question, "Will you be alright?"

9. As Mae leaves the cottage, what item did she take with her?

10. How might the concluding paragraph of Chapter Two be regarded as something of a **cliffhanger**?



Language Activity

A. Personification is giving human qualities to something that is not human. Here's an example from Chapter Two: *The house was so proud of itself...*

Describe how the house is personified in this example.

Create your own example of personification.

B. Many authors enjoy using **alliteration** – a literary device where the author repeats the same sound at the beginning of several words. Here's one such example: from Chapter One "... a **d**eep, **d**amp mattress of leaves. . . "

Using your imagination, create your own examples of **alliteration** from the following topics. Each example must contain a minimum of three words.

The sound of a crow	
A truck starting up on a cold morning	
A tree falling to the ground	

Extension Activities

A. Storyboard

A storyboard is a series of pictures that tell about an important event in a story. A storyboard can tell the story of only one scene – or the entire novel.

Complete the storyboard below illustrating the events described in this section of ***Tuck Everlasting***. You may wish to practice your drawings on a separate piece of paper.

1	2
3	4
5	6

B. Quintet

Unlike **quintuplet** (a set of five children born to the same mother at one birth), a **quintet** is a five-line verse that tells a story. The quintet has a syllable pattern and has the wonderful ability of bringing a visual image to life for the reader.

Here is the structure of the quintet:

A Creative Title

Line 1 – tells **when** ~ and has 3 syllables

Line 2 – tells **where** ~ and has 5 syllables

Line 3 – tells **what** ~ and has 7 syllables

Line 4 – describes **activity** ~ and has 9 syllables

Line 5 – contains a relevant **thought** ~ and has 3 syllables

An Example!

Here is an example of a Quintet take from the poem, *Jack and Jill*.

Jack and Jill

*Dinner time,
Up a hill they went,
To fetch a pail of water,
Then Jack and Jill tumbled down the hill,
Poor old Jack.*

Now try your hand at writing a quintet which contains some of the important details from the Prologue to Chapter 2 of this novel.
