

Mark Twain *The Adventures of Tom Sawyer*

Lesson Plan for Life Values/Community Involvement

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Hannibal, Missouri

Preserving Our Community History

LESSON PLAN FOR <i>The Adventures of Tom Sawyer</i>	
Concept or Topic: Character Values	Suggested Grade Level: Grade 7 (can be modified for other levels)
Subject: Language Arts	Suggested Time Frame: Five to Six Weeks
Objective(s): Students will identify text which gives examples of life values learned by Tom Sawyer. Through reading and discussion, students will keep a journal, citing text and page numbers substantiating Tom's learning of life values. Students will demonstrate knowledge and application of character values through one of the following writing assignments: memoir, soliloquy, short drama.	
State Standards: Standard 1 READING: Word Recognition, Fluency, and Vocabulary Development Standard 2 READING: Reading Comprehension Standard 3 READING: Literary Response and Analysis Standard 4 WRITING: Writing Process Standard 5 WRITING: Writing Applications Standard 6 WRITING: Written English Language Conventions Standard 7 LISTENING AND SPEAKING: Listening and Speaking Skills, Strategies and Applications	
Assessment Options: Student journals will be monitored by the teacher to determine student understanding of text that substantiates Tom Sawyer's learning of life values. State rubrics for writing applications and language conventions with a score of 6 and 4, respectively, will be used for assessment. Throughout the reading of the book, students will routinely be tested on designated spelling-vocabulary words, along with specialized vocabulary words of this lesson plan, interspersed. Pre-assessment of digital presentations on CD tour of Hannibal, and cemeteries of Hannibal, Missouri, along with introductory writing assignments for building mood and background knowledge, will be assessed objectively through "completion point" format from journal responses, and oral sharing in the classroom.	
Vocabulary: friendship, patience, cooperation, caring, integrity, initiative, flexibility, perseverance, responsibility, organization, sense of humor, effort, common sense, problem-solving, curiosity. Students will learn the definition and synonyms for these	

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words. Usage will be practiced in journal work, following reading and discussion of these life values in the book, *The Adventures of Tom Sawyer*.

Subject Area Integration: Social Studies.

Background Information: Students will build or tap into their background knowledge of a small town community. Students will compare and contrast their community of Rensselaer, Indiana, with the community of Mark Twain's, Hannibal, Missouri. Students will also compare and contrast themselves, peers/and or community members with characters in *The Adventures of Tom Sawyer*, through journal writing prompts.

Materials:

- Student Journals
- tag board strips of vocabulary words for word wall
- Mark Twain *The Adventures of Tom Sawyer*
(The Authoritative Text From the Mark Twain Project)
- Mark Twain's Book for Bad Boys and Girls*
- Rubrics for Writing Applications and Language Conventions
- Writing Samples of a Memoir, Soliloquy, and Short Drama
- Mobile lab or Computer lab, scheduled for student writing
- Flash Drive for each student
- If possible, school software for peer editing and school access to home email account

Example listings of passages that teach the following life values:

Problem-solving Chapter 2, pp11-16 Tom gets out of whitewashing the fence.

Caring Chapter 19, pp144-146 Tom tells Aunt Polly that he loves her.

Integrity Chapter 20, pp151-152 Tom comes forth and takes Becky's punishment.

Technology:

www.twainquotes.com

(site to view rubric of Writing Applications Overview Grades 5-12, (pp3-8)

http://www.doe.in.gov/istep/2009/pdf/5-12_WA_WP_Rubric.pdf

(site to view Language Conventions Rubric Grades 5-8

http://www.doe.in.gov/istep/2009/pdf/5-8_LC_Rubric_3.pdf

CD Mark Twain Teacher Workshop 2010/Tom Sawyer Virtual Tour

CD Your Hometown community –Virtual Tour of similar sights for compare/contrast discussion and writing.

Related Twain Quotes/Passages:

Example Twain quote from *The Adventures of Tom Sawyer*, "in order to make a man or a boy covet a thing, it is only necessary to make the thing difficult to attain" p16 This quote comprises Tom's newly learned wisdom of how to have his friends complete his work.

Lesson Sequence:

Lessons are planned for a 40 minute class period.

Hook/Introduction: (4 – 5 class periods)

Students will view CD of Mark Twain's Hannibal, Missouri, alongside CD of their community of Rensselaer, Indiana. Discuss. Respond with journal prompt.

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Alternate days of viewing with reading excerpts of character descriptions from *The Adventures of Tom Sawyer* and *Mark Twain's Book for Bad Boys and Girls*. Discuss. Respond with journal prompt. Begin with 30 minutes of view/discuss, or read/discuss and 10 minutes of writing. Transition to 20 minutes of view/discuss or read/discuss and 20 minutes of writing.

Teaching of the Concept: (4 – 6 Weeks)

After reading passages, explain character values that Tom Sawyer learns. Discuss. Summarize.

Suggested Questions:

Chapter 2 "*Whitewashing the Fence*" (Example Questions)

(Rote recall) Can you name two of three ways that Tom disobeyed?

A: Tom played hooky from school.

Tom lied to Aunt Polly.

Tom was caught getting home late by his Aunt Polly as he climbed in the window.

(Cause/Effect) What was the result of Tom's disobedience?

A: Tom was ordered to spend his Saturday holiday whitewashing the fence.

(Explain/Justify) How do you think Tom felt about his punishment? What line(s) of text can you offer to support your response?

A: Tom was downhearted and could not help but think of what he would rather do than whitewash the fence.

P 12 "He began to think of the fun he had planned for this day, and his sorrows multiplied."

(Sequence) How did Tom **problem-solve** "getting out of" whitewashing the fence? Can you recall the order of his plan?

A: Tom tricked Ben Rogers into thinking that "not just anyone" could white wash a fence. This made Ben want to whitewash the fence to the point that he had to beg Tom, and finally, bribe him with the core of his apple...*(pp15-16, Chpt.2, rest of sequence)*...and by the middle of the afternoon, Tom had acquired a wealth of treasures while he watched his friends whitewash the fence.

Learning Activity:

Complete journal prompt, demonstrating knowledge and application.

(Example) What is a chore(s) or requirement that you must complete? Explain. Make a list of items that you would be willing to trade to get out of a required chore or school assignment.

Review/Closure:

Begin or add to the word wall titled, **Values of Tom Sawyer's Character**, the word for the newly discovered value from the whitewashing passage –**problem-solving**.

Homework:

(Example Assignment:)

Re-read Chapter 2, pp10-16. With what you know of Tom's character up to this point, predict what other qualities/character values a leader should possess in addition to being a problem-solver.

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Assignment due: Following day

Assessment: Create list of predicted values. In-class journal response -student will select 3 character values of a leader and explain why these are the most important.

Final Assessment Writing Assignment: Memoir, Soliloquy, Short Drama
(Example) As reading unfolds, and prominent characters of Tom, Aunt Polly, Huckleberry Finn, Becky Thatcher, and Injun Joe form a sound development, introduce example writing assignments through remaining days of reading.

Memoir – a narrative composed from personal experience

(Example Focus) Tom and the Boys Run Away

(Example of General Focus Prompts for Memoir Writing)

- What character will you be?
- What event will you write about?
- How will you include Twain's wit and humor in the memoir?
- What life value(s) will the reader discover in your memoir?

Soliloquy – a dramatic monologue that represents a series of unspoken reflections

(Example Focus) Aunt Polly

(Example of General Focus Prompts for Soliloquy Writing)

- What character do you feel needs to get a message to the audience?
- What aspects of the character's personality will be included in the soliloquy?
- How will you include Twain's wit and humor in the soliloquy?
- What life value(s) will the audience identify in your soliloquy?

Short Drama – a composition intended to portray life or character, or tell a story usually involving conflicts and emotion through action and dialogue

(Example Focus) Tom and Becky Contemplate Marriage

(Example of General Focus Prompts for Short Drama Writing)

- Determine an event that would create effective dialogue.
- How many characters will be needed? How can you concisely create dialogue to move the story line along?
- Where and how will you incorporate Twain's wit and humor into the script?
- Will the audience be able to identify a life value(s)?

Complete the introduction of the 3 writing examples over 5 – 7 days, using part of a 40 minute class period each day

-Allow students selection time for writing genre and organization of writing thoughts, through journal noting, or handouts of graphic organizers.

-Require primary typing to be done during class for teacher monitoring

(Allow students to work on draft outside of class time, but require outside work to be present during class writing time.)

-Schedule computer lab time for typing drafts, revision time, and peer editing time.

-Discuss rubric in between student drafting.

-Teacher determines if any/or how many revisions will be submitted with the final draft.

-Set deadline of due date (*Hint: Due dates of the second or third day of a school week are very helpful for students of this grade level, who want to have a non-school day, such as a weekend, to make final revisions.*)

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Strategies for Exceptional, and Remedial Students:

- Read aloud for all ability levels to meet the following objectives: (Examples)
 - -Correct modeling of dialect
 - -Develop and share appreciation with students of Twain's humor and wit
 - -Provide oral reading for the range of student reading and comprehension levels
- Differentiate vocabulary
- If necessary, consider differentiating text levels of *The Adventures of Tom Sawyer* (Example) Intermediate Level: Classic Starts *The Adventures of Tom Sawyer*, Retold from the Mark Twain Original ISBN# 978-1-4027-1216-6
Struggling Reader: A Classic Retelling, *The Adventures of Tom Sawyer*, nextext, ISBN# 13: 978-0-618-12053-6
- Differentiate writing prompt for the 3 genres of writing to accommodate levels of ability (Example)
Advanced: Soliloquy –The writer must show evidence of at least 3 episodes from the book in the creation of the soliloquy.
Struggling Writer: -Create drama script created through "Reader's Circle" format.

Suggested Follow-Up Activities:

Following approval from your school principal and/or School Board Trustees, establish communication and working relationship with these community entities:

- County Historical Society
- Community Public Library
- Community Chamber of Commerce
- Community Superintendent of Parks and Cemeteries
- Local Newspaper

Suggested Follow-Up Plan:

- **Explain** to local newspaper the following plan of sharing student work as an investment for community restoration and beautification. **Request** coverage.
- **Invite** guest speakers to your classroom, such as a member of your county historical society or a superintendent of county cemeteries, to discuss the oldest cemetery within the city limits.
- **Determine** potential number of writing assignments to be created by students.
- **Solicit** community businesses to sponsor public presentation of student writing.
- **Arrange** for memoirs to be read, and soliloquies and short dramas to be performed publicly at the local library.
- **Chronicle** performances, where possible.
- Students or Teacher –**create** program for performances, acknowledging Sponsors and other important contributions.
- **Use** proceeds from sponsors to purchase materials for flower and tree planting, fence painting, weed pulling, clipping, etc., for cemetery restoration and beautification.
- **Set a monetary goal** of what you will raise.
- **Erect** a section of board fence or corner fence that enhances your school yard.
- As business establishments commit to sponsorship, gradually **whitewash** the boards of the fence.
- If planned carefully, the fence could be a permanent ornamentation of aesthetic value in your school yard, with a collection of perennials and other flowers, landscaped alongside.

Prototype Example of a Student Soliloquy

Aunt Polly

Where is that boy? Every time I turn around, he disappears.

Oh, hello there. If you'll excuse me for just a bit, I'll be with you soon.

Tom! Ohh Tom! Tom! Youhoo, Tom! What's gone with that boy, I wonder?

He's not out among you, is he? Don't bother, while I look over my spectacles, here. He must be somewhere; I know he is! I'm sure he is close by. Let me put my hands to my mouth and... Y-o-u-u, Tom! I never did see the beat of that boy. Just when I thought maybe he was startin' to walk a straight path, he darts right by, with his hands and his face full of jam. I've tol' that boy forty times to let that jam alone, or I would have to skin him. But no, I cain't even do that. Just when I am about to lay the switch on him, he flees from my wrath.

Oh, hang that boy! Cain't I never learn anything? Sometimes I just have to laugh. The problem is, Tom never plays the same trick twice. How can I ever know what's coming? I just worry so that I ain't doing my duty by that boy. You know that's the Lord's truth. I'm sinning for us both, but laws-a-me, he's my own dead sister's boy, poor thing! If I let him off the hook, or give him a licking, either way my conscience torments me. I fear that he doesn't see my punishment as my love for him.

Sure enough! I catch him every now and then, when he least 'spects it, if I'm not too tuckered out. If Sid weren't such a snitch, I'd get no help. Playing hooky from school, goin' swimmin', and sneakin' through the window well past bedtime –there's no end in sight to the boy's antics!

Ahaa! Caught you are there sonny! And for this, your behavior makes me adamant in that I will be turning your Saturday holiday into hard labor. You WILL whitewash the fence!!

Prototype Example of Student Memoir

Tom Sawyer

Life wasn't always just the way I wanted it to be, but manipulation was a key ingredient. I lived with my Aunt Polly and step-brother and sister, Sid and Mary. Whenever I could get around Aunt Polly's rules and regulations, I could get on with my playmates and my love life. I remember one of my closest friends, Joe Harper. He was what I would call my bosom friend. I was in charge of a military company and Joe was in charge of another. We were both generals and we would meet in the public square of our village to do battle. Together, we played Robin Hood on Cardiff Hill in the small town of St. Petersburg. This hill was high and vast with trees and entanglements that overlooked the Mississippi River. Cardiff Hill was our very own Sherwood Forest.

One time, when I wasn't winning the affection of the new girl of the village, Becky Thatcher, the way I ought of, and I had just received an awful trouncing from Aunt Polly for giving painkiller to Peter, our cat, I felt unloved and driven to leave. I planned to run away. Joe and I always wanted to grow up to be pirates. Now was our chance. I made plans with Joe and Huckleberry Finn to come along. Joe had just received a whipping from his mother for drinking cream which he had never tasted, nor knew anything about, so he enlisted in the adventure right away. Huckleberry didn't have any family, but a pap, who was the town drunkard. Our parents didn't like for us to keep acquaintance with Huck; he was considered to be ragged and lawless and the pariah of St. Petersburg. Secretly, I was glad that he agreed to come along. Huck Finn could live off the land better than any boy I knew. The three of us ran away to Jackson Island.

My plan was to teach Aunt Polly and Becky Thatcher, and even the whole village, for that matter, a lesson. Much to my surprise, I was the one who learned a lesson. We laid by the best of plans; leave at midnight, catch a small raft log, bring hooks and lines, take along or steal provisions, and be sure to spread the news that pretty

soon, the town would “hear something.” That first morning we woke up and built a roasting fire. We feasted on bacon and half of our stock of cornpone. Hucky and I took in a good laugh when I reminded Joe that life was better as a pirate, than a hermit. Leastways, we could now be respected. In between our jousts of pirating we rested. The silence of the woods pervaded and the feeling of loneliness, we concealed from each other. I didn’t know for sure if I would have the courage to live out this runaway adventure to the end.

My thoughts of loneliness were interrupted, with the booming of a cannon in the distance. Huck informed us that shooting a cannon over the water was a way to make a drowned body float to the top. Upon my revelation, I told Joe and Huck that the drowned bodies sought, were us. Now, without even being at St. Petersburg, I was basking in the satisfaction that my lesson was coming to fruition among the people of the village. We relished these thoughts until nightfall, when loneliness overtook us again. After Joe and Huck fell asleep, I stole away, temporarily, back home.

Within the morning of night, my turn for a lesson unfolded vividly before my eyes. Aunt Polly and Sereny Harper, Joe’s mother, were having a tearful vigil about me and Joe. After I had longed to receive pity, Aunt Polly’s crying praise of me being the best-hearted boy she ever knew, choked my breath. I was afraid to breathe under that bed for fear of being found and ruining her tender confession of love. As much as I was savoring what I was hearing, I was just as fearful that I couldn’t keep myself from joining the wailing. I don’t know how a boy is supposed to know when somebody loves them. I don’t believe I would have ever learned this lesson if I had not stole away. It’s only natural to love a person, and you can’t help but care about them too. My mind was humming with a solution of how we could return to St. Petersburg, maintain our respect, and set all aright with the village again.

Prototype Example of Short Student Drama

Tom and Becky Contemplate Marriage

(Cast In Order of Appearance)

Narrator

Tom

Becky

Properties: Bench, Slate, Chalk

NARRATOR: When school broke up at noon, Tom hurried to Becky Thatcher and whispered in her ear.

TOM: *(Entering stage left and crossing to Becky, center stage to whisper loudly in her ear)* Put on your bonnet and let on like you're going home. When you get to the corner, give the rest of 'em the slip, and turn down through the lane and come back. I'll go the other way and come it over em' the same way. *(Tom exits stage right as Becky exits stage left)*

NARRATOR: *(Moving to center stage, behind bench)* So the one went off one group of scholars, and the other with another. In a little while the two met at the bottom of the lane, and when they reached the school, they had it all to themselves. *(Narrator pauses as Becky and Tom return to stage and are seated on bench)* They sat together with a slate before them, and Tom gave Becky the chalk and held her hand in his, guiding it, and so created a surprising house. When the interest in art began to wane, they fell to talking. Tom was swimming in bliss. *(Narrator backs away, fading from the scene)*

TOM: *(Turning to Becky)* Do you love rats?

BECKY: No! I hate them!

TOM: Well, I do, --live ones...But No! I mean dead ones, to swing around your head with a string.

BECKY: No, I don't care for rats much anyway. What I like is chewing gum.

TOM: Oh, I should say so! I wish I had some now!

BECKY: Do you? I've got some. I'll let you chew it awhile, but you must give it back to me.

TOM: Hey Becky, was you ever at a circus?

BECKY: Yes, and my pa's going to take me again sometime, if I'm good.

TOM: I been to the circus three or four times – lots of times! Church ain't shucks to a circus. There's things going on at a circus all the time. I'm going to be a clown in a circus when I grow up.

BECKY: Oh you are! That will be nice. They're so lovely, all spotted up.

TOM: Yes, that's so. And they get slathers of money – most a dollar a day, Ben Rogers says. Say, Becky, have you ever been engaged?

BECKY: What's that?

TOM: Why engaged to be married.

BECKY: No.

TOM: Would you like to?

BECKY: I reckon so, I don't know. What is it like?

TOM: Like?! Why, it ain't like anything. You only just tell a boy you won't ever have anybody but him, ever, ever, ever, and then you kiss and that's all. Anybody can do it!

BECKY: Kiss, *(leaning sideways from Tom in disbelief)* What do you kiss for?

TOM: Why, that you know, is to – *(frustrated)* – well, they always do that!

BECKY: Everybody?

TOM: Why yes, everybody that's in love with each other!

NARRATOR: *(Becky and Tom lean in toward each other, as Becky pulls the slate up to cover their faces. They freeze as the Narrator enters and stops center stage behind the bench.)* As you can see, Becky didn't ponder this thought for long. It sounded like a splendid idea!