



TEACHER'S PET PUBLICATIONS

LITPLAN TEACHER PACK™

for

Tuck Everlasting

based on the book by
Natalie Babbitt

Written by
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A FEW NOTES ABOUT THE AUTHOR NATALIE BABBITT

BABBITT, Natalie (1932-). Natalie Babbitt was born and grew up in Dayton, Ohio. In her youth she liked to read fairy tales and myths, but her favorite hobby was to draw. She received early art lessons, seen to by her portrait-painting mother, and wanted only to be an illustrator. After graduating from Smith College, where she specialized in art, she married Samuel Babbitt, an academic administrator. She spent the next ten years raising their three children born between 1956 and 1960.

In 1966 she and her husband decided to collaborate on a children's book, *The Forty-Ninth Magician*. Following that joint venture, Mr. Babbitt was named president of Kirkland College in Clinton, New York. Finding herself without a writer, Mrs. Babbitt decided to try writing on her own, and now finds that though she still enjoys illustrating, she finds writing is equally challenging and satisfying.

Believing she could do best with rhyme in the beginning, she wrote her first two books, *Dick Foote and the Shark* and *Phoebe's Revolt*, in verse. Next came *The Search for the Delicious*, which is rooted in all the fairy tales she read as a child. *Kneeknock Rise* and *Goody Hall*, two of her novels were next with *The Something*, a picture book, falling in between.

She has continued to illustrate for others, as well as herself. She has written and illustrated two books of stories about the devil called *The Devil's Storybook* and *The Devil's Other Storybook*. Three novels were written in between those two: *Tuck Everlasting*, the modern classic which explores the possibility that endless life may be more of a curse than a blessing; a seashore fantasy/love story, *The Eyes of the Amaryllis* and *Herbert Rowbarge*, the story of a man who never knows he has a twin brother. Her first full color picture book, *Nellie: A Cat on Her Own* has received professional praise calling it a charming fantasy with the same graceful and precise language as *Tuck Everlasting*. Natalie Babbitt, a descendent of Zane Grey and the grandmother of three, lives in Providence, Rhode Island.

INTRODUCTION - *Tuck Everlasting*

This unit has been designed to develop students' reading, writing, thinking, and language skills through exercises and activities related to *Tuck Everlasting* by Natalie Babbitt. It includes twenty lessons, supported by extra resource materials.

The **introductory lesson** introduces students to the theme of the novel (everlasting life) through a cooperative learning activity. Following the introductory activity, students are given an explanation of how the activity relates to the book they are about to read. Following the transition, students are given the materials they will be using during the unit.

The **reading assignments** are approximately twenty pages each; some are a little shorter while others are a little longer. Students have approximately 15 minutes of pre-reading work to do prior to each reading assignment. This pre-reading work involves reviewing the study questions for the assignment and doing some vocabulary work for 10 vocabulary words they will encounter in their reading.

The **study guide questions** are fact-based questions; students can find the answers to these questions right in the text. These questions come in two formats: short answer or multiple choice. The best use of these materials is probably to use the short answer version of the questions as study guides for students (since answers will be more complete), and to use the multiple choice version for occasional quizzes. It might be a good idea to make transparencies of your answer keys for the overhead projector.

The **vocabulary work** is intended to enrich students' vocabularies as well as to aid in the students' understanding of the book. Prior to each reading assignment, students will complete a two-part worksheet for 10 vocabulary words in the upcoming reading assignment. Part I focuses on students' use of general knowledge and contextual clues by giving the sentence in which the word appears in the text. Students are then to write down what they think the words mean based on the words' usage. Part II nails down the definitions of the words by giving students dictionary definitions of the words and having students match the words to the correct definitions based on the words' contextual usage. Students should then have an understanding of the words when they meet them in the text.

After each reading assignment, students will go back and formulate answers for the study guide questions. Discussion of these questions serves as a **review** of the most important events and ideas presented in the reading assignments.

After students complete extra discussion questions, there is a **vocabulary review** lesson which pulls together all of the fragmented vocabulary lists for the reading assignments and gives students a review of all of the words they have studied.

Following the reading of the book, two lessons are devoted to the **extra discussion questions/writing assignments/activities**. These questions focus on interpretation, critical analysis and personal response, employing a variety of thinking skills and adding to the students' understanding of the novel. These questions are done as a **group activity**. Using the information they have acquired so far through individual work and class discussions, students get together to further examine the text and to brainstorm ideas relating to the themes of the novel.

The group activity is followed by a **reports and discussion/ activity** session in which the groups share their ideas about the book with the entire class; thus, the entire class gets exposed to many different ideas regarding the themes and events of the book.

There are three **writing assignments** in this unit, each with the purpose of informing, persuading, or having students express personal opinions. The first assignment gives students the opportunity to express their personal ideas: students will defend their choice about whether to drink or not to drink from the spring that grants eternal life. The second assignment is to inform: students will create an advertisement that the man in the yellow suit might have used to sell the spring water. The third assignment is to give students a chance to persuade: students will pretend to be either Mae's defense or prosecuting attorney and present their closing remarks to the jury at her trial.

In addition, there is a **nonfiction reading assignment**. Students are required to read a piece of nonfiction related in some way to *Tuck Everlasting*. After reading their nonfiction pieces, students will fill out a worksheet on which they answer questions regarding facts, interpretation, criticism, and personal opinions. During one class period, students make **oral presentations** about the nonfiction pieces they have read. This not only exposes all students to a wealth of information, it also gives students the opportunity to practice **public speaking**.

There is an optional **class project** (The Treegap Times) through which students will have the opportunity to contribute to the compilation of a class newspaper.

The **review lesson** pulls together all of the aspects of the unit. The teacher is given four or five choices of activities or games to use which all serve the same basic function of reviewing all of the information presented in the unit.

The **unit test** comes in two formats: all multiple choice-matching-true/false or with a mixture of matching, short answer, and composition. As a convenience, two different tests for each format have been included.

There are additional **support materials** included with this unit. The **unit resource section** includes suggestions for an in-class library, crossword and word search puzzles related to the novel, and extra vocabulary games and worksheets. There is a list of **bulletin board ideas** which gives the teacher suggestions for bulletinboards to go along with this unit.

In addition, there is a list of **extra class activities** the teacher could choose from to enhance the unit or as a substitution for an exercise the teacher might feel is inappropriate for his/her class. **Answerkeys** are located directly after the **reproducible student materials** throughout the unit. The student materials may be reproduced for use in the teacher's classroom without infringement of copyrights. No other portion of this unit may be reproduced without the written consent of Teacher's Pet Publications, Inc.

UNIT OBJECTIVES - *Tuck Everlasting*

1. Through reading Natalie Babbitt's *Tuck Everlasting*, students will be introduced to the concept of eternal life.
2. Students will be able to differentiate between characters as protagonist or antagonist.
3. Students will be able to recognize the genre of fantasy.
4. Students will gain appreciation for and demonstrate proficiency in identifying and using figurative language.
5. Students will demonstrate their understanding of the text on four levels: factual, interpretive, critical and personal.
6. Students will be given the opportunity to practice reading aloud and silently to improve their skills in each area.
7. Students will answer questions to demonstrate their knowledge and understanding of the main events and characters in *Tuck Everlasting* as they relate to the author's theme development.
8. Students will enrich their vocabularies and improve their understanding of the novel through the vocabulary lessons prepared for use in conjunction with the novel.
9. The writing assignments in this unit are geared to several purposes:
 - a. To have students demonstrate their abilities to inform, to persuade, or to express their own personal ideas
Note: Students will demonstrate ability to write effectively to inform by developing and organizing facts to convey information. Students will demonstrate the ability to write effectively to persuade by selecting and organizing relevant information, establishing an argumentative purpose, and by designing an appropriate strategy for an identified audience. Students will demonstrate the ability to write effectively to express personal ideas by selecting a form and its appropriate elements.
 - b. To check the students' reading comprehension
 - c. To make students think about the ideas presented by the novel
 - d. To encourage logical thinking
 - e. To provide an opportunity to practice good grammar and improve students' use of the English language.
10. Students will read aloud, report, and participate in large and small group discussions to improve their public speaking and personal interaction skills.

READING ASSIGNMENT SHEET - *Tuck Everlasting*

Date Assigned	Reading Assignment (Chapters)	Completion Date
	Prologue-Chapter 4	
	Chapters 5-8	
	Chapters 9-13	
	Chapters 14-18	
	Chapters 19-22	
	Chapters 23-Epilogue	

UNIT OUTLINE - *Tuck Everlasting*

1 Introduction Materials PVR Prologue- Ch. 4	2 Study ? Prologue-Ch. 4 PVR Ch. 5-8	3 Read Ch. 5-8 Oral Reading Evaluation	4 Study? Ch. 5-8 Writing Assignment #1	5 Nonfiction Reading PVR Ch. 9-13
6 Study ? Ch. 9-13 PVR Ch. 14-18	7 Study ? Ch. 14- 18 PV Ch. 19-22	8 Figurative Language	9 Read Ch. 19-22 Writing Conference	10 Study ? Ch. 19- 22 Writing Assignment #2
11 Work Session Ads PV Ch. 23- Epilogue	12 Read Ch. 23- Epilogue Protagonist/ Antagonist	13 Study? Ch. 23- Epilogue Writing Assignment #3	14 Extra Discussion Questions	15 Extra Discussion Questions
16 Share Nonfiction & Writing Assignments	17 Vocabulary Review	18 Review	19 Test	20 Project

Key: P = Preview Study Questions V = Vocabulary Work R = Read

LESSON ONE

Objectives

1. To introduce the *Tuck Everlasting* unit
2. To introduce the theme of everlasting life
3. To distribute books and other related materials
4. To model effective oral reading skills by reading the prologue and chapter 1 aloud to the class
5. To have students identify the setting and point of view

Activity #1

Begin lesson by asking students the advantages and disadvantages of being ten or eleven years old. Continue by discussing advantages and disadvantages of various other ages by small groups (i. e each group discuss a different age). Focus on the most desirable age reached by class consensus. Ask students how they would feel if they could live forever and what makes them feel that way.

TRANSITION: Explain to students that *Tuck Everlasting*, the book they are about to read, is a fantasy. Allow students to share their concept of what comprises a fantasy and ask them to share other fantasies they have read and what makes them a fantasy. Then explain that something fantastic has happened to four of the characters in our novel, they have been the same age for eighty-seven years, without changing one bit. They have everlasting life!

Activity #2

Distribute the materials students will use in this unit. Explain in detail how students are to use these materials.

Study Guides Students should preview the study guide questions before each reading assignment to get a feeling for what events and ideas are important in that section. After reading the section, students will (as a class or individually) answer the questions to review the important events and ideas from that section of the book. Students should keep the study guides as study materials for the unit test.

Vocabulary Prior to reading a reading assignment, students will do vocabulary work related to the section of the book they are about to read. Following the completion of the reading of the book, there will be a vocabulary review of all the words used in the vocabulary assignments. Students should keep their vocabulary work as study materials for the unit test.

WRITING ASSIGNMENT #1 - *Tuck Everlasting*

PROMPT

This entire story revolves around the secret of the magic spring. As you are now aware, the Tucks came across this place purely by coincidence. They were thirsty and drank from the spring unknowingly. If they would have known the spring's power, do you think they still would have drunk it?

Your assignment is to state your position on drinking from the spring. Would you personally, if you had the opportunity, drink from the magical water and gain eternal life? Or would you select to live out a normal life cycle like the rest of us mortals?

PREWRITING

A good way to start is to think about what it would be like to remain the same age forever. What would be the advantages, the disadvantages? How would you spend your time? How would you relate to your friends and family who would continue to age when you wouldn't. Do the positive points outweigh the negative ones in your mind? Make notes about these and any other ideas you may have concerning this topic.

DRAFTING

You should begin your paper with an introductory paragraph giving your reader some background information on this novel's plot and your possible opportunity. Include the personal decision you have made.

The body of your composition should contain all the reasons you chose the decision you made. Use your notes about the good and bad points to help you get started. This is where you need to include your feelings and attitudes about the decision you made and why you made it.

Write a final paragraph in which you conclude how this decision would affect your life and how you would handle it.

PROMPT

When you finish the rough draft of your paper, ask a student who sits near you to read it. After reading your rough draft, he/she should tell you what he/she liked best about your work, which parts were difficult to understand, and ways in which your work could be improved. Reread your paper considering your critic's comments, and make the corrections you think are necessary.

PROOFREADING

Do a final proofreading of your paper double-checking your grammar, spelling, organization, and the clarity of your ideas.