

William and Mary

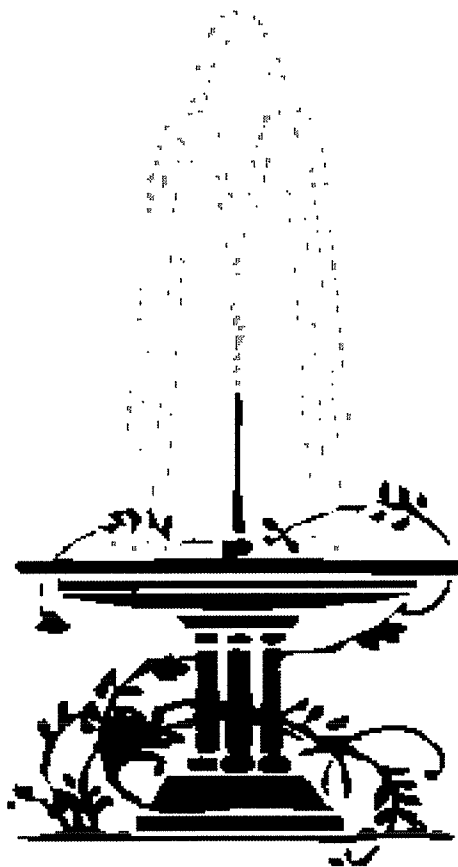
Gr. 5-7

Navigator

A novel study guide for

Tuck Everlasting

by Natalie Babbitt

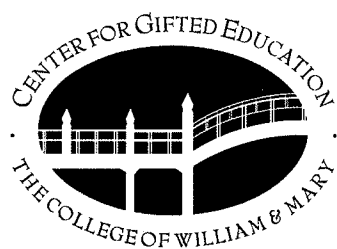


Navigator Developer: Heather Massey

Center for Gifted Education

School of Education

The College of William and Mary



Center for Gifted Education

The College of William & Mary

Acknowledgement

Special recognition and appreciation go to Dr. Joyce VanTassel-Baska, whose leadership and vision have inspired this *Navigator* series.

William and Mary Navigator: Tuck Everlasting
October, 2002

Center for Gifted Education
College of William and Mary
P.O. Box 8795
Williamsburg, VA 23187-8795
Phone: (757) 221-2362
Fax: (757) 221-2184
E-mail: cfge@wm.edu
Web site: www.cfge.wm.edu

Credits:

Elissa F. Brown, Ph.D.
Director, Center for Gifted Education

Navigator Coordinator: Catherine A. Little, Ph.D.

Layout/Design: Dawn Benson
Sharron G. Gatling
Valija C. Rose

Introduction



This Navigator is a collection of questions and activities intended to support group or independent study of the novel *Tuck Everlasting* by Natalie Babbitt. It is one of a series of Navigators developed by the Center for Gifted Education at The College of William and Mary as a language arts resource for teachers and students.

Novel studies should encourage advanced readers to develop their skills at analyzing and interpreting literature through structured questions and activities that highlight themes and concepts, literary elements, and real world connections contained within the books. In addition, novel studies are opportunities for students to develop their own vocabulary and writing skills by exploring and emulating the language and style used by authors.

What are the goals of the Navigator?

The Navigator addresses the following learning goals:

- To develop analytical and interpretive skills in literature.
- To develop understanding of selected literary themes.
- To develop linguistic competency through vocabulary and language study.
- To develop skills in written and oral communication.
- To develop higher level thinking and reasoning skills in language arts.
- To develop research skills.

Who is the audience for the Navigator?

This Navigator is intended for readers of *Tuck Everlasting*, a novel appropriate for strong readers in the upper elementary to middle school grades. This novel meets many of the criteria identified by Baskin and Harris (1980) for books for gifted readers, including *rich, varied, exciting language; open-endedness; complexity, leading to interpretive and evaluative behaviors; and problem solving*. The novel also meets criteria identified by Miller-Lachman (1992) as considerations for multicultural literature.

How should the Navigator be used?

The Navigator may be used as an instructional tool by a teacher or as an independent study guide by a student or group of students. The central intent is for teachers to use the Navigator to support a novel study with a group of students, selecting questions and activities to assign as desired, given the context. However, teachers may also choose to make the Navigator available to students at a learning center, with expectations specified for students as to which items they should complete.

The Navigator incorporates several types of questions related to the novel. Some of these, identified as “while you read” questions, are specifically intended to be used for reflection and

prediction as students progress through the novel. Other questions are intended for response after the reader has completed the novel, while still others may be answered either during or after reading. All of the questions on pages 13 - 23 of the Navigator may be used for writing and/or discussion.

Additional activities beyond the discussion and reflection questions appear on pages 24 - 35 of the Navigator. Some of these activities support further development of the language arts skills identified in the goals, while others provide interdisciplinary connections and research applications.

What are the prerequisites for students using the Navigator?

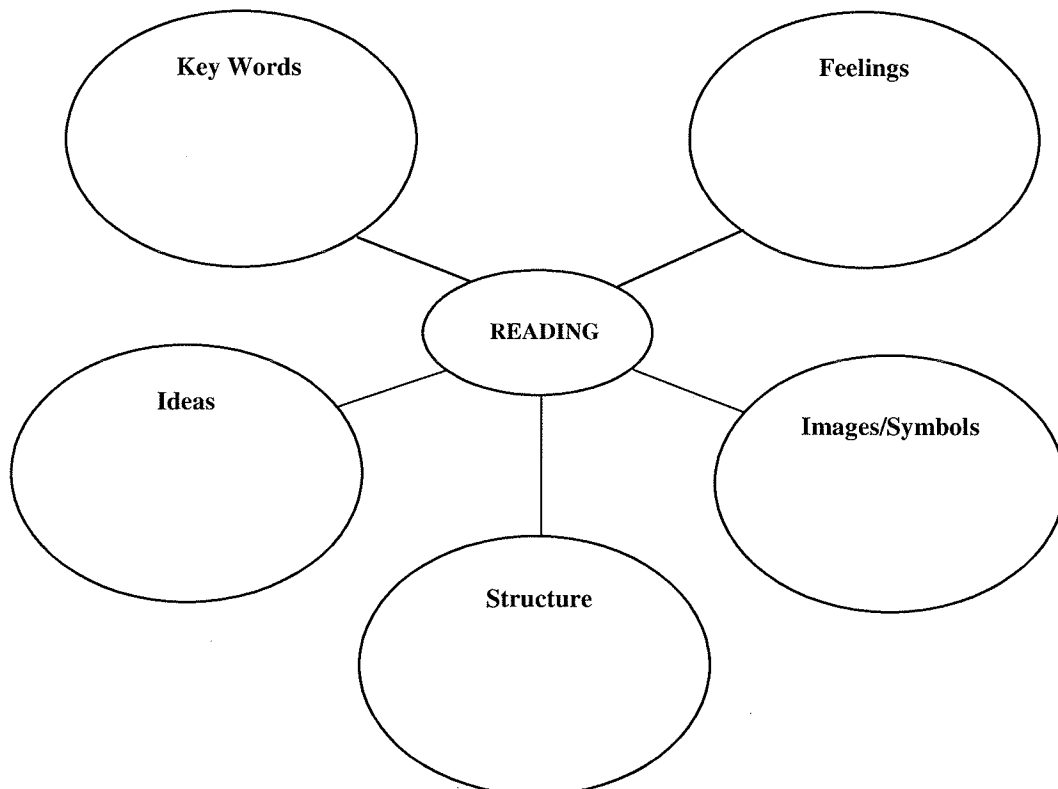
Students using the Navigator should be able to complete the novel itself independently and should be familiar with the literary and reasoning terms utilized in questions. In addition, students will be asked to complete activities that utilize several specific teaching/learning models: the **Literature Web**, the **Hamburger Model for Persuasive Writing**, and the **Vocabulary Web**. If these terms and models are new to students, teachers may wish to conduct mini-lessons on them either prior to or during use of the Navigator. Some guidance for using the teaching models is provided on the following pages.

Teaching Models

The Literature Web

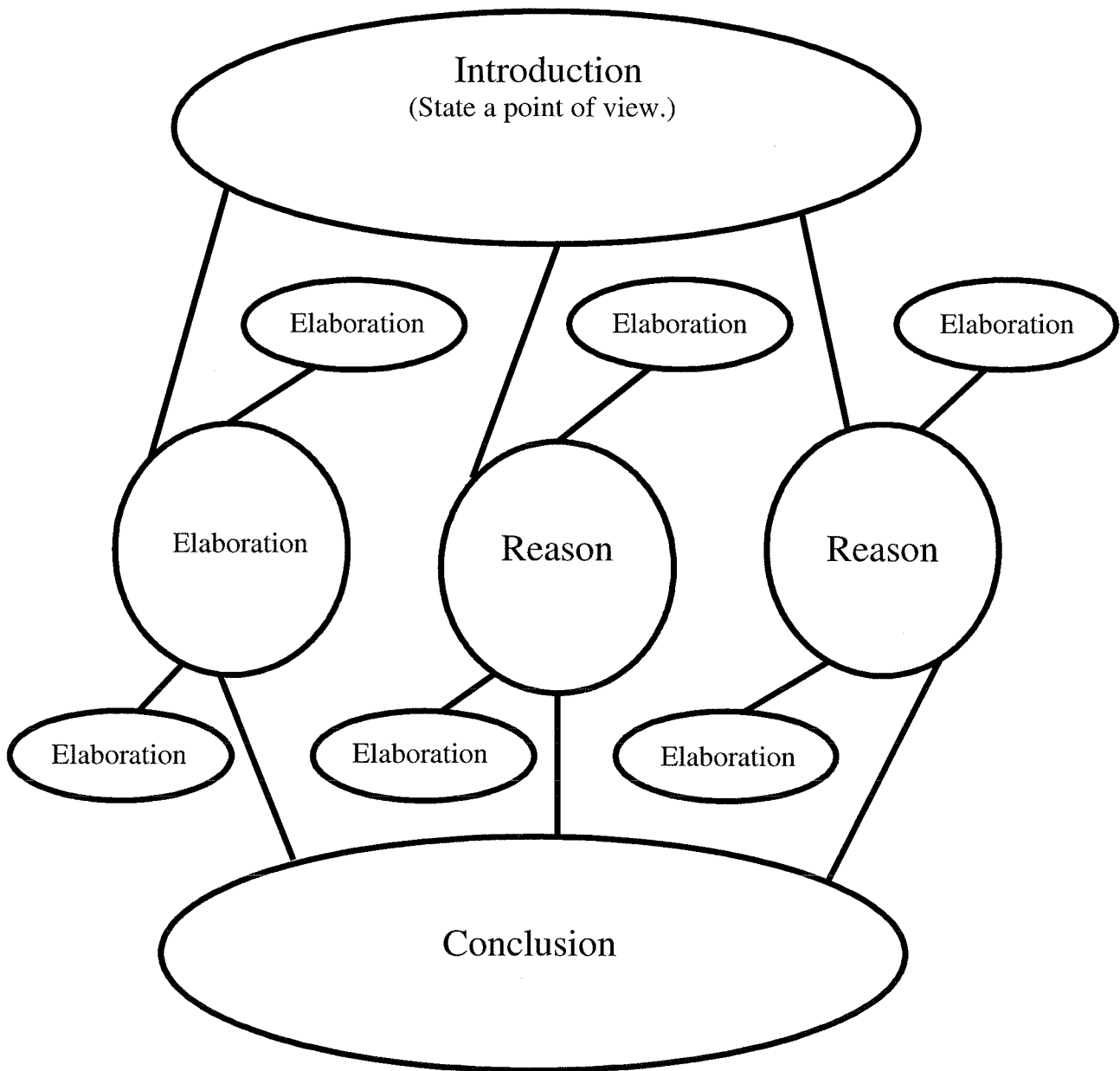
The Literature Web is a model designed to guide interpretation of a literature selection by encouraging a reader to connect personal response with particular elements of the text. The web may be completed independently and/or as a tool for discussion. The recommended use is to have students complete the web independently and then share ideas in a small group, followed by a teacher-facilitated debriefing. The web has five components:

-  **Key Words:** interesting, unfamiliar, striking, or particularly important words and phrases contained within the text
-  **Feelings:** the reader's feelings, with discussion of specific text details inspiring them; the characters' feelings; and the feelings the reader infers the author intended to evoke
-  **Ideas:** major themes and main ideas of the text; key concepts
-  **Images and Symbols:** notable sensory images in the text; "pictures" in the reader's mind and the text that inspired them; symbols for abstract ideas
-  **Structure:** the form and structure of the writing and how they contribute to meaning; may identify such features as use of unusual time sequence in narrative, use of voice, use of figurative language, etc.; style of writing



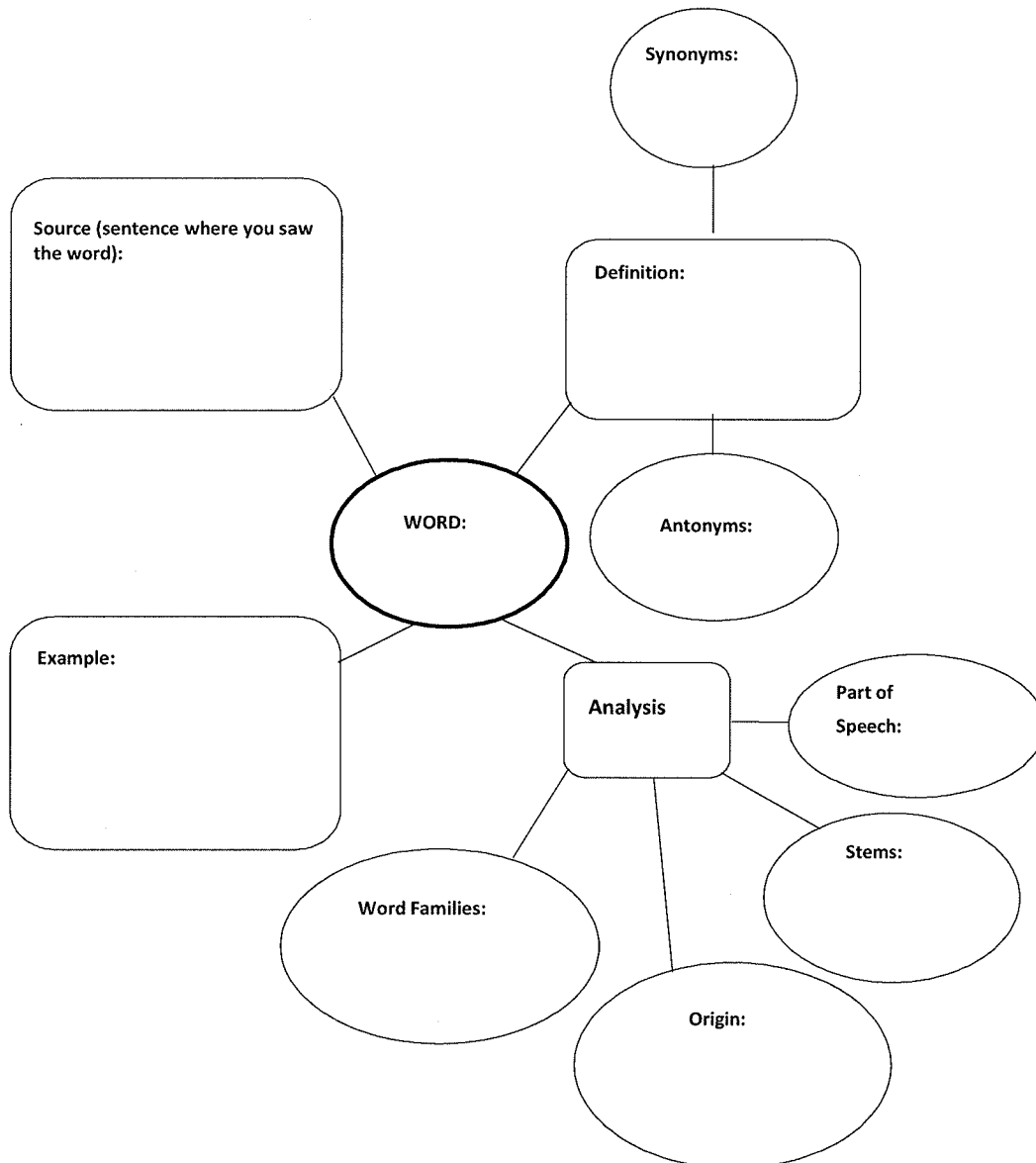
The Hamburger Model for Persuasive Writing

The Hamburger Model uses the familiar metaphor of a sandwich to help students construct a paragraph or essay. Students begin by stating their point of view on the issue in question (the top bun). They then provide reasons, or evidence, to support their claim; they should try to incorporate at least three supportive reasons (the “patties”). Elaboration on the reasons provides additional detail (the “fixings”). A concluding sentence or paragraph wraps up the sandwich (the bottom bun).



The Vocabulary Web

The Vocabulary Web is a tool for exploring words in depth. It asks students to investigate a single word in detail, finding its definition, synonyms and antonyms, and etymological information. With this information, students then identify “word families,” or other words using the same meaning-based stems as the original word; and they provide an example of the word, which may be a sentence or analogy using the word, a visual or dramatic representation, or another creative form.



In addition to the models discussed here, Navigator developers also used Paul's (1992) Elements of Reasoning in preparing questions and activities. This model for critical thinking emphasizes the following eight elements: *issue, purpose, point of view, assumptions, concepts, evidence, inferences, and implications or consequences*. Teachers may wish to introduce these terms to students, using a familiar issue such as something being discussed in the school or community; teachers should then encourage the use of the terms and the model in approaching problems and issues.

The Navigator also contains research assignments that are issue-based and connected to the novel. Students should be encouraged to explore multiple points of view and use human and organizational as well as print resources in their investigations of these real-world issues.

Several resources are listed at the end of the Navigator that may be useful to students and teachers in exploring these models further.

Implementing the Navigator



How long does the Navigator take?

Duration of study depends on teacher preference and number of activities and questions assigned.

How does the Navigator address standards for language arts?

The Navigator was designed with an eye to addressing key standards for language arts identified by the National Council of Teachers of English and the International Reading Association (1996) as well as standards from several state-level education departments. Specifically, the Navigator reflects standards in the following areas:

Standards Emphases	Navigator
- Use of strategies to understand, interpret and evaluate text	- Provides the student with an organizer for interpreting text (the Literature Web) and guiding questions to support understanding and critical analysis
- Use of writing strategies and writing process elements	- Provides writing prompts, a writing model, and emphasis on steps of the writing process
- Use of spoken and written language for particular audiences and to accomplish particular purposes	- Incorporates activities for writing and speaking that emphasize persuasive, reflective, informative, and narrative communication
- Knowledge of vocabulary, language structure, and language conventions and analysis of how they are demonstrated in text	- Encourages in-depth word study of advanced vocabulary, including emphasis on etymology and usage of words
- Research on issues and areas of interest, with emphasis on utilizing a variety of technological and informational resources to gather data, interpret results, and communicate findings	- Provides several issue-based research assignments for students, emphasizing data collection from print, non-print, and human resources; analysis and synthesis of data; and written and oral communication of findings
- Participation as members of literacy communities	- Encourages discussion within and beyond the classroom about the specified text and invites similar exploration of other texts
- Emphasis on reading a wide range of literature selections to build understanding of the human experience	- Encourages in-depth study of the specified text as well as comparisons to other selected works; suggests specific titles for further reading

How should the Navigator activities be assigned?

Teachers should specify expectations for students about the number and type of activities and questions to be completed, as well as expectations for quality of work. Teachers may choose to assign Navigator questions and activities using a combination of required and optional items. Several sample organizations of assignments follow.

Sample 1 (Teacher-led emphasis):

-  Teacher-led discussion of higher-level questions; 1 to 3 questions assigned for journal response
-  Required assignments: Literature Web, persuasive essay OR book review, one Vocabulary Web, one research assignment
-  Choice assignments: student choice of **THREE** remaining activities
-  Oral presentation of one completed piece

Sample 2 (Small-group emphasis):

-  Small-group discussion of higher-level questions, with 4 to 5 questions completed in writing for teacher review
-  *Group* assignments: Venn diagram OR concept map, two Vocabulary Webs, one research assignment with group presentation
-  *Individual* assignments: Literature Web, persuasive essay OR book review, student choice of **TWO** remaining activities

Sample 3 (Individual emphasis):

-  Written responses to student choice of 2 to 3 discussion questions per category
-  Required assignments: one research assignment; student choice of **THREE** additional activities, of which one must be a completed writing piece; oral presentation of one assignment

How should the Navigator activities be assessed?

Teachers should assess student progress based on the quality of individual products and achievement toward the goals of the Navigator. Decisions about which activities to require students to complete should be based on how the selected activities support multiple learning goals.

Question responses should be assessed based on demonstration of insight and ability to use text to support inferences. Writing activities should be assessed based on clarity and insight, and may also be assessed for writing style and mechanics as desired. Oral presentations of completed work should be assessed based on coherence, content, and clarity of the presentation. Teachers may provide rubrics for students related to the required assignments or work with students to develop rubrics for assessment.

Completed Navigator activities should be collected into a folder for assessment, and final assessment may include self-evaluation by the student.

The following chart demonstrates how the Navigator activities support the identified goals:

Alignment of Assignments and Activities to Navigator Goals

	Anal./ Interp. Skills	Literary Themes	Ling. Comp.	Writing/ Oral Comm.	Thinking/ Reas. Skills	Research
Discussion/Writing Questions	X	X		X	X	
Literature Web	X	X			X	
Persuasive Essay	X	X		X	X	
Concept Map	X	X			X	
Character Venn Diagram	X			X	X	
Book Review	X			X	X	
Similes and Metaphors	X	X	X	X	X	
Vocabulary Web			X	X		
Movie Comparison	X			X	X	X
Scientific Research				X	X	X
Myth/Fairy Tale Assignment	X	X			X	
Author Study Activities	X	X		X	X	

What additional resources are required to use the Navigator?

Most of the activities in the Navigator require only the novel itself and regular classroom supplies. Vocabulary activities will require the use of a good dictionary, including etymological information on words. Recommended dictionaries include *The American Heritage Dictionary of the English Language* and the *Merriam-Webster Collegiate Dictionary*. Interdisciplinary and research activities may require additional supplies and access to library and Internet resources. The *Guide to Teaching a Language Arts Curriculum for High-Ability Learners* (Center for Gifted Education, 1998) provides guidance in the use of the literature, persuasive writing, and vocabulary study models used in the Navigator as well as other guidelines for language arts with high-ability populations.

A listing of additional resources and suggestions for further reading appears at the end of the Navigator.

NOTE: Page numbers used in the Navigator refer to the Sunburst Book, Farrar, Straus and Giroux edition of the text, ISBN: 0-374-48013-3 or ISBN: 0-374-48009-5.

Technology Integration

Several opportunities for technological connections and development of technical skills are incorporated in the Navigator. Based on the resources available in your classroom or media center, consider the following uses of technology:

- ✦ Access to the Internet for research projects. Key websites are listed in the resources section.
- ✦ Use of word processing and/or publishing software for writing assignments.
- ✦ Use of presentation software for presenting research findings and completed activities.
- ✦ Use of *Inspiration* or similar software for creation of concept maps.

Synopsis



Tuck Everlasting tells the story of 11-year-old Winnie Foster's encounter with the Tuck family, who, long ago, discovered a spring of water with the power to bestow eternal life. The main events of the story take place over a three day period during which Winnie experiences many adventures, including being kidnapped; the Tucks' secret is compromised; and Winnie has the opportunity to "make a difference in the world."

Higher-Level Questions for Discussion and Writing



While You Read...



What is your answer to the question posed by the narrator on page 7: “If a person owns a piece of land, does he own it all the way down, in ever narrowing dimensions, till it meets all other pieces at the center of the earth? Or does ownership consist only of a thin crust under which the friendly worms have never heard of trespassing?”



What do you infer are the man in the yellow suit’s intentions on page 21? What evidence supports your inferences?

What is your reaction to the Tucks' story as related on pages 37-41?

Why does Winnie suddenly decide that Mae, Miles, and Jesse are her friends? (p. 44)

How is the Tucks' house (p. 51) different from Winnie's house as described earlier in the book? How is it similar?

How is the boat symbolic of what the Tucks' lives have become? (p. 62)

What difference in the world is Winnie going to make? (p. 115)

What is the significance of the two lines from the poem Winnie remembers on page 123?

Exploring the Story



Why do you think Winnie longs to leave her own yard?



What is the significance of the toad in the story?



How does the author use foreshadowing to enhance the story? Use examples to support your answer.

Meeting the Characters

How are Miles and Jesse similar? How are they different? What do you think are the underlying reasons for their similarities and differences?

How do the four different members of the Tuck family react to what has happened to them? How are their reactions similar? How are they different?

Why does Winnie say, on page 91, about Mr. Tuck: "It occurred to her that he was the dearest of them all . . ."?

Is Winnie more like her mother and grandmother or more like the Tucks? Justify your answer.

Did Winnie make the decision you thought she was going to make? Why or why not?

What are the motivations of the man in the yellow suit? What do his motivations tell you about his character in general?

Understanding the Ideas



How is the concept of *truth* important in the story?



How is the concept of *right vs. wrong* important in the story?



Why is it so important that Winnie keep the Tucks' secret?

How do you think Winnie's point of view about the world outside her gate changes from the beginning of the story (Ch. 3) to after her experience with the Tucks? (Ch. 22)

How is *change*, or lack thereof, important to the plot of the story?

What does Tuck mean when he says, "You can't have living without dying"? (p. 64)

What is the significance of the idea of "making a difference in the world"?

Connecting to You

Winnie considers the Tuck family her friends after only knowing them for one day. Have you ever met someone with whom you instantly connected and felt a true friendship? If so, please describe the situation.

Winnie is given the opportunity at the young age of 11 to make a difference in the world. Can you remember a time when you had a chance to make a difference? What was the situation and did you take advantage of the opportunity? Why or why not?

When Winnie leaves the house at midnight to change places with Mae in the jail she knows she is doing something of which her parents would not approve (p. 118). She justifies her decision to go anyway by reflecting on the fact that her parents had never actually told her NOT to leave the house at midnight. Describe a situation when you intentionally did something of which your parents would disapprove. Why did you choose to follow through with this action, and how did you justify your decision to yourself? Ultimately, did you make the right decision?

Would you want to live forever? Explain your answer.

Differentiated Activities for Gifted Learners



 Complete a Literature Web about the novel, or a specific chapter in the novel. Fill in responses to each of the bubbles, using the questions below as a guide.

Key Words: What were some words and phrases in the novel that were especially interesting or important?

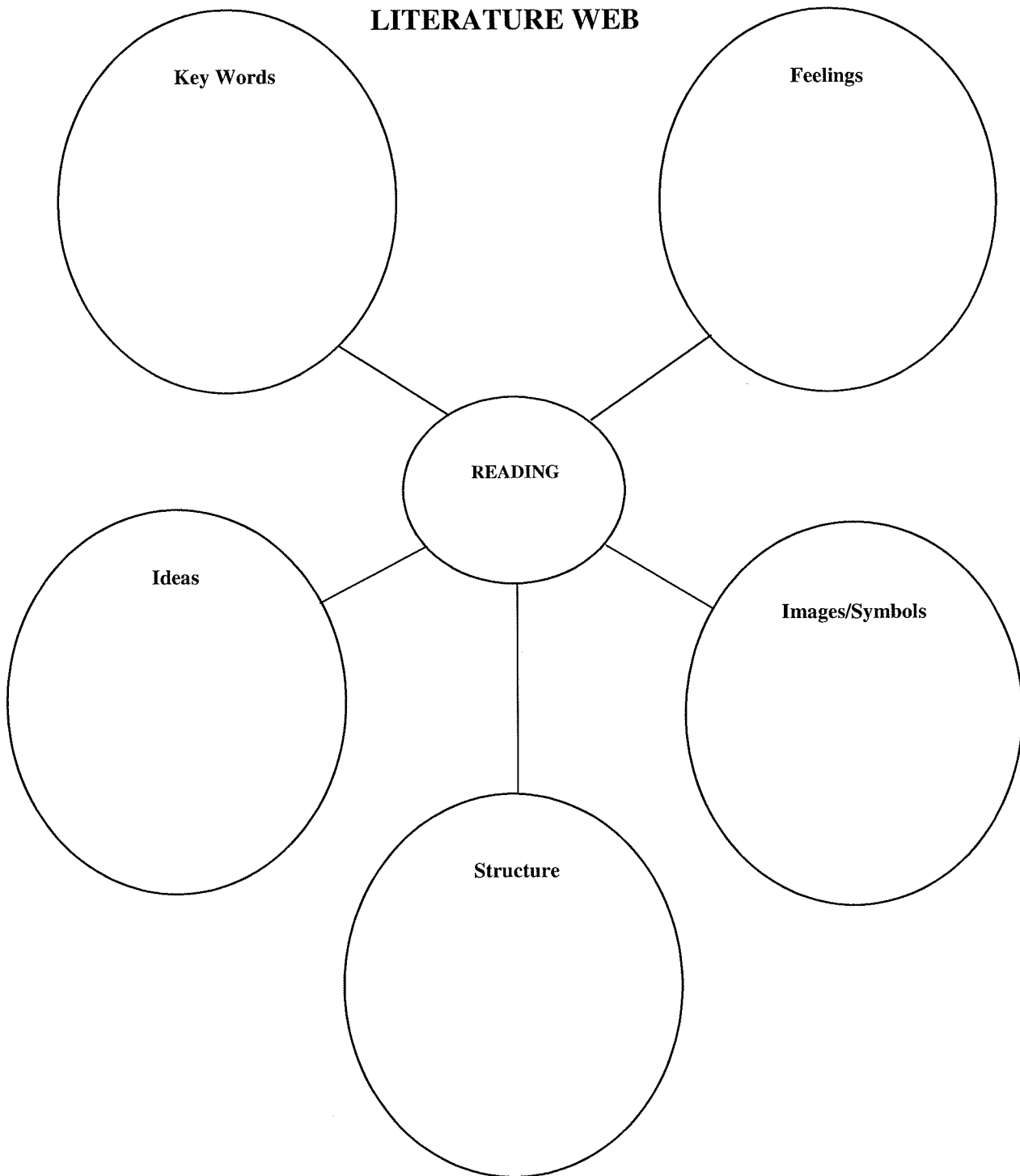
Feelings: What feelings did you have while reading this novel? What feelings did the characters have? How were those feelings expressed?

Ideas: What was the main idea or theme of the novel? What other major ideas and concepts were important? What message was the author trying to give about those ideas?

Images/Symbols: How did the author use description and imagery in the novel? What sensory images came to your mind? How did the author use symbols?

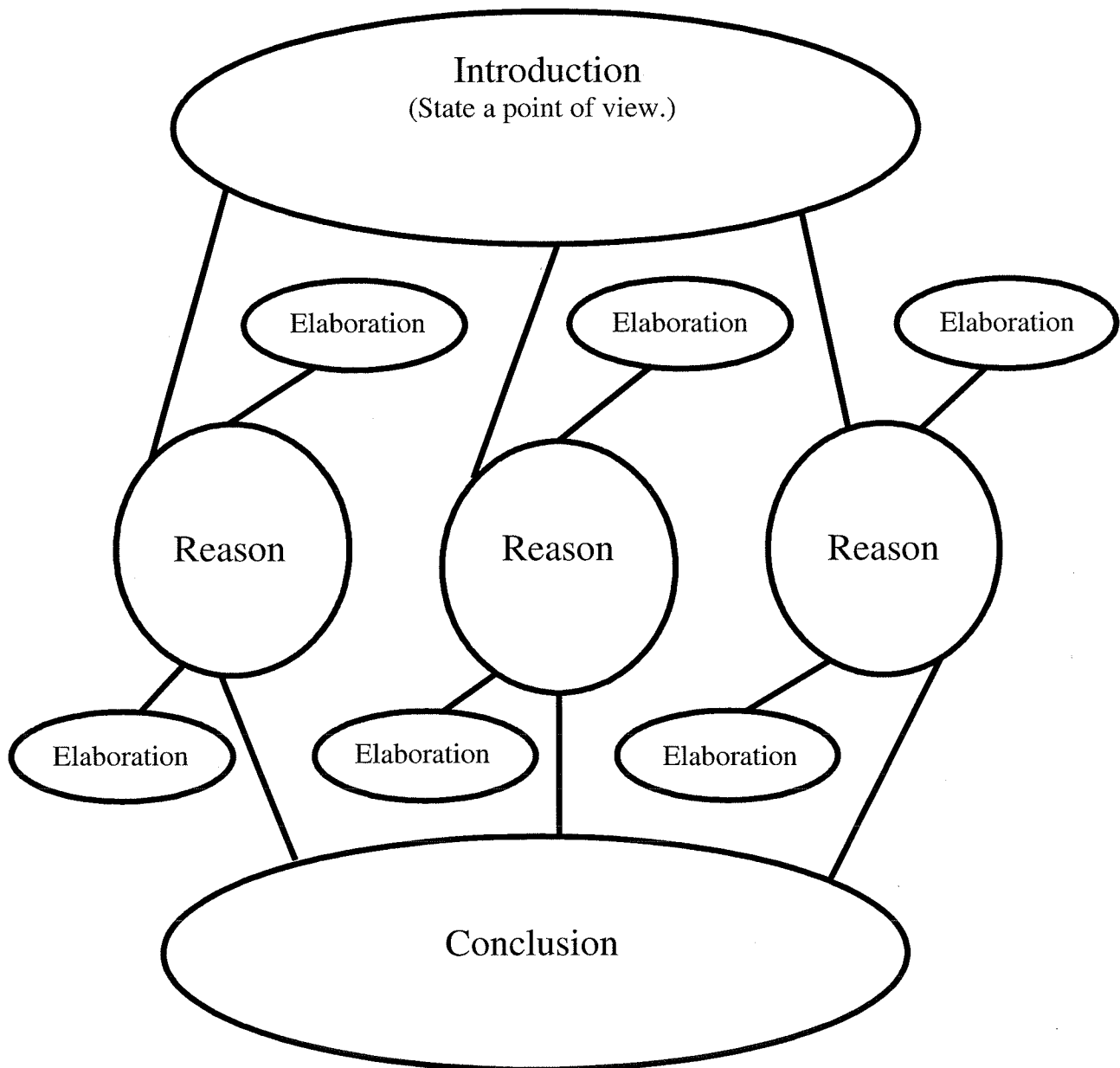
Structure: What type of writing was this? What literary and style elements did the author use? How did the structure of the writing contribute to the meaning of the novel?

LITERATURE WEB



Write a book review about the novel. In your review, state and explain your point of view about the quality of the novel and provide specific details about why you would or would not recommend this book to other students your age. Use the Hamburger Model as a guide, and follow the steps of the writing process to review and revise.

THE HAMBURGER MODEL FOR PERSUASIVE WRITING

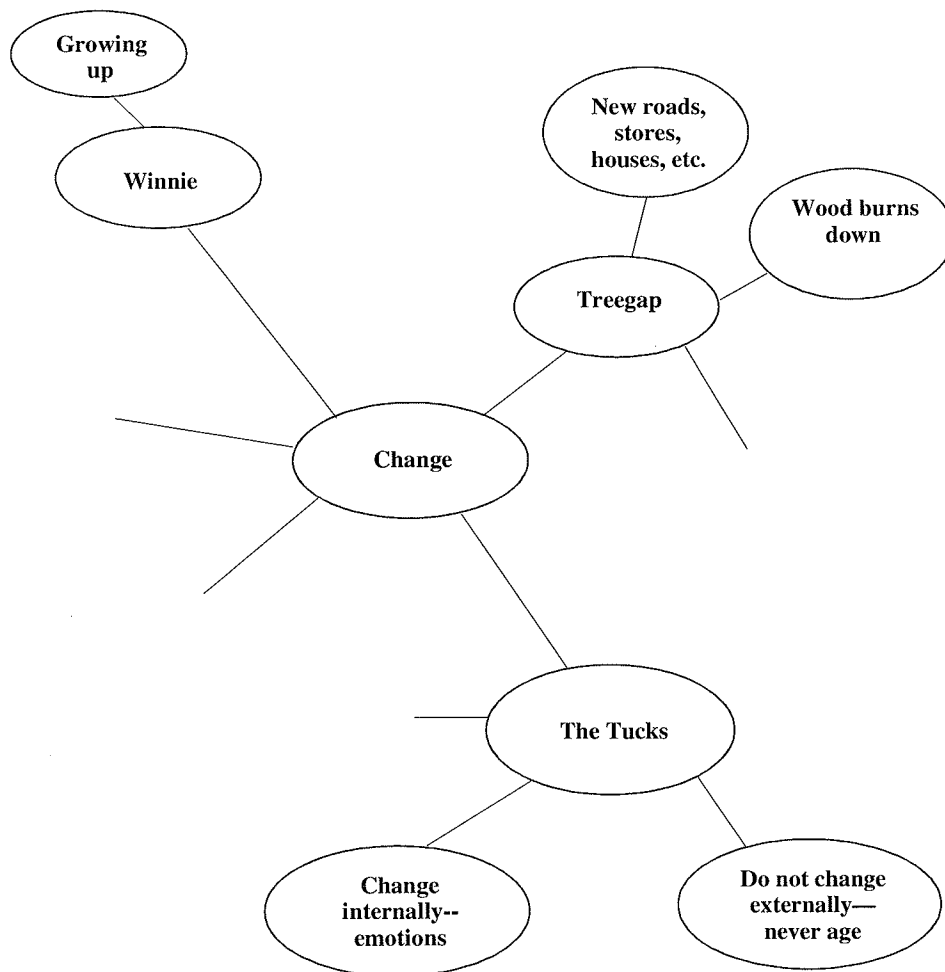


Imagine Mae Tuck is going to trial for the murder of the man in the yellow suit and you are an attorney. Write a persuasive essay in which you argue for either her innocence or guilt, using examples from the novel, other novels you have read, and/or your own experiences as justification. Use the Hamburger Model as a guide for your writing, and follow the steps of the writing process to review and revise.



Identify 3-5 similes and/or metaphors in the story. How do these literary devices strengthen the imagery of the story? Develop a method for sharing your conclusions with the class. Some example methods might include translating one or more of the similes or metaphors to paintings or using a multimedia tool such as PowerPoint to create a slideshow of similes and metaphors.

Create a concept map about how one of these ideas is explored in the novel: *loss, friendship, loneliness, change, death, life, youth*. Use specific characters and events from the novel to demonstrate how the concept is developed. Then write at least two generalizations you can make about the concept. A sample concept map is started for you below.



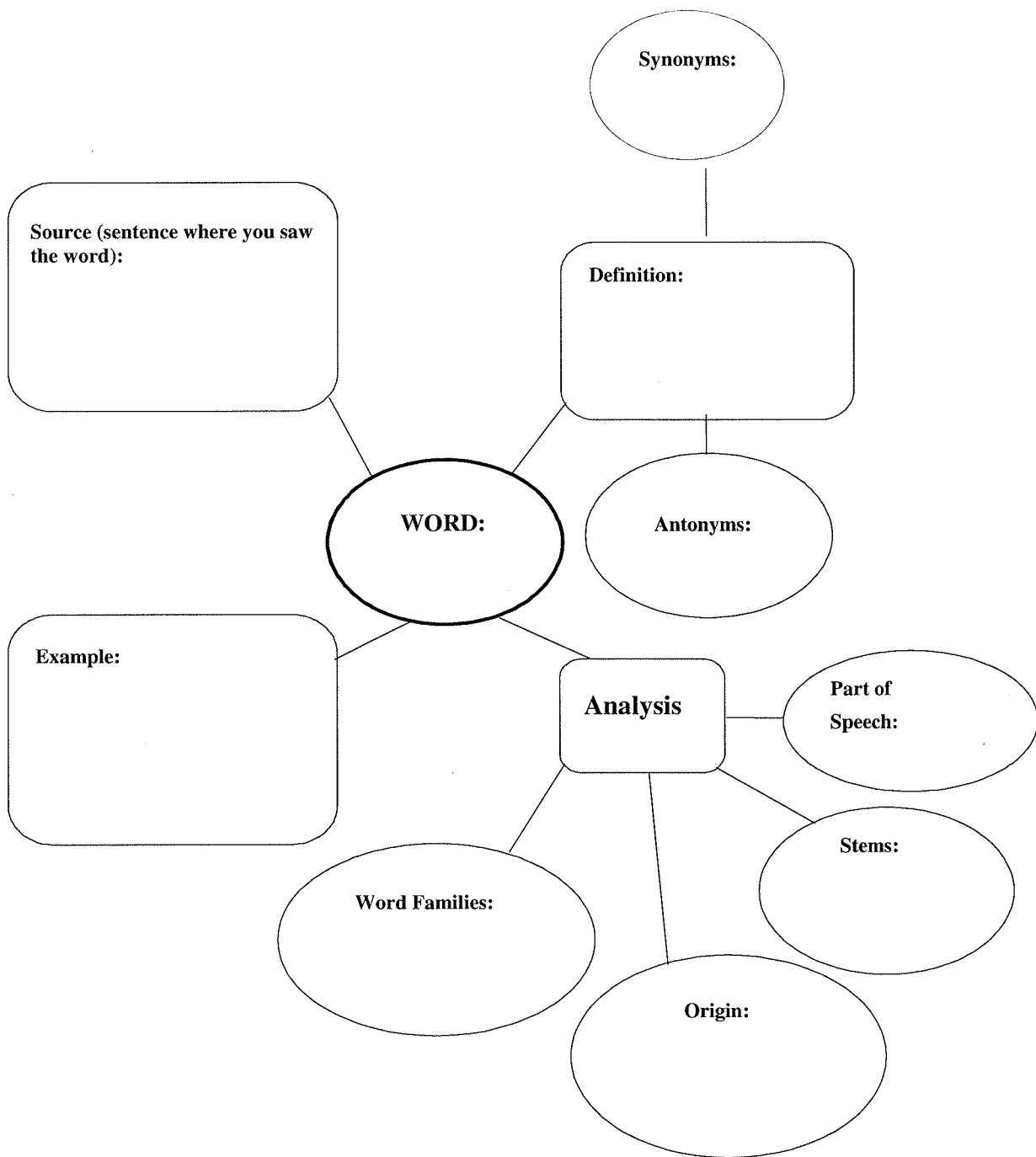
Create a Venn diagram comparing and contrasting Miles and Jesse. Use information from the novel and your own inferences to compare and contrast their personalities, approaches to life, reactions to Winnie, relationships with their family, how they have each chosen to deal with their fate, etc. Which brother is happier? Write a persuasive essay defending your point of view.

Do a “word study” of one or more of the vocabulary words (listed below) from the novel. Find out the definition of the word, synonyms and antonyms, and word stems and origin. Then find at least three other words that use one or more of your word’s stems, and create an example to explain your word (a sentence, an analogy, a visual representation, etc.) Use the Vocabulary Web to organize your responses.

accomplice (p. 129)
colander (p. 47)
exasperated (p. 16)
galling (p. 23)
gentility (p. 116)
gingerly (p. 111)
goggled (p. 33)
implored (p. 34)
indomitable (p. 50)
irrelevantly (p. 27)

loped (p. 132)
marionette (p. 18 and 102)
parson (p. 43)
perversely (p. 33 and p. 128)
primly (p. 27)
prostrate (p. 117)
revulsion (p. 131)
self-deprecation (p. 18)
staunchly (p. 130)
tarnation (p. 94)

VOCABULARY WEB



Interdisciplinary and Research Connections



Read *Knee-Knock Rise*, also by Natalie Babbitt. Compare and contrast how this novel and *Tuck Everlasting* address issues of mortality and of how people explain and interact with the phenomena of nature. Create a Venn diagram showing your comparisons and contrasts.



Watch the movie *Tuck Everlasting*. Did the movie producers and directors interpret the book the same way you did? Were there any scenes left out of the movie? If so, how did these omissions affect the story? Were there any scenes in the movie that are not found in the book? If so, how do these additions affect the story? How did the director's choice of lighting, music, and sound effects add or detract from the power of the story? Prepare an essay discussing the pros and cons of making a movie from this book.

Recently in the news there has been a lot of coverage of ways in which science might be able to alter the life cycle through cryogenics, genetic re-mapping, cloning, or other methods. Develop a researchable question related to this issue. Conduct a research study using various primary and secondary sources.

The Tucks' story is fantastical and mystical, much like the ancient myths or the fairy tales we all remember reading and hearing as well as some more recent literature of the same genre. Using various research methods and resources, find several myths, fairy tales, and/or more recent fiction from several different cultures. Some suggestions to get you started are listed in the resources section. What are the similarities between these stories and *Tuck Everlasting*? What are some key elements that they share? What are the differences? Create a poster with a chart showing both.



Visit the following websites where biographies of Natalie Babbitt can be found. You may also want to find additional biographies using popular search engines. How do you think the author's own life played a role in the creation of the story of *Tuck Everlasting*? Write a letter to the author in the care of her publisher discussing your thoughts on her life's impact on the story. Ask her whether she agrees or disagrees with your thoughts.

- http://www.edupaperback.org/authorbios/Babbitt_Natalie.html
- <http://www2.scholastic.com/teachers/authorsandbooks/authorstudies/authorhome.jhtml> (Use the author index to find the biography on Babbitt.)
- <http://www.cedar-falls.lib.ia.us/youth/author3.html>
- <http://www.ipl.org/div/kidspace/askauthor/babbitt.html>

Useful websites

<http://www.lfelem.lfc.edu/tech/DuBose/webquest/nylen/tuck.html> (WebQuest further exploring the setting of Treegap)

<http://falcon.jmu.edu/~ramseyil/babbitt.htm> (Internet School Library Media Center's Natalie Babbitt Resource Page)

<http://www.webenglishteacher.com/babbit.html> (Web English Teacher)

<http://disney.go.com/disneypictures/tuck/> (the official movie site)

http://www.wwnorton.com/introlit/glossary_a.htm (webpage on the elements of literature)

<http://www.virtualsalt.com/litterms.htm> (a glossary of literary terms)

<http://www.m-w.com> (Merriam Webster Dictionary site)

<http://volweb.utk.edu/Schools/bedford/harrisms/2poe.htm> (simple lesson plan on similes and metaphors)

<http://www.elsevier.com/inca/publications/store/3/0/4/0/7/> (Cryogenics-the leading journal of low temperature engineering)

<http://www.genengnews.com/> (leading journal of the genetic engineering field)

<http://www.ornl.gov/hgmis/elsi/cloning.html> (cloning fact sheet from the Human Genome Project)