

Mark Twain Boyhood Home & Museum

Lesson Plan for *The Adventures of Tom Sawyer-- Short Stories – Whitewashing the fence, Attending Sunday School*

Created by: Shontel Cross

School: Bishop Hogan Memorial School

City, State: Chillicothe, Missouri

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Hannibal, Missouri

Children's Decisions 1800s vs. Today, the Same or Different?

LESSON PLAN for <u><i>The Adventures of Tom Sawyer-- Short Stories – Whitewashing the Fence, Attending Sunday School</i></u>	
Concept or Topic: Moral Decisions	Suggested Grade Level(s)/Course: 3rd
Subject: Literature, Writing	Suggested Time Frame: 2 Days (180 minutes)
Objective(s): <ul style="list-style-type: none">- Third grade students will create a poster that illustrates their metacognition on the whitewashing short story after lesson one, with at least 16 out of 20 (80%).- Third grade students will write an opinion essay that illuminates their viewpoint on Tom's choices in either chapter that was read with at least 50 out of 62 (80%).- Third grade students will complete a short quiz over chapters 2 and 4 illustrating their knowledge with at least 6 out of 8 (75%).	
Common Core State Standards: <i>English Language Arts Diocesan Learning Standards- Diocese of Kansas City, Saint Joseph</i> <u>Literary Text</u> 3.LT.1 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 3.LT.1.A A. Draw conclusions and support with text evidence. 3.LT.2.A A. Determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. 3.LT.3 3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. 3.LT.3.A A. Describe the interaction of characters, including relationships and how they change. 3.LT.3.B B. Explain cause-and-effect relationships 3.LT.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. 3.LT.4.A Determine the meaning of the author's use of similes and metaphors to produce imagery.	

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Writing

- 3.W.1 1. Write opinion pieces on topics or texts, supporting a point of view with reasons
- 3.W.1.A Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- 3.W.1.B Provide reasons that support the opinion.
- 3.W.1.C Use linking words and phrases (e.g., *because, therefore, since, for example*) to connect opinion and reasons.
- 3.W.1.D Provide a concluding statement or section.

Assessments:

- Quiz
- Poster Project
- Opinion Essay (Rubric hyperlink below)

<http://easd13.org/wpcontent/uploads/Curriculum/Writing/3rd/3rdGradeOpinionWritingRubric.pdf>

Vocabulary:

Chapter 2

1. Brimming
2. Vegetation
3. Delectable
4. Dreamy
5. Reposeful
6. Whitewash
7. Surveyed
8. Melancholy
9. Burden
10. Mulatto
11. Quarreling
12. Skylarking
13. Licks
14. Marvel
15. White alley
16. Waver
17. Gay
18. Bully taw
19. Pail
20. Vigor
21. Retiring
22. Sorrows
23. Expeditions
24. Magnificent
25. Tranquilly
26. Hove
27. Ridicule
28. Dreading

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29. Gait
30. Anticipations
31. Melodious
32. Starboard
33. Intervals
34. Personating
35. Slackened
36. Ponderously
37. Laborious
38. Contemplated
39. Nibbling
40. Criticized
41. Reluctance
42. Alacity
43. Slaughter
44. Jeer
45. Fagged out
46. Jewsharp
47. Fragment
48. Decanter
49. Dilapidated
50. Bankrupted
51. Attain
52. Philosopher
53. Comprehended
54. Consists
55. Obliged
56. Constructing
57. Artificial
58. Ten-pins
59. Passenger coaches
60. Privilege
61. Considerable
62. Mused
63. Substantial
64. Circumstances
65. Wended
66. Headquarters

Chapter 4

1. Tranquil
2. Benediction
3. Quotations
4. Welded
5. Mortar
6. Originality
7. Summit

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8. Grim
9. Mosaic Law
10. Girded
11. Loins
12. Vague
13. Traversing
14. Recreations
15. Recite
16. Shall
17. Thick-headed
18. Discouraged
19. Tackle
20. Convulsion
21. Inconceivable
22. Grandeur
23. Counterfeited
24. Imposing
25. Contrived
26. Scarify
27. Bureau
28. Diligently
29. Ashamed
30. Trifle
31. Disconcerted
32. Resolution
33. Groping
34. Honorable
35. Emerged
36. Satisfactory
37. Expanded
38. Unirrigated
39. Distinction
40. Saturated
41. Wrought
42. Dainty
43. Symmetrical
44. Labor
45. Plastered
46. Effeminate
47. Bitterness
48. Wardrobe
49. Roundabout
50. Exceedingly
51. Restraint
52. Galled
53. Blighted

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54. Tallow
55. Persuasively
56. Accosted
57. Comrade
58. Trifle
59. Waylaid
60. Grave
61. Reprimand
62. Parentage
63. Faculties
64. Misfortune
65. Tedious
66. Noteworthy
67. Conspicuous
68. Breast
69. Ambition
70. Unquestionably
71. Eclat
72. Inevitable
73. Compelled
74. Cravat
75. Fringed
76. Earnest
77. Reverse
78. Unconsciously
79. Intonation
80. Wholly
81. Applausive
82. Titter
83. Resumption
84. Incorruptible
85. Subsidence
86. Portly
87. Dignified
88. Chafings
89. Repinings
90. Conscious-smitten
91. Ablaze
92. Exaltation
93. Alloy
94. Prodigious
95. Personage
96. Hither and tither
97. Splutter
98. Sexes
99. Vexation

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- 100. Amassed
- 101. Dupes
- 102. Wily
- 103. Guileful
- 104. Effusion

Subject Area Integration:

Literary Text, Writing

Background Information Required for Lesson:

Time period dialogue
Consequences by elders in 1800s for children's choices

Materials:

The Adventures of Tom Sawyer by Mark Twain (135th Anniversary Edition)
Tom Sawyer by Mark Twain (Dover Thrift Classics Easy-to-Read Print)

Whitewashing Lesson

Poster Board (1 per student)
Colored pencils Markers Crayons
Composition notebook (1 per student)
Pencil
Word Wall
White paint boards paint brush
Sheet (to lay under the boards to protect floor)
Trinkets
 -apple -kite - rat (picture) on a string (string taped to back of paper)
 -12 marbles -jewsharp -blue bottle glass -spool cannon (picture)
 -key -chalk -glass stopper from decanter (picture) -tin soldier (picture)
 -tadpoles (picture) -fire-crackers (picture) -kitten with one eye (picture)
 - brass door knob (picture) -dog collar -handle of knife (picture)
 -four pieces of orange peel -window sash (ribbon)

Sunday School Lesson

Bible
Tickets
Composition notebook (1 per student)
Pencil
Word Wall

Technology:

YouTube, Projector, SmartBoard, Teacher Computer

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Related Twain Quotes/Passages:

It is curious that physical courage should be so common in the world, and moral courage so rare.

- *Mark Twain in Eruption*

Work consists of whatever a body is obliged to do and that Play consists of whatever a body is not obliged to do.

- *The Adventures of Tom Sawyer (p. 16)*

Tom bent all his energies to the memorizing of five verses; and he chose part of the Sermon on the Mount because he could find no verses that were shorter.

- *The Adventures of Tom Sawyer (p. 26)*

Lesson Sequence:

**Whitewashing the Fence
(Chapter 2)**

Day 1: (90 minutes)

Hook/Intro:

- Items placed at front of the room-
 - Paint brush
 - Board
 - White Paint
- KWL Chart
- Ask students-
 - What would you use these items for?
 - What do you think children in the 1800s would do with these items?
- Read-
 - Chapter 2 of *The Adventures of Tom Sawyer*

Teaching of the Concept(s):

1. Introduce the book.
2. Read the related chapter.
3. Discuss the multitude of vocabulary words that may be unknown, especially in context by making a word wall.
4. Have students create an interactive notebook for vocabulary words.
5. Students and teacher discuss how Tom's actions were moral and how they affected those around him.
6. Wrap up the lesson with the activities and explanation of homework.

Suggested Questions:

- How would you have handled the situation if you were Tom?
- This chapter is mostly about how Tom_____.
- When did Tom have to whitewash the fence?

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- Tom was “rolling in wealth” because _____.

Learning Activity:

Teacher acts as Aunt Polly and has a student act as Tom as he is whitewashing the fence. Other students act as the children who were tricked into doing his work while he sat and watched and collected payment.

Review/Closure:

1. Compare and contrast the whitewash scenes from the two videos

Tom Sawyer and Huckleberry Finn

<https://www.youtube.com/watch?v=pAHXwLRI88Q>

(5 minutes in length)

The Adventures of Tom Sawyer

https://www.youtube.com/watch?v=9zQYI_TAUxw

(5:00 – 10:38)

2. Teacher and students have discussion about what is considered moral and immoral in society and why people have multiple viewpoints of morality.
3. Teacher reviews the troublesome vocabulary words with students. Has students use some of the vocabulary words in conversing.
4. Students create a poster illustrating what happened in chapter 2.

**Attending Sunday School
(Chapter 4)**

Day 2: (90 minutes)

Hook/Intro:

- Display items-
 - Tickets
 - Bible
- Discuss Religion class and what is expected of each student. Relate current class to Sunday School in the 1800s and what was expected of the children.
- KWL Chart
- Ask students-
 - For what would you use these items?
 - What do you think children in the 1800s would do with these items?
- Read-
 - Chapter 4 of *The Adventures of Tom Sawyer*

Teaching of the Concept(s):

1. Read the related chapter.
2. Discuss the multitude of vocabulary words that may be unknown, especially in context. Continue adding to the word wall.
3. Have students continue in their interactive notebook of vocabulary words.
4. One student will act as Tom as the others act as the children in the Sunday School class.
5. Work time for poster

Suggested Questions:

- Why do you think Tom made the decisions he did during Sunday School?

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- What does Mary promise Tom for memorizing Bible verses?
- What is Tom's reaction to his bath?
- Why are the children given tickets in Sunday School?

Learning Activity:

One student will act as Tom as the others act as the children in the Sunday School class.

Allotted worktime for poster.

Review/Closure:

1. Teacher reviews the troublesome vocabulary words with students and has students use some of the vocabulary words in conversing.
2. Teacher and students continue discussion about what is considered moral and immoral in society and why people have multiple viewpoints of morality.
3. We would then read the whole book and then compare the book with the 1938 film then create a Venn diagram to compare and contrast the two.

https://www.youtube.com/watch?v=9zQYI_TAUxw

Homework (for the unit):

- Poster project (graded via rubric)
 - Opinion Essay
- Students will choose either chapter 2 or 4 and write a 3-paragraph essay on why they believe the choices Tom made were right or wrong.

Strategies for Exceptional Students (for the unit):

Using two versions of the book.

The Adventures of Tom Sawyer by Mark Twain
(135th Anniversary Edition)

and

Tom Sawyer by Mark Twain
(Dover Thrift Classics Easy-to-Read Print)

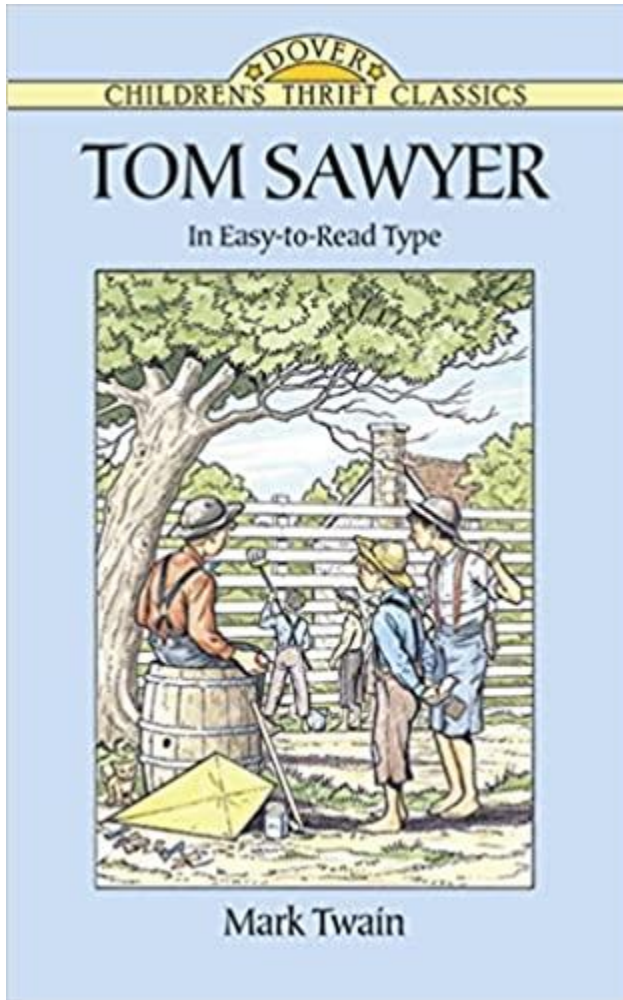
Extra support for those who need differentiation in the classroom

- Text broken down into easy-to-understand language
- Workload minimized
- Partner with higher-leveled student

Suggested Follow-Up Activities (for the unit):

KWL Chart (wrap up)

For a modified version of the lesson, I would use the following book that is easy to read and understand for those students who need the extra support.



Pictures for lesson one trinkets for whitewashing lesson



Spool Cannon



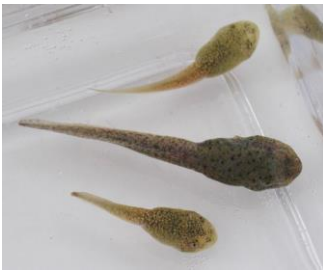
Rat then attach a string to the picture



decanter glass stopper



tin soldier



Tadpoles



fire-crackers



one eyed kitten



brass door knob



knife handle

Quiz for chapters 2 and 4 of The Adventures of Tom Sawyer by Mark Twain

Name _____

Directions: Make one selection for each question. Then answer the constructed response question.

1. This chapter is mostly about how Tom_____.
 - a. annoys Sid
 - b. learns to paint
 - c. makes new friends
 - d. gets out of work

2. When did Tom have to whitewash the fence?
 - a. On Sunday morning
 - b. After school
 - c. On Saturday
 - d. After dinner

3. Tom was “rolling in wealth” because _____.
 - a. Aunt Polly gave him allowance
 - b. He sold the paint to Jim
 - c. The boys paid him in stuff
 - d. He found some money

4. What does Mary promise Tom for memorizing Bible verses?
 - a. A frog
 - b. A new Barlow knife
 - c. A stick
 - d. Bubble gum

5. What is Tom’s reaction to his bath?
 - a. He doesn’t like it and doesn’t like being clean
 - b. He is excited to get clean
 - c. He bathes the cat instead
 - d. He runs out of the house and jumps in the river

6. Why are the children given tickets in Sunday School?
 - a. To get candy
 - b. To earn enough to win a Bible
 - c. To get to sing in front of people
 - d. To earn a free day

7. If you were Tom, would you make the same decisions or different ones? Why?

The Adventures of Tom Sawyer Poster Rubric				Name _____
CATEGORY	4	3	2	1
Required Elements	The poster includes all required elements as well as additional information.	All required elements are included on the poster.	All but 1 of the required elements are included on the poster.	Several required elements were missing.
Labels	All items of importance on the poster are clearly labeled with labels that can be read from at least 3 feet away.	Almost all items of importance on the poster are clearly labeled with labels that can be read from at least 3 feet away.	Many items of importance on the poster are clearly labeled with labels that can be read from at least 3 feet away.	Labels are too small to view OR no important items were labeled.
Graphics - Relevance	All graphics are related to the topic and make it easier to understand. All borrowed graphics have a source citation.	All graphics are related to the topic and most make it easier to understand. Some borrowed graphics have a source citation.	All graphics relate to the topic. One or two borrowed graphics have a source citation.	Graphics do not relate to the topic OR several borrowed graphics do not have a source citation.
Attractiveness	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout, and neatness.	The poster is acceptably attractive though it may be a bit messy.	The poster is distractingly messy or very poorly designed. It is not attractive.
Grammar	There are no grammatical/mechanical mistakes on the poster.	There are 1-2 grammatical/mechanical mistakes on the poster.	There are 3-4 grammatical/mechanical mistakes on the poster.	There are more than 4 grammatical/mechanical mistakes on the poster

