

A Teaching Unit
for
Tuck Everlasting



ELA Core Plans

Teacher-Written Standards-Based Lesson Plans

A Teaching Unit for Tuck Everlasting

by Natalie Babbitt

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www.elacoreplans.com**

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Tuck Everlasting Teaching Unit
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Tuck Everlasting
Pre-Reading Activity

Name _____

Date _____

Anticipation Guide

Read each of the following statements. Place a *T* beside the statements that you think are true and a *F* beside statements that you think are false.

If you know something has the potential to make someone's life more difficult, you should tell them about it. _____

It is okay to break the law if you are doing it to help a good cause. _____

Living forever would be wonderful. _____

Telling a long kept secret can give you relief. _____

Never trust someone who will not tell you his/her name. _____

If things in your life never change, you will get bored. _____

Being an only child is wonderful. _____

It is okay to hurt someone else if it allows you to protect your family. _____

Chapter Titles
Tuck Everlasting

Natalie Babbitt does not include chapter titles in this novel. After you read a chapter, create a title for it using the following chart.

Name: _____

Chapter	Title
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	

13	
14	
15	
16	
17	
18	
19	
20	
21	
22	
23	
24	
25	

Tuck Everlasting
Prologue & Chapters 1 & 2 ~ Personification to Create Imagery

Name _____

Date _____

Imagery consists of words and phrases that appeal to readers' senses. Writers use sensory details to help readers imagine how things look, feel, smell, sound, and taste. In this chapter, Natalie Babbitt uses personification (giving human emotions and qualities to nonhuman objects) to help her create imagery. Read the following excerpts from chapters one and two and notice the imagery that is created by the underlined personification.

...stood the first house, a square and solid house...surrounded by grass cut painfully to the quick and enclosed by a capable iron fence...which clearly said, "Move on - we don't want you here."

1. What is being personified?

2. How does this help create imagery?

The house was so proud of itself that you wanted to make a lot of noise as you passed...But the wood had a sleeping, otherworld appearance...

3. What is being personified?

4. How does this help create imagery?

...she pulled down over her ears a blue straw hat with a drooping, exhausted brim.

5. What is being personified?

6. How does this help create imagery?

Tuck Everlasting
Chapters 3 & 4 ~ Imagery

Name _____

Date _____

Throughout these chapters and the entire novel, Natalie Babbitt uses **imagery** to help the readers feel like they are there. She describes the setting so that the reader has a complete picture of what the place is like. Read the following two passages and underline the words that allow you to "see" the setting.

Winnie Foster sat on the bristly grass just inside the fence...She had come out to the fence, very cross, very near the boiling point on a day that was itself near to boiling...

...through the twilight sounds of crickets and sighing trees, a faint, surprising wisp of music came floating to them, and all three turned toward the wood...

You Try It!

Let's describe the inside of Winnie's house. The outside has been described (page 6), but we have no idea what the inside is like, but let's use our imagination. Write a short paragraph in which you describe the inside of Winnie's house.

Like Natalie Babbitt, weave imagery and descriptions of the house into your short passage. You could tell how it smells. You could tell what some of the sounds are inside of the house. Add some details about the way the house feels - the temperature, furniture, etc. Make sure you describe it so that the reader has a picture of the inside of the house.

Discuss: Why should authors use imagery?

Predict: What do you think the stranger in the yellow suit is up to?

Tuck Everlasting
 Chapters 5 & 6 ~ Conflict, Onomatopoeia and Similes

Name _____

Date _____

Conflict - a struggle or clash between opposing characters or forces (external conflict) or the character's emotions (internal conflict)

Complete the following chart to analyze the conflicts that are present in chapters five and six.

Passage from the book	Explanation of Conflict (Paraphrase the conflict)	Type of conflict (internal or external)
...But in another part of her head, the dark part where her oldest fears were housed, she knew there was another reason for staying at home; she was afraid to go away alone.		
Winnie stood up, embarrassed and, because of that, resentful.		
Strangers were taking her away; they might do anything; she might never see her mother again.		

Onomatopoeia

When an author uses words to imitate the sound they represent, this is onomatopoeia.

Read the following sentence. Circle the example of onomatopoeia.

The melody faltered. Another few widely spaced notes plinked, and then it stopped.

Simile

A simile is when two unlike things are compared using the words like or as.

After Winnie has been taken by the Tucks, she is calmed down by Mae's music box.

...it was the same music she had heard the night before...it calmed her. It was like a ribbon tying her to familiar things. (Page 35)

What is something that you feel "ties you to familiar things"? Why is it so special? What is the familiar thing(s) it ties you to? On a separate sheet of paper, write a paragraph to describe this "ribbon" of your life. Use lots of imagery! Make sure you include a title for your paragraph that is a simile.

_____ is like a ribbon tying me to familiar things.

Tuck Everlasting
After chapter 5 ~ Point of View

Name _____

Date _____

The **point of view** of a story makes all the difference in the world. If a character is telling the story, the first person point of view is used. If none of the characters are telling the story, and an unseen narrator is telling it, the third person point of view is being used. If the narrator focuses on only one character, the limited third person point of view is used. If the narrator allows the reader to know thoughts and feelings of one character, then another's, then another's, the third person omniscient point of view is used.

Answer only one easy question to decide if this story is told in the first person point of view. If the answer is yes, it is first person!

- Is one of the characters telling this story? _____

Answer these questions to decide if the point of view is third person limited:

- Is there an unseen narrator telling the story?
- Is the focus on one particular character all of the time?
- When the focal character leaves the room in a story do you know what is going on with the other characters while that character is gone?

Answer these questions to decide if the point of view is third person omniscient:

- Is there an unseen narrator telling the story?
- Does the reader have access to the thoughts (not actions) of more than one character?
- Does the focus go from one character to another character, and then another?

Mae Tuck didn't need a mirror, though she had one propped up on the washstand. She knew very well what she would see in it; her reflection had long since ceased to interest her. (page 12)

After reading this passage, do we know what Mae is thinking and feeling? _____

"See?" Winnie said to the toad. "That's just what I mean. It's like that every minute. If I had a sister or a brother, there'd be someone else for them to watch...I'm tired of being looked at all of the time. (page 14)

After reading this passage, do we know what Winnie is thinking and feeling? _____

"Thank goodness!" said Jesse, blowing out his cheeks in relief. "Here come Ma and Miles. They'll know what to do." (page 29)

After reading this passage, do we know what Jesse is thinking and feeling? _____

What point of view is used in this novel? _____

Tuck Everlasting
Chapters 7 & 8 ~ Creating a Comic Strip

Name _____

Date _____

Go back and reread the passage that describes the Tuck's discovery of the spring and their realizing that it was peculiar (pages 37-41). Then, **create a comic strip** illustrating the events. Use the boxes below to illustrate your comic strip. Pay attention to Babbitt's imagery as you draw each scene. You may use captions or dialogue. You may add or delete boxes as needed.

Discussion

Miles explained that his wife went away with their children. She was convinced he'd "sold his soul to the Devil" since he had not aged. How would you have felt in his wife's position? Would you have been fearful of his never-ending youthful appearance? Explain.

The man in the yellow suit has been mentioned several times. The last time he is described as having his mouth turned ever so slightly toward a smile after he listens to the Tucks explain themselves to Winnie. Why do you think he smiles? Do you think he will be a threat to the Tucks? Explain your answers.

Tuck Everlasting Comic Strip Rubric

Name: _____ Date: _____

Criteria	Possible Points	Points Earned
<p>Scene selection: Includes all of the most important events from the discovery and realization</p>	15	
<p>Captions: Captions are clearly related to both scenes drawn and to the important events from the discovery and realization. The captions are well written with few spelling, punctuation or grammar errors.</p>	35	
<p>Characters: Main characters from the events are included and their actions and dialogue in the comic strip match those from the passage.</p>	25	
<p>Background illustrations: The illustrations are directly related to the imaginary provided by the author and help the reader understand the scene.</p>	25	
TOTAL	100	

Tuck Everlasting
Chapters 1-8 Test

Name _____

Date _____

1. Who owns the Treegap Wood?
 - a. Mae Tuck
 - b. the Fosters
 - c. the man in the suit
 - d. the constable

2. Who do Tuck and Mae meet with every ten years?
 - a. the stranger
 - b. their sons
 - c. the constable
 - d. the Fosters

3. Who does Winnie talk to about running away?
 - a. the stranger
 - b. a toad
 - c. Jesse
 - d. her grandmother

4. What color suit does the stranger wear?
 - a. black
 - b. white
 - c. yellow
 - d. blue

5. Who believes the music coming from the Wood is elves?
 - a. Winnie
 - b. the stranger
 - c. Winnie's mom
 - d. Winnie's grandmother

He was thin and sunburned, this wonderful boy, with a thick mop of curly brown hair, and he wore his battered trousers loose, grubby shirt with as much self-assurance as if they were silk and satin.

6. What literary element is found in this passage?
 - a. conflict
 - b. imagery
 - c. personification
 - d. onomatopoeia

7. When Winnie meets Jesse, he is _____ years old.
 - a. seventeen
 - b. forty
 - c. eighty-seven
 - d. one-hundred four

8. Which of the following events happened first to let the Tucks know something peculiar was happening to them?
- Tuck shoots himself through the heart and it barely left a mark.
 - The cat died.
 - Mae cut her finger while slicing bread.
 - Jesse fell out of a tree directly on his head and did not get hurt.
9. Which brother was married?
- Jesse
 - Miles
10. What animal did drink from the spring?
- monkey
 - toad
 - cat
 - horse

Then Jesse gave a great whoop and leapt into the stream, splashing mightily.

11. Which word in the sentence is an example of onomatopoeia?
- whoop
 - leapt
 - stream
 - mightily
12. Which words best describe Angus Tuck?
- energetic and excited
 - determined and dedicated
 - bored and sad
 - angry and evil
13. Who is the narrator of the novel?
- Winnie
 - Miles
 - Mae
 - an unseen narrator
14. Which words best describe Winnie's attitude towards her family?
- She loves them dearly and enjoys them showering her with attention.
 - She is very angry and resentful towards her grandmother but loves her mother and their time together.
 - She resents the fact that she is an only child and that they are always focused on her.
 - She is still very sad over the death of her grandfather and clings to her mother and grandmother.

Read the passage and answer questions 15 - 18.

Closing the gate on her oldest fears as she closed the gate of her own fenced yard, she discovered the wings she wished she had. And all at once she was elated. Where were the terrors she'd been told she should expect? She could not recognize them anywhere. The sweet earth opened out its wide four corners to her like the petals of a flower ready to be picked, and it shimmered with light and possibility till she was dizzy with it. Her mother's voice, the feel of home, receded for the moment, and her thoughts tumbled forward.

15. What is the tone of this passage?
- a. boredom
 - b. restless
 - c. resentful
 - d. excitement
16. What is the best interpretation of the simile in the passage?
- a. Winnie loves to pick flowers.
 - b. Flowers grow in the earth.
 - c. Winnie feels safe when she sees flowers because they remind of her of home.
 - d. Winnie is ready to do even more exploring and discovering of the world on her own.
17. What does this passage most clearly convey to the reader about Winnie?
- a. She is very happy about being able to return home soon.
 - b. She feels trapped by the gates at her house.
 - c. She is relieved to be moving away from her childlike fears and towards a bit of independence.
 - d. She is feeling a bit faint after her fast horse ride through the forest.
18. Which word in the following thesaurus entry would be the best replacement for receded as it is used in the passage?
- Recede:** *v.* syn. decrease; retreat; withdraw; retract
- a. decrease
 - b. retreat
 - c. withdraw
 - d. retract
19. At this point in the novel, which character would you describe as being round?
- a. Winnie
 - b. the man in the yellow suit
 - c. Grandmother Foster
 - d. Angus Tuck
20. What made the music that Winnie and Grandmother Foster heard in the wood?
- a. elves
 - b. the man in the yellow suit playing a guitar
 - c. a music box
 - d. wind chimes left in a tree

Tuck Everlasting
Answer Key - Chapters 1-8
 ARA = Accept Reasonable Answers

Chapters One & Two

...stood the first house, a square and solid house...surrounded by grass cut painfully to the quick and enclosed by a capable iron fence...which clearly said, "Move on - we don't want you here."

1. What is being personified? the iron fence
2. How does this help create imagery? It not only lets the reader know what the Foster property is like but also reveals a bit of their stand-offish personalities.

The house was so proud of itself that you wanted to make a lot of noise as you passed...But the wood had a sleeping, other world appearance...

3. What is being personified? the Foster's house
4. How does this help create imagery? It reveals the fact the house is neat and very well taken care of.

...she pulled down over her ears a blue straw hat with a drooping, exhausted brim.

5. What is being personified? Mae's hat
6. How does this help create imagery? It lets the reader know that like Mae, all of her things are old and have been used for a very long time.

Chapters Three & Four

Winnie Foster sat on the bristly grass just inside the fence...She had come out to the fence, very cross, very near the boiling point on a day that was itself near to boiling...

...through the twilight sounds of crickets and sighing trees, a faint, surprising wisp of music came floating to them, and all three turned toward the wood..

ARA

Chapters Five & Six

Passage from the book	Explanation of Conflict (Paraphrase the conflict)	Type of conflict (internal or external)
...But in another part of her head, the dark part where her oldest fears were housed, she knew there was another reason for staying at home; she was afraid to go away alone.	Winnie wants to runaway from home because she is so very bored. Even after she thinks of several reasons why she should not runaway, she realizes she is simply afraid.	Internal (fear)
Winnie stood up, embarrassed and, because of that, resentful.	Winnie is embarrassed that Jesse saw her watching him. She is mad at herself for being embarrassed as well.	Internal (shame and anger)
Strangers were taking her away; they might do anything; she might never see her mother again.	The Tucks are kidnapping Winnie.	External (man vs. man)

onomatopoeia

plinked

Simile

ARA

After chapter 5

- Is one of the characters telling this story? No; so it is not first person point of view

Answer these questions to decide if the point of view is third person limited:

- Is there an unseen narrator telling the story? yes
- Is the focus on one particular character all of the time? no
- When the focal character leaves the room in a story do you know what is going on with the other characters while that character is gone? yes

Answer these questions to decide if the point of view is third person omniscient:

- Is there an unseen narrator telling the story? yes
- Does the reader have access to the thoughts (not actions) of more than one character? yes
- Does the focus go from one character to another character, and then another? yes

Mae Tuck didn't need a mirror, though she had one propped up on the washstand. She knew very well what she would see in it; her reflection had long since ceased to interest her. (page 12)

After reading this passage, do we know what Mae is thinking and feeling? yes

"See?" Winnie said to the toad. "That's just what I mean. It's like that every minute. If I had a sister or a brother, there'd be someone else for them to watch...I'm tired of being looked at all of the time. (page 14)

After reading this passage, do we know what Winnie is thinking and feeling? yes

"Thank goodness!" said Jesse, blowing out his cheeks in relief. "Here come Ma and Miles. They'll know what to do." (page 29)

After reading this passage, do we know what Jesse is thinking and feeling? yes

What point of view is used in this novel? Third person omniscient

Chapters Seven & Eight

Use rubric to score responses

ARA

Chapters 1-8 Test

1. b 2. b 3. b 4. c 5. d 6. b 7. d 8. d 9. b 10. d 11. a 12. c 13. d 14. c 15. d 16. d 17. c 18. a
19. a 20. c

Tuck Everlasting

Chapters 9 & 10 ~ Context Clues, Discussion & a Venn Diagram

Name _____

Date _____

Context Clues

You can really build your vocabulary by reading books like *Tuck Everlasting*! Let's take a look at some words that you can learn by using context clues.

Read each of the following sentences from chapters nine and ten. Use context clues to figure out the best meaning of the bolded words.

1. ...the furniture, loose and sloping with age, was set about helter-skelter. An ancient green sofa **lolloped** alone in the center, like yet another mossy fallen log, facing a soot-streaked fireplace still deep in last winter's ashes.

- a. drooped
- b. fell
- c. rolled
- d. rotted

...the chatter of a swooping **kingfisher**, the carol and **trill** of a dozen other kinds of birds, and occasionally the thrilling bass note of an unastonished bullfrog at ease somewhere along the muddy banks.

2. A kingfisher is a type of _____.

- a. bird
- b. frog
- c. mud
- d. fish

3. Trill most closely means _____.

- a. a search for food
- b. a swim in muddy water
- c. a song
- d. a nest

Discussion

When Tuck sees Winnie and is told that she knows about the spring, he looked at her with an expression that made her *feel like an unexpected present, wrapped in pretty paper and tied with ribbons*. Based on earlier descriptions of Tuck, does this surprise you? Explain.

Why do you think Tuck is so moved by Winnie's presence at their house?

Fosters and Tucks

Draw a Venn diagram to compare and contrast the Foster home and the Tuck home. Then, take the information from the diagram and write a paragraph (on a separate sheet of paper) in which you explain the similarities and differences between the two homes.

Tuck Everlasting
Chapters 11 & 12 ~ Symbolism & Dialect and Dialogue

Name _____

Date _____

Symbolism

Symbolism is the author's use of an object, person, place, or event that has both a meaning in itself and stands for something larger than itself.

Read the following passages.

It's a wheel, Winnie. Everything's a wheel, turning and turning, never stopping. The frogs is part of it, and the bugs, and the fish, and the wood thrush, too. And people. But never the same ones. Always coming in new, always growing and changing, and always moving on. That's the way it is...

...it goes on...But this rowboat, now, it's stuck. If we didn't move it out ourself, it would stay here forever, trying to get loose, but stuck. That's what us Tucks are, Winnie. Stuck so's we can't move on. We ain't part of the wheel no more. Dropped off, Winnie. Left behind...

Based on the above passages, what does the wheel most likely symbolize?

- a. the spring in the wood
- b. Winnie's family
- c. life
- d. independence

Dialect & Dialogue

Dialect is a form of language that is spoken by people in a certain place or by a certain group of people. Writers use dialect to make their characters more realistic. When characters are talking to one another, this is called dialogue.

In the above passage, who is talking? _____ To whom is this person talking?

_____ So, this is an example of a _____.

Underline the words the speaker uses in the passage that would be considered dialect.

Why do you think she uses this dialect for this character?

Tuck Everlasting
After Chapter 12 ~ Imagery & Figurative Language to Artwork

Name: _____ Date: _____

The sky was a ragged blaze of red and pink and orange, and its double trembled on the surface of the pond like color spilled from a paintbox. The sun was dropping fast now, a soft red sliding egg yolk, and already to the east there was a darkening to purple.

1. Underline the imagery in the above passage.
2. Circle the two metaphors (comparing two unlike things by calling one the other) in the passage.
3. Draw a box around the simile (comparing two unlike things using the words like or as).
4. What is meant by "its double trembled on the surface of the pond"?

5. All of the imagery and figurative language in this passage really puts a picture in our minds! Let's draw what we see in our mind's eye. On a separate sheet of paper, draw the scene described as Winnie and Tuck climb into the rowboat. Make sure you rely on the imagery to draw and color your picture just as Natalie Babbitt describes it.

Tuck Everlasting
Chapters 13 & 14 ~ Readers' Theater

Name _____

Date _____

Students build fluency through reading out loud, and at the middle school level, what better way to allow this than with readers' theater! Chapter thirteen and fourteen of *Tuck Everlasting* is perfect for this activity!

If you want to get your students' attention, read the beginning of this chapter with a monotone voice until they stop you and ask you why you are doing this. Tell them that when reading aloud, you should always read with expression. Next, read the section with expression, changing your voice to match each character.

There are a couple of ways to do readers' theater.

Option one is to have a whole class reading. This way, particular parts are not assigned. Whoever is in desk one reads the first line, the student in desk two reads the second line, and so on until all parts are read. Since there are most likely more lines than students in your class, you will have to have students read more than one part. Before starting, allow the students to find the part that they will read and read it to themselves silently. Tell them that there are a few hard words and that they should raise their hands if they need help pronouncing one before you begin. That way, you can discreetly go to a child's desk to help him/her with the word. Also, this makes all students feel comfortable with reading out loud.

Option two is to divide your class into groups. There are six speaking parts, so groups of five or six would be ideal. If you have to put five in a group, just have one person read two parts. After assigning parts in each group, allow some quiet time before beginning so that students can read over their parts and ask for help with words they may not know how to pronounce. Encourage them to read with expression! Have the groups read through the script. If a group finishes early, have them read it again. Once each group has read through the script once, stop the class. If you want, you could randomly pick one group to perform for the class.

Most students greatly enjoy readers' theater. The key is making sure they feel comfortable with the part that they will be reading. If you have struggling readers, you may want to give them the script the day before the reading and let them practice reading it at home. Have fun!

Tuck Everlasting
Readers' Theater Script ~ Chapter 13

Narrator 1: Sometime later, the man in the yellow suit slipped down from the saddle and tied the Tucks' old horse to a bar of the Fosters' fence.

Narrator 2: He tried the gate. It was unlocked. He pushed through and strode up the path to the door of the cottage.

Narrator 3: Though it was very late now, almost midnight, the windows glowed golden; the family had not gone to bed.

Narrator 1: The man in the yellow suit took off his hat and smoothed his hair with long white fingers. Then he knocked at the door.

Narrator 2: It was opened at once by Winnie's grandmother. The man started talking before she could even speak.

Man in the yellow hat: Ah! Good evening! May I come in? I have happy news for you. I know where they've taken the little girl.

Tuck Everlasting
Readers' Theater Script ~ Chapter 14

Narrator 3: There had been nothing for the Tucks to do but go to bed. It was too dark now to go out looking for the horse thief, and anyway, they had no idea when he had done his thieving or which way he'd gone.

Jesse: This beats all, though, don't it Pa, coming up to a person's house and stealing their horse right out from under their nose!

Tuck: I got to give you that. But the question is, was it just some ordinary thief, or was it someone that had a special reason? I don't like it. I got a bad feeling about the whole thing.

Mae: (spreading a quilt on the sofa, making it into a bed for Winnie) Hush now, Tuck. You're too much of a worrier. There's nothing we can do about it now, so there's no sense fussing. You got no reason to think there's anything peculiar about it anyway. Come on, we'll get a good night's sleep and figure it out in the morning when we're fresh. Boys, up you go, and don't get talking - you'll keep us awake. Winnie, child, you bed down, too. You'll sleep first-rate on the sofa here.

Narrator 1: But Winnie did not sleep at all, not for a long, long time. The cushions of the sofa were remarkably lumpy and smelled like old newspapers; and the chair pad Mae had given her for a pillow was thin and hard, and rough under her cheek.

Narrator 2: But far worse than this was the fact that she was still in her clothes, for she had firmly refused the offer of Mae's spare nightgown, with its seeming miles of faded cotton flannel. Only her own nightgown would do, and the regular bedtime routine; without them, she was painfully lonely for home.

Narrator 3: Her joy on the road that morning had completely disappeared; the wide world shrank and her oldest fears rolled freely in her consciousness. It was unbelievable that she should be in this place; it was an outage. But she was helpless to do anything about it, helpless to control it, and exhausted by the conversation in the rowboat.

Narrator 1: Was it true? Could they really never die, these Tucks? It had evidently not occurred to them that she might not believe it. They were only concerned that she keep the secret. Well, she did not believe it. It was nonsense. Wasn't it? Well, wasn't it?

Narrator 2: Winnie's head whirled. Remembering the man in the yellow suit was the only thing that kept her from weeping.

Winnie: (to herself) He's told them by now. They've been looking for me for hours. But they don't know where to look! No. The man saw which way we were headed. Papa will find me. They're out looking for me right now.

Narrator 3: She went over it again and again, lying wrapped in the quilt, while outside the moon rose, turning the pond to silver. There was a hint of mist, now that the air was cooler, and the frogs talked comfortably.

Narrator 1: Crickets soon joined in with their shrill, rhythmic song. In the table drawer, the mouse rustled softly, enjoying the supper of flapjack crumbs Mae had put in there for him. And at last these things were clearer in Winnie's ears than the voice of her thoughts.

Narrator 2: She began to relax, listening to the sound-filled silence. Then, just as she was drifting off to sleep, she heard soft footsteps and Mae was beside her.

Mae: (whispering) You resting easy, child?

Winnie: I'm all right, thank you.

Mae: I'm sorry about everything. I just didn't know no other way but to bring you back with us. I know it ain't very happy for you here, but...well...anyway, you have a good talk with Tuck?

Winnie: I guess so.

Mae: That's good. Well, I'm going back to bed. Get a good sleep.

Winnie: All right.

Mae: We been alone so long. I guess we don't know how to do with visitors. But still and all, it's a good feeling, you being here with us. I wish you was...ours. (touching Winnie's hair) Well, good night.

Winnie: Good night.

Narrator 3: Tuck came, too, a little later, to peer down at her anxiously. He was wearing a long white nightshirt and his hair was rumpled.

Tuck: Oh! You still awake? Everything all right?

Winnie: Yes

Tuck: I didn't mean to go disturbing you. But I been laying in there thinking I ought to be setting out here with you till you went to sleep.

Winnie: (surprised and touched) You don't have to do that. I'm all right.

Tuck: (uncertain) Well. . . but if you want something, will you holler? I'm just in the next room - I'd be out here like a shot. It's been quite a time since we had a natural, growing child in the house. . . We'll, try to get some sleep. The sofa there, I guess it ain't the kind of thing you're used to.

Winnie: It's fine.

Tuck: The bed's no better, or I'd switch with you.

Narrator 1: He didn't seem to know how to finish the conversation. But then he bent and kissed her quickly on the cheek, and was gone.

Narrator 2: Winnie lay with her eyes wide. She felt cared for and - confused. And all at once she wondered what would happen to the Tucks when her father came. What would he do to them? She would never be able to explain how they had been with her, how they made her feel.

Narrator 3: She remembered guiltily that at supper she had decided they were criminals. Well, but they were. And yet. . .

Narrator 1: And then a final visitor made her confusion complete. There was a creaking on the loft stairs and Jesse was looking down at her, very beautiful and eager in the faint blue moonlight.

Jesse: (whispering) Hey, Winnie Foster, you asleep?

Narrator 2: Winnie sat up and pulled the quilt around her in sudden embarrassment.

Winnie: No, not yet.

Jesse: Well then, listen. I have been thinking it over. Pa's right about you having to keep the secret. It's not hard to see why. But the thing is, you knowing about the water already, and living right next to it so's you could go there any time, well listen, how'd it be if you was to wait till you're seventeen, same age as me- heck that's only six years off- and then you could go and drink some, and then you could go away with me! We could get married, even. That'd be pretty good, wouldn't it! We could have a grand old time, go all around the world, see everything. Listen, Ma and Pa and Miles, they don't know how to enjoy it, what we got. Why heck, Winnie, life's to enjoy yourself, isn't it? What else is it good for? That's what I say. And you and me, we could have a good time that never, never stopped. Wouldn't that be something?

Narrator 3: Once more Winnie adored him, kneeling there beside her in the moonlight. He wasn't crazy. How could he be? He was just- amazing. But she was struck dumb. All she could do was stare at him.

Jesse: (whispering earnestly) You think on it, Winnie Foster. Think on it some and see if it don't sound good. Anyway, I'll see you in the morning. All right?

Winnie: (whispering) All right.

Narrator 1: He slipped away then, back up the creaking steps, but Winnie sat upright, wide awake, her cheeks burning. She could not deal with this remarkable suggestion, she could not think on it.

Narrator 2: For she didn't know what to believe about anything. She lay down again, finally, and stared into the moonlight for another half an hour before she fell asleep.

Tuck Everlasting
Chapters 15 & 16 ~ Irony

Name _____

Date _____

Verbal irony involves a contrast between what is said or written and what is meant. Example: if you call a really tall person, "Shorty"

Situational irony occurs when what happens is very different from what is expected to happen. Example: A man who has been afraid to fly in a plane all of his life finally gets the courage to do it, and then the plane crashes.

Dramatic irony occurs when the audience or the reader knows something a character does not know. Example: The reader knows who the criminal is, but the characters do not know.

After reading the definitions of the three types of irony, complete the following chart. Read each passage/description of events, decide which of the three types of irony is used, and then explain how you know that the type of irony you chose is correct.

Passage/Description of Event	Type of irony used	Explanation - What is ironic about this?
<p>The man in the yellow suit is at the Foster home. Winnie is on the couch at the Tuck home. (Mae, Tuck, and Jesse all come to check on her to make sure she is okay before going to sleep.) The Tucks are bringing her home the next day. The man in the yellow suit says the following to the Fosters: <i>... They're rough country people, the ones that took her. There's just no telling what illiterates like that might do... Of course you might find that child without me, but...you might not find her in time.</i></p>		
<p>The man in the yellow suit is telling the Fosters how they must write their agreement on paper. He says to them: <i>It's best, don't you agree, to keep things legal and tidy... You go for your local constable, and he and I will ride out and bring back the child and the criminals.</i></p>		

Discussion

The constable tells the man in the yellow suit that he is "a close-lipped feller". We, the readers, still do not know a name for the man. How does all of this add to the "villain-like" quality of this man? _____

Tuck Everlasting
Test Chapters 9-16

Name _____

Date _____

1. Who took Winnie fishing and explained why she had to keep quiet about the spring?
 - a. Miles
 - b. Jesse
 - c. Mae
 - d. Tuck

2. What type of figurative language is found in the following passage?

But everything else was motionless, dry as a biscuit, on the brink of burning, hoarding final reservoirs of sap, trying to hold out till the rain returned...

- | | |
|-------------|--------------------|
| a. simile | c. personification |
| b. metaphor | d. idiom |
3. What lived in a table drawer at the Tuck house?
 - a. a toad
 - b. a bird
 - c. a mouse
 - d. a spider

 4. How do the Tuck's earn money?
 - a. selling fish
 - b. selling things they grow
 - c. selling things they make
 - d. selling things they find and repair

 5. Who told the Fosters where Winnie was?
 - a. the constable
 - b. the man in the yellow suit
 - c. Miles
 - d. a neighbor

 6. Who stole the Tuck's horse?
 - a. Grandmother Foster
 - b. the man in the yellow suit
 - c. Winnie
 - d. a neighbor

...first we got to talk, and the pond's the best place. The pond's got answers. Come along, child. Let's go out on the water.

7. What answer did the pond have?
 - a. what the fish in the area eat
 - b. who the strange man was that was watching them
 - c. where the pond drains
 - d. what the natural order of life is

The rowboat slipped from the bank then, silently, and glided out, tall water grasses whispering away from its sides, releasing it.

8. What does the personification add to this passage?
- The grass adds to Winnie's comfort.
 - The grass reminds Winnie of her home and gives the reader insight as to the setting.
 - The grass' movement let Tuck know where the fish are.
 - The soft movement of the grass adds to the gentle tone.

*The water slipped past it, out between clumps of **reeds and brambles**, and gurgled down a narrow bed, over stones and pebbles, foaming a little. Moving swiftly now after its slow trip between the pond's wide banks.*

9. Using context clues, reeds and brambles are _____.
- fish and frogs
 - grasses and vines
 - people and birds
 - rocks and boulders
10. What is the name of the man in the yellow suit?
- Foster
 - Miles
 - Angus
 - none of these
11. Which Tuck wants Winnie to drink some of the magical spring water one day?
- Angus
 - Jesse
 - Mae
 - Miles
12. This person wants Winnie to drink from the spring when she turns _____.
- twelve
 - seventeen
 - twenty-five
 - forty
13. Before Winnie went to sleep at the Tuck's home, all of the following came to check on her **except** _____.
- Angus
 - Jesse
 - Mae
 - Miles
14. The man in the yellow suit tells the constable that he now owns _____.
- the Tuck's horse
 - the Foster's house
 - the Foster's wood
 - the town of Treegap
15. Which of the following words describe Jesse?
- fearful
 - happy-go-lucky
 - vengeful
 - self-absorbed

Tuck Everlasting
Answer Key - Chapters 9-16
 ARA = Accept Reasonable Answers

Chapters 9 & 10

Context Clues 1. a. drooped 2. b. bird 3. c. a song

Discussion ARA

Foresters and Tucks ARA

Chapters 11 & 12

Symbolism c. life

Dialect & Dialogue

In the above passage, who is talking? Tuck To whom is this person talking? Winnie So, this is an example of a dialogue.

It's a wheel, Winnie. Everything's a wheel, turning and turning, never stopping. The frogs is part of it, and the bugs, and the fish, and the wood thrush, too. And people. But never the same ones. Always coming in new, always growing and changing, and always moving on. That's the way it is..

...it goes on...But this rowboat, now, it's stuck. If we didn't move it out ourself, it would stay here forever, trying to get loose, but stuck. That's what us Tucks are, Winnie. Stuck so's we can't move on. We ain't part of the wheel no more. Dropped off, Winnie. Left behind..

ARA

Chapters 13 & 14 N/A

Chapters 15 & 16

Passage/Description of Event	Type of irony used	Explanation - What is ironic about this?
The man in the yellow suit is at the Foster home. Winnie is on the couch at the Tuck home. (Mae, Tuck, and Jesse all come to check on her to make sure she is okay before going to sleep.) The Tucks are bringing her home the next day. The man in the yellow suit says the following to the Fosters: <i>...They're rough country people, the ones that took her. There's just no telling what illiterates like that might do...Of course you might find that child without me, but...you might not find her in time.</i>	Dramatic	We, as the readers, know that the Tucks are not only taking care of Winnie, but they are also becoming very fond of her. The Fosters have no idea of how she is being treated. The Fosters will not have to find her because the Tucks are returning Winnie to her home the very next day.
The man in the yellow suit is telling the Fosters how they must write their agreement on paper. He says to them: <i>It's best, don't you agree, to keep things legal and tidy...You go for your local constable, and he and I will ride out and bring back the child and the criminals.</i>	Situational	We do not expect to have the man in the yellow suit call the Tucks criminals - he is one. And we do not expect to have him tell the Fosters to sign a paper to keep things legal and tidy when he is doing anything but that.

Discussion ARA

Test

Chapters 9-16

1. d 2. a 3. c 4. c 5. b 6. b 7. d 8. d 9. b 10. d 11. b 12. b 13. d 14. c 15. b

Tuck Everlasting
 Chapters 17 & 18 ~ Strong and Vivid Verbs

Name _____

Date _____

Strong and vivid verbs are words that describe the action in a sentence. Some verbs are "stronger" than others, and these are the ones that tend to make your writing more effective. Here's how it works: take a verb like fall and another verb with a similar meaning like plunge. Now, compare these two sentences: 1) I watched the rock fall into the water. 2) I watched the rock plunge into the water. In the first sentence, you learn that the rock fell, but in the second sentence you also learn how the rock fell. The word plunge means "to enter quickly and forcibly into something". So, with the word plunge, the reader gets all the meaning of the verb fall, plus the additional meaning that explains how the rock fell as well. Strong verbs SHOW, not just TELL!

In these chapters, the author uses many strong and vivid verbs. Read the following passages. Circle each strong verb then complete the chart. (Some sentences have more than one strong verb.)

- A. *Miles pushed the rowboat off and sprang in, and soon they were gliding up toward the near end of the pond, where the water came in from the stream.*
- B. *The mist was lifting now, as the sun poked up above the trees, and the water sparkled.*
- C. *Suddenly the cane pole jerked in her hands and bent into an arch, its tip dragged down nearly to the water's surface.*
- D. *But just as suddenly the pole whipped straight again and the line went slack.*
- E. *The sky was blue and hard now, the last of the mist dissolved, and the sun, stepping higher above the trees, was hot on Winnie's back.*
- F. *And then Miles caught a fish. There it flopped, in the bottom of the boat, its jaw working, its gills fanning rapidly.*
- G. *They sat in the parlor... The ceiling swam with bright reflections and sunlight streamed across the dusty, chip-strewn floor.*

Strong Verb(s) Used	Explain why this is an effective verb choice
A	
B	
C	
D	
E	
F	
G.	

Tuck Everlasting
Chapter 19 ~ Discussion

Name _____

Date _____

This chapter is full of surprises! Let's discuss some of them!

1. The man in the yellow suit revealed that he knew of an odd family. We know this to be the Tuck family. How does he come to know of this family?

2. What role does a music box play in the man in the yellow suit's discovery of the secret?

3. The man in the yellow suit wants the Tucks to "help" him with selling the spring water. They do not react well to this idea. Jesse even says, "You want us to be freaks." Do you feel that their reaction is normal or not? _____
How would you react to him if you were a member of the Tuck family?

4. Why is it ironic that the man in the yellow suit calls the Tucks selfish?

5. Just as Mae hits the man in the yellow suit and he drops to the ground, the constable rides up on his horse. What do you predict will happen next?

Tuck Everlasting
Chapter 19 ~ Propaganda / Advertisement Project

Name _____

Date _____

In this chapter, the man in the yellow suit tells the Tucks that he plans to sell the water. Reread the passage where he explains his plan.

...I'm not going to sell it to just anybody...only to certain people who deserve it. And, it will be very, very expensive. But who wouldn't give a fortune to live forever?

He plans to sell the water for a high price to an exclusive number of people. Help the man in the yellow suit develop an advertisement for the magical water! Make sure your ad is designed to focus on the rich and the powerful like the man in the yellow suit intends. It should be able to be used in newspapers across the nation. Your ad should include at least two of the seven common types of propaganda. (Your teacher will provide a handout and explanation of these.)

Use the following space to plan your advertisement.

Tuck Everlasting ~ Propaganda Techniques

Propaganda: An extreme form of persuasion for the purpose of getting people to do certain things or think a certain way. Propaganda appeals to emotions rather than to intellect, and many times, only one side of a situation is presented. Complete the chart by filling in the example column with commercials that you have seen.

Seven Common Types of Propaganda

Type	Definition	Example
Bandwagon	an appeal for others to "join the crowd" in order to be on the "winning side"	
Testimonial	a famous person <u>endorses</u> a product, person, or idea	
Card Stacking	presenting only the positive information and leaving out anything that may be negative	
Glittering Generalities	emotionally appealing words are used to describe a product or idea, but no evidence is given to support it	
Name Calling	the use of words that have a negative connotation	
Plain Folks	the use of common, ordinary people are used to promote a product	
Transfer	projecting the positive or negative qualities of a person, object, or value to another to make the second more acceptable or to discredit it	

Tuck Everlasting
Chapters 20, 21 & 22 ~ Poetry Writing Opportunity

Name _____

Date _____

Many exciting things happen in chapters twenty through twenty-two. You will take one exciting, descriptive passage from these chapters and turn it into a **found poem**. Follow the following directions to write your poem.

1. Find a passage from these three chapters that has a lot of imagery, detail, dialogue, and/or excitement. The passage should be fairly long. (See example.)
2. Get a separate sheet of paper to use for making a list of words, phrases, and/or sentences while you carefully reread the passage you selected. As you are rereading, you should make a list of around seventy-five words that are meaningful in your opinion. Make sure you keep your list in the order that the words appear in your chosen passage. It will be easier for you to make changes if you double space your list.
3. Read back over your list. Are there any that you can cut? Mark out the words that are dull or do not add any feeling or emotion. Take out words, phrases, and/or sentences that do not "fit" with your poem.
4. Now, use your edited list to write a rough draft of your poem on a separate sheet of paper. You are allowed to make MINOR changes in words - capital letters, tenses, possessions, contractions, etc. Only make changes that are needed to make your poem flow smoothly.
5. You may add up to three words (ONLY three!) to the found poem. Only add a word if it is needed to make your poem flow better for a reader.
6. Decide on a title for your poem. Make sure your title matches the tone of your poem.
7. Now you are ready to write the final draft. Make sure you arrange the words so that they "look like a poem". Use line breaks. You may want to use one or two words in some lines to place focus on them.
8. Make sure at the bottom of your final draft you give the name of the book and the author from where the words in your poem came.
9. Share your poem with your class!

Tuck Everlasting
Found Poem Examples

Passage:

But Winnie did not sleep at all, not for a long, long time. The cushions of the sofa were remarkably lumpy and smelled like old newspapers; and the chair pad Mae had given her for a pillow was thin and hard, rough under her cheek. But far worse than this was the fact that she was still in her clothes, for she had firmly refused the offer of Mae's spare nightgown, with its seaming miles of faded cotton flannel. Only her nightgown would do, and the regular bedtime routine; without them, she was painfully lonely for home. Her joy on the road that morning had completely disappeared; the wide world shrank and her oldest fears rolled freely in her consciousness. It was unbelievable that she should be in this place; it was an outrage. But she was helpless to do anything about it, helpless to control it, and exhausted by the conversation in the rowboat.

(Page 68 - *Tuck Everlasting*)

Double-spaced list of lines / sentences from the passage:

Winnie did not sleep

cushions of the sofa were remarkably lumpy and smelled like old newspapers

the chair pad for a pillow was thin and hard, rough under her cheek.

worse than this was she was still in her clothes

had firmly refused the offer of Mae's spare nightgown,

with its seaming miles of faded cotton flannel.

Only her nightgown would do,

and the regular bedtime routine;

without them, she was painfully lonely for home.

Her joy on the road that morning had completely disappeared;

The wide world shrank

and her oldest fears rolled freely in her consciousness.

Unbelievable that she should be in this place;

it was an outrage.

She was helpless to do anything about it,

helpless to control it,

exhausted by the conversation in the rowboat.

Rough Draft of Poem

*Winnie did not sleep.
Cushions of the sofa were
remarkably lumpy and
smelled like old newspapers.
The chair pad pillow was thin and hard,
rough under her cheek.
Worse
she was still in her clothes - had
refused the spare nightgown,
with its miles of faded cotton flannel.
Only her nightgown would do,
and the regular bedtime routine.
She was painfully lonely for home.
Her joy had completely disappeared;
The wide world shrank.
her oldest fears
rolled freely in her consciousness.
Unbelievable that she should be in this place;
it was an outrage.
She was helpless to do anything
helpless to control it,
exhausted.*

Happiness Lost

*She was painfully lonely.
Her joy had completely disappeared;
The wide world shrank.
Her oldest fears
rolled freely in her consciousness.
Unbelievable that she should be in
THIS place;
It was an outrage!
She was helpless to do anything!
Helpless to control it!
Exhausted!*

T.S.
May 19, 2010

Tuck Everlasting - Natalie Babbitt

Tuck Everlasting
Found Poem Rubric

Name: _____

Date: _____

Criteria	Possible Points	Points Earned
<p>Use of detail: Includes effective details from the original passage - those chosen go past the original meaning of the text</p>	25	
<p>Logical: The poem is written so that it is easy to understand. Each line is well written with few spelling, punctuation or grammar errors.</p>	25	
<p>Word Choices: The words chosen from the passage give the poem an effective, clear tone. No more than three words were added.</p>	25	
<p>Poetry Elements: The poem "looks like a poem". Focus has been placed on line breaks so that the poem flows smoothly. Title is effective.</p>	25	
TOTAL	100	

Tuck Everlasting
Chapters 23 & 24 ~ Poetry Analysis

Name _____

Date _____

While Winnie stands in the darkness outside of the jailhouse, she has lines from an old poem in her head:

*Stone walls do not a prison make,
Nor iron bars a cage.*

These lines are found in a poem written by Richard Lovelace titled "Stone Walls Do Not a Prison Make". After reading the poem carefully, write an interpretation of the poem in the margin beside it, then answer the questions that follow.

Stone Walls Do Not a Prison Make

Stone walls do not a prison make,
Nor iron bars a cage;
Minds innocent and quiet take
That for an **hermitage***;
If I have freedom in my love,
And in my soul am free,
Angels alone that soar above
Enjoy such liberty.

Richard Lovelace
1618 - 1657

***her·mit·age:** \hər-mə-tij\; *noun*

Date: 14th century

1 a : the habitation of a hermit **b :** a secluded residence or private retreat: hideaway **c:** monastery **2 :** the life or condition of a hermit

1. Who is the speaker of the poem? _____
2. Which of the following is the best theme for this poem?
 - a. Angels are beautiful and protective.
 - b. Children have innocent minds.
 - c. Only you have the power to imprison your mind.
 - d. The mind is a terrible thing to waste.
3. Which of the following is the best overall tone of this poem?
 - a. harsh and hateful
 - b. honest and profound
 - c. humorous and lighthearted
 - d. eloquent and encouraging
4. After reading the poem and the dictionary entry, which of the following would be a synonym for **hermitage**?
 - a. a large castle
 - b. a refuge
 - c. a sail boat
 - d. a shell
5. What is the rhyme scheme of the poem?
 - a. AABCCDD
 - b. ABCBCAB
 - c. ABABCDCD
 - d. None of these, it is free verse.

Tuck Everlasting

Chapter 25 & Epilogue ~ Silent Passage Analysis

Name _____

Date _____

Directions: Write each of these passages in the center of a separate sheet of paper or on the center of a sheet of chart paper. Then, have students silently read each passage and make a comment about them individually. (You could either pass around a sheet of paper or have students move around the room if you decide to use chart paper.) The comment may be their interpretation of the passage or what the passage means to them personally. You may find other passages in the book you would like to add to this activity.

. . . a feeling that the year had begun its downward arc, that the wheel was turning again, slowly now, but soon to go faster, turning once more in its changeless sweep of change.

. . .she (Winnie) had sobbed the only truth there was into her mother's shoulder, the only explanation: the Tucks were her friends. She had done it (took Mae's place in the cell) because- in spite of everything, she loved them.

Tuck. . . passed through an archway. . . squinting at the weedy rows of gravestones. . . he saw a tall monument. . . on it was carved one name: Foster...A family plot. And then his throat closed. For it was there. He had wanted it to be there, but now that he saw it, he was overcome with sadness. . . She's been gone two years.

Tuck Everlasting

Theme

Theme: the story's central message; a life lesson

Some things to remember about theme are:

- Theme is what the author wants you to remember most.
- Occasionally the theme is stated directly in the novel/passage.
- Most often, the theme is unstated and is revealed to the reader gradually throughout the novel/passage.
- Theme is written as a statement, not just a word.
- Different readers can have completely different theme statements. This is fine as long as each reader can support his/her idea with evidence from the novel/passage.

Plan for understanding theme in *Tuck Everlasting*:

Step 1: List words from the novel that express the big ideas or topics from the novel.

Step 2: Think about what the characters in the novel do and say that relate to the topics you listed above.

Step 3: Come up with a statement of the author's point or message based on one or more of your big ideas.

Step 4: Find passages and/or quotes from the novel that support your theme statement.

Tuck Everlasting
Writing Opportunity ~ News Report

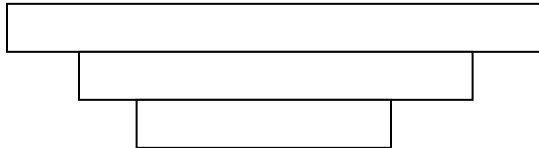
Name _____

Date _____

Imagine the constable's shock when he saw Winnie in the cell instead of Mae! There is no doubt that this event would have been big news in a little village like Treegap! Pretend that you work for the local newspaper, and write the news report.

Read the following information on writing a news report before you start.

- A news report is based on facts. Do not include your opinions.
- The first paragraph contains the most important information: Who? What? When? Where? Why? And How?
- It is arranged in an "inverted pyramid" style:



This means that facts are arranged from most important to least important. It allows you to see a lot of information quickly in the first couple of paragraphs. The least important facts are nearer the end.

Answer these questions in the lead of your news report:

1. Who is it about?
2. What happened?
3. When did it happen?
4. Where did it happen?
5. Why did it happen?
6. How did it happen?

Remember, not everyone knows what the reader knows. Write only what would appear in the newspaper. You cannot say that Miles took out the window, because the constable did not know this. You can, however, make up a statement that one of the characters like Winnie, the constable, or the Fosters would say for the article.

HeadLine: *Local Youth Found Inside Cell of Killer*

Tuck Everlasting

News Report Rubric

Name: _____

Date: _____

Criteria	Possible Points	Points Earned
Article based on Mae's arrest and escape; Winnie being in the locked cell	10	
Article gives facts and not opinions	15	
Article tells: Who _____ What _____ When _____ Why _____ Where _____ How? _____	50	
Organized, article "makes sense"	15	
Neat, well written with few (if any) spelling or grammatical errors	10	
Bonus: pictures, made to look like a "real" newspaper article, dateline/byline used correctly	10	
TOTAL	110	

Tuck Everlasting

Who's Who when it comes to Characters

Name _____ Date _____

Four common types of characters in a work of fiction are as follows:

- **The Protagonist** - This person is the principal driver of the effort to achieve the story's goal.
- **The Antagonist** - Usually, this is the "bad guy" or the villain who is opposed to the Protagonist's end goal. This person represents the drive to undermine success.
- **The Hero** - This is who the reader cheers for to see if they will win in the end. Sometimes, the hero and the protagonist are the same person, but sometimes they are two different people.
- **The Obstacle Character** - This character blocks or stands in the way of the protagonist, but is not necessarily the antagonist.

After reading about the different kinds of characters, think about the characters in *Tuck Everlasting*. Can you match one of the characters from the novel with each of the types listed above? Explain your answers.

Who is the protagonist? Why?

Who is the antagonist? Why?

Who is the hero? Why?

Who is the obstacle character? Why?

Static or Dynamic? Round or Flat?

Which characters are dynamic in this novel?

Which characters are static?

List three round characters. List three flat characters.

Tuck Everlasting
Writing Opportunity

Cinquain: a poem containing five lines

Write a cinquain poem using a character or object found in the novel as the basis of your poem. The cinquain format and topic suggestions are listed.

Cinquain Poem Format

Line 1: a noun

Line 2: two adjectives to describe the noun in line one

Line 3: three -ing verbs

Line 4: a phrase describing the noun in line one

Line 5: a synonym for the noun in line one

Possible Topics: Mae, Winnie, the spring, the wood, Jesse, Tuck, Miles

Tuck Everlasting
Literary Element Scavenger Hunt

Name _____

Date _____

Use the novel to find an example of each of the following.

Find a simile.

Page number: _____

Find an example of personification.

Page number: _____

Find a flashback. Write the first several words that begin the flashback.

Page number: _____

Find a passage that supports that Tuck is caring.

Page number: _____

Find one example of imagery.

Page number: _____

Find four strong verbs.

1. _____ (page number _____)

2. _____ (page number _____)

3. _____ (page number _____)

4. _____ (page number _____)

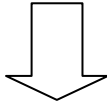
Tuck Everlasting

Final Test

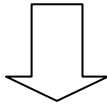
Name _____

Date _____

Winnie sees Jesse in the woods at the spring.



Jesse, Mae, and Miles take Winnie to their home to explain their problem.



Tuck explains the natural order of life to Winnie.

1. Which of the following belongs in the empty box?
 - a. Mae hits the man in the yellow suit in the head with the gun.
 - b. Winnie sits in the cell in Mae's place.
 - c. Winnie spends the night on the Tucks' couch.
 - d. The man in the yellow suit steals the Tucks' horse.

And before the thunder followed, in a pause while wind and rain held back for one brief moment, she thought she heard, fading in the distance, the tinkling little melody of the music box. The Tucks - her darling Tucks - were gone.

2. Based on the above passage, what does the music box most likely symbolize?
 - a. survival and hope
 - b. happiness and peacefulness
 - c. Miles' pride and determination
 - d. Mae's love for Miles and Jesse
3. Which of the following describes an internal conflict from the novel?
 - a. Winnie feels guilty about doing something else that she knows would be forbidden.
 - b. Miles gave a mighty heave on the window, but it did not budge.
 - c. Lightening flashed and thunder crashed in the swirling night sky.
 - d. Winnie flaps her feet and arms at a dog that comes too close the toad.

As she peered at them, the long hand snapped forward one more notch, with a loud click.

4. Which of the following words from the sentence is an example of onomatopoeia?
 - a. peered
 - b. long
 - c. notch
 - d. click

5. Which sentence contains personification?
- Winnie clasped her trembling hands thankfully.
 - And then the first drop of rain plopped precisely on the tip of her nose.
 - Was it rain on Mae's face?
 - When the thunder came, it tore the sky apart with its roar, and as it came, she pulled herself through, and dropped to the cot inside, unharmed.
6. Which of the following is the overall tone of this novel?
- eloquent and encouraging
 - profound and serious
 - whimsical and touching
 - sarcastic and stern
7. What genre is this book?
- a fairy tale
 - a myth
 - fiction
 - poetry
8. The protagonist is the main character of a story. Who is the protagonist in this novel?
- the man in the yellow suit
 - the constable
 - Winnie
 - Angus Tuck
9. The setting of the novel is _____.
- a small town in the present
 - a small town in the future
 - a small town in the past
 - none of these
10. Which of the following is a theme of the novel?
- It is important to hide things from your parents.
 - Life is meant to have a beginning and an end.
 - Toads make excellent pets.
 - Never talk to strangers.
11. Which of the following words describe Winnie?
- | | |
|--------------|---------------|
| a. caring | c. hateful |
| b. impulsive | d. overactive |
12. Which of the following best describes the relationship between Jesse and Winnie?
- | | |
|--------------|-----------------|
| a. loving | c. unsupportive |
| b. turbulent | d. one-sided |

13. In the novel, the use of the third-person point of view allows the author to -
- share the inner thoughts and feelings of more than one character.
 - concentrate on creating unusual characters.
 - create imagery throughout the book.
 - describe the story's setting in vivid details.
14. Which of the following is an external conflict?
- Winnie vs. her shame in breaking the law
 - Mae vs. the man in the yellow suit
 - Winnie vs. her fear of the unknown
 - Tuck vs. his sadness
15. Which of the following best describe the man in the yellow suit?
- patient and kind
 - timid and quiet
 - sneaky and selfish
 - angry and violent

Once she had hidden Jesse's bottle in a bureau drawer, there was nothing to do but wait.

16. What is in the bottle she puts in her bureau?
- Oil for getting the nails out of the window.
 - Water from the pond.
 - Water from the spring.
 - Perfume that he gave her as a gift.

But everything else was motionless, dry as biscuit, on the brink of burning, hoarding final reservoirs of sap, trying to hold out till the rain returned, and Queen Anne's lace lay dusty on the surface of the meadows like foam on a painted sea.

17. What types of literary elements are found in this passage?
- a simile and two metaphors
 - a simile, imagery, and a metaphor
 - a simile, personification, and imagery
 - two similes and imagery
18. How does Winnie feel about the Tucks?
- She is afraid of them.
 - She considers them her friends.
 - She considers them as thieves.
 - She feels they are now her family.

19. Which of the Tucks most enjoys the life that the water gave them?
- a. Jesse
 - b. Mae
 - c. Miles
 - d. Tuck
20. How did the man in the yellow suit come to know about the odd Tucks?
- a. He followed Mae from their house to the wood.
 - b. Winnie introduced them.
 - c. He read about them in a book.
 - d. From stories his grandmother told him
21. How does Mae get out of the jailhouse cell?
- a. She runs out of the front door.
 - b. Miles distracts the constable long enough for her to leave the jailhouse.
 - c. She climbs out of the window in her cell.
 - d. Tuck bails her out.
22. Why does Winnie get into the jailhouse cell?
- a. to give the Tucks more time to get away
 - b. to keep Mae company
 - c. because Jesse asks her to do it
 - d. to bring Mae food
23. What does Winnie put on the toad?
- a. leaves
 - b. a bowl
 - c. a collar
 - d. water from the spring
24. What happened to the wood?
- a. It was sold and houses were built there.
 - b. It burned down and had to be bulldozed.
 - c. A hotel was built on top of it.
 - d. Winnie was buried there.

*In Loving Memory
Winifred Foster Jackson
Dear Wife
Dear Mother
1870-1948*

25. The inscription on Winnie's tombstone lets the reader know all the following except that
- a. she married and had children.
 - b. she decided not to drink the spring water.
 - c. she was seventy-eight when she died.
 - d. she named her son Tuck.

Tuck Everlasting
Answer Key - Chapters 17-Epilogue
 ARA = Accept Reasonable Answers

Chapters 17 & 18

Strong Verb(s) Used	Explain why this is an effective verb choice
A sprang, gliding	You can tell that Miles moved in a quick motion to get into the boat and the boat moves smooth.
B poked, sparkled	It lets the reader know that the sun is slowly rising and the water is pretty and bright.
C jerked, dragged	We "see" the pole move in a quick, rough motion. The fish must be large if it drags the tip.
D whipped	The pole straightened back up very quickly.
E dissolved, stepping	The mist is slowly moving away as the sun rises. The sun is personified with the verb <i>stepping</i> .
F flopped, fanning	We are able to see the fish moving in a clumsy, awkward way in the boat's bottom.
G. swam, streamed	These verbs make the unkempt room seem almost pretty because of the sunlight.

Chapter 19

Discussion - ARA

Type	Definition	Example
Bandwagon	an appeal for others to "join the crowd" in order to be on the "winning side"	Millions of people are using this soap! Shouldn't you buy some today?
Testimonial	a famous person <u>endorses</u> a product, person, or idea	Tiger Woods, a famous golfer, says that he eats a particular kind of cereal.
Card Stacking	presenting only the positive information and leaving out anything that may be negative	This detergent will get your clothes as clean as the day you purchased them. And, you never have to worry about fading!
Glittering Generalities	emotionally appealing words are used to describe a product or idea, but no evidence is given to support it	Our face lotion will give you younger, radiant skin instantly. Your friends will think you spent time with a plastic surgeon!
Name Calling	the use of words that have a negative connotation	My opponent is not supportive of public education. Furthermore, she refuses to realize that credit card reform is needed in this country.
Plain Folks	the use of common, ordinary people are used to promote a product	Busy moms everywhere serve their families our pasta!
Transfer	projecting the positive or negative qualities of a person, object, or value to another to make the second more acceptable or to discredit it	A used car salesman stands in front of a large American flag as he shows the newest car available on his lot.

Chapters 23 & 24

Stone Walls Do Not a Prison Make

Stone walls do not a prison make,
Nor iron bars a cage;
Minds innocent and quiet take
That for an **hermitage***;
If I have freedom in my love,
And in my soul am free,
Angels alone that soar above
Enjoy such liberty.

walls and bars around you can not imprison you

keep your thoughts right - innocent and quiet
if you do that, even if you are somewhere you do not want to
be, you will be free in your own refuge
if you have no worries, and your soul is good, then no
matter what, you are free.
Only angels can soar higher than you if you have a positive
state of mind.

1. Who is the speaker of the poem? A person that is in prison or a place he does not want to be - but refuses to be negative and give in to bad thoughts.
2. c
3. d
4. b
5. d

Literary Element Scavenger Hunt

Find a simile.

ARA -

Possible answer: page 3 - The first week of August hangs at the very top of summer....like the highest seat of a Ferris wheel when it pauses in its turning.

Find an example of personification.

ARA -

Possible answer: page 47

...the graceful arms of the pines stretched out protectively in every direction.

Find a flashback. Write the first several words that begin the flashback.

ARA -

Possible answer: page 128 - For the hundredth time she reviewed it all: how the constable had come into the cell soon after....

Find a passage that supports that Tuck is caring.

ARA -

Possible answer: page 128 - When he comes to check on Winnie on the night she is spending at his house. He tells her he will sit in the room with her until she falls asleep.

Find one example of imagery.

ARA -

Possible answer: page 127 - Winnie...could hear the new note in the voices of birds. Whole clouds of them lifted, chattering, into the sky above the wood, and then settled, only to lift again. Across the toad, goldenrod was coming into bloom. And an early-drying milkweed had opened its rough pod, exposing a host of downy-headed seeds.

Find four strong verbs.

1. Winnie squirmed (page number 119)
2. light streamed (page number 129)
3. plucked at the grass (page number 130)
4. it bounced out (page number 131)

Final Test

1. d 2. b 3. a 4. d 5. d 6. c 7. c 8. c 9. c 10. b 11. a 12. a
13. a 14. b 15. c 16. c 17. d 18. b 19. a 20. d 21. c 22. a 23. d 24. b
25. d

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