

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](#)

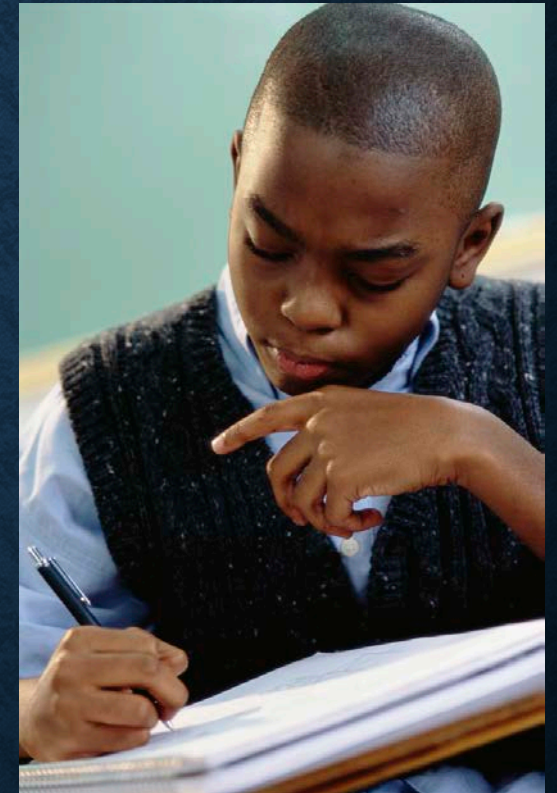
Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

- [CCSS.ELA-LITERACY.W.6.3.B](#)

Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

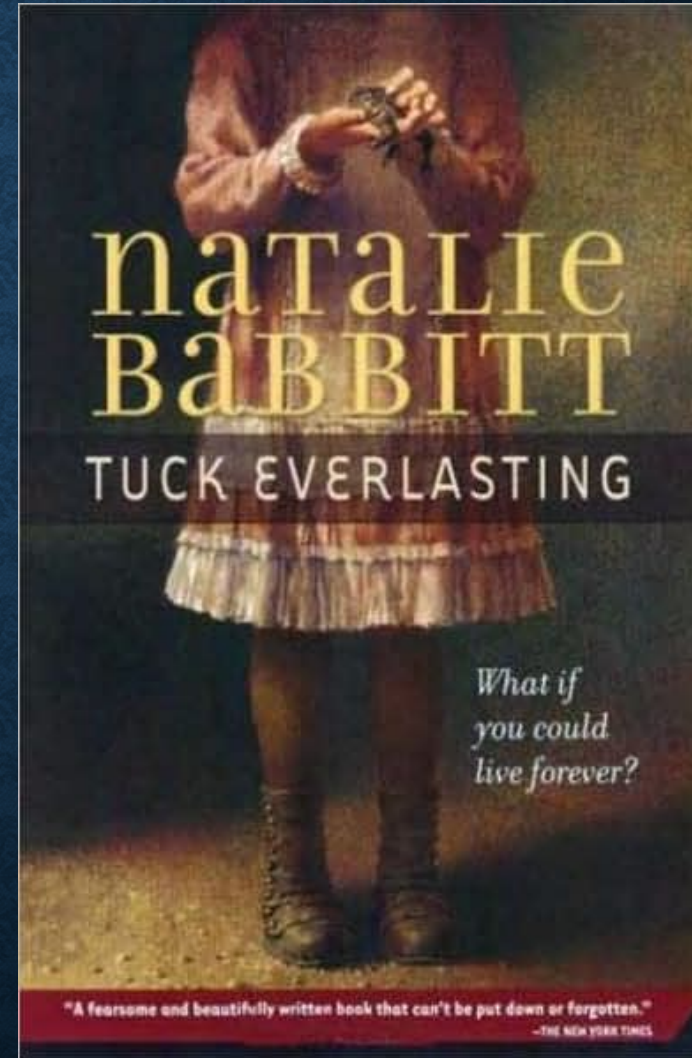
- [CCSS.ELA-LITERACY.W.6.3.D](#)

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 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.

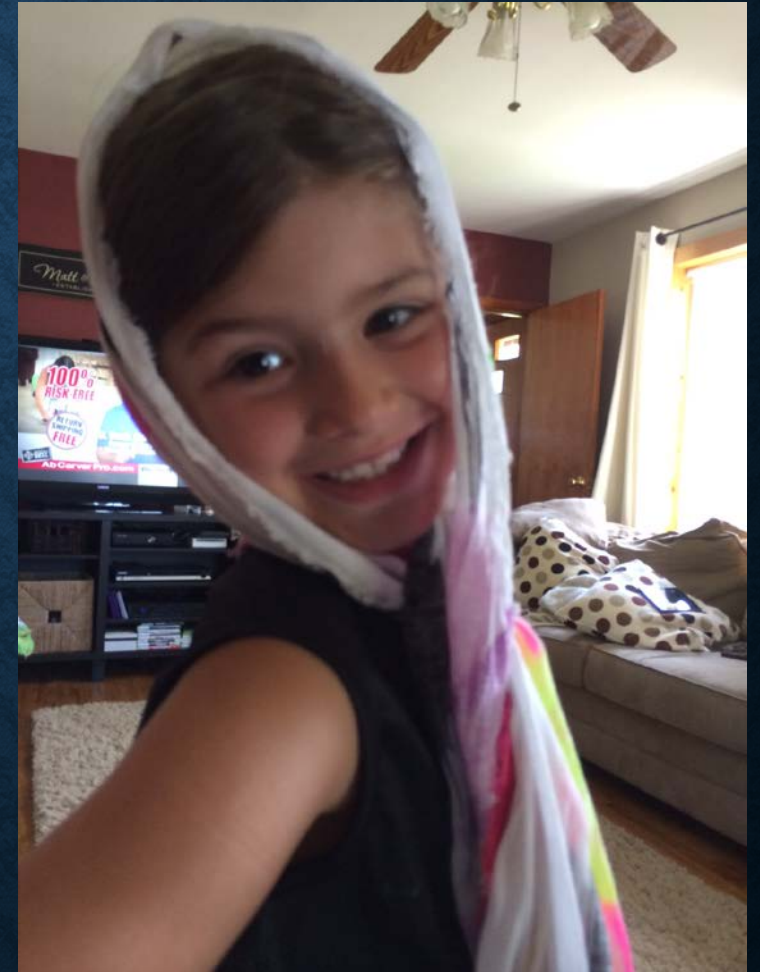
STUDENT EXAMPLES: WHAT DID PEOPLE WEAR IN THE PAST?

- **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*)
- <http://www.readwritethink.org/classroom-resources/student-interactives/creator-30846.html>

K.W.L. Chart

Topic: _____

K What I Already Know	W What I Want to Know	L What I Have Learned

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.



Images from the Library of Congress

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
- <http://www.readwritethink.org/classroom-resources/student-interactives/doodle-splash-30022.html>



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.

