

Mark Twain Boyhood Home & Museum

Unit Plan for *The Adventures of Tom Sawyer*
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City, State: Kokomo, Indiana
Mark Twain Teachers' Workshop, July 15, 2018
Hannibal, Missouri

“Growing Up with Tom and Friends”

Growing up with Tom and Friends: <i>The Adventures of Tom Sawyer</i>	
Concept or Topic: Childhood, and effects of a person's childhood on his or her writing Essential Questions: How does real life affect writing? What elements make a good story?	Suggested Grade Level(s)/Course: 11 th Grade English 11/ American Literature
Subject: English	Suggested Time Frame: 20 days, 50 min. per day (4 weeks)
Objective(s): 1. English 11 students will identify elements of humor and integrate them into writing their own exaggerated memoirs. Students will earn at least 70% based on a rubric. 2. Students will identify and select at least 12 Twain epigrams and quotes related to an aspect of their own life or a selected topic with at least 80% accuracy.	
Common Core State Standards: Common Core State Standards <u>CCSS.ELA-LITERACY.RL.11-12.5</u> Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. <u>CCSS.ELA-LITERACY.RL.11-12.9</u> Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics. <u>CCSS.ELA-LITERACY.RI.11-12.6</u> Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. <u>CCSS.ELA-LITERACY.W.11-12.3</u> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	

Growing up with Tom and Friends: *The Adventures of Tom Sawyer*

CCSS.ELA-LITERACY.W.11-12.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 [here](#).)

CCSS.ELA-LITERACY.SL.11-12.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Assessments (at least two):

1. Students will write and perform a memoir.
2. Students will create a poster of epigrams and quotes.

Vocabulary (Tiers 2 & 3):

Analyze
Evaluate
Memoir
Epigram
Obituary
Eulogy
Mesmerizer

Vocabulary will be presented through definition, characteristics, and examples. Additionally, vocabulary will be presented within the context of the text.

Subject Area Integration:

This unit will integrate STEM concepts, along with literacy skills.

Background Information Required for Lesson:

This unit will occur during the second semester of a study of American Literature. Prior to this unit, students will have studied American Literature through the Civil War and recorded events and literature on a timeline posted in the classroom.

Background information, and events from Twain's life will be introduced during the unit, and will be added to the timeline.

Materials:

Copies of *The Adventures of Tom Sawyer* for each student
Copy of *All I Need to Know I learned in Kindergarten* by Robert Fulghum
Copies of *The Dangerous Book for Boys*
Copies of *The Daring Book for Girls*
Photos from trip to Hannibal
DVD of Ken Burns' *Mark Twain* (excerpts)
"The Broken Window" <http://www.gutenberg.org/files/14668/14668-pdf.pdf>
English 11 textbook

Growing up with Tom and Friends: *The Adventures of Tom Sawyer*

Excerpt from *The Autobiography of Mark Twain* "The Mesmerizer"

Students' Writer's Notebooks

Children's Toys such as yo-yos, marbles sets, tops, Pick-Up Sticks, etc.

Materials for *TDBFB* and *TDBFG* activities

Green paper (for origami frogs)

Student laptops

Sample eulogies - online: <https://www.loveliveson.com/eulogy-examples/> ,
<https://www.theatlantic.com/entertainment/archive/2011/11/10-inspiring-confusing-and-humorous-eulogies-of-the-famous/247698/> , [https://www.loveliveson.com/funny-
obituaries/](https://www.loveliveson.com/funny-obituaries/)

Article: https://www.huffingtonpost.com/arianna-huffington/are-you-living-your-eulogy-or-your-resume_b_3936937.html

Technology:

Canvas class website

www.twainquotes.com

www.canva.com

Origami Frog instructions: [http://web-
japan.org/kidsweb/virtual/origami2/exploring01_06.html](http://web-japan.org/kidsweb/virtual/origami2/exploring01_06.html)

Related Twain Quotes/Passages:

www.twainquotes.com

Excerpt from *The Autobiography* "The Mesmerizer"

"The Celebrated Jumping Frog of Calaveras County"

"How to Tell a Story" <http://twain.lib.virginia.edu/onstage/how2tell.html>

Lesson Sequence

	Day 1	Day 2	Day 3	Day 4	Day 5
Time	50 min.	50 min.	50 min.	50 min.	50 min.
Hook	1. In your writer's notebook, brainstorm a list of personal/family events you remember from your childhood (through 5 th grade). Then list "ordinary" or daily activities from your childhood	1. Create an origami frog following the online instructions (give students link to web address, or print copies of the directions)	1. Quick Write: How does Twain's telling of "The Jumping Frog" include the elements described in his essay "How to Tell a Story"?	1. Finish reading excerpt from <i>The Autobiography</i>	1. Probable Passage activity (see handout)
Teaching of Concepts	2. Intro to Mark Twain (textbook info and DVD) 3. Play Fan and Pick over events from Twain's life	2. Read essay "How to Tell a Story" in class. 3. Discuss 4. Read "The Celebrated Jumping Frog of Calaveras County"	2. Share writing 3. Discuss/ begin anchor chart 4. Begin reading excerpt from <i>The Autobiography</i> individually or with a partner.	2. Concept Circle over <i>The Autobiography</i> excerpt (see handout) 3. Discuss: Although this is a nonfiction piece, does it follow the elements Twain describes in "How to Tell a Story"?	2. Read aloud: excerpt from <i>All I Need to Know...</i> 3. Intro to <i>Tom Sawyer: Growing up in Hannibal</i> (photos) 4. Read preface to <i>TAOTS</i> 5. Discuss relationship between personal experiences and writing
Learning Activity	4. Fan and Pick	5. Illustration of "Yellar Cow" (see handout) 6. Origami frog race (if time)	(reading time)	4. Small group discussion/ continue anchor charts with groups	group discussion
Closure/ Homework	Review any questions they couldn't figure out during Fan and Pick	Concept Circle (see handout)		5. Share charts	6. Begin reading <i>TAOTS</i> individually or with a partner – Chapters 1-2 due Monday (p. 1-16)

	Day 6	Day 7	Day 8	Day 9	Day 10
Time	50 min.	50 min.	50 min.	50 min.	50 min.
Hook	1. In your writer's notebook, list familiar sayings that your parents, teachers, grandparents, etc. say.	1. How is Twain using the elements from "How to Tell a Story" in <i>TAOTS</i> so far? Add to anchor chart.	1. Quick write about the event from your childhood you selected yesterday for your humorous, "exaggerated memoir"	1. Illustrate a scene from <i>TAOTS</i> and write a caption. (May assign students a specific chapter from 1-11 to ensure variety)	1. Review your quick write (from day 8). Did you include a "nub"? A dramatic pause? Humor?
Teaching of Concepts	2. Read aloud: <i>All I Need to Know...</i> 3. Read "epigrams" in textbook. 4. Share writer's notebook entries. How do these compare to Twain's epigrams?	2. Read aloud: <i>All I Need to Know...</i> 3. Play "Who am I?" (see below) 4. Students grouped by character who was on their back (Tom, Huck, Becky, Sid, Aunt Polly, Mary, Ben Rogers). With group, discuss events from Tom's childhood so far. 5. Using list from Day 1, (or another idea) select topic for "exaggerated memoir" and tell the story with group.	2. Read aloud: <i>All I Need to Know...</i> 3. Reading day (see assignment below)	2. Read aloud: <i>All I Need to Know...</i> 3. Share illustrations 4. Review chapters 3- 11. Add to the list of Twain epigrams your group started earlier this week. 5. Discuss how Twain's voice comes through in the book through his asides.	2. Read aloud: <i>All I Need to Know...</i> 3. Discuss how Robert Fulghum integrates Twain's elements of humorous story-telling into his vignettes. 4. Share your memoir (so far) with a partner. Respond to each other as readers, and work to find interesting ways to add humorous elements and exaggeration. 5. Begin revising memoir
Learning Activity	5. Review chapters 1-2. In groups, list any sayings (epigrams) you noticed. (We'll continue this list throughout the unit.)	(from 3 above) Who am I? – review characters we've met so far (character on each student's back. Student must ask yes/ no questions to figure out who character is)	(reading time)	Group epigrams and discussion	(Writing time in class)
Closure/ Homework	6. Continue reading <i>TAOTS</i> individually or with a partner – Chapters 3-5 due tomorrow (p. 17-42)	Continue reading <i>TAOTS</i> individually or with a partner – Chapters 6-7 due tomorrow (p. 43-62)	Continue reading <i>TAOTS</i> individually or with a partner – Chapters 8-11 due tomorrow (p. 63-91)	Continue reading <i>TAOTS</i> individually or with a partner – Chapters 12-14 due Monday (p. 92-113)	Catch up on reading, as necessary.

	Day 11	Day 12	Day 13	Day 14	Day 15
Time	50 min.	50 min.	50 min.	50 min.	50 min.
Hook	1. Read “The Broken Window” (posted on Canvas)	1. What would you want people to say about you at your funeral? In your writer’s notebook, write your own eulogy.	1. Reread your memoir. How can you embellish it? As you revise today, begin to exaggerate it (think about the event itself, the people, dialogue)	1. In your writer’s notebook, make a list of games you enjoyed playing as a child.	1. Illustrate a scene from <i>TAOTS</i> and write a caption. (May assign students a specific chapter from 12-28 to ensure variety)
Teaching of Concepts	2. Read aloud: <i>All I Need to Know...</i> 3. Discuss differences between “The Broken Window” and Twain’s writing in groups. (both elements of “telling a story” and characters) 4. Twain info – reaction to children’s lit of his time period	2. Read aloud: <i>All I Need to Know...</i> 3. Share Writer’s Notebooks 4. Read sample eulogies from selected websites 5. Read & discuss article “Are you living your eulogy or your resume?” 6. Revise your eulogy	2. Read aloud: <i>All I Need to Know...</i> 3. Share writer’s notebooks. 4. Reading day (see assignment below)	2. Read aloud: <i>All I Need to Know...</i> 3. Share notebooks 4. In groups, review book and find games and activities Tom and his friends liked playing. 5. Teach students to play marbles, pick-up-sticks, use yo-yos, and tops, etc.	2. Read aloud: <i>All I Need to Know...</i> 3. Pass out copies of <i>The Dangerous Book for Boys</i> and <i>The Daring Book for Girls</i> . Read “Essential Gear” 4. Compare this list to what Tom would keep in his pocket or bag. Make list with group.
Learning Activity	5. In groups, rewrite “The Broken Window” if Tom was the character in the story. 6. Share	7. Share pictures of tombstones that tell about the person’s character. 8. Draw your own tombstone	5. Reading time	6. Quick write: How are the games children played in 1800s different from those you played? Share.	5. Read additional entries of choice from <i>TDBFB</i> or <i>TDBFG</i>
Closure/ Homework	Continue reading <i>TAOTS</i> individually or with a partner – Chapters 15 -17 due tomorrow (p. 114-132)	Continue reading <i>TAOTS</i> individually or with a partner – Chapters 18-20 due tomorrow (p. 133-152)	Continue reading <i>TAOTS</i> individually or with a partner – Chapters 21- 25 due tomorrow (p. 153-183)	Continue reading <i>TAOTS</i> individually or with a partner – Chapters 26-28 due tomorrow (p. 184-201)	Catch up on reading, as needed

	Day 16	Day 17	Day 18	Day 19	Day 20
Time	50 min.	50 min.	50 min.	50 min.	50 min.
Hook	1. Work with your group to update your list of epigrams	1. In your writer's notebook, write about your experience playing the games from the 1800s or the activity from <i>TDBFB</i> or <i>TDBFG</i> .	1. In your writer's notebook, list at least 8 things you've learned about Mark Twain during this unit	1. Update list of epigrams individually. Then go to twainquotes.com to find at least 7 more.	1. In your writer's notebook, describe what you've learned about yourself/ your childhood from working on your memoir. Then describe what you've learned about humorous writing.
Teaching of Concepts	2. Quiz, Quiz, Trade 3. Use <i>TDBFB</i> or <i>TDBFG</i> and complete a hands-on activity from the book (several choices will be offered; materials available)	2. Review instructions for peer revision.	2. Share in groups 3. Review with class using Whip It 4. Revise and finalize memoir – due day 20	2. Read aloud: <i>All I Need to Know...</i> 3. In groups, share favorite quotes you found. 4. Poster Instructions: Include at least 12 quotes/ epigrams and a picture of Twain. Select sayings that are related to your life or to a specific topic. Turn in on Canvas website.	2. Share writer's notebook entries with a partner. 3. Performance Day: Share memoirs with class
Learning Activity	"Quiz, Quiz, Trade" to review <i>TAOTS</i> through chapter 25	Work on memoir/ share/ peer revisions	Whip It review	5. Use epigram/ quote list to create an "All I need to know about life I learned from Mark Twain" poster on www.canva.com	Present memoirs (writing grade and speech grade)
Closure/ Homework	Continue reading <i>TAOTS</i> individually or with a partner – Chapters 29- 30 due tomorrow (p. 202-221)	Continue reading <i>TAOTS</i> individually or with a partner – Chapters 31- 33 due tomorrow (p. 222-249)	Continue reading <i>TAOTS</i> individually or with a partner – Chapters 34-35 (end) due tomorrow (p. 250-260)	Catch up reading (if necessary) Finish Canva.com poster	Review unit – class discussion

Homework (for the unit):

Read *The Adventures of Tom Sawyer* (both in and out of class)
Finish Canva poster (if not finished in class)
Finish memoir (if not finished in class)

Strategies for Exceptional Students (for the unit):

Struggling Students (IEP, ELL):

Recording of *TAOTS*

Read alouds

Partner/ group work

Individual/ group conferencing

Advanced Students:

Access to additional Twain biographical information and short stories in classroom and on class Canvas website

Additional time to participate in *TDBFB* and *TDBFG* activities

Create a bag with items Tom or Becky would have carried

Research/ play additional children's games from 1800s

Suggested Follow-Up Activities (for the unit):

Create a picture-book version of the book (could share with elementary students)

Create a Photo Story (or other software) movie of the book

Reenact a scene from the book

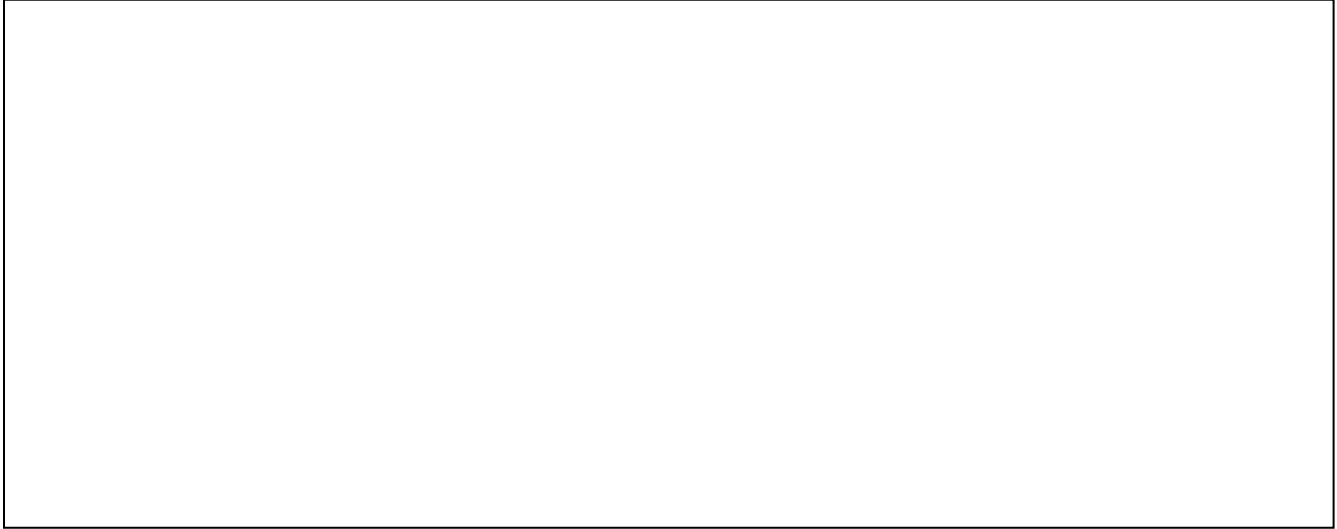
Watch Claymation movie *Adventures of Mark Twain* on youtube.

Name _____

Date _____ period ____

“The Celebrated Jumping Frog of Calaveras County” ends with Simon Wheeler saying. “Well, thish-yer Smiley had a yallar one-eyed cow that didn’t have no tail, only just a short stump like a bannanner.”

In the box below, draw a picture of what you think the cow looked like.

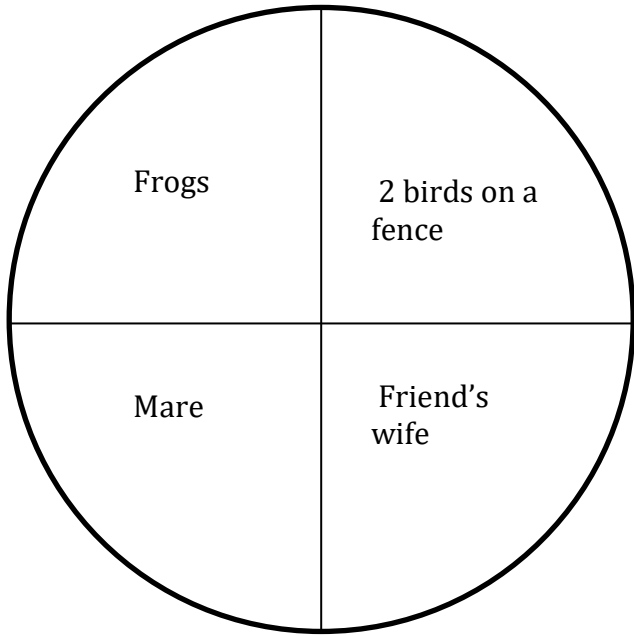


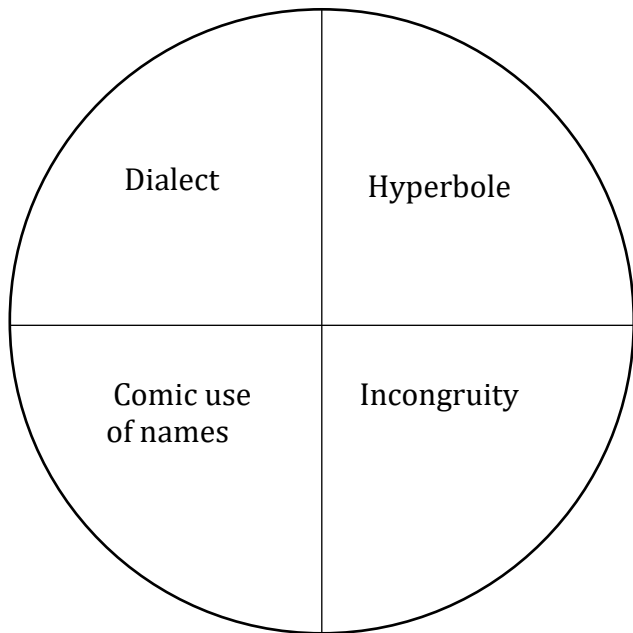
Think about what you know about Jim Smiley, and create your own story about Jim Smiley’s cow on the lines below. Write at least 200 words.

Name _____
Date _____ Period _____

Concept Circles Assessment
Topic: "The Celebrated Jumping Frog of Calaveras County"

Directions: Look at each circle on the left. Determine how the ideas are related. Then, on the lines on the right, explain how they're related. Be specific and write in complete sentences. Write at least 75 words for each.





Name _____
 Date _____ Period ____

The Adventures of Tom Sawyer by Mark Twain
 Probable Passage

Directions: Look at the words in the box below. Decide which category each word probably best fits in, and write the word in the correct column. Then, write a prediction, of at least 50 words, of what the text is probably about on the lines below. Include at least 7 of the words from the box in your prediction, and underline them.

Tom	fence	Ben Rogers
Saturday morning	melancholy	steam boat
Cardiff Hill	cave	swimming
3 coats of paint	marbles	Aunt Polly
Big Missouri	school	whitewash
Huckleberry Finn	treasure	murder
Becky Thatcher	superstition	midnight
Temperance	funeral	burglary

Setting	Characters	Conflict(s)	Events	Resolution

Name _____
 Date _____ Period _____

Mark Twain Epigrams & Quotes Canva Poster
 Rubric

10	9	8	7	6	0-5
Includes at least 12 epigrams and quotes	Ten or more epigrams and quotes included	Nine or more epigrams and quotes included	Eight or more epigrams and quotes included	Seven or more epigrams and quotes included	Fewer than 7 epigrams or quotes are included
Epigrams and quotes are from a combination of the book, textbook, class discussions, and the Twainquotes website; sources cited accurately		Epigrams and quotes are from on two different sources; sources cited accurately		All epigrams and quotes are from one source; sources cited	All epigrams and quotes are from one source; or source(s) not cited
All quotes and epigrams and related to one specific topic				Quotes and epigrams are not related to a specific topic	
Picture of Twain is included on the poster; formatted			Picture of Twain included; not formatted		
Layout is very attractive, neat, and interesting; intentional use of elements of poster	Layout is attractive, neat, and interesting; thought given to elements	Layout is somewhat attractive, neat, and interesting; some thought given to elements	Attempted attention to layout and elements	Little thought given to layout and elements	
Turned In: All Assignment parts turned in correctly, independently, and on time			All assignment parts turned in correctly and on time, but not independently		Assignment/ part of assignment turned in incorrectly

_____/60 Comments:

Name _____
 Date _____ Period _____

Exaggerated Memoir Rubric

10-9– Excellent	8-7 – Good	6- Weak	0-5 -Unacceptable
Memoir is focused on one specific event in the past; main idea is very clear; interesting; humorous	Memoir is focused on one event; main idea is mostly clear; fairly interesting and humorous	Main idea is not consistently clear; not interesting, humorous, or overly predictable	
Strong, engaging lead; draws reader into the paper	Lead draws the reader in	Lead is weak or uninteresting	
First person point of view is consistent		Point of view is inconsistent	
Memoir includes a “nub” that is repeated at least 3 times to add to the humor of the piece	Memoir includes a “nub” that adds to the humor of the piece	Memoir attempts a nub for humor	
Memoir includes a dramatic pause that is very effective in adding to the humor.	Memoir includes a dramatic pause that adds to the humor	Dramatic pause is attempted	No dramatic pause included
Writing is reflective and clearly leads reader to an understanding of the importance of the event and to draw own conclusions; reflection is subtle and humorous	Some reflection included; importance of event may not be completely clear or humorous	Reflection is weak, or overly-obvious; lacks humor	No reflection included
Carefully organized; sequence makes sense; transitions are easy to follow; paragraphs used effectively and correctly	Organization is adequate; sequence usually makes sense; transitions used; paragraphs usually correct and effective	Organization of piece is weak. Transitions? Paragraphs? What’s a paragraph?	
Voice demonstrates that author cares about the topic, yet developed in a humorous way	Voice indicates that the author has some interest in the topic; humorous	Voice does not reveal that the author cares about the topic; humor attempted	Voice indicates that author doesn’t care about this topic or is uninterested in it.
Writing is carefully & thoughtfully crafted; rather than just written; word choice, verbs, use of figurative language, use of humor, etc. is very effective; overall excellent work	Writing style is usually strong; some attention given to craft, word choice, verbs, humor, or figurative language; somewhat effective; good	Piece was not carefully crafted; little attention given to word choice, etc. fair	unacceptable
No noticeable errors in English conventions	1-2 noticeable errors in English conventions; not distracting	Several noticeable errors in conventions	Convention errors are distracting

Total _____/ 100

Comments: