

Lesson Plan – *The Adventures of Tom Sawyer*

Concept: Characterization

Developed by:
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New London Elementary
New London, MO



Suggested Grade Level: Primary

Time Frame: One week

Objectives: The student will:

- select a character from the book, *Tom Sawyer*, and create a likeness of the character using a Pringles can and various craft items.
- identify and collect 3 or more objects related to the story and the chosen character.
- identify the setting, chosen character, conflict, resolution and opinion of one chapter in the book.
- make a group presentation to the class on one chapter from the book.

State Standards:

Missouri communications arts 2, 3 (1.5 and 1.6)

Identify and explain connections between text ideas and the world by demonstrating an awareness that literature reflects culture and a historic time frame.

Missouri communication arts 5, 6 (1.5) In discussion and presentations

- present ideas in a logical sequence
- identify and apply appropriate speaking techniques such as volume, control, pace, and eye contact.

Assessment/Evaluation: See Rubric

Language/Vocabulary: Dialect p 5: gimme (give me), tole (told), git (get), dis (this), wid (with), gwine (going), ax (ask).

Integrated Curriculum: Communication Arts/Social Studies

Background Information: Field Trip to Hannibal, MO--Mark Twain boyhood sites and/or virtual tours at <http://www.marktwainmuseum.org>

Materials:

- *Tom Sawyer* by Mark Twain, adapted by Bob Blaisdell (Dover Publications, Inc. Mineola, New York Copyright 1996)
- Pringles can for each student
- Supplies for decorating Pringles cans
- Index cards.

Technology Support: Internet access to virtual tours, scoring guide, video or DVD of *Tom Sawyer*.

Related Twain Quotes/Other Readings:

Teacher read aloud possibilities:

Mark Twain and the Queen of the Mississippi by Cheryl Harness

Mark Twain Boy of Old Missouri by Miriam E. Mason

Lesson Plan Format –

A. Introduction: Field trip to Mark Twain boyhood sites/virtual tour and teacher read aloud.

B. Lesson:

Hook: Hold up a Pringles can and ask students, “What is this?” Tell students they will be using the can to create a character from the reading. In groups, the students will read an assigned chapter and choose a character from that chapter. Using Pringles cans and craft materials, students will construct a depiction of their character. The student will choose three objects to place in the can to describe and/or relate to their character’s activities.

Each student will make & present the information from their index card containing: character, setting, problem, resolution to problem, and their opinion on their character.

C. Closure: Presentation of the Pringles cans, view and discuss video.

Scheduled Use of Time:

Time	Teacher Activity/Questions to be asked	Student Activity
1 day	HOOK: field trip	Observe
45 min	Introduce lesson, text structure, vocabulary, and discuss illustrations. Predict what will happen in each chapter after reviewing chapter titles & illustrations in each chapter. Divide students into groups so they can read their assigned chapters.	Listen and respond; read assigned chapters
45 min	Oversee student progress	Preparation
45 min	Grade w/rubric & guide	Presentation
2 hours	Show DVD of <i>Tom Sawyer</i> & lead discussion of comparison of scenes in book vs. DVD.	Listen & participate in discussion.

Strategies/accommodations to support students with exceptionalities: Strategies incorporated into the lesson that support a variety of learner levels include peer support during reading of the text & project based connections to the text.

Possible Follow-up Activities: Teacher read: *Mark Twain & the Queen of the Mississippi*, and *Mark Twain Boy of Old Missouri*.

Possible Guest Speakers/Other Resources: Field trip to Mark Twain/Tom Sawyer sites & DVD of *Tom Sawyer*.

Assessment (Source: <http://www.rcampus.com>)

Character Can				
	D 1 pts	C 2 pts	B 3 pts	A 4 pts
Outside of Can 25 % Decorate the outside of the can to look like the character from the story.	D Very messy and hard to understand. Thrown together without much care. Unclear which character is portrayed.	C Quality not as good in some parts. Unclear which character is portrayed.	B Appears the student worked hard and has almost no distracting errors. Clearly the character in the book.	A Neat. No distracting errors. Appears as if the student put a lot of effort toward project. Creative interpretation of the character.
Inside of Can 25 % Place items inside that help describe your character.	D Provides 2 or fewer in the can that relate to and help explain the character. Student has difficulty relating items to their character or the text.	C Provides 2 items in the can that relate to and help explain the character. Student accurately explains how some of the items in the can relate to the text and the character.	B Provides 3 items in the can that relate to and help explain the character. Student explains how each item in the can relates to the text and character.	A Provides more than 3 items in the can that relate to and help explain the character. Student explains how each item in the can relates to the text and character.
Index Cards 25 % List: 1. The Character 2. The Setting 3. The Conflict 4. The Resolution 5. Your opinion.	D Included only one element.	C Included 2 or 3 elements.	B Included 4 elements.	A Included all 5 elements.
Presentation 25 % Show your presentation to the class.	D Inaudible or too loud; no eye contact; rate too slow/fast; speaker seemed uninterested and used monotone. Information presented not clear and does not describe the story well or with any detail.	C Some mumbling; little eye contact; uneven rate; little or no expression. There is a great deal of information that is not clearly related to the story or the character.	B Clear articulation but not as polished. Sufficient information that relates to the character and story. Many good points made but an uneven balance and little variation.	A Poised, clear articulation; proper volume, steady rate and good posture, eye contact, enthusiasm and confidence. An abundance of material clearly related to the character and story.

Source: Rubric Studio <http://www.rcampus.com>

Dear Parent,

Fie-e-e-ld trip's a' comin....! Our class will begin a study of Mark Twain's book, *Tom Sawyer* by taking a field trip to Hannibal, MO. The study will include reading an adapted version of the book, *Tom Sawyer*, and creating a representation of a character from the book. Students will participate in a group presentation based on one chapter from the book.

Please assist your child in collecting items to represent his/her choice of character from the assigned chapter. Students may come dressed appropriately in character.

Enclosed is a copy of the rubric that will be used for grading. The rubric includes the points that groups need to include in their presentation to meet the state standards.

If you would like to attend the field trip, please contact me by _____. You are also invited to attend the class presentations on _____.

We are looking forward to our journey with Tom Sawyer!

Sincerely,