

Lesson Plan – *The Adventures of Tom Sawyer*

Concept: Characterization with a Focus on Sayings
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Developed by:

Brenda Spurling: Hallsville R-IV Public Schools, Hallsville, MO



Suggested Grade Level: Middle School

Time Frame: One week

Objectives:

Students will analyze characterization of Tom Sawyer, Huck Finn, and Becky Thatcher from Mark Twain's *The Adventures of Tom Sawyer* by completing a character sketch of each character.

Students will identify 3 sayings in *Tom Sawyer* and choose their favorite one to explain and illustrate.

State Standards: Performance Goals

GOAL 1: Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.

GOAL 2: Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.

Communication Arts Knowledge Standards

In Communication Arts, students in Missouri public schools will acquire a solid foundation which includes knowledge of and proficiency in

1. speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)
2. reading and evaluating fiction, poetry and drama
4. writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)
5. comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)
6. participating in formal and informal presentations and discussions of issues and ideas

Assessment/Evaluation:

Students will be given a scoring guide (see below) for each part of this lesson.

Character sketch: Students will be evaluated on their analysis of the author's physical description of the characters, the characters' actions, the characters' thoughts, other characters' reactions to the character and the student's individual effort (not on artistic ability). The final product will be presented in the classroom; displayed in the classroom, in the hallway, or in the library; and/or posted on the classroom webpage. The character sketches could also be compiled into a pullout book titled *The Many Faces of Tom Sawyer* (or Huckleberry Finn or Becky Thatcher).

Favorite Sayings: Students will receive participation points for choosing three sayings from *The Adventures of Tom Sawyer* and completing the worksheet. A scoring guide will be used for the

interpretation and illustration of their favorite saying. The illustrations will be presented in class and may be displayed in the classroom, library, or hallway; posted on the classroom website, or bound in book form to create a picture dictionary for lower level readers.

Language/Vocabulary:

- Characterization-included in the PowerPoint.
- Figurative language-included in the PowerPoint
- Any vocabulary encountered in reading

Integrated Curriculum:

Mathematics could be incorporated by graphing the number of characters used by the students. Results could be presented as a bar graph or a pie chart. Students could also determine the percentage of students who chose the different characters. (For example 10% of first hour chose Huck as their character while 84% of all the eighth graders chose Tom as their character.)

Background Information:

Students will find the necessary information to complete the assignment as they read *The Adventures of Tom Sawyer*. Discussion material and directions are presented in PowerPoint.

Materials:

- Characterization PowerPoint
- Character outlines, construction paper, markers, glue, scissors, etc
- Character Sketch Scoring Guide
- Favorite Saying worksheet
- Favorite Saying Scoring Guide
- Figurative Language chart

Technology Support:

- Smartboard and projector to share the PowerPoint with the class.
- Palm Pilots with eREADER and an electronic version of the novel
- <http://www.paperdolls.com> (to find images for activity)
- <http://www.st-takla.org/Kid-Corner> (to find images for activity)

Scheduled Use of Time:

Time	Teacher Activity/Questions to be asked	Student Activity
Day 1 10 min.	Slide 1 of the PowerPoint Hook: As students come into class, a variety of characters from current, kid appropriate movies will be projected on the Smartboard. The teacher will start the class discussion by asking the following questions: Who is on the board? How do you know them? What other characters do you like? With all the characters out there, why do we remember these characters?	Listen and respond

20 min.	<p>Slide 2 of the PowerPoint</p> <p>Lesson: Writers use characterization to develop people worth knowing. There are four ways authors develop character: (1) showing or describing appearance, (2) displaying or relating actions, (3) describing the character's thoughts, and (4) describing the reactions of others.</p> <p>This should be related to the earlier discussion of characters. How did the students at Hogwarts react to Harry when his name was chosen from the goblet of fire? What did Edward do when Bella went to Jacob's house? (Of course, these questions are examples only. The questions you ask will be based on the characters students added in the previous discussion.)</p>	<p>Students will record characterization notes in their reader's notebook.</p> <p>Students will apply the characterization concepts just learned to the characters discussed earlier in the lesson.</p>
10 min.	<p>Slides 3 and 4 of the PowerPoint</p> <p>Assignment: Hand out the scoring guide and discuss the directions for the character sketch. Answer any questions. Students may have the rest of the hour to work on the assignment.</p>	<p>Listen and respond.</p> <p>Start work on character sketch.</p>
Day 2 entire class	<p>Closure: Students will present their favorite character to the class. If time permits, students may present all characters to the class and/or vote for the most authentic (not necessarily the most artistic or cutest) portrayal of Tom, Huck, and Becky.</p> <p>(The teacher could score the character sketches as they are presented in class to provide timely feedback to the students.)</p>	<p>Present character to class.</p> <p>Evaluate character sketches (using the scoring guide) based on the students use of evidence from the text.</p>
Day 3 10 min.	<p>Slide 5 of the PowerPoint.</p> <p>Hook: As students come into class, the "Who said that?" slide should be on the Smartboard. The teacher will start the discussion by having the class identify the character who said the quote. The teacher will solicit student input by asking for other school appropriate quotes that the students remember.</p>	<p>Listen and respond.</p>
20 min.	<p>Review the four ways authors develop characters from yesterday.</p> <p>Slide 6 of the PowerPoint Lesson: Today, we are focusing on just one...what the character says. Mark Twain uses such a colorful language that we are going to take a close look at it. For example, in</p>	<p>Listen and respond.</p>

	chapter 1 Tom says, "Sid, I'll lick you for that." Does he really mean that he is going to lick Sid? I doubt it. What does he mean? (Allow students to answer this question and guide them to understand the Tom is not sticking out his tongue and licking Sid's arm like a lollipop, but he is saying that he is going to get him back for snitching on him.)	
10 min.	Now it's your turn. For the next three minutes you are going to look through the book and find three of your favorite sayings. Fill in the favorite sayings chart by recording the saying and page number, identifying who is talking, and explaining what the saying really means. (Allow students a few minutes to fill in the worksheet. This may be finished as homework.)	Locate 3 sayings from the book and fill out the Favorite Sayings worksheet.
Day 4 20 min.	Slides 7 and 8 Students will share their favorite sayings with small groups. The teacher will circulate from group to group answering questions, guiding discussions, and keeping students on task. The group who identifies the most examples of figurative language will earn a small prize (extra credit points, chocolate, a chance to bring their rats on a string to class for a day...)	Listen and respond. Analyze expressions and classify them as figurative language.
10 min.	Groups will report back to the whole class on the group's favorite saying and/or any saying that still didn't make sense.	Report to whole class, listen and respond.
20 min.	Slide 9 Hand out Favorite Saying Scoring Guide and discuss expectations. Answer any student questions. Students will spend the rest of the hour illustrating their favorite saying.	Listen and respond. Create a visual representation of their favorite saying.
Day 5 Entire class	Students will present their Favorite Saying Illustration and explain it to the class. After each person presents their saying, they will place it in book order. (The first student would put their saying on the floor. The next student would place their saying before or after the first student's depending on if it took place in the book before or after the first students, and so on. Once pages are in order, add a front and back cover, and bind in book form.)	Listen and respond. Analyze presentations and sequence the events from the book.

Strategies/accommodations to support students with exceptionalities:

Audio versions of *The Adventures of Tom Sawyer* should be available in the listening center and special needs classrooms.

Premade paper dolls and corresponding outfits may be available to students with limited use of their hands while talented students could create doll or sock puppet versions of their characters instead of the character sketch.

A list of sayings from various characters in *The Adventures of Tom Sawyer* may be handed out to students having a hard time isolating their favorite sayings.

Possible Follow-up Activities:

Students may dress the part of their favorite character and act out their favorite scenes.

If talented/creative students made dolls or puppets, puppet shows may be performed for elementary students.

After analyzing characters, students may choose the character they most closely relate to and write a comparison/contrast essay.

Possible Guest Speakers/Other Resources:

Actors and actresses from local community colleges or community theaters could come in and discuss how they get in character for their production.

Tom's cutout



Becky's cutout



Huck's Cutout



Name _____

Date _____ Hour _____

CHARACTER SKETCH

CATEGORY	4	3	2	1
Character Description	<p>Student accurately portrayed the author's physical description of the character.</p> <p>(All facts are based on the text.)</p>	<p>Student mostly portrayed the author's physical description of the character.</p> <p>(All but 1 or 2 facts are based on the text.)</p>	<p>Student sometimes portrayed the author's physical description of the character.</p> <p>(All but 3 or 4 facts are based on the text.)</p>	<p>Student did not portray the author's physical description of the character.</p> <p>(More than 4 facts are not based on the text.)</p>
Character Actions	<p>Student chose relevant character actions that enhanced their interpretation.</p> <p>(All actions are based on the text.)</p>	<p>Student chose relevant character actions that enhanced their interpretation.</p> <p>(All but 1 or 2 actions are based on the text.)</p>	<p>Student chose relevant character actions that enhanced their interpretation.</p> <p>(All but 1 or 2 actions are based on the text.)</p>	<p>Student chose relevant character actions that enhanced their interpretation.</p> <p>(More than 4 actions are not based on the text.)</p>
Character Thoughts	<p>Student chose relevant character thoughts that enhanced their interpretation.</p> <p>(All thoughts are based on the text.)</p>	<p>Student chose relevant character thoughts that enhanced their interpretation.</p> <p>(All but 1 or 2 thoughts are based on the text.)</p>	<p>Student chose relevant character thoughts that enhanced their interpretation.</p> <p>(All but 3 or 4 thoughts are based on the text.)</p>	<p>Student chose relevant character thoughts that enhanced their interpretation.</p> <p>(More than 4 thoughts actions are not based on the text.)</p>
Other Character Reactions	<p>Student chose relevant reactions of other characters that enhanced their interpretation.</p> <p>(All reactions are based on the text.)</p>	<p>Student chose relevant reactions of other characters that enhanced their interpretation.</p> <p>(All but 1 or 2 reactions are based on the text.)</p>	<p>Student chose relevant reactions of other characters that enhanced their interpretation.</p> <p>(All but 3 or 4 reactions are based on the text.)</p>	<p>Student chose relevant reactions of other characters that enhanced their interpretation.</p> <p>(More than 4 reactions are not based on the text.)</p>
Effort	<p>Student took the time to make a neat and colorful character sketch.</p>	<p>Student took the time to make a neat and colorful character sketch.</p>	<p>Student took the time to make a neat and colorful character sketch.</p>	<p>Student took the time to make a neat and colorful character sketch.</p>

Name _____

Date _____ Hour _____

Favorite Saying Illustration

CATEGORY	4	3	2	1
Saying	Student identified a colorful saying that cannot be taken literally.	Student identified a saying that cannot be taken literally.	Student identified a saying.	Student copied a sentence from the text.
Explanation	Student thoroughly explained a saying from the text.	Student successfully explained a saying from the text.	Student attempted to explain a saying from the text.	Student did not successfully identify a saying from the text.
Illustration	Student created a visual representation completely related to the saying.	Student created a visual representation of the saying.	Student attempted to create a visual explanation of the saying.	Student did not create a visual representation of the saying.
Effort	Student took the time to make a neat and colorful character sketch.	Student took the time to make a neat and colorful character sketch.	Student took the time to make a neat and colorful character sketch.	Student took the time to make a neat and colorful character sketch.

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Name _____

Date _____ Hour _____

Favorite Sayings

Look through the text and find your three favorite colorful sayings. Copy the saying from the book, record the page number, identify the person who said the saying, when it was said, and then explain what it really means.

Quote	Page Number	Person Speaking	Action	Explanation

Common Types of Figurative Language

Type	Definition	Example
Alliteration	The repetition of usually initial consonant sounds in two or more neighboring words or syllables	The wild and woolly walrus waits and wonders when we'll walk by.
Assonance	A resemblance of sound in words or syllables	Fleet feet sweep by sleeping geese.
Cliche	A word or phrase that has become overly familiar or commonplace	No pain, no gain
Hyperbole	Big exaggeration, usually with humor	mile-high ice-cream cones
Idiom	The language peculiar to a group of people	She sings at the top of her lungs.
Metaphor	Comparing two things by using one kind of object or using in place of another to suggest the likeness between them.	Her hair was silk .
Onomatopoeia	Naming a thing or an action by imitating the sound associated with it.	buzz, hiss, roar, woof
Personification	Giving something human qualities	The stuffed bear smiled as the little boy hugged him close.
Simile	A figure of speech comparing two unlike things that is often introduced by like or as	The sun is like a yellow ball of fire in the sky.

Possible Sayings from Chapters 1-3

Tom says, "Siddy, I'll lick you for that." when Sid reminds Aunt Polly that she used white thread to sew Tom's collar.

When Tom is whitewashing the fence and Ben Rogers comes along playing steamboat captain, he tells Tom "Your up a stump, aint ya?"

When Tom is getting in trouble for the broken sugar bowl that Sid broke, Tom asks "Hold on now, what're you belting me for?"

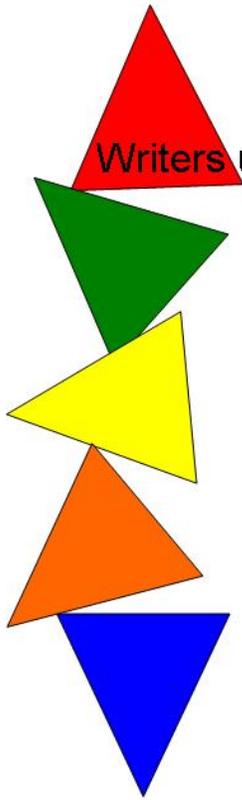


This is an example of pre-made paper dolls to be used with students who need them. Resize this image and print out on cardstock.

The following pages are converted from a PowerPoint presentation. If you would like the actual PowerPoint email me at bspurlin@hallsville.org.



Ask students to identify the characters shown above. (Feel free to change these pictures to characters more suited to your students.) Ask them to talk about some of their favorite and school appropriate characters from books or movies? Discuss what makes them favorite characters.



Writers use characterization to develop people worth knowing

4 ways to develop character:

- (1) showing or describing appearance,
- (2) displaying or relating actions,
- (3) describing the character's thoughts,
- (4) describing the reactions of others.

Students should copy these notes into their reader's notebook. Bring up the characters students discussed previously and use them to explain how an author develops characters.

Create your version of Mark Twain's characters. Write the following information on the corresponding body part. On the other side, color the character to match the author's description. Use your imagination to fill in any blanks not provided by the author.



Head-thoughts the character has had
Hand/Feet-actions the character has done
Heart-what others think about this character



Explain the assignment. Be prepared with alternative assignments listed in the lesson plan to accommodate all learners in the classroom. These are not ideal outlines for Tom, Huck, and Becky. Please feel free to replace these images with better examples.

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Character Description	Student accurately portrayed the author's physical description of the character. (All facts are based on the text.)	Student mostly portrayed the author's physical description of the character. (All but 1 or 2 facts are based on the text.)	Student sometimes portrayed the author's physical description of the character. (All but 3 or 4 facts are based on the text.)	Student did not portray the author's physical description of the character. (More than 4 facts are not based on the text.)
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Effort	Student took the time to make a neat and colorful character sketch.	Student took the time to make a neat and colorful character sketch.	Student took the time to make a neat and colorful character sketch.	Student took the time to make a neat and colorful character sketch.

Make sure students understand expectations and circulate around the room to encourage students and answer questions as students begin the assignment.

Momma always said,
"Life is like a box of
chocolates. Ya never
know what your gonna
get."

Houston,
we have a
problem!

Who said that?

You call those
spirit fingers?
These are spirit
fingers

Discuss the quotes above and ask students the following questions: What are some other school appropriate quotes you know? What are they from? Why do you remember these lines? Are they funny? Do you relate to them? Now let's talk about some quotes from *The Adventures of Tom Sawyer*. Mark Twain uses very colorful language to tell us his story.

Favorite Saying Illustration

Look through the text and find your three favorite colorful sayings.

Copy the saying from the book (quote)

Record the page number

Identify the person who said the saying (person speaking)

When it was said (the action)

Explain what it really means (explanation)

Quote	Page Number	Person Speaking	Action	Explanation
Siddy, I'll lick you for that.	Page 5	Tom	Tom is talking to Sid after Sid reminded Aunt Polly that she used white thread to sew Tom's collar.	Tom is telling Sid that he will get him in trouble. It is a warning of future violence.

Use this quote from chapter one to explain the assignment. Make sure that students understand the assignment before you throw them the extra credit curve ball. Explain that sometimes the quotes used can be specific types of figurative language. If students correctly identify examples

Figurative Language

language using figures of speech (a way of saying one thing and meaning another); in other words, language that cannot be taken literally (or should not be taken literally only).

Explain figurative language to students and that some of their sayings might be specific examples of types of figurative language. Tell students that any of their sayings that are identified as figurative language will earn extra credit.

Some common forms of figurative language

Type	Definition	Example
Alliteration	The repetition of usually initial consonant sounds in two or more neighboring words or syllables	The wild and woolly walrus waits and wonders when we'll walk by.
Assonance	A resemblance of sound in words or syllables	Fleet feet sweep by sleeping geese.
Cliche	A word or phrase that has become overly familiar or commonplace	No pain, no gain
Hyperbole	Big exaggeration, usually with humor	mile-high ice-cream cones
Idiom	The language peculiar to a group of people	She sings at the top of her lungs.
Metaphor	Comparing two things by using one kind of object or using in place of another to suggest the likeness between them.	Her hair was silk .
Onomatopoeia	Naming a thing or an action by imitating the sound associated with it.	buzz, hiss, roar, woof
Personification	Giving something human qualities	The stuffed bear smiled as the little boy hugged him close.
Simile	A figure of speech comparing two unlike things that is often introduced by like or as	The sun is like a yellow ball of fire in the sky.

Allow students to use this chart to classify their sayings as specific types of figurative language.

Favorite Saying Illustration

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Effort	Student took the time to make a neat and colorful character sketch.	Student took the time to make a neat and colorful character sketch.	Student took the time to make a neat and colorful character sketch.	Student took the time to make a neat and colorful character sketch.

Explain expectations to students and allow them to use the rest of the hour to complete the assignment. Circulate around the room to encourage students and answer questions as students work.