

Mark Twain Boyhood Home & Museum
 Lesson Plan for *The Adventures of Tom Sawyer*
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 Hannibal, Missouri

“Tom Sawyer for President”

LESSON PLAN for <i>The Adventures of Tom Sawyer</i>	
Concept or Topic: Tom Sawyer as a leader	Suggested Grade Level: 8 th grade
Subject: Literature/Social Studies/American History	Suggested Time Frame: Ongoing - during the time the book is read (3 weeks)
<p>Objectives:</p> <ol style="list-style-type: none"> 1. Students will identify and list at least five “presidential” leadership qualities that Tom Sawyer’s character represents in two ways in <u>The Adventures of Tom Sawyer</u> by Mark Twain. 2. Students will compare at least three of Tom Sawyer’s leadership qualities to those of one of five pre-determined past U. S. Presidents based on his actions in a chart and formal argument essay. 3. Students will create an appropriate campaign slogan for Tom Sawyer’s bid for President and display it on a yard sign, bumper sticker, or campaign button. 	
<p>Common Core State Standards:</p> <p>English Language Arts Reading Standards for Literature Grade 8: Key Ideas and Details</p> <ol style="list-style-type: none"> 1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as <i>inferences drawn from the text</i>. (8.RL.1) 3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, <i>reveal aspects of a character</i>, or provoke a decision. (8.RL.3) <p>English Language Arts Reading Standards for Informational Text Grade 8: Key Ideas and Details</p> <ol style="list-style-type: none"> 1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as <i>inferences drawn from the text</i>. (8.RI.1) 2. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through <i>comparisons</i>, analogies, or categories). (8.RI.3) <p>Integration of Knowledge and Ideas</p> <ol style="list-style-type: none"> 7. <i>Delineate and evaluate the argument</i> and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. (8.RI.8) 	

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English Language Arts Standards for Writing Grade 8:

Text Types and Purposes

1. Write arguments to support claims with *clear reasons and relevant evidence*.
 - a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
 - b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
 - c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
 - d. Establish and maintain a formal style.
 - e. Provide a concluding statement or section that follows from and supports the argument presented. (8.W.1)

Reading Standards in Literacy for History/Social Studies Grade 8:

Key Ideas and Details

1. Cite specific textual evidence to support analysis of primary and secondary sources. (6-8.RH.1)
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. (6-8.RH.2)

Integration of Knowledge and Ideas

7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. (6-8.RH.7)

Assessments:

- “Tom Sawyer as a Leader” Evidence Collector
- “Tom Sawyer for President” Comparison Chart
- “CERCA” (claim, evidence, reasoning, counter claim, audience) planning sheet
- Five-paragraph argument essay comparing Tom Sawyer to past US President
- “Tom Sawyer for President” campaign slogan on sign, button, or bumper sticker

Vocabulary:

- Ambition – noun - a desire to be successful, powerful, or famous.
Example: He lacked *ambition* and couldn't compete with the others.
Synonyms: aspiration, go-getting
- Celebrity – noun – a person who is famous.
Example: The actress lived a life of *celebrity*.
Synonyms: superstar, VIP
- Character – noun - the complex of mental and ethical traits marking and often individualizing a person, group, or nation
Example: His actions offended the *character* of the American people.
Synonyms: disposition, quality

- Conscience – noun - a feeling that something you have done is morally wrong
Example: The thief must have had an attack of *conscience* because he returned the wallet with nothing missing from it.
Synonyms: morality, scruples

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- Courage – noun - the ability to do something that you know is difficult or dangerous
Example: It takes *courage* to stand up for your rights.
Synonyms: bravery, guts
- Humility – noun - the quality of not thinking you are better than other people
Example: He accepted the honor with *humility*.
Synonyms: modesty, meekness
- Hypocrisy – noun - the behavior of people who do things that they tell other people not to do
Example: Teenagers often have a keen awareness of their parents' *hypocrisies*.
Synonyms: insincerity, piousness
- Inequality – noun - an unfair situation in which some people have more rights or better opportunities than other people
Example: He accused the company of *inequality* in its hiring practices.
Synonyms: instability, irregularity
- Morality – noun - beliefs about what is right behavior and what is wrong behavior
Example: The decision may be legally justified, but I question its *morality*.
Synonyms: honesty, integrity
- Prominence – noun - the state of being important, well-known, or noticeable
Example: The publicity has given him a *prominence* he doesn't deserve.
Synonyms: height, eminence

All definitions, examples, and synonyms from the Merriam-Webster web site at <http://www.merriam-webster.com/>.

Subject Area Integration:

- English language arts
- American history/social studies

Background Information:

- This lesson will begin after students have read Chapter II and last the duration of reading of *The Adventures of Tom Sawyer*.
- The activities listed below would be completed **PRIOR TO** this lesson being introduced.
 - ~ Highlights of the presidencies of George Washington, Thomas Jefferson, Andrew Jackson, Abraham Lincoln, and Teddy Roosevelt (taught in 8th-grade Social Studies class)
 - ~ Background on Sam Clemens's boyhood and life as they parallel Tom Sawyer's character (*PowerPoint* presentation "Mark Twain's Life Compressed")
 - ~ Completion of a five-paragraph argument essay evaluated by Tennessee Writing Assessment scoring rubric

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Possible tools:

- Pretest on US Presidents Washington, Jefferson, Jackson, Lincoln, and Teddy Roosevelt
- *PowerPoint* presentation reviewing highlights of all five US Presidents proposed for comparison
- Pretest on parts of an argument essay and assessment rubric
- *PowerPoint* review of claim-evidence-reasoning-counterclaim-audience as requirements for an argument essay

Materials:

- *The Adventures of Tom Sawyer* by Mark Twain
- "Presidential Character." *ushistory.org*. Independence Hall Association, n.d. Web. 25 July 2014. <<http://www.ushistory.org/gov/7e.asp>>.
- Zuckert, Catherine. "Tom Sawyer: Potential President?" *Paper presented at the annual meeting of the American Political Science Association, Boston Marriott Copley Place, Sheraton Boston & Hynes Convention Center, Boston, Massachusetts*, Aug 28, 2002. Web. 25 July 2014. <http://www3.nd.edu/~czuckert/Text%20Pages-Catherine%20Zuckert/tom_sawyer.pdf>.
- "What Makes a Great President?" Scholastic Publishes Literacy Resources and Children's Books for Kids of All Ages. N.p., n.d. Web. 25 July 2014. <<http://www.scholastic.com/browse/article.jsp?id=4676>>.
- "Tennessee Comprehensive Assessment Program Writing Assessment Argument Rubric – Grades 6-8." Tennessee Department of Education, April 2013. Web. 25 July 2014. <<http://tncore.org/sites/www/Uploads/TNCORE/Rubrics/OpArgRubric-Gr6-8.pdf>>.
- "Five Paragraph Argumentative Essay Graphic Organizer." Teachers Pay Teachers. N.p., n.d. Web. 25 July 2014. <<http://www.teacherspayteachers.com/Product/Five-Paragraph-Argumentative-Essay-Graphic-Organizer-1029835>>.
- "How to Write an Argumentative Essay." How to Write an Argumentative Essay. N.p., n.d. Web. 25 July 2014. <<http://www.essaywritinghelp.com/argumentative.htm>>.
- "Tom Sawyer as a Leader" Evidence Collector (Word document - see below)
- "Tom Sawyer for President" Comparison Chart (Word document - see below)
- CERCA Planning Sheet (Word document – see below)
- "Tom Sawyer for President" campaign slogan templates – (Word documents – see below)

Technology:

- PowerPoint program
- "Hail to the Chief" music .mp3
- Internet access to research selected U.S. President and political slogans.
- "U.S. Presidents." History.com. A&E Television Networks, n.d. Web. 25 July 2014. <<http://www.history.com/topics/us-presidents>>.
- "Political Slogans: Creating a Compelling Campaign Slogan." *Local Victory RSS*. N.p., n.d. Web. 28 July 2014. <<http://www.localvictory.com/communications/political-slogans.html>>.

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- "Political Yard Signs Design Online." N.p., n.d. Web. 28 July 2014. <<http://www.signoutfitters.com/politicalyardsignsdesignonline.aspx.html>>.

Related Twain Quotes/Passages:

“Patriotism is supporting your country all the time and your government when it deserves it.” - "The Czar's Soliloquy," Mark Twain

The first thing I want to teach is disloyalty till they get used to disusing that word loyalty as representing a virtue. This will beget independence--which is loyalty to one's best self and principles, and this is often disloyalty to the general idols and fetishes. - Mark Twain's *Notebook*

“You see my kind of loyalty was loyalty to one's country, not to its institutions or its office-holders. The country is the real thing, the substantial thing, the eternal thing; it is the thing to watch over, and care for, and be loyal to; institutions are extraneous, they are its mere clothing, and clothing can wear out, become ragged, cease to be comfortable, cease to protect the body from winter, disease, and death. To be loyal to rags, to shout for rags, to worship rags, to die for rags -- that is a loyalty of unreason, it is pure animal; it belongs to monarchy, was invented by monarchy; let monarchy keep it.” - *A Connecticut Yankee in King Arthur's Court*, Mark Twain

Lesson Sequence:

Hook/Intro:

- Begin class by playing “Hail to the Chief” (Presidential theme song) and showing the first slide of the “Tom Sawyer for President” PowerPoint presentation. (2 min)
- Give students a brief five-question “pre-test” matching former U.S. Presidents to their famous accomplishments. (5 minutes)
- On the bottom of their test papers, ask students to list five characteristics of a good leader, specifically a good U.S. President they have studied in their social studies classes. (3 minutes)
- Ask students to check off any characteristics they wrote that appeared on the following slides.
- Read two Twain quotations concerning patriotism and loyalty to one’s country. Ask students what they think Twain thought about politicians based on these two quotations. Discuss.
- Present eight characteristics of U.S. Presidents and ten vocabulary words often associated with politicians both positively and negatively. (35 minutes)

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Teaching of the Concept(s):

- Check “pre-test” answers by reviewing famous accomplishments of the five selected U.S. Presidents (Washington, Jefferson, Jackson, Lincoln, and Teddy Roosevelt.) (10 minutes)
- Re-read a portion of Chapter II illustrating Tom’s skill in persuading the village boys to pay him to whitewash Aunt Polly’s fence. (15 minutes)

"Hello, old chap, you got to work, hey?"

Tom wheeled suddenly and said:

"Why, it's you, Ben! I warn't noticing."

"Say—I'm going in a-swimming, I am. Don't you wish you could? But of course you'd druther WORK—wouldn't you? Course you would!"

Tom contemplated the boy a bit, and said:

"What do you call work?"

"Why, ain't THAT work?"

Tom resumed his whitewashing, and answered carelessly:

"Well, maybe it is, and maybe it ain't. All I know, is, it suits Tom Sawyer."

"Oh come, now, you don't mean to let on that you LIKE it?"

The brush continued to move.

"Like it? Well, I don't see why I oughtn't to like it. Does a boy get a chance to whitewash a fence every day?"

That put the thing in a new light. Ben stopped nibbling his apple. Tom swept his brush daintily back and forth—stepped back to note the effect—added a touch here and there—criticised the effect again—Ben watching every move and getting more and more interested, more and more absorbed. Presently he said:

"Say, Tom, let ME whitewash a little."

Tom considered, was about to consent; but he altered his mind:

"No—no—I reckon it wouldn't hardly do, Ben. You see, Aunt Polly's awful particular about this fence—right here on the street, you know—but if it was the back fence I wouldn't mind and SHE wouldn't. Yes, she's awful particular about this fence; it's got to be done very careful; I reckon there ain't one boy in a thousand, maybe two thousand, that can do it the way it's got to be done."

"No—is that so? Oh come, now—lemme just try. Only just a little—I'd let YOU, if you was me, Tom."

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"Ben, I'd like to, honest injun; but Aunt Polly—well, Jim wanted to do it, but she wouldn't let him; Sid wanted to do it, and she wouldn't let Sid. Now don't you see how I'm fixed? If you was to tackle this fence and anything was to happen to it—"

"Oh, shucks, I'll be just as careful. Now lemme try. Say—I'll give you the core of my apple."

"Well, here—No, Ben, now don't. I'm afeard—"

"I'll give you ALL of it!"

Tom gave up the brush with reluctance in his face, but alacrity in his heart. And while the late steamer Big Missouri worked and sweated in the sun, the retired artist sat on a barrel in the shade close by, dangled his legs, munched his apple, and planned the slaughter of more innocents. There was no lack of material; boys happened along every little while; they came to jeer, but remained to whitewash. By the time Ben was fagged out, Tom had traded the next chance to Billy Fisher for a kite, in good repair; and when he played out, Johnny Miller bought in for a dead rat and a string to swing it with—and so on, and so on, hour after hour. And when the middle of the afternoon came, from being a poor poverty-stricken boy in the morning, Tom was literally rolling in wealth. He had besides the things before mentioned, twelve marbles, part of a jews-harp, a piece of blue bottle-glass to look through, a spool cannon, a key that wouldn't unlock anything, a fragment of chalk, a glass stopper of a decanter, a tin soldier, a couple of tadpoles, six fire-crackers, a kitten with only one eye, a brass door-knob, a dog-collar—but no dog—the handle of a knife, four pieces of orange-peel, and a dilapidated old window sash.

He had had a nice, good, idle time all the while—plenty of company—and the fence had three coats of whitewash on it! If he hadn't run out of whitewash he would have bankrupted every boy in the village.

Tom said to himself that it was not such a hollow world, after all. He had discovered a great law of human action, without knowing it—namely, that in order to make a man or a boy covet a thing, it is only necessary to make the thing difficult to attain. If he had been a great and wise philosopher, like the writer of this book, he would now have comprehended that Work consists of whatever a body is OBLIGED to do, and that Play consists of whatever a body is not obliged to do. And this would help him to understand why constructing artificial flowers or performing on a tread-mill is work, while rolling ten-pins or climbing Mont Blanc is only amusement. There are wealthy gentlemen in England who drive four-horse passenger-coaches twenty or thirty miles on a daily line, in the summer, because the privilege costs them considerable money; but if they were offered wages for the service, that would turn it into work and then they would resign.

- Ask students what **leadership characteristics Tom displayed** in this scene. Possible answers include effective communication, managing his crisis of having to work on Saturday, and selecting the right man for the job [starting with Ben Rogers]. (5 minutes)
- Distribute "Tom Sawyer as a Leader Evidence Collector" for students to identify and list presidential characteristics Tom possesses and two pieces of evidence from the text to support each characteristic. (complete over the next 3 weeks)

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- Tell students that as they read this book during the next three weeks they are to evaluate Tom's actions to determine which ones would qualify as leadership qualities. They are to complete the "Tom Sawyer as a Leader Evidence Collector" in preparation for writing an argument essay and creating a campaign slogan for Tom's Presidential bid. (complete over the next three weeks)
- Every six or seven chapters (after chapter 9, 15, 22, 29, and 35), review Tom's actions that could be considered good qualities of a leader and ask students to share, compare, discuss, and add these characteristics to their evidence collector. (complete over the next three weeks)

Suggested Questions for Discussion:

- Are Tom's actions benefiting himself, others, or both?
- How is Tom respected in St. Petersburg compared to Huckleberry Finn?
- What moral decisions has Tom made?
- What decisions has Tom made that he regrets? Why?
- Do you believe Tom's actions are pure, or does he have ulterior motives?
- How is Tom different from Huckleberry Finn, Joe Harper, Sidney Finn, Becky Thatcher, Aunt Polly, and the Widow Douglas? Are these characters more or less respectable than Tom is? Why?

Learning Activity:

In preparation for writing an argument essay, students will complete the following review:

- Ask students to complete a five question "pre-test" over the elements of an argument essay. (5 minutes)
- Show the PowerPoint "How to Write an Argumentative Essay." (20 minutes)
- Give students the "Tom Sawyer for President Comparison Chart," the CERCA planning sheet, and the argumentative essay grading rubric. (15 minutes)
- Allow students to use the internet in the computer lab to research one or more of the five pre-selected U.S. Presidents to find examples of ways he (they) demonstrated at least three of the leadership qualities Tom Sawyer illustrated in *The Adventures of Tom Sawyer*. (2 class periods / 100 minutes)
- Once students have completed their argument essays, give them the templates for the "Tom Sawyer for President" Campaign Button, Bumper Sticker, and Yard Sign as well as the Campaign Slogan and Product grading rubric. (10 minutes)
- Give students two days to finalize their campaign slogan and product. (2 days)

Review/Closure:

After allowing students to share and display their campaign slogans on buttons, bumper stickers, and yard signs, compile a final list of leadership characteristics Tom demonstrated, then display a final quotation by Mark Twain:

"You see my kind of loyalty was loyalty to one's country, not to its institutions or its office-holders. The country is the real thing, the substantial thing, the eternal thing; it is the thing to watch over, and care for, and be loyal to; institutions are extraneous, they are its mere clothing, and clothing can wear out, become ragged, cease to be comfortable, cease to protect the body from winter, disease, and death."
-- *A Connecticut Yankee in King Arthur's Court*, Mark Twain

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Ask students to put Twain's thoughts on loyalty to one's own country into their own words and share their interpretations with class members.

Homework:

Students will evaluate Tom Sawyer's actions as admirable and "Presidential" as they read the rest of the novel beginning with chapter III. Complete the "Tom Sawyer as a Leader Evidence Collector" by citing evidence (chapter and page number) of two actions that illustrate a single characteristic.

Strategies for Exceptional Students:

- Review highlights of selected former U.S. Presidents.
- Pre-teach vocabulary of leadership characteristics.
- Use of visuals and primary sources (articles on Presidential qualities).
- Multimedia ("Hail to the Chief" music, PowerPoint presentation)
- Direct instruction (lecture/discussion/questions)
- Modeling/examples

Suggested Follow-Up Activities:

- Watch the Ken Burns DVD *Mark Twain* (plus bonus features "The Making of Mark Twain," "Interview with Outtakes with Hal Holbrook, Arthur Miller, Russell Banks, and others," "Mark Twain Quotes and Photographs," "Ken Burns: Making History," and "A Conversation with Ken Burns.")
- Read the "Remarks of Samuel Langhorne Clemens before the Congressional Joint Committee on Patents December 7 – 11, 1906," concerning copyright infringement (Senate Bill 6330 and House Bill 19853).
- Arrange a conversation / interview with the current "Tom and Becky" from Hannibal, Missouri, via "Skype" or "Go to Meeting" with web cam.
- Watch a movie version of *The Adventures of Tom Sawyer* to compare to the book.
- Read *Adventures of Huckleberry Finn* by Mark Twain.

The following Word documents are below:

1. "Tom Sawyer for President" pre-test over five former U.S. Presidents
2. "Tom Sawyer as a Leader" Evidence Collector
3. "Tom Sawyer for President" Comparison Chart
4. "How to Write an Argument Essay" pre-test
5. "C E R C A" planning sheet (claim, evidence, reasoning, counter claim, audience)
6. Argument Essay Grade Rubric
7. "Tom Sawyer for President" campaign button template
8. "Tom Sawyer for President" campaign bumper sticker template
9. "Tom Sawyer for President" campaign yard sign template
10. Campaign Slogan and Product Grade Rubric

"Tom Sawyer for President" Pre-Test

Match the following actions to the correct U.S. President.

A. George Washington

B. Thomas Jefferson

C. Andrew Jackson

D. Abraham Lincoln

E. Theodore Roosevelt

1. He loved to read and was self-taught. He was famous for his debating skills, especially against Stephen A. Douglas debate for a Senate seat.
2. He nearly doubled the size of the U.S. with the Louisiana Purchase then hired Lewis and Clark to explore and map it.
3. He organized a ragtag group of colonial farmers to fight the British in the Revolutionary War and win independence.
4. He gathered volunteers on horseback known as the "Rough Riders" and charged up San Juan Hill in Cuba to win a battle in the Spanish-American war.
5. He led a volunteer militia to victory over the British in the Battle of New Orleans and earned the name "Old Hickory."

TOM SAWYER AS A LEADER

Directions: List at least five characteristics of a leader that would make Tom Sawyer a good "Commander in Chief." Cite two details as evidence from The Adventures of Tom Sawyer to illustrate each characteristic, quoting the passage and noting the chapter and page number in the text.

Tom as a LEADER	EVIDENCE #1	EVIDENCE #2
1.		
2.		
3.		
4.		
5.		

TOM SAWYER FOR PRESIDENT

Directions: List three characteristics of a leader that BOTH a past United States President and Tom Sawyer possessed for comparison. Cite details of the President's life and actions of Tom Sawyer to illustrate each characteristic.

Characteristics of a LEADER	PRESIDENT <hr/>	TOM SAWYER
1.		
2.		
3.		

"How to Write an Argument Essay" Pre-Test

Complete the steps to write an argument essay by filling in the blanks with the correct term.

1. What do the letters C E R C A represent in an argumentative essay?

C _____

E _____

R _____

C _____

A _____

2. A claim could also be called a _____.

3. _____ should be reliable and verifiable.

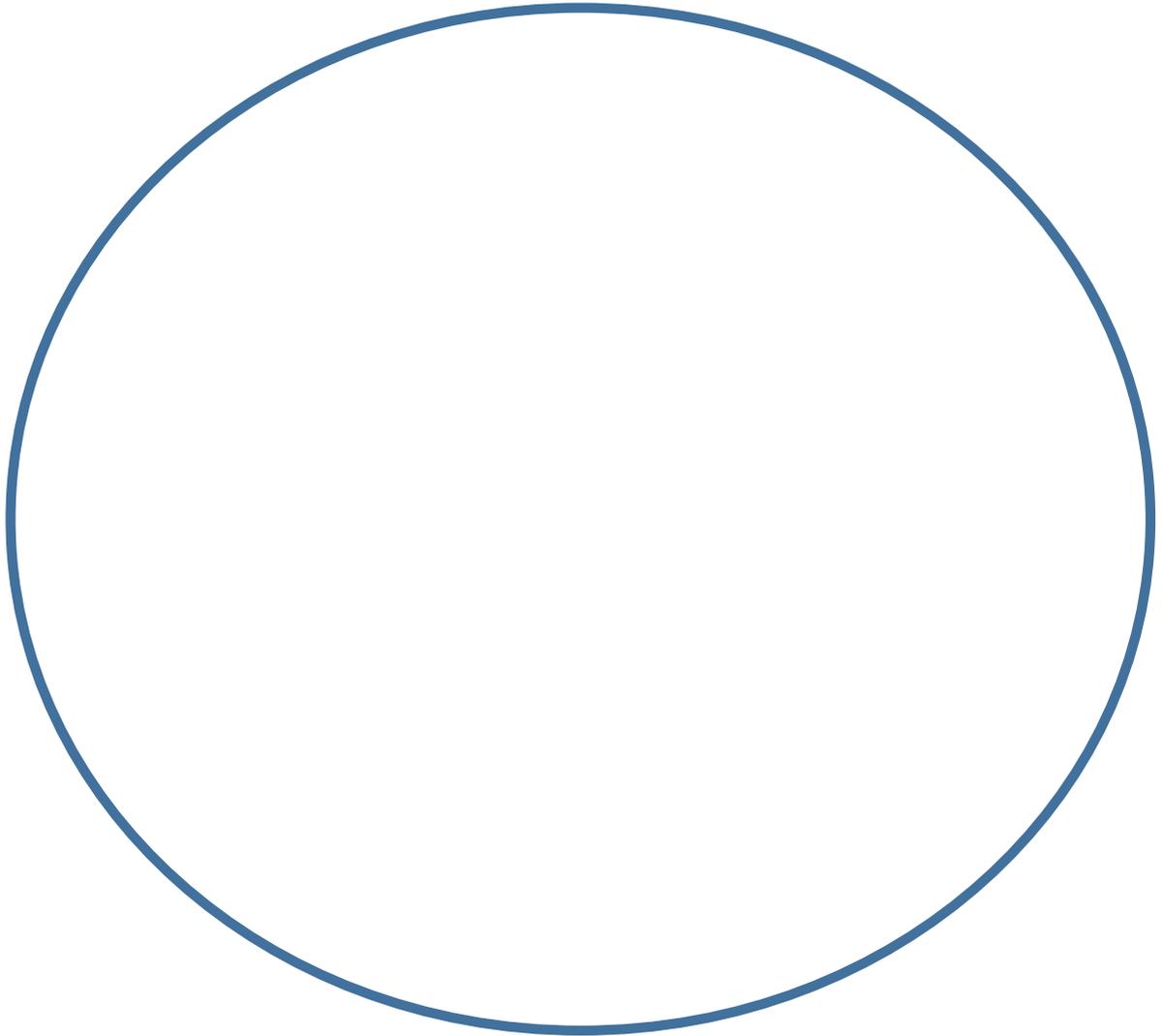
4. What should you include to defend yourself against arguments from someone who disagrees with you?

5. Knowing your _____ will help you make decisions about tone, word choice, and writing style.

Name:	Title of Essay:
<p style="font-size: 48pt; text-align: center;">C</p> <p>My Claim / Thesis Statement</p>	
<p style="font-size: 48pt; text-align: center;">E</p> <p>My evidence to support my claim. (Hint: Use your sentence stems.)</p>	<ol style="list-style-type: none"> 1. 2. 3.
<p style="font-size: 48pt; text-align: center;">R</p> <p>Reasoning to support my evidence.</p>	<ol style="list-style-type: none"> 1. 2. 3.
<p style="font-size: 48pt; text-align: center;">C</p> <p>My counter attack! (Counterclaim)</p>	
<p style="font-size: 48pt; text-align: center;">A</p> <p>Who is my audience? How will this affect my word choice?</p>	

Score	Development	Focus & Organization	Language	Conventions
4	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> utilizes well-chosen, relevant, and sufficient evidence¹ from the stimuli to insightfully support claim(s) and counterclaim(s).² thoroughly and accurately explains and elaborates on the evidence provided, connecting the evidence to claim(s) and counterclaim(s) and demonstrating a clear understanding of the topic and the stimuli. 	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> contains an effective and relevant introduction. states and maintains a clear and sophisticated argument. utilizes effective organizational strategies to logically order reasons and evidence to create a unified whole. effectively clarifies relationships among claim(s), reasons, evidence, and counterclaim(s)² to create cohesion. contains an effective and relevant concluding statement or section. 	The writing: <ul style="list-style-type: none"> illustrates consistent and sophisticated command of precise language and domain-specific vocabulary appropriate to the task. illustrates sophisticated command of syntactic variety for meaning and reader interest. utilizes sophisticated and varied transitional words and phrases. effectively establishes and maintains a formal style. 	The writing: <ul style="list-style-type: none"> demonstrates consistent and sophisticated command of grade-level conventions of standard written English.³ may contain a few minor errors that do not interfere with meaning.
3	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> utilizes relevant and sufficient evidence¹ from the stimuli to adequately support claim(s) and counterclaim(s).² adequately and accurately explains and elaborates on the evidence provided, connecting the evidence to claim(s) and counterclaim(s) and demonstrating a sufficient understanding of the topic and the stimuli. 	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> contains a relevant introduction. states and maintains a clear argument. utilizes adequate organizational strategies to logically order reasons and evidence to create a mostly unified whole. clarifies most relationships among claim(s), reasons, evidence, and counterclaim(s),² but there may be some gaps in cohesion. contains a relevant concluding statement or section. 	The writing: <ul style="list-style-type: none"> illustrates consistent command of precise language and domain-specific vocabulary appropriate to the task. illustrates consistent command of syntactic variety for meaning and reader interest. utilizes appropriate and varied transitional words and phrases. establishes and maintains a formal style. 	The writing: <ul style="list-style-type: none"> demonstrates consistent command of grade-level conventions of standard written English.³ contains some minor and/or major errors, but the errors do not significantly interfere with meaning.
2	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> utilizes mostly relevant but insufficient evidence¹ from the stimuli to partially support claim(s) and counterclaim(s).² Some evidence may be inaccurate or repetitive. explains some of the evidence provided, connecting some of the evidence to claim(s) and counterclaim(s) and demonstrating only a partial understanding of the topic and the stimuli. There may be some level of inaccuracy in the explanation. 	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> contains a limited introduction. states a weak argument. demonstrates an attempt to use organizational strategies to order some reasons and evidence, but ideas may be hard to follow at times. clarifies some relationships among claim(s), reasons, evidence, and counterclaim(s),² but there are lapses in focus. contains a limited concluding statement or section. 	The writing: <ul style="list-style-type: none"> illustrates inconsistent command of precise language and domain-specific vocabulary. illustrates inconsistent command of syntactic variety. utilizes basic or repetitive transitional words and phrases. establishes but inconsistently maintains a formal style. 	The writing: <ul style="list-style-type: none"> demonstrates inconsistent command of grade-level conventions of standard written English.³ contains many errors that may significantly interfere with meaning.
1	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> utilizes mostly irrelevant or no evidence¹ from the stimuli, or mostly/only personal knowledge to inadequately support claim(s) and counterclaim(s).² Evidence is inaccurate or repetitive. inadequately or inaccurately explains the evidence provided; evidence, claim(s), and counterclaim(s) appear disconnected, demonstrating little understanding of the topic and the stimuli. 	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> contains no or an irrelevant introduction. states an unclear argument. demonstrates an unclear organizational structure; ideas are hard to follow most of the time. fails to clarify relationships among claim(s), reasons, evidence, and counterclaim(s);² concepts are unclear and/or there is a lack of focus. contains no or an irrelevant concluding statement or section. 	The writing: <ul style="list-style-type: none"> illustrates little to no use of precise language and domain-specific vocabulary. illustrates little to no syntactic variety. utilizes no or few transitional words and phrases. does not establish or maintain a formal style. 	The writing: <ul style="list-style-type: none"> demonstrates limited command of grade-level conventions of standard written English.³ contains numerous and repeated errors that seriously impede meaning.

**TOM SAWYER FOR PRESIDENT
CAMPAIGN BUTTON**



**TOM SAWYER FOR PRESIDENT
BUMPER STICKER**



TOM SAWYER FOR PRESIDENT YARD SIGN



Campaign Slogan and Product: Tom Sawyer for President

Campaign Slogan and Product: Tom Sawyer for President							
Name:	_____						
Slogan:	_____						
Product:	Button	Bumper Sticker	Yard Sign				
CATEGORY	4	3	2	1	Score	Value	Total
Campaign Product	Student creates an original, accurate and interesting product with legible text, eye-catching colors, and meaningful graphics that appeal to voters.	Student creates an accurate product that adequately addresses the concerns of voters.	Student creates an accurate product, but it does not adequately address the concerns of voters.	Student creates an inaccurate product that does not address any of the concerns of voters.		x 10 points	
Content	Student creates slogan which identifies 3 or more reasonable, insightful characteristics to appeal to voters.	Student creates slogan which identifies at least 2 reasonable, insightful characteristics to appeal to voters.	Student creates slogan which identifies at least 1 reasonable, insightful characteristics to appeal to voters.	Student creates slogan but does not identify any reasonable, insightful characteristics to appeal to voters.		x 10 points	
Accuracy	Student creates a final product contains no grammatical errors.	Student creates a final product contains only 1 grammatical error.	Student creates a final product contains 2 grammatical errors.	Student creates a final product contains 3 or more grammatical errors.		x 2 points	
					Grand Total		

TOM SAWYER FOR PRESIDENT



Write down five characteristics of a good leader. Specifically, think about any of the U.S. Presidents you have studied in your social studies classes.



See how many of the characteristics you listed appear on the following slides in this presentation!

What did Mark Twain have to say about politicians, government, and loyalty to one's country?



Patriotism is supporting your country all the time and your government when it deserves it."

- "The Czar's Soliloquy," Mark Twain



The first thing I want to teach is disloyalty till they get used to disusing that word loyalty as representing a virtue. This will beget independence—which is loyalty to one's best self and principles, and this is often disloyalty to the general idols and fetishes.

- Mark Twain's Notebook



What are common characteristics of past U.S. Presidents?



- ### Presidential Characteristics
1. Envision the future
 2. Compare the present to the past
 3. Communicate to many different people effectively
 4. Make controversial decisions
 5. Manage crises well
 6. Possess character and integrity
 7. Select the right person for the right job
 8. Compromise with the opposition
- 

- ### What do these words mean to you?
- 
1. Ambition
 2. Celebrity
 3. Character
 4. Conscience
 5. Courage
 6. Humility
 7. Hypocrisy
 8. Inequality
 9. Morality
 10. Prominence

Let's check the answers to the pre-test over the five U.S. Presidents!



George Washington - 1st President

Washington organized a ragtag group of colonial farmers to fight the British in the Revolutionary War and win independence.



1789-1797

Look for ways Tom Sawyer is like President George Washington!



Thomas Jefferson - 3rd President

Thomas Jefferson nearly doubled the size of the U.S. with the Louisiana Purchase then hired Lewis and Clark to explore and map it.



1801-1809

Look for ways Tom Sawyer is like President Thomas Jefferson!



Andrew Jackson - 7th President

Andrew Jackson led a volunteer militia to victory over the British in the Battle of New Orleans and earned the name "Old Hickory."



1829-1837

Look for ways Tom Sawyer is like President Andrew Jackson!



Abraham Lincoln - 16th President

Abraham Lincoln loved to read and was self-taught. He was famous for his debating skills, especially the Lincoln-Douglas debate for a Senate seat.



1861-1865

Look for ways Tom Sawyer is like President Abraham Lincoln!



Theodore Roosevelt - 26th President

Teddy Roosevelt gathered volunteers on horseback known as the "Rough Riders" and charged up San Juan Hill in Cuba to win a battle in the Spanish-American war.



1901-1909

Look for ways Tom Sawyer is like President Teddy Roosevelt!




Let's Think about It!

As you finish reading *The Adventures of Tom Sawyer*, look for leadership characteristics Tom Sawyer possesses that would make him a good U.S. President. Complete the "Tom Sawyer as a Leader" characteristics list with evidence from the text.

TOM SAWYER AS A LEADER

Directions: List at least five characteristics of a leader that you would like to see in a President. Use the "Tom Sawyer as a Leader" characteristics list to help you think of characteristics. Write the characteristics in the list below and give evidence from the text.

LEADER	EVIDENCE	EVIDENCE
1.		
2.		
3.		
4.		
5.		

Instructions for the Teacher:

Stop here to allow students to finish reading *The Adventures of Tom Sawyer* and identifying/listing Tom's leadership characteristics.

Toward the end of the novel study, schedule a day in the computer lab for students to research one or more of the selected past U.S. Presidents to compare to Tom Sawyer. Resume PowerPoint presentation and distribute planning sheets and grading rubrics.

Let's Write about It!

Now that you have finished reading *The Adventures of Tom Sawyer*, decide which of the five U.S. Presidents Tom most closely resembles (Washington, Jefferson, Jackson, Lincoln, or Teddy Roosevelt). Complete the "Tom Sawyer for President" comparison chart with evidence from the text and the life of your chosen President.

TOM SAWYER FOR PRESIDENT

Directions: List the characteristics of a leader that you would like to see in a President. Use the "Tom Sawyer as a Leader" characteristics list to help you think of characteristics. Write the characteristics in the list below and give evidence from the text.

Characteristics of a LEADER	PRESIDENT	TOM SAWYER
1.		
2.		
3.		
4.		
5.		

Let's Write about It!

Complete the "C E R C A Planning Sheet" then write an argument essay according to the Tennessee Department of Education Argument Writing Rubric domains:

- Development
- Focus and Organization
- Language
- Conventions

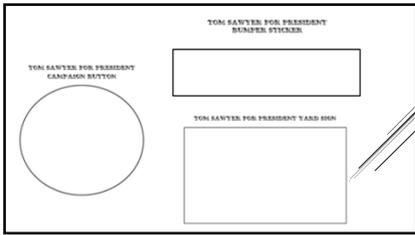
Claim	Reason
C I claim that Tom Sawyer is like President _____.	
E Evidence from the text that supports my claim is _____.	
R Reason I claim this is because _____.	
C I claim that _____ is like Tom Sawyer because _____.	
A I agree/disagree with the author because _____.	

Score	Development	Form & Organization	Language	Conventions
4	Writes an effective persuasive piece for a specific audience and purpose. The piece is well organized, with a clear introduction, body, and conclusion. The piece is well developed, with a clear thesis and supporting details. The piece is well written, with a clear voice and style. The piece is well edited, with a clear focus and coherence.	Writes an effective persuasive piece for a specific audience and purpose. The piece is well organized, with a clear introduction, body, and conclusion. The piece is well developed, with a clear thesis and supporting details. The piece is well written, with a clear voice and style. The piece is well edited, with a clear focus and coherence.	Writes an effective persuasive piece for a specific audience and purpose. The piece is well organized, with a clear introduction, body, and conclusion. The piece is well developed, with a clear thesis and supporting details. The piece is well written, with a clear voice and style. The piece is well edited, with a clear focus and coherence.	Writes an effective persuasive piece for a specific audience and purpose. The piece is well organized, with a clear introduction, body, and conclusion. The piece is well developed, with a clear thesis and supporting details. The piece is well written, with a clear voice and style. The piece is well edited, with a clear focus and coherence.
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2	Writes an effective persuasive piece for a specific audience and purpose. The piece is well organized, with a clear introduction, body, and conclusion. The piece is well developed, with a clear thesis and supporting details. The piece is well written, with a clear voice and style. The piece is well edited, with a clear focus and coherence.	Writes an effective persuasive piece for a specific audience and purpose. The piece is well organized, with a clear introduction, body, and conclusion. The piece is well developed, with a clear thesis and supporting details. The piece is well written, with a clear voice and style. The piece is well edited, with a clear focus and coherence.	Writes an effective persuasive piece for a specific audience and purpose. The piece is well organized, with a clear introduction, body, and conclusion. The piece is well developed, with a clear thesis and supporting details. The piece is well written, with a clear voice and style. The piece is well edited, with a clear focus and coherence.	Writes an effective persuasive piece for a specific audience and purpose. The piece is well organized, with a clear introduction, body, and conclusion. The piece is well developed, with a clear thesis and supporting details. The piece is well written, with a clear voice and style. The piece is well edited, with a clear focus and coherence.
1	Writes an effective persuasive piece for a specific audience and purpose. The piece is well organized, with a clear introduction, body, and conclusion. The piece is well developed, with a clear thesis and supporting details. The piece is well written, with a clear voice and style. The piece is well edited, with a clear focus and coherence.	Writes an effective persuasive piece for a specific audience and purpose. The piece is well organized, with a clear introduction, body, and conclusion. The piece is well developed, with a clear thesis and supporting details. The piece is well written, with a clear voice and style. The piece is well edited, with a clear focus and coherence.	Writes an effective persuasive piece for a specific audience and purpose. The piece is well organized, with a clear introduction, body, and conclusion. The piece is well developed, with a clear thesis and supporting details. The piece is well written, with a clear voice and style. The piece is well edited, with a clear focus and coherence.	Writes an effective persuasive piece for a specific audience and purpose. The piece is well organized, with a clear introduction, body, and conclusion. The piece is well developed, with a clear thesis and supporting details. The piece is well written, with a clear voice and style. The piece is well edited, with a clear focus and coherence.

Let's Create Tom's Campaign Slogan!

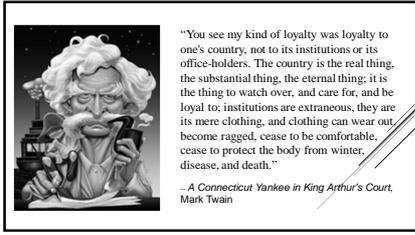
Create a "Tom Sawyer for President" campaign slogan and one of the following products:

- Campaign Button
- Campaign Bumper Sticker
- Campaign Yard Sign



Campaign Slogan and Product: Tom Sawyer for President							
Name							
Product	Button	Bumper Sticker	Yard Sign	Score	Value	Total	
Category	4	3	2	1	Score	Value	
Criteria	Student creates a slogan which identifies a specific issue, a concern, a goal, or a call to action. The slogan is well written, with a clear voice and style. The slogan is well edited, with a clear focus and coherence.	Student creates a slogan which identifies a specific issue, a concern, a goal, or a call to action. The slogan is well written, with a clear voice and style. The slogan is well edited, with a clear focus and coherence.	Student creates a slogan which identifies a specific issue, a concern, a goal, or a call to action. The slogan is well written, with a clear voice and style. The slogan is well edited, with a clear focus and coherence.	Student creates a slogan which identifies a specific issue, a concern, a goal, or a call to action. The slogan is well written, with a clear voice and style. The slogan is well edited, with a clear focus and coherence.	4-30	points	
Assess	Student creates a slogan which identifies a specific issue, a concern, a goal, or a call to action. The slogan is well written, with a clear voice and style. The slogan is well edited, with a clear focus and coherence.	Student creates a slogan which identifies a specific issue, a concern, a goal, or a call to action. The slogan is well written, with a clear voice and style. The slogan is well edited, with a clear focus and coherence.	Student creates a slogan which identifies a specific issue, a concern, a goal, or a call to action. The slogan is well written, with a clear voice and style. The slogan is well edited, with a clear focus and coherence.	Student creates a slogan which identifies a specific issue, a concern, a goal, or a call to action. The slogan is well written, with a clear voice and style. The slogan is well edited, with a clear focus and coherence.	4-30	points	
					2-30	points	
							Grand Total

Let's close by taking a final look at one more quotation by Mark Twain about loyalty to his country



Put Twain's thoughts on loyalty to one's own country in your own words.

How to Write an Argumentative Essay: Common Core Style!

It all comes down to 5 letters:

CERCA



Wait . . . What is an argumentative essay?

An Argumentative essay aims to persuade, argue, convince, or prove something to a reader who may or may not agree with you.



CERCA can help to ensure that you cover your bases and make sure you have made a strong argument.

C.E.R.C.A.

- First, you must establish your Claim.
- Your claim is often called your thesis statement. It is the statement that you plan to prove in your essay.
- No Claim = no essay. The claim is essential! A good claim is specific. It makes a focused argument (MTV's popularity is waning because it no longer plays music videos.) rather than a general one (MTV stinks.).

What makes my claim good?

- Your claim needs to be something you can support with reasoning and evidence that is meaningful, not just "because I say so!"

Bad Claims:
Twinkies are delicious.
I think Lil Wayne is better than Drake.
The Toronto mayor is a bad man.

The governor has continually done the community a disservice by mishandling money, focusing on frivolous causes, and failing to listen to his citizens.

Twinkies taste better than other snack cakes because of their texture, their creamy filling, and their golden appearance.



CERCA



- Evidence
- Think of yourself as a detective. You cannot accuse or arrest someone of a murder without sufficient evidence.
- Claim: Mr. Jones is the murderer.
- Evidence: His fingerprints are on the murder weapon. His fingerprints were seen leaving the crime scene. He has a motive.

Evidence



- Evidence consists of concrete facts to support your claims.
- Your evidence must be relevant and verifiable. Just like the crime lab needs matching fingerprint samples from Mr. Jones, you need to have facts and data to support your claim.



CERCA



- Reasoning
It is one thing to provide evidence to support your opinion, but you also have to explain how that evidence is significant so that the reader can see your thought process.
"Mr. Jones's fingerprints match those on the knife found at the scene of the crime. This suggests that Mr. Jones used the knife to murder the victim."

CERCA



- Counterclaim
- The prosecution lawyers (who wish to prove that Mr. Jones is guilty) must anticipate and address any arguments that Mr. Jones's defense lawyer may present.
- Therefore, you must include counterclaims in your essay to defend yourself from any rebuttals or arguments that someone who may not agree with you might bring up.

Counterclaim



- Think of your counterclaim as your "counter attack."
- For instance, if you are writing an essay based on the previous claim – "The governor has done our community a disservice . . ." someone might say, "You're wrong. The media has put the governor in a negative light causing people to believe that he is not listening to the citizens."
- You need to be prepared for this counter attack with a counterclaim!

CERCA



- Audience**
If you are a prosecution lawyer trying to prove that Mr. Jones is guilty, who is your audience?

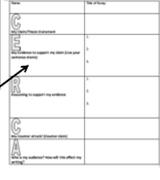
Similarly, you must consider your audience when you are writing an argumentative essay! Considering the nature of your argument, who would be interesting in reading your essay?

Knowing your audience will help you make decisions about tone, word choice, and writing style.

Important pre-writing activity

It is very important that you make a "plan of attack." Make sure you pre-write your argument before you begin your essay. This will ensure that your essay is focused and save you time in the long run.

Be sure to use your sentence stems in your evidence, this will help you make sure you use "textual evidence."



TCAP/WA Argument Rubric – Grades 6-8

Score	Development
4	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> utilizes well-chosen, relevant, and sufficient [] from the stimuli to insightfully support [] and [] thoroughly and accurately explains and elaborates on the [] provided, connecting the evidence to [] and [] and demonstrating a clear understanding of the topic and the stimuli.

TCAP/WA Argument Rubric – Grades 6-8

Score	Development
4	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> utilizes well-chosen, relevant, and sufficient evidence¹ from the stimuli to insightfully support claim(s) and counterclaim(s).² thoroughly and accurately explains and elaborates on the evidence provided, connecting the evidence to claim(s) and counterclaim(s) and demonstrating a clear understanding of the topic and the stimuli.

Quiz

- What do the letters C E R C A represent in an argumentative essay?
- A claim could also be called a _____.
- _____ should be reliable and verifiable.
- What should you include to defend yourself against arguments from someone who disagrees with you?
- Knowing your _____ will help you make decisions about tone, word choice, and writing style.

Quiz

- What do the letters C E R C A represent in an argumentative essay? **Claim, Evidence, Reasoning, Counterclaim, Audience**
- A claim could also be called a **thesis statement**.
- Evidence** should be reliable and verifiable.
- What should you include to defend yourself against arguments from someone who disagrees with you? **Counterclaim**
- Knowing your **audience** will help you make decisions about tone, word choice, and writing style.