

Lesson Plan – *The Adventures of Tom Sawyer*

Concept: Exploring the Cave

Mickey Burle, Amy Ham, Carol Haslag, Beth Parrish, Kathy Viehmann
Linn Elementary School, Linn, MO



Suggested Grade Level: Grades 3-6 (can be adapted for other levels)

Time Frame: One week

Objectives: Students will write a realistic cave adventure story using cave facts including 2 formations, 2 animals, and 2 characteristics of caves.

State Standards: Missouri Show-Me Standards
CA 1, CA 2, CA 3, CA 4, CA 6, Sc3, Sc4
Goals I 1.1, 1.2, 1.4, 1.5, 1.7, 2.1, 2.2, 2.3, 2.7, 3.2, 3.3, 3.4

Assessment/Evaluation: The 6+1 Traits of Analytic Writing Assessment Scoring Record will be used to score the writing pieces. The Northwest Regional Education Laboratory (NWREL) site has a link to help assess the six listed traits: ideas, organization, voice, word choice, sentence fluency, conventions, and presentation. This scoring guide can be found at <http://www.nwrel.org/eval/PDFs/6plus1traits.PDF>.

Language/Vocabulary: Appendix 1 has a list of vocabulary words for *The Adventures of Tom Sawyer* chapters 29 – 33. The Resource Room site provides many multisensory activities that makes vocabulary practice more than just handwriting practice. This site can be found at: <http://www.resourceroom.net/Comprehension/vocabactivities.asp>. The activities include: illustrate words, quick draw, vocabulary charades, and more.

Integrated Curriculum:

- This lesson can easily be integrated with science and discussions of karst topography, cave formations, and cave life (bats, grotto salamanders, pickerel frogs, etc.).
- For social studies, students can locate Missouri caves on maps of the state.
- A math activity would be to have students estimate the length of string necessary to find their way from the entrance to the back of the cave. Pass out various strands of string and have students measure them using standard and metric measurements.

Background Information: Mark Twain's great American novel was actually a great adventure story for youths of all ages. While reading *The Adventures of Tom Sawyer*, students will investigate the importance of the cave to Tom's story, and how discovery and exploration of a cave would provide the ultimate adventure for youths in the mid-1800s as well as today. Missouri is known as the cave state with 6,200 known caves. In 1967, three local youths in Hannibal, Missouri went on a cave adventure and were never seen again.

Materials:

- *The Adventures of Tom Sawyer* (The Authoritative Text) from the Mark Twain Project by Mark Twain; materials to ensure a dark room.
- Appendix 1 – list of vocabulary words
- Access to Internet for research
- Access to computers for typing and publishing

Technology Support:

- Virtual tour of a cave: <http://www.colossalcave.com/cavetour.html>
- Ozark National Scenic Riverways cave glossary: <http://www.nps.gov/ozar/forteachers/caveglossary.htm>
- *The Adventures of Tom Sawyer* Chapters 30 – 33. <http://www.literature.org/authors/twain-mark/the-adventures-of-tom-sawyer/chapter-30.html>

Related Twain Quotes/Other Readings: There are a variety of quotes linked to caves from Mark Twain at this site:
<http://search.freefind.com/find.html?id=712392&pid=r&mode=ALL&n=0&query=cave> .

Lesson Plan Format –

A. Introduction: Close your door, pull the shades, and turn the lights down before you begin this lesson. Take your class on a cave tour from the seats of your own classroom. Ask students if they have ever been in total darkness. Explain that total darkness is not like this darkened classroom or even your bedroom at night, because we have the moon's reflection of light, stars, street lights shining in windows, night lights, clock lights, etc. Ask them again, if they have ever really been in a room so dark that you can't even see your own hand in front of your face. Unless they have been in a cave or on a cave tour, their answer should be no. Prepare a small windowless room to simulate a cave (we have a mailroom). Turn off all the lights and cover the slither of light from above and below by taping black garbage bags over them. Use a flashlight and ask them if they think this is dark. Wait for the answer then turn out the light. While sitting there, ask them to be very quiet and just use their imagination. Tell them to pretend they're way back in a dark cave with no light and tell them that they are lost! Explain that the cave was off-limits and their parents don't know that they are there. Give them a visual picture of the twists and turns and steep drops in a cave. Using a flashlight, read the segment of Mark Twain's description where the candle goes out. Remind them that bats sleep in caves and could be flying around. Wait a while and let it sink in. Then ask them to feel in their pockets and on their clothes to see if they have anything that could help them find their way out. Finally, bring them out of your cave and take them back to your room.

B. Lesson:

- Ask them to write a descriptive passage of their sensations, fears, feelings, thoughts, rescue plans, etc.
- Have students compare and contrast their written descriptions of feelings and thoughts with Tom's and Becky's, as described by Mark Twain.
- Take the students on a virtual tour of a cave.
- Use the internet to explore cave information to create a picture glossary of pertinent cave information on how caves are formed, cave formations, plants, animals and safety tips.
- Introduce and develop the vocabulary for chapter 29 -33 of *The Adventures of Tom Sawyer* before you read the selection aloud to your students.
- Create a story plan for a realistic cave adventure story.
- Write a rough draft of the adventure story.
- Type stories on the computer.
- Proofread the stories with partners.
- Make corrections on the adventure story.
- Illustrate adventure stories.

C. Closure: Students will share their realistic adventure story with the rest of the class.

Scheduled Use of Time:

Use this format to outline your lesson (Intro, Lesson, and Closure) with approximate use of time. This will help others visualize your lesson and make it easier to implement.

Time	Teacher Activity/Questions to be asked	Student Activity
Day 1 10 min.	Hook: Who has ever been in total darkness? Facilitate discussion; tap into prior knowledge.	Listen and respond
15 min.	Take students for a classroom cave experience in a darkened room in your own school.	Teacher led activity
15 min.	Have the students write a journal reflection that describes their classroom cave experience.	Reflection writing
15 min.	Provide background for lesson using the internet to take the students on a virtual tour of a cave.	Listen and respond
30 minutes	Using the internet, students will explore cave terminology, how caves are formed, cave plants and animals, and cave safety tips.	Internet research
Day 2 30 – 45 minutes	Introduce vocabulary words for chapters 29– 30. Use activities at the Resource Room site to help develop the understanding of the words.	Vocabulary development
30 – 45 minutes	Read aloud chapters 29 – 30 of <i>The Adventures of Tom Sawyer</i> to your class and lead them in a discussion of the events.	Read and discuss
15 minutes	Tom brought cake, string, and candles in a cave. Make a list of everyday items you might have in your pocket or you might bring in with you, and explain how you could use them if you and a friend were lost in a cave, like Tom.	Brainstorming
Day 3 15 minutes	Discuss the story plan for the students to create their own realistic cave adventure story. Brainstorm ideas. Two sample story plan work sheets can be found at: http://www.teachingideas.co.uk/english/storyplans.htm .	Teacher instruction
30-45 minutes	Introduce vocabulary words for chapters 31 - 33. Use activities at the Resource Room site to help develop the understanding of the words.	Vocabulary development
30-45 minutes	Read aloud chapters 31 – 33 of <i>The Adventures of Tom Sawyer</i> to your class and lead them in a discussion of the events.	Read and discuss
30 minutes	Continue working on computer research and writing the adventure story plan.	Pre-writing in the writing process
Day 4 1 hour	Students will work on writing the rough draft of their adventure story.	First draft in the writing process
30 minutes	Use the computer lab to type your articles for a classroom newspaper publication.	Computer usage
30 minutes	Proofread articles with partners along with teacher conferencing for content and grammatical errors.	Editing in the writing process
30 minutes	Correct articles on the computers.	Computer usage
Day 5 30 minutes	Have students illustrate their adventure story	Publication in the writing process
1 – 2 hours	Have students share their adventure stories with the rest of the class.	Presentation

Strategies/accommodations to support students with exceptionalities:

- A gifted student could create a 'tour script' for a cave tour using PowerPoint as a display of the cave formations for the expedition and their own words to lead the class through their fictitious cave.
- If a computer is not available, they could create a map of their cave with special areas noted and described on their map.
- Younger students could use pictures to create a tourist attraction brochure to illustrate their cave.
- LD and ADHD students could be partnered up to work with someone on projects.
- Instead of a written news story, they could tape a news broadcast and report the details of a lost child scenario.

Possible Follow-up Activities:

- Visit a hay maze at a local nursery or farm. Talk about cave passages being like a cave. Let students attempt to navigate the maze. Ask them about their strategies.
- Then blindfold them and let them try it again. If a maze is not available, play a game in which you set up orange cones, blindfold students, but give them swim noodles and allow them to feel their way through the simplified maze.
- This also serves as a science activity with discussion of cave animals, such as the salamander which has lost the use of their eyes since they don't need them in the cave habitat of total darkness.
- Students could develop a script from their realistic adventure story and perform it for the rest of the class.

Possible Guest Speakers/Other Resources:

- Carol Mahan (conservation education consultant) is a possible resource person to share information on caves along with a presentation on the biodiversity of cave life.
- Visit a local cave for classroom field trip. Of course, the Mark Twain Cave would be a wonderful experience for your class, however if it is not an option know that Missouri has more than 6,000 other cave options. We have always visited the Onondaga Cave as a favorite field trip. You can find information for this field trip on this portion of their site at <http://www.mostateparks.com/onondaga/fieldtrips.htm> .

Appendix 1
 Vocabulary List for *The Adventures of Tom Sawyer*
 Chapters 29 -33

Ch.29
 consented
 rollicking
 mar
 laden
 provision
 throng
 reluctantly
 craggy
 rovers
 gallant
 clamor
 crevices
 labyrinth
 intricate
 rifts
 chasms
 elude
 tallow
 daubed
 sixpence
 betook
 slackened
 ominous
 agues
 vagrant
 precarious
 stalwart

Ch.30
 groping
 hair-trigger
 vagabond
 recollect
 sumach
 scoundrels
 a-rustling
 constables
 posse
 duly
 shackly
 dogged
 widder's
 stile
 spile
 blanched
 plausible
 feebly
 beholden
 canvassed
 countenance
 boding
 tedious
 delirious
 ransacked
 remoteness
 crevice
 reverberations
 somber
 stupor
 proprietor
 lucid

Ch. 31
 murky
 frolicking
 zeal
 wearisome
 sinuous
 mottoes
 frescoed
 imperishable
 illuminate
 stalactites
 stalagmites
 basin
 subterranean
 corridor
 traversed
 leaden
 appalled
 unavailing
 economise
 bygone
 musings
 dissent
 moiety
 abundance
 blunder
 whetted
 morsel
 stupor
 oppressive
 groping
 wretchedness
 tedious
 apathy
 bodings

Ch. 32
 avocations
 delirious
 melancholy
 peal
 fret
 twine
 clews
 fortnight
 sheathed

Ch. 33
 bowie knife
 tedious
 crevices
 vestibule
 eloquent
 wail
 lucifer matches
 precipice
 chasm
 crimson