

Mark Twain Boyhood Home & Museum
Lesson Plan for *The Adventures of Tom Sawyer*
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School: De Smet Jesuit High School, St. Louis, MO
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Hannibal, Missouri

Title: Medicating Tom Sawyer

“She gathered together her quack periodicals and her quack medicines, and thus armed with death, went about on her pale horse, metaphorically speaking, with ‘hell following after.’ But she never suspected that she was not an angel of healing and the balm of Gilead in disguise, to the suffering neighbors.” The Adventures of Tom Sawyer Ch. 12.

Suggested Grade Level: 10th or 11th Grade English

Time Frame: 5 Days

Objectives:

1. Students will explore the concept of ADD/ADHD and how it applies to Tom Sawyer in novel.
2. Students will define the concept of ADD/ADHD and debate the relevancy of the disorder in Tom Sawyer.

State Standards: Missouri Show-Me Standards:

CA1, CA2, CA, CA4, CA5, CA6, H/PE3, S3

Goals:

G1.1, G1.2, G1.4, G1.5. G2.1, G2.3, G2.4, G2.7, G3.3, G3.4, G3.5, G3.6, G4.1, G4.6

Assessment and Evaluation:

Discussion and Graded Debate

Writing – Notes and Reflection/reaction

Language/Vocabulary: Scientific Definitions from related articles

Integrated Curriculum: This lesson will integrate Communication Arts, Health/Physical Education, and Science. The students will read the material, respond orally and in written form on topics in Health and Science in response to pharmaceuticals used to treat ADD/ADHD with a debate over the character of Tom Sawyer.

Materials: *The Adventures of Tom Sawyer* – End of book lesson

Handout for Comparison – see attached

Computer Tablets with access to Internet

Technology:

Websites: Adult – Child – ADD – ADHD

www.adult-child-add-adhd.com

Children and Medication: Generation “Med”? by Linda J. Banks

<http://www.helium.com/items/228343-children-and-medication-generation-med>

Lesson Plan:

A. Introduction: After having finished the novel, tonight for homework, ask yourself if you would want Tom Sawyer to be your friend? Just in your notes write out reasons to be friends with Tom and reasons to stay away from Tom. Tomorrow during class, these reasons will start the discussion of the Character of Tom Sawyer.

B. Lessons:

Day 1: Discussion: Start by reviewing the reasons to be Tom's friend and the reasons to stay away from Tom.

- 15 minutes

After the Discussion, pass out the handout for brainstorming – see attached. They brainstorm from the novel how Tom acts indoors versus how he acts outdoors. "Tom's Antics"

- 30 Minutes.

Homework: At the end of class give the students the following website to read:

Adult – Child – ADD – ADHD

www.adult-child-add-adhd.com

Under General Info – read subheadings

Definition of ADHD and ADHD Symptoms

Under Help – read subheadings

ADHD Medication and ADHD Treatment

Under Child – read subheadings

ADHD Child and ADHD Teen

Day 2: Discussion: Start by reviewing the handout on how Tom acts in the different locations in the novel.

- 15 Minutes

Discuss the background information that the students read over the evening.

Open discussion about ADD/ADHD in the classroom, make it personal:

1. Do they know students who are diagnosed with ADD/ADHD?

2. Do the pharmaceuticals make a difference if they students take them?

3. Is it easy to get diagnosed?

4. When were these students diagnosed, do they know?

5. Finally is Tom ADD/ADHD?

- 30 Minutes

Homework: At the end of class give the students the following website to read:

Children and Medication: Generation "Med"? by Linda J. Banks

<http://www.helium.com/items/228343-children-and-medication-generation-med>

Respond to the article in a paragraph:

Which side does Mrs. Linda J. Banks take on the side for or against Medicating Tom?

Day 3: Collect Homework and use the article as a starting point for debate showing how Mrs. Linda J. Banks makes her argument by dissecting the article.

- 10 Minutes

Debate preparation: Randomly divide the class into three:

1. Tom has ADD/ADHD.
2. Tom does not have ADD/ADHD.
3. Jury.

Use the entire class period to prepare for the debate tomorrow. Using the internet and the websites already provided, allow the students free reign to explore the concepts of ADD/ADHD to develop their argument for or against medicating Tom.

By the end of class, the students should have a well defined argument for or against Tom, have them submit their argument in a one sentence thesis.

- 30 minutes

Debate tomorrow

Day 4: Debate

Put the For Medication on the Right side of the room and the Against Medication on the Left side of the room and the Jury along the back wall.

Flip a coin to decide who goes first.

Teacher should only mediate if teams attack one another on a personal level, other than that, let the Jury decide the winner.

Allow for an opening argument on each side and then open the floor for point counter point. Allow them to use the Internet for quick facts but they should already have prepared arguments.

- 35 minutes

Deliberation: Allow the Jury ten minutes to decide the winner. Winner gets extra credit points?

C.

Closure:

Homework: Write a formal reflection:

1. What is the purpose of Debate? How did it work in this class?
2. Did you learn something new about ADD/ADHD? If so what?
3. Despite your side of the debate, do you think Tom should be medicated? Why or why not?
4. Is there a bigger issue with medicating children for behavior, if so, define it and explain the issue?

Day 5: Share

Students will share their formal reflection in class. The class will also review Chapter 12 and go over the concept of Frontier Medicine versus Modern Medicine to bring the discussion back to the text. Has the idea of medicine changed over time or is it still more or less the same?

- 45 Minutes

Handout: Tom's Antics
Some Focus Chapters for Inside: 5,6,12,21
Some Focus Chapters for Outside: Rest of the Novel
List Tom's Behavior in specific places.
List Chapters and Antics

Inside: Church, School, House Social Structures	Outside: Fields, Streets, Playgrounds Natural Structures