

The Adventures of Tom Sawyer

Concept: Imagery

Name: Kerri Greenwell **School:** North Shelby, Shelbyville, Missouri

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Suggested Grade Level: Middle School

Time Frame: 3 days

Objectives: Students will:

- Identify and explain imagery.
- Compose text using precise and vivid language.
- Compose text using writing techniques, such as figurative language, sensory detail, and purposeful dialogue.
- Connect the imagery to Norman Rockwell's paintings.

Missouri State Standards:

- Content – CA 2, 3, 4
- Process – 1.5, 1.6, 2.1, 3.5
- GLE – R2Bb, W2Da, W2Db
- DOK – 2, 3

Assessment/Evaluation: Students will be assessed by writing their own examples of imagery based on Norman Rockwell paintings. Students will complete an imagery list to guide them. The final assessment will be graded according to the Imagery Scoring Guide.

Language/Vocabulary: imagery, precise and vivid language, figurative language, sensory detail, purposeful dialogue, lithograph

Integrated Curriculum: Integrate the art of Norman Rockwell and give the background history of why Norman Rockwell visited Hannibal in 1935.

Background Information: The students have already read *The Adventures of Tom Sawyer* and have discovered the imagery, dialogue, vivid language, and figurative language in the book with the teacher's help. This lesson will allow

students to look at Mark Twain's use of imagery, which will lead the students to writing their own descriptive pieces.

The following Norman Rockwell background was found at the Mark Twain Museum in Hannibal, Missouri, where Norman Rockwell's original paintings hang.

“In 1935, Norman Rockwell was commissioned by Heritage Press to illustrate special editions of *Tom Sawyer* and *Huckleberry Finn*. He visited Hannibal to prepare his preliminary sketches and returned to New York to paint the illustrations. After being on loan at the Mark Twain Museum for several years, Rockwell donated the 15 original paintings to the museum, and they are on permanent display at the museum. Also on display are the artist proof lithographs of the *Tom Sawyer* illustrations which have been signed and numbered by Rockwell. The special editions of *Tom Sawyer* and *Huck Finn* illustrated by Norman Rockwell are only available for purchase in the museum gift shops” (<http://www.marktwainmuseum.org>).

Discuss the difference between the lithographs and the actual paintings. According to Henry Sweets, the curator of the Mark Twain Museum, Norman Rockwell started his works with lithographs, but when he painted the scenes for *The Adventures of Tom Sawyer*, Rockwell changed some of the details. For example, the drawing of the whitewashing scene started with the bucket handle on one side. However, the painting shows the handle on the opposite side of the bucket in the painting. Also, a knot hole is present in the fence on the first drawing, but it is not there in the final painting.

Materials:

- Copies of *The Adventures of Tom Sawyer*

Twain, Mark. *The Adventures of Tom Sawyer*. University of California Press: Berkeley, CA. 1982.

- Examples of imagery
- Norman Rockwell pictures
- Notebook paper
- Typing paper
- Language and Vocabulary Notes (attached)
- Imagery List (attached)
- Imagery Scoring Guide (attached)

Technology Support:

- SmartBoard
- Examples of Norman Rockwell's paintings
- Lap tops for students to type their own documents

Related Twain Quotes/Other Readings:

- Use Mark Twain's description of Huckleberry Finn on pages 47-48 as the introductory passage: "Shortly Tom came upon the juvenile pariah of the village, Huckleberry Finn, son of the town drunkard..."
- Then take the children to the graveyard by reading pages 71-75: "It was a graveyard of the old-fashioned western kind..."
- Whitewashing: Pages 10-11 – "Tom appeared on the sidewalk with a bucket of whitewash and a long-handled brush..." (attached)
- Finding the pinchbug in church – Pages 41-43 – "Now he lapsed into suffering again, as the dry argument resumed..." (attached)
- Dead cat – Page 49 – "A dead cat..." (attached)
- Switching by schoolmaster – Pages 53-54 – "Tom knew when his name was pronounced in full, it meant trouble..." (attached)
- Sneaking out window – Page 71 – "At half past nine, that night, Tom and Sid were sent to bed, as usual..." (attached)
- Pain killer – Pages 92-95 – "One of the reasons why Tom's mind had drifted away from its secret troubles was..." (attached)
- First smoke – Page 104 – "The Red-Handed made no response..." (attached)
- Lost in the cave – Pages 222-224 – "Now to return to Tom and Becky's share in the pic-nic..." (attached)
- **Lesson Plan Format-**

A. Introduction:

- Begin by defining imagery. Ask the students to jot down notes of precise language and vivid description of Huckleberry Finn on pages 47-48. Discuss with the students how Mark Twain's words help them visualize a picture of Huck in their heads.

B. Lesson:

- After completing the Huck discussion, pass out pieces of blank typing paper. Tell the students to draw what they visualize as the teacher reads the description of the graveyard on pages 71-75. Allow time to let students share their illustrations and how Mark Twain's word choice brought them to their visualizations.
- Next, display Rockwell's whitewashing picture on the SMARTBoard. The students will find the matching passage in their books and record the pages where the passage is found in their notebooks. Continue the process until all eight examples are completed.
- "Now it's your turn to be Mark Twain. I have more Norman Rockwell paintings to show you, but these paintings illustrate events not related to Tom Sawyer. You will choose one of the pictures and write your own example of imagery while using precise and vivid language, figurative language, sensory detail, and purposeful dialogue. An imagery rubric and a scoring guide are provided to guide you. Does anyone have any questions so far?"
- If no one has any questions, pull out the laminated calendar pages, posters, postcards, etc. and start passing them around. Each student should have a Rockwell picture to use. Pictures can be found at www.normanrockwell.com . Pass out the scoring guide and go over it so students understand the objectives and what the final expectation is. Also, pass out the Imagery List and read the directions with the students for this assignment.
- After students have completed their writing piece, they will fill out the Imagery List. The Imagery List will accompany the writing piece when turning in the final assignment.

C. Closure: Review the vocabulary for the closing assignment: imagery, precise and vivid language, figurative language, sensory detail, and purposeful dialogue. Make sure the students understand what each term means. Have students fill out the Imagery List and turn it in with their final papers. Final papers will only be assessed for the items listed on the scoring guide.

Scheduled Use of Time: Three days of 90-minute blocks

Day 1

Time	Teacher Activity/ Questions to be asked	Student Activity
10 min.	Hand out Language/Vocabulary Definitions and discuss each one.	Listen and respond
10 min.	Read the passage on pages 47-48 of the description of Huckleberry Finn. Discuss the imagery and the pictures the students visualized.	Listen and respond
20 min.	Pass out the typing paper. Read the graveyard description on pages 71-75. Allow students a few minutes at paused intervals for them to draw their visualizations of the passage.	Listen and draw
5 min.	Have the students share their drawings. Talk about the pictures and see how similar the pictures may be.	Share drawings, listen, and respond
5 min.	Give the history of Norman Rockwell's visit to Hannibal and tell the students the originals are hanging in the Mark Twain Museum in Hannibal.	Listen and ask questions
40 min.	Ask students to get out their notebooks and number a page 1-8. Begin displaying the Norman Rockwell pictures on the SmartBoard in order of the previous list. Allow students 5 minutes for each picture to find the descriptive passage and record the page numbers where the passage is found.	Listen and record page numbers

Day 2

Time	Teacher Activity/ Questions to be asked	Student Activity
15 min.	Review imagery and the other vocabulary words.	Listen and respond
10 min.	Display numerous pictures by Norman Rockwell to which students can relate by describing a memory.	Observe and choose a picture to describe
50 min.	Allow students to write their descriptions.	Writing and conferencing with teacher
15 min.	Pass out Imagery Lists and explain how to record their examples for the next class. Begin recording.	Listen and respond

Day 3

Time	Teacher Activity/ Questions to be asked	Student Activity
10 min.	Sign out laptops to students for individual classroom use	Sign out computers and begin typing
70 min.	Type descriptions.	Type
10 min.	Print papers, turn computers in, turn in final typed assignment accompanied by the Imagery List.	Return computers and turn in assignments

Strategies/accommodations to support students with exceptionalities:

- Allow extra time
- Use audio books
- Show movie clips
- Conference after school if necessary

Possible Follow-up Activities: The teacher could take the students to Hannibal, Missouri, to see the sites of Hannibal and connect these sites to Mark Twain and *The Adventures of Tom Sawyer*. Show students the real Norman Rockwell paintings on the second floor of the Mark Twain Museum. Point out the landmarks that appear in the book.

Students could:

- create autobiographical scrapbooks of Mark Twain and/or Norman Rockwell.
- create a Norman Rockwell//Mark Twain/Tom Sawyer calendar.

Possible Guest Speakers/Other Resources:

- Dr. Cindy Lovell, Mark Twain Boyhood Home & Museum Education Coordinator
- Henry Sweets, Mark Twain Boyhood Home & Museum Curator
- *Norman Rockwell: My Adventures As an Illustrator* by Norman Rockwell

Imagery

Language/Vocabulary Notes

Students are responsible for knowing the words and definitions listed below. Make sure you are familiar with what these words mean.

- 1) imagery – Words or phrases that create pictures or images in the reader’s mind. Figurative language that appeals to the five senses: taste, touch, sight, sound, and smell.
Example: A description of the graveyard
- 2) precise and vivid language – the writer’s choice of words, especially verbs and adjectives, that create word pictures in the reader’s mind.
- 3) figurative language - language which makes use of certain literary devices or literary techniques often called “figures of speech” in which something other than the literal meaning is implied.
Examples: hyperbole; imagery; irony; metaphor; personification; simile; symbolism
- 4) sensory details - details that appeal to the five senses and evoke images of how something looks, sounds, feels, tastes, or smells; sensory details may be literal (descriptive language) or figurative (imagery)
- 5) purposeful dialogue – Conversation between characters in a drama or narrative
- 6) style - the author’s use of language, its effect and appropriateness to the author’s purpose and audience
- 7) voice - the distinctive tone or style of a particular writer; a reflection of the personality of the writer
- 8) lithograph – A print produced by using a printing process in which the image to be printed is represented on a flat surface, as on sheet zinc or aluminum, and treated to retain ink while the non-image areas are treated to repel ink.

Imagery List

Complete the list with examples of words, phrases, and sentences from your writing piece. These examples must be evident in your paper and apply to the definition of the technique used. For example, “run” is NOT a vivid verb. “Sprint” or “dash” would be better word choices.

1. List ten vivid verbs:

- | | |
|----|----|
| a. | f. |
| b. | g. |
| c. | h. |
| d. | i. |
| e. | j. |

2. List fifteen precise adjectives:

- | | |
|----|----|
| a. | f. |
| b. | g. |
| c. | h. |
| d. | i. |
| e. | j. |
| k. | n. |
| l. | o. |
| m. | |

3. List three of your best examples of figurative language (simile, metaphor, hyperbole, personification, etc.)

a. Example:

Name of technique:

b. Example:

Name of technique:

c. Example:

Name of technique:

4. Write one example of purposeful dialogue you included.

5. Explain in your own words how imagery makes your paper better. Use at least five sentences.

Imagery Scoring Guide

Concept	5	3	1
Vivid Verbs Verbs that are not vivid will receive 0 points.	Listed 10 or more vivid verbs	Listed 7-9 vivid verbs	Listed 6 or fewer vivid verbs
Precise Adjectives Adjectives must be precise and vivid.	Listed 15 or more precise adjectives	Listed 10-14 precise adjectives	Listed 13 or fewer precise adjectives
Figurative Language Figurative language must be identified.	Identified 3 examples of figurative language and listed the type of example used such as simile, metaphor, hyperbole, etc.	Identified 2 examples of figurative language and listed the type of example used.	Identified 1 example of figurative language and listed the type of example used.
Purposeful Dialogue	Wrote 1 example of purposeful dialogue used		
Explanation of imagery improving student's writing	Included a detailed explanation of how imagery improves student writing – 5 sentences	Included an explanation of how imagery improves student writing, but it could be more detailed – 3 sentences	Included a short explanation of how imagery improves student writing, but the explanation is only 1-2 sentences

Total Points = 25 points

COMMENTS:







Dead Cat
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