

Character Based Literacy Program

Independent Study Lesson Plan

Tuck Everlasting, Week 1



PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

What would it be like not to change in appearance? What are the pros and cons?

What is folklore?

How do you know if place is safe? How did you know when you were not safe? Is stranger danger a real concern for children and teenagers?

What is witchcraft? Are witches real?

How do you know when to trust someone? Is it worth risking your secret?

Is that really true? That isn't possible is it?

What is Lyrical writing?

Word Wall Here are vocabulary words to add to the Word Wall.

balmy (3)	quivers (3)	hub (4)	tangent (5)	bovine (5)
bristly (13)	intrusions (14)	resentful (14)	exasperated (16)	jaunty (17)
galling (23)	consolingly (23)	timidly (23)	dismay (34)	brisk (36)
knobby (38)	whit (40)	peculiar (42)	parson (43)	scarcely (40)
vanity (46)	perilous (50)	scornful (42)	pastures (46)	embankment (47)

READ

Review Review the timeline from the beginning every day.

Start at the beginning and review the story so far

- Mention the setting and main character
- Point to each timeline item as you quickly review it

Read Read the selection.

Read p. 3-55

RESPOND

Timeline List the 15-20 most important on the timeline.

Think about what you read today and begin your timeline

- First, *fix the facts*: who, what, when, where, why
- Then, decide on the most important events and begin your timeline with these.

Over the course of the next week, you will be required to read a number of pages. It would be best if you spread the reading out over the week and not try to do everything at the last minute before your next appointment.

Map Add to ongoing activities like a KWL chart or map: where did the characters go?

Family Tree

Create a family tree for Winnie.

KWL Chart

Create a KWL Chart on who are the characters and what do we know what we want to know.

Map

Create a map based on details given from the settings in the book. Update new locations or changes can be added to the map. What is the name of the town they live in?

EXPLORE

Activity Explore the reading more deeply with a visual or oral language activity.

Open Mind Portrait

Create an Open Mind Portrait for Winnie, Jesse Tuck (pages 25-26 have a great description of Jesse), and Tuck based upon the description of him on page 48.

Bookmark

Draw a bookmark illustrating the setting of the book or what you think the book is going to be about.

Portrait

Draw what you think Winnie looks like. Look into the text and find clues on how to create her. Use this to help you illustrate her with words, use describing words to convey what she looks like to you. Is she someone you would want to talk to? Be friends with?

Sketch

On pages 37 & 38, Natalie Babbitt describes the clearing and the spring the first time the Tuck family found it. Sketch her description. Natalie Babbitt provides an excellent description of the Tuck household on pages 50-52.

4G6 Character Profile Chart

You will need copies for each of the characters today, Winnie, Jesse, Ma, Pa, Miles and Mae. Spend time creating each one.

Discussion

Key Questions (p. 3-12)

1. What would it be like to not age for your entire life?
2. Would you get tired of looking the same?
3. How do you think that would feel?
4. If you had a choice, would you like to stay the same age your whole life? Why?
5. How would your friends feel about you if you stayed the same age for the rest of your life?

Key Questions (p. 13-21)

1. What does it feel like to be a kid and not have a lot of freedom?
2. Have you ever felt like running away?
3. How does Winnie feel?
4. What is freedom?
5. What are some words that are synonyms and antonyms of the word freedom?

Key Questions (p. 22-36)

1. Do you perceive the world as a safe or dangerous place? Why or why not?
2. Is your imagination powerful? Can it put things in your head that don't really exist?
3. What are some things that help your world be a safe place? Give 2 examples?
4. What did Tuck do to Winnie?
5. Why does Winnie decide not to run away?
6. What are other reasons why children decide to run away?

Key Questions (p. 37-45)

1. What is it like to hear a secret?
2. What was the Tucks' secret? Were they excited to tell her? Did Winnie feel honored to be told their secret?
3. Have you ever heard something and not believed it was true?
4. Have you ever told a secret? Who did you tell and why?
5. What kind of person would you share your secret to? Name three reasons why.
6. Is there a time when secrets should not be kept? Either way, please state why and support your answer.

Key Questions (p. 46-55)

1. Why do you think Tuck enjoys meeting Winnie so much?
2. What does that mean that she was an unexpected present?

3. How long has it been since he has seen a “natural” child?
4. What is the definition of a “natural” child according to the book?
5. How does Winnie feel about Tuck?

EXTEND

Write Write a short product based on today’s prompt to connect to the unit theme.

Key Paragraph, p. 11-12

“But, before she put on the hat, she brushed her gray-brown hair and wound it into a bun at the back of her neck. She did this quickly and skillfully without a single glance in the mirror. Mae Tuck didn’t need a mirror, though she had one propped up on the washstand. She knew very well what she would see in it; her reflection had long since ceased to interest her. For Mae Tuck, and her husband, and Miles and Jesse, too, had all looked exactly the same for eighty-seven years” (p. 11-12).

Writing Prompt

Go back into the text and look through pages 3-12 again. **In two narrative paragraphs, use the clues the author gives you that describe how ‘different’ or unique the woods are. Pretend you are in the woods; describe the forest in first person. Describe the site with the use of all your senses.**

You could also write a poem. Write a haiku, free verse, or even a rhyming poem. Please keep in mind that some poems tell stories. These poems tend to be quite long and often rhyme. Before writing and books were common, people used narrative poetry to tell stories. The rhymes and the rhythm made the stories easy to remember and pass on to other people.

Key Paragraph, p. 15

“‘I suppose you’re right,’ said Winnie. ‘Then you’d be just the way I am, now. Why should you have to be cooped up in a cage, too? It’d be better if I could be like you, out in the open and making up my own mind. Do you know they’ve hardly ever let me out of this yard all by myself? I’ll never be able to do anything important if I stay in here like this. I expect I’d better run away.’ She paused and peered anxiously at the toad to see how it would be to receive this staggering idea, but it showed no signs of interest. ‘You think I wouldn’t dare, don’t you?’ she said accusingly. ‘I will though. You’ll see. Maybe even first thing in the morning, while everyone’s still asleep’” (p. 15).

Writing Prompt

In today’s reading Winnie feels like she is stuck being held captive. Have you ever experienced similar feelings in your own life? Frustrated and not allowed to experience life, being told to stay put.

In a narrative paragraph or two, tell what the situation was, how you felt, and ultimately how you handled it. Was your decision one that allowed you to act in a Responsible fashion as we have defined it?

In a narrative paragraph or two, write about the time you felt frustrated and identify before you write: How old were you? What happened? What was making you feel like you wanted to be older? Describe the scenario from that age. BE

THAT AGE. Please remember to keep your audience in mind. Is the story interesting? Great details included? Can your reader visualize the picture you are painting with your words/word choice?

Key Paragraph, p. 22-23

“It was one thing to talk about being by yourself, doing important things, but quite another when the opportunity arose. The characters in the stories she read always seemed to go off without a thought or care, but in real life—well, the world was a dangerous place. People were always telling her so. And she would not be able to manage without protection. They were always telling her that, too. No one ever said precisely what it was that she would not be able to manage. But she did not need to ask. Her own imagination supplied the horrors” (p. 22-23).

Writing Prompt

Think back to a time when you were younger when you were afraid of something you are no longer afraid of. Perhaps you were afraid of the dark or you thought there might have been monsters under your bed.

Write about that experience as two narrative paragraphs. First, describe it from the perspective of the age that you were at the time. Then write about how you now know better. How did you conquer your fear(s)? Write so that your audience understands your POV (point of view). Is your narrative descriptive, well-structured and well-developed?

Key Paragraph, p. 37

“It was the strangest story Winnie had ever heard. She soon suspected they had never told it before, except to each other—that she was their first real audience; for they gathered around her like children at their mother’s knee, each trying to claim her attention, and sometimes they all talked at once, and interrupted each other in eagerness” (p. 37).

Writing Prompt

Pretend you are Winnie. What would be your reaction to the idea of being able to live forever? Is this too incredible to believe? Would you want that? Why or why not?

In two to three narrative paragraphs, give both the pros and the cons to never growing up. Would you be prepared to suffer immortality? Losing all your loved ones? What could you personally accomplish?

Key Paragraph, p. 49

“‘How do, Winnie Foster,’ said Tuck, shaking Winnie’s hand rather solemnly. ‘Well, then!’ He straightened and peered down at her, and Winnie, looking back into his face, saw an expression there that made her feel like an unexpected present, wrapped in pretty paper and tied with ribbons, in spite of Mae’s blue hat, which still enveloped her head. ‘Well, then,’ Tuck repeated, ‘seeing you know, I’ll go on and say this is the finest thing that’s happened in—oh—at least eighty years’” (p. 49).

Writing Prompt

How would you feel if you were Winnie and someone was admiring you and saying you were the neatest thing they had seen in 87 years? How does that compare to how Winnie felt at home?

Writing in first person, pretend you are Winnie and you are writing how things are different between you and your admirer and the people you have at home. What in his look shows approval? How important is body language? Can you convey emotion through body language? Everyone likes compliments. Does Winnie feel he is genuine? How would you describe this situation? What is the tone of your narrative writing? Your word choice is critical. Do your best to illustrate Tuck's admiration. Help the audience feel what you are feeling.

Character Based Literacy Program

Independent Study Lesson Plan

Tuck Everlasting, Week 2



PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

Have you ever felt like you were just scared of everything? Did you have a difficult time pinpointing the root of your fear? Could you possibly have a fear of the unknown?

What is Blackmailing? Why is this action considered immoral?

What is a constable? What is his purpose?

How are you different? What makes you different? What is your purpose in life

What are Different kinds of happiness exploitation?

Have you ever gotten so angry? Did you do something that you regretted?

Word Wall Here are vocabulary words to add to the Word Wall.

luxurious (56)	elation (57)	savior (59)	ringed (61)	rigid (64)
consciousness (68)	exclamations (73)	gestured (74)	seldom (75)	ordeal (75)
foothills (77)	protest (87)	wheezed (76)	grudgingly (79)	fondly (81)
ghastly (99)	faint (97)	parlor (90)	mantel (94)	petulance (98)
unflinchingly (102)	marionette (102)	entranced (103)	reliably (108)	coarse (105)

READ

Review Review the timeline from the beginning every day.

Start at the beginning and review the story so far

- Mention the setting and main character.
- Point to each timeline item as you quickly review it.

Read Read the selection.

Read p. 56-110

RESPOND

Timeline List the 15-20 most important on the timeline.

Think about what you read today and begin your timeline

- First, *fix the facts*: who, what, when, where, why
- Then, decide on the most important events and begin your timeline with these.

Over the course of the next week, you will be required to read a number of pages. It would be best if you spread the reading out over the week and not try to do everything at the last minute before your next appointment.

Map Add to ongoing activities like a KWL chart or map: where did the characters go?

Family Tree

Update the family tree for Winnie.

KWL Chart

An answer can be added to a question from the KWL Chart.

Map

Update new locations or changes to the map. Where are the characters today? What happens and where?

EXPLORE

Activity Explore the reading more deeply with a visual or oral language activity.

Comic Book

Create a comic book of your vision of 10 years in the future. Ensure you create a background description of the story.

Poster

Draw a poster to interpret their autobiography. Use a lot of descriptive words to help create a symbolic poster!

Magazine Cover

Choose a magazine for a different perspective: The National Enquirer, Newsweek, or whatever you wish. You can also make up your own magazine. Instead of making the magazine, you could do a design for the magazine detailing which words and pictures should appear in each spot. Bind the cover and pages together to form a mini-book.

Sketch

The constable is described on pages 76 & 77. Then sketch Miles and Winnie as they go fishing in the morning on pages 82-87.

Open Mind Portrait

Create an Open Mind Portrait for the man in the yellow suit.

Discussion

Key Questions (p. 56-66)

1. What does Tuck mean when he talks about the “wheel”?
2. Is it the wheel of life?
3. What’s on the wheel of life?
4. What does it mean to say you can’t have living without dying?
5. How does Winnie feel? Find specific examples of what describes how she feels.
6. What causes her to feel that way?

Key Questions (p. 67-75)

1. How do you know the man in the yellow suit is trying to take advantage of the Fosters and the Tucks?
2. What clues does the author give you that you should not trust him?
3. Is he lying?
4. Lying or not, what are some context clues in the book that indicate his actions?
5. How do you know whom to trust? What makes a person trustworthy?

Key Questions (p. 76-88)

1. What is irony?
2. How is it ironic that the constable is talking to the man in the yellow suit about the new jail? What’s strange about that?
3. What do Miles and Winnie talk about when they go to the pond?
4. What is your life’s purpose?
5. What would life be like in the future?

Key Questions (p. 89-100)

1. Why are the Tucks afraid of letting people know about the magic spring?
2. What is their fear?
3. Why was Mae mad?
4. What did the constable witness outside of his window?
5. Since the constable witnesses everything, what do you predict will happen next?

Key Questions (p. 101-110)

1. How have things escalated and gotten out of hand?
2. How is Winnie feeling about what happened to Mae?
3. How did these new experiences give her a life different from her parents?
4. How did that make her feel?
5. How do you think Winnie could help Mae?

EXTEND

Write Write a short product based on today’s prompt to connect to the unit theme.

Key Paragraph, p. 63-64

“She raged against it, helpless and insulted, and blurted out at last, ‘I don’t want to die.’

‘No,’ said Tuck calmly. ‘Not now. Your time’s not now. But dying’s part of the wheel, right there next to being born. You can’t pick out the pieces you like and leave the rest. Being part of the whole thing, that’s the blessing. But it’s passing us by, us Tucks. Living’s heavy work, but off to one side, the way we are, it’s useless, too. It don’t make sense. If I knowed how to climb back on the wheel, I’d do it in a minute. You can’t have living without dying. So you can’t call it living, what we got. We just are, we just be, like rocks beside the road” (p. 63-64).

Writing Prompt

Explain what you think Tuck is trying to get across to Winnie. Why doesn’t he want to live forever? Is life more fulfilling if we know we can’t live forever? In your opinion, what do you think are some consequences to immortality?

Write a narrative writing product stating why he doesn’t want to live forever, make every effort to place elaborate words describing what the possible consequences of being immortal are. A variation of this writing piece could be a poem or song. Is there a song you can think of that has a similar theme? What is it? Can it help support your writing?

Key Paragraph, p. 74

“He gestured with his long, white fingers and smiled, his face crinkling pleasantly. ‘We’d be good friends, I think. Why, the little girl and I, we’re friends already. It would be a great relief to see her safely home again, wouldn’t it?’ He clicked his tongue and frowned. ‘Dreadful thing, kidnapping...’” (p. 74).

Writing Prompt

In today’s reading we find that the man proposed that Winnie has been kidnapped. Do you believe he is being Responsible with his comment of “Dreadful thing, kidnapping”?

Sometimes when we are growing up, we manipulate people to get what we want. Sometimes we do this because we don’t have the tools to make better choices. Reflect back on an experience that you felt was clearly wrong where you manipulated someone and describe it in a narrative paragraph.

Write about that experience from the THEN perspective and then from the NOW perspective. What have you learned about what constitutes truly responsible actions?

REVIEW: This part of their narrative addresses the question: Was there ever a time when you were young when you manipulated someone to get what you wanted and clearly knew it was wrong? How has your perspective changed, as you have gotten older?

Key Paragraph, p. 78

“‘Yep, fifteen years. Seen a lot of trouble in fifteen years, but nothing quite like this. ‘Course, there’s a first time for everything, as they say. We got a brand-new

jailhouse, did you notice? Listen, it's a dandy! Give folks nice clean accommodations'" (p. 78).

Writing Prompt

Describe what you want to get out of life. What is your purpose? Pretend you are 98 years old and looking back on your life. What do you want people to remember you for? Write two to three paragraphs as if you were that age looking back. **Then, write a bit about the importance of the life cycle. How does the cycle of birth, youth, adulthood, aging and death, keep things in balance?**

Addresses the question: If you were 98 years old and looking back on your life, what would you want people to remember you for? What were your contributions to society and/or profession? To family? Neighborhood? Community?

Key Paragraph, p. 99

"'You're a madman! A loony! You can't let no one know about the water. Don't you see what would happen?'" (p. 99).

Writing Prompt

On pages 98-100, the stranger does a good job of making the Tucks angry; he calls them stupid. **In a narrative product, tell why the Tucks are so angry and what scares them so much. Use descriptive words that use sensory (all five senses)**

NOTE: This is another narrative entry. Some events spur greater responses than others, so use your judgment in providing maximum opportunities for success. Offer as many writing prompts as possible that help kids reflect on and unearth their experiences.

Key Paragraph, p. 108

"Well, thought Winnie, crossing her arms of the windowsill, she was different. Things had happened to her that were hers alone, and had nothing to do with them. It was the first time. And no amount of telling about it could help them understand or share what she felt. It was satisfying and lonely, both at once. She rocked, gazing out at the twilight, and the soothing feeling came reliably into her bones. That feeling—it tied her to them, to her mother, her father, her grandmother, with strong threads too ancient and precious to be broken. But there were new threads now, tugging and insistent, which tied her just as firmly to the Tucks" (p. 108).

Writing Prompt

As we get older, we have more and more experiences that our parents or guardians are not a part of. For Winnie, it was lonely because her parents were not a part of it, and she did not share all of her experience with them.

In two narrative paragraphs, write about a time in your life when you had an experience your parents did not know about that was both satisfying and lonely. Explain why the experience had this effect and elaborate on the experience using sensory words that describe a touch, feel, a visual representation.

Character Based Literacy Program

Independent Study Lesson Plan

Tuck Everlasting, Week 3



PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

Would you work alone? Or work with a group of people? Is there one right answer?

What is risk taking?

What are Thunder and lightning? Is there are difference? Similarities?

Taking responsibilities into your own hands and making the world a better place, how could you do that?

What are Epilogues?

Word Wall Here are vocabulary words to add to the Word Wall.

exertion (111)	velvet (111)	dabbing (113)	glaring (113)	miraculously (113)
ponderous (116)	plaintive (116)	gentility (116)	prostrate (117)	squirmed (119)
accusations (121)	realization (121)	gallows (124)	prying (124)	flailing (125)
unwittingly (128)	perversely (128)	comical (129)	revulsion (131)	pawing (131)
clattering (134)	pharmacy (135)	verandah (135)	linoleum (136)	swivel (136)

READ

Review Review the timeline from the beginning every day.

Start at the beginning and review the story so far

- Mention the setting and main character.
- Point to each timeline item as you quickly review it.

Read Read the selection.

Read p. 111-139

RESPOND

Timeline List the 15-20 most important on the timeline.

Think about what you read today and begin your timeline

- First, *fix the facts*: who, what, when, where, why
- Then, decide on the most important events and begin your timeline with these.

Over the course of the next week, you will be required to read a number of pages. It would be best if you spread the reading out over the week and not try to do everything at the last minute before your next appointment.

Map Add to ongoing activities like a KWL chart or map: where did the characters go?

Family Tree

Update the family tree for Winnie.

KWL Chart

An answer can be added to a question from the KWL Chart.

Map

Update new locations or changes to the map; where are the characters today?

EXPLORE

Activity Explore the reading more deeply with a visual or oral language activity.

Open Mind Portrait

Finalize the OMPs you've created.

Collage

Use images/pictures/drawings/cartoons from magazines, newspapers or books. Choose images that represent the theme of Tuck Everlasting, specifically mortality/immortality, morality, etc. Compile/combine pictures, etc., to create a collage that represents our novel Tuck Everlasting. Make every effort to create a collage that exemplifies our novel's theme very clearly. The collage can be put together with magazine cutouts, clips from drawings, artwork, icons, and 3-D materials—anything that represents the novel's theme. This collage will be used to assist in the Final Narrative: I am Poem

Symbolism

After writing your narrative entries, draw a symbol of what represents you. Decide on an object and draw it. Then write an elaborate narrative poem describing the scenery you created and place the description, find what symbolizes you and your journey.

Postcard

Write a postcard to the author telling her what you thought of the book! Make sure to write appropriately; think about the types of words you will use as well as any possible

questions you might ask. What is your personal opinion of this novel? Tell the author what your favorite character from the book was. Tell the author what section of the book was most memorable and why. Use specific details. Illustrate your postcard with anything you feel makes your message more powerful and interesting.

Discussion

Key Questions (p. 111-115)

1. What would it be like to live with your soul mate forever?
2. Why is Winnie so excited?
3. Would you be excited, if you were in Winnie's shoes? Explain why?
4. What is Jesse's plan?
5. Why do you think it is important for Winnie to drink this special water when she turns 17?

Key Questions (p. 116-120)

1. How do we decide what is right and what is wrong?
2. Do you think it was right for Winnie to leave her home?
3. Are there moments in your life that you felt conflicted with the thought of good verses bad?
4. How you know if you are taking the responsible route?
5. What are some things to help you determine what are some methods to help you choose a responsible way how to do things?

Key Questions (p. 121-126)

1. How has Winnie changed over the course of the novel?
2. What values does Winnie have?
3. How does she know herself differently?
4. What do you predict will happen to Winnie?
5. Who accompanies Jesse and Winnie to save Mae?

Key Questions (p. 127-133)

1. Why does Winnie decide to save the toad?
2. Why do you think she doesn't drink the water herself?
3. What additional information did you get about Winnie?
4. What almost kills the toad?
5. What happens when the constable finds Winnie instead of Mae?
6. How does Winnie's parents feel about Winnie's action?

Key Questions (p. 134-139)

1. What did you think was going to happen at the end of the book?
2. Did the ending surprise you? What were you expecting?
3. What additional information did you find about Winnie, from this last chapter?
4. How do you think Tuck felt when he saw Winnie's grave?
5. How do you feel that Winnie showed respect and responsibility to her dear friend Tuck?

EXTEND

Write Write a short product based on today's prompt to connect to the unit theme.

Key Paragraph, p. 115

"Winnie stood up and turned to answer. 'It's just a boy, Granny. I'll be in a minute.' When she turned around again, Jesse was gone. Winnie clutched the little bottle in her hands and tried to control the rising excitement that made her breath catch. At midnight she would make a difference in the world" (p. 115).

Writing Prompt

If you were Winnie and Jesse had given you the vial of water from the spring, what would you do? This is a very big decision you are about to make. Reflect on the definition that CBL gives for the quarter theme Responsibility Requires Action.

In a narrative product tell what you would do if you were Winnie. Be sure to include why you made your decision and if you are acting in a responsible manner.

Key Paragraph, p. 118

"Winnie had her own strong sense of rightness. She knew that she could always say, afterward, 'Well, you never told me not to!' But how silly that would be! Of course it would never occur to them to include such a thing on their list of don'ts. She could hear them saying it, and almost smiled: 'Now, remember, Winifred— don't bite your fingernails, don't interrupt when someone else is speaking, and don't go down to the jailhouse at midnight to change places with prisoners'" (p. 118).

Writing Prompt

In what ways is Winnie's decision to help get Mae out of jail an unethical one? Are there any ways in which it is the right choice? Explain your answer. **Create your narrative product, feel free to use a favorite song to use as an example for your work.**

Key Paragraph, p. 121

"Leaving the house was so easy that Winnie felt faintly shocked. She had half expected that the instant she put a foot on the stairs they would leap from their beds and surround her with accusations. But no one stirred. And she was struck by the realization that, if she chose, she could slip out night after night without their knowing. The thought made her feel more guilty than ever that she should once more take advantage of their trust. But tonight, this one last time, she had to. There was no other way. She opened the door and slipped out into the heavy August night" (p. 121).

Writing Prompt

In today's reading, Winnie acknowledges that she has been acting and behaving in an irresponsible fashion. **The current CBL theme states; Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.**

In a narrative product, tell how Winnie is not upholding the theme and explain how she could be a more responsible person. Write specifically what she should do. Have you ever behaved irresponsibly like Winnie is now? Using Winnie's current behavior, write a poem, song or rap that speaks directly to having responsibility for one's actions. What are the benefits for Winnie behaving responsibly? What are the benefits for you?

Key Paragraph, p. 132

"In a moment she was back again. The toad still squatted where she had dropped it, the dog still waited at the fence. Winnie pulled out the cork from the mouth of the bottle, and kneeling; she poured the precious water, very slowly and carefully, over the toad" (p. 132).

Writing Prompt

In what ways is Winnie showing responsibility through her actions? **In two narrative paragraphs, tell how Winnie is being responsible. Use specific evidence from the novel that illustrate her actions. Pay attention to your audience and the type of writing you are creating. Narratives tell a story; stories paint a mental picture.**

Key Paragraph, p. 137-138

"Slowly, Tuck turned his footsteps toward the monument. And saw, as he approached, that there were other, smaller markers all around it. A family plot. And then his throat closed... He knelt and read the inscription..." (p. 137-138).

Writing Prompt

Did the ending surprise you? Why or why not? How would you feel if you were the Tucks? **In a narrative product, write three reasons why it did or did not surprise you. In your writing, be sure that you are describing your position and specifically state evidence from the novel to support your claims.**

Final Writing Product

Tuck Everlasting reflects the CBL theme Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now. Ideally this would be posted in your classroom.

Today, write an “I am Poem” or any other type of narrative poem, song or rap. Our goal for this unit is for students to critically examine the text in relation to the theme of immortality and responsibility to self and others, as well as write narratives that will ultimately comprise the Final written product, a Narrative poem. Using the template below, identify which narrative writing pieces you will pull from to create your poem, rap or song. Do you share any characteristics with Winnie in terms of immortality and responsibility? With Tuck?

Example of “I am Poem” template:

I Am
I am (two special characteristics)
I wonder (something you are actually curious about)
I hear (an imaginary sound)
I see (an imaginary sight)
I want (an actual desire)
I am (the first line of the poem restated)
I pretend (something you actually pretend to do)
I feel (a feeling about something imaginary)
I touch (an imaginary touch)
I worry (something that really bothers you)
I cry (something that makes you very sad)
I am (the first line of the poem repeated)
I understand (something you know is true)
I say (something you believe in)
I dream (something you actually dream about)
I try (something you really make an effort about)
I hope (something you actually hope for)
I am (the first line of the poem repeated)

Write your “I am Poem,” or any other similar narrative poem, song or rap using your daily writing extensions as inspiration and to provide continuity with our themes of immortality and responsibility. Do your best to select words and/or phrases that exemplify these themes and how they describe you. For example, “I am Poems” are concise and powerful.

Be sure to use a writing process that starts with a rough draft and allows for opportunities to peer edit/revise. Share it with your teacher/peers, and invite them to give you feedback. When you have received constructive feedback, revisit your

narrative product and make the appropriate changes.

Don't forget that a narrative is a report of related events presented to the listeners or readers in words arranged in a logical sequence. A story is taken as a synonym of narrative. A narrative or story is told by a narrator who may be a direct part of that experience and he or she often shares the experience as a first-person narrator. Sometimes he or she may only observe the events as a third-person narrator and gives his or her verdict.

After the rough draft has been edited and revised, rewrite your poem, song or rap. Feel free to use other items from this unit besides the narrative writing. One example might be the collage. The collage might help provide a visual to your final narrative writing of your poem, song or rap.

As a class you might host an "Open Mic" event that would provide an opportunity for students to read their poems, sing their songs or speak their rap. Another presentation idea may be to have students record their poems, songs or rap to background music. A slide show with appropriate images might also be another opportunity for evaluation.