

Mark Twain Boyhood Home & Museum

Lesson Plan for *Tom Sawyer* Character Sketch

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School: Scotland Co. R-1 School

July 12-16, 2010 – Summer Teachers' Workshop
Hannibal, Missouri

Concept or Topic: Character Sketch	Suggested Grade Level: 5-8
Subject: CA	Suggested Time Frame: 1-2 class periods
Objective(s): Students will write a brief, one paragraph description of a character of their choice. The description will include vivid details which allow a peer illustrator to draw a portrait of a complete character sketch. The description will include at least six descriptive physical attributes of the character.	
State Standards: Missouri's: Show-Me Standards: (CA) 1. speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 2. reading and evaluating fiction, poetry and drama 6. participating in formal and informal presentations and discussions of issues and ideas (Fine Arts) 1. process and techniques for the production, exhibition or performance of one or more of the visual or performed arts.	
Assessment Options: Peer Assessment (Snowball Activity)-Students will stand in a circle and crumple their own character sketch description into a snowball then toss it in the air. Each student will pick up a snowball and take turns reading them aloud to the class. Each student will be given a small sticky pad of yellow post-its. After each description is read, students will place the sticky note on whichever sketch they think matches the description best. After each student has had a chance to read their snowball, then teacher determine if correct matches are made followed by a discussion with the most matches.	
<u>Teacher Assessment (Scoring Guide)</u> Character Sketch Description (Includes 6 details) 0 1 2 3 4 5 6 Character Sketch (Drawing includes 6 details) 0 1 2 3 4 5 6 Grammar & Usage in Paragraph 0 1 2 3 4 5 6 Group Participation in Snowball Activity 0 1 2 3 4 5 6 Vocabulary and citation 0 1 2 3 4 5 6	

<p>Vocabulary: Students choose specific character details as found in <i>Tom Sawyer</i>, such as idle, gaudy, outcast, drunkard, pantalettes, plaited.</p>
<p>Subject Area Integration: Art</p>
<p>Background Information: Students will have read an annotated text of <i>Tom Sawyer</i>.</p>
<p>Materials: Copy of <i>The Adventures of Tom Sawyer</i>, white drawing paper, colored pencils, selected readings from the book, post-its, writing paper, and pencils.</p>
<p>Technology: http://twainquotes.com/ http://marktwainmuseum.org/ http://etext.virginia.edu/railton/about/srchmtf.html</p>
<p>Related Twain Quotes/Passages: Huckleberry Finn description in <i>Tom Sawyer</i> from chapter 6 pages 47-48.</p>
<p>Lesson Sequence:</p> <p>Hook/Intro: Teacher will read a character sketch of a well-known school figure (i.e. principal, secretary, etc.), without revealing the identity of the person described. Students will then guess at the person's identity.</p> <p>Teaching of the Concept: Teacher will explain the importance of creating vivid mental images of characters in text or even real life, using the hypothetical example of having to give a good description of a missing person or a criminal to the authorities.</p> <p>Suggested Questions:</p> <p>What type of descriptive words, physical or emotional, are we looking for in our text?</p> <p>--Now read Huck Finn's description from <i>Tom Sawyer</i>. What visual picture came to your mind of Huck? Open discussion for suggestion from the class using vocabulary.</p> <p>Learning Activity:</p> <p>Students will choose a character from <i>Tom Sawyer</i>. Each student will then write a short character sketch of the chosen character using descriptive words from the text. They will include citation of where they found the descriptive words in the text. Next, the student will draw a picture of their character, making sure to include details from their own description. Students will then pair up and trade character sketches. Partners will read each other's descriptions and then draw a picture of the character described, making sure to follow the details given in their partner's description.</p> <p>Review/Closure: Partners will then share their pictures with each other, comparing and contrasting the depictions of each.</p>

Homework: If paragraph description and sketch are not completed by the conclusion of first day, it will be assigned as homework so as to be completed and prepared for day two activities.

Strategies for Exceptional Students: Student can give an oral character sketch to his/her partner, and the partner can draw as they describe.

Suggested Follow-Up Activities:

- Have a sketch artist come to the classroom and sketch his version of a given character, based on a class-generated description.
- Apply the same concept to settings (or events) described in the book.
- Compare and contrast Twain's description of Huck Finn (vivid) with that of Tom Sawyer's (few details).