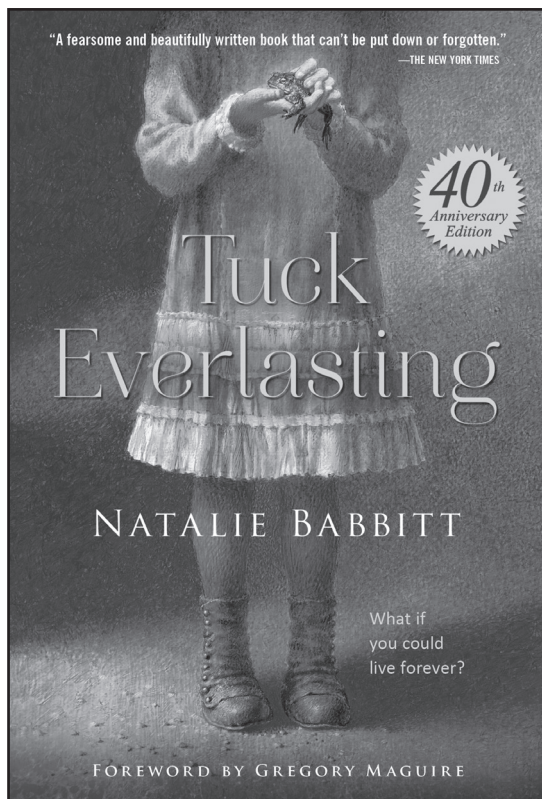


A TEACHER'S GUIDE FOR Tuck Everlasting

BY NATALIE BABBITT

FOR
USE WITH
COMMON CORE
STATE
STANDARDS



Ages 10-18

PB 9781250059291

HC 9780374301675

ABOUT THE BOOK:

Blessed with—or doomed to—eternal life after drinking from a magic spring, the Tuck family wanders about trying to live as inconspicuously and comfortably as they can. When ten-year-old Winnie Foster stumbles on their secret, the Tucks take her home and explain why living forever at one age is less of a blessing than it might seem. Complications arise when Winnie is followed by a stranger who wants to market the spring water for a fortune.

ABOUT THE AUTHOR:



A gifted artist and writer, **NATALIE BABBITT** is the award-winning author of the modern classic *Tuck Everlasting*, *The Eyes of the Amaryllis*, *Kneeknock Rise*, and many other brilliantly original books for young readers.

To attain specific Common Core grade-level standards for their classrooms and students, teachers are encouraged to adapt the activities listed in this guide to their classes' needs. You know your kids best!



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DISCUSSION QUESTIONS

1. Why is Winnie so dissatisfied with her life? Why does she want to run away?
2. Why is it significant that the road was built around the woods instead of through it? What would the people have discovered if they had been able to walk through the woods?
3. Why are the Tucks so excited to meet Winnie and to have her stay with them for a few days? How does Angus describe Winnie?
4. What is Winnie's response to the Tucks and her kidnapping? Why do the Tucks take Winnie to their cottage?
5. Why is Winnie so amazed at the inside of the Tuck's home? How does she describe it?
6. How do each of the Tucks deal with their immortality?
7. How does Mae's music box bind the characters together?
8. How does Angus use the pond to give Winnie answers to her questions about immortality?
9. What character traits does the man in the yellow suit possess? What is his purpose in trying to help Winnie return to her home? Why does he think the Tucks are selfish?
10. Why does Mae hit the man in the yellow suit in the head? Was she justified in killing him to keep the secret safe? Why or why not?
11. Why is it so important that Mae not be hung? How does Winnie help Mae escape?
12. What role does the toad play in Winnie's life? Why does she pour the water on it?

CCSS: L.4.1, L.4.3, L.5.1, L.5.3, L.6.1, L.6.3; RL.4.1, RL.5.1, RL.6.1; SL.4.1, SL.5.1, SL.6.1

LIVE AND LET LIVE

Angus Tuck describes in detail the negative impact of immortality. Angus, Mae, and Miles are in agreement about the drawbacks of their lives, but Jesse disagrees. Working with a partner, ask students to write a poem-for-two-voices about immortality as told by Jesse and one of the other characters. Poems should express both the positive and negative aspect of immortality. Have students practice and present their poems to the class.

CCSS: L.4.1, L.4.2, L.5.1, L.5.2, L.6.1; RL.4.1, RL.5.1, RL.6.1; W.4.1, W.4.4, W.5.1, W.5.4, W.6.1, W.6.4

LIFE OR DEATH: WINNIE'S CHOICE

After the Tucks leave, Winnie has a choice to make. Based on Winnie's characterization, ask students to write a letter to the Tucks from Winnie explaining her choice and using specific details from the text that justify her decision. Then have students exchange letters with a partner, and have the partner write a response to Winnie's letter from the viewpoint of one or more of the Tucks explaining their feelings about Winnie's choice.

CCSS: L.4.1, L.4.2, L.5.1, L.5.2, L.6.1; RL.4.1, RL.4.3, RL.5.1, RL.5.3, RL.6.1, RL.6.3; W.4.1, W.4.4, W.5.1, W.5.4, W.6.1, W.6.4

THE WHEEL: A CIRCLE OF LIFE

Ask students to find the references to a wheel in the novel, including the Ferris wheel and Angus Tuck's reference to a wheel. Then ask students to think about what the wheel symbolizes and who might be represented as the hub and spokes. Have students write a brief essay about the symbolism of the wheel and include a thematic statement based on that symbolism. Then have students create a visual display that includes the explanation of the symbolism, the thematic statement, and evidence and excerpts from the text that support their ideas. Have students share and display their wheel interpretations.

CCSS: L.4.1, L.4.2, L.5.1, L.5.2, L.6.1; RL.4.1, RL.4.2, RL.5.1, RL.5.2, RL.6.1, RL.6.2; W.4.2, W.4.4, W.5.2, W.5.4, W.6.2, W.6.4

METAPHORS AND MEANING

The text of *Tuck Everlasting* is packed with metaphors to help convey meaning to the reader. Ask students to define the term "metaphor" and to find examples throughout the novel. With a partner, ask students to create a chart with two columns: Metaphor and Meaning. Have partners complete the chart naming the metaphors and explaining the meaning the metaphor conveys to the reader. Then have each set of partners pair up with another set of two. Have the newly-formed group of four share all of the metaphors they have found and their interpretations of the meaning. Have groups share their new insights about the text with the entire class.

CCSS: L.4.1, L.4.2, L.5.1, L.5.2, L.6.1; RL.4.1, RL.4.4, RL.5.1, RL.5.4, RL.6.1, RL.6.4; W.4.1, W.4.4, W.5.1, W.5.4, W.6.4, W.6.1