

Mark Twain Boyhood Home & Museum

Unit Plan for Tom Sawyer

Created by: Theresa Kremer

School: St. Joseph

City, State: Josephville, Missouri

Mark Twain Teachers' Workshop--July 15, 2018

Hannibal, Missouri

The Adventures of Tom Sawyer

<i>The Adventures of Tom Sawyer</i>	
Concept or Topic: Adventures, creating a personal story and newspaper article	Suggested Grade Level(s)/Course: Grades 7 and 8
Subject: Literature / Writing	Suggested Time Frame: 45 minutes per day, 20 days (4 weeks)
Objective(s): <ol style="list-style-type: none">1. Students in grades 7 and 8 will identify from Tom Sawyer at least one adventure in each of 35 chapters with accuracy of 85% using supporting details.2. Students in grades 7 and 8 will describe 10 adventures in their own life and create a story called "The Adventures of You" with at least 25 out of 30 grammatically correct sentences.3. Students in grades 7 and 8 will write a newspaper article about scenes from the book using at least three supporting details from the book with at least 85% accuracy.	
Missouri CCSS.ELA-Literacy.RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text CCSS.ELA-Literacy.W.7.3.b Use narrative techniques, such as dialogue and description, to develop characters. CCSS.ELA-Literacy.W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	

Assessments:

1. Draw, list or use ToonDoo's.com to identify at least one adventure for each of the 35 chapters, using supporting details from the book.
2. Write a story, "The Adventures of You," using at least 25 grammatically correct sentences. (Rubric attached - 2 pages)
3. Write a newspaper article, including pictures. Describe how different people reacted to Tom, when the children got lost in the cave, Muff Potter's trial, or why Huck ran away from the Widow Douglas. (Rubric inserted)

Vocabulary (Tiers 2 & 3):

1. Vocabulary for each chapter will be worked on before the students read each chapter. The students will create a game, play bingo with new words, or write sentences using the words correctly.
2. In projects or final assessments, the children will need to use at least 10 vocabulary words correctly.

Subject Area Integration:

Language Arts/Writing

Background Information Required for Unit/Lesson

1. The students will have prior knowledge of narrative writing.
2. The students will have prior knowledge of what an adventure consists of.
3. The students will have prior knowledge of how to write a newspaper article using their expository writing.
4. The students will have prior knowledge of correct use of dialogue in a story.

Tools used:

1. Voyages in English: Grammar and Writing textbook
Loyola Press grade 8 - part 2 Written and Oral Communication chapters 1 and 5
2. Watch the Typesetting and naming a newspaper videos:
 - a.) <https://www.youtube.com/watch?v=yE0OoWX6TQs>
 - b.) <https://www.youtube.com/watch?v=4pg8A0ab6S4>
 - c.) https://www.youtube.com/watch?v=L_Y95phLnsM
 - d.) <https://www.youtube.com/watch?v=LcsOuGcaqZs>
 - e.) <https://www.youtube.com/watch?v=yKBs2Zyvdw0>

Materials:

1. Tom Sawyer book
2. Vocabulary list for Tom Sawyer
3. Chrome book
4. Smartboard
5. Big Activity: The Adventures of You worksheet
6. Writing textbook for reference – Voyages in English (Grammar and Writing)

7. A set of individual ink stamps A-Z
8. Games –such as fan and pick, I have –who has?, whip it, quiz-quiz trade

Technology:

1. Create a cartoon: www.ToonDoos.com
2. Twain quotes :<http://www.Twainquotes.com/quotesatoz.html>
3. Create a board game: <http://www.toolsforeducators.com/boardgames/>
4. The Adventures of Tom Sawyer on U-tube
5. [Http://Quizlet .com](http://Quizlet.com)
6. www.Kahoot.com

Related Twain Quotes/Passages:

1. There comes a time in every rightly-constructed boy's life when he has a raging desire to go somewhere and dig for hidden treasure.
- *The Adventures of Tom Sawyer*
2. You should never do anything wicked and lay it on your brother, when it is just as convenient to lay it on some other boy.
- *Advice for Good Little Boys*
3. Praise is well, compliment is well, but affection--that is the last and final and most precious reward that any man can win, whether by character or achievement.
- Affection speech, 1907
4. To believe yourself brave is to be brave; it is the one only essential thing.
- *Personal Recollections of Joan of Arc*
5. I think she was never in the cave in her life; but everybody else went there. Many excursion parties came from considerable distances up and down the river to visit the cave. It was miles in extent and was a tangled wilderness of narrow and lofty clefts and passages. It was an easy place to get lost in; anybody could do it--including the bats. I got lost in it myself, along with a lady, and our last candle burned down to almost nothing before we glimpsed the search party's lights winding about in the distance.
6. The best way to cheer yourself up is to try to cheer somebody else up.
- *Mark Twain's Notebook*
7. The proverb says that Providence protects children and idiots. This is really true. I know because I have tested it.
- *Autobiography of Mark Twain*
8. I've been to the circus three or four times--lots of times. Church ain't a circumstance to a circus.
- "Tom Sawyer: A Play"
9. (Conscience) It takes up more room than all the rest of a person's insides, and yet ain't no good nohow.
- *Adventures of Huckleberry Finn*
10. You are a coward when you even seem to have backed down from a thing you openly set out to do.
- *Mark Twain's Notebook*

11. You see, in our house there was a sort of family prejudice against going fishing if you hadn't permission. But it would frequently be bad judgment to ask. So I went fishing secretly, as it were -- way up the Mississippi.
- Speech, 7 March 1906
12. Where there are two desires in a man's heart he has no choice between the two but must obey the strongest, there being no such thing as free will in the composition of any human being that ever lived.
- *Mark Twain in Eruption*
13. ...a good and wholesome thing is a little harmless fun in this world; it tones a body up and keeps him human and prevents him from souring.
- *Personal Recollections of Joan of Arc*
14. Humor is mankind's greatest blessing.
- *Mark Twain, a Biography*
15. Always obey your parents, when they are present. Most parents think they know more than you do; and you can generally make more by humoring that superstition than you can by acting on your own better judgement.
- Advice to Youth, 4/15/1882
16. Now and then we had a hope that if we lived and were good, God would permit us to be pirates.
- *Life on the Mississippi*
17. "And don't they wear the bulliest clothes! Oh no! All gold and silver and di'monds," said Joe, with enthusiasm.
- *The Adventures of Tom Sawyer*
18. To promise not to do a thing is the surest way in the world to make a body want to go and do that very thing.
- *Adventures of Tom Sawyer*
19. ...being rich ain't what it's cracked up to be. It's just worry and worry, and sweat and sweat, and a-wishing you was dead all the time.
- *The Adventures of Tom Sawyer*
20. A pilot, in those days, was the only unfettered and entirely independent human being that lived in the earth.
- *Life on the Mississippi*
21. In writing "Tom Sawyer" I had no idea of laying down rules for the bringing up of small families, but merely to throw out hints as to how they might bring themselves up, and the boys seemed to have caught the idea nicely.
- Speech, October 17, 1893 to the Oxford Club; reported in the *Brooklyn Eagle*, October 18, 1893, p. 5
22. Homely truth is unpalatable.
- *The Adventures of Tom Sawyer*
23. I do not like work even when someone else does it.
- "The Lost Napoleon"
24. Work consists of whatever a body is obliged to do. Play consists of whatever a body is not obliged to do.
- *The Adventures of Tom Sawyer*

25. ...it has never been my way to bother much about things which you can't cure.
- *A Connecticut Yankee in King Arthur's Court*
26. We ought never to do wrong when people are looking.
- "A Double-Barrelled Detective Story"
27. What's the use you learning to do right, when it's troublesome to do right and ain't no trouble to do wrong, and the wages is just the same?
- *Adventures of Huckleberry Finn*

Lesson Sequence: 50 minutes per day, 20 days (4 weeks)

Lesson 1 –Reading and Recording Tom Sawyer’s Adventures

Day 1: (45 minutes)

Hook/Intro:

1. Tell a personal story of when you got into trouble when you were young. Tell the students about the consequences.
2. Ask the students to write down a time in their lives when they disobeyed and got into trouble. Ask them to share their stories with the whole class or one other person in the class.
3. Explain that the book they are going to read is about the adventures of a 12-year-old boy named Tom Sawyer.
4. Tell the students that as they read the book over the next few weeks, they should be collecting a list of Tom’s adventures for each chapter and possible reasons why they happened.

Teaching of the Concept(s):

1. Review the vocabulary in the first three chapters, explaining why the language is different from how the language is spoken now. Have the students then put the vocabulary words into sentences, or use one of the review games to help them remember them. (Vocabulary for each chapter and possible games are attached).
2. Read the first Chapter aloud to the students. Have them tell which words they are not familiar with and ask students if those words are in the vocabulary. If they are not, discuss the words.
3. Ask the students if there was a section in this chapter where Tom has gotten in trouble. Have them keep track of his adventures. They can use a journal, pictures, or a series of cartoons.
4. Discuss why Tom got into trouble.
5. Remind the students to write the adventure on their list and give supporting details.

Suggested Questions:

1. What led him to act this way?
2. How does Tom rationalize what he is doing?
3. Have you ever been in trouble for the same reason?

4. Do you think Tom will continue to get in trouble?
5. What other possible adventures do you think he might have being a young boy?

Learning Activity:

1. Review vocabulary words for Chapter 2.
2. As I read Chapter 2, list or illustrate (using www.toondoos.com) the trouble Tom gets into.
3. Share your work with your neighbor to see if you agree.
4. Is Tom showing good judgement?

Review/Closure:

1. Tom Sawyer seems to have a lot of adventures and get into a lot of trouble. Why do you think he chooses these courses of action?

Homework:

1. Carefully, review vocab words for Chapter Three, and read the Chapter Three.
2. If there is an adventure Tom gets into, either write it down or be ready to act it out with a friend.

Days 2 – 12 (45 minutes)

The steps in day 1 will be used for the remaining chapters in the book. After each chapter, the student will write Tom's main adventure. It will take approximately 2 weeks to finish the book.

Keep a running tally each day of the students' main adventures from the story. At the end of day 12, collect the entire set of adventures from each student.

Lesson 2 – Writing “The Adventures of You”**Day 13: (45 minutes)****Hook/Intro:**

1. We have just finished reading *Tom Sawyer* and discussing all of his adventures. Now I am going to share two stories with you. (I will read the two Adventures of You stories - see attached.)
2. After reading and discussing the stories, tell the students that we are all going to write our own stories using our own real life adventures.

Teaching of the Concept(s):

1. Review how to write a personal narrative. Remind them that a good personal narrative includes:
 - a. a topic relating to a significant experience from the writer's life,
 - b. a first person point of view,
 - c. a structure that includes an engaging introduction, a cohesive body, and a

- conclusion that offers a sense of resolution,
- d. a coherent organization that uses chronological order, flows logically, and excludes unnecessary details,
 - e. a voice that shows the writer's personality, is authentic, and uses a tone appropriate for the intended audience, and
 - f. varied sentence structures that avoid run-on and rambling sentences.
2. Ask the students to tell me about the stories that I read. Did they follow the guidelines for a good personal narrative?
 3. What did you notice?
 4. Did they go in chronological order or jump around?
 5. What was the difference between how the two stories were written?
 6. What made one better than the other?
 7. What was the first adventure in each story?

Suggested Questions:

1. Think about your life. Have you ever had a special adventure?
2. Have you ever gone against the rules?
3. What were the consequences?
4. Ask for the students to share some of their own examples and have other students ask specific questions about the adventure.

Learning Activity:

1. Place the two stories on the smartboard and have the students come up and correct or add to the stories.
2. Have students share one adventure with a neighbor.
3. Have them begin to fill out the "Adventures of You" worksheet.

Review/Closure:

1. This is a story about you and your lifetime adventures.
2. Hand out the worksheet "The Adventures of You." (attached)
3. Have the students fill in the worksheet and be ready to put the adventures into chronological order.

Homework (for the lesson):

When you have finished writing in your adventures, put them in chronological order by placing the numbers 1-10 in the appropriate places.

Days 14-16

Now you are going to put life into your story, "The Adventures of You." Like the two stories I read to you yesterday, we are going to expand and make our stories more exciting. You will need to have 3 -5 sentences for each adventure that makes the reader feel like he/she is having the adventure with you. The finished product needs to have 30-50 full complete sentences, be in chronological order and be

grammatically correct. Hand out the rubric on day 14 and review it. (see attached)

Lesson 3 – Newspaper Article

Day 17: (45 minutes)

Hook/Intro:

1. How do you think Aunt Polly felt when Tom and Becky were lost? How do you think Mr. Thatcher felt?
2. How do you find out about the news in your neighborhood, city, country or world?
3. In Tom Sawyer's day, you heard about the news by word of mouth or by reading the newspaper. They didn't have computers or i-phones. So when Tom and Becky got lost in the cave or Muff Potter's trial was going on, you needed to get the newspaper to find out what was going on.

Teaching of the Concept(s):

1. Talk about different points of view and how the same event can be seen through different eyes.
2. Review what a newspaper article is about and what kinds of words and dialogues would be in a newspaper article.
3. Talk about typesetting and how Mark Twain worked for a newspaper. Watch videos:
<https://www.youtube.com/watch?v=yE0OoWX6TQs>
<https://www.youtube.com/watch?v=4pg8A0ab6S4>
https://www.youtube.com/watch?v=L_Y95phLnsM
<https://www.youtube.com/watch?v=LcsOuGcaqZs>
<https://www.youtube.com/watch?v=yKBS2Zyvdw0>
4. Have the students get into groups of two and hand out individual alphabet letter stamps to each group. Have each group stamp out the sentences: Tom and Becky got lost in the cave and we don't know if they are alive. How do their families feel?
5. Talk about how news reporting has gotten easier.
6. Talk about news events such as the soccer players getting lost in a cave or the Branson duck boat where several people lost their lives in a storm. Discuss what type of questions you would ask those you are interviewing.

Suggested Questions:

1. Was it easy to stamp out the 2 sentences?
2. What kinds of questions would a reporter ask about Tom and Becky being lost in the cave? Who would they interview?
3. Would the news reporter include dialogue in the story from those he interviewed?
4. How would the reporters in Tom's time put pictures in their article?
5. Would everyone in town feel the same about Muff Potter's trial?
6. What does a good reporter write? (the truth)

Learning Activity:

1. Let's use our Chrome books to decide on a name for our newspaper and how much it would cost in Tom Sawyer's time.
2. When all the articles are turned in, we will put them all together and make our own newspaper.
3. I will be coming around with a basket that has different events we will be reporting on. The events we will be reporting on are:
 - a.) how Aunt Polly felt about Tom and how it changes when she thinks he is dead,
 - b.) how Huck Finn felt about Tom and how it changes when Tom got lost in the cave,
 - c.) how Becky felt about getting lost in the cave,
 - d.) how Tom felt about getting lost in the cave.
 - e.) the town's reaction to Muff Potter's trial,
 - f.) why Tom not tell the truth to start with at Muff's trial
 - g.) why Huck left the widow's house
4. In groups of two, we will pick out an event, begin to think about the event, and jot down some ideas. Remember to use the book in order to use at least three supporting details about your event.

Review/Closure:

1. We have gone over how to write a newspaper article, who should be interviewed, and what kinds of questions should be asked.
2. Now you are going to go back over the section of *The Adventures of Tom Sawyer* that includes what your group is going to write about. Then you need to jot down who you will interview, why you would be interviewing them and possible answers they would give you. Remember, your article should have some dialogue and have at least three supporting details from the book.

Homework:

1. If you have not completed re-reading the section in Tom Sawyer or jotting down ideas, you must finish it for homework.

Days 17-20

Have the groups get together and review what they worked on for homework. Review each group's work to make sure they are heading in the right direction. Remind them that they will need to turn in their illustrated article on day 20, and that their article should include dialogue and at least 10 – 15 sentences using supporting details from Tom Sawyer. The students will need to read their article to the class and send a copy to the teacher so we can put all the articles together in a newspaper.

Strategies for Exceptional Students

1. As a follow-up, use the Multiple Intelligences choice Board to provide an assessment that matches the content objectives for each of the multiple intelligences. (see attached)

Suggested Follow up Activities:

1. Watch Tom Sawyer on U-tube,
mid=CCB767748C1004FE31A3CCB767748C1004FE31A3&FORM=WRVORC
2. Go to Hannibal and visit Tom Sawyer's boyhood home, tour the museum, go to the cave, and ride the riverboat.

Vocabulary Lists

The Adventures of Tom Sawyer

Chapter 1	<p>spectacles--eyeglasses</p> <p>conscience—the ability to recognize right from wrong</p> <p>vanity—extreme pride in one's ability, possessions, or appearance</p> <p>vexed—annoyed or bothered by something</p> <p>sagacity—using wisdom or good judgment</p> <p>lapels—the front part of a garment (usually a coat) which is a continuation of the collar</p> <p>diligence—constant effort used to accomplish a task</p> <p>roundabout—not going about something in a direct manner; a coat/jacket/cloak used for general purposes</p> <p>ambuscade—a trap; a surprise attack</p> <p>guile—trickery; deceit; duplicity; lying</p> <p>bona fide—performed in good faith; genuine; authentic</p> <p>subtle—not blatant or obvious</p> <p>deduce—to derive a conclusion by reasoning</p> <p>diffident—lacking confidence in oneself; unsure</p>
Chapter 2	<p>beguiled—deceived; deluded; tricked</p> <p>reluctance—unwillingness</p> <p>alacrity—cheerfulness; willingness; eager</p> <p>delectable—greatly pleasing; delightful; enjoyable</p> <p>reposeful—calm; peaceful</p> <p>melancholy—sadness; depression; gloominess</p> <p>mulatto—persons of mixed parentage</p> <p>taw—a large fancy marble for shooting; the line from which a player shoots in marbles</p> <p>inspiration—a sudden bright idea or thought</p> <p>tranquility—peacefulness</p> <p>ridicule—to make fun of something or someone</p> <p>anticipation—eagerly awaiting an event or occasion</p> <p>melodious—nice and pleasant to hear</p> <p>starboard—the right hand side of a ship as one faces forward</p> <p>ponderously—ungracefully; laboriously</p> <p>jeer—mock; taunt; abuse openly</p> <p>dilapidated—fallen into a state of disrepair; broken-down; in need of repair</p> <p>obliged—obligated; indebted to; mandatory</p> <p>wended—proceeded; went along; traveled</p>
Chapter 3	<p>balmy—mild and pleasant</p> <p>intrepid—resolutely courageous, fearless, bold</p>

	<p>diluted—watered down, made weak</p> <p>virtuous—possessing the qualities of moral excellence</p> <p>clods—lumps of clay or earth</p> <p>eminence—a position of great distinction or superiority</p> <p>evanescence—vanishing or likely to vanish; fleeting</p> <p>furtive—sneaky, sly, stealthy</p> <p>grotesque—distorted; strange; bizarre</p> <p>pliant—easily bent; flexible; easily persuaded</p> <p>exultation—joy, triumph, great happiness</p> <p>perplexed—puzzled, confused</p> <p>audacious—fearlessly daring, bold, insolent</p> <p>morosely—gloomy, depressed, sullen, melancholy</p> <p>beseeking—plead, beg, request earnestly</p> <p>desolate—deserted, uninhabited; gloomy, dreary, dismal</p> <p>dismal—gloomy, depressing, dreary</p> <p>felicity—great happiness, bliss</p> <p>blighted—declined, decayed, ruined, destroyed</p> <p>martyr—one who sacrifices something very important in order to stand up for one's beliefs or principles</p>
Chapters 4, 5, and 6	<p>tranquil—very calm, quiet; free from disturbance</p> <p>benediction—a blessing given at the end of a religious service</p> <p>prospective—looked forward to as likely or promised; probable; expected</p> <p>convulsion—a violent shaking</p> <p>grandeur—the quality of being grand; splendor; magnificent</p> <p>contrived—planned; devised</p> <p>scarify—to mark, damage or scar</p> <p>diligently—showing painstaking effort; industriously; carefully</p> <p>disconcerted—upset; perturbed</p> <p>tallow—hard fat rendered from sheep or cattle used to make soap, candles, and lubricants</p> <p>edifice—a large, impressive building or structure</p> <p>éclat—a brilliant success; fame, glory; applause, approval</p> <p>mien—way of acting or looking; demeanor; bearing</p> <p>prodigious—very great; huge; vast</p> <p>awe—a feeling of wonder or reverence; in respect of</p> <p>prodigy—a person endowed with amazing talent, brilliance, etc.</p> <p>dupe—a person easily deceived or tricked</p> <p>wily—using tricks to deceive; crafty; cunning</p> <p>venerable—worthy of respect</p> <p>laggard—slow; backward; lagging; someone who loiters</p> <p>predestined—destiny; fate; decided beforehand</p> <p>pathos—a quality that evokes sadness or pity</p> <p>odious—very displeasing; hateful; offensive</p> <p>sash—frame for the glass of a window; part of a window that can be</p>

	<p>moved to open or close a window</p> <p>mortified—wound the feelings of; make to feel ashamed ; humiliate</p> <p>expectorate—to cough up and spit out</p> <p>pariah—any person or animal generally despised; an outcast</p> <p>animosity—hostile feelings; dislike</p> <p>caricature—imitation of something by ridiculous exaggeration</p> <p>derrick—a machine with a long arm used to lift something</p> <p>portentous—indicating evil to come; ominous; threatening</p> <p>ostentation—showing off; display intended to impress others</p>
Chapters 7 and 8	<p>wane—lose size; gradually become smaller</p> <p>bliss—great happiness or delight; joy; ecstasy</p> <p>andiron—a pair of metal supports for wood in a fireplace; firedog</p> <p>upbraid—find fault with; blame; reprove</p> <p>frivolity—silly behavior</p> <p>ecstasy—condition of very great joy</p> <p>cogitating—consider with care; pondering; thinking about deeply</p> <p>incantations—set of words spoken as a magic charm or to cast a magic spell</p> <p>accouterments—clothes, outfit; a soldier's gear</p>
Chapters 9 and 10	<p>perceptible—noticeable</p> <p>ingenuity—cleverness</p> <p>ghastly—horrible; terrifying</p> <p>solemnity/solemn—very serious; sacred</p> <p>ensconced—settled securely</p> <p>oppressive—causing worry or creating a burden</p> <p>innumerable—too many to be counted</p> <p>monotonous—lacking variety</p> <p>pallid—pale; lacking color</p> <p>vagrant—roaming from one place to another without a job</p> <p>ruffian—a lawless, rowdy person</p> <p>stolid—dull; slow-witted</p> <p>dire—dreadful or terrible</p> <p>sublimity—lofty excellence; grandeur; majesty</p> <p>fetters—chains or ropes used to prevent escape</p> <p>lugubrious—mournful; dejected</p> <p>facility—ease in doing something</p> <p>flogged—beaten, whipped</p> <p>colossal—huge; great in scope</p>
Chapters 11 and 12	<p>infernal—abominable</p> <p>impudence—marked by rude boldness or disrespect</p> <p>haggard—worn out or exhausted as from hunger or fatigue</p> <p>serene—calm, peaceful</p> <p>miscreant—having very bad morals; wicked</p> <p>conscience—ability to recognize right from wrong</p> <p>blanched—turned pale as if by fear or surprise</p>

	<p>inquests—legal investigations into the cause of death</p> <p>vogue—leading style or fashion; popularity</p> <p>gory—covered by or stained with blood</p> <p>grisly—ghastly or gruesome</p> <p>phrenological—the study or theory that the conformation of the human head indicates the degree of intelligence and character</p> <p>clandestinely—done in secret</p> <p>gravity—seriousness</p> <p>consternation—great dismay; paralyzing terror</p> <p>avariciously—greedily; greatly desiring money</p>
Chapters 13 and 14	<p>forsaken—deserted; abandoned</p> <p>succumb—give way, yield; die</p> <p>countersign—a sign or signal used in reply; a password given in answer to the challenge of a sentinel</p> <p>hilt—the handle of a sword, dagger or tool</p> <p>bar (sand bar)—ridge of sand formed by the action of the tides or current</p> <p>foliage—leaves of a plant</p> <p>festooning—a string or chain of flowers, leaves or ribbons hanging in a curve between two points</p> <p>peril—chance of harm or loss; exposure to danger</p> <p>waif—person without a home or friends, especially a neglected child</p> <p>purloined—stolen</p> <p>pervading—spreading throughout</p> <p>obtruded—put forward unwanted and unasked; forced upon</p> <p>gaudy—to bright, cheap and showy to be considered in good taste</p> <p>credulous—too ready to believe; easily deceived</p> <p>conflagration—great and destructive fire</p> <p>limpid—clear or transparent</p> <p>ravenous—very hungry; greedy; rapacious</p> <p>regalia—the emblems or decorations of any society; clothes, especially fine clothing</p> <p>channel—the deeper part of a waterway</p> <p>sumptuous—lavish and costly; magnificent; rich</p> <p>quicksilver—mercury; a heavy silver, metallic element which is liquid at normal temperatures</p> <p>frolic—a merry prank; play; have fun</p> <p>derision—scornful laughter; ridicule</p>
Chapters 15, 16, and 17	<p>shoal—a sand bar which makes the water shallow</p> <p>skiff—a small, light rowboat</p> <p>yaw—turn from a straight course; go unsteadily</p> <p>conjectured—guessed without sufficient evidence</p> <p>bereaved—left desolate and alone; deprived of; robbed of</p> <p>mutinous—rebellious; not controllable; unruly</p>

	<p>sullen—silent because of bad humor or anger</p> <p>plausible—appearing true, reasonable or fair</p> <p>stupendous—amazing; marvelous; immense</p> <p>retching—vomiting</p> <p>peal—a loud, long sound</p> <p>unflagging—not weakening or failing</p> <p>eloquent—very expressive; speech that has grace and force</p> <p>Six Nations—the federation of Iroquois Indian tribes</p> <p>loitered—lingered idly</p> <p>vestibule—passage or hall between the outer door and the inside of a building</p> <p>anguished—suffering very great pain or grief; great emotional distress</p> <p>abashed—embarrassed and confused; uneasy and somewhat ashamed</p> <p>soliloquized—talked to oneself</p>
Chapters 18, 19, and 20	<p>audible—loud enough to be heard</p> <p>menagerie—a collection or assortment of animals for exhibition</p> <p>notoriety—being famous for something bad; ill fame</p> <p>vindictive—bearing a grudge; wanting revenge</p> <p>reconciliation—settlement or arrangement of a disagreement or difference</p> <p>ingenious—clever, skillful, good at inventing</p> <p>scornful—showing contempt, mocking</p> <p>urchin—poor ragged child</p> <p>anatomy—the science studying the structure of animals and plants</p> <p>lethargy—drowsy dullness; lack of energy; sluggish inactivity</p> <p>smote—(smite)—strike hard</p> <p>vengeance—revenge; punishment in return for a wrong</p>
Chapters 21-24	<p>gilded—covered with a thin layer of gold; made to be bright and shiny</p> <p>dome—a rounded top of something; like a rounded roof</p> <p>ferule—stick or ruler for punishing children by striking them on the hand</p> <p>dominie—schoolmaster; clergyman</p> <p>spasmodic—occurring very irregularly</p> <p>gesticulation—lively or excited gestures; wild waving of the hands</p> <p>edification—moral improvement or benefit</p> <p>frivolous—silly; lacking seriousness; senseless</p> <p>geniality—the quality of being friendly and cheerful</p> <p>garret—space in a house just below a sloping roof</p> <p>temperance—exhibiting self-control; being moderate in habits; speech; actions, etc.</p> <p>abstain—do without something; refrain</p> <p>convalescent—recovering health and strength after an illness</p> <p>minstrel—singer or musician; a white man in make-up appearing as a black man who entertains by</p>

	<p>song and dance</p> <p>mesmerizer—hypnotist</p> <p>measles—an infectious disease characterized by a bad cold, fever, and a breaking out of red spots on the skin</p> <p>tract—book or pamphlet on a religious topic</p> <p>forbearance—patience; control; not acting out against someone when you have the right to</p> <p>incongruous—not appropriate; out of place</p> <p>verdict—the result of a trial—guilty or innocent</p> <p>haggard—having a wild or wasted look as if from lack of sleep</p> <p>stolid—having or showing little or no emotion or sympathy</p> <p>perplexity—being confused, not understanding</p> <p>delirium—a temporary state of mental excitement, confusion, or insanity</p> <p>corpse—a dead body</p>
Chapters 25-35	<p>cipher—figure out; compute mathematically</p> <p>hieroglyphics—a form of picture writing used by the ancient Egyptians</p> <p>bishop—a high-ranking member of the church (usually Catholic or Anglican)</p> <p>deaf—unable to hear</p> <p>dumb—unable to speak</p> <p>attrition—the process of wearing away or breaking down</p> <p>tavern—a saloon, bar, or establishment selling drinks and food; an inn</p> <p>slaughterhouse—a place where animals are processed for food</p> <p>anticipation—to eagerly await something, some event, or someone</p> <p>labyrinth—a maze; a winding, twisting path</p> <p>stile—a step or set of steps used to climb over a low wall</p> <p>embellishment—added (unnecessary) detail</p> <p>stalagmites—limestone deposits which are formed from the ground upwards</p> <p>stalactites—limestone deposits which are formed from the ceiling downwards</p> <p>famished—extremely hungry</p> <p>contrived—think up, devise; make up</p> <p>sumac—a type of bush in the cashew family (some of which are poisonous)</p> <p>mystic—mysterious; unexplainable</p> <p>laudations—praises; honors</p> <p>magnanimous—noble or generous</p> <p>chronicle—a written account or retelling of an event or happening</p>

Rubric for the Newspaper Article

Rubric for Newspaper article Student Name: _____				
CATEGORY	4	3	2	1
Who, What, When, Where & How	The article includes all of the 5 W's (who, what, when, where and how).	The article includes 3-4 of the 5 W's (who, what, when, where and how).	The article addresses 2 of the 5 W's (who, what, when, where and how).	The article does not include the 5 W's and/or is a summary of the entire book.
Articles – Purpose and dialogue	The article establishes a clear purpose in the lead paragraph and demonstrates a clear understanding of the topic and uses dialogue to do so.	The article establishes a clear purpose in the lead paragraph, but lacks a clear understanding of the topic and uses some dialog.	The article does not establish a clear purpose in the lead paragraph and the dialog is not consist with the story.	The article is more than 25% off-topic and doesn't use dialog.
Articles - Supporting Details	The details in the article are clear, effective, and vivid 90-100% of the time.	The details in the article are clear and pertinent 80-90% of the time.	The details in the article are clear and pertinent 70-80% of the time.	The details in more than 30% of the article are neither clear nor pertinent.
Articles - Interest	The article contains facts, figures, and/or word choices that make the articles exceptionally interesting to readers.	The article contains facts, figures, and/or word choices that make the articles interesting to readers.	The article contains some facts or figures but is marginally interesting to read.	The article does not contain facts or figures that might make it interesting to read.
Format and length	1 1/2+ pages. Typed, double spaced, 1" margins, Times New Roman.	1+ page. Typed, double spaced, 1" margins, Times New Roman.	3/4+ pages. Typed, double spaced, 1" margins, Times New Roman.	Less than 3/4 page. NOT typed, double spaced, 1" margins, Times New Roman.
Spelling and Proofreading	0-1 spelling, punctuation, or grammar errors.	2-3 spelling, punctuation, or grammar errors.	4-5 spelling, punctuation, or grammar errors.	6+ spelling, punctuation, or grammar errors.

Rubric for “The Adventures of You” page 1

CRITERIA FOR EVALUATION	SCORE POINT 4	SCORE POINT 3	SCORE POINT 2	SCORE POINT 1
Genre, Organization, and Focus				
Introduction grabs the reader’s attention.	Introduction grabs the reader’s attention with a clever beginning.	Introduction only partially develops the attention-grabbing opener.	Beginning is dull but relevant to narrative.	Beginning is dull.
Details in introduction set the scene.	Specific details in introduction set the scene, creating a vivid picture of when and where the experience happened.	Details in introduction set the scene but are somewhat general.	Introduction partially sets the scene, telling only where or when the experienced happened.	Introduction does not set the scene.
First-person point of view is consistent throughout the narrative.	First-person point of view is clear and consistent throughout the narrative.	First-person point of view is consistent in most parts of the narrative, with only minor inconsistencies.	A few noticeable shifts from first-person point of view occur.	Point of view is not clear, or it frequently shifts, confusing the reader.
Events are in chronological order.	All events are clearly in chronological order.	Most events are in chronological order.	Some events are in chronological order.	Events are in random order.
Transitional words connect the events, strengthening coherence.	Well-chosen transitional words connect the events, strengthening coherence throughout the narrative.	Transitional words often connect the events, strengthening coherence in most parts of the narrative.	Transitional words seldom connect the events, or some transitions are inappropriate.	Transitional words are not used.
Details elaborate upon each event, making people, places, and events seem real.	Relevant details, including sensory details and dialogue, elaborate upon each event, making people, places, and events seem real.	Details, including sensory details and dialogue, elaborate upon most events, usually making people, places, and events seem real.	Details elaborate upon few events, only occasionally making people, places, or events seem real.	Details are omitted.

Continued rubric for *The Adventures of You* page 2

CRITERIA FOR EVALUATION	SCORE POINT 4	SCORE POINT 3	SCORE POINT 2	SCORE POINT 1
Precise words communicate specific ideas or create images in the reader's mind.	Precise words throughout communicate specific ideas or create images in the reader's mind.	Precise words in most of the narrative communicate specific ideas or create images in the reader's mind, but some vague words are used.	Precise words are used only occasionally; vague words prevent the reader from picturing most events.	Vague words throughout the narrative make it difficult for the reader to picture any event.
Writer's thoughts and feelings are included.	Writer's thoughts and feelings are clearly included and related to the narrative.	Writer's thoughts and feelings are included but are not always clearly related to events.	Writer's thoughts and feelings are mentioned but not explained.	Writer's thoughts and feelings are not included in the narrative.
Conclusion states why the experience is meaningful.	Conclusion clearly states why the experience is meaningful, including how it changed the writer or what it taught the writer.	Conclusion states why the experience is meaningful, but the connection between the experience and the stated reason is somewhat general.	Conclusion mentions why the experience is meaningful, but the connection to the events is not clear to reader.	Conclusion does not mention why the experience is meaningful.
▶ Writing Conventions				
Standard English spelling, punctuation, and capitalization (with emphasis on punctuating dialogue) are used appropriately for this grade level.	Standard English spelling, punctuation, and capitalization (with emphasis on punctuating dialogue) are used appropriately for this grade level throughout the narrative.	Standard English spelling, punctuation, and capitalization (with emphasis on punctuating dialogue) are used appropriately for this grade level, with few problems.	Inconsistent use of standard English spelling, punctuation, and capitalization (with emphasis on punctuating dialogue) appropriate for this grade level jars the reader.	Use of standard English spelling, punctuation, and capitalization (with emphasis on punctuating dialogue) appropriate for this grade is minimal and confuses the reader.
Standard English grammar and sentence structure are used appropriately for this grade level.	Standard English grammar and sentence structure are used appropriately for this grade level and are consistent throughout the narrative.	Standard English grammar and sentence structure are used appropriately for this grade level, with few problems.	Inconsistent use of standard English grammar and sentence structure appropriate for this grade level jars the reader.	Minimal use of standard English grammar and sentence structure appropriate for this grade level confuses the reader.

Name: _____ Date: _____

BIG ACTIVITY: The Adventures of You

Fill your name into the title of the book. Then choose ten adventures from your life and describe them in the ten chapter heads of the Table of Contents.

The Adventures of _____

Chapter 1: _____

Chapter 2: _____

Chapter 3: _____

Chapter 4: _____

Chapter 5: _____

Chapter 6: _____

Chapter 7: _____

Chapter 8: _____

Chapter 9: _____

Chapter 10: _____

I was born on January 15th. My mom and dad took me home two days later. My siblings thought all I did was cry.

On my first day of kindergarten, a boy named Brian laughed at my shoes. I bit him and he cried. I laughed at him and then horrors of all horrors, I had to miss recess.

I learned how to walk. I put one foot in front of the other to get to my dog's food. I dropped down and started to eat his food. My mom couldn't decide if she was excited because I was walking or mad at me because I was eating dog food.

In preschool, I learned my colors. My mom was excited until she said she would like the kitchen to be red. I guess she didn't like the ketchup on the walls and the floor. I thought I was doing good but she made me clean it up.

One summer, I challenged my baby sister to see which one of us could swing the highest. Unfortunately, she was going so high she fell off and had to have stitches. I told mom she was just being clumsy, and I had asked her to slow down.

When my mother was out Christmas shopping, my brother and sister and I decided to make Christmas cookies. We were having a great time, unfortunately, we had flour all over the kitchen and living room. Mom made us clean up the mess but she was proud of us for making such good cookies.

My mom looked like she had swallowed a watermelon. Dad took her to the hospital and I thought they were going to bring home the watermelon. Instead they brought home a screaming baby. They told me it was my little sister. I asked if they could take her back. One day in school, I was bored. My friend John had just asked to go to the bathroom. Shortly after he left the room, I asked if I could use the restroom. Being in there together, we decided to swing on the bathroom doors. We were having such a good time, we lost track of time. When the principal walked in, we got into trouble. We had to stay in his office until our parents came to get us.

One Easter, while the family was having their annual egg hunt, we were told that there was a golden egg that contained a special prize. My baby sister was so tiny she could only see the eggs that were on the ground. I helped her look for eggs. There up in my favorite tree was the golden egg. I lifted her up and she grabbed it. The one who found the egg would be able to pick out a toy at the toy store. When my mom realized that I let my sister get the egg, she let me pick out a toy also.

My very favorite adventure was my first year playing baseball. It was the end of the season game which would make us the winning team if we won. We were tied and I was the last at bat. I had 2 outs and 3 walks. I was sweating and hoping that I wouldn't be remembered as the loser who lost the game. Then I hit the ball out of the park and was the hero of the year.

My life has been very eventful. I arrived in the world on November 2nd. I was evidently in a hurry to come into the world, and since I couldn't seem to wait to make an appearance I was born in an elevator. I had two older brothers and two older sisters who were excited to see me. They wanted to know where Calamazoo was. That's where dad said mom had gone. They thought I was too little and cried too much. My oldest brother tickled my tummy and I stopped crying. Everyone was glad for the peace and quiet.

As I got a little older, I had many more adventures. I remember the first time I was able to be on the sled in the snow by myself. We had a big hill across the street that we always had fun sledding on. The first time I was able to go by myself was thrilling. I got on the sled and begged my sister to give me a big push. She did and I went flying down the hill. Unfortunately, I never paid attention to the stopping part. I ended up in the street on my face. I was all scraped up but I had done it on my own. I couldn't wait to do it again. I soon learned how to stop the sled before the street.

The next summer, I was allowed to help my siblings in the garden. That year, the cabbages we grew were huge. One of the cabbages was bigger than my head. Mom took a bunch of pictures and if I have to say so myself, they were really cute. The pictures were great, but the cabbage was the nastiest tasting stuff I have ever eaten. I managed to spit it out in my napkin before mom saw me. Unfortunately, my brother saw me and told her. I had to eat more of it than what was on my plate originally. Darn the luck!

I so wanted to be like my older brothers and sisters. I tried to do everything they did. My oldest sister used to take me to the library and let me pick out two books. I asked her when I could start taking out my own books. She told me I would have to be able to write my own name. After weeks of practicing, I learned to write my name small enough to fit on the card. I was never so proud to have my own card.

The next fall, I started school. I was so excited to finally be old enough to be able to go to the smart place. Unfortunately, I got into trouble the second week of school. One of the boys was teasing me about being a girl and not being able to keep up with him. He even continued as the teacher was talking. I decided to shut him up by writing all over his desk with a crayon. The teacher saw me and I had to stay in from recess and clean all the desks in the room. I was really mad and determined to get even. The next day at school I gave him a rope burn during recess. Luckily, none of the teachers saw the incident or I would have been in more trouble. That night, my brother teased me about not being able to keep up with him. He was laughing at me because of what happened at school. I told him if he didn't stop, he would be sorry. Since he didn't stop, I went and got my school bag. I hit him in the nose and almost broke his nose. I cried for two days. My mom never really punished me. I think it was because I was crying more than my brother.

When we went on vacation, my brother and I were fishing on the dock. I was standing on the edge and my pole started to bob up and down. I was excited. I had a fish on my line. My brother decided that I couldn't reel it in myself, so he pushed me out of the way and grabbed the pole. I ended up upside down in the lake. He lost the fish and I ended up with rocks and minnows in my mouth. Needless to say, I wouldn't go fishing with him again.

Page 2

By the time I was in 3rd grade, my friend and I were able to keep up with the big kids. We were allowed to play outside with them until it was dark. One night we were playing tag and I hid in a big box that a neighbor was throwing away. No one could find me, I got bored and went inside. When my mom called in my big brothers, they couldn't find me. Mom got so upset she called the police. It turns out I was in my bed sleeping. Boy, did I give everyone a scare. I was quite a little daredevil. My friend and I would climb the backstop and sit on the top with our feet dangling. I love to climb up, watch the practices and games and then jump down. My siblings told me that if Mom ever caught me jumping down I would be grounded forever. I used to laugh it off until the day that my friend jumped down and broke his leg in three places. I never climbed to the top again.

Luckily, that adventure did not make me totally afraid of heights. That would come the next summer. My cousin and I were at a carnival with our moms. After riding on the bumper cars, and the train, we wanted to go on the Ferris wheel. Since it was just for kids, Amy and I sat together. I did not know that she was afraid of heights and she proceeded to scream each time it stopped to let people on and off. She was driving me crazy. I tried to explain to her that it had to be safe if they let us on. I ended up eating those words when something happened to the gears and the Ferris wheel stopped. She started screaming and shaking the "car" we were sitting in. They had to get the town's hook and ladder to get us down. She froze and wouldn't walk down the steps even if the fireman was holding on to her. They had to carry her down. I finally climbed down the steps with the fireman helping me. After that, I was not so fond of heights. Even to this day, I prefer to have my feet on the ground. I have never been on a Ferris wheel again.

I have had many more adventures in my life but none so memorable as these.

Fan N' Pick

Students play a card game to respond to questions. Teacher creates a set of cards with the question at the top and possible answers, with the correct one marked, at the bottom.

1. Student 1 holds question cards in a fan and says, "Pick a card, any card!"
2. Student 2 picks a card, reads the question out loud and allows think time.
3. Student 3 answers the question.
4. Student 4 restates the answer (or adds to the answer)
 - a. For right or wrong answers, Student 4 checks and then either praises or coaches.
 - b. For higher-level thinking questions which have no right or wrong answer, Student 4 does not check for correctness, but praises and paraphrases the thinking that went into the answer.
5. Students rotate roles one clockwise for each new round.

If the class is not evenly divisible by 4, use groups of 3 students. Person #2 (who is asking the question) can also fulfill the role of #4 (the person who checks accuracy and rephrases answer).

I Have . . . Who Has?

1. Teacher creates sets of cards (6 cards per set is ideal) with "I Have _____" at the top, and "Who Has _____?" at the bottom. The answer to the question at the bottom of one card is on the top of the next card.

For example: _____
I have Huck Finn.









Who has Mark Twain's real name?

I have Samuel Clemens.

Who has . . . (next question)?

2. Divide your students into groups of up to 6 students. Give each student 1 or 2 cards.
3. Choose any student to go first, and have student read the "Who has _____?" question aloud.
3. The student with the answer, reads "I have _____." This student moves next to the first student. This student then reads the question at the bottom of the card.
4. The student with the card that answers the question reads the answer and moves next to the student.
5. This continues until the circle is complete, because the last question is answered by the "I Have . . ." on the first person's card.
6. Students who are standing in the correct order, read each question and answer again for review.
7. Rotate a new set of questions to the students and repeat the process.

Multiple Intelligences Choice Board– Provide an **assessment** that matches the content objective(s) for each of the Multiple Intelligences.

<p>Interpersonal</p>  <p>Create a game using Tom Sawyer's adventures</p>	<p>Verbal/Linguistic</p>  <p>Write a letter ... to Muff Potter while he is in jail</p>	<p>Spatial</p>  <p>Draw a map ... of the town that shows where Tom had his adventures</p>
<p>Musical</p>  <p>Write a song or rap ... about Tom's adventures</p>	<p>Your Choice ?</p> <p>Tell me how YOU would like to demonstrate mastery of the content objective(s).</p>	<p>Bodily/Kinesthetic</p>  <p>Role play your favorite adventure that Tom had</p>
<p>Naturalist</p>  <p>Research river area around Hannibal and what it provided to the town at the time</p>	<p>Mathematical</p>  <p>Investigate how many passages there were in Tom's cave, and determine how many miles long the cave was</p>	<p>Intrapersonal</p>  <p>Write a journal entry that ... describes what you would do in one of Tom's adventures</p>

Scoring Guide:

Include 3 details from one adventure Tom Sawyer had

30 points ____/30

Spelling, grammar, punctuation

30 points ____/30

Creativity/Pizzazz!

40 points ____/40

Total Score

100 points ____/100