TUCK EVERLASTING
LESSON PLAN

Language Arts, Grade 6
LEARNING OUTCOMES

• Students will engage in close reading to learn how people lived in the late 19th Century.
• Students will visualize a main character in a text.
• Students will create an in-depth dialogue between two people, using details from the text.
COMMON CORE STANDARDS

- **CCSS.ELA-LITERACY.RL.6.1**
  Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

- **CCSS.ELA-LITERACY.W.6.3.B**
  Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

- **CCSS.ELA-LITERACY.W.6.3.D**
  Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
MATERIALS

• Student computers with internet access

• [www.readwritethink.org](http://www.readwritethink.org) website

• Flash player installed for Doodle Splash

• Classroom set of *Tuck Everlasting*
ACTIVITY #1: BRAINSTORM

• All of you dress very differently from your parents and your grandparents. In your opinion, what types of clothing have gone out of style?

• Show old yearbook photos of some of the current middle school teachers. Discuss differences in clothing, hair styles, makeup, etc.
STUDENT EXAMPLES: WHAT DID PEOPLE WEAR IN THE PAST?

• 1600s
  • Big hats that covered their hair (unlike now)
  • Buckles on their hats and pants

• 1700s:
  • “Men wore wigs and war clothes”

• 1980s:
  • “Tuxedos”
  • “Men’s short shorts”
  • “Shirts tucked into shorts”

• Not sure:
  • “High collars”
  • “Bonnets”
ACTIVITY #3: K/W/L CHART

• K- Describe life in the late 19th Century.
• W- (What you want to know about this time period)
• L- (What you learned about life in the late 19th Century after reading *Tuck Everlasting*)

ACTIVITY #4: PURPOSE FOR READING

• As you read *Tuck Everlasting*, pay particular attention to details about life during the late 19th Century.

• Look for clues about dress, transportation, homes, occupations, etc. Take detailed notes.
ACTIVITY #2: DISCUSSION

• Use students’ examples to flesh out the time periods that students attach to the clothing.

• Discuss why people dressed differently in different time periods. (Ex: gender roles)

• Guide them towards the late 19th Century time period.
ACTIVITY #5: USING TEXT DETAILS TO DRAW CONCLUSIONS

• What do you think Winnie Foster would have worn? Look back at your notes for ideas.

• Log on to a computer and draw your interpretation using the Doodle Splash interactive

ACTIVITY #6: FASHION2FIBER

• Use the 1880’s examples to show students how accurate their drawings were. Discuss differences between student designs and actual primary sources from that time period.

• Black and red wool plaid bustle dress
• Red embroidery cotton corset
• Olive brown dress
• Green wool bodice and skirt
• Yellow Lyons silk brocade bustle dress
ASSESSMENT: WRITING ASSIGNMENT

• What would Winnie Foster think about today’s world? What would she say about your clothes? Your hairstyle? Your hobbies?

• Create a dialogue between yourself and Winnie Foster. Be true to who Winnie was and how she felt about her life in the late 19th Century.