

Lesson Plan – *The Adventures of Tom Sawyer*

Concept: Personal Connections with Characters
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Developed by:
Betty Herndon, Kathy Muenks, Nancy Sieg, & Debbie Wagner
Linn Elementary School, Linn, MO



Suggested Grade Level: Intermediate

Time Frame: One week

Objectives: Students will explain how they are like one of the main characters in *The Adventures of Tom Sawyer* using at least three examples from the story.

State Standards for Missouri:

CA 1, 2, 4, 6: 1.5, 1.6, 2.1, 2.2, 2.7, 4.1

Assessment/Evaluation: Students will choose one of the following assignments to show how they are connected to their chosen character (Tom Sawyer, Becky Thatcher, Huckleberry Finn, or Aunt Polly) using at least three examples from the story

- Create a scrapbook
- Create a PowerPoint presentation

Language/Vocabulary:

Before reading the chapter each day, discuss vocabulary words and their meanings.

- Spile (Chapter 1, page 3)
- Good Book (1.3)
- Kindlings (1.3)
- Whitewash (1.4)
- White, mulatto, and Negro (1.5)
- Jew's harp (1.9)
- Mortified (1.14)
- Joggle (2.13)
- Mortified (2.14)
- Tannery (2.29)
- Handbarrow (3.25)
- Vagrant (3.26)
- Ruffian (3.26)
- Comrades (3.45)
- Remote (4.34)
- Harum-scarum (4.43)
- Bereaved (4.44)
- Conspicuous (5.53)
- Ruinous (6.62)
- Chinks (6.68)
- Stalactites (7.73)
- Stalagmites (7.73)
- Perilous (7.73)
- Famished (7.75)
- Hamlet (8.80)
- Slaughterhouse (8.89)

Integrated Curriculum: Language Arts, Critical Thinking, Writing, Art, Technology, Computers

Background Information:

Mark Twain based his characters on real people. In the story about Tom Sawyer, he based Tom on himself (Samuel Clemens) and other characters on a few of his childhood friends, Becky on Laura Hawkins, Aunt Polly on his mother, and Huckleberry Finn on his friend Tom Blankenship.

Materials:

- Copy of Dover Children's Thrift Classics version of *Tom Sawyer* In Easy-to-Read Type ISBN 0486291561
- Art supplies - markers, scissors, paper, notebook, crayons, etc.
- Camera for scrapbook or pictures from home
- Computer for PowerPoint presentation

Technology Support: A previous lesson would have been given to the students on making a PowerPoint.

Lesson Plan Format –

A. Introduction Possibilities:

- Teacher could dress up as a character from the story that most clearly resembles him/her and explain why.
- Teacher could recall a childhood memory that mimics one of the events from the story.
- Teacher could ask a related question for students to answer in a journal: Have you ever been in trouble with your parents for not doing what you were told? Explain what happened.

B. Lesson: Students will read *The Adventures of Tom Sawyer*, develop character impressions while reading, and then choose one of the characters with whom they share similar characteristics.

C. Closure: Students will present finished product to the class.

Scheduled Use of Time: STUDENTS WILL HAVE READ BOOK AND RECORDED CHARACTER IMPRESSIONS.

Time	Teacher Activity/Questions to be asked	Student Activity
15 min.	"Hook" Is there a movie or TV character that you think is like you? Give me an example why you think you are like that person.	Listen and respond
30 min.	Have students brainstorm character traits while the teacher writes them on the board - Tom (adventurous, ornery, good friend, trickster), Huck (lawless, crude, bad), Aunt Polly (strict, loving, Tom's aunt), and Becky (lovely, friendly, flirty).	Listen and respond
30 min.	Discuss project expectations, show samples, hand out and discuss scoring guides. (See Scoring Guides 1 & 2)	Listen, question, and respond
3-4 days	Allow time for students to choose project and work. Walk around to help and answer questions. Remind students to practice their presentation before it is due.	Work on project; ask questions as needed
Varies	After student projects are completed, allow time for students to present to the class and/or parents.	Present project to class
Varies	Teacher will grade presentations and projects using scoring guides. Display in the library media center for others to enjoy.	

Strategies/accommodations to support students with exceptionalities: For the gifted students: encourage them to read the full length version. For other students, modifications might include listening to the audio version, peer reading, or reducing the number of examples.

Possible Follow-up Activities:

- Invite parents to attend a Tom Sawyer Day. Students could dress as their chosen character from book and present to parents. Plan games and activities such as marbles, tops, hide-and-seek, fence painting, and stick ball.
- Students could hold a “barter” day in which they swap items.

Possible Guest Speakers/Other Resources:

- Field trip to The Mark Twain Boyhood Home & Museum in Hannibal, MO.
<http://www.marktwainmuseum.org> 573-221-9010
- Guest speaker—Henry Sweets, curator of The Mark Twain Boyhood Home & Museum in Hannibal, MO.
- DVD—*The Adventures of Tom Sawyer* (Preview a version that is available and appropriate for your grade level)



Tom Sawyer

Evaluation Rubric for Scrapbook

Student: _____	1	2	3	Marks
Cover	-shows little relation to task -lack of attention to neatness	-design relates to the book -neat	-reflects originality & creativity -unique design -very neat	___/3
Pictures	-at least 1 picture or drawing related to character	-at least 2 pictures or drawings related to character	-3 pictures or drawings related to character	___/3
Character Comparisons	-words or phrases explain how you are like your chosen character -uses at least 1 example from story	-paragraph written that explains how you are like your chosen character -uses at least 2 examples from story	--paragraph written that explains how you are like your chosen character -uses at least 3 examples from story	___/3
Grammar	-uses some writing conventions (capitals, punctuation, spelling, paragraphs)	uses writing conventions (capitals, punctuation, spelling, paragraphs) most of the time	-correct use of writing conventions (capitals, punctuation, spelling, paragraphs)	___/3
Oral Presentation	-Little eye contact, difficult to hear, nervous and fidgety	-Some eye contact, inconsistent voice projection and stance	Good eye contact, projected voice, good presentation stance	___/3
Total				___/15

COMMENTS:

 **Tom Sawyer** 

Evaluation Rubric for PowerPoint

Student: _____	1	2	3	Marks
Title Slide	-shows little relation to task -lack of attention to neatness	-design relates to the book -neat	-reflects originality & creativity -unique design -very neat	___/3
Pictures	-at least 1 picture related to character	-at least 2 pictures or drawings related to character	-3 pictures or drawings related to character	___/3
Character Comparison Slides	-words or phrases explain how you are like your chosen character -uses at least 1 example from story	-paragraph written that explains how you are like your chosen character -uses at least 2 examples from story	--paragraph written that explains how you are like your chosen character -uses at least 3 examples from story	___/3
Grammar	-uses some writing conventions (capitals, punctuation, spelling, paragraphs)	uses writing conventions (capitals, punctuation, spelling, paragraphs) most of the time	-correct use of writing conventions (capitals, punctuation, spelling, paragraphs)	___/3
Oral Presentation	-Little eye contact, hard to hear, nervous and fidgety	-Some eye contact, inconsistent voice projection and stance	Good eye contact, projected voice, good presentation stance	___/3
Total				___/15

COMMENTS:
