

Questioning Strategy
For Tuck Everlasting
By: Natalie Babbitt
Farrar, Straus, and Giroux
(Bloom's Taxonomy)

PURPOSE: Bloom's taxonomy can be used to create questions that aid students in discovering what they know and comprehend about a given topic. It also allows them to utilize higher order thinking skills to answer questions that require them to apply, synthesize, and evaluate information.

EXAMPLE: (From Tuck Everlasting by Natalie Babbitt)

KNOWLEDGE: Name at least two different places where the story takes place (A: Winnie's house/yard, Treetop, the woods, the Tucks house)
(LIST, RECALL, RECORD, DISCUSS)

COMPREHENSION: Rephrase the following sentence, in your own words and describe how it relates to the theme of Tuck Everlasting: "And now, though autumn was still some weeks away, there was a feeling that the year had begun its downward arc, that the wheel was turning again, slowly now, but soon to go faster, turning once more in its changeless sweep of change." (A: pg. 127)
(PARAPHRASE, INTERPRET, EXPLAIN, DISCUSS)

APPLICATION: Tuck explains to Winnie why he feels that drinking from the fountain was a mistake for his family and would be a mistake for her. Explain the argument he uses and its effect on Winnie.
(ILLUSTRATE, SHOW HOW, FIND)

ANALYSIS: Compare Winnie's opinion of the Tucks at the beginning of the story with her opinion of them at the end. Why does her opinion change?
(ANALYZE, EXAMINE, DISSECT, COMPARE)

SYNTHESIS: Discuss what would have happened to Winnie if she had decided to drink from the bottle that Jesse gave her. How would her life have changed? What would she have done with her immortality?
(CONSTRUCT, WHAT IF....PURPOSE, CREATE)

EVALUATION: Do you think immortality would be a blessing or a curse? Why?
(EVALUATE, JUDGE, DECIDE, ASSESS, VERIFY)