Creating your own Concept of Setting: Tuck Everlasting by Natalie Babbitt

<table>
<thead>
<tr>
<th>Lesson Overview</th>
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<tr>
<td><strong>Overview:</strong> In this lesson, students develop a sense of place by creating their own visual setting for the time period of the novel, <em>Tuck Everlasting</em> by Natalie Babbitt. Students analyze photos of homesteads of the 1880s to help visualize the time period of the novel. This will help them identify with characters in the story and bring a greater understanding of the time period.</td>
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<td><strong>Grade Range:</strong> 6-8</td>
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| **Objective:** After completing the lessons in this unit, students will be able to:  
  - Analyze a photo from the 1880s.  
  - Identify differences between current and past homesteads.  
  - Make connections between the lives of children in the 1880s and their own.  
  - Create an accurate visual setting for the novel *Tuck Everlasting* by Natalie Babbitt. |
| **Time Required:** One class period of 40 minutes |
| **Discipline/Subject:** Language Arts and Social Studies |
| **Topic/Subject:** Literature |
| **Era:** Rise of Industrial America, 1876-1900 |

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<th>Standards</th>
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<td><strong>Illinois Learning Standards:</strong></td>
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<tr>
<td>16.A.3b Make references about historical events and eras using historical maps and other historical sources.</td>
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<tr>
<td>16.C.2c (US) Describe significant economic events including industrialization, immigration, the Great Depression, the shift to a service economy and the rise of technology that influenced history from the industrial development era to the present</td>
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<td>CC.6.R.H.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</td>
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<th>Materials</th>
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<tr>
<td><strong>Handouts:</strong> LOC Items</td>
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<tr>
<td><strong>Analysis Tools:</strong> Put Yourself in the Picture</td>
</tr>
<tr>
<td><strong>Books:</strong> <em>Tuck Everlasting</em> by Natalie Babbitt</td>
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A Sense of Place

Tuck Everlasting by Natalie Babbitt

What is Setting?

Place

Where does the story take place?

Time

When does the story take place?

Place

• This story takes place in several locations as described in the first 5 chapters.

Time-1880’s

What was happening during this time period?

Industrial Revolution

“Current” Inventions:

- Light bulb
- Telephone

“Current” Methods of transportation:

- Train
- Horse

“Current” events:

- Homesteaders moving west
- Pioneers
- Cowboys moving cattle to railheads

Pictures from time period

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What did you notice?

What were some differences you noticed between the pictures?

What was life like in the 1880's?
### Library of Congress Items:

- **Title of Source:** Coburg, Nebraska Terr. & vic., 1884-85  
  **Creator of Source:** Butcher, Solomon D.  
  **Date of Creation:** 1884-1885  
  **URL of Source:** http://www.loc.gov/pictures/item/2005693379/  
  **Notes:** Nebraska Homestead

- **Title of Source:** Wm. Sabine residence, Alamosa  
  **Date of Creation:** 1885-1887  
  **URL of Source:** http://memory.loc.gov/cgi-bin/query/r?ammem/hawp:@field(NUMBER+@band(codhawp+10006432))  
  **Notes:** Picture of people farming

- **Title of Source:** Powell House  
  **Date of Creation:** 1881  
  **URL of Source:** http://memory.loc.gov/cgi-bin/query/r?ammem/AMALL:@field(NUMBER+@band(codhawp+10013598))  
  **Notes:** Picture of old dining room

### Procedures

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<thead>
<tr>
<th>Procedure Step #</th>
<th>Resource or Material Used</th>
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<tbody>
<tr>
<td>1. Open PowerPoint to slide 1. Introduce novel and how you will read it as a class.</td>
<td>Power Point</td>
</tr>
<tr>
<td>2. Change to slide 2. Introduce concept of setting-place and time 1880’s. Review settings of previous novels read. Ask, “Why is setting important in a novel?”</td>
<td>Power Point</td>
</tr>
<tr>
<td>3. Change to slides 3 and 4. Discuss what was happening during that time period as noted on slide 4. Ask, “How can we visualize the setting of a story when it takes place so far in the past?” Review how we can use primary documents to learn about the past.</td>
<td>Power Point</td>
</tr>
<tr>
<td>4. Change to slide 5. Show pictures from 1880’s in PowerPoint. Explain to students that they are going to analyze one of the photos to try to get a better understanding of the 1880s. This will assist them in visualizing the setting while reading the novel.</td>
<td>Power Point</td>
</tr>
<tr>
<td>5. Change to slides 6 and 7. Introduce Put Yourself in the Picture Analysis tool. Teacher needs to put students in groups of 4 (about 6 groups). Hand each group a different photo and photo analysis tool. Two groups will get the same picture but may analyze differently. Advise students to spend a lot of time analyzing their photo to help them actually feel like they are “in” the photo.</td>
<td>Power Point Analysis Tool LOC Items</td>
</tr>
<tr>
<td>6. Monitor student groups as students analyze photo. Give students 5-10 minutes to finish their responses.</td>
<td>Analysis Tool LOC Items</td>
</tr>
<tr>
<td>7. Change to slide 8. Have groups who analyzed that photo compare results as a whole group students share responses. Do the same with slides 9 and 10.</td>
<td>Power Point</td>
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<tr>
<td>8. Change to slide 11. Draw conclusions as a whole group as to what it was like to live in the 1880’s. Note major themes students noticed and differences between the pictures. List responses on the board.</td>
<td>Power Point</td>
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<tr>
<td>9. Change back to slides 8-10. Discuss the differences between the homes of rich and poor people in the 1880’s.</td>
<td>Power Point</td>
</tr>
<tr>
<td>10. Further introduce the novel explaining how there will be characters who live in places like the photos we just analyzed.</td>
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<tr>
<td>11. Start reading the novel.</td>
<td>Book</td>
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Evaluation

Students will be evaluated informally by their interaction in the photo analysis activity. References will be made back to the activity throughout the unit as the novel progresses.

Extension

This activity crosses over into the Social Studies curriculum. It can be extended upon during discussion of the Industrial Revolution. It can also connect to other novels taught throughout the year.

Author Credits:
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Monroe Elementary
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**PUT YOURSELF IN THE PICTURE PHOTO ANALYSIS**

Imagine yourself in the image provided and list three to five phrases describing what you see, hear, taste, touch and smell.

**Sight**  What do you see? People? Words? Buildings? Animals? Interesting Items? Do these things give you clues about this time and place?

1. 
2. 
3. 
4. 
5. 

**Sound**  What do you hear? People? Animals? Nature? Sounds from inside or outside of buildings? Sounds can indicate something good, bad or sad.

1. 
2. 
3. 
4. 
5. 

**Taste**  What do you taste? Are things edible or is there “something in the air”?

1. 
2. 
3. 
4. 
5. 

**Smell**  What smells are around you? City or rural scents? People? Animals? Businesses? Do they make you think of something good or bad?

1. 
2. 
3. 
4. 
5. 

**Touch**  How and what do you feel? What is the environment like? Hot? Cold? Wet? Are there “things” that you can touch? What do they feel like?

1. 
2. 
3. 
4. 
5.