

# An Adventure with Tom Sawyer

**Grade Level or Special Area:** 5<sup>th</sup> Grade

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**Length of Unit:** 17 Lessons (4-5 weeks)

## I. ABSTRACT

- A. (Teaching CORE Knowledge classic novels can be a challenge. Learn how to help students use comprehension skills while reading *The Adventures of Tom Sawyer*. Teachers benefit from standards-based lessons, prepared activities and ideas for comprehension. Help students develop a love of literacy through *The Adventures of Tom Sawyer*.

## II. OVERVIEW

- A. Concept Objectives
1. Acquire an appreciation of classic works and their authors. (adapted from TEKS 5.8A and TEKS 5.8C)
  2. Understand that writing can be developed for a variety of audiences and purposes, and in a variety of forms. (adapted from TEKS 5.15)
- B. Content from the *Core Knowledge Sequence*
1. Fiction and Drama pg. 110
    - a. Stories (pg. 110)
      - \* *The Adventures of Tom Sawyer* (Mark Twain)
    - b. Literary Terms (pg. 111)
      - \* Pen Names (pseudonym)
      - \* Literal and Figurative Language  
Symbol
  2. Writing, Grammar and Usage pg. 109
    - a. Writing and research pg. 109
      - \* Produce a variety of types of writing – including reports, summaries, letters, and descriptions, research essays that explain a process, stories, and poems – with a coherent structure of story line.
- C. Skill Objectives
1. The student uses a variety of word identification strategies to locate meaning, pronunciation, derivation of unfamiliar words using dictionaries, glossaries, and other sources. (TEKS 5.6C)
  2. The student is expected to use the text’s structure or progression of ideas to identify cause and effect and chronology to locate and recall information. (adapted from TEKS 5.10E)
  3. The students is expected to paraphrase and summarize text to recall inform or organize ideas. (TEKS 5.10G)
  4. The student is expected to draw inferences such as conclusions or generalizations and support them with text evidence and experience. (TEKS 5.10H)
  5. The student is expected to represent text information in different ways such as in outline, timeline, or graphic organizer. (TEKS 5.10L)
  6. The student is expected to connect, compare, and contrast ideas, themes, and issues across text. (TEKS 5.11D)
  7. The student is expected to analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo. (TEKS 5.12H)
  8. The student is expected to write to inform such as to explain, describe, report, and narrate. (TEKS 5.15C)

9. The student is expected to choose the appropriate form for his/her own purpose for writing, including journals, letters, review, poems, narratives, and instructions. (TEKS 5.15F)
10. The student is expected to determine the purposes for listening such as to gain information to solve problems, or to enjoy and appreciate. (TEKS 5.1A)

### III. BACKGROUND KNOWLEDGE

- A. For Teachers
  1. Hirsch, Jr. E.D. *Core Knowledge Teacher Handbook Series Grade 5*
  2. Prince, April.Jones. *Who Was Mark Twain?*
  3. Twain, Mark. *The Adventures of Tom Sawyer*
  4. Hirsch, Jr. E.D. *What Your 5<sup>th</sup> Grader Needs to Know*
- B. For Students (Identify topics introduced in previous units or grade levels that provide students with necessary prior knowledge.)
  1. Exposure to Classical Fiction
  2. Historical knowledge of post-Civil War America
  3. Previous instruction in research and writing

### IV. RESOURCES

- A. Hirsch, Jr. E.D. *Core Knowledge Teacher Handbook Series Grade 5*
- B. Prince, April Jones. *Who Was Mark Twain?*
- C. Twain, Mark. *The Adventures of Tom Sawyer*
- D. Internet Web Sites
  - <http://www.twainquotes.com>
  - <http://www.gocities.com/swaisman/samclemens.htm>
  - <http://www.sparknotes.com/lit/tomsawyer/facts.html>

### V. LESSONS

#### Lesson One: Who Was Mark Twain?

- A. *Daily Objectives*
  1. Concept Objective(s)
    - a. Acquire an appreciation of classic works and their authors. (adapted from TEKS 5.8A and TEKS 5.8C)
  2. Lesson Content
    - a. Stories (pg. 110)
      - \*The Adventures of Tom Sawyer (Mark Twain)
  3. Skill Objective(s)
    - a. The student is expected to use the text's structure or progression of ideas to identify cause and effect and chronology to locate and recall information. (adapted from TEKS 5.10E)
    - b. The student is expected to represent text information in different ways such as in outline, timeline, or graphic organizer. (TEKS 5.10L)
- B. *Materials*
  1. Hirsch, Jr. E.D. *What Your 5<sup>th</sup> Grader Needs to Know*
  2. Prince, April Jones. *Who Was Mark Twain?*
  3. Appendix A: Timeline Worksheet
- C. *Key Vocabulary*
  1. Chronological Order: arranged in order of time
  2. Plagiarism: to steal and pass another's words or ideas as one's own
- D. *Procedures/Activities*

1. Ask the students if they have ever heard of Mark Twain. Allow for various responses.
2. Read the italicized information from the *What Your 5<sup>th</sup> Grader Needs to Know* (pg. 5)
3. Ask the students if they would be able to develop a timeline based on the information just read. They should reply “no”.
4. Develop a KWL chart. Ask students what additional information would be helpful for creating a timeline on the life of Mark Twain. Write the various responses on the chart.
5. In order to show the students an example of what is expected from this assignment, illustrate a timeline using your own life on the board, making references to KWL chart.
6. Pass out the Timeline worksheet from Appendix A along with a copy of *Who Was Mark Twain?*. Students may share a copy if necessary. Explain to the students that the books will be used to complete the timeline worksheet.
7. Point out to students that there are only 7 blanks on the timeline worksheet. The first blank is for Twain’s birth. The 7<sup>th</sup> is for Twain’s death. Students may choose the information that they feel is important about Twain’s life for the other 5 blanks. All information must be in chronological order and each fact must include at least a year.
8. Demonstrate to the students that the information must be written in complete sentences with complete thoughts. For example: “Mark Twain was born on November 30, 1835” should be written like the following: “Mark Twain was born on November 30, 1835 in Florida, Missouri on the same day that Halley’s Comet streaked across the sky”.
9. Define/explain plagiarism and the importance of writing in one’s own words/ thoughts.
10. Allow students to complete the worksheet, which will be used for Lesson 2.

E. *Assessment/Evaluation*

1. Appendix A will be turned in for review and revision.

**Lesson Two: Mark Twain – Part II**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Acquire an appreciation of classic works and their authors. (adapted from TEKS 5.8A and TEKS 5.8C)
2. Lesson Content
  - a. Stories (pg. 110)
    - \*The Adventures of Tom Sawyer (Mark Twain)
3. Skill Objective(s)
  - a. The student is expected to paraphrase and summarize text to recall, inform or organize ideas. (TEKS 5.10G)
  - b. The student is expected to represent text information in different ways such as in outline, timeline, or graphic organizer. (TEKS 5.10L)

B. *Materials*

1. Appendix A (Completed from Lesson 1)
2. Prince, April Jones. *Who Was Mark Twain?*
3. Access to a word processor.
4. Access to Internet (optional)

C. *Key Vocabulary*

1. None

D. *Procedures/Activities*

1. Return the assignment from lesson one (appendix A) to students and discuss with them any mistakes or corrections that need to be made.
2. Hand out copies of *Who Was Mark Twain?* so that corrections can be made before proceeding to Step 3. Explain to students that their revised timelines, along with today’s assignment on quotations, will be used on a future project.

3. Inform students that Mark Twain is often remembered for many of his clever sayings. Have students turn to page 1 in their books and point out the quote at the beginning of the chapter.
  4. Allow discussion for the interpretation of the quote on page 1. (“When I was younger I could remember anything, whether it had happened or not.”)
  5. Inform the students that they will be responsible for choosing 3 – 5 quotes from Mark Twain that they like. If quotes are short, it is preferable that they choose 5.
  6. *Option 1* – if the students have Internet access allow them to research the following website: [www.twainquotes.com](http://www.twainquotes.com) to find their 3 – 5 quotes, by topic. *Option 2* – if the students do not have access to the Internet, then they may use the book *Who Was Mark Twain?*, which includes a quotation at the beginning of each of the 8 chapters.
  9. After the students have chosen their quotations, they will need access to a word processor so that they may type both their quotes and their timeline. The timeline will need to be typed just as the Appendix A form (vertically). (Refer to Appendix M “short sides” to see an example of the finished product)
- E. *Assessment/Evaluation*
1. Students will turn in their typed timelines and quotes. Teacher needs to save these papers for the completion of lesson 17 (first introduced in lesson 4).

### **Lesson Three: Pseudonyms**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Understand that writing can be developed for a variety of audiences and purposes, and in a variety of forms. (adapted from TEKS 5.15)
  2. Lesson Content
    - a. Literary Terms (pg. 111)
      - \*Pen Names (pseudonym)
      - \*Literal and Figurative Language: Symbol
  3. Skill Objective(s)
    - a. The student is expected to analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo. (TEKS 5.12H)
    - b. The student is expected to write to inform such as to explain, describe, report, and narrate. (TEKS 5.15C)
- B. *Materials*
1. Hirsch, Jr. E.D. *What Your 5<sup>th</sup> Grader Needs to Know*
  2. Access to a word processor
  3. Appendix B-1, Appendix B-2
  4. Coloring utensils
- C. *Key Vocabulary*
1. Pseudonym: a fictitious name assumed by an author
  2. Symbol: an object, mark, sign, etc. that stands for another object, or for an idea
- D. *Procedures/Activities*
1. Read to class “Pen Names” from *What Your 5<sup>th</sup> Grader Needs to Know* (pg.76)
  2. Reemphasize to the class that the name Mark Twain was chosen by Samuel Clemens because it was a part of his experience as a steamboat pilot.
  3. Tell students that there are many authors that use a pen name when writing literature and then discuss as class why authors might use a pen name.

- (Ex: time of controversy, gender discrimination, genre, etc.)
4. Teacher will then discuss what name she/he would chose if they were writing a novel. Ex: I would decide to use the name *Angelina Rider* for my pen name. Justification: middle name is *Angela* and I love to ride motorcycles. I would use my pen name to write stories about a girl and her adventures on a motorcycle and the title of my book would be *Riding against the Wind*.
  5. Have students decide upon a pen name for themselves. They must justify why they chose that particular name. They must also come up with a title for a book that they would write and it must relate to their pen name, just as the example. All pen names and book titles must be approved by teacher before proceeding.
  6. Students will next need to write an “About the Author” section for their book jacket. The section should be written as if the student is an adult writing novels. Use the pre-writing assignment from appendix B-2. This section must also be approved by teacher before proceeding
  7. After approval, students will receive a “book jacket” to design as described in appendix B-1. Discuss with the students that a design on the book jacket will be a **symbol** for the content of the book. They are to design an illustration that will symbolize the title they have chosen. The student will then work individually to complete the assignment by the teacher’s designated deadline.

E. *Assessment/Evaluation*

1. Appendix B-2: rubric for grading completed book jacket.
2. Optional: Teacher may decided to have students write a “teaser”, like the ones usually found on the back of a book jacket, for the novel that they would write.

**Lesson Four: Introduction to *The Adventures of Tom Sawyer***

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Acquire an appreciation of classic works and their authors. (adapted from TEKS 5.8A and TEKS 5.8C)
2. Lesson Content
  - a. Stories (pg. 110)
    - \*The Adventures of Tom Sawyer (Mark Twain)
3. Skill Objective(s)
  - a. The student uses a variety of word identification strategies to locate meaning, pronunciation, derivation of unfamiliar words using dictionaries, glossaries, and other sources. (TEKS 5.6C)
  - b. The student is expected to represent text information in different ways such as in outline, timeline, or graphic organizer. (TEKS 5.10L)

B. *Materials*

1. 11” by 14” construction paper (any color)
2. Vocabulary sheets , Appendix C-1A to C-1D
3. Chapter Notes Worksheet, Appendix C-2A to C-2B
4. Overhead of Appendix C-3 (Tom Sawyer Folder)
5. Transparency of Appendix M (Tom Sawyer Box Project)

C. *Key Vocabulary*

1. Appendix C-1a to C-1d contains vocabulary words 1 through 20.

D. *Procedures/Activities*

1. Explain to students that we are going to begin reading one of Mark Twain’s classic novels *The Adventures of Tom Sawyer*.

2. To provide background, time and setting for the story, share the information from the website: <http://www.sparknotes.com/lit/tomsawyer/facts/html> with students.
  3. Explain to students that the language used in this novel was common for the time and place that it was written. Tell students that language changes over time, and what was appropriate at one period of time is not always appropriate for today.
  4. Teacher will then explain to the class that there will be a project that will be due at the end of the book. Show overhead copy of Appendix M. Remind students that the timeline and quotes that they have already completed for Mark Twain will be a part of this final project.
  5. Tell students that in order for them to have the necessary information for the final project, they will need to keep a journal of important information from the story.
  6. Hand out construction paper, note sheets (appendix C-2a C-2b), and vocabulary sheets (Appendix C-1a- C-1d). Follow the instructions located on Appendix C-3.
- E. *Assessment/Evaluation*
1. Completed folder.

**Lesson Five: Title: *The Adventures of Tom Sawyer* Chapters 1-3**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Acquire an appreciation of classic works and their authors. (adapted from TEKS 5.8A and TEKS 5.8C)
  2. Lesson Content
    - a. Stories (pg. 110)
      - \*The Adventures of Tom Sawyer (Mark Twain)
  3. Skill Objective(s)
    - a. The student is expected to represent text information in different ways such as in outline, timeline, or graphic organizer. (TEKS 5.10L)
    - b. The students is expected to paraphrase and summarize text to recall inform or organize ideas. (TEKS 5.10G)
    - c. The student is expected to analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo. (TEKS 5.12H)
    - d. The student is expected to determine the purposes for listening such as to gain information to solve problems, or to enjoy and appreciate. (TEKS 5.1A)
- B. *Materials*
1. Folders made during lesson 4.
  2. Copies of novel *The Adventures of Tom Sawyer* for the class if possible
  3. *The Adventures of Tom Sawyer* on tape.
  4. Reading Overview Appendix D-1
  5. Appendix D-2, Compare/Contrast Chart (1 copy per student)
- C. *Key Vocabulary*
1. Appendix C-1a to C-1d contains vocabulary words 1 through 20.
- D. *Procedures/Activities*
1. Give a copy of the novel to any student that wishes to follow along.
  2. Have students get their folders out for note taking. Explain to students that they will need to record the most important events on their chapter notes section of the folder. They only need to record in bullet point format.
  3. Students will listen to chapters 1-3 on tape.

4. At the end of the days reading, review with students the characters and events that took place during the first three chapters.
  5. Explain to students that they will be completing a Venn diagram for the characters Tom and Sid.
  6. Group students with a partner and a book in order to complete the diagram. Give each student a copy of Appendix D-2, Compare/Contrast. Explain to students that they will work together to find likes and differences in the characteristics of each. They only need to complete the Venn diagram portion of the worksheet; not the questions. Ex: The story *The 3 Little Pigs*: They are pigs is not a characteristic. One is hard working and one is lazy is.
  7. Allow 10-15 minutes for students to work on chart.
  8. After students have completed the Venn diagram, discuss and write the characteristics on the board. Have students use a different color pencil to complete their information from the answers written on the board.
  9. Have students answer the two questions under the Venn diagram on their own.
- E. *Assessment/Evaluation*
1. Completed Appendix-D2

**Lesson Six: *The Adventures of Tom Sawyer* – Chapters 4-6**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Acquire an appreciation of classic works and their authors. (adapted from TEKS 5.8A and TEKS 5.8C)
  2. Lesson Content
    - a. Stories (pg. 110)
      - \*The Adventures of Tom Sawyer (Mark Twain)
  3. Skill Objective(s)
    - a. The student uses a variety of word identification strategies to locate meaning, pronunciation, derivation of unfamiliar words using dictionaries, glossaries, and other sources. (TEKS 5.6C)
    - b. The students is expected to paraphrase and summarize text to recall inform or organize ideas. (TEKS 5.10G)
    - c. The student is expected to write to inform such as to explain, describe, report, and narrate. (TEKS 5.15C)
    - d. The student is expected to determine the purposes for listening such as to gain information to solve problems, or to enjoy and appreciate. (TEKS 5.1A)
- B. *Materials*
1. Folders made during lesson 4.
  2. Copies of novel *The Adventures of Tom Sawyer* for the class if possible
  3. Copy of *Great Illustrated Classics – The Adventures of Tom Sawyer*
- C. *Key Vocabulary*
1. Appendix C-1a to C-1d contains vocabulary words 1 through 20.
- D. *Procedures/Activities*
1. Give a copy of the novel to any student that wishes to follow along as the story is read to them from *Great Illustrated Classics - The Adventures of Tom Sawyer*.
  2. Have students get their folders out for note taking. Remind students to record only the most important events in bullet point format.
  3. Read aloud Ch. 4 and 5 from the *Great Illustrated Classics* edition of the novel.

4. At the end of the day's reading, review with students the characters and events that took place during today's chapters.
  5. After completing the reading exercises for the lesson ask the class if they are noticing any new words being used in the story. Allow for various responses.
  6. Explain to the class that as a class they will be reviewing the **first 5** vocabulary words on their vocabulary sheets. Have all students look at the vocabulary sheets that they placed in their folders during lesson 4.
  7. Students will follow along with the teacher as the teacher reads the vocabulary word and the sentence for each word. Brainstorm as a class the possible meaning of the word based on the sentence from the story where the word is found. Accept all possible answers.
  8. Teacher will lead the class to "discover" the correct meaning for the vocabulary word and will write the definition on the board or the overhead for the students to copy onto their vocabulary sheets. (This way all the students will have the same information for their final vocabulary quiz). See Appendix H for the definitions.
  9. After the fifth vocabulary word has been defined, allow students to write their own sentences using these words as indicated on the vocabulary worksheet.
- E. *Assessment/Evaluation*
1. Monitor class for the completion of vocabulary sentences 1-5 and bullet points.
- A. **Lesson Seven: *Cures for What Ails You* – (Pages 43-47 in unabridged text)**
1. Concept Objective(s)
    - a. Acquire an appreciation of classic works and their authors. (adapted from TEKS 5.8A and TEKS 5.8C)
  2. Lesson Content
    - a. Stories (pg. 110)
      - \*The Adventures of Tom Sawyer (Mark Twain)
  3. Skill Objective(s)
    - a. The students is expected to paraphrase and summarize text to recall inform or organize ideas. (TEKS 5.10G)
    - b. The student is expected to choose the appropriate form for his/her own purpose for writing, including journals, letters, review, poems, narratives, and instructions. (TEKS 5.15F)
    - c. The student is expected to determine the purposes for listening such as to gain information to solve problems, or to enjoy and appreciate. (TEKS 5.1A)
- B. *Materials*
1. Folders made during lesson 4.
  2. Copies of novel *The Adventures of Tom Sawyer* for the class if possible
  3. Appendix E (Incantations)
- C. *Key Vocabulary*
1. Appendix C-1A to C-1D contains vocabulary words 1 through 20
  2. Chant – a statement of opinion that has been frequently repeated.
  3. Incantation – a ceremonial chanting or reciting as for curing disease.
- D. *Procedures/Activities*
1. Discuss with students that when we first meet Huck, he and Tom are discussing the use of a dead cat to cure warts.
  2. Remind students that during the time period that the book is written, there were not many doctors. People used home remedies for most of their health problems.

3. Ask the class if any of them have experienced any “home” remedies for any of their ailments. Make a list of ailments on the overhead that the students suggest.
  4. Tell the students that the way that most cures and remedies were remembered during Tom’s time period was through “chants” and “incantations”.
  5. Review with students the definition for chant and incantation.
  6. Hand out Appendix E and read aloud the incantation on the top of the page to the class as they follow along with their own copy.
  7. Explain to the students that they will be writing 2 of their own incantations for any two of the “cures” that were listed on the overhead. The rhyme scheme for the incantation must follow the same pattern as Tom’s example on the worksheet.
  8. Remind the students of the rhyme pattern ABCB and ABAB and tell them that either of these patterns will be acceptable.
  9. Allow students time to write their incantations and turn in for evaluation.
- E. *Assessment/Evaluation*
1. Evaluate the completed work from Appendix E.
- A. **Lesson Eight: *The Adventures of Tom Sawyer-Murder in the Graveyard***
1. Concept Objective(s)
    - a. Acquire an appreciation of classic works and their authors. (adapted from TEKS 5.8A and TEKS 5.8C)
  2. Lesson Content
    - a. Stories (pg. 110)
      - \*The Adventures of Tom Sawyer (Mark Twain)
  3. Skill Objective(s)
    - a. The student uses a variety of word identification strategies to locate meaning, pronunciation, derivation of unfamiliar words using dictionaries, glossaries, and other sources. (TEKS 5.6C)
    - b. The students is expected to paraphrase and summarize text to recall inform or organize ideas. (TEKS 5.10G)
    - c. The student is expected to determine the purposes for listening such as to gain information to solve problems, or to enjoy and appreciate. (TEKS 5.1A)
    - d. The student is expected to analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo. (TEKS 5.12H)
    - e. The student is expected to connect, compare, and contrast ideas, themes, and issues across text. (TEKS 5.11D)
- B. *Materials*
1. Folders made during lesson 4.
  2. Copies of novel *The Adventures of Tom Sawyer* for the class if possible
  3. *The Adventures of Tom Sawyer* on tape.
  4. Copy of *Great Illustrated Classics – The Adventures of Tom Sawyer*
  5. Appendix F (Character Actions: Murder in the Graveyard)
- C. *Key Vocabulary*
1. Appendix C-1A to C-1D contains vocabulary words 1 through 20
- D. *Procedures/Activities*
1. Give a copy of the novel to any student that wishes to follow along as the story is read to them from *Great Illustrated Classics - The Adventures of Tom Sawyer*.

2. Have students get their folders out for note taking. Remind students to record only the most important events in bullet point format.
  3. First the students will follow along with Chapter 7 in their books (if they have a copy) to the **tape** of *The Adventures of Tom Sawyer*.
  4. At the end of chapter 7, students will then listen as the teacher reads chapters 4-5 from *Great Illustrated Classics* edition of the novel.(this covers chapters 8-11).
  5. After the reading, discuss with students the events that took place. (ex: murder in the graveyard, framing of Muff Potter) Discuss some of the actions of Tom during the event that took place in the graveyard.
  6. Explain to students that they are going to complete a “Character Actions” sheet based on the information that they just heard. Hand out Appendix F to the students. Remind them that they may use their summary notes from the chapters to help them with their answers.
  7. Allow time for students to complete assignment sheet.
- E. *Assessment/Evaluation*
1. Completed Appendix F.
- A. **Lesson Nine: *The Adventured of Tom Sawyer* – Chapters 12-14 Making Predictions**
1. Concept Objective(s)
    - a. Acquire an appreciation of classic works and their authors. (adapted from TEKS 5.8A and TEKS 5.8C)
  2. Lesson Content
    - a. Stories (pg. 110)
      - \*The Adventures of Tom Sawyer (Mark Twain)
  3. Skill Objectives
    - a. The student uses a variety of word identification strategies to locate meaning, pronunciation, derivation of unfamiliar words using dictionaries, glossaries, and other sources. (TEKS 5.6C)
    - b. The students is expected to paraphrase and summarize text to recall inform or organize ideas. (TEKS 5.10G)
    - c. The student is expected to write to inform such as to explain, describe, report, and narrate. (TEKS 5.15C)
    - d. The student is expected to draw inferences such as conclusions or generalizations and support them with text evidence and experience. (TEKS 5.10H)
    - e. The student is expected to determine the purposes for listening such as to gain information to solve problems, or to enjoy and appreciate. (TEKS 5.1A)
- B. *Materials*
1. Folders made during lesson 4.
  2. Copies of novel *The Adventures of Tom Sawyer* for the class if possible
  3. *The Adventures of Tom Sawyer* on tape.
  5. Copy of *Great Illustrated Classics – The Adventures of Tom Sawyer*
  6. Appendix G – Making Predictions
- C. *Key Vocabulary*
1. Appendix C-1A to C-1D contains vocabulary words 1 through 20
- D. *Procedures/Activities*
1. Give a copy of the novel to any student that wishes to follow along as the story is read to them from *Great Illustrated Classics - The Adventures of Tom Sawyer*.

2. Have students get their folders out for note taking. Remind students to record only the most important events in bullet point format.
  3. First the students will follow along in their books (if they have a copy) to Chapter 12 from the **tape** of *The Adventures of Tom Sawyer*.
  4. At the end of chapter 12, students will then listen as the teacher reads chapter 7 from the *Great Illustrated Classics* edition of the novel (covers chapters 13-14).
  5. After listening to the chapters, discuss with students the events that took place during the story. List on overhead or on the board.
  6. Explain to the students that they will make some predictions based on what they have read. What actions do they think that Tom might make next?
  7. Hand out Appendix G and allow time for them to complete the worksheet.
- E. *Assessment/Evaluation*
1. Completion of Appendix G

### **Lesson Ten: *The Adventures of Tom Sawyer* – Chapters 15-17**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Acquire an appreciation of classic works and their authors. (adapted from TEKS 5.8A and TEKS 5.8C)
  2. Lesson Content
    - a. Stories (pg. 110)
      - \*The Adventures of Tom Sawyer (Mark Twain)
  3. Skills Objective(s)
    - a. The student uses a variety of word identification strategies to locate meaning, pronunciation, derivation of unfamiliar words using dictionaries, glossaries, and other sources. (TEKS 5.6C)
    - b. The student is expected to paraphrase and summarize text to recall inform or organize ideas. (TEKS 5.10G)
    - c. The student is expected to determine the purposes for listening such as to gain information to solve problems, or to enjoy and appreciate. (TEKS 5.1A)
- B. *Materials*
1. Folders made during lesson 4.
  2. Copies of novel *The Adventures of Tom Sawyer* for the class if possible
  3. *The Adventures of Tom Sawyer* on tape.
  4. Copy of *Great Illustrated Classics – The Adventures of Tom Sawyer*
- C. *Key Vocabulary*
1. Appendix C-1a to C-1d contains vocabulary words 1 through 20
- D. *Procedures/Activities*
1. Give a copy of the novel to any student that wishes to follow along as the story is read to them from *Great Illustrated Classics - The Adventures of Tom Sawyer*.
  2. Have students get their folders out for note taking. Remind students to record only the most important events in bullet point format.
  3. First the students will follow along in their books (if they have a copy) to Chapter 15 from the **tape** of *The Adventures of Tom Sawyer*.
  4. At the end of chapter 15, students will then listen as the teacher reads chapter 9 from the *Great Illustrated Classics* edition of the novel (covers chapters 16-17).
  5. Explain to the class that as a class we will be reviewing the vocabulary words listed on their vocabulary sheets **numbers 6-10**. (1-5 were covered in lesson 6) Have all students look at the vocabulary sheets in their folders from lesson 4.

6. Students will follow along with the teacher as the teacher reads the vocabulary word and the context clue that is on the vocabulary sheet. Brainstorm as a class the possible meaning of the word, based on the sentence from the story where the word is found. Accept all possible answers.
  7. Teacher will lead the class to “discover” the correct meaning for the vocabulary word and will write the definition on the board or the overhead for the students to copy on to their vocabulary sheets. (This way all the students will have the same information for their final vocabulary quiz). See Appendix H for the definitions.
  8. After the 10th vocabulary word has been defined, allow students to write their own sentences using these words as indicated on the vocabulary worksheet.
- E. *Assessment/Evaluation*
1. Help students to connect to the text by discussing how they would want their friends and family to remember them. Center this discussion around how Tom wants to wait to show up until after the funeral because he wants to know what people think about him. This discussion leads into a free-writing activity where students will write their thoughts. Students will then incorporate these thoughts onto the back of a tombstone they have created. The front of the tombstone will state their name, a concise epitaph, and the dates that they lived.
  2. Test for vocabulary 1-10 found in Appendix H (top half)

### **Lesson Eleven: Love, Crime and Punishment**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Acquire an appreciation of classic works and their authors. (adapted from TEKS 5.8A and TEKS 5.8C)
  2. Lesson Content
    - a. Stories (pg. 110)
      - \*The Adventures of Tom Sawyer (Mark Twain)
  3. Skill Objective(s)
    - a. The student uses a variety of word identification strategies to locate meaning, pronunciation, derivation of unfamiliar words using dictionaries, glossaries, and other sources. (TEKS 5.6C)
    - b. The students is expected to paraphrase and summarize text to recall inform or organize ideas. (TEKS 5.10G)
    - c. The student is expected to determine the purposes for listening such as to gain information to solve problems, or to enjoy and appreciate. (TEKS 5.1A)
    - d. The student is expected to analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo. (TEKS 5.12H)
    - e. The student is expected to connect, compare, and contrast ideas, themes, and issues across text. (TEKS 5.11D)
    - f. The student is expected to draw inferences such as conclusions or generalizations and support them with text evidence and experience. (TEKS 5.10H)
- B. *Materials*
1. Folders made during lesson 4.
  2. Copies of novel *The Adventures of Tom Sawyer* for the class if possible
  3. *The Adventures of Tom Sawyer* on tape.

4. Appendix I (Decision Making: Love, Crime and Punishment)
- C. *Key Vocabulary*
1. Appendix C-1a to C-1d contains vocabulary words 1 through 20
- D. *Procedures/Activities*
1. Give a copy of the novel to any student that wishes to follow along with the book as the story is read to them from *The Adventures of Tom Sawyer* on tape.
  2. Have students get their folders out for note taking. Remind students to record only the most important events in bullet point format.
  3. First the students will follow along in their books (if they have a copy) to Chapters 18-20 from the **tape** of *The Adventures of Tom Sawyer*.
  4. After listening to Chapters 18-20, discuss with students the events that took place during the reading and some of Tom's actions. (ex: Tom taking blame for Becky)
  5. Pose to students the question "Would you be willing to take the punishment for someone else?" "Why or Why Not"?
  6. Explain to students that they will be completing a Decision Making Guide (Appendix I) to help them understand the decision making process.
  7. Use a transparency of the guide to complete an example for the students. Teacher will need to complete the guide with his/her thoughts and decisions.
  8. Hand out Appendix I to the students. Remind students that they may use their summary notes from the chapters to help them with their answers.
  9. Allow time for students to complete assignment sheet.
- E. *Assessment/Evaluation*
1. Completion of Appendix I.
- A. **Lesson Twelve: *The Adventures of Tom Sawyer- Chapters 21-22***
1. Concept Objective(s)
    - a. Acquire an appreciation of classic works and their authors. (adapted from TEKS 5.8A and TEKS 5.8C)
  2. Lesson Content
    - a. Stories (pg. 110)
      - \*The Adventures of Tom Sawyer (Mark Twain)
  3. Skill Objective(s)
    - a. The student uses a variety of word identification strategies to locate meaning, pronunciation, derivation of unfamiliar words using dictionaries, glossaries, and other sources. (TEKS 5.6C)
    - b. The students is expected to paraphrase and summarize text to recall inform or organize ideas. (TEKS 5.10G)
    - c. The student is expected to determine the purposes for listening such as to gain information to solve problems, or to enjoy and appreciate. (TEKS 5.1A)
- B. *Materials*
1. Folders made during lesson 4.
  2. Copies of novel *The Adventures of Tom Sawyer* for the class if possible
  3. *The Adventures of Tom Sawyer* on tape.
- C. *Key Vocabulary*
1. Appendix C-1A to C-1D contains vocabulary words 1 through 20
- D. *Procedures/Activities*

1. Give a copy of the novel to any student that wishes to follow along with the book as the story is read to them from *The Adventures of Tom Sawyer* on tape.
  2. Have students get their folders out for note taking. Remind students to record only the most important events in bullet point format.
  3. The students will follow along in their books (if they have a copy) to Chapter 21-22 from the **tape** of *The Adventures of Tom Sawyer*.
  4. Explain to the class that as a class we will be reviewing the vocabulary words listed on their vocabulary sheets **numbers 11-15**. (1-10 covered previously). Have all students look at the vocabulary sheets placed in their folders.
  5. Students will follow along with the teacher as the teacher reads the vocabulary word and the context clue that is on the vocabulary sheet for this lesson 11-15. Brainstorm as a class the possible meaning of the word, based on the sentence from the story where the word is found. Accept all possible answers.
  6. Teacher will lead the class to “discover” the correct meaning for the vocabulary word and will write the definition on the board or the overhead for the students to copy on to their vocabulary sheets. (This way all the students will have the same information for their final vocabulary quiz). See Appendix H for the definitions.
  7. After the 15th vocabulary word has been defined, allow students to write their own sentences using these words as indicated on the vocabulary worksheet.
- E. *Assessment/Evaluation*
1. Monitor class for the completion of vocabulary sentences 11-15 and bullet points.
- A. **Lesson Thirteen: Tom and Huck – What Happens Next? Chapters 23-28**
1. Concept Objective(s)
    - a. Acquire an appreciation of classic works and their authors. (adapted from TEKS 5.8A and TEKS 5.8C)
  2. Lesson Content
    - a. Stories (pg. 110)
      - \*The Adventures of Tom Sawyer (Mark Twain)
  3. Skill Objective(s)
    - a. The student uses a variety of word identification strategies to locate meaning, pronunciation, derivation of unfamiliar words using dictionaries, glossaries, and other sources. (TEKS 5.6C)
    - b. The students is expected to paraphrase and summarize text to recall inform or organize ideas. (TEKS 5.10G)
    - c. The student is expected to determine the purposes for listening such as to gain information to solve problems, or to enjoy and appreciate. (TEKS 5.1A)
    - d. The student is expected to represent text information in different ways such as in outline, timeline, or graphic organizer. (TEKS 5.10L)
- B. *Materials*
1. Folders made during lesson 4.
  2. Copies of novel *The Adventures of Tom Sawyer* for the class if possible
  3. Copy of *Great Illustrated Classics – The Adventures of Tom Sawyer*
  4. Appendix J (Sequencing Events Chapters 23-28)
- C. *Key Vocabulary*
1. Appendix C-1A to C-1D contains vocabulary words 1 through 20
- D. *Procedures/Activities*

1. Give a copy of the novel to any student that wishes to follow along as the story is read to them from *Great Illustrated Classics – The Adventures of Tom Sawyer*.
  2. Have students get their folders out for note taking. Remind students to record only the most important events in bullet point format.
  3. Explain to students that today they will need to listen very carefully to the story because they will use the information to complete a sequencing exercise.
  4. The students will follow along in their books (if they have a copy) as the teacher reads Chapters 12, 13, and 14 from the *Great Illustrated Classics* edition of the novel. This will cover chapters 23-28 from the original novel.
  5. After the reading of the chapters, discuss with students the events from the story and record on the board or overhead the events in order of how they occurred.
  6. After thorough discussion, erase board and hand out Appendix J. Teacher may decide whether or not to allow students to use notes for completing assignment.
- E. *Assessment/Evaluation*
1. Completion of Appendix J. (may be used as a quiz or as an exercise)
- A. **Lesson Fourteen: Injun Joe – Where Did You Go? Chapters 29-31**
1. Concept Objective(s)
    - a. Acquire an appreciation of classic works and their authors. (adapted from TEKS 5.8A and TEKS 5.8C)
  2. Lesson Content
    - a. Stories (pg. 110)
      - \*The Adventures of Tom Sawyer (Mark Twain)
  3. Skill Objective(s)
    - a. The student uses a variety of word identification strategies to locate meaning, pronunciation, derivation of unfamiliar words using dictionaries, glossaries, and other sources. (TEKS 5.6C)
    - b. The student is expected to paraphrase and summarize text to recall inform or organize ideas. (TEKS 5.10G)
    - c. The student is expected to determine the purposes for listening such as to gain information to solve problems, or to enjoy and appreciate. (TEKS 5.1A)
    - d. The student is expected to analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo. (TEKS 5.12H)
    - e. The student is expected to connect, compare, and contrast ideas, themes, and issues across text. (TEKS 5.11D)
    - f. The student is expected to draw inferences such as conclusions or generalizations and support them with text evidence and experience. (TEKS 5.10H)
- B. *Materials*
1. Folders made during lesson 4.
  2. Copies of novel *The Adventures of Tom Sawyer* for the class if possible
  3. *The Adventures of Tom Sawyer* on tape.
  4. Copy of *Great Illustrated Classics – The Adventures of Tom Sawyer*
  5. Appendix K (Predict and Illustrate: Injun Joe- Where did you go?)
- C. *Key Vocabulary*
1. Appendix C-1A to C-1D contains vocabulary words 1 through 20
- D. *Procedures/Activities*

1. Give a copy of the novel to any student that wishes to follow along as the story is read to them from *Great Illustrated Classics - The Adventures of Tom Sawyer*.
  2. Have students get their folders that they made in lesson 4 and a pen or a pencil to write in the notes section of their folder.
  3. Explain to students that they will need to record the most important events on their chapter notes section of the folder. They only need to record in bullet point format the most important events from the day's reading
  4. First the students will follow along in their books (if they have a copy) to Chapters 29-30 from the **tape** of *The Adventures of Tom Sawyer*.
  5. At the end of chapter 30, students will then listen as the teacher reads chapter 17 from *Great Illustrated Classics* – edition of the novel. (covers chapters 31).
  6. As soon as you complete reading chapter 17, close all books and put them away so that the students cannot read ahead.
  7. Discuss with students the events from the story and record a list on the board or overhead the events in order of how they occurred. What feelings do they think Tom has about Injun Joe being in the cave?
  8. Tell students that they are going to use the information from the story thus far to predict what will happen to Injun Joe.
  9. Give students a copy of Appendix K and review the directions and steps on the sheet with the students so that they are clear of their expectations.
  10. Allow students time to complete Appendix K.
- E. *Assessment/Evaluation*
1. Completion of Appendix K.
- A. **Lesson Fifteen: *The Adventures of Tom Sawyer-Chapters 32-34***
1. Concept Objective(s)
    - a. Acquire an appreciation of classic works and their authors. (adapted from TEKS 5.8A and TEKS 5.8C)
  2. Lesson Content
    - a. Stories (pg. 110)
      - \*The Adventures of Tom Sawyer (Mark Twain)
  3. Skill Objective(s)
    - a. The student uses a variety of word identification strategies to locate meaning, pronunciation, derivation of unfamiliar words using dictionaries, glossaries, and other sources. (TEKS 5.6C)
    - b. The students is expected to paraphrase and summarize text to recall inform or organize ideas. (TEKS 5.10G)
    - c. The student is expected to determine the purposes for listening such as to gain information to solve problems, or to enjoy and appreciate. (TEKS 5.1A)
- B. *Materials*
1. Folders made during lesson 4.
  2. Copies of novel *The Adventures of Tom Sawyer* for the class if possible
  3. *The Adventures of Tom Sawyer* on tape.
  4. Copy of *Great Illustrated Classics – The Adventures of Tom Sawyer*
- C. *Key Vocabulary*
1. Appendix C-1A to C-1D contains vocabulary words 1 through 20
- D. *Procedures/Activities*

1. Give a copy of the novel to any student that wishes to follow along with the book as the story is read to them from *Great Illustrated Classics - The Adventures of Tom Sawyer*.
  2. Have students get their folders out for note taking. Remind students to record only the most important events in bullet point format.
  3. First the students will follow along in their books (if they have a copy) to Chapter 32 from the **tape** of *The Adventures of Tom Sawyer*.
  4. At the end of chapter 32, students will then listen as the teacher reads Ch. 18-19 from the *Great Illustrated Classics* edition of the novel. (covers Ch. 33-34)
  5. Explain to the class that they will be reviewing the vocabulary words listed on their vocabulary sheets **numbers 16-20**. (1-15 were covered in previous lessons) Have all students look at the vocabulary sheets in their folders.
  6. Students will follow along with the teacher as the teacher reads the vocabulary word and the context clue that is on the vocabulary sheet. Brainstorm as a class the possible meaning of the word, based on the sentence from the story where the word is found. Accept all possible answers.
  7. Teacher will lead the class to “discover” the correct meaning for the vocabulary word and will write the definition on the board or the overhead for the students to copy on to their vocabulary sheets. (This way all the students will have the same information for their final vocabulary quiz). See Appendix \_\_\_ for the definitions.
  8. After the last vocabulary word has been defined, allow students to write their own sentences using these words as indicated on the vocabulary worksheet.
- E. *Assessment/Evaluation*
1. Monitor class for the completion of vocabulary sentences 16-20 and bullet points.
  2. Test for vocabulary words 16-20 found in Appendix H (bottom half)
- A. **Lesson Sixteen: *The Adventures of Tom Sawyer-The Final Chapter***
1. Concept Objective(s)
    - a. Acquire an appreciation of classic works and their authors. (adapted from TEKS 5.8A and TEKS 5.8C)
  2. Lesson Content
    - a. Stories (pg. 110)
      - \*The Adventures of Tom Sawyer (Mark Twain)
  3. Skill Objective(s)
    - a. The student uses a variety of word identification strategies to locate meaning, pronunciation, derivation of unfamiliar words using dictionaries, glossaries, and other sources. (TEKS 5.6C)
    - b. The students is expected to paraphrase and summarize text to recall inform or organize ideas. (TEKS 5.10G)
    - c. The student is expected to determine the purposes for listening such as to gain information to solve problems, or to enjoy and appreciate. (TEKS 5.1A)
- B. *Materials*
1. Folders made during lesson 4.
  2. Copies of novel *The Adventures of Tom Sawyer* for the class if possible
  3. Copy of *Great Illustrated Classics- The Adventures of Tom Sawyer*
  4. *The Adventures of Tom Sawyer* on tape.
- C. *Key Vocabulary*
1. Appendix C-1A to C-1D contains vocabulary words 1 through 20
- D. *Procedures/Activities*

1. Give a copy of the novel to any student that wishes to follow along as the story is read to them from the *Great Illustrated Classics* edition of the novel.
  2. Have students get their folders out for note taking. Remind students to record only the most important events in bullet point format.
  3. First the students will follow along in their books (if they have a copy) to Chapter 35 from the **tape** of *The Adventures of Tom Sawyer*.
  4. At the end of the last chapter on tape, allow time for discussion about student's feelings toward the novel.
  5. Allow time for the students to finalize all of their summaries (bullet points) in their folders and completion of all vocabulary, if necessary.
- E. Assessment/Evaluation*
1. Monitor class for completion of vocabulary and bullet points in their folders.
  2. Test for novel Appendix L (answers on Appendix D-1)
- A. Lesson Seventeen– Tom Sawyer Box Project**
1. Concept Objective(s)
    - a. Acquire an appreciation of classic works and their authors. (adapted from TEKS 5.8A and TEKS 5.8C)
  2. Lesson Content
    - a. Stories (pg. 110)
      - \*The Adventures of Tom Sawyer (Mark Twain)
  3. Skill Objective(s)
    - a. The students is expected to paraphrase and summarize text to recall inform or organize ideas. (TEKS 5.10G)
    - b. The student is expected to use the text's structure or progression of ideas to identify cause and effect and chronology to locate and recall information. (adapted from TEKS 5.10E)
    - c. The student is expected to represent text information in different ways such as in outline, timeline, or graphic organizer. (TEKS 5.10L)
    - d. The student is expected to connect, compare, and contrast ideas, themes, and issues across text. (TEKS 5.11D)
    - e. The student is expected to write to inform such as to explain, describe, report, and narrate. (TEKS 5.15C)
- B. Materials*
1. Folders made during lesson 4.
  2. Construction paper and glue
  3. Shoe box (or other box of similar size) for each student
  4. Appendix A from Lesson 2 previously completed by students
  5. Appendix M (Box Project Instructions)
- C. Key Vocabulary*
1. None
- D. Procedures/Activities*
1. Students will work independently on their box projects. Refer to Appendix L for complete instructions.
- E. Assessment/Evaluation*
1. Completion and presentation of box project (Rubric- Appendix M )

## **VI. CULMINATING ACTIVITY (Optional)**

- A. Students will plan a day to “play hooky” from school. Take a field trip to a local pond or lake and have the students fish. Students will need to provide their own sack lunch for a picnic. If they are going fishing, they must have an authentic “Tom Sawyer” fishing

pole. Ex: bamboo pole or a stick (no rods and reels). Dress up as either Tom or Becky for the day and award the Best Dressed Tom and the Best Dressed Becky.

- B. Students could play various games that Tom and Huck might have played during the time of the novel. A quick study on the history of marbles and a marble tournament is a good addition to the activities and the unit.

## **VII. HANDOUTS/WORKSHEETS**

1. Appendix A – Mark Twain Timeline
2. Appendix B-1 – Pseudonym Book Jacket Instructions and Rubric
3. Appendix B-2 – About the Author
4. Appendix C-1A – C-1D – Vocabulary
5. Appendix C-2A – C-2B – Chapter Notes
6. Appendix C-3 – Tom Sawyer Folder
7. Appendix D-1 – Reading Overview (Teacher Resource Sheet)
8. Appendix D-2 - Compare/Contrast of Sid and Tom
9. Appendix E – Incantations
10. Appendix F – Character Actions: Murder in the Graveyard
11. Appendix G – Making Predictions
12. Appendix H – Vocabulary Test 1 and 2
13. Appendix I – Decision Making: Love, Crime and Punishment
14. Appendix J – Sequencing Events Chapters 23-28
15. Appendix K – Predict and Illustrate: Injun Joe-Where Did You Go?
16. Appendix L – Tom Sawyer Test
17. Appendix M – Tom Sawyer Box Project and Rubric

## **VIII. BIBLIOGRAPHY**

### **A. Books:**

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Laiken, Deidre S.. *Great Illustrated Classics: The Adventures of Tom Sawyer*. Waldman Publishing Corp: New York, NY. ISBN 5-0578-01344318-3

Prince, April Jones. *Who Was Mark Twain?* Grosset & Dunlap: New York, NY, 2004. ISBN 0-448-43319-2

Twain, Mark. *The Adventures of Tom Sawyer*. Tom Doherty Associates, Inc.: New York, N.Y., 1989. ISBN 0-812-50420-8

Twain, Mark. *The Adventures of Tom Sawyer*. Audio Partners Publishing Corp (Books on Cassette & CD): Auburn, CA. ISBN 1-57270-010-6

### **B. Internet Sites:**

[www.geocities.com/swaisman/samclemens.html](http://www.geocities.com/swaisman/samclemens.html)

[www.twainquotes.com](http://www.twainquotes.com)

[www.sparknotes.com/lit/tomsawyer/facts.html](http://www.sparknotes.com/lit/tomsawyer/facts.html)

**APPENDIX A**

**MARK TWAIN TIMELINE**

Identify seven dates from the book *Who Was Mark Twain?* that you feel are most important, or interesting, in the life of Mark Twain.

1. November 30, 1835: (birth)

---

---

2. Date: \_\_\_\_\_:

---

---

3. Date: \_\_\_\_\_:

---

---

4. Date: \_\_\_\_\_:

---

---

5. Date: \_\_\_\_\_:

---

---

6. Date: \_\_\_\_\_:

---

---

7. April 21, 1910: (death)

---

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**\*\*Do all of your sentences contain a complete thought and is the date in the body?**

**APPENDIX B-1**  
**PSEUDONYM BOOK JACKET INSTRUCTIONS**

**Materials Needed:**

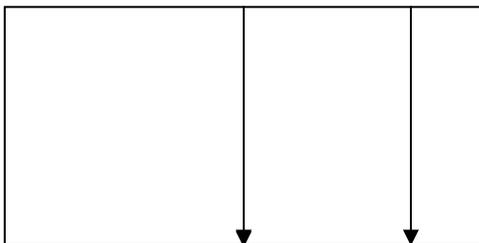
1. A “legal size sheet of copy paper (or construction paper).    2. Coloring pencils/markers/or crayons

**Folding the book jacket:**

**Step 1:** Fold far right hand side in about 3 inches.

**Step 2:** Fold whole paper in ½, keeping the 3 inch flap folded in.

**Step 3:** Cut off the bottom portion of the “whole” booklet so that booklet measures about 10 inches in length.



**OUTSIDE FRONT COVER:** (must be colored)

1. Title of their book
2. Pseudonym (pen name) anywhere under the title: Written by \_\_\_\_\_
3. Illustration that appropriately “symbolizes” title of book & gives insight to reader what their book is about.

**INSIDE FLAP ON RIGHT SIDE OF BOOKLET:**

**About the Author:**

\*Drawn/colored picture as they would look in 20 yrs at the top of the flap.

\*Include information from the “About the Author” worksheet.

**BACKSIDE COVER:** (extended activity)

Students may write a brief summary of what their “story” is about. It must include a teaser to “hook” potential readers. Suggested length is ½ of back cover.

-----

**STUDENT’S NAME:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**BOOK JACKET RUBRIC**

**Front Cover:**

(Each worth 1-10 points)

Title corresponds to pen name \_\_\_\_\_

Pen name is correct on cover \_\_\_\_\_

Grammar’s correct on front cover \_\_\_\_\_

Illustration symbolizes title  
(thoughtful/gives insight to book subject) \_\_\_\_\_

Cover is neat and colorful  
(legible/rich color/attractive) \_\_\_\_\_

**Written Components:**

(Each worth 1-10 points)

Drawn/colored picture of author \_\_\_\_\_

About the author; future tense \_\_\_\_\_

Justification of pen name in body \_\_\_\_\_

Story summary (teaser for novel) \_\_\_\_\_

Grammar/spelling \_\_\_\_\_

**POINTS: SECTION 1** \_\_\_\_\_ **+** **POINTS: SECTION 2** \_\_\_\_\_

**COMPLETED ASSIGNMENT GRADE =** \_\_\_\_\_

**APPENDIX B-2**  
ABOUT THE AUTHOR

Use this information to write a short summary about yourself on the back of this sheet.  
Your summary **must** be written in 3<sup>rd</sup> person.

**About you:**

How old are you 20 years from now? \_\_\_\_\_

Real name? \_\_\_\_\_

Pen Name? \_\_\_\_\_

Justify how you came up with your pen name: \_\_\_\_\_

\_\_\_\_\_

**Career:**

Are you an author or do you have another career? \_\_\_\_\_

Does your career help you write these kinds of books? How? \_\_\_\_\_

Why do you write these types of novels? \_\_\_\_\_

Will there be a sequel? When? \_\_\_\_\_

**Family:**

Are you married? \_\_\_\_\_ If yes, to who? \_\_\_\_\_

Do you have children/pets? \_\_\_\_\_ Their names? \_\_\_\_\_

**APPENDIX B-2**  
ABOUT THE AUTHOR

Use this information to write a short summary about yourself on the back of this sheet.  
Your summary **must** be written in 3<sup>rd</sup> person.

**About you:**

How old are you 20 years from now? \_\_\_\_\_

Real name? \_\_\_\_\_

Pen Name? \_\_\_\_\_

Justify how you came up with your pen name: \_\_\_\_\_

\_\_\_\_\_

**Career:**

Are you an author or do you have another career? \_\_\_\_\_

Does your career help you write these kinds of books? How? \_\_\_\_\_

Why do you write these types of novels? \_\_\_\_\_

Will there be a sequel? When? \_\_\_\_\_

**Family:**

Are you married? \_\_\_\_\_ If yes, to who? \_\_\_\_\_

Do you have children/pets? \_\_\_\_\_ Their names? \_\_\_\_\_

**APPENDIX C-1a**  
***The Adventures of Tom Sawyer***  
**Vocabulary**

1. **INSPIRATION:**

“So he returned his straitened means to his pocket, and gave up the idea of trying to buy the boys. At this dark and hopeless moment an inspiration burst upon him! Nothing less than a great, magnificent **inspiration**.” (CH.2)

Definition: \_\_\_\_\_

Sentence: \_\_\_\_\_

2. **MELANCHOLY:**

“Tom appeared on the sidewalk with a bucket of whitewash and a long-handled brush. He surveyed the fence, and all gladness left him and a deep **melancholy** settled down upon his spirit.” (CH.2)

Definition: \_\_\_\_\_

Sentence: \_\_\_\_\_

3. **POMP AND CIRCUMSTANCE:**

“As he drew near, he slackened speed, took the middle of the street, leaned far over to star-board and rounded to ponderously and with laborious **pomp and circumstance** -- for he was personating the Big Missouri, and considered himself to be drawing nine feet of water.” (CH.2)

Definition: \_\_\_\_\_

Sentence: \_\_\_\_\_

4. **RELUCTANCE:**

“Tom gave up the brush with **reluctance** in his face, but alacrity in his heart..” (CH.2)

Definition: \_\_\_\_\_

Sentence: \_\_\_\_\_

5. **RIDICULE:**

“He took up his brush and went tranquilly to work. Ben Rogers hove in sight presently -- the very boy, of all boys, whose **ridicule** he had been dreading.” (CH.2)

Definition: \_\_\_\_\_

Sentence: \_\_\_\_\_

**APPENDIX C-1b**  
**Vocabulary**

6. **RESIGN:**

“There are wealthy gentlemen in England who drive four-horse passenger-coaches twenty or thirty miles on a daily line, in the summer, because the privilege costs them considerable money; but if they were offered wages for the service, that would turn it into work and then they would **resign.**” (CH.2)

Definition: \_\_\_\_\_

Sentence: \_\_\_\_\_

7. **DILAPITATED:**

“Tom was literally rolling in wealth. He had besides the things before mentioned, twelve marbles, part of a jews-harp, a piece of blue bottle-glass to look through, a spool cannon, a key that wouldn't unlock anything, a fragment of chalk, a glass stopper of a decanter, a tin soldier, a couple of tadpoles, six fire-crackers, a kitten with only one eye, a brass door-knob, a dog-collar -- but no dog -- the handle of a knife, four pieces of orange-peel, and a **dilapidated** old window sash.” (CH.2)

Definition: \_\_\_\_\_

Sentence: \_\_\_\_\_

8. **MUSED:**

“The boy **mused** awhile over the substantial change which had taken place in his worldly circumstances, and then wended toward headquarters to report.” (CH.2)

Definition: \_\_\_\_\_

Sentence: \_\_\_\_\_

9. **DILUTED:**

"Well, I never! There's no getting round it, you *can* work when you're a mind to, Tom." And then she **diluted** the compliment by adding, "But it's powerful seldom you're a mind to, I'm bound to say. Well, go 'long and play; but mind you get back some time in a week, or I'll tan you." (CH.3)

Definition: \_\_\_\_\_

Sentence: \_\_\_\_\_

10. **VIRTUOUS:**

“She was so overcome by the splendor of his achievement that she took him into the closet and selected a choice apple and delivered it to him, along with an improving lecture upon the added value and flavor a treat took to itself when it came without sin through **virtuous** effort. And while she closed with a happy Scriptural flourish, he "hooked" a doughnut.” (CH.3)

Definition: \_\_\_\_\_

Sentence: \_\_\_\_\_

**APPENDIX C-1c**  
**Vocabulary**

11. **OBLIGED**:

“Tom was tugging at a button-hole and looking sheepish. He blushed, now, and his eyes fell. Mr. Walters' heart sank within him. He said to himself, it is not possible that the boy can answer the simplest question - why *did* the Judge ask him? Yet he felt **obliged** to speak up and say: . . .” (CH.4)

Definition: \_\_\_\_\_

Sentence: \_\_\_\_\_

12. **CORDIALLY**:

“Huckleberry was **cordially** hated and dreaded by all the mothers of the town, because he was idle and lawless and vulgar and bad -- and because all their children admired him so, and delighted in his forbidden society, and wished they dared to be like him.” (CH.6)

Definition: \_\_\_\_\_

Sentence: \_\_\_\_\_

13. **PERENNIAL**:

“Huckleberry was always dressed in the cast-off clothes of full-grown men, and they were in **perennial** bloom and fluttering with rags.” (CH.6)

Definition: \_\_\_\_\_

Sentence: \_\_\_\_\_

14. **JUBILANT**:

“Then the master stood over him during a few awful moments, and finally moved away to his throne without saying a word. But although Tom's ear tingled, his heart was **jubilant**.” (CH.6)

Definition: \_\_\_\_\_

Sentence: \_\_\_\_\_

15. **SCUFFLE**:

“And she put her small hand upon his and a little **scuffle** ensued, Tom pretending to resist in earnest but letting his hand slip by degrees till these words were revealed: *“I LOVE YOU.”* (CH.6)

Definition: \_\_\_\_\_

Sentence: \_\_\_\_\_

**APPENDIX C-1d**  
**Vocabulary**

16. **JUNCTURE**:

“Huckleberry came and went, at his own free will. Just at this **juncture** the boy felt a slow, fateful grip closing on his ear, and a steady lifting impulse.” (CH.6)

Definition: \_\_\_\_\_

Sentence: \_\_\_\_\_

17. **HARASSED**:

The tick escaped from Tom, presently, and crossed the equator. Joe **harassed** him awhile, and then he got away and crossed back again. (CH.7)

Definition: \_\_\_\_\_

Sentence: \_\_\_\_\_

18. **CONTEMPLATED**:

“The boys had been too absorbed to notice the hush that had stolen upon the school awhile before when the master came tiptoeing down the room and stood over them. He had **contemplated** a good part of the performance before he contributed his bit of variety to it.” (CH.7)

Definition: \_\_\_\_\_

Sentence: \_\_\_\_\_

19. **REFUGE**:

“Then she sprang away and ran around and around the desks and benches, with Tom after her, and took **refuge** in a corner at last, with her little white apron to her face.” (7)

Definition: \_\_\_\_\_

Sentence: \_\_\_\_\_

20. **JUVENILES**:

“Suddenly the minister shouted at the top of his voice: "Praise God from whom all blessings flow -- SING! -- and put your hearts in it!" And they did. Old Hundred swelled up with a triumphant burst, and while it shook the rafters Tom Sawyer the Pirate looked around upon the envying **juveniles** about him and confessed in his heart that this was the proudest moment of his life.” (17)

Definition: \_\_\_\_\_

Sentence: \_\_\_\_\_

**APPENDIX C-2a**  
**Chapter Notes**

**Directions**

Write bullet point notes for each “section” of reading as follows.  
Remember that these notes will be used for your final Tom Sawyer Box Project.

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Chapters 1, 2, 3 (on tape)

---

Chapters 4, 5, 6 (on tape/read)

---

Chapters 7, 8, 9, 10, 11 (on tape/read)

---

Chapters 12, 13, 14 (on tape/read)

---

Chapters 15, 16, 17 (on tape/read)

**APPENDIX C-2b**  
**Chapter Notes**

Chapters 18, 19, 20 (on tape)

---

Chapters 21-22 (on tape)

---

Chapters 23, 24, 25, 26, 27, 28 (read)

---

Chapters 29, 30, 31 (on tape/read)

---

Chapters 32, 33, 34 (on tape/read)

---

Chapter 35 (on tape)

**APPENDIX C-3**  
**TOM SAWYER FOLDER**

1. Each student will need 1- 12x18 piece of colored construction paper
2. Fold the construction paper in ½
  
3. **FRONT COVER:**  
The student will need to write the title and author on the front cover. You may choose to have them draw an illustration on the front cover at a later time, once they know a little more about the story.

<i>The Adventures of Tom Sawyer</i>
By Mark Twain
(Student's Name)

4. **ON THE INSIDE:**  

<u>Left Side</u> Staple the “Chapter Notes” sheets (2) Staple down <u>left</u> side of the sheets	<u>Right Side</u> Staple the “Vocabulary” sheets (4) Staple down <u>right</u> side of the sheets
---	--

<u>Chapter Notes</u>  I  I	<u>Vocabulary</u>  I  I
--	-------------------------------------

**CHAPTER NOTES:**

Students will fill in bullet point notes for each section during that day’s reading.

**VOCABULARY:**

There are 4 vocabulary lessons included in this unit.

Each lesson covers 5 vocabulary words along with a test for words 1-10 and 11-20.

**APPENDIX D-1**  
**READING OVERVIEW**  
**(Teacher Resource Sheet)**

<b><u>LESSONS</u></b>	<b><u>CHAPTERS</u></b>	<b><u>READING</u></b>	<b><u>ACTIVITIES</u></b>
Lesson 5	Chapters 1-3	Tapes	Compare/Contrast
Lesson 6	Chapters 4-5 Chapter 6	Tapes Chapter 2 (abridged)	Vocabulary 1-5
Lesson 7	Pgs. 43-47	UNABRIDGED Book	Incantations
Lesson 8	Chapter 7 Chapter 8-11	Tapes Ch. 4-5 (abridged)	Character Actions
Lesson 9	Chapter 12 Chapter 13-14	Tapes Chapter 7 (abridged)	Making Predictions
Lesson 10	Chapter 15 Chapter 16-17	Tapes Chapter 9 (abridged)	Vocabulary 6-10
Lesson 11	Chapters 18-20	Tapes	Decision Making
Lesson 12	Chapters 21-22	Tapes	Vocabulary 11-15
Lesson 13	Chapters 23-28	Ch. 12- 14 (abridged)	Sequencing Events
Lesson 14	Chapters 29-30 Chapter 31	Tapes Chapter 17 (abridged)	Predict and Illustrate
Lesson 15	Chapter 32 Chapters 33-34	Tapes Ch. 18-19 (abridged)	Vocabulary 16-20
Lesson 16	Chapter 35	Tapes	Tom Sawyer Test

**UNIT INCLUDES:**

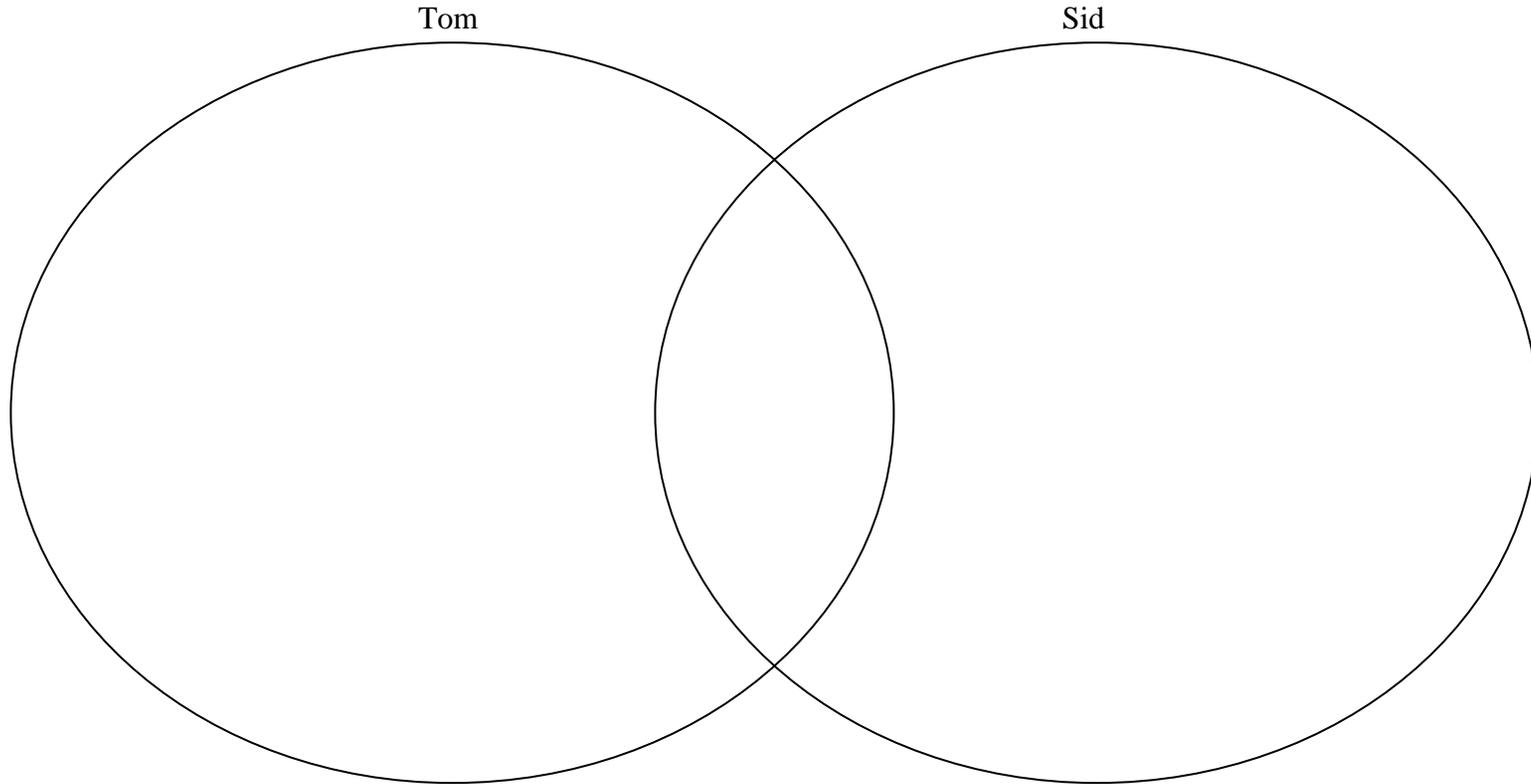
- 2 Vocabulary tests to be given at teacher's discretion (Lesson 10 and 15)
- 2 Projects-
  1. Pseudonym Book Jacket (Lesson 3)
  2. Tom Sawyer Box Project. (Lesson 17)

**Tom Sawyer Test** (Answer Key)

**1. a 2. b 3. c 4. b 5. b 6. a 7. c 8. a 9. b 10. a 11. a**

**Appendix D-2**  
**Compare/Contrast of Sid and Tom**

Use the Venn diagram below to compare Tom and Sid.



In your opinion, which likeness between the characters is the strongest? \_\_\_\_\_

Which difference is the strongest? \_\_\_\_\_

**APPENDIX E**  
**INCANTATIONS**

**Tom Sawyer’s incantation for curing warts:**

**“ ‘Barley-corn, barley-corn  
Injun-meal shorts  
Spunk water, spunk water,  
swaller these warts. ”**

**Directions:** Use Tom Sawyer’s incantation as an example for writing your own.  
Use the rhyming pattern ABCB or ABAB for this assignment.

1. Incantation for curing \_\_\_\_\_.

4 lines: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Incantation for curing \_\_\_\_\_.

4 lines: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**APPENDIX F**  
**CHARACTER ACTIONS**  
**Murder in the Graveyard**

**SETTING**

**TIME:**

**PLACE:**

**CHARACTER ACTIONS**

**WHY DID THE MAIN CHARACTERS CHOOSE THIS TIME OF DAY?**

**WHY DID THE MAIN CHARACTERS CHOOSE THIS PARTICULAR PLACE?**

**MAIN EVENT**

**WHAT IS THE MOST IMPORTANT EVENT IN THIS CHAPTER?**

**WHO WAS INVOLVED?**

**WHY DID IT HAPPEN?**

**WHAT PROBLEMS MAY ARISE FROM THIS SITUATION?**

**APPENDIX G**  
**MAKING PREDICTIONS**

**THE BOYS PREDICTED THAT THE TOWN BELIEVES THEY ARE DEAD BECAUSE:**

**AT THE END OF THE CHAPTER, ALL OF THE BOYS GO TO SLEEP EXCEPT TOM.**

**MAKE A PREDICTION ABOUT WHAT TOM WILL DO NEXT:**

**WHY DO YOU THINK THIS WILL HAPPEN?**

## APPENDIX H

### VOCABULARY TEST #1

Match each word to its definition by writing the correct letter in each blank.

- |                               |                                |
|-------------------------------|--------------------------------|
| 1. ____ Inspiration           | a. decayed                     |
| 2. ____ Melancholy            | b. scorn, mockery              |
| 3. ____ Pomp and Circumstance | c. having new ideas or actions |
| 4. ____ Reluctance            | d. honest, truthful            |
| 5. ____ Ridicule              | e. celebration, ceremony, fuss |
| 6. ____ Resign                | f. sadness                     |
| 7. ____ Dilapidated           | g. not wanting, hesitancy      |
| 8. ____ Mused                 | h. weakened                    |
| 9. ____ Diluted               | i. quit, stop                  |
| 10. ____ Virtuous             | j. thought deeply              |

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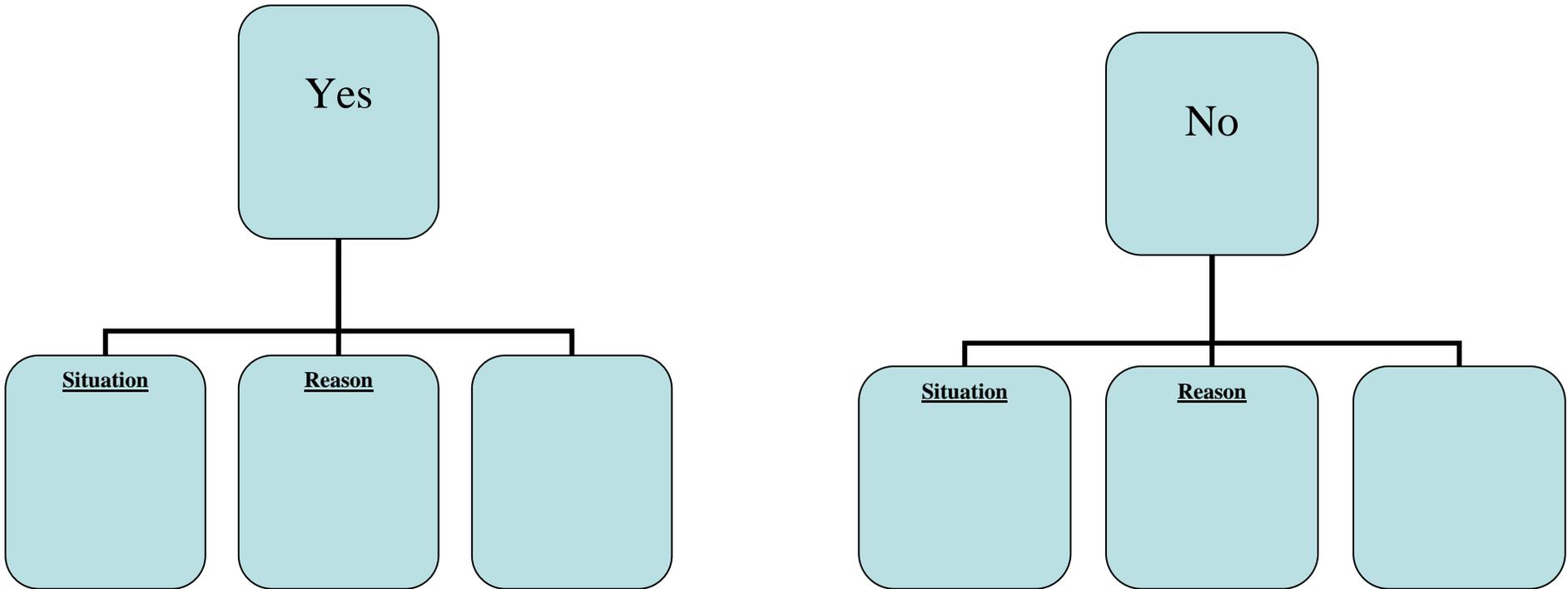
### VOCABULARY TEST #2

Match each word to its definition by writing the correct letter in each blank.

- |                      |                                 |
|----------------------|---------------------------------|
| 1. ____ Obligated    | a. constant                     |
| 2. ____ Cordially    | b. small fight or struggle      |
| 3. ____ Perennial    | c. shelter or protection        |
| 4. ____ Jubilant     | d. under a duty to do something |
| 5. ____ Scuffle      | e. bothered or annoyed          |
| 6. ____ Juncture     | f. joyful                       |
| 7. ____ Harassed     | g. thought over                 |
| 8. ____ Contemplated | h. young person, childish       |
| 9. ____ Refuge       | i. point in time                |
| 10. ____ Juveniles   | j. sincerely, deeply            |

**APPENDIX I**  
**DECISION MAKING**  
**Love, Crime and Punishment**

**The Question:** Do you think that there would ever be an occasion that you would be willing to take the blame and the discipline for someone else? List reasons why you would choose to, or not to, take responsibility for someone else's actions. Predict possible outcomes for your decision. Complete the following chart to help you decide.



What did you decide? Write a complete sentence stating your decision and justify your answer based on the chart above.

**APPENDIX J**  
**SEQUENCING EVENTS**  
**Chapters 23-28**

Use the numbers 1 -10 to sequence the events in the story as you hear them read to you from Chapters 23 – 28 in *The Adventures of Mark Twain*. Use a pencil to number the events because you may change the number several times before the completion of the lesson.

\_\_\_\_\_ Deciding that the words “Number Two” referred to a room number, Huck and Tom conclude that Injun Joe is occupying Room Two in a tavern.

\_\_\_\_\_ After digging for buried treasure and finding nothing, Tom proposes that they move their digging to the haunted house.

\_\_\_\_\_ Muff Potter expresses his gratitude to the boys.

\_\_\_\_\_ Tom seeks out Huck Finn and the two go off to dig for hidden treasure under a dead-tree.

\_\_\_\_\_ The defense attorney calls Tom Sawyer to the witness stand.

\_\_\_\_\_ With their eyes pressed to knotholes in the floor planks, they watch in anxiety as two men enter the haunted house. They immediately recognize one of the voices as belonging to Injun Joe.

\_\_\_\_\_ With Huck waiting outside of the tavern, Tom sneaks into the tavern to explore the haunted room.

\_\_\_\_\_ Injun Joe finds a box of buried treasure: an iron-bound box filled with gold coins that are suspected to belong to a gang who once were thought to have used the house as an old hideout.

\_\_\_\_\_ Huck agrees to watch over the tavern in the night and sleep during the day in a hayloft.

**APPENDIX K**  
**PREDICT AND ILLUSTRATE**  
**Injun Joe- Where did you go?**

**Injun Joe is hiding out in the cave in which Tom and Becky were trapped.**

**Mr. Thatcher explained:**

“To prevent anyone else getting lost in the cave, I had the place sealed up and triple locked two weeks ago.”

**PREDICT what you think has happened to Injun Joe: (2-3 sentences)**

I think that Injun Joe \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_.

**ILLUSTRATE your prediction in the box below. Color your illustration.**



**APPENDIX L**  
**TOM SAWYER TEST**

**Write the correct answer (a, b, or c) in each blank at the beginning of each sentence.**

1. \_\_\_\_\_ At the beginning of the novel, Aunt Polly punishes Tom for \_\_\_\_\_.  
a. playing hooky from school      b. being friend with Huck      c. stealing from Sid
2. \_\_\_\_\_ Tom tricks his friends into helping whitewash the fence by \_\_\_\_\_.  
a. offering to pay them with marbles  
b. convincing them that it is fun to paint  
c. promising to play with them when the job was done
3. \_\_\_\_\_ Tom made Becky cry because \_\_\_\_\_.  
a. he was such a bad kisser  
b. he didn't give her the door-knob he promised her as a gift  
c. she found out about Amy Lawrence
4. \_\_\_\_\_ Tom and Joe liked to play a board game called \_\_\_\_\_.  
a. Pirates of the Caribbean      b. Robin Hood      c. Don Quixote
5. \_\_\_\_\_ Tom and Huck take \_\_\_\_\_ to the graveyard.  
a. a Bible      b. a dead cat      c. marbles
6. \_\_\_\_\_ Tom and Huck go to the graveyard to \_\_\_\_\_.  
a. cure warts      b. look for witches      c. spy on spirits
7. \_\_\_\_\_ Although he was innocent, \_\_\_\_\_ was blamed for the murder of Doc Robinson.  
a. Mr. Welsh      b. Injun Joe      c. Muff Potter
8. \_\_\_\_\_ Tom's "great secret" was \_\_\_\_\_.  
a. to attend his own funeral with his friends  
b. to find the buried treasure  
c. to win Becky Thatcher's heart back
9. \_\_\_\_\_ Tom became a hero when he \_\_\_\_\_.  
a. protected the Widow Douglass from Injun Joe  
b. saved Muff Potter from being framed for murder  
c. found Becky Thatcher when she was trapped in the cave
10. \_\_\_\_\_ The Widow Douglass decide to adopt Huck because \_\_\_\_\_.  
a. he saved her live      b. she wanted his money      c. he was her nephew
11. \_\_\_\_\_ At the end of the novel, Injun Joe was found in the cave \_\_\_\_\_.  
a. dead      b. and taken to jail      c. and was forced to perform community service

**APPENDIX M**  
**TOM SAWYER BOX PROJECT**

Each student will need to provide a box (shoe box preferably) in advance for this project. It needs to be neatly wrapped using construction paper and glue. The information will be cut & glued to each section.

**I. ON THE LID OF THE BOX:** The Adventures of Tom Sawyer by Mark Twain  
 Picture (drawn or clip art) of either Tom Sawyer or Mark Twain

**2 SHORT SIDES OF THE BOX:**

**Side 1:** The Life of Mark Twain  
 (7 facts typed from Lesson 2)

**EX:** The Life of Jane Doe

- Jane Doe was born on May 5<sup>th</sup> .....
- Jane Doe first learned to write .....
- Jane Doe married John on .....

**Side 2:** Mark Twain Quotes  
 (3-5 quotes typed from Lesson 2)

**EX:** Mark Twain Quotes

- \* Life is like a box of chocolates....
- \* Writing is like a woman's skirt...

**II. 2 LONG SIDES OF A BOX:**

There are 11 sections on the Chapter Notes pages. Students need to use their bullet point notes to write a 2-4 sentence "well thought out" summary for each section. They must be typed/written chronologically.

**Side 1:**  
 Title of Story  
 Section Summaries 1-5

**Side 2:**  
 Chapter/Section Summaries 6-11  
 \*Ch. 35 needs to include sentence critique of the story.

**Example: (side 1)**

**THE ADVENTURES OF TOM SAWYER**

Ch. 1-3: Tom Sawyer is a troublesome little boy who lives with his Aunt Polly and his cousins, Sid and Mary. One of his punishments is to whitewash a fence, which he tricks other boys into doing for him. Then he meets Becky Thatcher, a new girl in town.

Ch. 4-6:

Ch. 7-11:

Ch. 12-14:

Ch. 15-17:

**III. INSIDE THE BOX:**

The students will place 5 items inside that box that symbolize their 5 favorite parts in the story. These items may be brought from home or can be drawn or made.

Example: Whitewashing the fence- Make a fence from popsicle sticks or bring a paint brush from home.

-----

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**RUBRIC**

**Assignment: Reading- Mark Twain Box Project**

**READING: Score Sheet**

3-5 appropriately written quotes \_\_\_\_\_  
 Story/Author/Picture on lid \_\_\_\_\_  
 5 Related items in box \_\_\_\_\_  
 Visually Appealing \_\_\_\_\_  
 Mechanics/Grammar \_\_\_\_\_

**Reading Grade** \_\_\_\_\_

**ELA: Score Sheet**

Mark Twain 7 life facts \_\_\_\_\_  
 Tom Sawyer Story Chronology \_\_\_\_\_  
 Complete Sentences/Thought \_\_\_\_\_  
 Visually Appealing \_\_\_\_\_  
 Mechanics/Grammar \_\_\_\_\_

**ELA Grade** \_\_\_\_\_

**\*\*Give each category a ranking from 1-4**

**Holistic Scores:**

20=100; 19=95; 18=90; 17=89; 16=87; 15=85; 14=83; 13=80; 12=79; 11=77; 10=75; 9=73; 8=71; 7=69; 6=68; 5=67