

Mark Twain Boyhood Home & Museum

Unit Plan for excerpt from "The Adventures of Tom Sawyer" Chapter 2

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School: Westport Middle School

City, State: Springfield, MO

Mark Twain Teachers' Workshop--July 15, 2018

Hannibal, Missouri

"Whitewashing in Hannibal"

UNIT PLAN for "The Adventures of Tom Sawyer" Chapter 2	
Concept or Topic: English - Compare/Contrast Characters Traits (Character Trait Analysis) Social Studies - Geography during the 1840s along the Mississippi River.	Suggested Grade Level(s)/Course: 8th Grade English/U.S. History
Subject: English / U.S. History	Suggested Time Frame: 4 days of 70 min. lessons
Objective(s): <ol style="list-style-type: none">1. Students in Social Studies/ELA will define key terms from the unit over chapter 2 from "The Adventures of Tom Sawyer" with at least 80% accuracy.2. Students in ELA will identify 5 character traits concerning Tom Sawyer, utilizing specific evidence from Chapter 2 of the text with at least 80% accuracy.3. Students in ELA will present at least two comparable traits and three contrasting traits between the characters of Tom Sawyer and Ben Rogers, utilizing relevant evidence from the text to support a logical analysis with at least 80% accuracy.	
Common Core State Standards: Common Core State Standards 6-8.AH.T4.S1.A Analyze the expansion of the United States in the early 19th century to trace U.S. growth and form hypotheses about future conflicts. 6-8.AH.T1.S3.B Explain how the physical and human characteristics of regions in the Americas prior to c. 1870 are connected to changing identity and culture. 6-8.AH.T4.S3.B Assess Manifest Destiny in relation to push-pull factors, geographic features, and human environmental interactions to determine their influence on the movement of goods, people and ideas. L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	

Assessment:

Assessment 1: The teacher will give an oral quiz asking students to write the term that goes with the definition from the words within the “Front-Load Notes” activity. The terms are in the following notes:

<https://docs.google.com/document/d/1mLagWhkx-LL02y6N0K6keY947WwEPIze1Z25srPFill/edit?usp=sharing>

Assessment 2: The teacher will assign students to complete the character diagram of Tom Sawyer. Here is the link:

<https://drive.google.com/file/d/13qd8mrqfonfCCAIPDR0ZiN1UzMV53ssX/view?usp=sharing>

Assessment 3: The teacher will assign students to answer the following question: ***Describe Tom’s great inspiration. What is the difference between “work” versus “play”? Give an example of something you would consider play while others might consider it work.***

The teacher will use the rubric found in the link below to grade the writing assignment.

https://docs.google.com/document/d/137TKQEDzVSS9jpK8doxvu1rU7_aiecYaVhiAk_UZeJM/edit?usp=sharing

Vocabulary (Tiers 2 & 3):

- Westward Expansion
 - Mississippi River
 - Whitewashing
 - Alacrity
 - Dilapidated
 - Covet
 - Attain
 - Obligated
 - Inspiration
- Students will complete the “Front-Load Notes” handout to define, give characteristics, and illustrate their visualizations of the key terms. The link below takes you to the Front-Load Notes.
- <https://docs.google.com/document/d/1mLagWhkx-LL02y6N0K6keY947WwEPIze1Z25srPFill/edit?usp=sharing>

Subject Area Integration:

- English Language Arts
- U.S. History

Background Information Required for Unit/Lesson:

- Students have been taught to write a 5-paragraph essay.
- Students have been following the 8th grade curriculum to understand that the U.S. government will proclaim “Manifest Destiny” in order to encourage people to move west of the Mississippi River.

Materials: Here is the link for the Google folder that contains handouts you will need for this lesson:

<https://drive.google.com/open?id=1qANleE3zAhyOzHPZqTdHwD6pZaTO5zZJ>

- Handouts are linked in the Google Slides.
 - Front-Load Notes: <https://docs.google.com/document/d/1mLagWhkx-LL02y6N0K6keY947WwEPIze1Z25srPFill/edit?usp=sharing>
 - Let’s Box Handout: <https://docs.google.com/document/d/1edj1CQCsBC1w7xQTNGrrqGCJB-dhqSTRbobHHu8Ebxl/edit?usp=sharing>
 - Character Chart: <https://drive.google.com/file/d/13qd8mrqfonfCCAIPDR0ZiN1UzMV53ssX/view?usp=sharing>
- Chapter 2 “The Adventures of Tom Sawyer”.

Technology:

- Computers could be used by students to complete written work and submitted online, or the written assignments could be done via pen/paper.
- The teacher will need to use a computer/projector to project slides with background information.

Related Twain Quotes/Passages:

The Adventures of Tom Sawyer Chapter 2

Lesson Sequence:

Day 1: (70 minutes)

Hook/Intro:

Show Clip of Tom Sawyer “Whitewashing the Fence”. Click the following link (2 min.):

<https://www.youtube.com/watch?v=8xZm2UOam74>

Teaching of the Concept(s) and Learning Activities:

1. GoogleSlides - “Samuel Clemens - Life on the Mississippi” (Only Slides 1 - 6)
Click below for the slideshow (10 minutes).

https://docs.google.com/presentation/d/1ah5eYNR_q8W3TqkZdKcr83rSFDPI8cT

[BxByaA_Ez6Es/edit?usp=sharing](#)

a. Focus will be on Geography of Hannibal, Missouri

2. Handout - Front-Load Vocabulary

- Click Link below for the handout (54 min).

<https://docs.google.com/document/d/1mLagWhkx-LL02y6N0K6keY947WwEPIze1Z25srPFill/edit?usp=sharing>

Suggested Questions:

1. Would you have enjoyed living on the banks of the Mississippi River in Hannibal, Missouri during the 1840s?
2. How do you feel about the toys children of different economic backgrounds would have had in the 1840s?

Review/Closure:

Exit Slip - List one fact about life in Hannibal during the 1840s. (3 min.)

Day 2: (70 minutes)

Hook/Intro:

Think of a time when someone has tricked you into doing something you wouldn't normally have agreed to do. If you can't think of an example, maybe you can think of a time when you tricked someone into doing something for you that they normally would not have done. Use details to explain the situation and how it made you feel. (10 min.)

Teaching of the Concept(s) and Learning Activities:

1. **Quiz - Quiz - Trade:** The teacher will create flashcards with the terms and definitions on them from the "Front-Load Notes" activity. The students will see the same word multiple times and that is fine, since the repetition will enable them to better recall the meaning of the words. (10 min.)
2. **Assessment:** The teacher will give an oral quiz asking students to write the term that goes with the definition. These words and definitions come from the "Front-Load Notes" activity. (10 min.)
3. Discuss the author, Samuel Clemens. Also, show images of the whitewashed fence in Hannibal. (8 min.)
4. **First Read -** Students will listen as the teacher reads chapter 2 "The Adventure of Tom Sawyer." They will have a blank sheet of paper in front of them. Students are asked to draw images they visualize from the reading. (24 min.)

5. Show images of what was given to Tom in exchange for the right to whitewash the fence. (4 min.)

Suggested Questions:

- What do you know about Mark Twain?
- Would you consider yourself mischievous? Why or why not?
- What type of toys are popular among children in the U.S. today?

Review/Closure:

Each student receives a slip of paper. On that paper they answer the following: "What stood out to you in today's lesson?" They hand this to the teacher as they are dismissed from class. (4 min.)

Day 3: (70 minutes)

Hook/Intro:

What do you enjoy doing in your leisure time (play time)? What do you not enjoy doing outside of school hours? (5 min.)

Teaching of the Concept(s) and Learning Activities:

1. **Second Read** - Students will receive a copy of chapter 2 "The Adventure of Tom Sawyer." This is the passage of whitewashing Aunt Polly's fence. The teacher will read chapter 2 aloud while the teacher and students annotate the text using the "Let's Box" strategy. Teacher will lead the students by completing the "Let's Box" strategy with them under the Elmo and students will make annotations while the teacher reads the text aloud. (20 min.)
 - Let's Box Strategy Link:
<https://docs.google.com/document/d/1edj1CQCBC1w7xQTNGrrqGCJB-dhqSTRbobHHu8Ebxl/edit?usp=sharing>
2. **Third Read** - Ask the students to read the passage ("The Adventures of Tom Sawyer" Chapter 2) for the third time. During this third reading, students are to focus on the characters of Tom Sawyer and Ben Rogers. They will use a pink highlighter to characterize the traits of Tom Sawyer and a yellow highlighter to characterize the traits of Ben Rogers. (20 min)
3. **Character Trait Chart:** Teacher will model this activity by filling out the Character Trait Chart of Ben Rogers with the class. The teacher will ask questions to check for understanding while completing this activity. Here is the link to the character chart: (20 min.)
<https://drive.google.com/file/d/13qd8mrqfonfCCAIPDR0ZiN1UzMV53ssX/v>

[iew?usp=sharing](#)

Suggested Questions:

Ask multiple questions concerning the character traits of Ben Rogers.

Review/Closure:

Whip It - Everyone stands. As we go around the room, students are to list one characteristic of Ben Rogers. Students are to sit when they hear their idea stated. (5 min.)

Homework (for the unit):

None

Day 4: (70 minutes)

Hook/Intro:

List items that you want that are difficult to attain. Why do you want these items? (8 min.)

Teaching of the Concept(s) and Learning Activities:

Suggested Questions:

1. Character Chart - Tom Sawyer
 - **Assessment:** The teacher will assign students to complete a character chart of Tom Sawyer. They can use the example of Ben Rogers from the lesson from Day 3. The link is below: (20 min.)
<https://drive.google.com/file/d/13qd8mrqfonfCCAIPDR0ZiN1UzMV53ssX/view?usp=sharing>
3. **Writing Assignment / Assessment:** The teacher will assign students to answer the following question:
 - Describe Tom's great inspiration. What is the difference between "work" versus "play"? Give an example of something you would consider play while others might consider it work. (35 min.) The teacher will use the following rubric to grade the writing assignment:
https://docs.google.com/document/d/137TKQEDzVSS9jpK8doxvu1rU7_aiecYaVhiAk_UZeJM/edit?usp=sharing

Review/Closure:

Describe a person you believe has many characteristics of Tom Sawyer. What are the characteristics they share with Tom and what actions have they made that remind you of Tom? (7min.)

Homework (for the unit):

Finish writing assignment.

Strategies for Exceptional Students (for the unit):

Have students write creatively, as Tom, explaining to a friend how he might encourage other children to complete household chores for him.

Suggested Follow-Up Activities (for the unit):

None