

Lesson Plan – *The Adventures of Tom Sawyer*

Concept: Games and Pastimes (Expository Writing)

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Suggested Grade Level: Middle School Resource English

Time Frame: Five class periods (one to introduce lesson and show “Games” PowerPoint presentation of games with corresponding web sites; one for student research; one for writing and editing; one for construction of activity; one for students to present)

Objectives: Students will identify three games/pastimes in *Tom Sawyer* and/or during the same time period (1850-1900) and write comprehensive, accurate directions for each. Students will also discuss comparisons to games/pastimes of today.

State Standards: Communication Arts: Writing Standard W.2.A.6-8: Compose text showing awareness of audience and choosing a form appropriate for topic and specific audience. Writing Standard W.3.A.6-8: Compose a variety of texts (including expository) including a summary. Listening and Speaking Standard: L.1.A.6-8: Listen for enjoyment, information, and/or directions. Listening and Speaking Standard: L.2.A.6-8: In discussions and presentations, speak clearly and stay on topic, etc.

Language/Vocabulary: bully taw, Barlow knife, pinchbug, knucks, ring-taw, keeps, Jewsharp

Integrated Curriculum: social studies, technology (research late 19th century games), art (construction of games where applicable)

Background Information: Students will need to read *Tom Sawyer* prior to the completion of this lesson.

Materials: PowerPoint presentation handout (attached), computer access for each student, copies of *Tom Sawyer* for reference purposes, needle and thread for each student

Technology Support: “Games” PowerPoint presentation including the following websites:

<http://www.ladiesofreenacting.com/Childrensgames.html>

<http://www.geocities.com/Heartland/Woods/3501/19th.htm>

<http://www.woodcraftarts.com/jacob.htm>

<http://www.sewing.circleofcrafters.com/ragdollinstructions2.html>

<http://www.wikihow.com/Make-a-Ball-in-a-Cup-Game>

<http://fun.familyeducation.com/games/outdoor-games/45758.html>

http://www.pbs.org/benfranklin/exp_kite.html

<http://www.seedsofknowledge.com/treehouse.htm>

<http://www.whittling.com/Projects/projects.htm>

<http://www.ci.tumwater.wa.us/researchgameofgraces.htm>

Related Twain Quotes/Other Readings:

...a good and wholesome thing is a little harmless fun in this world; it tones a body up and keeps him human and prevents him from souring.

- *Personal Recollections of Joan of Arc*

Lesson Plan Format –

A. Introduction: Completion of Needle-and-thread test. The next few days are going to be “Game/Pastime Days.” What types of games do you play? What types of games do you think your parents played? What types of games do you think your grandparents played?

B. Lesson: For the next few days, we are going to look at games played during the days of *Tom Sawyer*. I would like for us to learn how to play some of these games and possibly to make some of these games. I hope that we will be able to make a connection between the games of this time period and the games we still play today.

C. Closure: Students will share presentations and demonstrate games/activities.

Scheduled Use of Time:

Time	Teacher Activity/Questions to be asked	Student Activity
10 min.	Hook: The Needle-and-Thread Test. Give each student a needle and thread. Ask each of them to help you by threading the needle. Watch carefully and take notes while watching to see whether the student moves the thread of the needle. Explain that in Mark Twain’s <i>Huckleberry Finn</i> , Huck dresses up as a girl to sneak into a town without being recognized. One of the village women invites him to stay at her home, but becomes suspicious that this “girl” is actually a boy. She asks him to thread a needle for her. Huck holds the piece of thread steady while pushing the needle toward it. The woman tells him later that real girls would do the opposite: hold the needle steady and push the thread toward it. Discuss whether or not this theory held true for our class.	Thread needles, listen, and respond
15 min.	The next few days are going to be “Game/Pastime Days.” What types of games do you play? What do you do in your free time? What types of games do you think your parents played? What types of games do you think your grandparents played? Sewing was a pastime for many young ladies during the days of <i>Tom Sawyer</i> . Discuss other games and/or pastimes mentioned during the reading of <i>Tom Sawyer</i> . Tap into prior knowledge.	Listen and respond
10 min.	Read Chapter 2 of <i>Tom Sawyer</i> . Discuss toys mentioned. Show examples of toys available.	Listen and respond
15 min.	Provide background for lesson using “Games” PowerPoint. Questions/discussion <ul style="list-style-type: none"> • Did you see any games that you recognized? • Have you played any of these games? • How do you think they compare with games we play today? 	Listen and respond
10 min.	Guide students in selecting three games/activities that they wish to learn more about and/or present to the class.	Select 3 games.
2 nd Day	Circulate and provide feedback	Collect and summarize research information.
3 rd Day	Circulate and provide feedback	Edit, revise homework in class.

Time	Teacher Activity/Questions to be asked	Student Activity
4 th Day	Provide assistance as needed.	Construct at least one of the 3 games or activities researched.
5 th Day	Observe presentations.	Make presentations.

Strategies/accommodations to support students with exceptionalities:

- Background, prior knowledge, and vocabulary are discussed ahead of time to support comprehension.
- Visuals are provided for some of the games.
- Reading aloud to students allows them the opportunity to hear inflections that carry meaning and to refresh their memory regarding the passage.
- Extra time has been allotted for this entire lesson.
- All writing assignments may be typed.

Assessment/Evaluation: Students will demonstrate understanding of each game by creating a set of self-explanatory directions for each game. All directions must be edited for grammar and spelling. Students must earn at least 75% for mastery.

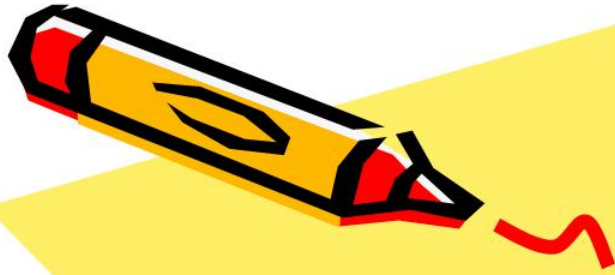
	3 (Meets expectations)	2 (Approaches expectations)	1 (Expectations not met)
Grammar 10%	Free of punctuation and grammatical errors.	Few punctuation and grammatical errors.	Several punctuation and grammatical errors.
Spelling 10%	Free of spelling errors.	Few spelling errors.	Several spelling errors.
Presentation 10%	Presentation is clear, concise, and easy to follow.	Presentation is somewhat clear and easy to follow.	Presentation is not clear and easy to follow.
Written explanations of games/pastimes 70%	Clear, written explanation/directions for at least 3 games/pastimes including comparisons to today's games.	Clear, written explanation/directions for at least 2 games/pastimes with some comparisons to today's games.	Clear, written explanation/directions for at least 1 game/pastime with no comparison to today's games.

Possible Follow-up Activities:

- Invite parents to come in and allow students to teach them how to play the games.
- Create a scrapbook of several 19th century games/activities.
- Follow-up with a similar "superstitions" lesson.
- Virtual tours at <http://www.marktwainmuseum.org>

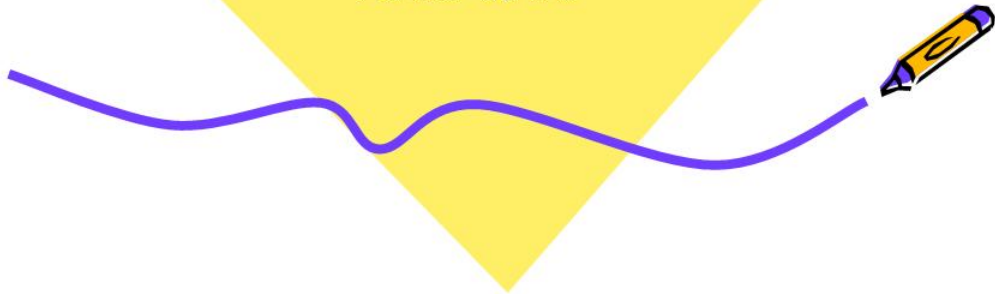
Possible Guest Speakers/Other Resources:

- Lori Wick, Owner, Historic Marceline Toy Store
- Henry Sweets, Curator, Mark Twain Museum
- Cindy Lovell, Education Coordinator for Mark Twain Museum



*Games in Tom Sawyer
Days*

1850-1900



Games/Pastimes

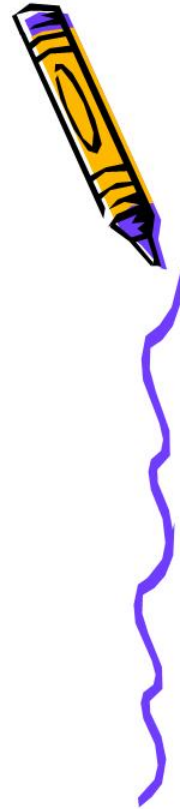
Girls

- Dolls
- Graces
- Wooden rocking horses
- Hoop rolling



Boys

- Whittling
- Marbles
- Fishing
- Cup and Ball
- Gully Keeper



Dolls



<http://www.sewing.circleofcrafters.com/ragdollinstructions2.html>

Whittling

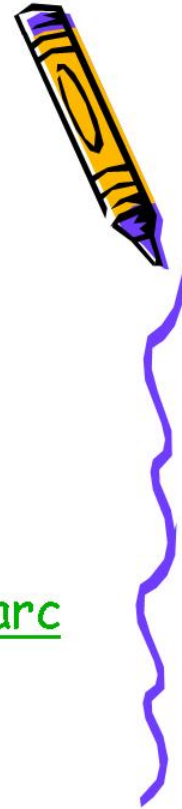
<http://whittling.com/Projects/projects.htm>



Graces



<http://www.ci.tumwater.wa.us/researchgameofgraces.htm>



Marbles



FIG. 6.—As Tom Would Shoot.

<http://www.seedsofknowledge.com/marbles.html>



Make Believe

Samuel Clemens
(Mark Twain) loved
to play make believe
pretending to be
such things as
pirates, steamboat
pilots, lawyers.



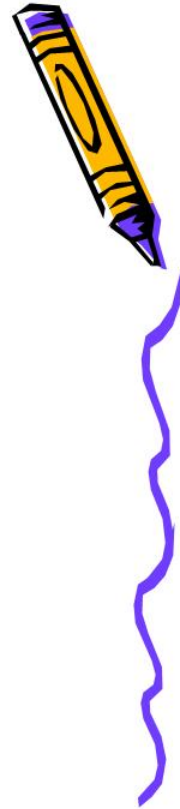
bully taw and ring-taw

A taw is a marble. The game of marbles is mentioned in *Tom Sawyer*. "Bully taw" and "ring-taw" are slang phrases used in the game.



Barlow knife

A pocket knife with one long blade.



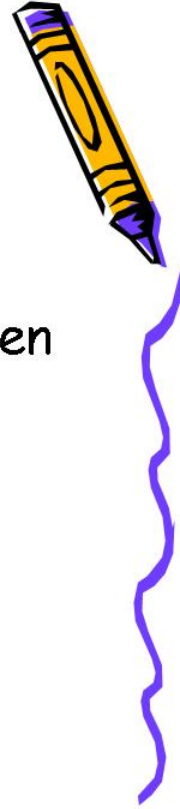
pinch bug

A beetle-type bug that would pinch.
When it pinched someone's finger, it
was quickly flipped off of the hand.



knucks

A slang word for knuckles. Used when playing marbles.



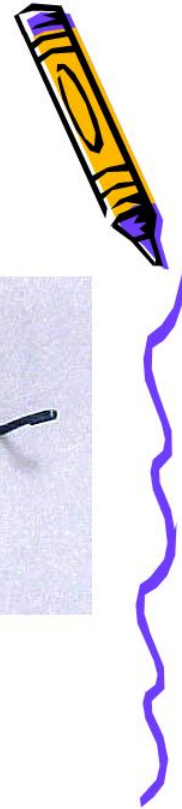
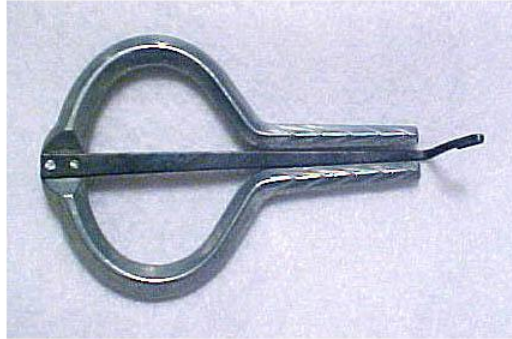
keeps

If you played for "keeps" in marbles,
you got to keep the marbles you won
during the game.



Jew's Harp

This is believed to be one of the oldest musical instruments in the world. It also known as a mouth harp.



Additional 19th century games/pastimes websites

- <http://www.ladiesofreenacting.com/Childrensgames.html>
- <http://www.geocities.com/Heartland/Woods/3501/19th.htm>
- <http://www.woodcraftarts.com/jacob.htm>
- <http://www.wikihow.com/Make-a-Ball-in-a-Cup-Game>
- <http://fun.familyeducation.com/games/outdoor-games/45758.html>
- http://www.pbs.org/benfranklin/exp_kite.html

