

Lesson Plan – *The Adventures of Tom Sawyer*

Concept: Social Emotional Learning

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Suggested Grade Level: Intermediate (5th grade)

Time Frame: Five to seven days to reread text in small groups after teacher has read the selection aloud. Three to five language arts class sessions after text has been reread.

Objectives: Students will identify and determine the immoral acts and decisions of one to four adult male characters. Using social emotional learning, students will reframe/rewrite the immoral acts portrayed by the adult males.

IL State Standards:

Language Arts

Goal 1: Read with understanding and fluency.

Goal 2: Read and understand literature representative of various societies, eras, and ideas.

Goal 3: Write to communicate for a variety of purposes.

Goal 5: Use the language arts to acquire, assess, and communicate information.

Social Studies

Goal 16: Understand events, trends, individual and movements shaping the history of the United States.

Social Emotional

Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.

Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

Fine Arts

Goal 26: Through creating and performing, understand how works of art are produced.

Assessment/Evaluation: Students will write the reframed acts using the teacher provided writing rubric and create a class “supplemental scenes” booklet for future Tom Sawyer readers.

Language/Vocabulary: The terms moral, immoral, noble, and ethics need to be pre-taught.

Integrated Curriculum: Social studies can be integrated during the lesson by teaching the same time period of United States history. The song Muddy Water can be taught during Fine Arts classes.

Background Information: Review social emotional learning components which are socially acceptable words and behavior.

Materials: Teacher created graphic organizer of characters, teacher-created writing rubric, large chart paper, markers and The Adventures of Tom Sawyer by Mark Twain.

Technology Support: The Adventures of Tom Sawyer, 1938 version starring Tommy Kelly

Related Twain Quotes/Other Readings: “To be good is noble; but to show others how to be good is nobler and no trouble.” Mark Twain.

Lesson Plan Format –

A. Introduction: Set the stage for reading. Pre-teach vocabulary words. Review Social Emotional Intelligence concepts.

B. Lesson: During whole class guided reading, a small group of students will reread the text together in pairs or as a group. As students read together, they will complete the teacher provided graphic organizer of all four male characters. They will discuss the behaviors and consequences of the characters' actions and brain storm alternative choices. Then students will choose from one to four characters to use in reframing/rewriting alternative behaviors and consequences following Social Emotional intelligence and writing rubric. After editing and revising with peers, students will share with the entire group or class.

C. Closure: Compile the supplemental scenes into a booklet for future readers to discuss and compare.

Scheduled Use of Time:

Time	Teacher Activity/Questions to be asked	Student Activity
15 min.	Ask students - can they imagine living on their own, not having to follow any adult's rule, camping in the wilderness, and it is always summer?	Listen and respond
20 min.	Explain the term moral is acting appropriately, or correct. Immoral is the opposite. Ethical is the way you live your life, like a "code of honor". Noble is acting respectably and bravely. Students give examples from their anthology book and display definitions on chart paper. Reread <u>Goldilocks and The Three Bears</u> . Explain Social Emotional intelligence/learning (SEL). What could she have done to have stayed out of trouble? (Possible answer: She could have asked for permission to go into the Bear's House or take a bite of Little Bear's porridge.)	Listen and respond
5 to 7 45 min to one hour periods	Allow five to seven language arts class periods for students to reread text and complete graphic organizer within a small group.	Read and complete graphic organizer
45 min to one hour	Small group discussion about the behavior and consequences of each adult male's behavior in <u>Tom Sawyer</u> .	Listen and discuss
45 min to One hour	Brain storm alternative choices of adult male behavior using SEL and the consequences of new alternative behavior. Complete graphic organizer with alternatives.	Brain storm, listen, respond, and write
45 min to one hour	Students meet with teacher to check understanding and discuss the new alternatives and consequences of each character.	Discuss and respond
45 min to two hours	Rewrite alternative behavior and consequences of adult male characters following SEL and teacher provided writing rubric on predetermined number of characters by teacher.	Writing
45 min to one hour	Students meet with partners to edit and revise their writing. Share alternative behaviors and consequences orally with the group.	Listen, discuss and respond
45 min.	Discuss with the group how these alternative choices/consequences would have affected the story.	Listen, discuss and respond

Strategies/accommodations to support students with exceptionalities: Students will be able to work in pairs or small groups. Some students will be given the option of reframing the behavior/actions of fewer characters.

Possible Follow-up Activities: Act out the new reframed/rewritten scenes for other classes and/or parents. Watch other versions of the movie Tom Sawyer. Discuss the implications of the immoral adult male characters on Tom's actions and behaviors as the book progresses.

Possible Guest Speakers/Other Resources: Take a field trip to New Salem State Park in Illinois to see and ride on the steamboat named Talisman. Visit the Abraham Lincoln Presidential Museum in Springfield, Illinois to see the posters, pictures, and statues showing a slave auction with families being separated. Take a field trip to The Mark Twain Museum in Hannibal, MO., and include a presentation by Henry Sweets, Museum Curator and/or Dr. Cindy Lovell, Quincy University.

Character name & relation to Tom	Description of behavior
Judge Thatcher – Becky’s dad and well- respected man of justice.	
Injun Joe - antagonist of novel.	
Muff Potter - town drunk	
Dr. Robinson – young doctor guilty of grave robbing.	
Mr. Dobbins – schoolmaster	

Scoring Guide:

Quality	4	3	2	1
Demonstration of text understanding (including providing evidence and making connections)	Shows multidimensional understanding of text	Shows adequate understanding of text	Shows some understanding of text	Shows no understanding of text
Quality	4	3	2	1
Voice/personality	Uniquely expressed and interesting to read	Contains few interesting parts	Mostly dull	Trite/empty
Quality	4	3	2	1
Clarity of expression	Uses language very effectively to communicate ideas	Uses language adequately to communicate ideas	Shows some difficulty using language to communicate ideas	Is unable to use language effectively to communicate ideas
Quality	4	3	2	1
Use of conventions (spelling, grammar, capitalization, punctuation)	Uses conventions accurately so response is easily understood	Uses adequate conventions so response is mostly understood	Uses a few conventions so parts of response are understood	Uses almost no conventions so writing is difficult to read and understand
Quality	4	3	2	1
Awareness of Self as a Reader and Writer	Shows high level of awareness of self as a reader and/or writer	Shows adequate awareness of self as a reader and/or writer	Shows little awareness of self as a reader and/or writer	Shows no awareness of self as a reader and/or writer