

# Active Reading

## *Tuck Everlasting* Prologue and Chapters 1–8

The Tucks have mixed feelings about living forever. Use the chart to note their attitudes about what has happened in their lives since they drank from the spring. In the second column, summarize in a few words their feelings about living forever.

Character	Comments	Feeling About Living Forever
Angus	Wishes things would change	Bored and sad
Mae		
Miles		
Jesse		

# Responding

## *Tuck Everlasting* Prologue and Chapters 1–8

### Personal Response

What do you think will happen next in the story? Why?

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### Analyzing Literature

#### Recall and Interpret

1. Briefly describe the Fosters' house and yard. How do they reflect the Fosters' personality?

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2. What does Mr. Tuck dream? What does the dream suggest about Mr. Tuck's attitude toward his life?

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3. What thoughts does Winnie express to the toad? How does she feel about her life? How does the weather reflect her feelings?

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4. What draws Winnie to the woods? What is Jesse Tuck doing when Winnie first sees him? What does she think of Jesse?

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5. What secret do the Tucks share with Winnie? Why do they kidnap her? How does Winnie feel about the Tucks?

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# Responding

## *Tuck Everlasting* Prologue and Chapters 1–8

### Analyzing Literature (*continued*)

#### Evaluate and Connect

6. Who overhears the Tucks' secret? How do the actions of this character create suspense, or tension, in the plot?

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7. Review your answer to the question in the **Focus Activity**. After reading about the Tucks, would you change your answer? Why? How might the Tucks answer the question?

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### Literature and Writing

#### The Story in a Nutshell

In one written paragraph, sum up the part of the story you have read so far. Identify the main character in the novel and give some background about her. Where does she live? What seems to be troubling her? What action does she take that sets the story in motion?

#### Extending Your Response

##### Literature Groups

Mae Tuck says that the spring is “a big, dangerous secret.” Do you agree? In your discussion, consider these related questions: What might happen if the secret was revealed to the public? How would people’s lives be changed for better or worse? How would society be affected? How might the planet be affected? After your discussion, take a vote to find out how many students think the spring should be kept secret.

##### Learning for Life

News reporters often have to separate fact from fiction. Imagine you are a reporter. You have heard a rumor about a mysterious family that never seems to age. Your editor wants you to find out if the rumor is true. What questions would you ask to try to get to the bottom of this story? Write at least two questions you would ask each major character in the story.



*Save your work for your portfolio.*

# Before You Read

## *Tuck Everlasting* Chapters 9–20

### FOCUS ACTIVITY

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What changes in life do you look forward to as you think about growing older?

#### Discuss

What do you think your life will be like when you are a young adult? When you are older still? What joys and pains might come with each stage of life?

#### Setting a Purpose

Read to find out what Angus Tuck has to say to Winnie about living and growing.

### BACKGROUND

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#### Did You Know?

The plot of a story is more than just a series of events, one after another. In any plot, one event leads to another, following a pattern of cause and effect. Compare these two examples offered by E. M. Forster, the author of *Aspects of the Novel*, a book about how novels work: (1) “The king died and then the queen died.” (2) “The king died, and then the queen died of grief.” Only the second example, Forster notes, is a plot.

In *Tuck Everlasting*, you can find similar examples of cause and effect in the plot. In the first section, Winnie hears strange music coming from the woods. This event leads her to enter the woods because she is curious about the source of the music. Thinking about cause and effect can help you understand characters’ motives, or reasons for doing what they do. As you read Chapters 9–20, notice how one event leads to another, and think about why each character behaves as he or she does.

#### Branches of Knowledge

In Chapter 19, the man in the yellow suit says that he studied philosophy and metaphysics to try to find out if people can really live forever. Philosophy is a branch of knowledge, like science or history. The term comes from Greek words that mean “love of wisdom.” Philosophers apply the powers of the mind to explore basic questions about human experience such as What is truth? How do we define goodness or beauty? What moral responsibilities do people have? What is the extent of the universe? How do we know what we know? Metaphysics is one branch of philosophy. Metaphysicians try to sort out appearance from reality. The question that Babbitt poses for readers in her novel is a philosophical one. How would you phrase her question?

### VOCABULARY PREVIEW

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**anguish** [ang'gwish] *n.* extreme pain or sorrow

**fragrant** [frā'grənt] *adj.* sweet-smelling

**helter-skelter** [hel'tər skel'tər] *adj.* without order; messy

**immense** [i mens'] *adj.* very large

**melancholy** [mel'ən kol'ē] *adj.* depressed

**pickle** [pik'əl] *n.* difficult situation

**rave** [rāv] *v.* to talk wildly

**teeming** [tēm'ing] *adj.* filled to overflowing

# Active Reading

## *Tuck Everlasting* Chapters 9–20

Winnie has mixed feelings about her experiences with the Tucks. Each of these feelings is an effect caused by a particular event. Use the chart to record her responses to the events that happen while she is with the Tucks.

Event	Winnie's Response
The Tucks take Winnie home to meet Angus.	1. <i>feels happy to be welcomed</i>
Winnie eats supper with the Tucks.	2.
On the pond, Angus talks to Winnie about the wheel of life.	3.
Tuck and Mae talk to Winnie as she falls asleep.	4.
Jesse suggests that Winnie drink the springwater when she is seventeen.	5.
Miles takes Winnie fishing on the pond.	6.
Mae hits the stranger and the constable arrests her.	7.

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# Responding

## *Tuck Everlasting* Chapters 9–20

### Personal Response

When Winnie goes fishing with Miles, she kills a mosquito but asks Miles to let the trout go free. Why would she do that? Would you have done the same? Explain.

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### Analyzing Literature

#### Recall and Interpret

1. Compare and contrast the Tucks' house and way of life with the Fosters'. Which does Winnie seem to prefer? Why?

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2. When Mr. Tuck takes Winnie rowing, what does he talk about? How does he feel about living forever? How does Winnie respond to what he says?

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3. Why does the man in the yellow suit go to the Fosters' house? What do the constable's remarks about the gallows seem to foreshadow, or predict, for the Tucks?

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4. At the Tucks' house, what plan does the man in the yellow suit announce? Why, do you think, does Mae Tuck hit him? How does this scene mark a turning point for Winnie?

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# Responding

## *Tuck Everlasting* Chapters 9–20

### Analyzing Literature (*continued*)

#### Evaluate and Connect

5. How does Winnie’s talk with Miles when they go fishing relate to her earlier talk with Angus?

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6. What suggestion does Jesse make to Winnie? Does her interest in Jesse surprise you? Explain.

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### Literature and Writing

#### Images

An image is something that you can perceive with one or more of the senses: sight, hearing, smell, taste, or touch. Natalie Babbitt uses many images to enrich her writing. Often these images compare two things. For example, she describes Mae Tuck as a “great potato of a woman.” Other images are vivid and colorful descriptions of things or events. Discuss Babbitt’s use of images in this section. In writing, describe two images that you find interesting, and explain why they appeal to you and what makes them effective.

#### Extending Your Response

##### Literature Groups

Take turns reading aloud Chapter 12, in which Angus Tuck talks to Winnie about why living forever is a bad thing. Then, discuss the points Angus makes about living and dying. Did you find his points convincing? (Think back to the comments you made in the **Focus Activity**.) Could you identify with Winnie when she found it hard to accept the fact that she, too, will die? Do you think the wheel is a good symbol for life? Together, create a collage, poem, song, or dance to express your thoughts and feelings about the “wheel of life.”

##### Learning for Life

Winnie has trouble falling asleep at the Tucks because her mind is spinning. But gradually the gentle evening sounds replace her busy thoughts, and she begins to relax. Mental health experts have found that thinking about a peaceful and quiet setting can help people relax when they feel tense or preoccupied.

Visualize a place that you find especially peaceful. On a separate sheet of paper, describe the different parts of the scene—sights, sounds, smells, sensations—and explain their soothing effect.



*Save your work for your portfolio.*

# Before You Read

## *Tuck Everlasting* Chapters 21–26 and Epilogue

### FOCUS ACTIVITY

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What does it mean to grow up? Are there parts of growing up that are both “satisfying and lonely”?

#### Share Ideas

In small groups, discuss how young people act differently from their elders.

#### Setting a Purpose

Read to find out how Winnie changes as a result of her experiences with the Tucks.

### BACKGROUND

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#### Did You Know?

*Tuck Everlasting* ends with an epilogue, which follows the final chapter. An epilogue is a concluding statement or section added to a novel or play. Epilogues used to be very common in plays about 300 years ago. The epilogue was often a rhyming speech addressed to the audience by one of the actors. Today epilogues are not very common in either plays or novels. Usually the epilogue sums up the main action of the story. It may also provide information about what happened later to one of the characters, as it does in *Tuck Everlasting*.

#### A Real Fountain of Youth?

In 1503 the explorer Juan Ponce de León was searching for new lands for Spain. Legend has it that rumors about a miraculous spring led him to Florida. Native Americans told him of a magical water source on an island called Bimini that could make old people young again. In 1513 Ponce de León went looking for this island. He landed on the coast of Florida near the site of modern St. Augustine. There he continued to search for, but never found, the fabled “fountain of youth.”

### VOCABULARY PREVIEW

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**accomplice** [ə kom'plis] *n.* assistant to a crime

**arc** [ärk] *n.* curved path

**ebb** [eb] *v.* to decrease in force or level

**impulse** [im'puls] *n.* sudden act

**indefinitely** [in def'ə nit lē] *adv.* for an unlimited time

**ponderous** [pon'dər əs] *adj.* of great weight

**pry** [prī] *v.* to pull by using a lever

**profoundly** [prə found'lē] *adv.* deeply

**soothing** [sōō'thɪŋ] *adj.* comforting



# Active Reading

## *Tuck Everlasting* Chapters 21–26 and Epilogue

In Chapters 22–24, the author uses descriptions of the weather to emphasize the dramatic events that occur as well as the dramatic inner changes in the main character. Use the chart to note how the weather changes along with the action.

	Weather	Action
Chapter 22	hottest day of August so far	Jesse tells Winnie about the plan to free Mae from jail; he gives her a bottle of the springwater and reminds her to join him in the future.
Chapter 23		
Chapter 24		

# Responding

## *Tuck Everlasting* Chapters 21–26 and Epilogue

### Personal Response

Winnie's actions do make a difference in the world of the novel. Do you think the actions of one person can make a difference in the real world? Explain.

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### Analyzing Literature

#### Recall and Interpret

1. What plan does Miles have to free Mae from jail? How will Winnie help? What will happen if Mae is sent to the gallows?

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2. Why does Winnie feel guilty about helping with the jail break? Why does she decide to help anyway?

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3. What does Winnie do with the bottle of springwater Jesse gave her? What does this action suggest about what she believes? What does it hint about her future?

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# Responding

## *Tuck Everlasting* Chapters 21–26 and Epilogue

### Analyzing Literature (*continued*)

#### Evaluate and Connect

4. In the epilogue, what parts of the description suggest the passage of time? What has happened to the woods and spring? Why does Tuck say “Good girl” when he sees Winnie’s gravestone?
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5. Tuck moves a toad out of harm’s way as he and Mae leave Treegap. What do you make of this incident?
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### Literature and Writing

#### Dear Tucks

The Tucks never find out what happens to Winnie after they free Mae from jail. Take the role of Winnie, and write a letter to the Tucks about her thoughts and experiences. Would she explain how getting to know the Tucks changed her? Would she talk about what happened to her later in life? Would she have a special message for Jesse or another family member? Be sure to refer to her experiences in the novel, and use your ideas from the **Focus Activity**.

#### Extending Your Response

##### Literature Groups

Using a computer at school, create a school “chat room” for discussing the novel. Create a file and give it a name like “TuckTalk.” Include a tag to identify your group. Use the file to post questions about anything that puzzles you as you read the last section of the novel. Each person reading the novel should type in at least three questions. Each time you add a question, read the questions that others have asked. Find one or two that interest you and write a response. Before you launch your chat room, come up with a plan for organizing the questions and answers so they are easy to follow. Be sure to group all the answers to the same question together.

##### Art Connection

Assemble or draw a collection of objects for a “museum” of *Tuck Everlasting*. Choose objects that will remind people of the characters, symbols, plot, and themes of the novel. Display your drawings on a single piece of posterboard. Arrange three-dimensional objects together on a table. Include a clearly printed label to identify each object and explain its importance in the novel.



*Save your work for your portfolio.*

