

Lesson Plan – *The Adventures of Tom Sawyer*

Concept: Social Causes and Consequences of Slavery

Developed by: Judy Stone, Monroe City R-1, Monroe City, MO



Suggested Grade Level: Intermediate

Time Frame: Three to four weeks

Objectives: After having *The Adventures of Tom Sawyer* read to them the students will identify four social causes and consequences of slavery. The students will then take these ideas, concepts and traditions and show how they changed during the 1800s. Students will take the Social Studies concepts and combine them with the Writing Process to produce an original play.

State Standards: Social Studies: SS 3 1.6 Knowledge of change in History
SS 6 1.9 Knowledge of relationships
CA 1 Application of writing skills
CA 2 Application of reading comprehension skills in fiction
CA 3 Application of reading comprehension skills in non-fiction
CA 4 Application of writing skills

Assessment/Evaluation:

Scoring guides (attached)

Language/Vocabulary: Lessons on language and vocabulary should be carried out through the reading of *Tom Sawyer*. Unknown words should be looked up and discussed at the time they occur in the reading.

Integrated Curriculum: This lesson will integrate Communication Arts and Social Studies. The students will use their reading skills to comprehend Social Studies concepts during the 1800's, and will use their writing skills to compose a play. They will then use their speaking skills during the presentation of the original play.

Background Information: The class will have just had *Tom Sawyer* read to them. Also, the class may need to be to the point in their Social Studies lessons to be at least to the Civil War.

Materials: *Tom Sawyer*—teacher copy
Computers in the room or time in the lab
Links online for easy access to students
Props brought in or constructed for the production of the play
Research questions/note taking guide (attached)

Technology Support: Slavery and the Pre-Civil War Era—Slavery
<http://www.geocities.com/Athens/Forum/7117/sliffe.htm>
Slavery and the Pre-Civil War Era—Culture
<http://www.geocities.com/Athens/Forum/7117/slcult.htm>
Slavery in the Civil Wary Era
<http://www.civilwarhome.com/slavery.htm>
The Benjamin School—Slave Life
http://www.benjaminschool.com/lower/hagy1/slave_life.htm
Life of a Slave

http://library.thinkquest.org/CR0215469/life_of_a_slave.htm
 A Father to his slave daughters
<http://www.history.umd.edu/Freedmen/rice.htm>
 A freed husband to his wife still enslaved
<http://www.history.umd.edu/Freedmen/boston.htm>
 Abraham Lincoln on slavery
<http://www.nps.gov/archive/liho/slavery/al01.htm>
 A Celebration of Women Writers: Harriet Beecher Stowe
<http://digital.library.upenn.edu/women/stowe/StoweHB.html>
 Reconstruction: The Second Civil War
<http://www.pbs.org/wgbh/amex/reconstruction/>
 America after Slavery
<http://www.geocities.com/CollegePark/Classroom/9912/lynchingera.html>
 Life after the 13th Amendment
<http://www.history.rochester.edu/class/douglass/part5.html>

Related Twain Quotes/Other Readings:

"I have no color prejudices nor caste prejudices nor creed prejudices. All I care to know is that a man is a human being, and that is enough for me; he can't be any worse."—Samuel Clemens

Lesson Plan Format –

A. Introduction: Think of things you would like to do tonight. Think of something you would like to do this year. Think of what you would like to do with your life. Do you wish to attend college? Would you like to be a doctor? Or, would you like the opportunity to work and live where you choose? Now, stop and think over these ideal you have. Could you do these things if you were a slave?

B. Lesson: After having *Tom Sawyer* read to them, the class will conduct research using the related links looking up aspects if slavery and how our country went about getting away from slavery. Students will then use this information to compose a play which will take characters through slavery and then towards freedom.

C. Closure: Students will perform their play in front of the class and it will be video recorded to show at a later time.

Scheduled Use of Time:

Time	Teacher Activity/Questions to be asked	Student Activity
First time reading <i>Tom Sawyer</i> (not part of time frame)	Talk to the class about why we are reading the book. Also explain to them that once we finish the book, we will be taking time to do some research on slavery and taking the information and turning it into a play they will write and act out.	Listen and respond
1 class time	"Twenty years from now you will be more disappointed by the things you didn't do than by the ones you did. So throw off the bowlines, Sail away from the safe harbor. Catch the trade winds in your sails. Explore. Dream."—attributed to Samuel Clemens	Listen and respond

Time	Teacher Activity/Questions to be asked	Student Activity
	<p>--Explain to the students that they are VERY capable of doing anything they set their minds to doing. Introduce the activity by taking the class through the links. After this is accomplished—divide the class into groups of 3-5 students. Explain that once the research begins, each student will cover at least one of the items listed below. In smaller sized groups some students will need to cover more than one area. During the research time, students will regroup into like subject areas, conduct the research together and become experts within that content. At the end of the research time each student will report to their original group and teach the other members what they each have learned. Links are listed according to the following categories.</p> <ul style="list-style-type: none"> • Pre Civil War Life • Civil War • Life of a Slave • Views against Slavery • Life after slavery <p>(Research questions/note taking guide attached)</p>	
1 class time (repeat for 4-5 class times)	Computer research time Each student will take the information learned and incorporate it into a journal entry using the scoring guide as your help. Be sure to find at least four social causes and consequences of slavery as well as one image to accompany each of the questions you will find below.	Active research and note taking
4-5 class times	Each original group member teaches fellow members what they have learned. The team now works together to incorporate their new knowledge, while using dialogue and action, to compose an original play. Each team should have a character for each member. Be sure to use the scoring guide to know what to incorporate into the script.	Active teaching and writing
2-3 class times	Rehearsal of play—memorization is optional—although makes for a better production	Active rehearsing
1-3 class times	Final productions	Active listening while other groups perform
1 class time	Watch video of productions	Active listening

Strategies/accommodations to support students with exceptionalities: This activity will be done within groups. The teacher will make the groups a head of time taking into consideration levels of ability as well as behavior issues of each student before finalizing the list.

Possible Follow-up Activities: A good follow up activity would be to visit the Mark Twain Boyhood Home sights at Hannibal, MO. A second follow up activity would be to read *Adventures of Huckleberry Finn*, *Tom Sawyer Abroad*, or *Tom Sawyer Detective*.

Possible Guest Speakers/Other Resources:

- Henry Sweets--Curator Mark Twain Boyhood Home Museum, Hannibal MO
- Dr. Cindy Lovell—Education Coordinator for Mark Twain Museum, Hannibal MO
- Field Trip to Mark Twain's Boyhood Home in Hannibal, MO

Research Questions/Note Taking Guide

1. What are two to three most important people or groups of people who were impacted during this time?

2. What are two to three most important issues during this time?

3. What impact did these issues have?

4. What was the greatest challenge during this time?

5. How were the issues/challenges of this time resolved?

Journal Entry Scoring Guide

	Beginning 1	Developing 2	Accomplished 3	Exemplary 4	Score
Organization	Information is unorganized and has many errors	Information is somewhat organized with several errors	Information is organized with few errors	Information is well organized with little or no errors	
Amount of information gathered Double points	Very brief entry provided with little description and only one cause/ consequence addressed and an image for one or two provided questions	Brief entry with two causes/ consequences addressed and an image for at least three provided questions	Three causes/ consequences are covered with two or three short sentences and an image for at least four provided questions	All four causes/ consequences are covered with detailed information and an image for all five provided questions	
Quality of information gathered	Information has nothing to do with topic	Information has little to do with topic	Information is given with some supporting details	Information is given with supporting details and examples	

Play Scoring Guide

	Beginning 1	Developing 2	Accomplished 3	Exemplary 4	Score
Historical Play	Very little historical information was accurate and/or in chronological order	Most historical information was accurate and in chronological order	Almost all historical information was accurate and in chronological order	All historical information was accurate and in chronological order	
Causes and Consequences Double points	Character shows ways in which his/her character understands one cause/ consequence of slavery	Character shows ways in which his/her character understands two causes/ consequences of slavery	Character shows ways in which his/her character understands three causes/ consequences of slavery	Character shows ways in which his/her character understands four causes/ consequences of slavery	
Props/Costume	Student uses no props OR the props chosen detract from the presentation	Student uses 1-2 props which make the presentation better	Student uses 1-2 props that accurately fit the period, and make the presentation better	Student uses several props (could include costume) that accurately fit the period, show considerable work/creativity and make the presentation better	