

Mark Twain Boyhood Home & Museum
 Lesson Plan for *The Adventures of Tom Sawyer*
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 School: Central Heights Middle School Richmond, KS
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 Hannibal, Missouri

“Tom Sawyer, Huck Finn and Mean Girls”

LESSON PLAN for <i>Tom Sawyer</i>	
Concept or Topic: Comparing outcasts	Suggested Grade Level: 8th grade
Subject: Literature/Social Studies	Suggested Time Frame: 2-5 days, at the conclusion of reading the novel <i>The Adventures of Tom Sawyer</i>
<p>Objective(s): Students will identify at least five similarities and/or differences in the youth relationships portrayed in <i>The Adventures of Tom Sawyer</i> and modern relationships in the movie <i>Mean Girls</i>.</p> <p>Students will apply their understanding of 19th century vs. modern friendships in a speech. This one-minute minimum speech must include a modern character, their traits and a full justification on how that character relates their point of view on teen culture in Tom Sawyer.</p>	
<p>State Standards: http://www.corestandards.org/assets/CCSSI_ELA%20Standards.p</p> <p>Reading Standards for Literature 6-8: Key Ideas and Details: 1. cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>Reading Standards for Literature 6-8: Key Ideas and Details: 3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p>Speaking and Listening 6-8: Comprehension and Collaboration: A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p>	
<p>Assessment Options:</p> <ol style="list-style-type: none"> 1. Grade Venn diagram for accuracy on similarities/differences found in the novel (Note: in some cases there will not be a right or wrong answer.) • 2. Using the attached rubric, students will prepare, and present the modern character they have chosen to compare and contrast to the character from Tom Sawyer. • 	
<p>Vocabulary: This lesson focuses on how 19th century relations of young adults are the same or</p>	

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different. Students are likely to be aware of the conditions of the following vocabulary, but precise defining may help them use these terms accurately in discussion/speeches.

Examples:

- outcast
- clique
- accusations
- gossip
- rumors
- social drama

Sensitivity to your students' needs, strengths and weaknesses are important in this discussion. Do not allow this to become a platform for bullying through specific classroom/school examples, etc. Encourage students to use the examples from *Mean Girls* or *Tom Sawyer*.

Subject Area Integration:

- Language arts
- History/Social Studies
- Sociology

Background Information:

- This lesson will happen after the entire reading of *Tom Sawyer*.

Possible tools:

- Tom Sawyer scrapbook (see Technology)
- Other on topic books (see gifted adaptation resources)

Materials:

- *The Adventures of Tom Sawyer*
- *Mean Girls* (Movie) or clips
- Tom Sawyer Venn Diagram
- Speech rubric
- Handout on recommended conversations to research in *Tom Sawyer*

Technology:

- A possible way to remind students of the time period and historical/cultural happenings during the time period of Tom Sawyer (use http://www.pbs.org/marktwain/scrapbook/01_tom_sawyer/index.html)
- Digital tools are also available for students to create Venn Diagrams, should that be preferable to paper/pencil (<http://teachbytes.com/2013/02/20/2-tools-for-creating-venn-diagrams-online/>)

Related Twain Quotes/Passages:

Main passages:

Excerpt from Chapter 6. Page 47.

Shortly Tom came upon the juvenile pariah of the village, Huckleberry Finn, son of the town drunkard. Huckleberry was cordially hated and dreaded by all the mothers of the town, because he was idle and lawless and vulgar and bad -- and because all their children admired him so, and delighted in his forbidden society, and wished they dared

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to be like him. Tom was like the rest of the respectable boys, in that he envied Huckleberry his gaudy outcast condition, and was under strict orders not to play with him. So he played with him every time he got a chance. Huckleberry was always dressed in the cast-off clothes of full-grown men, and they were in perennial bloom and fluttering with rags. His hat was a vast ruin with a wide crescent lopped out of its brim; his coat, when he wore one, hung nearly to his heels and had the rearward buttons far down the back; but one suspender supported his trousers; the seat of the trousers bagged low and contained nothing, the fringed legs dragged in the dirt when not rolled up.

Huckleberry came and went, at his own free will. He slept on doorsteps in fine weather and in empty hogsheads in wet; he did not have to go to school or to church, or call any being master or obey anybody; he could go fishing or swimming when and where he chose, and stay as long as it suited him; nobody forbade him to fight; he could sit up as late as he pleased; he was always the first boy that went barefoot in the spring and the last to resume leather in the fall; he never had to wash, nor put on clean clothes; he could swear wonderfully. In a word, everything that goes to make life precious that boy had. So thought every harassed, hampered, respectable boy in St. Petersburg.

Excerpt from Chapter 33 Page 223

"Becky, I was such a fool! Such a fool! I never thought we might want to come back! No -- I can't find the way. It's all mixed up."

"Tom, Tom, we're lost! We're lost! We never can get out of this awful place! Oh, why did we ever leave the others!"

She sank to the ground and burst into such a frenzy of crying that Tom was appalled with the idea that she might die, or lose her reason. He sat down by her and put his arms around her; she buried her face in his bosom, she clung to him, she poured out her terrors, her unavailing regrets, and the far echoes turned them all to jeering laughter. Tom begged her to pluck up hope again, and she said she could not. He fell to blaming and abusing himself for getting her into this miserable situation; this had a better effect. She said she would try to hope again, she would get up and follow wherever he might lead if only he would not talk like that any more. For he was no more to blame than she, she said.

Excerpt from Chapter 2 Page 12

"Stop the stabboard! Ting-a-ling-ling! Stop the labboard! Come ahead on the stabboard! Stop her! Let your outside turn over slow! Ting-a-ling-ling! Chow-ow-ow! Get out that head-line! Lively now! Come -- out with your spring-line -- what're you about there! Take a turn round that stump with the bight of it! Stand by that stage, now -- let her go! Done with the engines, sir! Ting-a-ling-ling! Sh't! s'h't! sh't!" (trying the gauge-cocks).

Tom went on whitewashing -- paid no attention to the steamboat. Ben stared a moment and then said: "Hi- yi ! You're up a stump, ain't you!"

No answer. Tom surveyed his last touch with the eye of an artist, then he gave his brush another gentle sweep and surveyed the result, as before. Ben ranged up alongside of him. Tom's mouth watered for the apple, but he stuck to his work. Ben said:

"Hello, old chap, you got to work, hey?"

Tom wheeled suddenly and said:

"Why, it's you, Ben! I warn't noticing."

"Say -- I'm going in a-swimming, I am. Don't you wish you could? But of course you'd

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druther work -- wouldn't you? Course you would!"

Tom contemplated the boy a bit, and said:

"What do you call work?"

"Why, ain't that work?"

Tom resumed his whitewashing, and answered carelessly:

"Well, maybe it is, and maybe it ain't. All I know, is, it suits Tom Sawyer."

"Oh come, now, you don't mean to let on that you like it?"

The brush continued to move.

"Like it? Well, I don't see why I oughtn't to like it. Does a boy get a chance to whitewash a fence every day?"

That put the thing in a new light. Ben stopped nibbling his apple. Tom swept his brush daintily back and forth -- stepped back to note the effect -- added a touch here and there -- criticised the effect again -- Ben watching every move and getting more and more interested, more and more absorbed. Presently he said:

"Say, Tom, let me whitewash a little."

Tom considered, was about to consent; but he altered his mind:

"No -- no -- I reckon it wouldn't hardly do, Ben. You see, Aunt Polly's awful particular about this fence -- right here on the street, you know -- but if it was the back fence I wouldn't mind and she wouldn't. Yes, she's awful particular about this fence; it's got to be done very careful; I reckon there ain't one boy in a thousand, maybe two thousand, that can do it the way it's got to be done."

"No -- is that so? Oh come, now -- lemme just try. Only just a little -- I'd let you, if you was me, Tom."

"Ben, I'd like to, honest injun; but Aunt Polly -- well, Jim wanted to do it, but she wouldn't let him; Sid wanted to do it, and she wouldn't let Sid. Now don't you see how I'm fixed? If you was to tackle this fence and anything was to happen to it -- "

"Oh, shucks, I'll be just as careful. Now lemme try. Say -- I'll give you the core of my apple."

"Well, here -- No, Ben, now don't. I'm afeard -- "

"I'll give you all of it!"

Tom gave up the brush with reluctance in his face, but alacrity in his heart. And while the late steamer Big Missouri worked and sweated in the sun, the retired artist sat on a barrel in the shade close by, dangled his legs, munched his apple, and planned the slaughter of more innocents. There was no lack of material; boys happened along every little while; they came to jeer, but remained to whitewash. By the time Ben was fagged out, Tom had traded the next chance to Billy Fisher for a kite, in good repair; and when he played out, Johnny Miller bought in for a dead rat and a string to swing it with -- and so on, and so on, hour after hour. And when the middle of the afternoon came, from being a poor poverty-stricken boy in the morning, Tom was literally rolling in wealth. He had besides the things before mentioned, twelve marbles, part of a jews-harp, a piece of blue bottle-glass to look through, a spool cannon, a key that wouldn't unlock anything, a fragment of chalk, a glass stopper of a decanter, a tin soldier, a couple of tadpoles, six fire-crackers, a kitten with only one eye, a brass door-knob, a dog-collar -- but no dog -- the handle of a knife, four pieces of orange-peel, and a dilapidated old window sash.

He had had a nice, good, idle time all the while -- plenty of company -- and the fence had three coats of whitewash on it! If he hadn't run out of whitewash he would have bankrupted every boy in the village.

Tom said to himself that it was not such a hollow world, after all. He had discovered a great law of human action, without knowing it -- namely, that in order to make a man or a boy covet a thing, it is only necessary to make the thing difficult to attain. If he had been a great and wise philosopher, like the writer of this book, he would now have comprehended that Work consists of whatever a body is obliged to do, and that Play

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consists of whatever a body is not obliged to do. And this would help him to understand why constructing artificial flowers or performing on a tread-mill is work, while rolling ten-pins or climbing Mont Blanc is only amusement. There are wealthy gentlemen in England who drive four-horse passenger-coaches twenty or thirty miles on a daily line, in the summer, because the privilege costs them considerable money; but if they were offered wages for the service, that would turn it into work and then they would resign. The boy mused awhile over the substantial change which had taken place in his worldly circumstances, and then wended toward headquarters to report.

Excerpt from Chapter 23 Page 166

The boys had a long talk, but it brought them little comfort. As the twilight drew on, they found themselves hanging about the neighborhood of the little isolated jail, perhaps with an undefined hope that something would happen that might clear away their difficulties. But nothing happened; there seemed to be no angels or fairies interested in this luckless captive.

The boys did as they had often done before -- went to the cell grating and gave Potter some tobacco and matches. He was on the ground floor and there were no guards.

His gratitude for their gifts had always smote their consciences before -- it cut deeper than ever, this time. They felt cowardly and treacherous to the last degree when Potter said:

"You've been mighty good to me, boys -- better'n anybody else in this town. And I don't forget it, I don't. Often I says to myself, says I, 'I used to mend all the boys' kites and things, and show 'em where the good fishin' places was, and befriend 'em what I could, and now they've all forgot old Muff when he's in trouble; but Tom don't, and Huck don't -- they don't forget him, says I, 'and I don't forget them.' Well, boys, I done an awful thing -- drunk and crazy at the time -- that's the only way I account for it -- and now I got to swing for it, and it's right. Right, and best, too, I reckon -- hope so, anyway. Well, we won't talk about that. I don't want to make you feel bad; you've befriended me. But what I want to say, is, don't you ever get drunk -- then you won't ever get here. Stand a litter furdur west -- so -- that's it; it's a prime comfort to see faces that's friendly when a body's in such a muck of trouble, and there don't none come here but yourn. Good friendly faces - - good friendly faces. Git up on one another's backs and let me touch 'em. That's it. Shake hands -- yourn'll come through the bars, but mine's too big. Little hands, and weak -- but they've helped Muff Potter a power, and they'd help him more if they could."

Excerpt from Chapter 17 Page 131

There was a rustle in the gallery, which nobody noticed; a moment later the church door creaked; the minister raised his streaming eyes above his handkerchief, and stood transfixed! First one and then another pair of eyes followed the minister's, and then almost with one impulse the congregation rose and stared while the three dead boys came marching up the aisle, Tom in the lead, Joe next, and Huck, a ruin of drooping rags, sneaking sheepishly in the rear! They had been hid in the unused gallery listening to their own funeral sermon!

Aunt Polly, Mary, and the Harpers threw themselves upon their restored ones, smothered them with kisses and poured out thanksgivings, while poor Huck stood abashed and uncomfortable, not knowing exactly what to do or where to hide from so many unwelcoming eyes. He wavered, and started to slink away, but Tom seized him and said:

"Aunt Polly, it ain't fair. Somebody's got to be glad to see Huck."

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"And so they shall. I'm glad to see him, poor motherless thing!" And the loving attentions Aunt Polly lavished upon him were the one thing capable of making him more uncomfortable than he was before.

Mean Girls:

Janis: [reading list the major cliques in high school] You got your freshmen, ROTC guys, preps, J.V. jocks, Asian nerds, Cool Asians, Varsity jocks Unfriendly black hotties, Girls who eat their feelings, Girls who don't eat anything, Desperate wannabes, Burnouts, Sexually active band geeks, [a picture of herself and Damian come on screen]

Janis: the greatest people you will ever meet, and the worst. Beware of plastics.

Janis: That one there, that's Karen Smith. She is one of the dumbest girls you will ever meet. Damien sat next to her in English last year.

Damian: She asked me how to spell orange.

[Cady snickers]

Janis: That little one, that's Gretchen Wieners.

Damian: She's totally rich because her dad invented Toaster Streudels.

Janis: Gretchen Wieners knows everybody's business, she knows everything about everyone.

Damian: That's why her hair is so big, it's full of secrets.

Janis: And evil takes a human form in Regina George. Don't be fooled because she may seem like your typical selfish, back-stabbing slut faced ho-bag, but in reality, she's so much more than that.

Damian: She's the queen bee - the star, those other two are just her little workers.

Cady: Hey!

Regina: Why were you talking to Janis Ian?

Cady: I don't know, I mean, she's so weird, she just, you know, came up to me and started talking to me about crack.

Regina: She's so pathetic. Let me tell you something about Janis Ian. We were best friends in middle school. I know, right? It's so embarrassing. I don't even... Whatever. So then in eighth grade, I started going out with my first boyfriend Kyle who was totally gorgeous but then he moved to Indiana, and Janis was like, weirdly jealous of him. Like, if I would blow her off to hang out with Kyle, she'd be like, "Why didn't you call me back?" And I'd be like, "Why are you so obsessed with me?" So then, for my birthday party, which was an all-girls pool party, I was like, "Janis, I can't invite you, because I think you're lesbian." I mean I couldn't have a lesbian at my party. There were gonna be girls there in their *bathing suits*. I mean, right? She was a LESBIAN. So then her mom called my mom and started yelling at her, it was so retarded. And then she dropped out of school because no one would talk to her, and she came back in the fall for high school, all of her hair was cut off and she was totally weird, and now I guess she's on crack.

Chip Heron: Hey, how was school?

Cady: Fine.

Betsy Heron: Were people nice?

Cady: No.

Chip Heron: Did you make any friends?

Cady: Yes.

Cady: Half the people in this room are mad at me, and the other half only like me because they think I pushed somebody in front a bus, so that's not good.

Cady: [voiceover] The weird thing about hanging out with Regina was that I could hate her, and at the same time, I still wanted her to like me.

Regina: [to Cady] Okay... you have really good eyebrows.

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Cady: Thanks.

Regina: [pushing Gretchen] Move.

Gretchen: Ooh.

Cady: [voiceover] Same with Gretchen: the meaner Regina was to her, the more Gretchen tried to win Regina back. She knew it was better to be in the plastics, hating life, than to not be in at all. Because being with the plastics was like being famous... people looked at you all the time and everybody just knew stuff about you.

Girl: That knew girl moved here from Africa.

Girl: I saw Cady Heron wearing army pants and flip flops, so I bought army pants and flip flops.

Boy: That Cady girl is hot... she might even be hotter than Regina George.

Mr. Duvall: I hear Regina George is dating Aaron Samuels again. The 2 were seen canoodling at Chris Isen's halloween party... they've been inseparable ever since.

Cady: Oh, god.

Janis: You dirty little liar!

Cady: I'm sorry, I can explain.

Janis: Explain how you forgot to invite us to your party?

Damian: Janis, I cannot stop this car. I have a curfew.

Cady: You know I couldn't invite you. I had to pretend to be plastic.

Janis: Hey, buddy, you're not pretending anymore. You're plastic. Cold, shiny, hard plastic.

Damian: Curfew, 1:00 AM, it is now 1:10.

Janis: Did you have an awesome time? Did you drink awesome shooters, listen to awesome music, and then just sit around and soak up each others awesomeness?

Cady: You know what? You're the one who made me like this so you could use me for your 8th grade revenge!

Janis: God! See, at least me and Regina George know we're mean! You try to act so innocent like, "Oh, I use to live in Africa with all the little birdies, and the little monkeys!"

Cady: You know what! It's not my fault you're like, in love with me, or something!

Janis: What?

Damian: Oh, no, she did not!

Janis: See? That's the thing with you plastics. You think everybody is in love with you when actually, everybody HATES you! Like, Aaron Samuels, for example, he broke up with Regina and guess what? He still doesn't want you! So why are you still messing with Regina, Cady? I'll tell you why, because you are a mean girl! You're a bitch! Here. You can have this. It won a prize.

[Damian drives away with Janis, yelling out the window]

Damian: And I want my pink shirt back! I want my pink shirt back!

Lesson Sequence:

2-5 class periods, depending on pacing

Hook/Intro:

Does *The Adventures of Tom Sawyer*, written in 1876, show the type of relationships we see today among our youth? Are these characters unrecognizable in modern terms? Let's see what you think after watching a few clips from the 2004 movie *Mean Girls*.

Teaching of the Concept(s):

1A Discuss the social landscape in modern America middle/high schools. Discuss the idea of outcasts existing in culture. What makes someone unequal in the eyes of their peers? Adults? How are social cliques or groups formed? Do all/certain groups form rivalries? Can an individual be in more than one social group? How is your school/location/culture different than other social landscapes you've seen?

1B Discuss the teen social landscape in *Tom Sawyer*. What role does Tom Sawyer play in regards to the group? What are the pros and cons for Huck in regard to being an

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outcast? What is the relationship between Tom and Becky? Find an example of Tom's changing personality, depending on who he's with. How would you summarize the relationship the gang has with Huck?

2. Now that you have analyzed your social landscape in your location, let's look at a hyperbolized Hollywood version of modern America adolescents. (**Remember: stereotypes are a generalization. They don't allow for differences. This movie is full of stereotypes, but can be used as a teaching opportunity if discussed prior to the viewing with students. Be sure to preview, discuss with your students or omit sections that aren't appropriate for your class)

3. Watch portions of the Mean Girls movie or these clips: (We recommend previewing these and making your own instructional decisions on which clips work with your classroom.)

DVD Scene 1 Start: :30 seconds Stop: 5:25 Topic: introduction to Cady (**homosexual, ass)

DVD Scene 2 Start: 5:52 Stop: 6:50 Topic: Cady skips class to make friends

<http://www.youtube.com/watch?v=tP2XtYblgD0> Topic: Who are Plastics (**curse words)

http://www.youtube.com/watch?v=gZ_qXmxdgGM Topic: Cafeteria Tribes—stereotype heavy

<http://www.youtube.com/watch?v=re5veV2F7eY> Topic: Meets the Plastics

http://www.youtube.com/watch?v=akbCmxb_w8s Topic: rules of the Plastics

DVD Scene 3 Start: 17:08 End: 17:56 Topic: Plastics at the mall

DVD Scene 4 Start: 19:06 End: 19:50 Topic: body image

DVD Scene 4 Start: 20:38 End: 21:39 Topic: The burn book (**dyke, gay, bitches, virgin)

DVD Scene 5 Start: 27:00 End: 30:25 Topic: Regina backstabs Cady/Cady's plan (bitch, slut)

DVD Scene 6 Start: 32:18 End: 34:10 Topic: Cady's double life/Janis' past with Regina (**ass, lesbian)

DVD Scene 9 Start: 44:06 End: 44:50 Topic: Gossip/ double life (**prostitute, jugs)

DVD Scene 10 Start: 51:10 End:53:39 Topic: 4-way calling attach (**bitch, slut)

<http://www.youtube.com/watch?v=6ovOboVwB7g> Topic: gossip (**hooking up)

<http://www.youtube.com/watch?v=sT8wMBeVffk> Topic: not pretending. (**bitch)

<http://www.youtube.com/watch?v=MEEk8zJ4WvM> Counseling session (**bitch, slut, whore)

DVD Scene 17 Start: 1:23:50 End: 1:25:40 Topic: Cady realizing it's not worth it. She's not happy

<http://www.youtube.com/watch?v=hKQ0Xz-i8Bk> Topic Cady making amends

<http://www.youtube.com/watch?v=JcP-yeailEM> Topic: Cady confessing

DVD Scene 19 Start: 1:31:30 End: End Topic: Cady's transformation/conclusion (**breast grabs)

4. Discuss the main characters---Cady, Regina, Gretchen, Karen, Janis---and in what social group did they fit? Why? What did Cady have to do to become a member of the Plastics? Was she happy/fulfilled as a Plastic?

5. Next pass out the Venn Diagram (adaptations: assign as individual homework for gifted, partner or group work as you see fit for the needs of your class, SPED-lesser the number, digital link, etc. For severely/profoundly disabled, provide slips of answers, have them sort). Tell the students they are to identify at least five similarities and/or differences in the youth's relationships portrayed in *The Adventures of Tom Sawyer* and modern relationships in the movie *Mean Girls*. They need to be prepared to not just list them on the Venn Diagram, but defend their position using sound reasoning. (Use the handout of suggested events/conversations within *Tom Sawyer* to guide students on

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where they might look to observe peer relationships.)

6. If working in groups, allow a reasonable amount of discussion/work time.

7. Once the Venn diagrams are finished, have students post in different locations around the room. Tell students they are to browse around the various Venn diagrams and jot down three observations and ask two questions that remain after viewing the other diagrams.

8. Discuss these observations and questions. With the remaining time have students see if they can discover one unmentioned similarity and/or difference. (Adaptation: this step could be for extra credit if the Venn diagrams are done very cohesively)

9. Students will apply their understanding of 19th century vs. modern friendships in a speech. This minute long minimum speech must include a modern character, their traits and a full justification on how that character relates their point of view on teen culture in *Tom Sawyer*. (Teacher example: Modern character- Luna Lovegood from *Harry Potter*, traits- strange, unique, keeps to herself, in the end proves herself dedicated, kind and helpful. Luna is somewhat an outcast in terms of the cliques of the school, but she also seems to choose this fate just based on her style, personality and life experiences. Like Huck, she sees herself differently than the mainstream, but rejects it for different reasons. Luna has a father who has taught her how to live life (unlike Huck), but he also rejects the mainstream lifestyle and chooses alternative medicine and publications instead of what society tells him ~~%everyone would do.~~+Luna's separateness is inherited from her father, both in practice and genetics. On the other hand, Huck's separateness is a life condition based upon his lack of parenting and guidance from society.

10. Go over the rubric and your expectations for the speeches. Allow students work time in class or assign as homework. Decide what sort of visual aid (note cards, full text of speech typed, etc you will allow and discuss with students). (Adaptations: Gifted- students could be required to read a modern young-adult novel- instead of choosing from any character- with a theme of %cliques+or %outcasts+and choose a character from the specified novel. See suggestions in strategies section below. SPED- record speech when not in front of class and present speech as a video, shorten time, give several options of characters for them to choose from, etc.).

11. Have students give speeches and evaluate their application of knowledge, using the rubric as a guide.

Suggested Questions:

What are the pros and cons for Huck in regard to being an outcast?

Find an example of Tom changing depending on who he's with.

What is the relationship between Tom and Becky?

Why do you think Huck didn't like life in the Douglas house?

How would you summarize the relationship the gang has with Huck?

How would you explain the differences and similarities between *Mean Girls* and *The Adventures of Tom Sawyer*?

Compare and contrast modern youth culture with the youth culture from the book *The Adventures of Tom Sawyer*.

Can you recall a time when you felt like an outcast?

What ideas show that the youth culture in *The Adventures of Tom Sawyer* is similar or different than the youth culture in the movie *Mean Girls*?

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Can you find an example of Huck as an outcast from the text of *The Adventures of Tom Sawyer*?

What did Cady have to do to become a member of the Plastics? Was she happy/fulfilled as a Plastic?

Learning Activity:

During the Venn diagram analysis (#7) students will be viewing the other diagrams in a exhibit style (where they are posted on walls/surfaces around the classroom). The subsequent 3-2-1 activity is an easy check on their individual analysis of the diagrams. Feel free to use this %or a grade+or just as your verification that they completed the assigned task.

Students will present one-minute speeches that will be assessed.

Review/Closure:

Allow students to see their graded rubrics and then write a brief (paragraph) reflection on the connections they made between 19th century social culture and modern ones. See if they find Tom Sawyer an accurate representation of society even today, despite being over 135 years old.

Possible Homework:

Venn diagram (see #5 in Teaching)- teacher choice

Speeches research and preparation (see #10 in Teaching)---teacher choice

Strategies for Exceptional Students:

For Venn Diagram

Gifted- assign as individual homework

SPED- lessen the number of required finds, use the digital link for writing difficulties. For severely/profoundly disabled, provide slips with answers, have them sort.

For Speeches

SPED- record speech when not in front of class and present speech as a video, shorten time, give several options of characters for them to choose from, etc)

Gifted- students could be required to read a modern young-adult novel (instead of choosing from any character) with a theme of %liques+or %outcasts+and choose a character from the specified novel. (Options could include: *The Clique* by Lisi Harrison, *Quarantine* by Lex Thomas, *Dolphin Girl* by Shel Delisle, *Promise me Something* by Sara Kocek, *Johnathan Lancaster* by Julius St. Clair, *How to be popular--the right way*, by Nicole Buckler, *Outcast* by Susan Oloier)

Suggested Follow-Up Activities:

- Read *The Adventures of Huckleberry Finn*. How does Huck and Tom's relationship change? Remain the same?
- Visit Mark Twain Museum in Hannibal, MO
- Act out the whitewash scene, cave scene, engagement scene, funeral or others
- Examine Aunt Polly and Tom's relationship throughout the book.
- Watch *Clueless* or read *The Outsiders* by SE Hinton to continue the study on comparing teen social groups across time.

CATEGORY	4	3	2	1
Character	Presents a modern character, their traits and fully justifies how that character relates their point of view on teen culture in Tom Sawyer.	Presents a modern character, their traits and somewhat justifies how that character relates their point of view on teen culture in Tom Sawyer.	Presents a modern character, their traits, but doesn't justify how that character relates their point of view on teen culture in Tom Sawyer.	Presents a modern character, but doesn't talk about their traits or justify how that character relates their point of view on teen culture in <i>Tom Sawyer</i> .
Speaks Clearly	Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.	Speaks clearly and distinctly most (94-85%) of the time. Mispronounces no more than one word.	Often mumbles or can not be understood OR mispronounces more than one word.
Preparedness	Student is completely prepared and has obviously rehearsed.	Student seems pretty prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.
Enthusiasm	Facial expressions and body language generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language are used to try to generate enthusiasm, but seem somewhat faked.	Very little use of facial expressions or body language. Did not generate much interest in topic being presented.
Listens to Other Presentations	Listens intently. Does not make distracting noises or movements.	Listens intently but has one distracting noise or movement.	Sometimes does not appear to be listening but is not distracting.	Sometimes does not appear to be listening and has distracting noises or movements.
Time-Limit	Presentation is 1 minute or longer.	Presentation is 45 seconds - 1 minute long.	Presentation is 30-44 seconds long.	Presentation is less than 30 seconds.

Oral Presentation Rubric : Tom Sawyer (above)

Date Created: **July 08, 2014**

Handout

Suggested events or conversations to view
for social interaction in Tom Sawyer

(Pages taken from: 1994, 135th Anniversary Edition published by University of California Press)

Tom and Huck

Introduction to Huck Finn ch. 6 p.47
Huck's oath with Tom ch. 10 p.79
Tom, Huck, and Joe on the Island ch. 13 p.99
Tom is ashamed of Huck in public ch. 27 p.195
Tom doesn't invite Huck to the picnic ch. 29 p.203
Huck warns the Widow ch. 29 p.205
Huck finds treasure ch. 33 p.243
Huck is falsely accused ch. 33 p. 248
How Huck feels about society ch. 35 p.255
Huck wants to join the gang ch. 35 p.258

Tom and the town

Tom and the Bible ch. 4 p. 31
Tom walks in on his funeral ch. 17 p.131
The boys avenge the teacher ch. 21 p.153

Tom and the group of boys

Whitewashing the fence ch. 2 p.12
Battle ch. 3 p.19

Tom and Becky

Tom is sad when she's sick ch. 12 p. 92
Ink spill ch. 18 p.143
Tom takes a spanking ch. 19 p. 145
Lost in the cave ch. 31 p.223

Venn Diagram

