

Mark Twain Boyhood Home & Museum

Unit Plan for *The Adventures of Tom Sawyer* “Strong Temptations aka Fence Painting”

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School: Hannibal High School

Hannibal, MO

Mark Twain Teachers’ Workshop--July 15, 2018

Hannibal, Missouri

“Strong Temptations aka Fence Painting Scene”

UNIT PLAN for *The Adventures of Tom Sawyer* by Mark Twain

Concept or Topic:

Mark Twain’s Tom Sawyer, still alive
Hannibal.

Suggested Grade Level(s)/Course:

Special Education Resource English 9-12

Subject:

Literature/Writing/Social Studies

Suggested Time Frame:

60 min. per block, 7 days (3 weeks)

Objective(s):

1. Students in English 3 Resource will be able to identify landmarks of Hannibal, MO with the setting in Mark Twain’s, “The Adventures of Tom Sawyer.”
2. Students in English 3 Resource will be able to describe the time period in which *The Adventures of Tom Sawyer* was set.
3. Students in English 3 Resource will be able to define 20 vocabulary words with at least 80% accuracy (16 out of 20).
4. Students in English 3 Resource will be able to state three reasons why Mark Twain and Tom Sawyer are important to the residents of Hannibal, MO.

Common Core State Standards:[CCSS.ELA-LITERACY.L.9-10.6](#)

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

[CCSS.ELA-LITERACY.RL.9-10.4](#)

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

Assessments (at least two):

- Mark Twain Kahoot Pre and Post Assessments
- Timeline of Historical Events from 1835-1910
- Vocabulary Tests

Vocabulary (Tiers 2 & 3):

*Issued, reposeful, melancholy, absorbing, expeditions, inspiration, ridicule, anticipation, melodious, slackened, ponderously, laborious, reluctance, alacrity, dilapidated, covet, attain, obliged, privileged, substantial,

*skylarking, personating, surveyed, druthers, daintily, particular, jeer, fagged, idle, hove

Subject Area Integration: Language Arts, American History, Mathematics, Art, Science

Background Information Required for Unit:

- The activities listed would be **PRIOR TO** lesson beginning.
- Timeline of Historical Events from 1935 to 1965.
- Field trip to Mark Twain Museum and boyhood home.
- Mark Twain Internet Scavenger hunt.

Materials

- Pre and Post assessment Kahoot
- Printed copies of Chapter 2 of *The Adventures of Tom Sawyer*
- Markers, colored pencils, butcher paper, scissors, glue
- Worksheets for each student
- Binder for each student
- Journal Notebook

Technology:

- Chromebooks with internet access
- [Tom Sawyer Movie](#) - whitewashing scene

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 ch. 2, 1876*)

“I do not like work even when someone else is doing it” *Mark Twain (2015). “Bite-Size Twain: Wit and Wisdom from the Literary Legend”, p.91, St. Martin's Press*

Lesson Sequence:**Day 1: (60 minutes)**

Hook/Intro: Have students log into their chromebooks and go to [Kahoot.it.com](https://kahoot.it.com)

Mark Twain Pre-assessment [Mark Twain/Hannibal Kahoot](#)

Teaching of the Concept(s):

1. The student will gain knowledge of Mark Twain and his life.
2. The student will gain knowledge of the time period in which Mark Twain lived.

Suggested Questions:

1. Who knows who Samuel Clemens was?
2. Who knows what Samuel Clemens did for a living?
3. Who knows his connection to Hannibal?
4. What time period did Samuel Clemens/Mark Twain live in Hannibal?
5. Was that pre or post Civil War?
6. Who knows any of the writings of Mark Twain?

Learning Activity:

1. Pass out a copy of the Mark Twain Internet Scavenger Hunt (questions and Key included at the end of Unit). Have the students go to the links written on the Scavenger Hunt to find the information to fill complete it.
2. Watch "Biography of Mark Twain" [Mark Twain Biography](#). Have the students correct any information they can on their kahoots and Scavenger Hunt.

Review/Closure:

1. Review answers to Internet Scavenger Hunt.
 2. Reminder that we will be going to the Museums to get an understanding of where events were located when Samuel Clemens/Mark Twain was a boy.
-

Day 2: (60 minutes)

Hook/Intro: Talk about the places we will be visiting.

Teaching of the Concept(s):

1. The student will gain knowledge of the connection between Mark Twain and Hannibal, MO.
2. The student will explore the meaning of descriptive words from the text to increase comprehension of the passage.

Suggested Questions:

1. Who has been to the Mark Twain Museum or any of the other Mark Twain places offered here in Hannibal?
2. What did you learn about Mark Twain on your tour of the Mark Twain Museum and Mark Twain Boyhood home?
3. What did you learn today about Mark Twain that you did not know?
4. Did you have any trouble finding any of your items on the Bingo Sheet?

Learning Activity:

1. The student will go on a field trip to Mark Twain Museum and Boyhood home.
2. Each student will pick up at least two brochures to use in the following class period.
3. The student will complete the Mark Twain Bingo Worksheet while touring the museums.

Review/Closure:

1. As a class go over the Bingo Sheets.
-

Day 3: (60 minutes)**Hook/Intro:**

Have the students lay out their brochures and ask the students which ones look the most interesting and why?

Teaching of the Concept(s):

1. The students will increase their skills in informational reading by browsing through Hannibal Travel brochures and Hannibal website. [City of Hannibal Website](#)

Suggested Questions:

1. How many brochures did we bring back?
2. How many different kinds of brochures did we bring back?
3. Read through one of your brochures. Tell at least two things you now know about Hannibal that you didn't know before.
4. How many festivals does Hannibal have per year?
5. Are there any festivals that are directly related to Mark Twain or Tom Sawyer?
6. What are some of the activities that are going on during The National Tom Sawyer Days?
7. What time of the year are The National Tom Sawyer Days held?

Learning Activity:

1. After looking at the brochures and Hannibal website, the students will write a paragraph Otelling about the two new things they learned they could do in Hannibal and include any places in Hannibal they would like to visit.
2. The students will define vocabulary words 1-10.
3. Students will do Quiz, Quiz, Trade to review for vocabulary quiz in the next class.

Review/Closure:

1. The student will complete an Exit Ticket.
-

Day 4: (60 minutes)

Hook/Intro: Treat one of the students as the favorite. Treat the others like they are an annoyance.

Teaching of the Concept(s):

1. Writing in complete sentences using descriptive language and correct punctuation.
2. Listening for comprehension.
3. Understanding word meaning using context.
4. Describe main character.

Suggested Questions:

1. How did it feel when I singled out “Student” and treated them like they were special and the rest of you couldn’t do anything right?
2. What kind of boy do you think Tom Sawyer is?
3. What kind of boy do you think Sidney is?
4. Why do you think Aunt Polly was so mad at Tom at the dinner table?
5. Have you ever done something you knew was wrong and tried to cover it up?
6. Did you get away with it or did you get caught like Tom? What happened to you?

Learning Activity:

1. The student will write a Journal Entry for the prompt: In at least 5 complete sentences describing how it felt to be one of the ones who was or was not the favorite. How do you think the other students felt? Write it on the board for them to copy.
2. The teacher will read Chapter 1 to the students, then discuss what happened in the chapter. [chapter 1 Tom Sawyer](#)
3. Review Vocabulary words 1-10, using the “Quiz, Quiz, Trade” method. (Pair students and pass out the cards. They will read their vocabulary word to quiz their partner. Then they will trade cards and find new partners. Repeat the process until everyone has partnered and repeat the questioning.)
4. The students will finish Vocabulary 11-20 of the Vocabulary worksheet.
5. As a class, discuss characteristics of Aunt Polly and Sidney. In pairs, students will complete a character sheet for Tom. Compare your character sheet with the other students in the class.

Review/Closure:

Review the vocabulary quiz #1

Day 5: (60 minutes)**Hook/Intro:**

1. Watch movie clip of chapter 1.
2. Take a survey of the students.

What is the chore you have to do around the house that you hate the most? Write responses on the board. Then introduce Ch. 2 by reminding them that in Ch. 1 Tom had gotten into trouble for playing hooky from school. Now he is paying the consequence by being required to do an extra chore.

Teaching of the Concept(s):

1. The students will use context clues to understand the meaning of unknown words.
2. The students will write their answers in complete sentences using correct grammar.

Suggested Questions:

1. We have read chapter 1. Has the language used in the chapter been difficult for you to understand?
1. Have you ever read something and you came across an unknown word? How did you figure out what it meant?
2. How many know the meaning of the words (name the ten words that are on the TAoTS Fence Painting-Guess the Meaning worksheet)?
3. How hard was figuring out the words using the context clues?
4. Were you close with your guess?

Learning Activity:

1. Using the Worksheet titled "TAoTS Fence Painting-Guess the Meaning," students will work in pairs. The students will read the short passage then write a sentence that explains what they think the **bold** word means. Then as a group, the students will compare the meanings of the bold words. Finally, the teacher will give the correct meaning.
2. Have the students read Chapter 2. Have the students highlight any words they do not know.

Review/Closure:

Check to see how many students are not finished reading and have them come back for homeroom to finish.

Day 6: (60 minutes)

Hook/Intro: Listen to [Chapter 2 Tom Sawyer](#)

Teaching of the Concept(s):

1. The students will be able to tell the sequence of events in the chapter using the "Who has, I have" activity.
2. The students will be able to answer comprehension questions about Chapter 2 in a class discussion.

Suggested Questions:

If Tom had had to whitewash the fence, what do you think he would have done instead?

1. Besides being Saturday, what was special about the day?
2. What did you do the first Saturday after school got out for the Summer?
3. How much area did Tom have to whitewash? $90' \times 9' = 810 \text{ sq ft}$

4. How did Tom first try to get out of whitewashing the fence?
5. Who knows what the word “barter” means?
6. Who was the next person Tom tried to get to do his job? Did he succeed?
7. What was Ben Rogers pretending to be? How can you tell?
8. Why does Tom resume painting as he and Ben talk?
9. Can you act out how Tom was painting when Ben arrives? (surveyed with an artist’s eye, daintily, added a touch here and there, criticized the effect again) ·
10. Why is Tom reluctant to give Ben the paintbrush?
11. What effect does Tom’s hesitation have on Ben?
12. When Ben became “fagged out? What happens next?
13. What is the Maxim or Words of Wisdom that Tom says at the end of the chapter?

Learning Activity:

1. Reread Chapter 2
2. Through class discussion, students will be able to recall at least 10 items that Tom bartered other boys to get the privilege of being able to whitewash the fence. They can write them on a piece of paper then share with the class.
3. The students will finish defining vocabulary words 11-20.

Review/Closure:

Quiz, Quiz, Trade vocabulary words 11-20.

Day 7: (60 minutes)

Hook/Intro:

Sequence events of the first 2 chapters.

Teaching of the Concept(s):

1. The student will be able to use recall to remember events in Chapter 2.
2. The student will be able to define vocabulary words.
3. The students will be able to summarize what they have learned about Mark Twain, Tom Sawyer, and their connection to Hannibal.

Suggested Questions:

1. Ask questions that have surfaced during the unit.

Learning Activity:

1. The students will take a vocabulary quiz over words 11-20.
2. Kahoot post test [Mark Twain Post Test](#).

Review/Closure:

Watch the movie clip up to the end of the fence painting scene

Homework (for the unit):

Study for vocabulary quizzes.

Strategies for Exceptional Students (for the unit):

Slowing the pace to accommodate for students with slower processing speed.

Present things in multiple learning styles.

Give many opportunities to review.

Use of word bank for vocabulary Quizzes.

Suggested Follow-Up Activities (for the unit):

Finish reading the book.

Name: _____

Date _____

_____/____/10____

Lesson 1

Introduction to Mark Twain Scavenger Hunt

By

Lisa Baughman

Use your chromebook and the websites given to answer the questions.

<https://www.biography.com/people/mark-twain-9512564>

1. Where and when was Mark Twain born? _____

2. What was Mark Twain's birth name? _____

3. What were the five jobs/careers listed for Mark Twain? 1. _____,

2. _____, 3. _____ 4. _____

5. _____

4. Who did Samuel L. Clemens (Mark Twain) marry? When? _____

https://marktwainmuseum.org/frequently_asked_questions

5. How many books did Mark Twain write? _____

6. What does the pen name "Mark Twain" mean? _____

7. Did Mark Twain have any children? If so, what were their names? _____

<https://worldhistoryproject.org/topics/mark-twain>

8. Besides being a riverboat pilot, journalist, entrepreneur, and inventor, name two

other types of jobs he did. _____

9. What was the title of his first short story that was published? What year? _____

10. What was the title of his first book published? What year and what kind of book was it? _____

Answer Key

Introduction to Mark Twain Scavenger Hunt

By

Lisa Baughman

Use your Chromebook and the websites given to answer the questions.

<https://www.biography.com/people/mark-twain-9512564>

1. Where and when was Mark Twain born? **Florida, MO on Nov. 30, 1935**
2. What was Mark Twain's birth name? **Samuel L. Clemens**
3. What were the five jobs/careers listed for Mark Twain? 1. **riverboat pilot**,
2. **journalist**, 3. **entrepreneur** 4. **lecturer** 5. **inventor**
4. Who did Samuel L. Clemens (Mark Twain) marry? When? **Olivia Langdon, 1870**

https://marktwainmuseum.org/frequently_asked_questions

5. How many books did Mark Twain write? **28 books plus collections of short stories**
6. What does the pen name "Mark Twain" mean? **Mark Twain is a riverboat term for measuring two fathoms (12 feet) in depth, Mark (measure) Twain (two), "Safe Water"**
7. Did Mark Twain have any children? If so, what were their names. **Yes, Langdon, Susan (Susy), Clara and Jean**

<https://worldhistoryproject.org/topics/mark-twain>

8. Besides being a riverboat pilot, journalist, entrepreneur, and inventor, name two other types of jobs he did. **type setter (printer's apprentice) and miner**
9. What was the title of his first short story that was published? What year?
"The Celebrated Jumping Frog of Calaveras County" in 1865
10. What was the title of his first book published? What Year and what kind of book was it? **"The Innocents Abroad," 1869 It was a travel book.**

Name: _____ Date: _____ / ____ / 10 ____

Lesson 2

Mark Twain Field Trip Bingo

Museum	Learning Center	Huck Finn/Judge	Boyhood home	Becky Thatcher
Paddle boat Wheel Located:	Nevada State Seal Located:	Table Located:	Chamber Pot Located:	Pictures of Toms and Beckys Located:
Stagecoach Located:	Printing Press Located:	Gavel Located:	Marbles Located:	Picture of Laura Hawkins Located:
Rat Located:	Typesetting trays Located:	Pair of shoes Located:	Bottle of Pain Killer Located:	Hoop and Stick Located:
Norman Rockwell Paintings Located:	Statue of Famous People Located:	Dutch Oven Located:	Trundle Bed Located:	Old Radio Located:
First Edition Books Located:	Hand Fan Located:	Desk Located:	Hoop to go under skirt Located:	Character Cards Located:

Mark Twain Field Trip Bingo (Key)

Museum	Learning Center	Huck Finn/Judge	Boyhood home	Becky Thatcher
<p>Paddle boat Wheel Located: Up the first flight of steps facing the river</p>	<p>Nevada State Seal Located: Cabinet about Orion</p>	<p>Table Located: Huck Finn's house</p>	<p>Chamber Pot Located: Upstairs Bedroom</p>	<p>Pictures of Toms and Beckys Located: Room after the school room</p>
<p>Stagecoach Located: Downstairs</p>	<p>Printing Press Located: Middle of the second room</p>	<p>Gavel Located: Judges office on the desk</p>	<p>Marbles Located: On the floor in the bedroom</p>	<p>Picture of Laura Hawkins Located: Front room with the Fireplace</p>
<p>Rat Located: Tom Sawyer Display 2nd paint brush from the right</p>	<p>Typesetting trays Located: Across from the video</p>	<p>Pair of shoes Located: next to the bed</p>	<p>Bottle of Pain Killer Located: on the dining room table</p>	<p>Hoop and Stick Located: Display cabinet of toys last room before the exit</p>
<p>Norman Rockwell Paintings Located: Top floor</p>	<p>Statue of Famous People Located: In display cabinet before leaving the second room</p>	<p>Dutch Oven Located: By the fireplace</p>	<p>Trundle Bed Located: First bedroom upstairs</p>	<p>Old Radio Located: to the right of the museum door</p>
<p>First Edition Books Located: Top floor in display cabinets across from Rockwell Paintings</p>	<p>Hand Fan Located: second room on the right wall</p>	<p>Desk Located: Judge's office</p>	<p>Hoop to go under skirt Located: on bed in last bedroom upstairs</p>	<p>Character Cards Located: second room on a display board</p>

Name _____ Date _____

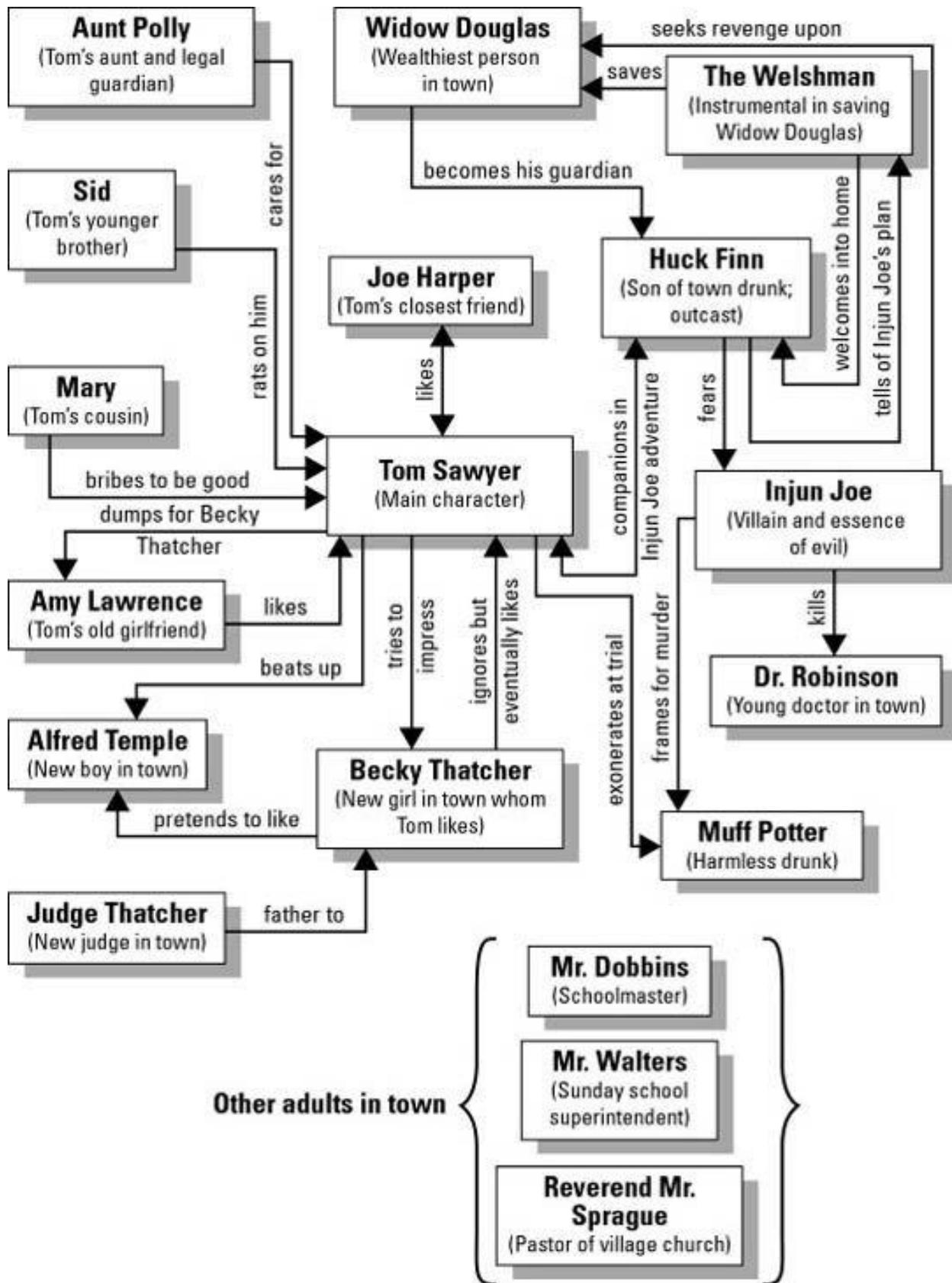
EXIT TICKET

<p>The main thing I learned:</p>	<p>Vocabulary word I learned:</p> <p>Meaning: _____</p>
<p>Prove it:</p>	<p>What question do you still have about this lesson?</p> <p>How did you feel after this lesson?</p> <div style="display: flex; justify-content: space-around;"></div>

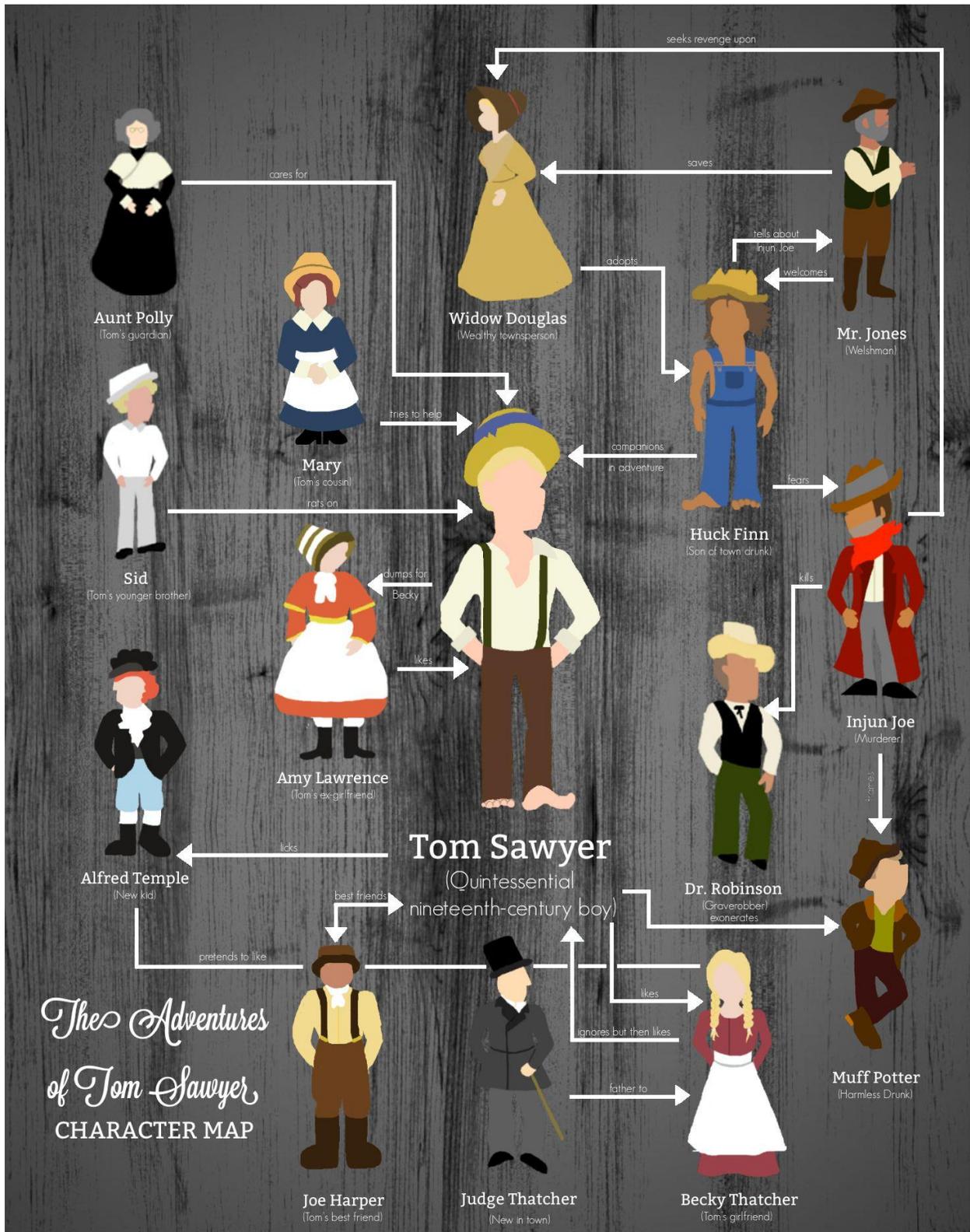
Name _____ Date _____

EXIT TICKET

<p>The main thing I learned:</p>	<p>Vocabulary word I learned:</p> <p>Meaning: _____</p>
<p>Prove it:</p>	<p>What question do you still have about this lesson?</p> <p>How did you feel after this lesson?</p> <div style="display: flex; justify-content: space-around;"></div>



The Adventures of Tom Sawyer
CHARACTER MAP



Name: _____ Date: _____ / ____ / ____ 20____

Lesson 4 & 6 *The Adventures of Tom Sawyer* Ch 2 Vocabulary

Write the part of speech and the definition for each of the words. Use <http://www.dictionary.com/>

1. Issued :#25 _____

2. Reposeful : _____

3. Melancholy: _____

4. Absorbing: _____

5. Expeditions: _____

6. Inspiration: #2 _____

7. Ridicule: #2 _____

8. Anticipation: #3 _____

9. Melodious: #2 _____

10. Slackened: _____

11. Ponderously:#2 _____

12. Laborious: _____

13. Reluctance: _____

14. Alacrity: _____

15. Dilapidated: _____

16. Covet:#2 _____

17. Attain: _____

18. Obligated: _____

19. Privilege: _____

20. Substantial: _____

The Adventures of Tom Sawyer Ch 2 Vocab.

Answer Key

- ★ Issued- v come, go, or flow out from
- ★ Reposeful- adj. full of or suggesting repose; calm; quiet.
- ★ Melancholy - n. a gloomy state of mind, especially when habitual or prolonged; depression
- ★ Absorbing- adj. extremely interesting; deeply engrossing
- ★ Expeditions - n. an excursion, journey, or voyage made for some specific purpose
- ★ Inspiration- n. something inspired, as an idea
- ★ Ridicule- n. to deride; make fun of
- ★ Anticipation- n. expectation or hope
- ★ Melodious- adj. producing melody; sweet-sounding; musical
- ★ Slackened- v. to make or become less active, vigorous, intense, etc
- ★ Ponderously- adj. awkward or unwieldy
- ★ Laborious- adj. requiring much work, exertion, or perseverance
- ★ Reluctance- n. unwillingness; disinclination
- ★ Alacrity- n. cheerful readiness, promptness, or willingness
- ★ Dilapidated- adj. reduced to or fallen into partial ruin or decay, as from age, wear, or neglect
- ★ Covet- v. to wish for, especially eagerly
- ★ Attain- v. to reach, achieve, or accomplish; gain; obtain
- ★ Obligated- v. to require or constrain, as by law, command, conscience, or force of necessity
- ★ Privilege- n. a right, immunity, or benefit enjoyed only by a person beyond the advantages of most
- ★ Substantial- adj. of ample or considerable amount, quantity, size, etc.

Lesson 3 & 6 Quiz, Quiz, Trade cards

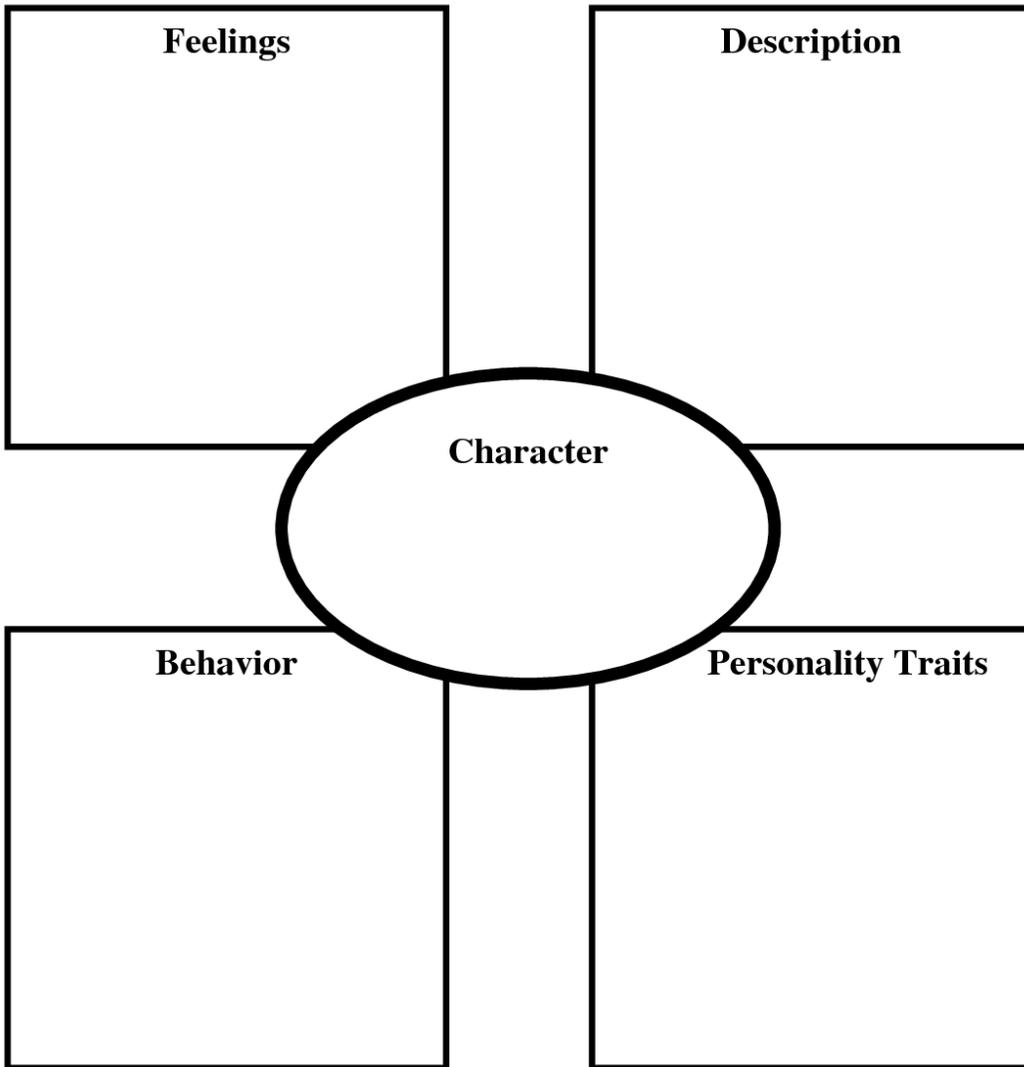
<p>Issued-</p> <p>A. <u>come, go, or flow out from</u></p> <p>B. full of or suggesting <u>repose</u>; calm; quiet.</p>	<p>Reposeful-</p> <p>A. <u>full of or suggesting repose</u>; calm; quiet.</p> <p>B. a gloomy state of mind, especially when habitual or prolonged; depression</p>
<p>Melancholy</p> <p>A. extremely interesting; deeply engrossing</p> <p>B. <u>a gloomy state of mind, especially when habitual or prolonged; depression</u></p>	<p>Absorbing</p> <p>A. <u>extremely interesting; deeply engrossing</u></p> <p>B. an excursion, journey, or voyage made for some specific purpose</p>
<p>Expeditions -</p> <p>A. <u>an excursion, journey, or voyage made for some specific purpose</u></p> <p>C. something inspired, as an idea</p>	<p>Inspiration-</p> <p>A. to deride; make fun of</p> <p>B. <u>something inspired, as an idea</u></p>

<p>Ridicule-</p> <p>A. <u>to deride; make fun of</u></p> <p>B. expectation or hope</p>	<p>Anticipation-</p> <p>A. <u>expectation or hope</u></p> <p>B. producing <u>melody</u>; sweet-sounding; musical</p>
<p>Melodious-</p> <p>A. to make or become less active, vigorous, intense, etc</p> <p>B. <u>producing melody; sweet-sounding; musical</u></p>	<p>Slackened-</p> <p>A. <u>to make or become less active, vigorous, intense, etc</u></p> <p>B. awkward or unwieldy</p>
<p>Ponderously-</p> <p>A. <u>awkward or unwieldy</u></p> <p>B. requiring much work, exertion, or perseverance</p>	<p>Laborious-</p> <p>A. <u>requiring much work, exertion, or perseverance</u></p> <p>B. unwillingness; disinclination</p>
<p>Reluctance-</p> <p>A. cheerful readiness, promptness, or willingness</p> <p><u>B. unwillingness; disinclination</u></p>	<p>Alacrity-</p> <p>A. <u>cheerful readiness, promptness, or willingness</u></p> <p>B. to wish for, especially eagerly</p>

<p>Dilapidated-</p> <p>A. to reach, achieve, or accomplish; gain; obtain</p> <p><u>B. reduced to or fallen into partial ruin or decay, as from age, wear, or neglect</u></p>	<p>Covet-</p> <p><u>A. to wish for, especially eagerly</u></p> <p>B. reduced to or fallen into partial ruin or decay, as from age, wear, or neglect</p>
<p>Attain-</p> <p><u>A. to reach, achieve, or accomplish; gain; obtain</u></p> <p>B. a right, immunity, or benefit enjoyed only by a person beyond the advantages of most</p>	<p>Privilege-</p> <p><u>A. a right, immunity, or benefit enjoyed only by a person beyond the advantages of most</u></p> <p>B. of ample or considerable amount, quantity, size, etc.</p>
<p>Obligated-</p> <p>A. to reach, achieve, or accomplish; gain; obtain</p> <p>B. <u>to require or constrain, as by law, command, conscience, or force of necessity</u></p>	<p>Substantial-</p> <p>A. come, go, or flow out from</p> <p><u>B. of ample or considerable amount, quantity, size, etc.</u></p>

CHARACTER MAP #1

Name: _____ Date: _____



GO.5.1

Name: _____ Date: _____ / _20__

Lesson 5

**The Adventures of Tom Sawyer/Fence Painting
Guess the Meaning**

Directions: After reading the passage as a group, write a sentence for what you think the **bold** word means. Then write the true meaning of the word.

1. White, mulatto and negro boys and girls were always there waiting their turns, resting, trading playthings, quarreling, fighting, **skylarking**.

What do you think it means? _____

What it means _____

2. Ben Rogers **hove** in sight presently-- the very boy, of all the boys, whose ridicule he had been dreading.

What do you think it means? _____

What it means _____

3. He was eating an apple, and giving a long melodious whoop, at interval, followed by a deep-toned ding-dong-dong, ding-dong-dong, for he was **personating** a steamboat.

What do you think it means? _____

What it means _____

4. Tom **surveyed** his last touch with the eye of an artist; then he gave his brush another gentle sweep and **surveyed** the results, as before.

What do you think it means? _____

What it means _____

5. But of course you'd **druther** work-- wouldn't you?

What do you think it means? _____

What it means _____

6. Tom swept his brush **daintily** back and forth-- stepped back to note the effect....

What do you think it means? _____

What it means _____

7. Yes, she's awful **particular** about this fence; it's got to be done very carefully;.....

What do you think it means? _____

What it means _____

8. There was no lack of material; boys happened along every little while they came to **jeer**, but remained to whitewash.

What do you think it means? _____

What it means _____

9. By the time Ben was **fagged** out, Tom had traded the next chance to Billy Fisher for a kite,....

What do you think it means? _____

What it means _____

10. He had had a nice, good **idle** time all the while--plenty of company-- and the fence had three coats of whitewash on it!

What do you think it means? _____

What it means _____

The Adventures of Tom Sawyer/Fence Painting
Guess the Meaning
Answer Key

Directions: After reading the passage as a group, write a sentence for what you think the **bold** word means. Then write the true meaning of the word.

1. White, mulatto and negro boys and girls were always there waiting their turns, resting, trading playthings, quarreling, fighting, **skylarking**.

What do you think it means? _____

What it means: **Passing time by playing tricks or practical jokes, indulging in horseplay**

2. Ben Rogers **hove** in sight presently-- the very boy, of all the boys, whose ridicule he had been dreading.

What do you think it means? _____

What it means: **came**

3. He was eating an apple, and giving a long melodious whoop, at interval, followed by a deep-toned ding-dong-dong, ding-dong-dong, for he was **personating** a steamboat.

What do you think it means? _____

What it means **Pretending to be someone or something else**

4. Tom **surveyed** his last touch with the eye of an artist; then he gave his brush another gentle sweep and **surveyed** the results, as before.

What do you think it means? _____

What it means **Look closely at or examine**

5. But of course you'd **druther** work-- wouldn't you?

What do you think it means? _____

What it means **one's preference in a matter**

6. Tom swept his brush **daintily** back and forth-- stepped back to note the effect....

What do you think it means? _____

What it means **delicate or graceful in movement**

7. Yes, she's awful **particular** about this fence; it's got to be done very carefully;.....

What do you think it means? _____

What it means **insisting that something be correct or suitable in every detail**

8. There was no lack of material; boys happened along every little while they came to **jeer**, but remained to whitewash.

What do you think it means? _____

What it means **make rude and mocking remarks**

9. By the time Ben was **fagged** out, Tom had traded the next chance to Billy Fisher for a kite,....
What do you think it means? _____

What it means **extremely tired; exhausted**

10. He had had a nice, good **idle** time all the while--plenty of company-- and the fence had three coats of whitewash on it!

What do you think it means? _____

What it means **avoiding work; lazy**

Name: _____ Date: _____ / 6

Sequence the Events Chs 1 & 2

Number the sequence of events from 1-6

_____ Fence is finished being whitewashed

_____ Tom beats up the new boy in town

_____ Tom is eating Jam in the closet

_____ Aunt Polly punishes Tom for playing hooky from school by
having him whitewash her fence

_____ Tom tricks the boys into town to paint the fence.

_____ Tom ends up with 19 items that he has bartered with the boys
to be able to paint the fence.

Sequence the Events Chs 1 & 2 (key)

Number the sequence of events from 1-6

5 Fence is finished being whitewashed

3 Tom beats up the new boy in town

1 Tom is eating Jam in the closet

2 Aunt Polly punishes Tom for playing hooky from school by
having him whitewash her fence

4 Tom tricks the boys into town to paint the fence.

6 Tom ends up with 19 items that he has bartered with the boys
to be able to paint the fence.

Name: _____

Date: _____

Vocabulary Quiz 1

Use the words in the word bank to choose the correct word to go with the definition. The top row of words goes with the top five definitions. The bottom row of words goes with the bottom five definitions.

Word Bank				
A. Issued	B. Melancholy	C. Absorbing	D. Reposeful	E. Expeditions
F. Ridicule	G. Anticipation	H. Inspiration	I. Slackened	J. Melodious

_____ v come, go, or flow out from

_____ adj. full of or suggesting repose; calm; quiet.

_____ n. a gloomy state of mind, especially when habitual or prolonged;
depression

_____ adj. extremely interesting; deeply engrossing

_____ n. an excursion, journey, or voyage made for some specific purpose

_____ n. something inspired, as an idea

_____ n. to deride; make fun of

_____ n. expectation or hope

_____ adj. producing melody; sweet-sounding; musical

_____ v. to make or become less active, vigorous, intense, etc

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Vocabulary Quiz 2

Use the words in the word bank to choose the correct word to go with the definition. The top row of words goes with the top five definitions. The bottom row of words goes with the bottom five definitions.

Word Bank				
A. Reluctance	B. Alacrity	C. Ponderously	D. Dilapidated	E. Laborious
F. Substantial	G. Privilege	H. Obligated	I. Attain	J. Covet

_____ adj. awkward or unwieldy

_____ adj. requiring much work, exertion, or perseverance

_____ n. unwillingness; disinclination

_____ n. cheerful readiness, promptness, or willingness

_____ adj. reduced to or fallen into partial ruin or decay, as from age, wear, or neglect

_____ v. to wish for, especially eagerly

_____ v. to reach, achieve, or accomplish; gain; obtain

_____ v. to require or constrain, as by law, command, conscience, or force of necessity

_____ n. a right, immunity, or benefit enjoyed only by a person beyond the advantages of most

_____ adj. of ample or considerable amount, quantity, size, etc.

Vocabulary Quiz #2 (Key)

- C adj. awkward or unwieldy
 - E adj. requiring much work, exertion, or perseverance
 - A n. unwillingness; disinclination
 - B n. cheerful readiness, promptness, or willingness
 - D adj. reduced to or fallen into partial ruin or decay, as from age, wear, or neglect
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- J v. to wish for, especially eagerly
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- F adj. of ample or considerable amount, quantity, size, etc.

Mark Twain/ Tom Sawyer Post Test from Kahoot
Circle the correct answer

Q1: What was Mark Twain's real name?

- Samuel Langhorne Clemens
- Huckleberry Finn
- Tom Sawyer
- Orion Thomas

Q2: What does "Mark Twain" mean?

- Two Fathom of water depth
- Check twice
- write between the lines
- checking string

Q3: What year was Mark Twain born?

- 1820
- 1835
- 1863
- 1920

Q4: Where was Samuel L. Clemens born?

- Hannibal, Missouri
- San Francisco, California
- Springfield, Illinois
- Florida, Missouri

Q5: What year did Mark Twain Die?

- 1835
- 1865
- 1910
- 1884

Q6: How many siblings did Samuel Clemens/Mark Twain have?

- 1
- 5
- 3
- 7

Q7: What did Samuel Clemens father do for a living?

- Was a Justice of the peace
- Owned a general store
- was a dentist
- A and C

Q8: What Nature event happened during Mark Twain's birth and death?

- A tsunami
- Halley's Comet
- Earthquakes
- Blizzard

Q9: How old was Mark Twain when he left home for New York?

- 15
- 17
- 21

Q10: What was Mark Twain's first profession?

- Typesetter
- Miner
- Farmer
- Writer

Q11: Was Mark Twain in the Civil War?

- No
- Yes, for two weeks
- Yes, for two years
- Yes, for two months

Q12: What jobs did Mark Twain do in his lifetime

- Miner
- Journalist
- Riverboat Pilot
- all of them and typesetter, entrepreneur, inventor, lecturer

Q13: Mark Twain married who in 1870?

- Martha Washington
- Betsy Ross
- Olivia Langdon
- Shania Twain

Q14: Which of Mark Twain's four children outlived him?

- Langdon
- Susy
- Clara
- Jean

Q15: What was the name of Mark Twain's first book published?

- The Adventures of Tom Sawyer
- Adventure of Huckleberry Finn
- The Innocents Abroad
- Roughing It

Q16: When did Samuel L. Clemens' family move to Hannibal, MO?

- 1835
- 1836
- 1837
- 1839

Q17: True or False? Mark Twain traveled extensively and lived many years in Europe.

- True
- False

Q18: What style of writing did Mark Twain write? Pick two

- Humor and social satire
- realism of place and language
- romance
- horror

Q19: What two books of was Hannibal the setting for?

- The Adventures of Tom Sawyer & Adventure of Huckleberry Finn
- The Innocents Abroad & Roughing It
- The Gilded Age a Tale of To-day & Pudd'nhead Wilson
- A Tramp Abroad & The Man who corrupted Hadleyburg

Q20: Did Mark Twain ever return to Hannibal, MO?

- Yes, when the world fair was in Hannibal.
- No, He didn't like Hannibal.
- Yes, He did to revisit memories for his Tom Sawyer book.
- Yes, He was here for the Hannibal Centennial.

Q21: Tom Sawyer lives with who?

- His mother's sister, Aunt Polly
- His grandma Mary
- His father's sister, Aunt Betty
- A nice lady Widow Douglas

Q22: The Adventures of Tom Sawyer was published in what year?

- 1860
- 1876
- 1880
- 1976

Q23: Besides Tom who are the other Main Characters in The Adventures of Tom Sawyer?

- Aunt Polly, Becky Thatcher, Huckleberry Finn, Injun Joe
- Reverend Sprague, Widow Douglas, Judge Thatcher
- Jim, Hoss Williams, Doc Robinson

Q24: Who were all the kids in town afraid of?

- Judge Thatcher
- Injun Joe
- Mr. Dobbins
- Rev. Mr. Sprague

Q25: What is the setting of the "The Adventures of Tom Sawyer"?

- Summertime, St. Charles, Pre Civil War
- Summertime, St. Petersburg, Pre Civil War
- Spring, St. Petersburg, Post Civil War
- Winter, St. Charles, Post Civil War

Q26: In Chapter 2 of "The Adventures of Tom Sawyer," Tom gets the boys to paint the fence by

- Threatening them
- swapping chores with them
- Paying them
- tricking them into paying him to be able to paint

Q27: Tom's nemesis or rival is?

- Jim the servant of Aunt Polly's
- Huckleberry Finn, the town homeless orphan
- Sidney, Tom's half-brother
- Ben Rogers, who likes to pretend he is a Steamboat

Q28: Who are Tom Sawyer's partners in mischief?

- Injun Joe and Ben Rogers
- Muff Potter and Sid Sawyer
- Huckleberry Finn and Joe Harper

Q29: Who does Tom get lost in the cave with?

Amy Lawrence

Huckleberry Finn

Becky Thatcher

Sid Sawyer

Q30: Why did Tom have to paint Aunt Polly's Fence?

He broke the sugar jar

He was hiding in the closet eating Aunt Polly's jam

He played Hooky from School

He got into a fight with the new boy in town

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Name _____

Scoring Guide
Mark Twain's Tom Sawyer, Still Alive in Hannibal

	Beginning date:	Due Date:	
✓ whendone	Assignment	Possible points	Points earned
	Scavenger hunt	10	
	Bingo	10	
	Exit Slip	4	
	Vocabulary words	20	
	Character Map	10	
	Guess the Meaning	20	
	Sequence the Events	6	
	Vocab Quiz #1	10	
	Vocab Quiz #2	10	
	Post Test	60	
	Participation	70	
	Total unit points	230	