

Mark Twain Boyhood Home & Museum

Lesson Plan for transforming a series of chapters from
The Adventures of Tom Sawyer into a play
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LESSON PLAN for enrichment activity following the reading of *Tom Sawyer*

Concept or Topic:

Reading and performing a piece of literature
Big Idea: Transform a series of chapters from Tom Sawyer into a play

Suggested Grade Level:

Grade 5, but can be modified to fit other grade levels

Subject:

Reading: Literature
Speaking and Listening

Suggested Time Frame:

Eight 30-40 minute class periods

Objective(s):

After a class reading of *Tom Sawyer*, written by Mark Twain, groups will:

1. Create at least seven authentic props related to the chosen scene.
2. Write authentic dialogue between the characters from the scene lasting 3-5 minutes.
3. Perform scenes speaking clearly at an understandable pace with appropriate volume and expression.

Common Core Standards:

CCSS.ELA-Literacy.RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-Literacy.RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

CCSS.ELA-Literacy.RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

CCSS.ELA-Literacy.RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

CCSS.ELA-Literacy.SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

CCSS.ELA-Literacy.SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

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Assessment Options:

- After each performance, fellow classmates and other grade levels will be given a rubric created by the teacher to critique the play. The rubric contains a possibility of a five star rating scale based on the following criteria: speaking clearly at an understandable pace, authentic props and dialogue.

Vocabulary:

During the reading of *The Adventures of Tom Sawyer* the teacher will have listed and discussed all unknown vocabulary.

For the purpose of this lesson, students will need to understand the following terms:

- Characters
- Setting
- Authentic
- Dialogue
- Play
- Props
- Scene
- Perform
- Understandable pace
- Volume and expression

Subject Area Integration:

- Art
- Writing

Background Information:

Before students see the movie, prompt students to listen to the dialogue between the characters. Remind students that they have performed Reader's Theatre scripts previously from their *Storytown* textbook. Explain this is a model of what they will be doing in this lesson.

Materials/Resources/Technology:

- *Tom Sawyer* by Mark Twain
- Chopped YouTube segments of movie
- <http://www.youtube.com/watch?v=bUDuRvQGw3k> *Adventures of Tom Sawyer movie (1938)*
- Toilet paper rolls
- Art supplies to construct characters (yarn, construction paper, fabric, "googlie eyes," markers, crayons, etc.)
- Glue/glue dots
- Scissors
- Popsicle sticks to hold characters
- Rubric assessment
- Self-evaluation form

Lesson Sequence:**Hook/Intro (20 min.):**

After studying Reader's Theatre, the "Tom and Becky Ambassador's" from Hannibal, MO will perform "The Engagement Scene" in front of the fifth grade classes. Seeing their performance will help students understand how the written word can come to life.

Tell students, "we will be reading, *Tom Sawyer*, written by a famous author from Missouri, Mark Twain. We will discuss this book and watch the movie, *Adventures of Tom Sawyer*. You will be in groups of three to four and have the opportunity to choose a favorite scene from the book and create a play. Your group will perform the scene in front of peers and other grade levels, using the props you created."

Before this lesson is taught, students will have read *Tom Sawyer* and teachers will use strategies to enhance understanding of the book.

Day 1 (30-40 minutes):

- Divide students into groups of 3-4 (teacher discretion on how to group)
- Groups decide which scene to perform (teacher's choice- picked at random, assigned, etc. or selected by group)
- Students are given the rubric in order to discuss the expectations of project

Day 2 (30-40 minutes):

- Review vocabulary crucial to completing the project (characters, setting, authentic, dialogue, play, props, scene, perform, understandable pace, volume, and expression)
- Students decide on characters and authentic lines of dialogue to be used in their play
- Students write rough draft of their dialogue

Day 3 (30-40 minutes):

- Rough drafts will be edited by teachers and/or peers (teacher discretion)
- Students write final draft
- Begin constructing props for play

Day 4 (30-40 minutes):

- Final workday for constructing props

Day 5 (30-40 minutes):

- Students practice a thorough run-through of play
- Students self-evaluate their practice performance using provided evaluation, which includes a five star rating scale and a section to write their improvements

Day 6 (30-40 minutes):

- Students do a quick run-through of their play
- Students perform plays in front of audience (teacher can decide to invite

- peers or other grade levels, setting up times)
- Audience critiques each play performance using provided rubric

Day 7 (if needed):

- Finish play performances
- Give audience provided rubric to critique play and explain directions (under each category, circle the appropriate rating box)

Day 8: Review/Closure (30-40 minutes):

- Hand out rubrics for each group to see ratings/review
- “Emmy Awards”- Best Group Performance for 5th grade play, Best Props, Best Group Collaboration, Best Authentic Dialogue, Best Speakers Award, (other awards may be included- best actor, best actress, etc.) (Award given may be determined by teacher. Examples include: certificate, small statue, medal, etc.)

Strategies for Exceptional Students:

- High school helper can assist in reading, creating lines, props, etc.
- Pair with higher level student
- Provide condensed version for struggling readers
- “Google Translate” or provide the appropriate foreign language version of the book for ESL students
- Videotape performance and make DVD or put on school website for students needing an additional challenge

Suggested Follow-Up Activities:

- Perform for parents, principals, school board officials, open to public, perform for nursing home

Tom Sawyer Performance Rubric

	☆	☆☆	☆☆☆	☆☆☆☆	☆☆☆☆☆
Seven authentic props related to chosen scene	Only 1 prop was used	2-3 props were used	4-5 props were used	6 props were used	7 props were used
Authentic dialogue between characters lasting 3-5 minutes	Dialogue used was not authentic	Authentic dialogue lasted 1 minute or less	Authentic dialogue lasted 1-2 minutes	Authentic dialogue lasted only 2-3 minutes	Authentic dialogue lasted 3-5 minutes
Speakers spoke clearly at an understandable pace with appropriate volume and expression	Speakers could NOT be understood	Only one speaker could be understood	Some speakers spoke clearly and were understood	Most speakers spoke clearly and were understood	All speakers spoke clearly and were understood

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Group Self-Evaluation of Practice Performance

Please shade in the number of stars you feel your group earned for their practice performance.



Please explain why you gave your group this rating.

Please list 2-3 improvements that could be made to your performance.

- 1.
- 2.
- 3.