

**Mark Twain Boyhood Home & Museum**  
 Lesson Plan for **The Adventures of Tom Sawyer**  
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 School: Central (Elementary) School Lincoln, IL  
 July 7, 2014. Mark Twain TeachersqWorkshop  
 Hannibal, Missouri

**“Bartering”**

<b>LESSON PLAN for <i>Tom Sawyer</i></b>	
<b>Concept or Topic:</b> bartering	<b>Suggested Grade Level:</b> Grades 3-4 (can be modified for other levels)
<b>Subject:</b> Literature/Social Studies	<b>Suggested Time Frame:</b> 5 days
<p><b>Objective(s):</b></p> <ol style="list-style-type: none"> <li>1. Write 5 sentences to explain the meaning of bartering and how is it used in the story <u>No Money! No Problem!</u> by Lori Haskins.</li> <li>2. After reading %Glorious Whitewashing+passage, students will complete a character attributes web citing evidence from the text.</li> <li>3. After rereading %Glorious Whitewashing+passage (2<sup>nd</sup> read), students will write 3 statements to compare and contrast the bartering that took place in each story.</li> <li>4. After rereading %Glorious Whitewashing+passage (3<sup>rd</sup> read), students will write 1 paragraph about what they would trade Tom for the privilege of whitewashing the fence and why they think their item is worth the trade.</li> <li>5. Write a five-paragraph analysis of the bartering process and what the student learned about bartering. It must explain at least 3 concepts that the student learned.</li> </ol>	
<p><b>State Standards:</b></p> <p>RL 3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RI3.1Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RW3.1A Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>RI 3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i>.</p> <p>RI 3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</p>	

## LESSON PLAN for *Tom Sawyer*

### Assessments:

- The students will be scored based on the completion of each of the above writing assignments. ( See Scoring for Tom Sawyer)
- The students will participate in the Class Bartering Event.
- After the Class Bartering Event, the students will write an analysis of the bartering process and what they've learned about bartering. This essay must be at least 5 paragraphs in length while observing the standards of correctly written English.

### Vocabulary:

- barter . verb - To exchange things (such as goods or services) for other things instead of using money
- starboard (starboard) . noun . The right-hand side of a vessel, facing forward
- larboard (larboard) . noun . The left-hand side of a vessel, facing forward
- gauge-cocks . noun . Instruments that provide a way to shut off the flow of steam to the drive mechanism (which turns the engine shaft connected to the paddle wheel)
- contemplated . verb . To look at or study thoughtfully
- alacrity . noun . A quick and cheerful readiness to do something
- fagged out . idiom . All worn out
- whitewash . noun . A mixture of lime and water, often with whiting, size, or glue added that is used to whiten walls, fences, or other structures.  
whitewash . verb . To paint or coat with whitewash
- covet . verb . To want (something that you don't have) very much
- obliged . verb . To force or require someone to do something because of a law or rule or because it is necessary

### Subject Area Integration:

- Social studies/Economics

### Background Information:

- The students should have background knowledge of trading.

### Materials:

- Children's book . No money! No Problem! By Lori Haskins
- Items with which to trade (paintbrush suckers)
- Promethean board
- Book projector
- Small bag of candy (paintbrush sucker)
- Parent permission slip

### Technology:

- <http://www.youtube.com/playlist?list=PL156F04DE48560E> #108
- Flipcharts on Promethean board  
Diagram of a steamboat  
Norman Rockwell's Whitewashing The Fence

## LESSON PLAN for *Tom Sawyer*

### Related Twain Quotes/Passages:

Chapter 2 of *The Adventures of Tom Sawyer* . %Glorious Whitewashing passage+

### Lesson Sequence:

#### Day 1

#### Hook/Intro:

Play the song about bartering from Youtube. (5 minutes)

#### Teaching of the Concept(s):

- Once the video on Youtube is finished, discuss the focus of the video.
- Tell the students that you will be reading a short story about bartering.
- After reading the story, discuss the story through the questions below. (15 minutes)

#### Suggested Questions:

- According to the story, what is bartering?
- Is this a verb or a noun?
- Why would people barter?
- What types of things are used to barter?
- What is the advantage of bartering?
- Would there be any disadvantages?
- Do you think you would like to try to barter with someone in the future? Why or why not?

#### Learning Activity:

Students should pay close attention to the concept of bartering. (Book can be viewed by the class by using the book projector for the Promethean board).

#### Review/Closure:

The students will write a minimum of 5 sentences (sheet attached) explaining the meaning of bartering and how the character used bartering in the story. (15 minutes)

#### Day 2

#### Hook/Intro:

- Replay the video on Youtube regarding bartering.
- Show a paintbrush sucker. Ask if anyone has anything in their desk/locker with which to trade. Review the concept of bartering.
- Show the picture entitled %Luck and Tom White Washing the Fence.+ Have the students predict what is happening in the picture. Discuss possible answers. (10 minutes)

#### Teaching of the Concept:

- Hand the students Mark Twain's passage %Glorious Whitewashing+from The Adventures of Tom Sawyer.

## LESSON PLAN for *Tom Sawyer*

- The teacher introduces possible vocabulary words: stabboard, labboard, gauge-cocks, contemplated, alacrity, fagged out, covet, obliged.
- The students number the paragraphs.
- The students read the passage independently. As they read, they are text coding the passage (circling any words or phrases that are confusing, ? next to any questions, ! next to surprising information, etc.)
- The teacher then reads the text aloud as the students follow along.
- Discuss the passage.

### **Suggested questions:**

- What do you suppose Tom had planned to do that day?
- How was Tom feeling when he found out his plans were ruined? (sorrows multiplied)
- What worldly wealth was he carrying?
- What was Ben Rogers pretending to be? How can you tell?
- Is Tom truly surprised that Ben stops to talk? How can you tell?
- Why does Tom resume painting as he and Ben talk?
- Describe the ways in which Tom paints. (surveyed with an artist's eye, daintily, added a touch here and there, criticized the effect again)
- Why is Tom reluctant to give Ben the paintbrush?
- What effect does Tom's hesitation have on Ben?
- When Ben became fagged out, what happens next?
- Explain how Tom felt about the result of his day.

### **Learning Activity:**

Instruct students to focus on the character of Tom in the story. Note how the other children react to Tom's words and actions. (20-30 minutes, modify as needed)

### **Review Closure:**

Give students the Character Attributes Web. Allow the students to complete the web focusing on Tom's thoughts, words, feelings, and actions. (15-20 minutes)

### **Day 3**

#### **Hook/Intro:**

- Show the book No Money! No Problem! by Lori Haskins. Remind the students of the focus of the book.
- Students should find a partner and turn and talk about the events of the story. (10 minutes)

#### **Teaching of the concept:**

- The students should have their copy of the excerpt from Mark Twain's The Adventures of Tom Sawyer.
- The students will reread the passage focusing on the bartering that is taking place in the passage.
- Once the passage is reread, students should turn and talk with a partner about what they noticed about the bartering that took place in the passage.

## LESSON PLAN for *Tom Sawyer*

### **Suggested questions:**

- What approach did Tom use to get Ben to whitewash the fence?
- What would have happened had he not used this approach?
- What can you infer about the relationship between Tom and Ben?
- What is the relationship between Tom and Amy?
- Did Amy use the same approach to bartering as Tom?
- Did they acquire the same result?

### **Learning Activity:**

Instruct the students to focus on the bartering that is taking place in the passage. Note the relationship between Tom and Amy. (20 . 25 minutes)

### **Review/Closure:**

The students will complete the Venn diagram writing a minimum of 3 statements each to compare and contrast the bartering that took place in the stories (15 minutes)

### **Day 4**

#### **Hook/Intro:**

Replay the Youtube video about bartering.

Show the students one of the paintbrush suckers. Remind them that items and actions can be used with which to barter.

#### **Teaching of the Concept:**

- The students should continue to have their passage of %Glorious Whitewashing.+
- The students should reread the passage while noticing the objects/actions that are being used with which to barter.
- Once the class is finished reading, begin a discussion about the items that were bartered.

### **Suggested questions:**

- What were the first items to be bartered in the passage?
- What significance do these items have to the story?
- Do they have any real value?
- Why do you think Ben was willing to trade his items?
- Why was Tom so willing to trade?
- What relationship do these items have to the rest of the story?
- What else could Ben have traded Tom for the privilege of whitewashing the fence?

### **Learning Activity:**

As the students reread the %Glorious Whitewashing+passage, instruct them to pay close attention to the list of items that were bartered. Notice how Tom and Ben negotiated the deal.

### **Review/Closure:**

Hand students the bartering page. Instruct students to write at least 1 paragraph about what they would trade Tom for the privilege of whitewashing the fence. Their writing must tell why they think their item(s) is worth the trade

## LESSON PLAN for *Tom Sawyer*

### **Day 5**

#### **Hook/Intro:**

Show the students one of the item(s) that you have brought that could be bartered. Discuss which one they would like to barter for and ways in which to do it.

#### **Teaching of the Concept:**

- Reread the section of the passage (Paragraph 10 . 22) which demonstrates the bartering process between Tom and Ben.
- Ask for two volunteers who will demonstrate bartering with items they have brought.
- Give the students time to participate in the Class Barter Event.

#### **Suggested questions:**

- Explain your experiences with bartering after this activity.
- Was it as successful as Tom and Amy's?
- What would be an alternative to using the bartering?
- Could you invent a way to obtain goods and services without bartering?
- What would it be?

#### **Learning Activity:**

Direct the class to participate in the Class Barter Event. Relate this experience to Tom's successful bartering. (20 . 30 minutes, modify as needed)

#### **Review/Closure:**

The students participate in the Class Barter Event. Then, they complete an analysis of the bartering process and what they learned about bartering from this exercise. (20 minutes, modify as needed)

#### **Homework:**

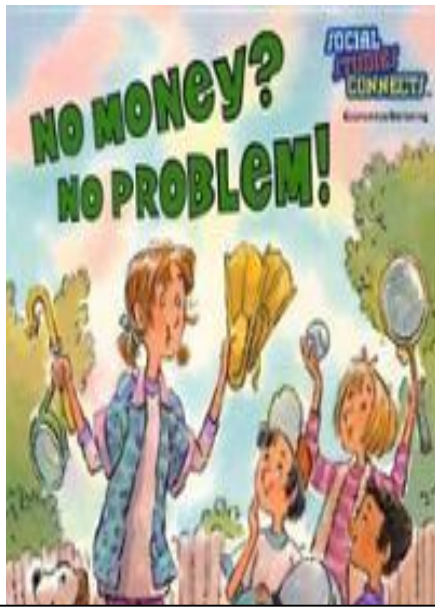
On Day 1, the students will take a note home (Class Bartering Event) explaining a bartering session that will take place on Day 5 of the unit. The student must have the note signed by a parent/guardian and have the necessary item(s) with which to barter at the end of Day 4.

#### **Strategies for Exceptional Students:**

- Preteach vocabulary/concepts
- Use of visuals.
- Multimedia (Promethean board)
- Direct instruction (lecture/discussion/questions)
- Modeling/examples

#### **Suggested Follow-Up Activities:**

- Use money as a means of bartering.
- Explore how bartering is used in other countries.
- Watch the film version of *Glorious Whitewashing* and compare to the passage.
- Write a modern-day version of *Glorious Whitewashing* using items and language common today. Perform it for the class.
- Research the author, Mark Twain and/or read more of his work.



Name \_\_\_\_\_

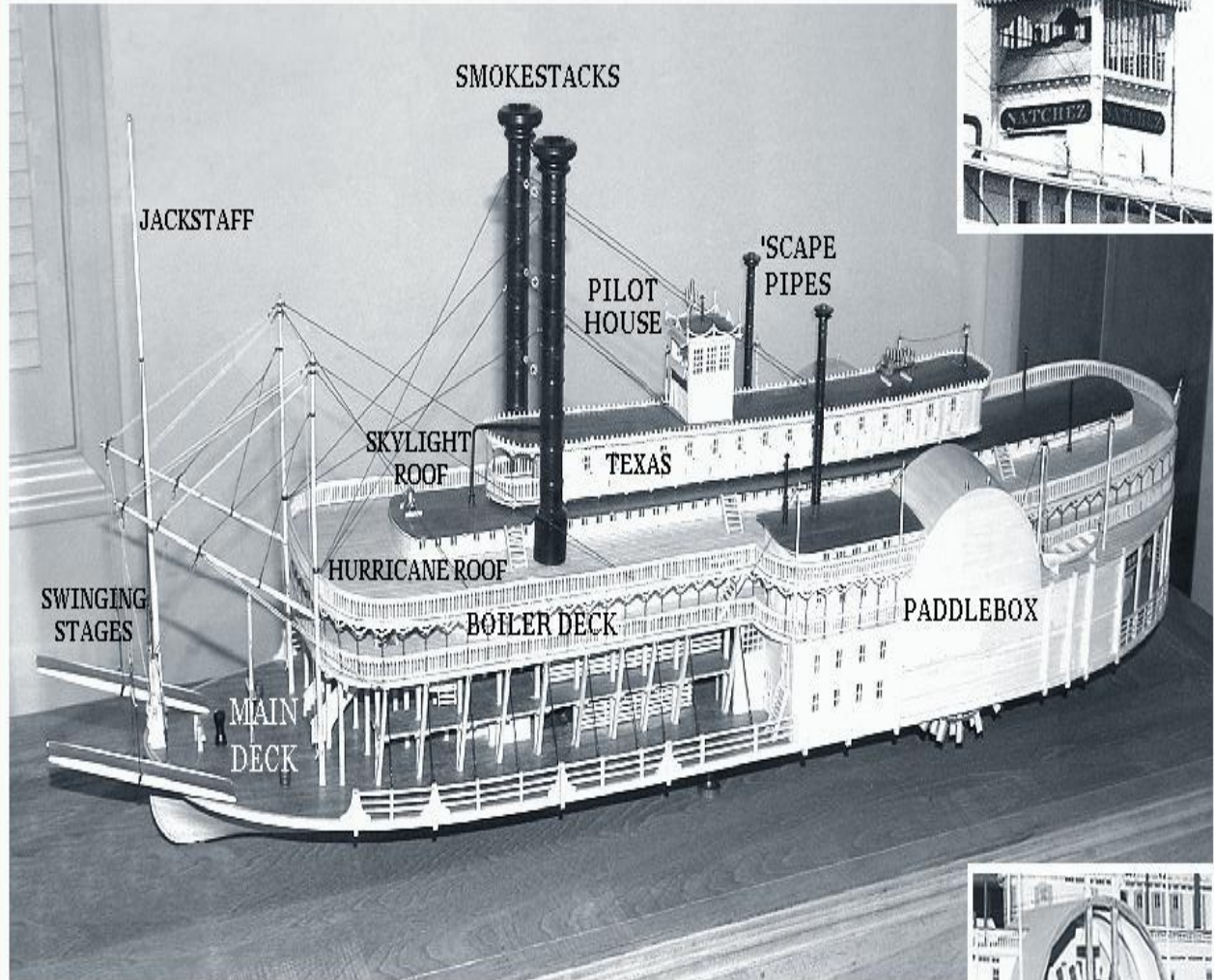
Write 5 sentences to explain the meaning of bartering and how is it used in the story  
No Money! No Problem!

Blank writing area with horizontal lines for the student's response.

# Diagram of a steamboat

Nautical Architecture of a  
Typical Mississippi River  
Sidewheel Steamboat

Detail  
of a  
PILOT  
HOUSE



Swinging stages operated by steam  
were not introduced to the river  
until after the Civil War.  
When Sam Clemens was a pilot  
the stages were laid  
flat on the deck and  
lifted manually by the crew

CUTAWAY  
VIEW OF  
PADDLEBOX





Norman Rockwell's Tom Sawyer and Huckleberry Finn White Washing the Fence





Exerp from

The Adventures of Tom Sawyer

But Tom's energy did not last. He began to think of the fun he had planned for this day, and his sorrows multiplied. Soon the free boys would come tripping along on all sorts of delicious expeditions, and they would make a world of fun of him for having to work -- the very thought of it burnt him like fire. He got out his worldly wealth and examined it -- bits of toys, marbles, and trash; enough to buy an exchange of WORK, maybe, but

not half enough to buy so much as half an hour of pure freedom. So he returned his straitened means to his pocket, and gave up the idea of trying to buy the boys. At this dark and hopeless moment an inspiration burst upon him! Nothing less than a great, magnificent inspiration.

He took up his brush and went tranquilly to work. Ben Rogers hove in sight presently -- the very boy, of all boys, whose ridicule he had been dreading. Ben's gait was the hop-skip-and-jump -- proof enough that his heart was light and his anticipations high. He was eating an apple, and giving a long, melodious whoop, at intervals, followed by a deep-toned ding-dong-dong, ding-dong-dong, for he was personating a steamboat. As he drew near, he slackened speed, took the middle of the street, leaned far over to starboard and rounded to ponderously and with laborious pomp and circumstance -- for he was personating the Big Missouri, and considered himself to be drawing nine feet of water. He was boat and captain and engine-bells combined, so he had to imagine himself standing on his own hurricane-deck giving the orders and executing them:

"Stop her, sir! Ting-a-ling-ling!" The headway ran almost out, and he drew up slowly toward the sidewalk.

"Ship up to back! Ting-a-ling-ling!" His arms straightened and stiffened down his sides.

"Set her back on the stabboard! Ting-a-ling-ling! Chow! ch-chow-wow! Chow!" His right hand, meantime, describing stately circles -- for it was representing a forty-foot wheel.

"Let her go back on the labboard! Ting-a-ling-ling! Chow-ch-chow-chow!" The left hand began to describe circles.

"Stop the stabboard! Ting-a-ling-ling! Stop the labboard! Come ahead on the stabboard! Stop her! Let your outside turn over slow! Ting-a-ling-ling! Chow-ow-ow! Get out that head-line! LIVELY now! Come -- out with your spring-line -- what're you about there! Take a turn round that stump with the bight of it! Stand by that stage, now -- let her go! Done with the engines, sir! Ting-a-ling-ling! SH'T! S'H'T! SH'T!" (trying the gauge-cocks).

Tom went on whitewashing -- paid no attention to the steamboat. Ben stared a moment and then said: "Hi-YI! YOU'RE up a stump, ain't you!"

No answer. Tom surveyed his last touch with the eye of an artist, then he gave his brush another gentle sweep and surveyed the result, as before. Ben ranged up alongside of him. Tom's mouth watered for the apple, but he stuck to his work. Ben said:

"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."

"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 doorknob, a dog-collar -- but no dog -- the handle of a knife, four pieces of orange-peel, and a dilapidated old window sash.

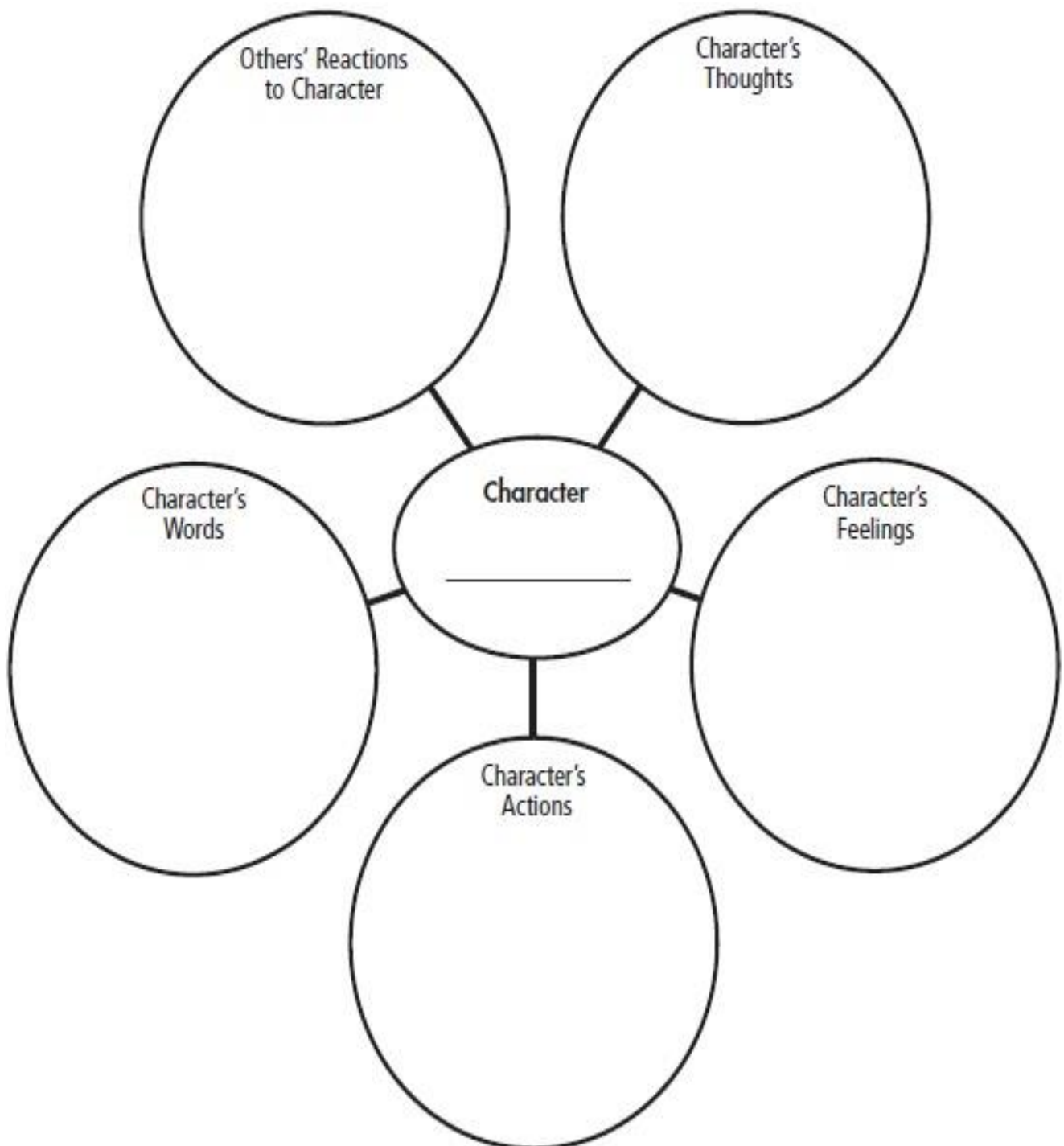
He had had a nice, good, idle time all the while -- plenty of company -- and the fence had three coats of whitewash on it! If he hadn't run out of whitewash he would have bankrupted every boy in the village.

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.

The boy mused awhile over the substantial change which had taken place in his worldly circumstances, and then wended toward headquarters to report.

Name \_\_\_\_\_

**Instructions:** Write the character's name in the center circle of the web. Tell more about the character's thoughts, feelings, actions, etc., in the remaining circles.

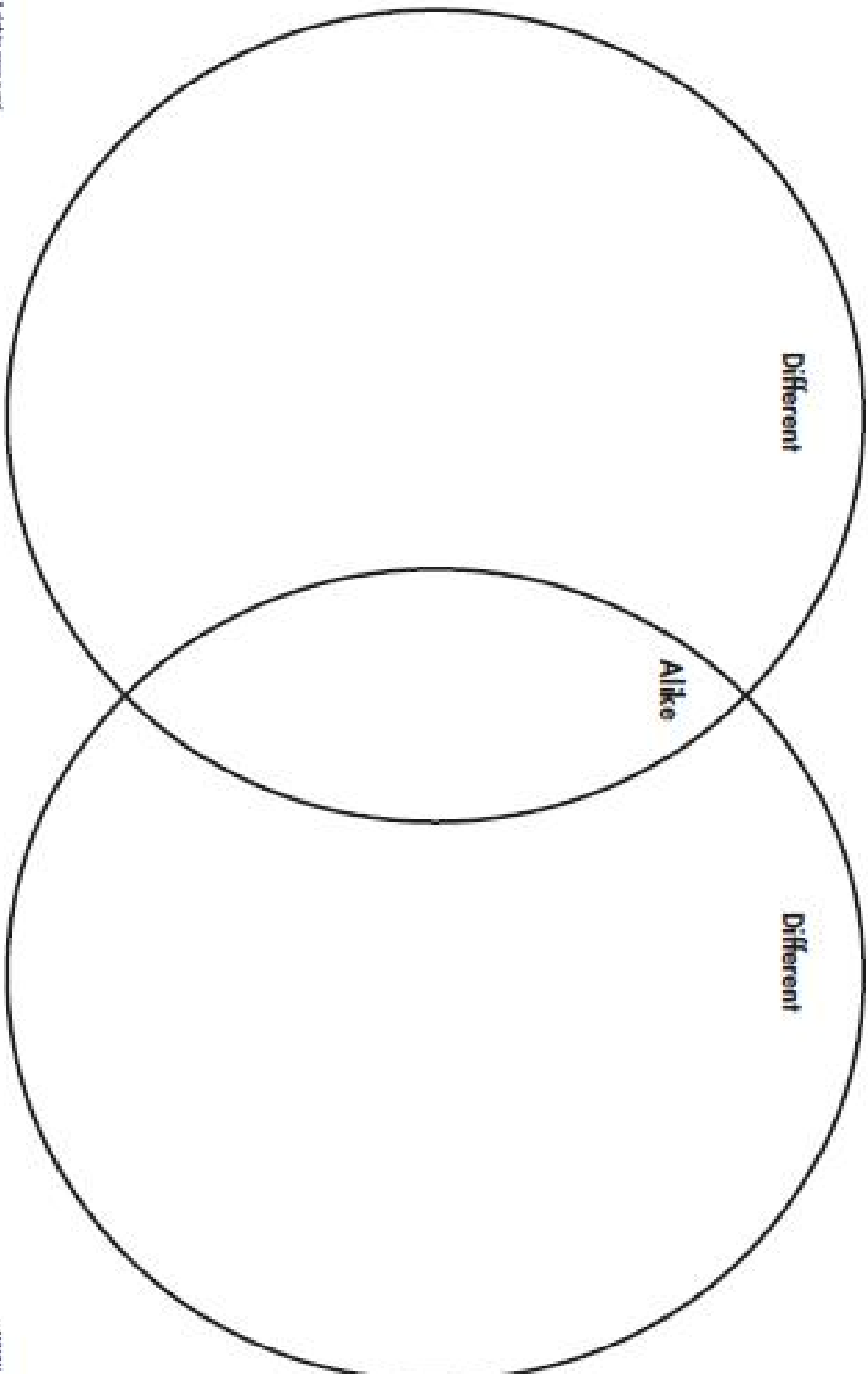


Name \_\_\_\_\_

**Instructions:** Write in the two topics you are comparing. Write details that tell how the topics are different in the outer circles. Write details that tell how the topics are alike where the circles overlap.

Topic \_\_\_\_\_

Topic \_\_\_\_\_



Think about the bartering that Tom did in The Adventures of Tom Sawyer. Think about what you would trade Tom for the privilege of whitewashing the fence.

Write 1 paragraph about what you would trade Tom for the privilege of whitewashing the fence. Tell why you think Tom would accept your item(s) for barter.

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# Class Barter Event

We have learned from reading a passage from The Adventures of Tom Sawyer that people used to trade (or barter) for things that they wanted or needed.

## Objective:

To experience hands-on trading through our very own Class Barter Event, just like Tom Sawyer did in the story!

## Directions:

1. Fill up a bag with no more than ten used items from home. (Please see the rules below.)
2. List all of your items on the Trade Log behind this sheet.
3. Have your parent(s) sign the Trade Log to approve of your items.
4. Participate in the Class Barter Event by trading your goods with other goods in the class.
5. Whenever you make a trade, jot down what you got in return and whether or not you thought it was a fair trade.
6. Write an analysis about the meaning of bartering & state 3 concepts learned from this exercise.

## Rules:

1. Your used items from home have to be used. Please do not put anything in the bag that is brand new.
2. The value of each item should not exceed \$2.00. Some great examples are stuffed animals, stickers, books, etc.
3. Do not include any electronics, such as cell phones, MP3 players, video games, etc.
4. Your parents must sign this sheet after you've filled your bag to show approval of the items you are bringing. Remember, all trades are final!
5. Breaking any of these rules will disqualify you from participation.

# My Trade Log

Student \_\_\_\_\_

Item in my bag to be traded :	What I traded it for:	Was it a fair trade? Y / N
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\_\_\_\_\_ I have read the directions and rules and I approve for my child to participate in this event, knowing that he/she is giving up the above items for trade.

Parent's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Scoring for Tom Sawyer Unit

Assignment	Points possible	Points earned
<u>No Money! No Problem!</u> <ul style="list-style-type: none"> <li>• 5 sentences on topic with correct grammar and punctuation</li> </ul>	8	
Character Attribute Web <ul style="list-style-type: none"> <li>• All areas completed</li> <li>• Citing evidence from the text</li> </ul>	8	
Compare and contrast page <ul style="list-style-type: none"> <li>• Must have at least 3 statements each</li> <li>• Correct grammar and punctuation</li> </ul>	8	
Paragraph stating item of trade <ul style="list-style-type: none"> <li>• Must be 5 sentences minimum</li> <li>• Indented</li> <li>• State reasons</li> <li>• Have correct grammar and punctuation</li> </ul>	8	
Class Barter Event <ul style="list-style-type: none"> <li>• Participation</li> </ul>	4	
Analysis of bartering essay <ul style="list-style-type: none"> <li>• 5 paragraphs</li> <li>• state 3 things learned</li> <li>• used correct grammar and punctuation</li> </ul>	14	
Points total 50		Total points earned

Points earned \_\_\_\_\_ Total points earned  
\_\_\_\_\_ x 2 = \_\_\_\_\_