# LESSON PLAN FOR THE ADVENTURES OF TOM SAWYER

**Concept or Topic:** Twain in the 21st Century  
**Suggested Grade Level:** 7-12 (can be modified for other levels)

**Subject:** English/Technology…easily modified for other subjects or topics  
**Suggested Time Frame:** 3 to 5 – 80 minute class periods

**Objective(s):**
Students will design a “Facebook” page revealing at least 10 characteristics of Tom Sawyer or another character as evidenced in the book.

Students will create text messages communicating examples of plot elements with 80% accuracy.

**Missouri State Standards:** CA/R/1/G/El/b. CA/R/1/G/El/f. CA/R/1/G/El/g. CA/R/1/H/El/d. CA/R/1/H/El/e. CA/R/2/C/El/b.

**Assessment Options:** Students will be assessed by the evaluation of the “Facebook page” each student designs as well as the accuracy of the “text messages” created.

**Vocabulary:** protagonist, antagonist, exposition, conflict, climax, resolution, rising action, falling action, social networking, texting

**Background Information:** Expose students to text messaging lingo.  

**Materials:** The Adventures of Tom Sawyer  
Texting…Cell Phone Directions  
Texting…Cell Phone Document  
Facebook…Assignment Directions  
Facebook…Example  
Facebook…Template

**Related Twain Quotes/Passages:**
“The man who does not read good books has no advantage over the man who can’t read them.”

“Name the greatest of all inventors. Accidents”
“It takes a thousand men to invent a telegraph, or a steam engine, or a phonograph, or a photograph, or a telephone, or any other Important thing--and the last man gets the credit and we forget the others. He added his little mite--that is all he did.”

Lesson Sequence: (include approximate length of time for each part of the lesson)

Hook/Intro: Discuss technology-related quotes from Mark Twain.
   Ask: Who can name a few recent technological advances in society?
   Entice classroom discussion of which students have social networking pages and which of the students have cell phones and like to text.
   (10-15 min)

Teaching of the Concept: Modeling
   Guided Practice
   Independent Practice
   Discussion

Suggested Questions: If Huck had the opportunity to own a cell phone, would he?
   Would Becky or Jim be Tom or Huck’s friend on Facebook?
   What would Tom or Huck like best about a cell phone?
   What problems would a cell phone have solved for Tom?
   What would Tom’s teacher do if a cell phone went off in class?

Learning Activity:

1) Students will design a Facebook page revealing at least 10 characteristics of Tom Sawyer. (During or Post-reading Skill Activity, 2 to 3 80 minute class periods)
   -Pass out “Direction Sheet”. Go over this sheet with class, but emphasize that everything they need to know to finish the assignment is on this sheet.
   -Taking a look at the Facebook example featuring Mark Twain is next.
   -Finally, giving the students access to the Facebook Template allows them to put in their own information about the character they have chosen. If your district has a shared drive that the students can access, simply save an electronic version there and allow them to access it. If not, a written copy will have to do…complete with printed and pasted pictures!

2) Students will create text messages communicating their understanding of plot elements. (During and Post-reading Skill Activity, 15 to 30 min to demonstrate assignment and to be completed throughout assigned reading of text)
   -Pass out Cell Phone Direction sheet. After going over requirements with
### LESSON PLAN FOR THE ADVENTURES OF TOM SAWYER

<table>
<thead>
<tr>
<th>students review vocabulary words associated with the assignment.</th>
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<tbody>
<tr>
<td>-This assignment can be completed in multiple ways. It can be used while reading Tom Sawyer…and checked for comprehension every couple of class periods….or it could be used as a final comprehension check of the entire book.</td>
</tr>
<tr>
<td>-Pass out Cell Phone Document and give your specified directions for time frame.</td>
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**Review/Closure:** Class discussion… How does the time period and the technologies available impact the outcomes and the audience’s understanding of text? This discussion may lead to other forms of assessment such as a written essay based on time available.

**Homework:** Reading parts of *The Adventures of Tom Sawyer* that will not be read in class.

**Strategies for Exceptional Students:** Sight-impaired students could utilize a Smart Board to access technology sources or listen to audio recordings of the text. Make modifications per IEPs for learning disabled students. Students seeking more challenge could create a Facebook “cause” page based on events in the text (e.g., homeless shelter for children like Huck Finn).

**Suggested Follow-Up Activities:**
- Create an actual Facebook page for the book that students could access and post their feelings, reactions, favorite parts of the book, etc.
- Create “Twitter” posts that Tom and Huck might “share” throughout the reading of the book.
Name______________________________

Will You Be My Facebook Friend?

facebook

Directions: You will be creating a Facebook page for the Mark Twain character of your choice. You will need to provide appropriate information that is relevant and accurate for your figure as evidenced in the text. I have provided a template for you to input the information that is necessary for this assignment. I have also made an example page for Mark Twain that you may use as a reference. You need to complete each highlighted section:

Name and Current Status: This is where you are to put who your chosen character is and what he/she is doing in the novel. Be creative with his/her status.

Famous Quote: You must include a famous quote that has been spoken by your individual in the novel. You may search the text for this information and it must be accurate and cited.

Friends Section: You must include at least six friends that your person knew during his/her lifetime. The friends you select must have either worked/lived/communicated with your character.

Networks, Birthday, Hometown, etc: You must fill in each item that is provided for you on your template. If you have never used Facebook you need to include at least three “networks” that your individual may be associated with. For example you may use their city of birth, current city, college, high school, likes/dislikes, etc. You need to include your person’s birthday, hometown, their interests (at least four), their relationship status, and what they are looking for… or simply why are they on Facebook? (at least two).

Wall: Include at least three posts from friends that are text accurate. You must include whom the post is from and the date when it was left. See the Mark Twain example if you have questions.

Information: Fill in the template with information about your individual. You need to fill in an “about me” section. You must include where they gained their education or if they did, accomplishments, their hobbies, etc.

Photos: Finally, you must include at least five photos with a relevant caption for your individual. These may be portraits, book scenes, or actual photos taken of your person in action… so in other words, illustrations from books or movies!
“Clothes make the man. Naked people have little or no influence on society.”

**Mark Twain a.k.a. “Samuel Langhorne Clemens” is pushing up daisies :D**

**Networks:**
- Travel Leisure Magazine
- Silver Miners of America
- Underground Railroad

**Birthday:** November 30th, 1835

**Hometown:** Florida, Missouri, USA

**Interested In:**
- Social Criticism
- World Travel
- Investment
- Invention

**Relationship Status:** Married to Olivia “Livy” Langdon in 1870

**Looking For:**
- For next big break
- Abolition of slavery

**Friends:**
- Orion Clemens
- Livy Langdon
- Henry H. Rogers

**Wall:** 3 POSTS FROM FRIENDS

**Orion Clemens on April 7, 1907:**

Yo Sammy! There’s too much paparazzi here! Let’s go undercover and hit the Jamestown Exposition!

**Orion Clemens on July 1, 1861:**

Did you remember to bring the picks and TNT? This silver ain’t gonna mine itself!

**Livy Langdon in 1900:**

This gal sure tamed your literary butt, huh?!
# Facebook Profile

**Name and current status**

<table>
<thead>
<tr>
<th>Networks:</th>
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<tbody>
<tr>
<td>Birthday:</td>
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<tr>
<td>Hometown:</td>
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<tr>
<td>Interested In:</td>
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<tr>
<td>Relationship Status:</td>
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<tr>
<td>Looking For:</td>
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**Famous Quote:**

<table>
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<tr>
<th>Henry Rogers on April 7, 1907:</th>
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</thead>
<tbody>
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<td>Orion Clemens on July 1, 1861:</td>
</tr>
<tr>
<td>Livy Langdon Clemens in 1900:</td>
</tr>
</tbody>
</table>

**Friends:**

(Add Friends)
Facebook
Name and picture
Information

About Me:

Education:

Professional Experience:

Hobbies:

Accomplishments:

Favorite Books:

Photos of Me

Who’s this dork dressed like me?

Haha…fooled them!

Even makin’ headlines in the 21st century!
Cell phones and text messaging are becoming an increasingly popular form of communication around the world. Although texting is a type of non-standard English, it has become reality in our everyday lives. Have fun incorporating Mark Twain into your teenage lingo! Be creative and “MAKE MARK PROUD!”

**Directions:** You will be using the 21st century phenomenon of “texting” to bring your knowledge of Mark Twain up to date. On the following pages you will be required to convert your understanding of the 19th century selection you have read into current text messaging. Each page has its own requirements and directions are printed clearly on each cell phone.
Directions: Identify the protagonist of the story and provide a brief description of this character. Remember, the protagonist is the main character in the story. Next, identify the antagonist in the story and provide a brief description of this character. Remember, the antagonist is the character or force that opposes (works against) the main character.
Exposition

**Directions:**
Provide the time and place of the novel and information that helps set up the plot of the story and helps the audience understand the reading.
Directions: Identify a problem/conflict a character is experiencing and trying to overcome. Write the name of the character and a brief description of the problem.
Directions: Identify an external conflict: character vs. character, character vs. nature, or character vs. society. Provide a brief description of the problem and label it with the appropriate type of external conflict.
Rising Action (Minimum 5)

**Directions:** Identify a minimum of FIVE events that lead to the climax of the story and provide a brief description of each.
Directions: Identify the turning point of the story. Remember, the climax marks the point of the story where everything starts to change and occurs past the mid-point of the reading.
Falling Action

Directions: Identify at least one event that occurred after the climax of the story.
Resolution

Directions: Think of the word “resolve” when you think of the resolution. Usually, the resolution happens extremely quickly and occurs after the falling action. Ask yourself, “What happens at the end of the story?” In other words, “How is the major conflict resolved?”