

**Mark Twain Boyhood Home & Museum**  
 Lesson Plan for *The Adventures of Tom Sawyer*  
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 Hannibal, Missouri

CONVERSATIONS AT HOME!

<b>LESSON PLAN FOR <i>Tom Sawyer/Huck Finn</i></b>	
<b>Concept or Topic:</b> Story murals	<b>Suggested Grade Level:</b> 8 (can be modified for other levels)
<b>Subject:</b> Communication Arts	<b>Suggested Time Frame:</b> four days class (200 minutes)
<b>Objective(s):</b> Students will select and create story murals of important scenes in the novel. Students will write paragraphs justifying their scene choices addressing as to why these were important scenes to illustrate in well-constructed paragraphs with topic sentences and supportive details scoring at least 85% with attached scoring guide.	
<b>State Standards:</b> R1h, R1i, W2a, W2b, W2c, W2e	
<b>Assessment Options:</b> Story murals will be assessed using the attached rubric. The paragraph will be assessed using a 6-trait writing rubric for paragraphs. Rubric is attached.	
<b>Vocabulary:</b> Positive and negative space are art terms that will be introduced during this project. Positive space refers to the space of objects and negative space refers to the space around objects.	
<b>Subject Area Integration:</b> This lesson plan will integrate Communication Arts and Art.	
<b>Background Information:</b> Students will have completed the novel <i>The Adventures of Tom Sawyer</i> prior to this assignment.	
<b>Materials:</b> Large sheets of white bulletin board paper, crayons, markers, color pencils, chalk, paint, rubric handouts, envelope of Rockwell illustrations, and copies of the novel.	
<b>Technology:</b> Assignment description and directions will be presented using a Smart board. Images of positive and negative space at <a href="http://www.google.com/#hl=en&amp;source=hp&amp;q=positive+and+negative+space&amp;aq=4&amp;aqi=g10&amp;aql">http://www.google.com/#hl=en&amp;source=hp&amp;q=positive+and+negative+space&amp;aq=4&amp;aqi=g10&amp;aql</a> on Smart board	
<b>Related Twain Quotes/Passages:</b> Quotes and passages will be brought into the lesson after students make their scene selections. I anticipate that students will select scenes like whitewashing fence, Peter and the Painkiller, the cemetery, the courtroom, the cave, finding treasure.	

**Lesson Sequence: (include approximate length of time for each part of the lesson**

Day 1

**Hook/Intro:** In this envelope I have illustrations Norman Rockwell, a famous illustrator, created for Tom Sawyer. Mr. Rockwell chose his scenes carefully. You and your group are to select story scenes that you think are important to the story to create a mural. Your murals will go on the ceiling. Only after your murals have been completed will Mr. Rockwell's choices be revealed. (10 minutes)

**Teaching of the Concept:** Cooperative groups of four students will be teacher selected. Groups will meet, discuss and select two story scenes for possible murals. Rubrics for paragraphs will be passed to students and the rubric will be presented utilizing the smart board. Group members will write paragraphs about the selected scenes. Two group members will write about one scene and the other two group members will write about the other scene choice. Students will submit mural choices in well-constructed paragraphs. The teacher will make the final choice of scene that the group will illustrate.(30 minutes)

Day 2

Story mural rubrics will be passed to students. The rubric and art vocabulary will be presented using the smart board. (15 minutes) After receiving scene assignments, groups will create preliminary plans for the murals. (20=25 minutes) After plans are completed, students will receive bulletin board paper and choose other supplies needed for mural completion. (5 minutes) This last portion can be completed at the start of class tomorrow.

Day 3 (40 minutes)

Students will work on murals.

Day 4

Murals will be completed and finished murals will be placed within the classroom's ceiling tiles. Murals with wet paint, etc. will be collected and placed later on the classroom ceiling. (40 minutes)

**Suggested Questions:** What are the important scenes? Why are they important scenes? What are stand-alone stories in the novel? Should scenes from the stand-alone stories be included?

**Homework:** Since this is a cooperative group assignment in the classroom, there will be no homework for the duration of the mural project. Students may, however, bring in additional materials for their murals

**Strategies for Exceptional Students:** Student groups will be chosen with particular care to student needs, abilities and talents. Hand out information will be supplemented with information and examples on the Smart board. Students will be monitored closely during the project and IEP accommodations will be met (larger print, classroom seating, additional time)

**Suggested Follow-Up Activities:** Murals will be placed on the classroom ceiling. Parents will view the murals during spring parent-teacher conferences. Students in other sections will see the murals.

## Mural: *The Adventures of Tom Sawyer*

CATEGORY	Master=4 points	Apprentice=3 points	Novice=2 points	Untrained=1 point	Score
<b>Planning /organization</b>	Student can describe the intent and plan of complete mural and how his/her part will contribute to the whole. Works with team to come up with general plan of what will be done before beginning.	Student has carefully planned his/her part of the mural and can describe how s/he will get the work done and a vision for his/her part. Gets team input on plan for his/her contribution before beginning.	Student has planned his/her part of the mural and can describe how s/he will get the work done and a vision for his/her part. Does not solicit much group input when making plan.	Leaps into action without any evidence of planning or focus.	
<b>Scene Accuracy</b>	The student's portion of the mural fits the intent of the assignment and all of the team's items are accurately placed on the background.	The student's portion of the mural fits the intent of the assignment and most of the team's items are accurately placed on the background.	The student's portion of the mural fits the intent of the assignment.	The student's portion of the mural does not fit the intent of the assignment.	
<b>Drawings</b>	Drawings are recognizable, detailed and colored accurately. Overall, the drawings are original and skillful.	Drawings are recognizable and colored accurately. Overall, the drawings are original and done with some skill.	Drawings are recognizable and reasonably accurate. They are copied, printed or traced rather than original.	Drawn objects are difficult to recognize AND/OR not accurate	
<b>Color Use</b>	The colors in the mural work well together and form a strong coherent statement. The color choice is appropriate for the theme and objects represented or is purposely exaggerated in some way to make a point.	The use of color is coordinated across the mural and is appropriate for the items and theme.	The overall use of color is ok, but is not as strong or coordinated as it could be. Some attempt at coordinating colors is evident.	Color choice for various items in the mural seems inappropriate.	
<b>Balance and Use of Space</b>	Use of positive and negative space creates a feeling appropriate to the theme. Objects are placed for best effect. Overall, it just feels right.	Use of positive space is good and the painting is relatively balanced, but negative space could be utilized better to create a more cohesive feel.	The mural seems to have a little too much background or seems a little too busy. Balance has not been achieved.	The mural seems unfinished (too much empty space) or there is not enough balance between foreground and background causing it to seem much too busy and unfocused.	
<b>Craftsmanship</b>	The team's portion of the mural has been crafted with great care. The lines are sharp, colors clear, cutting crisp, and text aligned. No smudges, drips, tears or erasures are seen.	The team's portion of the mural has been crafted with some care. Most lines are sharp, colors clear, cutting crisp, and text aligned. Smudges, drips, tears or erasures are few and do not detract.	The team's portion of the mural has been completed, but it appears a little messy. Smudges, drips, tears or erasures detract from the overall appearance.	The team's portion of the mural looks hastily thrown together or like it was wadded up in a desk. The mural seems quite messy.	
<b>Collaboration and Teamwork</b>	The group worked well together with all members contributing significant amounts of quality work. All group members participated in discussion and actively listened to others.	The group generally worked well together with all members contributing some quality work. All group members participated in discussion and actively listened to others.	The group worked fairly well together with all members contributing some work. Most group members participated in discussion and actively listened to others.	The mural appeared to be the work of only 1-2 students in the group AND/OR there was little discussion, working together or active listening.	
<b>Time and Effort</b>	Class time was used wisely. Much time and effort went into the planning and creation of the mural. It is clear the students worked at home as well as at school.	Class time was used wisely, but it did not appear there was much work done outside of class.	Class time was not always used wisely, but additional work was done at home or other times during the day.	Class time was not used wisely and no additional effort was put in at other times or places.	



## Six Traits Paragraph Writing Rubric

	<b>1 Beginning</b>	<b>2 Emerging</b>	<b>3 Developing</b>	<b>4 Proficient</b>	<b>5 Strong</b>	<b>6 Exemplary</b>
<b>Idea</b> <ul style="list-style-type: none"> <li>main theme</li> <li>supporting details</li> </ul>	<ul style="list-style-type: none"> <li>Lacks central idea</li> <li>Development is minimal or non-existent</li> </ul>	<ul style="list-style-type: none"> <li>Purpose and main idea may be unclear and cluttered by irrelevant detail</li> <li>May be unclear because paragraph has competing ideas for thesis</li> </ul>	<ul style="list-style-type: none"> <li>Main idea may be cloudy because supporting detail is too general or even off-topic</li> </ul>	<ul style="list-style-type: none"> <li>Evident main idea with some support which may be general or limited</li> </ul>	<ul style="list-style-type: none"> <li>A main idea or topic is clear</li> <li>Clear, focused, interesting idea with appropriate detail</li> </ul>	<ul style="list-style-type: none"> <li>Paragraph centered around a significant idea or topic</li> <li>Exceptionally clear, focused, engaging with relevant, strong supporting detail</li> </ul>
<b>Organization</b> <ul style="list-style-type: none"> <li>structure</li> <li>introduction</li> <li>conclusion</li> </ul>	<ul style="list-style-type: none"> <li>Lack of coherence; confusing</li> <li>No identifiable beginning or ending</li> </ul>	<ul style="list-style-type: none"> <li>Lack of structure; disorganized and hard to follow</li> <li>Appears to start or stop in the middle of something</li> </ul>	<ul style="list-style-type: none"> <li>Attempts at organization; may be a "list" of items</li> <li>Beginning and ending not clear</li> </ul>	<ul style="list-style-type: none"> <li>Organization is appropriate, but conventional</li> <li>Attempt at introduction and conclusion</li> </ul>	<ul style="list-style-type: none"> <li>Strong order and structure</li> <li>Inviting intro and satisfying closure</li> </ul>	<ul style="list-style-type: none"> <li>Effectively organized in logical and creative manner</li> <li>Creative and engaging intro and conclusion</li> </ul>
<b>Voice</b> <ul style="list-style-type: none"> <li>personality</li> <li>sense of audience</li> </ul>	<ul style="list-style-type: none"> <li>Writing is lifeless</li> <li>No hint of the writer</li> </ul>	<ul style="list-style-type: none"> <li>Writing tends to be flat or stiff</li> <li>Stereotypic, copied tone and voice</li> </ul>	<ul style="list-style-type: none"> <li>Voice may be inappropriate or non-existent</li> <li>Writing may seem mechanical</li> </ul>	<ul style="list-style-type: none"> <li>Evident commitment to topic</li> <li>Inconsistent or formulaic personality</li> </ul>	<ul style="list-style-type: none"> <li>Appropriate to audience and purpose</li> <li>Writer behind the words comes through</li> </ul>	<ul style="list-style-type: none"> <li>Expressive, engaging, sincere</li> <li>Strong sense of audience</li> <li>Shows emotion: humor, honesty, suspense or life</li> </ul>
<b>Word Choice</b> <ul style="list-style-type: none"> <li>precision</li> <li>effectiveness</li> <li>imagery</li> </ul>	<ul style="list-style-type: none"> <li>Limited range of words</li> <li>Some vocabulary misused</li> </ul>	<ul style="list-style-type: none"> <li>Monotonous, often repetitious, sometimes inappropriate</li> </ul>	<ul style="list-style-type: none"> <li>Words may be correct but mundane</li> <li>Common words chosen</li> </ul>	<ul style="list-style-type: none"> <li>Language is functional and appropriate</li> <li>Descriptions may be overdone at times</li> </ul>	<ul style="list-style-type: none"> <li>Descriptive, broad range of words</li> <li>Word choice energizes writing</li> </ul>	<ul style="list-style-type: none"> <li>Precise, carefully chosen</li> <li>Strong, fresh, vivid images</li> </ul>
<b>Sentence Fluency</b> <ul style="list-style-type: none"> <li>rhythm, flow</li> <li>variety</li> </ul>	<ul style="list-style-type: none"> <li>Difficult to follow or read aloud</li> <li>Disjointed, confusing, rambling</li> </ul>	<ul style="list-style-type: none"> <li>Often choppy</li> <li>Monotonous sentence patterns</li> <li>Frequent run-on sentences</li> <li>Some sentence fragments</li> </ul>	<ul style="list-style-type: none"> <li>Some awkward constructions</li> <li>Common simple pattern used</li> <li>Several sentences begin the same way</li> </ul>	<ul style="list-style-type: none"> <li>Generally in control</li> <li>Lacks variety in length and structure</li> </ul>	<ul style="list-style-type: none"> <li>Easy flow and rhythm</li> <li>Good variety in length and structure</li> </ul>	<ul style="list-style-type: none"> <li>High degree of craftsmanship</li> <li>Effective variation in sentence patterns</li> </ul>
<b>Conventions</b> <ul style="list-style-type: none"> <li>age appropriate for spelling, caps, punctuation, grammar</li> </ul>	<ul style="list-style-type: none"> <li>Numerous errors distract the reader and make the text difficult to read</li> <li>Errors may be made more than one way for the same pattern or structure</li> </ul>	<ul style="list-style-type: none"> <li>Frequent significant errors may impede readability</li> <li>Errors frequent in common patterns and structures</li> </ul>	<ul style="list-style-type: none"> <li>Limited control of conventions</li> <li>Some errors in common patterns or structures do not unduly interfere with understanding</li> </ul>	<ul style="list-style-type: none"> <li>Control of most writing conventions</li> <li>Errors reflect risks with unusual or sophisticated structures</li> </ul>	<ul style="list-style-type: none"> <li>Strong control of conventions</li> <li>Errors are few and minor</li> </ul>	<ul style="list-style-type: none"> <li>Exceptionally strong control of standard conventions of writing</li> <li>Complex conventions attempted</li> </ul>