

**Mark Twain Boyhood Home & Museum**

Lesson Plan for *Tom Sawyer*

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Hannibal, Missouri

**LESSON PLAN for *Tom Sawyer***

<b>“Pacing and Timing in <i>Tom Sawyer</i>”</b>	<b>Suggested Grade Level:</b> 9th Grade
<b>Subject:</b> Reading Skills	<b>Suggested Time Frame:</b> Two 50-minute class periods
<b>Concept or Topic:</b> Organizing Timeline of Flashbacks	
<b>Subject:</b> Reading Skills	
<b>Objective(s):</b> <ul style="list-style-type: none"><li>• Students will identify a parallel plot using multiple examples and choose the one that shows a parallel plot.</li><li>• Students will compare and contrast the events in two plots by plotting the events on a timeline with at least 10 events.</li></ul>	
<b>State Standards:</b> CCSS.ELA-LITERACY.RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	
<b>Assessments:</b> Using the Multiple Intelligences, students will have two assessments of this lesson. One is creating a timeline of events in the short story “The Red-Headed League” by Arthur Conan Doyle and labeling the most suspenseful moment and the top five clues or events that added to that suspenseful moment. The second is to analyze the plot of an episode of <i>Elementary</i> . Both require a short writing portion explaining how the structure of the plot added to the suspense.	
<b>Vocabulary:</b>  Literary Terms - analyze, parallel plots, pacing, flashbacks, suspense, foreshadowing, frame story	

Reading Vocabulary - *Tom Sawyer*

Chapter 16-17 (Pages 119-131) - trifle, frolic, ominous, novice, solemn, tempest, conflagration, culminate, soliloquy, melancholy, reverently, transfixed

Chapters 29-31 (Pg. 202-233) - mar, reluctantly, hospitality, inclination, gallant, clamor, descent, labyrinth, vast, intricate, daubed, lapsed, vagrant, nimble, stalwart, vagabond, blunder, embellishment, vicinity, blanched, plausible, inquiring, feebly, countenance, stupor, murky, frescoed, ambition, economise, bodings

“The Red-Headed League” - florid, abruptly, judicial, embellish, acknowledge, chagrin, discontent, deduce, peculiar, bequest, eligible, obliging, presume, vivid, dejected, elaborate, acute, compunction, imperiled, vulnerable, nocturnal, expedition, grotesque, oppressed, contemplation, unacquainted, formidable, astuteness, frankly, diligence, forfeit, confined

The students will create vocabulary charts individually or as groups for each of these words. They will fill out the chart with the definition, characteristics, synonyms, and antonyms.

**Subject Area Integration:**

Art

**Background Information:**

- The vocabulary will need to be introduced prior to this lesson so students understand what is going on in the story so they order the events.
- The “Red-Headed League” will have been read prior to *Tom Sawyer* in another unit, so they will have prior knowledge to this story but may have to reread to remember the plot and timing of suspense.
- The novel *Tom Sawyer* will have been read through chapter 31.
- There will be a brief overview in a previous unit about suspense and foreshadowing.

Possible tools:

- Twain PBS video
- Dialect Survey Maps website
- Gladdys Coggswell video

**Materials:**

- *Tom Sawyer*
- Copy of “The Red-Headed League”
- Vocabulary Charts
- Examples of Timelines
- Poster Board

**Technology:**

- Create a Poster: <http://faculty.washington.edu/robinet/poster.html>
- Create a Timeline: <http://www.dipity.com/>
- For Images: <https://www.google.com/culturalinstitute/browse/tom%20sawyer> and Google Images

**Related Twain Quotes/Passages:**

- Whenever you find yourself on the side of the majority, it is time to reform (or pause and reflect).  
- Notebook, 1904
- The difference between the almost right word & the right word is really a large matter-  
-it's the difference between the lightning bug and the lightning.  
- Letter to George Bainton, 10/15/1888
- What a lumbering poor vehicle prose is for the conveying of a great thought! ...Prose wanders around with a lantern & laboriously schedules & verifies the details & particulars of a valley & its frame of crags & peaks, then Poetry comes, & lays bare the whole landscape with a single splendid flash.  
- Letter to W. D. Howells, February 25, 1906

**Lesson Sequence:****Hook/Intro:**

A bell ringer activity on the board with a list of events that happened during Chapters 16 and 17 that are out of order. The students must put them in order from memory by numbering the items.

Class discussion of the order. Who was right?

**Teaching of the Concept(s):**

Discuss timing an author uses.

Notes on an author's style - pacing, flashback, parallel plots, suspense, foreshadowing

Answer the order from above using the books and looking through Chapters 16-17.

Create a timeline on white board of the events using prepared list that has been printed and cutout so we can tape it up.

**Suggested Questions:**

- 1.) Why did Twain put certain events out of order? Discuss individual events.
- 2.) How does it add suspense?
- 3.) By putting it out of order, when was he able to add foreshadowing?
- 4.) Besides suspense, what other reasons might Twain have for not putting some events in order?

**Learning Activity:**

In groups of three, create a timeline of the events in Chapters 29-31 (lost in the cave). Use online images or create images to reflect the activities that are occurring at each moment plotted on the timeline.

**Review/Closure:**

Discuss the order of events in Chapter 29-31 before they present their order and images. Class discussion on how this affected the pacing of the story.

**Homework:**

After the warm-up activity and notes, the students should divide the chapters and take notes on the events in the story so they are prepared to start creating their timeline with their group on the second day.

**Strategies for Exceptional Students:**

Exceptional students could analyze the rise in suspense in the chapters and diagram the suspense of the plot during these chapters up until the celebration of Tom and Becky's return.

Struggling students will focus only on putting events in order, to develop their reading comprehension of a story, rather than diving into the style of the author as well.

**Suggested Follow-Up Activities:**

Creating a timeline for "The Red-Headed League" to assess their ability to plot events in order even when they aren't written in order.

Write an essay about how pacing affects writing.

Highlight and cut out activity of nonfiction articles that do the same thing and a follow up of how it's similar and different from fiction.

Resources:

*Assessment Rubric for “The Red-Headed League” timeline.*

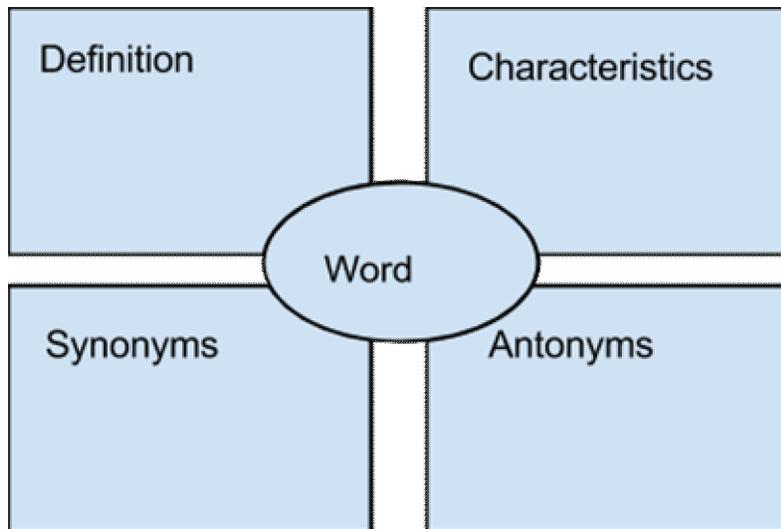
CATEGORY	4	3	2	1
<b>Spelling and Capitalization</b>	Spelling and capitalization were checked by another student and are correct throughout.	Spelling and capitalization were checked by another student and were mostly correct.	Spelling and capitalization were mostly correct, but were not checked by another student.	There were many spelling and capitalization errors.
<b>Content/Facts</b>	Facts were accurate for all events reported on the timeline.	Facts were accurate for almost all events reported on the timeline.	Facts were accurate for most (~75%) of the events reported on the timeline.	Facts were often inaccurate for events reported on the timeline.
<b>Readability</b>	The overall appearance of the timeline is pleasing and easy to read.	The overall appearance of the timeline is somewhat pleasing and easy to read.	The timeline is relatively readable.	The timeline is difficult to read.
<b>Title</b>	The timeline has a creative title that accurately describes the material and is easy to locate.	The timeline has an effective title that accurately describes the material and is easy to locate.	The timeline has a title that is easy to locate.	The title is missing or difficult to locate.
<b>Time Use</b>	Classroom time was used to work on the project. Conversations were not disruptive and focused on the work.	Classroom time was used to work on the project the majority of the time. Conversations were not disruptive and focused on the work.	Classroom time was used to work on the project the majority of the time, but conversations often were disruptive or did not focus on the work.	Student did not use classroom time to work on the project and/or was highly disruptive.
<b>Labels for suspense</b>	Accurately label most suspenseful moment and label other moments that added suspense to the story.	Missing 1-2 labels or inaccurate labels	Missing 3 labels or inaccurate labels	Missing 4 labels or inaccurate labels
<b>Written portion</b>	Explains how the change in plot influences the writing with a well-developed paragraph	Explains how the change in plot influences the writing with a paragraph that needs work	Does not completely explain the plot influence on the writing	Attempts to explain the plot influence on the writing

*Oral Presentation for Analysis of Elementary*



CATEGORY	4	3	2	1
<b>Preparedness</b>	Student is completely prepared and has obviously rehearsed.	Student seems pretty prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.
<b>Speaks Clearly</b>	Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.	Speaks clearly and distinctly most (94-85%) of the time. Mispronounces no more than one word.	Often mumbles or can not be understood OR mispronounces more than one word.
<b>Stays on Topic</b>	Stays on topic all (100%) of the time.	Stays on topic most (99-90%) of the time.	Stays on topic some (89%-75%) of the time.	It was hard to tell what the topic was.
<b>Content</b>	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.
<b>Time Use</b>	Classroom time was used to work on the project. Conversations were not disruptive and focused on the work.	Classroom time was used to work on the project the majority of the time. Conversations were not disruptive and focused on the work.	Classroom time was used to work on the project the majority of the time, but conversations often were disruptive or did not focus on the work.	Student did not use classroom time to work on the project and/or was highly disruptive.
<b>Analyzing Suspense</b>	Accurately mentions most suspenseful moment and other moments that added suspense to the story.	Missing 1-2 examples of suspense or inaccurate examples	Missing 3 examples of suspense or inaccurate examples	Missing 4 examples of suspense or inaccurate examples
<b>Written portion</b>	Explains how the change in plot influences the writing with a well-developed paragraph	Explains how the change in plot influences the writing with a paragraph that needs work	Does not completely explain the plot influence on the writing	Attempts to explain the plot influence on the writing

### *Vocabulary Chart*



### *Bell Ringer List of Events (arrange out of order for exercise)*

- The boys hunt for eggs
- The boys become depressed and want to go home
- Tom convinces them to stay
- The boys learn to smoke
- A storm comes
- The boys played Indians
- Becky cries at the loss of Tom while at the school house
- The boys in town all sadly discuss the missing boys
- The church bell tolls
- All the town gathers in the church
- A hymn is sung
- The clergyman preaches how good the boys were
- The minister is amazed at the sight in the church doorway
- The whole town realizes the boys are back

### *Mark Twain's Style and Timing Prezi*

- <http://prezi.com/oj1llxbc8iqq/mark-twains-style/>