

Prestwick PowerPacks™

Practical Activities for Comprehension and Key Skills



Tuck Everlasting

by Natalie Babbitt

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Name: _____

Date: _____

Activity I: Connecting with Literature **Pre-Reading**

Imagine that you have just been offered the chance to drink from the fountain of youth, which would allow you to live forever. How would you respond? Would you accept or decline the opportunity? Why would you choose as you do? Record your thoughts in the following **PRE-READING CHART**. Then, you will discuss your answers with the rest of your class.

PRE-READING CHART

Question	Answer
What do you think the fountain of youth would do for you?	
How would you benefit from living forever?	
Would there be any problems with living forever? Name them.	
Would you get older, or would you remain the same age?	
Would you choose to live forever? Explain.	

Student's Page

Name: _____

Date: _____

Activity I: Foreshadowing Prologue

Foreshadowing is the use of hints or clues in a story to suggest what action is to come. Authors frequently use foreshadowing to create interest and build suspense. Instead of simply stating the facts, the author sometimes give hints about what will happen in the novel. For example, in the Prologue, Natalie Babbitt hints that some of the events in *Tuck Everlasting* will be unpleasant.

In one to two paragraphs, write in your own words what Babbitt is predicting in the prologue. We have started the first paragraph for you. Support the predictions with the clues you find in the Prologue.

Natalie Babbitt begins her foreshadowing Prologue by telling readers that...

Name: _____

Date: _____

Activity I: Vocabulary **Chapters 1–4**

Context clues can help you determine the meaning of new words. These clues can be descriptions, actions and reactions, opinions, and direct definitions. They often appear in the same sentence as the unfamiliar word, or within two sentences before or after it. In addition, some words have more than one meaning. The word *manage*, for example, can mean to handle the business of a company, take control over, succeed in achieving, accomplish, or cope.

Each word in the following **CONTEXT CLUES CHART** has appeared somewhere in Chapters 1–4. Each one has more than one usage, and thus can be used in different situations. The author has provided context clues to help you understand each word's meaning.

The chart contains two definitions for each vocabulary word. You must choose and circle the most appropriate meaning of each as it relates to the novel.

Working in pairs, read the following words and their definitions. Then, look up each word in the novel (the page numbers are provided). In the **CONTEXT CLUES CHART**, circle the definition that fits the meaning of the word as it is used in the novel. Finally, write the context clues that you used to determine each word's meaning in the last column. The first one has been done for you as an example.

CONTEXT CLUES CHART

Vocabulary Words	Page #	Definitions	Context Clues from the Novel
Amble	5	<div style="border: 1px solid black; border-radius: 50%; padding: 2px; display: inline-block;">to move along easily</div> a type of horse trot	“wandered,” “easy angles,” “swayed off,” “pleasant tangent”
Tranquil	5	noiseless unhurried	
Bovine	5	sluggish like cows	
Oppressive	6	powerful weighty	
Forlorn	6	sad pitiful	
Accessible	7	easily purchased easily entered	
Melancholy	9	gloomy sad	
Hysterical	13	panic-stricken hilarious	
Exasperated	16	angered annoyed	
Jaunty	17	polite buoyant	

Name: _____

Date: _____

Activity II: Map-Making**Chapters 1–4**

Natalie Babbitt clearly describes the setting where the action of the book takes place. She describes the location as if she has been there and takes the reader on an imaginary trip through Treegap Village. From the description of the town as the author relates it, draw a map of the road to Treegap on a separate sheet of paper. Include as much as you can of what you see as you approach and go through the town. Make it colorful and organized. Be creative! For example, you may draw your map by hand, compose it on a computer, or construct a collage out of pictures from a magazine.

Include:

- the hill
- the cows
- the wood
- the Fosters' house
- the iron fence
- the jail
- the gallows

Name: _____

Date: _____

Activity III: Figurative Language **Chapters 1–4**

In Chapter 4, the author thoroughly describes a stranger who appears at the Fosters fence. She has him “strolling up the road” and pausing at the Fosters gate. (Pg. 17) Immediately, you visualize the image of someone who is not in a hurry, and when he stops to speak with Winnie, you form a picture of him.

In another paragraph, you see the man is tall and “narrow” with a beard that doesn’t seem to be full or healthy looking. (Pg. 17) He is wearing a “jaunty” yellow suit, and the color of the clothing indicates a certain mood about the stranger. (Pg. 17) His yellow suit says that he is unusual and conspicuous.

In two or more paragraphs, choose any other character, object, or scene mentioned in the first four chapters, and write a descriptive passage that would help the reader visualize your interpretation of the person or setting. Remember that effective description makes use of the five senses. Describe the sights, sounds, textures and temperatures, tastes, and odors. In addition, include figurative language, such as personification, similes, metaphors, and onomatopoeia.

Read through the **SAMPLE PRE-WRITING CHART**. Then, use the following **PRE-WRITING CHART** to help you gather you thoughts. First, fill in the character, object, or scene that you will write about descriptively. Then, for each sense, add at least 3 details that describe your topic. Sometimes, a certain sense will not apply, as in the following example; you would not taste the toad.

SAMPLE PRE-WRITING CHART FOR THE TOAD

Character, Object, or Scene	Toad
Sight words	dull brown; the size of a large strawberry; motionless
Sound words	silent; soft, dry thud as he hops; deep croaking like the creak of a loose floorboard
Touch words	dry; bumpy; wiggly
Taste words	not applicable
Smell words	leafy and hot, like a pool of stagnant water; faint and musty; like dirt

Name: _____

Date: _____

PRE-WRITING CHART

Character, Object, or Scene	
Sight words	
Sound words	
Touch words	
Taste words	
Smell words	

Now, use the details you included in your **PRE-WRITING CHART** to write your essay. Remember to be as descriptive as possible.



Name: _____

Date: _____

Activity I: Reading Aloud**Chapters 5–8**

Literature can come alive for us when we hear it read aloud. When read with proper emotion and speed, passages become more vivid and interesting, and the listener can better imagine the characters and their actions. With your small group, you will “perform” a selection from the novel by reading it aloud with feeling.

Your group should first choose a passage from Chapters 5–8 of *Tuck Everlasting*. Be sure your selection is approximately four pages long. Check the **SIGN-UP SHEET** to be sure no other group has already chosen the same passage. Add your group name and the pages you will read to the **SIGN-UP SHEET**.

To prepare for your performance, reread your passage silently. Then, assign equal portions of the text to each member of the group. Practice your parts by reading them out loud with your group. Since you will be *reading* your passage to the class, not acting it out, you do not need to worry about gestures or facial expressions; instead, you should concentrate on conveying emotions with your voice. Decide which feelings and attitudes exist in your passage. Use your voice to make your reading interesting and to portray moods, such as joy, excitement, anger, disappointment, and fear. Remember that changing your volume can help convey emotion; you might raise your voice to a near-shout or lower it to a whisper. You might also experiment with your pace, speeding up at exciting parts and slowing down at calmer ones.

After you practice your passage, perform it for your classmates. Keep your audience listening by making your reading full of feeling.

Name: _____

Date: _____

Activity I: Metaphors **Chapters 9–14**

A metaphor is a literary term that makes a comparison in which one thing is described in terms of another. For example, in Chapter 10, Babbitt writes, “The Foster women had made a fortress out of duty.” (Pg. 50) The metaphor compares their duty of keeping their houses and belongings neat and clean to a fortress. They use that duty as a stronghold against outside forces. It makes them feel safe, strong, full of purpose; and it is their justification for living.

In Chapter 12, Babbitt writes, “The sky was a ragged blaze...” (Pg. 60)
First, explain what this metaphor means. “The sky was a ragged blaze...” (Pg. 60)
means...

The colors of the sky are compared to the pointed spikes of a fire.

Now, choose any **four** objects or settings from Chapters 9–14 and rewrite a descriptive sentence from the novel as a metaphor. Be sure to note the page number for the objects or settings that you choose, and quote the sentence that you are rewriting. The first one has been done for you as an example.

“The rowboat slowed and began to drift gently toward the farthest end of the pond.”
(Pg. 61)

is rewritten as the metaphor:

The rowboat was a whale that saw land approaching and slowed down to meet the end of the pond without a bump.

Student's Page

Name: _____

Date: _____

is rewritten as the metaphor:

is rewritten as the metaphor:

is rewritten as the metaphor:

is rewritten as the metaphor:
