

Mark Twain Boyhood Home & Museum
 Unit Plan for *The Adventures of Tom Sawyer*
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 Schools: Lipscomb Academy and Fillmore Central High School
 Cities, States: Nashville, TN and Harmony, MN
 Mark Twain Teachers' Workshop--July 12-16, 2021
 Hannibal, Missouri

Characterization in *The Adventures of Tom Sawyer*
(with bonus lesson on Superstitions in *The Adventures of Tom Sawyer*)

5-day UNIT PLAN for Characterization, Setting, and Dialect for <i>The Adventures of Tom Sawyer</i> (Final Assessments: Written Script, One-Pager, and Performance)	
Concepts: Characterization, Dialect, and Setting	Suggested Grade Levels/Course: 7th/8th ELA
Subjects: (Literature/Social Studies/American History/ Drama/Public Speaking)	Suggested Time Frame: 5 (+) days, 45-minute class sessions (allow extra time if discussions go long)
Objective(s): After reading <i>The Adventures of Tom Sawyer</i> , ELA 7th and 8th grade students will <ol style="list-style-type: none"> 1. demonstrate a character's personality by composing and performing an original script using Twain-style dialect that has at least four supporting details from the novel with 80% accuracy on the rubric. 2. integrate their understanding of the character's personality with their perceived image of the character by creating a one-pager that identifies his/her setting, clothing, props/accessories, and at least one specific quote with 80% accuracy on the rubric. 	
Common Core State Standards: <u>Speaking, Viewing, Listening and Media Literacy</u> <u>Presentation of Knowledge and Ideas</u> 8.9.6.6 Adapt speech to a variety of contexts, audiences, tasks, and feedback from self and others, audiences, tasks, and feedback from self tasks, and feedback from self and others, demonstrating command of formal English, demonstrating command of formal English when indicated or appropriate.	
<u>Reading Benchmarks: Literature 8</u>	

Key Ideas and Details

8.4.1.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

8.4.3.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

Craft and Structure

8.4.6.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

Writing Benchmarks 8**Text Types and Purposes**

8.7.3.3 Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

b. Use literary and narrative techniques, such as dialogue, pacing, description, rhythm, repetition, rhyme, and reflection, to develop experiences, events, and/or characters.

d. Use precise words and phrases, relevant descriptive details, figurative and sensory language to capture the action and convey experiences and events.

Research to Build and Present Knowledge

8.7.9.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, including stories, poems, and historical novels of Minnesota American Indians, or religious works such as the Bible, including describing how the material is rendered new”).

Language Progressive Skills

L.6.1.e Recognize variations from standard English in their own and others’ writing and speaking, and identify and use strategies to improve expression in conventional language.

Assessments:

1. One pager (which will be uploaded to present as background during performance). This will be assessed on a rubric (20 points).

<https://docs.google.com/document/d/1NI01XyOSDr8r2e7M9CaEtcYAyneQkQV2e389KT4GZK0/edit?usp=sharing>

2. Original typed script. This will be assessed on a rubric (35 points).
https://docs.google.com/document/d/1bL26VxdnZ5MDrw8tcVC11-eZSF_hmFW3pZk2nutyhT0/edit?usp=sharing
3. Original performance. This will be assessed on a rubric (20 points).
<https://docs.google.com/document/d/1yFDpXUvlzSsVYf7iCI54OHwpxsYJPtXKq1uqmoRJ52U/edit?usp=sharing>

Vocabulary:

Vocabulary will evolve depending on which characters the students choose to portray and the complexities of the quotes they choose.

Tier 2:

1. **Characterization:** the creation or construction of a fictional character; a description of the distinctive nature or features of someone or something
2. **Setting:** the place or type of surroundings where something is positioned or where an event takes place

Tier 3:

1. **Dialect:** a form of a language that is spoken in a particular area and that uses some of its own words, grammar, and pronunciation

Subject Area Integration:

Literature; History/social studies; Drama; Public Speaking; Technology; Graphic Design (color choice, details)

Background Information Required for Unit/Lesson:

1. Students will have read *The Adventures of Tom Sawyer*
2. Knowledge of time period (1840s-1850s lifestyles and caste system)
3. 6 traits of good writing (ideas/content, organization, voice, word choice, sentence fluency, conventions)

Teacher Materials:

1. blackboard/whiteboard
2. *The Adventures of Tom Sawyer* classroom novel
3. Characterization slideshow
4. Settings slideshow
5. Norman Rockwell paintings slideshow
6. CHARACTERS AND SETTINGS handout from Hannibal workshop
7. TOYS AND GAMES IN TOM SAWYER handout from Hannibal workshop
8. CHARACTER PROFILE worksheet
9. ONE-PAGER FORMAT and RUBRIC handout for one-pager (20 points)
10. HOW TO WRITE YOUR SCRIPT and RUBRIC handout for written script (35 points)
11. PERFORMANCE RUBRIC handout for performance (20 points)

Student Materials:

1. *The Adventures of Tom Sawyer* classroom novel

2. pencils/pens
3. Writing journals
4. Colored pencils, crayons, or markers
5. Unlined paper, construction paper, or parchment paper
6. Device on which to type a script (iPad, chromebook, laptop, etc.)

Teacher Technology:

1. Device (iPad, chromebook, laptop, etc.)
2. Projector device and screen
3. Access to scanner (to scan student one-pagers for projection during their performances)
4. Access to internet

Related Twain Quotes/Passages:

Students will choose their own quotes and passages as appropriate for their characters.

EXAMPLES:

1. as found in ch. 6 (Tom and Huck):

Tom: "Say, Hucky, when you going to try the cat?"

Huck: "To–night. I reckon they'll come after old Hoss Williams to–night."

Tom: "But they buried him Saturday. Didn't they get him Saturday night?"

Huck: "Why, how you talk! How could their charms work till midnight?—and THEN it's Sunday. Devils don't slosh around much of a Sunday, I don't reckon."

Tom: "I never thought of that. That's so. Lemme go with you?"

Huck: "Of course—if you ain't afeard."

Tom: "Afeard! 'Tain't likely. Will you meow?"

2. as found in ch. 1 (Aunt Polly):

Aunt Polly: "He's full of the Old Scratch, but laws–a–me! he's my own dead sister's boy, poor thing, and I ain't got the heart to lash him, somehow. Every time I let him off, my conscience does hurt me so, and every time I hit him my old heart most breaks. Well–a–well, man that is born of woman is of few days and full of trouble, as the Scripture says, and I reckon it's so. He'll play hookey this evening, * and [* Southwestern for "afternoon"] I'll just be obleeged to make him work, to–morrow, to punish him. It's mighty hard to make him work Saturdays, when all the boys is having holiday, but he hates work more than he hates anything else, and I've GOT to do some of my duty by him, or I'll be the ruination of the child."

3. as found in ch. 30 (Becky and Tom):

Becky: "They'll miss us and hunt for us!"

Tom: "Yes, they will! Certainly they will!"

Becky: "Maybe they're hunting for us now, Tom."

Tom: "Why, I reckon maybe they are. I hope they are."

Becky: "When would they miss us, Tom?"

Tom: "When they get back to the boat, I reckon."

Becky: "Tom, it might be dark then—would they notice we hadn't come?"

Lesson Sequence:

Day 1 and 2: (45 minute-blocks) SETTING, CHARACTERIZATION, DIALECT

Hook/Intro:

Listen to "Mountain Music" by Alabama. (youtube)

<https://www.youtube.com/watch?v=M6WfM0cXWSQ> (start at :55)

Lyrics:

Oh, play me some mountain music
Like grandma and grandpa used to play
Then I'll float on down the river
To a Cajun hideaway

Drift away like Tom Sawyer
Ride a raft with ol' Huck' Finn
Take a nap like Rip Van Winkle
Daydreamin' again

Oh, play me some mountain music
Like grandma and grandpa used to play
Then I'll float on down the river
To a Cajun hideaway

Swim across the river
Just to prove that I'm a man
Spend the day bein' lazy
Just bein' nature's friend

Climb a long tall hick'ry
Bend it over, skinnin' cats

Playin' baseball with chert rocks
Usin' sawmill slabs for bats

Play some back-home, come-on music
That comes from the heart
Play something with lots of feelin'
'Cause that's where music has to start

Oh, play me some mountain music
Like grandma and grandpa used to play
Then I'll float on down the river
To a Cajun hideaway, hey, hey!

Oh, play me mountain music
Oh, play me mountain music
Oh, play me mountain music
Oh, play
Yee-haw

Questions:

1. What do the characters do in the song?
2. What are playtime activities you remember Tom and his friends doing in the novel?
3. What are the settings where these activities take place (in the song and in the novel)?
4. How do the characters in the novel talk when they play?

Teaching of the Concepts (SETTING):

1. Explain: "We will focus on characters in *The Adventures of Tom Sawyer* in their settings. And we'll take a look at how they represent themselves through their words and actions."
2. Explore/review the settings in *Tom Sawyer* by leading a discussion of settings.

Suggested Questions (SETTING):

1. What are some of the memorable settings in the book?
2. Where did Tom and his friends play?
3. Where did Tom get in trouble? With whom?

(possible answers: graveyard, Tom's house and yard, Cardiff Hill, school, the woods, the river, Jackson's Island, the cave, etc.)

1. Pass out the CHARACTERS and SETTINGS handout (from Hannibal workshop) as a reference for students.

<https://docs.google.com/document/d/1ddDxFw-iEmOy8Q-dP-0KKHVq6GH4tvRIsYo34TMMFak/edit?usp=sharing>

2. Show the SETTINGS slideshow with pictures (from Hannibal workshop). Point out the locations upon which Mark Twain based his settings in *The Adventures of Tom Sawyer*.

<https://docs.google.com/presentation/d/1ce69pW7JS3Wppe9YFsDTK9iB3UdBye369Mu515nulW0/edit?usp=sharing>

Learning Activity:

1. Have students split into groups of three. Have one student draw a picture of a setting from the book, and have the other 2 students guess what the picture is, Pictionary style. Give one minute for the drawing and guessing to happen, then say "Time's up! Switch!" Do this two more times so each student gets the chance to draw a setting.

Teaching of the Concepts (CHARACTERIZATION):

1. Explain what characterization is by showing the slideshow of the key points of characterization.
<https://docs.google.com/presentation/d/1jScK9qDC915TqOJBBWPxd2Va8z-92qpJlJf0yBfjTqQ/edit?usp=sharing>
2. Discuss how characterization is seen in *The Adventures of Tom Sawyer* by showing the Norman Rockwell prints from the Mark Twain Boyhood Home and Museum on the slide show.
<https://docs.google.com/presentation/d/1aQAEGNdD0bmbUiF0YrNXyh6rrCEtMidrjn3wLFmmq60/edit?usp=sharing>

Suggested Questions (CHARACTERIZATION):

1. What do you notice as you look at the paintings of Tom Sawyer painted by Norman Rockwell? (guide students to notice his actions, speech, clothing, props, facial expressions, etc.)
2. How does Tom's setting relate to his actions?
3. What would Tom be saying in this picture?
4. What would Tom be thinking in this picture?
5. What would other characters feel/think/do? (example--what is the teacher thinking as he strikes Tom? What is Becky thinking? What is Aunt Polly doing in the Pain-Killer painting? What would she say?)

Learning Activity:

1. Have students free-write in their journals for 5 minutes. They can write about the different situations where Tom found himself in the Norman Rockwell paintings or in other situations of the book. They can write about any other characters too--what any characters say, what they do, what other characters say about them, and what Twain wrote about them.

Teaching of the Concepts (CHARACTERIZATION--ACTIVITIES):

1. Explore/review and discuss the games and activities Tom and his friends played or participated in.

Suggested Questions (CHARACTERIZATION--ACTIVITIES):

1. What did Tom and his friends do for chores/work?
2. What was school like?
3. What did Tom and his friends do in their free time?
4. Pass out the TOYS AND GAMES IN *THE ADVENTURES OF TOM SAWYER* handout as a reference for students.

Learning Activity:

1. Have students make a chart with 2 columns in their journals. Title one column WOULD . . . and title the second column WOULD NEVER . . .
2. Under the WOULD column, have students list the chores or activities from *The Adventures of Tom Sawyer* they would do or would like to try.
3. Under the WOULD NEVER column, have students list the chores or activities from the novel they would never do or try.

Teaching of the Concepts (DIALECT):

1. Have the students compare differences in dialects based on regions in the U.S. What are some examples of words that are different in other regions than ours? (couch vs. davenport vs. sofa, Coke vs. pop vs. soda, drinking fountain vs. bubbler, etc. In Nashville, it's a buggy. In Minnesota, it's a shopping cart.)
2. State that *dialect* is writing (and spelling) the words as they would be said in your region.
3. Review and discuss dialect in ch. 1: Aunt Polly's speech starting sentences on p. 1. Read and listen to some of the dialect from Aunt Polly.
<https://www.youtube.com/watch?v=4ldWd3kEFJM> (Start at 1:53.)
4. Review and discuss dialect in ch. 1: Tom and the new boy starting on p. 6. Read and listen to some of the dialect from Tom and the new boy.
<https://www.youtube.com/watch?v=4ldWd3kEFJM> (Start at 12:16.)
5. Review Tom and Huck's dialect in ch. 6, wart removal methods. Read and listen to some of Tom and Huck's dialect. (Start at 8:23)
<https://www.youtube.com/watch?v=Fa6k5-Ki-gA>
6. Review and discuss Tom and Becky's dialect in ch. 30, in the cave. Read and listen to some of Tom and Becky's dialect. (Start at 11:33.)
<https://www.youtube.com/watch?v=HtSShnEci7I&t=28s>

Suggested Questions (DIALECT):

1. What words do Tom and his friends use that are different from our modern words?
2. How are the words of Jim different from those of Tom?
3. How are the words of Huckleberry Finn different from those of Tom?
4. How are the adults' words different from those of the children?

Learning Activity:

1. Have the students contribute to a list on the blackboard/slideshow of vocabulary words used by characters that are different from modern language.
2. You can divide up the words according to character (a list for Tom, a different one for Becky, a different one for Jim, a different one for Huck) or according to age (one list for kid words, one list for adult words).

Learning Activity and Homework:

1. Each student should pick a character to portray.
2. Each student should fill out the CHARACTER PROFILE worksheet for that character.

<https://docs.google.com/document/d/10THSkKiE82xWrOXVsN8OSaY8W2Z2WcMQSqliOB328Oo/edit?usp=sharing>

(For more ideas on how to write a character profile, share this site:

<https://www.writerswrite.com/characters/character-profile/>)

Review/Closure:

1. Watch the clip “Alfalfa Runs from the Bullies” from *The Little Rascals*:
<https://www.youtube.com/watch?v=F8UwjJzF4LY> (it’s 2:56, but you can shorten at beginning or end)
2. Ask for students to compare and contrast the video’s characters and actions to those in *Tom Sawyer*.

Days 3 and 4: (45 minutes) COMPOSE SCRIPT, DESIGN ONE-PAGER, and PRACTICE PERFORMANCE

Cumulative Learning Activity on SETTING, CHARACTERIZATION, and DIALECT:

1. Students should work with a partner or group to give and get feedback for the details on their character profiles.
2. Each student should start brainstorming which quotes from their character they will use in their performance and on their one-pager.
3. Students should practice the appropriate dialect for their characters and get feedback from a partner.

Give students time to create and practice the script they will use for their performance. They should refer to the CHARACTERS AND SETTINGS handout, the TOYS AND GAMES handout, their CHARACTER PROFILE, and the HOW TO WRITE YOUR SCRIPT handout. They should be sure to refer to the WRITTEN SCRIPT rubric on the back (35 points)

https://docs.google.com/document/d/1bL26VxdnZ5MDrw8tcVC11-eZSF_hmFW3pZk2nutyhT0/edit?usp=sharing

Give students time to design a one-pager showing their character’s costume,

props/accessories, setting, and at least one quote (as found in the novel) written using dialect. The one-pager should directly correspond to the character the student has chosen. Students should refer to the ONE-PAGER FORMAT handout and the rubric given to be sure all areas are included (20 points).

<https://docs.google.com/document/d/1NI01XyOSDr8r2e7M9CaEtcYayneQkQV2e389KT4GZK0/edit?usp=sharing>

Explain to students that they will be performing the written script they wrote as the character. Students should refer to the PERFORMANCE rubric (20 points)

<https://docs.google.com/document/d/1yFDpXUvlzSsVYf7iCI54OHwpxsYJPtXKq1uqmoRJ52U/edit?usp=sharing>

Homework (for the unit):

Continue to work on script and one-pager and practice performance.

Day 5 (more if needed): (45 minutes) PERFORMANCES

While a student performs his/her original script, the teacher should project that student's one-pager on the screen in front of the room. The student may refer to the one-pager during his/her performance to help the listeners/viewers comprehend the setting, costume, props/accessories, dialect, quote, and characterization.

Invite former students to return to watch performances and judge a winner for each character represented. Give the former students copies of the PERFORMANCE RUBRIC so they can assess and write comments for each student. You can give prizes from the treasure box (marbles, jacks, jaw harp). Alert performing students that assessments by former students (judges) will not be reflected in the final grades.

Students will be assessed by the teacher during their performance using the PERFORMANCE RUBRIC (20 points):

<https://docs.google.com/document/d/1yFDpXUvlzSsVYf7iCI54OHwpxsYJPtXKq1uqmoRJ52U/edit?usp=sharing>

To decide the order for which student is next to perform, use the wheel of names and spin for the next performer.

<https://wheelofnames.com/>

Strategies for Exceptional Students (for the unit):

1. Design and construct a costume for your character. (hat, dress, shirt, pants, shoes, props/accessories, bags, appropriate items in your bags, etc.)
2. Research Twain quotes: using www.twainquotes.com, pick a topic (for

example, T for “Thunderstorms” and read Twain’s quote from *Huck Finn*. Recite it with the Missouri dialect for the class.

3. Create a video: film your performance (or create another performance of a different character) and show another class or family.
4. Using the “How to Create a Character Profile” website <https://www.writerswrite.com/characters/character-profile/> , have students write a more in-depth character profile of another character.

Suggested Follow-Up Activities:

1. Have the drama teacher choose to do a version of *The Adventures of Tom Sawyer* as one of the middle school plays.
2. Have students perform their chosen characters in a scene together. As a challenge, they can improvise a conversation between the two characters in a given setting. (Tell them, “You are now in the . . . “ the school classroom, the woods, the river, Aunt Polly’s house, the graveyard, etc.)
3. Spend an extra day discussing superstitions from the novel. You can compare Tom and friends’ superstitions to current superstitions.
<https://docs.google.com/document/d/1yiXqOT5-TuR4mNxsZcPUllpp7SzdFaLohzrlm0uuOP8/edit?usp=sharing>

Handouts are available below as well as in the links above.

CHARACTERS and SETTINGS in *THE ADVENTURES OF TOM SAWYER* (Hannibal Workshop)

Mark Twain’s Characters and Settings - *The Adventures of Tom Sawyer*

When writing *The Adventures of Tom Sawyer*, Mark Twain did not try to write an autobiography, but did incorporate characteristics from many real life people into the characters. He named some people as models, others have become local legend. The preface to *Tom Sawyer* states: “Huck Finn is drawn from life; Tom Sawyer also, but not from an individual—he is a combination of the characteristics of three boys whom I knew, and therefore belongs to the composite order of architecture.”

Tom Sawyer – Tom Sawyer is a composite of Sam Clemens and two friends. He himself did many of the things attributed to Tom Sawyer. Others may have been John Briggs, Will Bowen or John Garth.

Huckleberry Finn – A real boy, Tom Blankenship, provides this model. He was described as “ignorant, unwashed, insufficiently fed, but he had as good a heart as ever any boy had.” For a time the Blankenship family lived one block away from the Clemens family.

Becky Thatcher – Laura Hawkins lived across the street from the Clemens family. Laura was three years younger than Sam Clemens, but a good friend. She later married Doctor James Frazer and lived her entire life in the Hannibal area.

Aunt Polly – Mark Twain's own mother, Jane Lampton Clemens, became the model for Aunt Polly. Sam wrote: "She had a slender, small body but a large heart—a heart so large that everybody's grief and everybody's joys found welcome in it."

Cousin Mary – Sam's older sister Pamela Clemens.

Cousin Sid – Sam's younger brother, Henry Clemens. In his Autobiography, Mark Twain noted: "He is Sid in Tom Sawyer. But Sid was not Henry. Henry was a very much finer and better boy than ever Sid was."

Injun Joe – Local legend says drawn from Joe Douglass, part Osage Indian and part Negro. Douglas was bald and wore a red wig and had a face pockmarked from smallpox. Not identified by Mark Twain.

Joe Harper – Drawn from a playmate, John Briggs.

Jim – slave boy based on Clemens family slave Sandy

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Schoolmaster – John D. Dawson, one of Sam's teachers

Widow Douglas – Mrs. Richard Holiday who lived atop Cardiff Hill

Old Welchman, Mr. Jones – John Davies a bookseller in Hannibal

Minister – Rev. Joshua Tucker of Presbyterian Church

Dr. Robinson – Dr. Joseph Nash McDowell – St. Louis doctor who tried experiment with his daughter's body in Mark Twain Cave

Huck's Pap – Woodson Blankenship – Tom's father

Muff Potter – Benson Blankenship – Tom's brother

Locations in *The Adventures of Tom Sawyer*

St. Petersburg – Probably a deliberate reference to St. Peter and Heaven, indicating Twain's memories of his Hannibal childhood.

Cardiff Hill – Later when asked why he chose the name “Cardiff Hill,” Twain remarked that in his travels he visited Cardiff, Wales, and the cliffs there reminded him of the hill in Hannibal.

McDougal’s Cave – A real cave about two miles below Hannibal, well-explored by the children. Originally Simm’s Cave, today it is known as Mark Twain Cave.

Page 2

TOYS AND GAMES IN *THE ADVENTURES OF TOM SAWYER*

Page Game or toy

4 swimming

12 marbles – marvel, white alley, bully taw

15 Whitewashing loot: apple, kite, dead rat on string, twelve marbles, part of a jewsharp, 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 one eye, a brass doorknob, a dog collar, the handle of a knife, four pieces of orange peel, and a dilapidated old window sash

27 Barlow knife

58 tick racing

62 andiron knob

66 Robin Hood

66 toy tin trumpet

66 bow and arrow

66 lath sword

Robin Hood

War – battles

Indians

Ben Rogers impersonating a steamboat

CHARACTER PROFILE for *The Adventures of Tom Sawyer*

My name is . . .

I am ____ years old.

My hair color is . . .

I am short tall

I wear (clothes, hat, shoes, etc.)

I carry (props, bag with objects inside, accessories) . . .

My family members are . . .

My best friends are . . .

I stay away from . . .

My pastimes and favorites are . . .

My talents and skills are . . .

People say I . . .

Three memorable quotes I said in the book are . . .

Other info about me . . .

HOW TO WRITE YOUR SCRIPT **for your *The Adventures of Tom Sawyer* character performance**

Characterization is the techniques writers use to develop characters. The four basic methods are:

1. Describe the physical appearance.
2. Reveal nature through a character's own speech, thoughts, feelings, or actions.
3. Give other characters' speech, thoughts, feelings, and actions
4. Have the narrator make direct comments about the character's nature.

You may:

1. As your character, tell us the physical features you possess including your clothing and props. Use your imagination, since Mark Twain doesn't reveal all the details.
2. Tell us the plot events you go through. Tell us what you think about your circumstances. Tell us how you feel when you go through these events. Tell us what you do.
3. Tell us what other characters say about you. Tell us what they think about you. Tell us how they feel about what you do. Tell us what they do with or for you.
4. Tell us what Mark Twain would say to describe your nature.

Answering the following questions will help your audience grasp your character:

1. How do you spend your day?
2. What is your home like? What do you do there? What "stuff" do you have there?

3. What are your jobs, chores, and hobbies?
4. If you got into trouble, how would you be punished?
5. What is your school day like?

Don't forget about the anti-details; you can tell us what people would NEVER say or what you would NEVER be caught doing or which people with whom you would NEVER associate, and so on.

Your script should . . .

- Reveal character's personality
- Reveal character's setting
- Include a quote your character says in the book. Write it EXACTLY as Twain wrote it, misspellings and apostrophes and all!
- Except for the exact Twain quotes, be written with correct spelling, punctuation, and grammar.
- Take at least 3 - 5 minutes to perform.

Page 1

WRITTEN SCRIPT RUBRIC for characterization in *The Adventures of Tom Sawyer*

Rubric:
(good)

1-2 (fair)
3-4
5 (great)

Ideas/Content

Script gives at least four

examples are
examples of specific

descriptions
characterization details

complete.
(physical appearance, what

Twain says, what the

character says, what other
characters say).

Examples are
Four examples
Four

limited, not
are given, but
given,

clear; fewer
some lack
are clear and

than four
complete
examples.
descriptions

Voice

Script is written in the

Script is not
Character's
Character's

voice is
voice appropriate to the

somewhat
clear.
character (brazen for Tom,

timid for Becky, laidback
for Huck, etc.).

appropriate
voice
evident and

for character;
comes through.
vague, bland.

Organization

enough
Script flows well from

follow
beginning to end.

much

readers

Clear sense
Organized
Organization
of direction is
for readers to
enhances main
lacking; it's
without too
Ideas
hard for
confusion.
to follow.

Word Choice

language;
engaging,
Script uses words that

attempts
accurate, and
the chosen character
comes
language
character;
would use in his/her

appropriate.
particular dialect.

Language is
Functional
Language is

vague; limited
there are
striking,

message
at colorful
appropriate for

through; no
and dialect.
Dialect is

dialect is used.

Sentence Fluency

cadence, and
Sentences may not flow
don't

strong sentences
with modern accuracy;

structure allows
dialect should dictate

Difficult to read;
Pleasant, but
Easy flow,

sentences
not musical.
Rhythm;

hang together;
Sentences are
and varied

awkward.
Usually

constructed
oral reading.
arrangement of words.

for expressive

correctly.

Conventions

Spelling, punctuation,

control
are strong;
And grammar should be

conventions; few
enhanced by
Appropriate for character's

errors.
conventions.
particular dialect (slang is

Readers are
Reasonable
Conventions

distracted by
over
readability is

frequent errors.
distracting
effective use of

Quote

Appropriate quote is

quote written
chosen and is written

errors;
character's
exactly as found in the novel
appropriate
convey
errors.

errors.
personality.

No quote; or
Quote is written
Appropriate

chosen quote
with a few
to convey the

is not
might not fully
personality; no

or has many
character's

Total = _____

/ 35

PERFORMANCE RUBRIC for characterization in *The Adventures of Tom Sawyer*

Rubric:	1-2 (fair)	3-4 (good)	5 (great)
Quote is recited in wording is given and appropriate dialect in appropriate	Wording is approximate	Quote is perceivable dialect	Exact pronounced

Volume—all is heard were and language is clear ease	Most parts were difficult to hear	Most parts were heard, but with some Issues	All parts heard with
Visuals—facial expressions expressions and clear visuals are seen easily seen by audience	Facials are hidden, audience misses expressions	Most facial expressions are seen	All facial are clear and
Entertainment value have “aaaah”	Viewers get very distracted and can’t focus	Viewers focus in in and see the goal	Viewers are drawn in and “ooo” and moments

Total = _____ / 20

ONE-PAGER FORMAT for characterization in *The Adventures of Tom Sawyer*

A one-pager is a creative response that allows you to respond imaginatively while being brief and concise in making connections between setting, dialect, and characterization.

Your interpretation of what your character wears, what props or accessories he/she carries, what he/she says, and his/her setting should be understood by the audience that views your one-pager.

Format:

- Use unlined white paper.
- Title the One-Pager appropriately to reflect the content.
- Use colored pencils, crayons, or markers. The more visually appealing it is, the more your peers will learn.
- Fill the entire page.
- Be purposeful about the arrangement. For example, have a reason for using a certain color or for placing an object in a certain place.
- Write one quotation from your character. Copy it exactly, misspellings and apostrophes and all.
- Draw a picture that represents your character's setting.
- Draw your character's costume (hat, shirt, dress, pants, shoes--everything he/she would wear). The costume should take the most space on your one-pager.
- Draw your character's props or accessories (fishing pole, book, flower, marbles--any object your character may be carrying or using).
- Write the main idea of the reading.
- Write your name on the back.

ONE-PAGER RUBRIC for Tom Sawyer Performance

Rubric	1-2 (Fair)	3-4 (Good)	5 (Great)
Setting	Lacking detail and accuracy	Some detail and accuracy	Excellent details and

	of character..	of character .	accuracy of character.
Costume/Props	Little detail and few or no props	More detail and some props	Excellent details and many props
Quote	Spelling errors Incorrect punctuation	Few errors in spelling or punctuation	Error free spelling and punctuation
Overall Presentation	Lack of effort is evident. Color choice is not accurate for the time period. Work is not original by student.	Fair effort and accuracy in color choices. Work is mostly original hand drawings.	Good effort and accuracy in color choices. Work is original hand drawings.
Total =			_____ / 20

Page 2
SUPERSTITIONS FOUND IN *THE ADVENTURES OF TOM SAWYER*
 University of California edition
 Collected by Henry Sweets

Chapter-Page

6-49 dead cat – cure warts
 “Say—what is dead cats good for, Huck?”
 “Good for? Cure warts with.”

- 6-49 spunk-water to cure warts
long ritual to follow
- 6-50 split bean to cure warts
long directions
- 6-51 how to know someone's witching you
"Pap says when they keep looking at you right stiddy, they're a-witching you. Specially if they mumble. Becuz when they mumble they're a-saying the Lord's Prayer back'ards."
- 6-51 "Devils don't slouch around much on Sundays"
- 8-63 crossing a stream
He crossed a small "branch" two or three times, because of a prevailing juvenile superstition that to cross water baffled pursuit.
- 8-65 lost marbles
If you buried a marble with certain necessary incantations, and left it alone a fortnight, and then opened the place with the incantation he had just used, you would find that all the marbles you had ever lost had gathered themselves there, meantime, no matter how widely they had been separated.
- 8-66 doodle-bug to tell if witches at work
"Doodle-bug, doodle-bug, tell me what I want to know! Doodle-bug, doodle-bug tell me what I want to know!"
The sand began to work, and presently a small black bug appeared for a second and then darted under again in fright.
"He dasn't tell! So it *was* a witch that done it. I just knowed it."
- 8-66 finding marbles toss one to find another
"Brother go find your brother!"
- Page 1
- 9-70 warning of death
Next began the ghastly ticking of a death-watch in the wall at the bed's head made Tom shutter—it meant that somebody's days were numbered. (a wood-boring beetle that makes a ticking sound like a watch)
- 10-80 signed oath – keep or die
signed in blood their names and oath on piece of bark
"we got to keep mum. We'd drop down dead—don't you know that?"
- 10-81 stray dog barking means death

both boys thought this meant they would die until they realized the dog was pointing elsewhere

10-81 stray dog
barked at Muff Potter who was sleeping, boys thought it meant Potter was to die

10-82 whippoorwill singing in home means death or bad luck

11-89 lying under oath – expected lightning to strike dead – when did not happen, figured out sold himself to Satan

11-89 Wound of dead man bleeds when murder nearby.

14-106 green inchworm predicting new clothes
(it) began a journey over him, his whole heart was glad—for that meant he was going to have a new suit of clothes

14-106 ladybug and going home to fire

14-110 firing cannon over water to raise a dead body

14-110 placing quicksilver in loaf of bread, will float and stop over dead body

16-120 rattlesnake rattles tied around ankle – prevent cramps while swimming

25-176 find buried treasure

They always bury it under a ha'nted house or on an island, or under a dead tree that's got one limb sticking out. – (see 25-180 below)

25-180 “witches ain't got no power in the daytime”

Page 2

25-180 buried treasure

“You got to find out where the shadow of the limb falls at midnight, and that's where you dig!”

25-181 protection for buried treasure

“They most always put in a dead man when they bury a treasure under a tree, to look out for it.”

26-184 don't start a project on Friday

“We might a got into an awful scrape, tacking such a thing on a Friday.”

26-184 dream of rats

“And Friday ain’t all, neither. I had a rotten dream last night—dreamt about rats.”

“No! Sure sign of trouble. Did they fight?”

“No.”

“Well that’s good, Huck. When they don’t fight it’s only a sign that there’s trouble around, you know. All we got to do is to look mighty sharp and keep out of it.”

33-245 In cave – ghost expected to be guarding injun Joe’s money – No he won’t as it is under a cross

Page 3

SUPERSTITION BONUS LESSON

Hook/Intro:

Listen to songs: “Superstition” by Stevie Wonder.

Ask: What does this song have to do with the novel?

Suggested Questions:

What do you think is a superstition?

What are some of the superstitions you’ve heard of in your lifetime?

Teaching of the Concept(s):

1. Lead a class discussion on superstitions in *Tom Sawyer* (use Superstitions handout from Hannibal workshop): examples--review superstitions about removing warts as discussed by Huck and Tom in ch. 6 (What is a dead cat good for, Huck? To cure warts with. Spunk water . . . bean . . .) and ch. 8 (finding lost marbles . . . since the doodlebug won't point, the witches must have done it . . .) and ch. 10 (the barking dog signaling an impending death) and ch. ____ (blue lights hanging around a haunted house).

Make a list of student superstitions on the blackboard/whiteboard.

Learning Activity:

Create a new original superstition, written in Tom's dialect.