

**Mark Twain Boyhood Home & Museum**  
 Mini- Unit Plan for *The Adventures of Tom Sawyer*  
 Created by: **Gabrielle Wood**  
 School: **Hannibal Middle School**  
 City, State: **Hannibal, Missouri**  
 Mark Twain Teachers' Workshop, July 16, 2021  
 Hannibal, Missouri

**“Twain’s Flora & Fauna: Then and Now”**

MINI-UNIT PLAN for <i>The Adventures of Tom Sawyer</i>	
<b>Concept or Topic:</b> Missouri Plant & Animal Life/Sustainability	<b>Suggested Grade Level(s)/Course:</b> 7 <sup>th</sup> and 8 <sup>th</sup> Grade
<b>Subject:</b> (Local History/American History, Life Science, Ecology)	<b>Suggested Time Frame:</b> 87-minute blocks
<b>Objective(s):</b> <ol style="list-style-type: none"> <li>1. The 7<sup>th</sup> and 8<sup>th</sup> grade MO Conservation students will be able to compare and contrast the information gained from multimedia sources using bar, line, or circle graphs with at least 4 out of 5 points (80%) accuracy.</li> <li>2. The 7<sup>th</sup> and 8<sup>th</sup> grade MO Conservation students will be able to integrate quantitative information expressed in words in a text with a version of that informational pamphlet given research information and chapter 14 of <i>The Adventures of Tom Sawyer</i> book by Mark Twain with at least 12 out of 15 points (80%) accuracy on “Twain’s Flora and Fauna Pamphlet Rubric” (see below).</li> </ol>	
<b>Common Core State Standards:</b> <a href="#">Common Core State Standards</a> CCSS.ELA-Literacy.RST.6-8.7- Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).  CCSS.ELA-Literacy.RST.6-8.9- Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.	
<b>Assessments (at least two):</b> Google Quiz form to ensure students understand chapter 14. (10 points) Graded Pamphlet and Research Worksheet (20 points)	
<b>Vocabulary (Tiers 2 &amp; 3):</b> Derision- contemptuous ridicule or mockery Procession- a number of people or vehicles moving forward in an orderly fashion, especially as part of a ceremony or festival. Conflagration- an extensive fire which destroys a great deal of land or property. Scurry- more hurriedly with short quick steps	

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Foliage- plant leaves collectively  
Limpid- (of a liquid) free of anything that darkens; completely clear  
Vagrant- a person without a settled home or regular work who wanders from place to place and lives by begging  
Ravenous- extremely hungry  
Sumptuous- splendid and expensive-looking  
Solemnity- the state or quality of being serious and dignified.

**Subject Area Integration:**

History, Ecology, Math

**Background Information Required for Lesson:**

Knowledge on how to create graphs and charts  
Observation Skills

**Materials:**

Mark Twain's *The Adventures of Tom Sawyer* book (class set)  
Laptops  
Notebook Paper  
Teacher Computer, Projector, Whiteboard  
Strong Internet Connection  
Student and Teacher Desks  
Teacher PowerPoint Presentation:  
[https://docs.google.com/presentation/d/1wrFfozotDNv-ftNqZNN9eZN\\_oGIfJiMQqqVOpBKEpes/edit?usp=sharing](https://docs.google.com/presentation/d/1wrFfozotDNv-ftNqZNN9eZN_oGIfJiMQqqVOpBKEpes/edit?usp=sharing)  
Research Worksheet  
[https://docs.google.com/document/d/1uD8gqJTabc75IVoR5YI4Jqn0zTlblrQr\\_sf3oFU4S\\_0/edit?usp=sharing](https://docs.google.com/document/d/1uD8gqJTabc75IVoR5YI4Jqn0zTlblrQr_sf3oFU4S_0/edit?usp=sharing)  
Pamphlet Rubric <https://docs.google.com/document/d/1vDR91-uP22KgjL-XVCpgQfvhUZfpEYNDAhq0I8LygE/edit?usp=sharing>  
White Printer Paper  
Coloring and Writing Utensils  
Exceptional Student Activity  
<https://docs.google.com/document/d/1XiY7DpFY8Neitae4UPUgRe7Gp0b7AOGSref2y9WbNA0/edit?usp=sharing>  
Google Quiz Form  
[https://docs.google.com/forms/d/e/1FAIpQLSeAOCsqRyCXiPIhhIwFWb9lrN0pcv3LL8naSuBvq90eXPSHdA/viewform?usp=sf\\_link](https://docs.google.com/forms/d/e/1FAIpQLSeAOCsqRyCXiPIhhIwFWb9lrN0pcv3LL8naSuBvq90eXPSHdA/viewform?usp=sf_link)  
Exit slip form  
[https://docs.google.com/forms/d/e/1FAIpQLSd1uZe7fvGg0tdi0I4buzPkUKkf-CGQSmfStno6VTlwBbiDnQ/viewform?usp=sf\\_link](https://docs.google.com/forms/d/e/1FAIpQLSd1uZe7fvGg0tdi0I4buzPkUKkf-CGQSmfStno6VTlwBbiDnQ/viewform?usp=sf_link)

**Technology:**

Projector, Teacher Computer, Student Computers, Strong Internet Connection

**Related Twain Quotes/Passages:**

1. "And it is all as tranquil and reposeful as dreamland, and has nothing this-worldly about it- nothing to hang a fret or a worry upon. Until the unholy train

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comes tearing along- which it presently does, ripping the sacred solitude to rags and tatters with its devil's warwhoop and the roar and thunder of its rushing wheels" -MT, *Life on the Mississippi*

2. "We had a succession of black nights, going up the river, and it was observable that whenever we landed, and suddenly inundated the trees with the intense sunburst of the electric light, a certain curious effect was always produced: hundreds of birds flocked instantly out from the masses of shining green foliage, and went careering hither and thither through the white rays, and often a song-bird tuned up and fell to singing." -MT, *Life on the Mississippi*

### Lesson Sequence:

#### Day 1: (87 minutes)

**Hook/Intro:** As the teacher, remind students that we live next to the Mississippi River. Ask students what they think of the river. After listening to two or three answers, read the first quote listed above.

#### Teaching of the Concept(s):

1. Introduce the Tom Sawyer book through PowerPoint and Guided Notes  
[https://docs.google.com/presentation/d/1wrFfozotDNv-ftNqZNN9eZN\\_oGlFJiMQqqVOpBKEpes/edit?usp=sharing](https://docs.google.com/presentation/d/1wrFfozotDNv-ftNqZNN9eZN_oGlFJiMQqqVOpBKEpes/edit?usp=sharing)
2. Give directions and break students up into small groups of three or four and have them read chapter 14 of *Adventures of Tom Sawyer*, taking note of all of the plant and animal life mentioned in the chapter.
3. Have students individually complete 5 question google quiz over chapter 14 to check for understanding.  
[https://docs.google.com/forms/d/e/1FAIpQLSeAOCsqRyCXiPIhhIwFWb9IrN0pcv3LL8naSuBvq90eXPSHdA/viewform?usp=sf\\_link](https://docs.google.com/forms/d/e/1FAIpQLSeAOCsqRyCXiPIhhIwFWb9IrN0pcv3LL8naSuBvq90eXPSHdA/viewform?usp=sf_link)
4. Have students compare their compiled lists with one another within their groups. Then come together as an entire class to create a class list of plants and animals listed in the chapter they read.
5. Have students pick a plant or animal to research.
6. Have students complete an exit slip in which they will need to answer one of the two questions listed in the Suggested Questions section of the lesson plan.  
[https://docs.google.com/forms/d/e/1FAIpQLSd1uZe7fvGg0tdi0l4buzPkUKkf-CGQSmfStno6VTlwBbiDnQ/viewform?usp=sf\\_link](https://docs.google.com/forms/d/e/1FAIpQLSd1uZe7fvGg0tdi0l4buzPkUKkf-CGQSmfStno6VTlwBbiDnQ/viewform?usp=sf_link)

**Suggested Questions:** Why do you think Mark Twain chose to be so descriptive about the nature surrounding Hannibal?

How have humans negatively or positively impacted the ecosystem of Hannibal, MO?

**Learning Activity:** The 7<sup>th</sup> and 8<sup>th</sup> grade MO. Conservation students will learn about the history of Hannibal's ecosystem through the eyes of Mark Twain's fictional work, *The Adventures of Tom Sawyer*. Students will then research a plant or animal

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mentioned in chapter 14 of the book. Students will then create an informational pamphlet that discusses the history and current information for their plant or animal.

**Review/Closure:** The teacher will review with students what they should have learned from the lesson today. Then the teacher will tell students about tomorrow's lesson and how they will begin their research projects in the next lesson.

### **Day 2: (87 minutes)**

**Hook/Intro:** Alright everyone, yesterday we went through the highlights of Tom Sawyer up to chapter 13 and you guys read chapter 14. You also identified plants and animals Mark Twain mentioned in the chapter and then picked a plant or animal to research. Today, you are going to fill out this worksheet as you research your plant or animal. When you've completed the worksheet, you will create an informational pamphlet to display your research findings for the rest of the class.

### **Teaching of the Concept(s):**

1. Introduce students to the worksheet you've handed out to them (attached below) [https://docs.google.com/document/d/1uD8gjJTabc75IVoR5YI4Jqn0zTlblrQr\\_sf3oFU4S\\_0/edit?usp=sharing](https://docs.google.com/document/d/1uD8gjJTabc75IVoR5YI4Jqn0zTlblrQr_sf3oFU4S_0/edit?usp=sharing)
2. Walk around the classroom as students begin research; make yourself available to answer questions as they arise.
3. Quickly review completed worksheets before allowing students to create pamphlets.
4. Allow students to work the entire class period as they fill out their research worksheets and create their presentation pamphlets.
5. If students do not finish their pamphlets before the end of the class period, the pamphlet will be considered homework and students will need to bring the completed pamphlet to the next class period for a presentation.

**Suggested Questions:** Why is it important that we learn this information about the plants and animals living in Hannibal, MO?

**Learning Activity:** Students will complete a research worksheet over the plant or animal they've chosen from lesson one. Once the research worksheet has been completed and reviewed by the teacher, students will create informational pamphlets to present to the rest of their peers at the end of the class period.

### **Review/Closure:**

Alright guys, today we've spent a lot of time doing research and creating informational pamphlets over plant and animal life here in Hannibal. Tomorrow, we'll listen to student presentations and discuss preservation, restoration, and sustainability strategies we can take as a community in order to keep Hannibal alive and well!

### **Homework (for the unit):**

If students haven't completed their pamphlets by the end of the second lesson, the pamphlet will be considered homework and will be due at the beginning of the next class period.

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**Strategies for Exceptional Students (for the unit):**

Exceptional students will be assigned an activity where they must create plans for restoring endangered or extinct animals/plants to the Hannibal, MO ecosystem (see below).

<https://docs.google.com/document/d/1XiY7DpFY8Neitae4UPUgRe7Gp0b7AOGSref2y9WbNA0/edit?usp=sharing>

**Suggested Follow-Up Activities (for the unit):**

- Have students present their informational pamphlets to their classmates.
- Discuss preservation, restoration, and sustainability actions people can take in order to keep Hannibal happy and healthy.

**Twain's Flora and Fauna Pamphlet Rubric**

<b>0 points</b>	<b>1 point</b>	<b>2 points</b>	<b>3 points</b>
Name of plant or animal not identified	Name of plant or animal identified	Name of plant or animal identified and properly displayed on pamphlet	
Scientific name of plant or animal not identified	Scientific name of plant or animal identified	Scientific name of plant or animal is identified and properly displayed on pamphlet	
Did not identify if plant or animal is endangered	Plant or animal is incorrectly identified as endangered or not endangered	Plant or animal is correctly identified as being endangered or not endangered	Plant or animal is correctly identified as being endangered or not endangered and is properly displayed on pamphlet
No population numbers identified for plant or animal	Incorrect population numbers identified for plant or animal	Correct population numbers are identified for plant or animal	Correct population numbers are identified for plant or animal and properly displayed on pamphlet
Does not identify what things are being done to endanger the plant or animal of choice		Identifies what things are being done to endanger the plant or animal	Identifies what things are being done to endanger plant/animal and properly displays information on pamphlet
No discussion of Conservation and Preservation presented			Detailed discussion of Conservation and Preservation efforts presented in pamphlet

**Total Points:** \_\_\_\_\_

Name:

Date:

**Twain's Flora & Fauna Research Project**

Name of Plant/Animal:

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Scientific Name of Plant/Animal:

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Is this Plant/Animal endangered:

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Current Population Numbers:

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Importance to the Local Ecosystem:

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What things are being done to endanger this plant/animal? \_\_\_\_\_

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What things can be done to conserve, preserve, or restore the plant/animal in Hannibal, MO?

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Create a graph that shows what the population of your plant/animal looked like over a period of five years:


Early Finisher Activity:

**Name:**

**Date:**

**Early Finisher Activity**

Based off of the information you've learned from the research worksheet and pamphlet you and your peers have created, design a backyard garden using plant life that is native to Missouri. You will do this on a separate sheet of paper. Please be as creative as possible. When finished, return the project to your teacher for extra credit points.