

**Mark Twain Boyhood Home & Museum**  
 Lesson Plan for *The Adventures of Tom Sawyer*  
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Social Development in *The Adventures of Tom Sawyer*

<b>LESSON PLAN FOR <i>The Adventures of Tom Sawyer</i></b>	
<b>Concept or Topic:</b> Developing Social Skills	<b>Suggested Grade Level:</b> 4 (can be modified for other levels)
<b>Subject:</b> PBS (Positive Behavior Support) Language Arts	<b>Suggested Time Frame:</b> 5 days
<b>Objective(s):</b> Students will identify the immoral acts of Tom, Becky, and Alfred during the inking of the spelling book scene (Chapter 18). Students will demonstrate an understanding of Positive Behavior Support skills with at least two alternative social behaviors.	
<b>State Standards:</b> Goal 1.5: Comprehend and evaluate written, visual, and oral presentations and works. Goal 2.1: Plan and make written, oral, and visual presentations for a variety of purposes and audiences. Goal 4.4: Recognize and practice honesty and integrity in academic work and in the workplace.	
<b>Assessment Options:</b> Mastery will be assessed through a rubric with students demonstrating an understanding of socially acceptable behavior in a given situation. Assessment will be based on a reenactment of alternative social behaviors and the creation of two classroom murals depicting the inking of the spelling book scene and alternative social behaviors.	
<b>Vocabulary:</b> Introduce words found in the inking of the spelling book scene (Chapter 18) Aristocracy      Musing Conscience      Opportunity Humiliated      Resolved	
<b>Subject Area Integration:</b> Missouri History-life in MO during the 1800's Art-works of Norman Rockwell depicting scenes from <i>The Adventures of Tom Sawyer</i>	
<b>Background Information:</b> Students will have heard the complete story of <i>The Adventures of Tom Sawyer</i> through a teacher read aloud. Students will have been taught Positive Behavior Support skills focusing on socially acceptable behaviors.	

## LESSON PLAN FOR *The Adventures of Tom Sawyer*

**Materials:** Copy of *The Adventures of Tom Sawyer* for the teacher, copies of the inking of the spelling book scene (Chapter 18) for each student, copies of vocabulary sheet (attached), classroom dictionaries, copies of Tom, Becky, and Alfred graphic organizer (attached), copies of rubric (attached), wall size pieces of art paper, crayons/markers

**Technology:** Norman Rockwell link to Tom Sawyer images:

<http://>

[etext.virginia.edu/railton/tomsawyer/nostalgia/rockwellhp.html](http://etext.virginia.edu/railton/tomsawyer/nostalgia/rockwellhp.html)

**Related Twain Quotes/Passages:** The inking of the spelling book scene(Chapter 18)

### Lesson Sequence:

**Hook/Intro: 45 min.** Ask students if they can imagine being in a classroom where someone performs a socially unacceptable act. Have students tell about a time when they witnessed something happen that they knew was wrong. Put students in groups of 3's. Have students within their group to complete the vocabulary sheet using dictionaries.

**Teaching of the Concept: 2 class periods** Within the groups of three have students read the inking of the spelling book scene. As students are reading the scene they will discuss the social choices made by Tom, Becky, and Alfred and how they thought each of these choices made the characters feel. Students will then brainstorm alternative social behaviors that each character could have made. Once again stating how each alternative choice would have made the character feel. Within each group have students complete the graphic organizer sheet

**Suggested Questions: 30 min.** Can you imagine being in the classroom with Tom, Becky, and Alfred? How do you feel? Have you ever had an experience where you knew a wrong choice was being made? What could you have done to make this behavior more socially acceptable?

**Learning Activity: 2 class periods** Within the groups of three have each student choose to be Tom, Becky, or Alfred. Have students practice depicting the scene as it was written by Mark Twain. Then have students practice the same scene using an alternative socially acceptable behavior to solve the problem. After allowing students ample time to practice each scene students will share their depictions with the entire class.

**Review/Closure: 1 class period** With the entire class look at the website of Norman Rockwell's depictions of various scenes from *The Adventures of Tom Sawyer*. Have students design two wall murals of the inking of the spelling book scene. Have them illustrate one scene as it is written by Mark Twain. The second scene will be depicted with Tom, Becky, and Alfred making alternative socially acceptable behaviors.

**Homework:** Student homework will be to bring in clothing and or props to make their class reenactments more realistic.

**Strategies for Exceptional Students:** Students are allowed to work within small groups to read the passage and complete their vocabulary sheet and graphic organizers

**Suggested Follow-Up Activities:** Students will perform *The Adventures of Tom Sawyer* reenactments at the weekly PBS (Positive Behavior Support) all school assemblies.

**Rubric for *The Adventures of Tom Sawyer***

**Student/Group** \_\_\_\_\_

**Reenacts the text with accuracy**

**0    1    2    3    4    5**

**Is prepared**

**0    1    2    3    4    5**

**Uses expression within the reenactment**

**0    1    2    3    4    5**

**Collaborates with the rest of their group**

**0    1    2    3    4    5**

**Demonstrates socially acceptable behavior**

**0    1    2    3    4    5**

**Total \_\_\_\_\_/25**

Vocabulary for Chapter 18 *The Adventures of Tom Sawyer*  
 The Inking of the Spelling Book Scene

Vocabulary Word	Description
<p>Any boy in the whole town but that Saint Louis smarty that thinks he dresses so fine and is <u>aristocracy</u>.</p>	
<p>His <u>conscience</u> could not endure any more of Amy's grateful happiness, and his jealousy could bear no more of the other distress.</p>	
<p>Then Alfred went <u>musings</u> into the deserted school-house.</p>	
<p>He was <u>humiliated</u> and angry.</p>	
<p>Here was his <u>opportunity</u>.</p>	
<p>She <u>resolved</u> to let him get whipped on the damaged spelling book's account, and to hate him forever, into the bargain.</p>	

**Graphic Organizer for Socially Acceptable Behavior in *The Adventures of Tom Sawyer***

<b>Character</b>	<b>Actions and Feelings of the Character in the Book</b>	<b>Alternative Actions and Feelings</b>
<b>Tom-when he sees Becky and Alfred sitting together in the classroom</b>		
<b>Becky-when she's sitting with Alfred in the classroom</b>		
<b>Alfred-when Becky tells him to go away and leave her alone</b>		