

Mark Twain Boyhood Home & Museum

Unit Plan for *The Adventures of Tom Sawyer*

Created by: N. Thomas Padilla

School: Dixon High School

City, State: Dixon, Illinois

Mark Twain Teachers' Workshop, July 16, 2021

Hannibal, Missouri

“AP Eng Lit FRQ Prompt # 2”

UNIT PLAN for <i>The Adventures of Tom Sawyer</i>	
Concept or Topic: Characterization: Physical, Mental, Emotional	Suggested Grade Level(s)/Course: 11 th and 12 th
Subject: AP English Literature or Advanced American Literature	Suggested Time Frame: (# of days, length of session and number of sessions; 5 days of portions of 45 min. sessions)
Objective(s): students will be able to find in the provided passage and list words and phrases that show what the identified character does or looks like (physical), thinks (mental), and feels (emotional). Students will be able to use the lists created to write an essay that details how twain characterizes Finn.	
Common Core State Standards: Common Core State Standards CCSS.ELA-LITERACY.RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., how the characters are introduced and developed).	
Assessments (at least two): A. Students in AP English Literature will create a list of words and phrases from the passage that show how Huckleberry Finn looks or acts, what he thinks, and how he feels, with 75% accuracy (4 quotations minimum=75%). B. Students in AP English Literature will write an essay of at least four paragraphs that analyzes the physical, emotional, and mental aspects of the character of Huckleberry Finn as described in the passage provided from <i>The Adventures of Tom Sawyer</i> Chapter 6. C.	
Vocabulary (Tiers 2 & 3): Physical details Mental details Emotional details	
Subject Area Integration: Language Arts History/Social Studies World Cultural Issues	
Background Information Required for Lesson: Videos: AP Classroom AP Daily Videos 1.1.1,2, and 3: Character in Prose	

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Materials: *The Adventures of Tom Sawyer* Chapter 6: "Shortly Tom came upon the village pariah..." (Twain pp. 47-48 TATS University California Press 2010)

Technology:

Projector to show the passage when reviewing, perhaps when teaching

Related Twain Quotes/Passages: *Adventures of Huckleberry Finn*, Chapter One: Huck's description of himself.

Lesson Sequence:

Day 1: (15 minutes)

Hook/Intro: I want you to remember and call to mind a favorite or important character from a favorite book, a longer one, from childhood. Say *Harriet the Spy* or *The Wind in the Willows*, a lengthy, chapter-book is what I mean. Think of that character and be ready to talk a little about him, her or it if necessary.

Teaching of the Concept(s):

1. PHYSICAL: What a character looks like or does
2. MENTAL: What a character says or thinks
3. EMOTIONAL: What a character feels or believes. . .

Suggested Questions: Think of your favorite character in a children's book of some length. Find or try to remember the introductory details of that character. Considering what you know about that character, determine what each of the details of his description (probably early in a book) says about him, her or it.

Learning Activity: viewing of the video
AP Daily Video 1.1

Review/Closure: Ask a student to review what we saw.

Day 2: (15 minutes)

Hook/Intro: Ask a student to volunteer what they determined about a favorite children's book character, as prompted yesterday.

Teaching of the Concept(s):

Review the three terms from yesterday and the examples used in the AP Daily video yesterday.

Suggested Questions: What did Mr. Escobar, in the AP Daily video, tell us was a good way to determine how a character is feeling?

Learning Activity: viewing of the video

Review/Closure: ask a student to review what we saw on the video today.

Day 3: (30 minutes) hand out and have students complete work from Worksheet 1: read passage from *Adventures of Huckleberry Finn* and make lists of small quotations from it that show physical, mental and emotional elements of Huckleberry.

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Day 4: (10 minutes) Review the passage and student findings. Collect for assessment.

Day 5: (45 minutes) write the essay on worksheet 2, collect for assessment

Homework (for the unit): complete the list of words and phrases for homework if not completed in class

Strategies for Exceptional Students (for the unit): Take detailed notes on the videos we watch. Use highlighters of differing colors for the three different lists we are creating.

Suggested Follow-Up Activities (for the unit): Read the book *The Adventures of Tom Sawyer* and consider whether your original depiction of Huckleberry Finn ends up being the full picture of the boy.

Rubric for Worksheet 1:

7-10 quotations for each of three columns (Mental, Physical, Emotional): A+ 20 pts.

5-6 quotations for each of three columns: B 18 points

4 quotations for each of three columns: C 15 points

3 quotations for each of three columns: D 12 points

Less than 3 quotations per column: F 10 points

Rubric for Worksheet 2:

AP English Literature and Composition Scoring Rubrics: "The AP English Literature and Composition FRQ 2 Rubric will be used to assess the essays but cannot be uploaded due to copyright."

WORKSHEET #1: Directions:

Please read the passage below. On your second reading, mark words and phrases that show Huckleberry's PHYSICAL (what he looks like and does), MENTAL (what he thinks and says), and EMOTIONAL (how he feels) side. Read it a third time and continue to circle, words and phrases that reflect these ideas. When finished, on a piece of notebook paper or the sheet provided, create three columns, one each for word or phrase quotations that reflects what Huck looks like or does (PHYSICAL), what he thinks or says (MENTAL), and how he feels (EMOTIONAL). Try to keep the citations from the passage to single words or brief phrases and clauses, not whole sentences. One sentence may provide you with several items for different lists.

Shortly Tom came upon the juvenile pariah of the village, Huckleberry Finn, son of the town drunkard. 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. Tom was like the rest of the respectable boys, in that he envied Huckleberry his gaudy outcast condition, and was under strict orders not to play with him. So he played with him every time he got a chance. Huckleberry was always dressed in the cast-off clothes of full-grown men, and they were in perennial bloom and fluttering with rags. His hat was a vast ruin with a wide crescent lopped out of its brim; his coat, when he wore one, hung nearly to his heels and had the rearward buttons far down the back; but one suspender supported his trousers; the seat of the trousers bagged low and contained nothing, the fringed legs dragged in the dirt when not rolled up.

Huckleberry came and went, at his own free will. He slept on doorsteps in fine weather and in empty hogsheads in wet; he did not have to go to school or to church, or call any being master or obey anybody; he could go fishing or swimming when and where he chose, and stay as long as it suited him; nobody forbade him to fight; he could sit up as late as he pleased; he was always the first boy that went barefoot in the spring and the last to resume leather in the fall; he never had to wash, nor put on clean clothes; he could swear wonderfully. In a word, everything that goes to make life precious that boy had. So thought every harassed, hampered, respectable boy in St. Petersburg.

Tom hailed the romantic outcast:

"Hello, Huckleberry!"

PADILLA: WORKSHEET # 2: AP FRQ 2: Characterization Essay

In the passage below, from *The Adventures of Tom Sawyer*, Tom Sawyer encounters Huckleberry Finn. Consider what readers can perceive of Huckleberry from how the author describes him. Then, in a well-written essay, analyze the character of Finn, considering how the author uses literary elements such as imagery, irony, and detail to craft his character.

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From *The Adventures of Tom Sawyer* Chapter 6 by Mark Twain (University of California, 2010)