

Mark Twain Boyhood Home & Museum

Lesson Plan for *The Adventures of Tom Sawyer*

Created by: Donna Luetkemeyer, Tress Prenger, Darlene Schanzemeyer,
Stacey Mueller, and Tracy Bauer

School: Osage R-III, St. Joseph, Van-Far Elementary

City: Westphalia, Vandalia State: Missouri

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Hannibal, Missouri

LESSON PLAN FOR *THE ADVENTURES OF TOM SAWYER*

Concept or Topic: Games

Suggested Grade Level: 2-6

Subject: Communication Arts

Suggested Time Frame: Days

Objective(s): Students will identify games of the mid to late 1800s time period and present rules of one game to children of various age levels.

State Standards:

CA5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)

CA6: participating in formal and informal presentations and discussions of issues and ideas

CA7: identifying and evaluating relationships between language and culture

MA1: addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations

SS6: relationships of the individual and groups to institutions and cultural traditions

FA1: process and techniques for the production, exhibition or performance of one or more of the visual or performed arts

PE4: principles of movement and physical fitness

Assessment Options:

Create a separate brochure / poster for each game describing the process, rules, and materials needed. (Spatial)

Demonstrate the game to groups of various age levels. (Interpersonal, Intrapersonal, Verbal/Linguistic, Mathematical, and Bodily/Kinesthetic)

Assessment could also be by individual student, with each student responsible for one game or part of the game (i.e. presenting game, modeling game, gathering supplies, monitoring class, keeping score)

Assessment rubric located in Technology section.

Vocabulary: In making their visual aide or presentation, students need to use authentic vocabulary words from *The Adventures of Tom Sawyer*.

Examples:

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Keeps
Knucks
Gully
War-whooping
Lath sword
Fencing
Caitiff carcass
Accoutrement
Percussion-cap box

Subject Area Integration:

Students will integrate Math, Language Arts, Art, Physical Education, and Social Studies.

Background Information: Students must locate the chosen game in *The Adventures of Tom Sawyer*. Information will be gained by reading and discussion of the text.

Materials:

Materials needed include *The Adventures of Tom Sawyer* book, *Games from Long Ago* by Bobbie Kalman (Crabtree Publishing Co., 1995) resource book, *Schoolyard Games* by Bobbie Kalman and Heather Levigne (Crabtree Publishing Co., 2001) resource book, poster board, art supplies, and materials necessary for demonstrations of their games.

Technology:

<http://www.teach-nology.com/cgi-bin/presentation.cgi> (Rubric for demonstration)
http://www.teach-nology.com/cgi-bin/project_rub.cgi (Rubric for poster / brochure)
www.woodcrafts.com
www.wik.how.com/makeballinacupgame
www.fun.familyedu.com
www.landofmarbles.com
www.scholastic.com/ispy
www.penridge.org/p/p-pastgames.html
www.1900s.org.uk/1900s-streetgames.htm
www.noodletools.com
www.campusschool.dsu.edu/myweb/kids.htm

Related Twain Quotes/Passages:

“Work consists of whatever a body is obliged to do. Play consists of whatever a body is not obliged to do.” – *The Adventures of Tom Sawyer*
“They would rather be outlaws a year in Sherwood Forest than President of the United States forever.” - *The Adventures of Tom Sawyer*

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Lesson Sequence:

Hook/Intro: Teacher model game appropriate to the time period of *The Adventures of Tom Sawyer*. (i.e. Miss Mary Mac, Egg-in-the-Spoon, Tiger in the Corner) See resource books. (5 minutes)

Teaching of the Concept: Discuss different children's activities presented throughout the book. Discuss that materials for the games were household or everyday items. (5 minutes)

Suggested Questions: What did characters from *The Adventures of Tom Sawyer* do during free time? When were students together besides school time to play games? Where were some of the places the children gathered? Where did the children find objects to play games with? (10 minutes)

Learning Activity: Discuss importance of working in groups. Allow students to play modeled game. After playing model game, students will find 1 game to present and demonstrate for a given group of students. This would be an appropriate time for group members to take individual roles if desired. See assessment option. Present rubrics for grading to the students. (20 minutes)

Review/Closure: Reiterate materials, objectives, and evaluations of the game modeled by both teacher and students. (10 minutes)

Homework: Students must find one game from *The Adventures of Tom Sawyer* and prepare an oral presentation and a poster / brochure explaining the rules of the games. Discuss an additional handout clarification.

Strategies for Exceptional Students: Cooperative grouping, demonstration of model game, compare to modern-day games, and research other games played at that time period are all strategies for aiding exceptional students.

Suggested Follow-Up Activities:

- Students could organize a school wide event based on games learned.
- Plan a family night where students teach games to parents and siblings.
- Work on expository writing by having students write out directions for games.
- Create "how-to" videos using a Flip camera on how to play the games.
- Research games from other cultures. Compare/contrast.