

# Mark Twain Boyhood Home & Museum

## Lesson Plan for *The Adventures of Tom Sawyer*

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Hannibal, Missouri

LESSON PLAN FOR TOM SAWYER	
<b>Concept or Topic:</b> Reading <i>Tom Sawyer</i> through the use of characterization	<b>Suggested Grade Level:</b> 10 (can be modified for other levels)
<b>Subject:</b> English II	<b>Suggested Time Frame:</b> Four Weeks
<p><b>Objective(s):</b> Students will identify, describe, compare, and contrast the characters of Tom Sawyer with six to ten specific examples from the novel. The students will then create a fictional character based on a real person using Twain as a resource. Students will be able to write an essay explaining how Tom Sawyer was influenced by the main characters.</p> <p>Students will write an essay explaining how Tom Sawyer was influenced by the main characters.</p> <p>The students will create a fictional character based on a real person using Twain as a resource.</p>	
<b>State Standards:</b> <a href="http://dese.mo.gov/divimprove/curriculum/GLE/GLEindex.html">http://dese.mo.gov/divimprove/curriculum/GLE/GLEindex.html</a>	Communication Arts Reading 1C; 1E; 1F; 1G; 1H; 1I; 2B; 2C; Writing 1A; 2A; 2B; 2C; 2D; Listening and Speaking 1A; 2A; 2B
<p><b>Assessment Options:</b></p> <ul style="list-style-type: none"> <li>Research</li> <li>Daily Assignments</li> <li>Projects</li> <li>Written Essay</li> <li>Speaking Project</li> <li>Research - Note taking on Hannibal History and Virtual tour of places found in Twain's novel</li> <li>Daily Assignments - Fortune Tellers Sheet; T-Chart; Character Worksheet</li> <li>Projects - Character Portrait; Character and Self; Character and Actors</li> <li>Written Essay - Influence of major characters on Tom Sawyer; Creation of fictional character</li> <li>Speaking Project - Students will present their favorite passage describing one of Twain's characters</li> </ul>	

## LESSON PLAN FOR *TOM SAWYER*

### **Vocabulary:**

#### **Methods of Characterization -**

Physical Appearance;

Speech, Thoughts, and Actions;

Other Characters -

**Main Characters;**

**Minor Characters;**

**Character Traits and Motivation;**

**Dynamic Characters;**

**Static Characters;**

**Round Characters;**

**Flat Characters;**

Physical Appearance - Descriptions of the character's clothing, physical characteristics, body language and facial expressions; gestures or mannerisms

Speech, Thoughts, and Actions - Presentation of the character's speech patterns; habits; tastes; talents and abilities; interaction with others

Other Characters - presentation of other characters' reactions to the character.

Relationships with the character; impression of the character's reputation

Character Traits are qualities shown by the character

Motivation - the reasons behind a character's actions is a key part of understanding the character (love, hate, vengeance, ambition, and desperation are some of the emotions that drive characters' behavior)

Main characters - are the most important in literary works. The plot of a short story focuses on one main character but a novel may have several main characters.

Minor characters - are the less prominent characters in a literary work and support the plot. They help carry out the action of the story and help the reader learn more about the main character.

### **Subject Area Integration:**

Art

Art - Students will be able to submit the portrait as an art project

### **Background Information:**

Real people who were portrayed as a character in *Tom Sawyer*

Background on Samuel Clemens

Aunt Polly - Jane Lampton

Sid - Henry, Mark Twain's brother

Huckleberry - Tom Blankenship

Injun Joe - Joe Douglas

Becky - Laura Hawkins

Muff Potter - Benson Blankenship

Joe Harper and Ben Rodgers - John Griggs and Will Brown

Tom Sawyer - Samuel Clemens

## LESSON PLAN FOR *TOM SAWYER*

### Materials:

Notebook paper and pencil;  
Colored pencils and drawing paper;  
Novels; Smart Boards; CDs; DVDs  
Written assignments;  
Props for the Fortune Teller Characters  
Six Plus One Traits of Writing Rubric  
Fortune Teller Worksheet; Fortune Teller props for Tom, Becky, Huck, Injun Joe, Sid  
T-Chart  
Character Trait Inventory  
Character Development Worksheet  
Tom Sawyer novel  
Written Essay Rubric;  
Poster paper or drawing paper; colored pencils;

### Technology:

Computers  
[www.hanmo.com/history.html](http://www.hanmo.com/history.html)  
[www.marktwainmuseum.org/content/community-projects](http://www.marktwainmuseum.org/content/community-projects)

### Related Twain Quotes/Passages:

Tom Sawyer and the White Wash Fence pages 14-15  
Becky Thatcher pages 19-20  
Huck Finn pages 47-48

### Lesson Sequence: 18 Days

1 Day -Research the history of Hannibal; Introduce Samuel Clemens;  
Take a virtual tour of Hannibal;  
Introduce the novel through the Fortune Teller worksheet;  
13 Days - Use the T-chart to notate details on the major characters (Tom, Huck, Injun Joe, Aunt Polly, Becky, Muff Potter) as students read the novel  
1 Day - Identify the current movie stars the students would want to portray the main characters in Tom Sawyer; Compare self to either Tom, Becky, or Huck; Draw a portrait of character as the student pictures the character from the descriptions in the novel;  
1 Day - Write an essay analyzing how Tom was influenced by Huck, Becky, Muff Potter, Injun Joe, and Aunt Polly  
1 Day - Create a fictional character using the character worksheet and character inventory as a reference

### Homework:

Research  
Daily Assignments  
Portrait  
Research - Note taking on Hannibal History and Virtual tour of places found in Twain's novel  
Daily Assignments - Fortune Tellers Sheet; T-Chart; Character Worksheet  
Project - Portrait of Tom Sawyer Character

## LESSON PLAN FOR *TOM SAWYER*

### **Strategies for Exceptional Students:**

Audio Cassette; Movie or DVD  
Spanish version  
Audio Cassette of Tom Sawyer;  
DVD of Tom Sawyer  
Spanish version of Tom Sawyer for ELL students

### **Suggested Follow-Up Activities:**

- Field Trip for Grades 10-11
- Visit the museum and the historic sites in Hannibal
- Invite Hannibal's "Tom and Becky" ambassadors to school to perform and talk about their experiences
- View the 1938 film of *Tom Sawyer*; compare to the book

## EXPLICIT LESSON EXPLANATIONS

### DAY ONE

Type in the website for Hannibal and bring it up on the Smart board for the students to read. Highlight or emphasize for note-taking the key facts students should be familiar with about Hannibal and its place in history.

Next introduce Samuel Clemens and present background information on he and his family to the student on the Smart Board. Help students to understand the characters in Tom Sawyer were based on real people from Samuel Clemens's actual life.

Type in virtual tour website and display the virtual tour on the Smart Board. Lastly take the students through a virtual tour of Hannibal and Twain's places used in his novel via the Internet site. This will enable the students to visualize the sites as they read Tom Sawyer and have a frame of reference.

### DAY TWO

Hand out the Fortune Teller worksheets to the students in the class. Then ask for volunteers to portray the main characters of Tom Sawyer. Place the props on the different characters and proceed to read their fortunes. This will heighten their interest in reading the novel. Proceed to assign the first reading assignment and handout the T-Chart for students to notate information on character or else use the Tell Me About from the CD.

### DAY THREE - FOURTEEN

Read Chapters 1-3 of *Tom Sawyer* pages 5-18; Complete your literature log

#### **Checkpoint 1: CAST OF CHARACTERS**

Identify the main characters. Cast each character, and tell why you've selected the actor/actress for each character. (Teachers: Invite discussion as to why certain actors were cast in certain "roles." If students are reading the same book, they will enjoy justifying their selections over someone else's. If students are reading different books, they can explain to the class a little about the characters. All of these explanations and justifications will help move their reading from surface knowledge of character traits to a deeper level of knowledge.) **Differentiation for gifted students:** Have students "add" an appropriate character to the story. Use the Character Profile Worksheet from "How to Create a Character Profile" found online at: <http://www.writerswrite.com/journal/jun98/lazy2.htm>.

Read Chapters 4-5 of *Tom Sawyer* pages 18-27; Complete your literature log

Read Chapters 6-7 of *Tom Sawyer* pages 27-39; Complete your literature log

Draw a portrait of your favorite main character from *Tom Sawyer* include your favorite passage from the book concerning your favorite character at the bottom of your portrait

Read Chapters 8-10 of *Tom Sawyer* pages 39-50; Complete your literature log

Read Chapters 11-13 of *Tom Sawyer* pages 50-61; Complete your literature log

#### **Checkpoint 7: TOM, HUCK, BECKY, AND ME**

How are you like Tom Sawyer Huck Finn or Becky Thatcher? Locate a passage that reveals something specific about Tom, Becky, or Huck, which you believe reflects something about you. Write a comparison telling what you and Tom Sawyer have in common. Bring in a picture of yourself that shows this similarity, or draw one. (Teachers, in class, have each student create a scrapbook page showing how each is like Tom, Huck, or Becky. Make a class scrapbook, and don't forget to do a page for yourself! After all, we all have a little Tom Sawyer in us!)

**Differentiation for gifted students:** Have students write a letter to Tom, Huck, or Becky telling how they are like him, or have them write a journal entry "by" Tom, Becky, or Huck from their perspective.

Read Chapters 14-16 of Tom Sawyer pages 61-73; Complete your literature log  
Read Chapters 17-20 of Tom Sawyer pages 74-86; Complete your literature log  
Read Chapters 21-24 of Tom Sawyer pages 86-97; Complete your literature log  
Read Chapters 25-26 of Tom Sawyer pages 97-107; Complete your literature log  
Read Chapters 27-29 of Tom Sawyer pages 107-115; Complete your literature log  
Read Chapters 30-31 of Tom Sawyer pages 116-126; Complete your literature log  
Read Chapters 32-35 of Tom Sawyer pages 126-140; Complete your literature log

### **DAY FIFTEEN- SIXTEEN**

Written Essay - Chose one of the following questions to answer

Compare and contrast the characters of Tom Sawyer and Huck Finn citing specific examples in the essay

Explain how Huck Finn, Becky Thatcher, Aunt Polly, Muff Potter, and Injun Joe influenced Tom Sawyer throughout the novel, citing specific examples to defend your position

### **DAY SEVENTEEN- EIGHTEEN**

Create a fictional character based on a real life character using the characterization inventory and the character sketch worksheets

# FORTUNE TELLER

Character One \_\_\_\_\_

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Character Two \_\_\_\_\_

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Character Three \_\_\_\_\_

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Character Four \_\_\_\_\_

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Character Five \_\_\_\_\_

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# FORTUNE TELLER

Character One Huck

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You are a vagabond; You love the outdoors; You meet up with a relative that is dangerous; you have one good friend

Character Two Tom

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You will be a leader; You will face danger; You will fall in love; You have many adventures;

Character Three Becky

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You will be in love; you will almost die; you will avoid punishment; you will share food

Character Four Sid

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You will be teased; you like to tattle; you will avoid being punished by blaming another; you will be seen as a brown-noser

Character Five Injun Joe

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You will discover wealth; you will commit murder; you will die a horrible death; you will be seen as evil; you will betray friends

## CHARACTER T-CHART

<b>Aunt Polly</b>	<b>Tom Sawyer</b>	<b>Becky</b>	<b>Huck Finn</b>	<b>Injun Joe</b>	<b>Muff Potter</b>

# CHARACTER SKETCH

My Uncle John is normally a likable and friendly man, but when there is a group of people and one of those instant cameras around, he becomes a real pest. No matter what the occasion, even something as uneventful as a few of our relatives getting together for a visit after work, Uncle John appoints himself photographer. He spends the whole time with one eye looking through the lens and the other scoping out the potential subjects. . .

## **Selecting:** Finding a Real Character

A character sketch is a brief, colorful description based on a real person. It can exist by itself or as a part of a longer piece of writing. As with all writing, the key to creating a good character sketch is selecting a good subject and bringing that subject to life. In this case, that means selecting an interesting character and giving life to both the outside (physical) and inside (personal) of the character. An “interesting” character can be anyone - a neighbor, teacher, friend, grandparent, village pariah - anyone with a strong, strange, or appealing personality

If you begin with the physical characteristics, you should include the appearance, the surroundings (including other people), and the background. By putting the person in a setting and establishing a personal history, you will create a more complete and interesting picture.

## **Collecting:** Gathering Details

Don't overemphasize the physical characteristics of the person. Although it is important for your reader to “see” your subject, usually that means seeing the character inside as well as out. Consider the following:

### **Physical Characteristics**

- What does he/she look like? Does he/she have any unusual characteristics? What does his/her face tell us about his/her personality?
- How does he/she walk? Stand? Sit? Does this person lean forward or backward when he/she sits? What does this tell us? Does he/she have any nervous habits?
- What is his/her speech like? Does he/she speak quickly? Loudly? Softly? Only when spoken to? All the time?
- What kind of clothes, jewelry, make-up does he/she wear? What does this tell us about him/her? What about the way he/she wears his/her hair?

### **Personal Characteristics**

- Where is this character now? How can his/her surroundings add to the overall sketch?
- What does he/she do for a living? How does he/she spend his/her spare time? How old is he/she? Does he/she have a nickname?
- What about his/her background? His/her family? What has he/she done in the past? What kind of education does he/she have? What does he/she plan to do in the future?
- What kind of person is he/she? What does he/she value most in life? Is he/she busy? Relaxed? Pleasant? Thoughtful? Intelligent? Loyal? Courageous? Respected?
- What kinds of thoughts are going on inside his/her head? Is he/she an emotional person? What does he/she believe in? What are his/her opinions on the important issues? How does he/she feel about life?

## **Connecting: Bringing It All Together**

Once you have gathered all your details, you need to decide what they all add up to. You need to see your subject as a whole and then select those particular details which will help you recreate this single impression. Very often the impression you choose will be based on a ‘strong characteristic, an incident, or a belief - one which will help your reader see “who this person really is. Here are some questions to get you started:

- ◆ What do other people say about him/her? How do others react to him/her when he or she are around? Is he/she at all contradictory or changeable?
- ◆ What seems to be a common thread or theme about this person that would tie him/her most important characteristics together? Who can you compare him/her to? Who is he/she not at all like? What is your overall impression of him/her?

## **Getting It Down**

There is no right way or wrong way to go about writing a character sketch. What ever works for you is the right way. What you must keep in mind, however, is the goal of this sketch: to present the reader with a single, sharp impression of a fictional character based on a real person using Twain as a resource - and to support that impression with vivid details.

You might, for example, support your impression with a brief description which includes details about appearance, personality, lifestyle, values. You might then include an incident or two, showing your impression to be accurate. You could also describe “a typical day” in the life of your subject in which characters and dialogue are used to bring your subject to life. Or you might include your sketch in a short story.

## **Correcting: Getting it Right**

As with all your writing, you will want to end up with a character sketch you can be proud to share with others. Proofread carefully, Listen as well as look. (Remember: For writing to be “right” it has to sound right as well as be technically correct.) Write or type neatly.

## **Sample Character Sketches**

The samples below are good examples of a character sketch which brings the character to life. It is a good mixture of physical and personal details which let the reader see the subject inside and out.

### **CHERISHED MEMORIES OF TIME GONE BY**

The old man grumbled a bit as he wiped his eye with the back of his gnarled hand. From his perch above the crowd, he watched. He glanced at his wife standing a short distance away. She too was old, but still he saw in her wrinkled face the pretty girl he had asked to share his life. As he watched her, his thoughts began to wander. He thought about the white and blue dishes on which she so proudly served him his first “home-cooked” meal. He seldom thought about such things, but at this moment they seemed very important to him. The chairs, the tables, the curtains, the things that had made the house seem more like a home, all somehow seemed very important to him.

He watched as his wife turned and looked at the seemingly ancient saddles and bridles hanging on the back of one of the wagons. He followed her eyes and found himself thinking about their first team of horses and how hard they had worked together. He remembered the time he had taken the team to the County Fair

horse pull, only to discover he didn't have the three-dollar fee needed to enter.

The auctioneer's voice droned on. He shifted in the seat of his old John Deere. He patted the sweat-worn leather seat. John Deere had been a fine friend; now it would plow someone else's field. The things he had worked for all his life were being auctioned away, piece by piece. He could do nothing but watch. A half century of life and feelings went with each piece. The machinery, the furniture, the land were no longer his, but the farm and the home and the memories were his forever.

### **EXCEPRT ON HUCK FINN FROM THE ADVENTURES OF TOM SAWYER**

Shortly Tom came upon the juvenile pariah of the village. Huckleberry Finn, son of the town drunkard. Huckleberry was cordially hated and dreaded by all the mothers of the town, because he was idle and lawless and vulgar and bad -- and because all their children admired him so, and delighted in his forbidden society, and wished they dared to be like him. Tom was like the rest of the respectable boys, in that he envied Huckleberry his gaudy outcast condition, and was always dressed in the cast-off clothes. So, he played with him every time he got a chance. Huckleberry was always dressed in the cast-off clothes of full-grown men, and they were in perennial bloom and fluttering with rags. His hat was a vast ruin with a wide crescent lopped out of its brim; his coat, when he wore one, hung nearly to his heels and had the rearward buttons far down the back; but one suspender supported his trousers; the seat of the trousers bagged low and contained nothing, the fringed legs dragged in the dirt when not rolled up.

Huckleberry came and went, at his own free will. He slept on doorsteps in fine weather and in empty hogsheads in wet; he did not have to go to school or to church, or call any being master or obey anybody; he could go fishing or swimming when and where he chose, and stay as long as it suited him; nobody forbade him to fight; he could sit up as late as he pleased; he was always the first boy that went barefoot in the spring and the last to resume leather in the fall; he never had to wash, nor put on clean clothes; he could swear wonderfully. In a word, everything that goes to make life precious that boy had. So thought every harassed, hampered, respectable boy in St. Petersburg.

## Character Profile Worksheet

### Basic Statistics

Name:

Age:

Nationality:

Socioeconomic Level as a child:

Socioeconomic Level as an adult:

Hometown:

Current Residence:

Occupation:

Income:

Talents/Skills:

Salary:

Birth order:

Siblings (describe relationship):

Spouse (describe relationship):

Children (describe relationship):

Grandparents (describe relationship):

Grandchildren (describe relationship):

Significant Others (describe relationship):

Relationship skills:

### Physical Characteristics:

Height:

Weight:

Race:

Eye Color:

Hair Color:

Glasses or contact lenses?

Skin color:

Shape of Face:

Distinguishing features:

How does he/she dress?

Mannerisms:

Habits: (smoking, drinking etc.)

Health:

Hobbies:

Favorite Sayings:

Speech patterns:

Disabilities:

Style (Elegant, shabby etc.):

Greatest flaw:

Best quality:

### Intellectual/Mental/Personality Attributes and Attitudes

Educational Background:

Intelligence Level:

Any Mental Illnesses?

Learning Experiences:

Character's short-term goals in life:

Character's long-term goals in life:

How does Character see himself/herself?

How does Character believe he/she is perceived by others?

How self-confident is the character?

Does the character seem ruled by emotion or logic or some combination thereof?

What would most embarrass this character?

### **Emotional Characteristics**

Strengths/Weaknesses:

Introvert or Extrovert?

How does the character deal with anger?

With sadness?

With conflict?

With change?

With loss?

What does the character want out of life?

What would the character like to change in his/her life?

What motivates this character?

What frightens this character?

What makes this character happy?

Is the character judgmental of others?

Is the character generous or stingy?

Is the character generally polite or rude?

### **Spiritual Characteristics**

Does the character believe in God?

What are the character's spiritual beliefs?

Is religion or spirituality a part of this character's life?

If so, what role does it play?