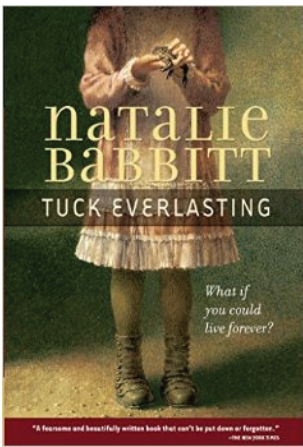
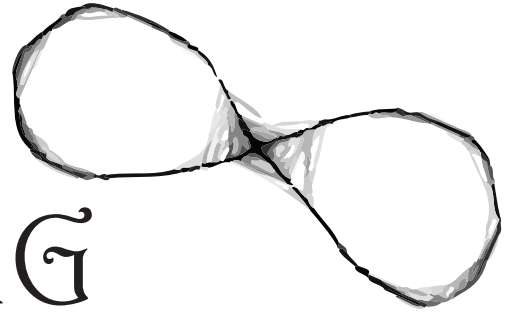


# Natalie Babbitt



# TUCK EVERLASTING

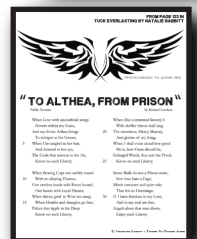
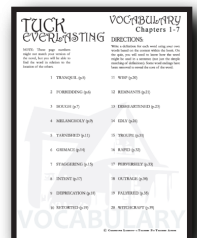
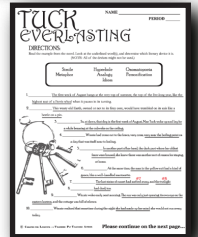
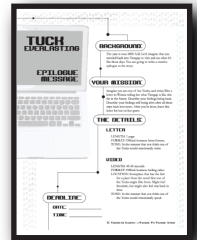
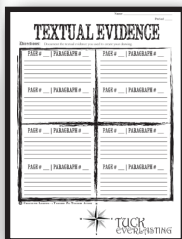
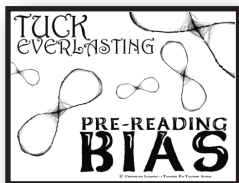
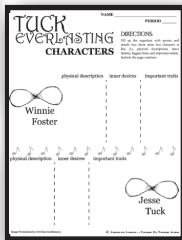
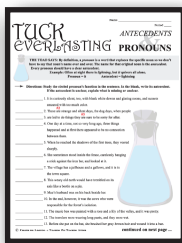
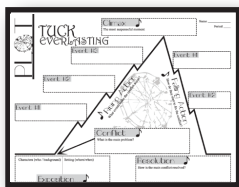


Thanks for looking at our complete teaching unit for Natalie Babbitt's fantastic novel, TUCK EVERLASTING ... optimized for 1:1 Google Drive & OneDrive.

All 255 slides/forms of activities, analyzers, slideshows, and essays included in this bundle are designed to enhance your reading experience, save you (the teacher) prep time, and help your learners enjoy and appreciate the story that much more.

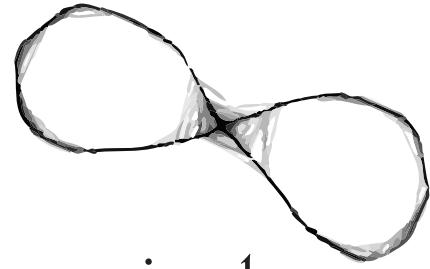
## INCLUDED:

- PreReading Bias Activity & Slideshow (14 slides)
  - **CCSS.ELA-Literacy.RL.2**
- Plot Chart Analyzer Diagram Arc (8 slides)
  - **CCSS.ELA-Literacy.RL.2**
- Character Analyzer (10 slides)
  - **CCSS.ELA-Literacy.RL.3**
- Conflict Graphic Analyzer - 6 Types of Conflict (5 slides)
  - **CCSS.ELA-Literacy.RL.2**
- Setting Graphic Analyzer (2 slides)
  - **CCSS.ELA-Literacy.RL.2**
- Journal - Quickwrite Writing Prompts (27 prompts)
  - **CCSS.ELA-Literacy.W.1**
- Comprehension Pop Quizzes (38 slides/forms)
  - **CCSS.ELA-Literacy.RL.10**
- Vocabulary Word Lists & Quizzes (24 slides/forms)
  - **CCSS.ELA-Literacy.RL.4**
- Figurative Language Slideshow (70 slides)
  - **CCSS.ELA-Literacy.RL.4 & 7**
- Figurative Language Analyzers (14 slides/forms)
  - **CCSS.ELA-Literacy.RL.4 & 7**
- Symbols Analyzer (8 slides)
  - **CCSS.ELA-Literacy.RL.4 & 7**
- Selfie Video Update Activity (1 slide)
  - **CCSS.ELA-Literacy.RL.1 & 3**
- Wanted Poster Activity (9 slides)
  - **CCSS.ELA-Literacy.RL.1 & 3**
- Grammar Pronouns: Subj, Obj, Poss (4 slides)
  - **CCSS.ELA-Literacy.L.1**
- Grammar Pronouns: Reflexive & Intensive (2 slides)
  - **CCSS.ELA-Literacy.L.1**
- Grammar Pronouns & Antecedents (2 slides)
  - **CCSS.ELA-Literacy.L.1**
- Poetry Analysis (3 slides)
  - **CCSS.ELA-Literacy.RL.4**
- 3 Essay Topics & Rubrics (11 slides/rubrics)
  - **CCSS.ELA-Literacy.W.1 & 3**
- Epilogue Message Activity (1 slide)
  - **CCSS.ELA-Literacy.RL.1 & 3**
- Movie vs. Novel Comparison (2 slides)
  - **CCSS.ELA-Literacy.RL.7**





# TUCK EVERLASTING



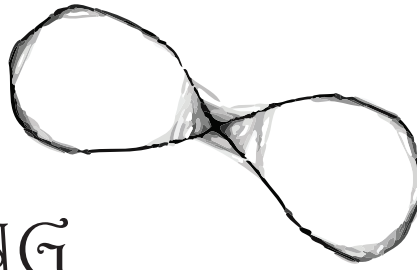
## curriculum map

This is a suggested 7-week plan for students to study Natalie Babbitt's novel, TUCK EVERLASTING. As with all teaching resources, this plan is for your reference and to give you ideas, and you should certainly adjust it according to your classroom's needs. This unit can be easily adjusted to meet the rigor of honors, regular, reading, or RSP students.

Monday	Tuesday	Wednesday	Thursday	Friday
Hand out novel analysis packet - Plot, Conflict, Character, Essay Organizer, Etc. <b>Pre-Reading Bias Activity</b>	<b>Read Prologue ch. 1-2</b> <b>Read Novel</b> <b>Quickwrite</b>	<b>Read ch. 3-4</b> <b>Quickwrite</b>	<b>Read ch. 5-6</b> <b>Quickwrite</b>	Work on novel analysis organizers.
<b>Grammar Pronouns Subjective, Objective, Possessive</b> Stop to do quickwrites and discussions whenever you reach the corresponding section of the novel.	<b>Grammar Pronouns Reflexive/Intensive</b>	<b>Grammar Pronouns &amp; Antecedents</b>	<b>Read ch. 7-8</b> <b>Quickwrite</b>	<b>Vocabulary Quiz #1</b> Work on novel analysis organizers.
<b>Read ch. 9-10</b> <b>Quickwrite</b>	<b>Read ch. 11-12</b> <b>Quickwrite</b>	<b>Figurative Language Activity</b>	<b>Figurative Language Activity</b>	<b>Vocabulary Quiz #2</b> Work on novel analysis organizers.
<b>Read ch. 13-15</b> Give Comprehension Pop Quizzes whenever students had at-home reading or you need to assess their understanding. <b>Quickwrite</b>	<b>Read ch. 16-17</b> <b>Quickwrite</b>	<b>Read ch. 18-19</b> <b>Quickwrite</b>	<b>Read ch. 20-21</b> <b>Quickwrite</b>	Work on novel analysis organizers. <b>Vocabulary Quiz #3</b>
<b>Discuss the Essay/Speech</b> Start outlining essay & speech ideas Work on Essay/Speech	<b>Read ch. 22-23</b> <b>Quickwrite</b> Work on Essay/Speech	<b>Selfie Video Update Activity</b>	<b>Read ch. 24-25</b> <b>Poetry Analysis Activity</b>	<b>Read Epilogue</b> <b>Epilogue Message Activity</b>
<b>Symbols Analyzer Activity</b> Work on Essay/Speech	<b>Quickwrite</b> Work on Essay/Speech	<b>Movie vs. Novel Comparison</b> Watch the film and have students compare the movie to the novel.		<b>Vocabulary Quiz #4</b>
		<b>Speeches</b> If students write essays, this time can be used to revise their 1st drafts or peer edit before they turn in their final versions.		



# TUCK EVERLASTING



## activities pedagogy

We know...opening that .zip folder to find all these cool resources can be a tad bit overwhelming. That's why we've explained the various activities in this unit and the Common Core standards each one accomplishes. 😊

Activity	CC Standard	Pedagogy
<b>PreReading Bias Activity &amp; Discussion</b>	<i>Literacy.RL.1</i> <i>Literacy.SL.1</i>	Students are challenged with nine controversial statements that are created to divide the students into two sides. We like to go question by question and have students physically separate to different sides of the classroom. "If you agree, come to this side...If you disagree, come to this side. Try not to be a maybe or I don't know." Then we have students on both sides express their opinions, while the teacher offers challenging-yet-respectful questions back to each speaker. As students move through the statements, they'll be activating prior knowledge about the deeper issues in the story, while practicing their polite argument skills and getting emotionally connected to the story's ideas.
<b>Plot Organizer</b>	<i>Literacy.RL.2</i>	While reading the novel, students will analyze the 6 parts of the plot and find scenes/events that fit into each of the parts. The graphic-rich organizer will visually remind of the tension map of the story as they read.
<b>Conflict Organizer</b>	<i>Literacy.RL.2</i>	While reading the novel, students will analyze the 6 kinds conflict and find scenes/events that illustrate the various kinds of conflict.
<b>Characters Organizer</b>	<i>Literacy.RL.3</i>	Students will follow the various characters through the story and analyze various details/quotes/situations about them. They will consider physical descriptions, inner desires, and important traits about those characters in order to determine uniqueness and importance to the story.
<b>Setting Organizer</b>	<i>Literacy.RL.2</i>	While reading the novel, students will consider important settings, harvest supporting quotes that discuss those settings, then analyze the importance/significance of those quotes..
<b>Figurative Language</b>	<i>Literacy.RL.4</i>	Students will analyze various passages from the story and determine which kind of figurative language is used. Students will have to identify, compare, and analyze the phrases in a number of different exercises.



Activity	CC Standard	Pedagogy
<b>Figurative Language Instructional PowerPoint</b>	<i>Literacy.RL.1</i> <i>Literacy.RL.2</i> <i>Literacy.W.1</i>	<p>We set out to make the most helpful, most compelling, most graphically attractive teaching resource for you to introduce your learners to all the various figurative language. This 70+ slide PowerPoint will help you introduce how every many you need to teach your level of learners.</p> <p>Two Parts to the PowerPoint:</p> <ul style="list-style-type: none"><li>&gt; 23 Instructional Slides with definitions and examples</li><li>&gt; 22 Quiz Review Slides with quote from novel or song for students to analyze</li><li>&gt; 22 Quiz ReTeach Slides with explanation of why this quote was this figurative language</li></ul> <p>WARNING: This does include an instruction and quiz slide on Double Entendre. By definition, double entendres are "inappropriate" or risque, so please see if this is good for your students before using. You can simply delete those slides from the quiz section.</p>
<b>Symbols</b>	<i>Literacy.RL.4</i>	<p>Students will use this sweet-looking graphic organizer to analyze 6 key symbols/motifs from the novel. They will make note of 2-3 key quotes about each symbol. Then they will analyze what deeper meaning the symbol carries in the novel.</p>
<b>Quickwrite Writing Prompts</b>	<i>Literacy.RL.1</i> <i>Literacy.RL.2</i> <i>Literacy.W.1</i>	<p>These writing prompts require students to write their unedited, off-the-cuff responses to various quotes, situations, and issues that arise from within the story. The questions take the students into memories from their lives (activating prior knowledge), connections with the story's characters and history (encouraging empathetic reading and understanding), and deep areas of thematic meaning (spurring informal argumentation). These discussions might prove to be some of the most meaningful explorations your students experience.</p>
<b>Comprehension Pop Quizzes</b>	<i>Literacy.RL.10</i>	<p>These quizzes are crafted to assess whether or not students read the chapters. If the students read the chapters, they should earn 100%...if they didn't read, they should not be able to guess their way to success. These can also be used as exit cards or quick comprehension assessments to see if the teacher needs to further explain the main events of the chapters.</p>



Activity	CC Standard	Pedagogy
<p><b>Vocabulary Lists &amp; Quizzes</b></p>	<p><i>Literacy.RL.4</i> <i>Literacy.L.4</i></p>	<p>We've all seen the matching or multiple choice vocabulary assessments with the words in one column and the dictionary definitions in the other. Our assessments require the students to understand the context of the word in a sentence from the novel. Not only does this require them to know the definition, but it forces them to use the word in the right situation.</p>
<p><b>Poetry Analysis:</b>   <b>"To Althea, From Prison"</b></p>	<p><i>Literacy.RL.7</i></p>	<p>At one point in the story, Winnie remembers a couple of lines from a poem she memorized. That poem is called "To Althea, From Prison" by Richard Lovelace. She hones in on these 2 lines:</p> <p style="text-align: center;">"Stone Walls do not a Prison make, Nor Iron bars a Cage"</p> <p>Let's read and study that the poem and this excerpt's meaning for the novel. Students will have a great time analyzing this poem within the context of the story and talking about its meaning. They might also get a kick out of one of the two bands on Youtube performing the poem (see included links).</p>
<p><b>Natalie Babbitt Interview Transcript</b></p>	<p><i>Literacy.RL.9</i></p>	<p>Students will find it interesting to hear the author talk about the novel. This is a great and easy activity to use at the end if you find yourself with some extra time on your hands. Good connection with the story, compares texts ... solid stuff. (see included link)</p>
<p><b>Grammar Pronouns: Subjective, Objective, &amp; Possessive</b></p>	<p><i>Literacy.L.1</i></p>	<p>Using examples from the novel, students will study pronouns and the times when they are Subjective, Objective, and Possessive. They will learn to locate them in sentences and learn their functions.</p>
<p><b>Grammar Pronouns: Reflexive &amp; Intensive</b></p>	<p><i>Literacy.L.1</i></p>	<p>Using examples from the novel, students will study pronouns and the times when they are Intensive and Reflexive. They will learn to locate them in sentences and learn their functions. Then they'll create their own sentences using each type.</p>
<p><b>Grammar Pronouns &amp; Antecedents</b></p>	<p><i>Literacy.L.1</i></p>	<p>Using examples from the novel, students will study pronouns and their antecedents. They will learn to locate both of them in sentences and be able to analyze whether or not the antecedents are clear or unclear.</p>



Activity	CC Standard	Pedagogy
<b>Selfie Video Update Activity</b>	<i>Literacy.RL.1</i> <i>Literacy.RL.3</i>	<p>After reading about the big events leading up to end of Chapter 23, students will record a video selfie update of what's been happening in the forest and at Treegap and how they're feeling about it all. What fears, hopes, dreams, paranoia, and/or plans are running through their mind and what do they think everyone should know about the situation?</p> <p><i>Using your cell phone or a friend's, record a video. The video quality should be as good as possible. The ideas and emotions in the video should be excellent. Remember to film horizontally to make it easy to view on mobile devices and on computers (e.g. YouTube).</i></p> <p><i>When your video is done, your teacher will tell you how to publish it. They might have you email the video to them, or upload it to YouTube, or post it to Edmodo or Blackboard, or post a link to the class's Twitter feed ... or some other method.</i></p>
<b>Essay / Speech</b>	<i>Literacy.W.1</i> <i>Literacy.W.9</i> <i>Literacy.SL.1</i> <i>Literacy.SL.4</i> <i>Literacy.SL.6</i>	<p>Students will choose from a few deep topics to either write an essay or turn their essay outline into a speech on the topic. During the speeches, students will need to understand and chart the speakers' thesis statements. And for you . . . no-hassle grading rubrics are included to make your teaching life easier and save you time.</p>
<b>Epilogue Response Activity</b>	<i>Literacy.RL.1</i> <i>Literacy.RL.3</i>	<p>After reading the complete novel and knowing all that happens, students will pretend they are one of the Tucks who has just visited Treegap in the year 2400 A.D. They will then write a letter or record a video message letting Winnie know what the place is like.</p>
<b>Wanted Poster Activity</b>	<i>Literacy.RL.1</i> <i>Literacy.RL.3</i>	<p>After reading the first 23 chapters of the novel, students will choose one of 4 artistic activities. They will use textual citations from the novel to justify the details in their pictures. They will need to decide what the text says and how they want to portray the image for a:</p> <ul style="list-style-type: none"> <li>* Wanted Poster for Mae Tuck</li> <li>* Wanted Poster for the Man in the Yellow Suit</li> <li>* Missing Persons Poster for Winnie Foster</li> <li>* Wanted Poster for Info about the Fountain</li> </ul> <p>This will a fun break from the reading that sneakily requires students to justify their drawings with textual evidence. You could even turn it into a class contest with secret ballot. Go wild!</p>
<b>Novel vs. Film Comparison</b>	<i>Literacy.RL.7</i>	<p>Students will compare the film to the novel, analyzing the similarities and differences in various aspects of the two works of art.</p>