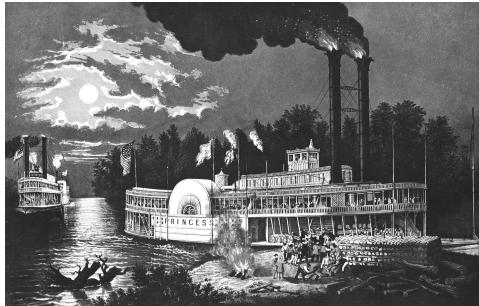


The Adventures of Tom Sawyer

Mark Twain

Assessment Manual



THE EMC MASTERPIECE SERIES

Access Editions

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Table of Contents

Notes to the Teacher	3
ANSWER KEY	
Answers for Chapters 1–5	8
Answers for Chapters 6–10	10
Answers for Chapters 11–15	12
Answers for Chapters 16–20	14
Answers for Chapters 21–25	16
Answers for Chapters 26–30	18
Answers for Chapters 31–35	20
GRAPHIC ORGANIZERS	
Graphic Organizers, Chapters 1–15	24
Graphic Organizers, Chapters 16–35	28
Graphic Organizers Answer Key	32
VOCABULARY AND LITERARY TERMS REVIEW	
Vocabulary Review, Chapters 1–15	36
Vocabulary Review, Chapters 16–35	37
Vocabulary Worksheet, Chapters 1–15	38
Vocabulary Worksheet, Chapters 16–35	39
Cumulative Vocabulary Exam	40
Vocabulary Review Answer Key	41
Literary Terms Review	42
Literary Terms Worksheet	43
Literary Terms Answer Key	44
EXAM MASTERS	
Exam, Chapters 1–15	46
Exam Answer Key, Chapters 1–15	53
Exam, Chapters 16–35	56
Exam Answer Key, Chapters 16–35	63
EVALUATION FORMS	
Evaluation Form, Writing Process	68
Evaluation Form, Writing Plan	69
Evaluation Form, Writing Summary	70
Evaluation Form, Compositions/Reports	71
Evaluation Form, Analytic Scale	72
Evaluation Form, Holistic Response	73
Evaluation Form, Writing: Revising and Proofreading Checklists	74
Evaluation Form, Discussion	75
Evaluation Form, Project	76

About *The EMC Masterpiece Series Access Editions*

The EMC Masterpiece Series Access Editions have been designed to make great works of literature accessible to all levels of students. Each Access Edition contains a complete literary masterpiece as well as a unique integrated study apparatus crafted to guide the student page by page through the entire work. This feature does away with the inconvenience of switching between a literary work and a study guide, since both are included in each Access Edition.

Each *EMC Masterpiece Series Access Edition* contains the following materials:

- The complete literary work
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- Study apparatus for each chapter or section, including Guided Reading Questions; Words for Everyday Use entries for point-of-use vocabulary development; footnotes; Responding to the Selection questions; Reviewing the Selection questions (including Recalling, Interpreting, and Synthesizing questions to ensure that your students conduct a close and accessible reading of the text); and Understanding Literature questions
- Source materials used by the author of the work (where appropriate)
- A list of topics for creative writing, critical writing, and research projects
- A glossary of Words for Everyday Use
- A handbook of literary terms

Guided Reading Questions guide students through the work by raising important issues in key passages

Footnotes explain obscure references, unusual usages, and terms meant to enter students' passive vocabularies

Words for Everyday Use entries define and give pronunciations for difficult terms meant to enter students' active vocabularies

CHAPTER 1

Y-o-u Tom—Aunt Polly Decides upon her Duty—
Tom Practices Music—The Challenge—
A Private Entrance

"Tom!"
No answer.
"Tom!"
No answer.
"What's gone with that boy, I wonder? You Tom!"
No answer.
The old lady pulled her spectacles down and looked over them about the room; then she put them up and looked out under them. She seldom or never looked *through* them for so small a thing as a boy; they were her state pair,¹ the pride of her heart, and were built for "style," not service—she could have seen through a pair of stove lids just as well. She looked perplexed for a moment, and then said, not fiercely, but still loud enough for the furniture to hear:
"Well, I lay if I get hold of you I'll—"
She did not finish, for by this time she was bending down and punching under the bed with the broom, and so she needed breath to punctuate the punches with. She resurrected nothing but the cat.
"I never did see the beat² of that boy!"
She went to the open door and stood in it and looked out among the tomato vines and "jimpson" weeds that constituted the garden. No Tom. So she lifted up her voice at an angle calculated for distance, and shouted:
"Y-o-u-u Tom!"
There was a slight noise behind her and she turned just in time to seize a small boy by the slack of his roundabout³ and arrest his flight.
"There! I might 'a' thought of that closet. What you been doing in there?"

« What hinders Aunt Polly's search for Tom?

1. state pair. Best pair
2. beat. Person or thing that surpasses expectations
3. slack of his roundabout. Back of his jacket

Words For Everyday Use

punc • tu • ate (punj' chō at') vt., interrupt
res • ur • ect (rez' ə rekt') vt., raise, as from the dead

THE ADVENTURES OF TOM SAWYER 3

Notes to the Teacher

<p>Responding to the Selection</p> <p>If you were Tom's friend, would you advise him to stay away from Injun Joe and the treasure?</p>	<p><i>Responding to the Selection is a reader response activity designed to connect the students emotionally to the literature and allow them to relate the work to their own lives.</i></p>
<p>Reviewing the Selection</p> <p>Recalling and Interpreting</p> <p>1. R: Why don't Huck and Tom immediately recognize Injun Joe when he walks into the abandoned house?</p> <p>2. I: What different emotions do the boys experience as they watch and listen to the men?</p> <p>3. R: Where do Tom and Huck believe Injun Joe must be staying? What plan does Tom devise for tracking him down?</p> <p>4. I: Why is Tom's desire for the treasure stronger than his fear of Injun Joe? Explain.</p> <p>5. R: What temporarily takes Tom's attention from the treasure hunt?</p> <p>6. I: Is the fact that Tom is so easily distracted from the treasure hunt in keeping with his age and personality? Why, or why not?</p> <p>7. R: When Huck returns to the Welshman's home the next day, what does he learn about the events of the previous night?</p> <p>8. I: Why does Widow Douglas keep the information about Tom's disappearance from Huck?</p>	<p><i>Reviewing the Selection takes students through the work step by step, building from their individual responses a complete interpretation of the work.</i></p>
<p>Synthesizing</p> <p>9. In chapters 29 and 30, Huck is forced to act alone, without Tom's leadership, for the first time since they began the hunt for Injun Joe's treasure. Explain whether Huck rises to the occasion and handles things with bravery and maturity.</p> <p>10. What is your impression of the community in St. Petersburg after reading chapters 26 through 30? Why do you think people in this community care so much about one another's welfare?</p>	<p><i>Recalling questions address comprehension of key facts from the selection.</i></p> <p><i>Interpreting questions evoke interpretations based on evidence from the selection.</i></p> <p><i>Synthesizing questions tie together interpretations of parts of the selection and prompt students to make informed generalizations that relate the selection to larger themes or literary trends.</i></p>
<p>Understanding Literature (QUESTIONS FOR DISCUSSION)</p> <p>1. Image and Mood. An image is a word or phrase that names something that can be seen, heard, touched, tasted, or smelled. What are some of the vivid words and phrases Twain uses to describe the details of the haunted house?</p> <p>2. Character. A character is a person who figures in the action of a literary work. A one-dimensional character, flat character, or caricature is one who exhibits a single, dominant quality or character trait. Why is Injun Joe a one-dimensional character?</p>	<p><i>Understanding Literature questions provide study of literary movements, genres, and techniques as they relate to the literary work.</i></p>

How the Assessment Manual Is Organized

This Assessment Manual is divided into five parts: the **Access Edition answer key**, which provides answers to the Reviewing the Selection and Understanding Literature questions in the text; a selection of activities that allow students to use **graphic organizers** to further their comprehension of the work; a **vocabulary and literary terms review**, which tests students' knowledge of the Words for Everyday Use and literary terms defined in the work; the **exam masters**, which contain two full exams that test students' overall comprehension of the work through both objective and essay questions; and **evaluation forms** for self-, peer, and teacher assessment of creative writing, critical writing, and research projects.

How to Use the Access Edition Answer Key

The answer key contains answers to the Reviewing the Selection and Understanding Literature questions included in the Access Edition. In some cases, where no specific answer is required, possible responses are given. You will notice that no answers are provided for the Guided Reading Questions found throughout the Access Edition. This is because the answers to the Guided Reading Questions can be easily found in the text in the passages marked by gray bars.

How to Use the Graphic Organizer Activities

Graphic organizers enable students to represent in a visual way information about the plot or characters in a book. The activities in the second section of this manual ask students to use graphic organizers, such as gradient scales, cluster charts, Venn diagrams, sequence charts, story maps, and Freytag's Pyramid, to examine certain aspects of the literary work.

You can use the graphic organizer activities in this book in a variety of ways to supplement your lesson plan. For your convenience, they are designed as blackline masters. They can be assigned for students to complete as they read the work as a way to promote active reading, after students have read the book as a way to explore the book in more depth, or as a study aid before the test as a way to review ideas presented in the book. These activities can also be incorporated into a midterm or final exam.

Vocabulary and Literary Terms Review

The vocabulary review tests students' comprehension of the Words for Everyday Use defined in the Access Edition. Because active vocabulary is learned most effectively in context, the vocabulary review is conducted contextually; the review exercise involves sentence completion that draws from the Words for Everyday Use. A vocabulary section is also included as part of each objective and essay test. The literary terms review tests students' comprehension of the literary terms defined in the Understanding Literature section of the Access edition. Students' understanding of these terms is also tested in the exam in the Matching section.

How to Use the Exam Masters

The exam masters section contains two exams, one which tests students' recall and interpretation of chapters 1–15 of the book, and one which tests them on chapters 16–35. These tests can be used respectively as a midterm and final exam, or they can be combined in any fashion you choose. You may decide to use multiple choice and/or matching as check tests in conjunction with discussion, for example. Or you may decide to incorporate vocabulary questions and graphic organizer activities into the exams.

Each test is worth 100 points and consists of objective questions in the form of multiple choice and matching, as well as short answer, short essay, and long essay questions. Answers, or possible responses, are given for all exam questions. Note: You can use ScanTron answer sheets to correct the objective part of the test.

How to Use the Evaluation Forms

The Assessment Manual contains evaluation forms to help you assess student performance across the entire range of language arts skills. The forms include writing evaluation forms, a project evaluation form, and a revision and proofreading checklist that can be used for writing instruction.

Access Edition Answer Key

Reviewing the Selection, page 37

1. **R:** Aunt Polly tries to trap Tom into admitting that he snuck outside the night before. Sid gives him away. Tom and the new boy have a fight.
2. **I:** Tom amuses Aunt Polly, who feels a great deal of guilt for mistakes she thinks she has made in raising him. She believes she might not be strict enough with him. Tom is rougher and less aware of manners than Sid. Tom is also more honest and genuine than Sid. He dresses more coarsely than the new boy, who astounds Tom with being so “well-dressed on a weekday.” Tom is bothered by the fact that the new boy will not fight fair.
3. **R:** Aunt Polly forces Tom to whitewash the fence all day Saturday. Tom is able to convince the boys in the neighborhood to whitewash the fence for him. He is able to collect as “payment” various items such as blue glass, a door knob, a key, tadpoles, and the handle of a knife from his friends.
4. **I:** Tom is unhappy about his Saturday chore. His “magnificent” inspiration is that he can actually get people to pay him to do his work for him. Tom discovers that people want to do things that they are told they cannot do.
5. **R:** Tom shows off in “all sorts of absurd ways,” including doing gymnastic tricks. Becky throws a pansy over the fence. Aunt Polly mistakenly blames Tom for breaking the sugar bowl. Tom enjoys telling Aunt Polly that Sid broke the sugar bowl.
6. **I:** Tom has a crush on Becky Thatcher, and Becky likes his attention. Tom wants Aunt Polly to feel bad about falsely accusing him, but she will not admit to the mistake. She feels that Tom probably deserves to be in trouble anyway for something that she does not know about. Tom shows in his moment of self-pity that he is sensitive and concerned about what other people say and do.
7. **R:** Tom trades for more tickets. Judge Thatcher wants Tom to show off all that he’s learned by answering some questions in front of the class. Tom plays with a beetle in church. The church service is disrupted by laughter.
8. **I:** The superintendent did not expect Tom to ever receive enough tickets. Tom’s hesitation in answering the first question put to him and then his sudden incorrect answer show that he does not deserve the Bible. The other boys suffer the “bitterest pangs” and are “all eaten up with envy” at being duped by Tom. Tom feels embarrassed when he cannot answer the questions. Tom’s body language suggests his nervousness. He blushes and tugs on his buttons. He is cheerful that he was able to interrupt church and disappointed that the dog did not return his beetle.

Synthesizing

9. Incidents such as sneaking out of Aunt Polly’s house, getting friends to whitewash the fence, trading items for Sunday school tickets, and making Aunt Polly feel guilty demonstrate the clever and manipulative side of Tom’s personality.

Chapters 1–5 (cont.)

10. Tom experiences feelings of sadness, disappointment, and embarrassment when he gets into a fight with the new boy, when he is wrongly accused of breaking the sugar bowl, and when he is unable to answer Judge Thatcher's questions. Students might say that Tom is more likable because he is honest enough to be himself and make mistakes.

Understanding Literature, page 38

- 1. Characterization.** The author describes Tom, portrays his behavior, and presents Tom's thoughts and emotions. Students might say that readers see Tom's behavior demonstrated by various interactions with family and school friends and by his actions at home, in church and at school. Students might say that they know Tom's thoughts throughout the chapters because he is narrating his own experiences, and they can read descriptions of how people such as Aunt Polly and Becky Thatcher react to Tom.
- 2. Satire.** Twain pokes fun of the way in which the community is obviously in awe of Judge Thatcher and how the community as a whole "shows off" for Judge Thatcher. Twain includes quirky details such as children being encouraged to collect tickets for Bibles, Tom attempting unsuccessfully to memorize verses, people whispering in the church choir, and older ladies reacting dramatically to the minister's words. Tom is able to disrupt the service easily because it is obvious that many people are not paying close attention to the service.
- 3. Dialect.** Among others, students might point out the following words and phrases: "Yes'm," "I wish to geeminy," "You're up a stump, ain't you?" and "Oh, shucks." Responses will vary, but students should point out that Twain uses all three techniques of characterization: he describes Tom directly, portrays his behavior, and presents Tom's thoughts and emotions. The passage on page 25, in which Mary helps Tom get ready for Sunday school, contains examples of all three types of characterization. We know through direct description that Tom despises washing his face, but that after Mary works with him, "he was a man and a brother, without distinction of color, and his saturated hair was neatly brushed, and its short curls wrought into a dainty and symmetrical effect." Twain also characterizes Tom by portraying his behavior: Tom loses his temper and puts his shoes on, "snarling." We also know Tom's thoughts and emotions: Tom says "he was always being made to do everything he didn't want to do"; we also learn that Sunday school is a "place that Tom hated with his whole heart."

Reviewing the Selection, page 72

1. **R:** In the beginning of chapter six, Tom tries to avoid school by pretending that he has a “mortified” toe. Tom notices an empty seat right next to Becky Thatcher. His punishment for coming to school late and for talking to Huck Finn is being forced to sit with the girls.
2. **I:** Tom does not like sitting in school. He is too energetic and has a difficult time sitting still. Tom wants to be punished so that he can sit near Becky Thatcher. He notices the seat by her desk as soon as he enters the room, but he tries to make his teacher believe that sitting there would be a terrible punishment.
3. **R:** Tom and Becky decide to become “engaged.” Tom accidentally tells her that he has been engaged before, to Amy Lawrence. Tom spends the remainder of the afternoon playing Robin Hood with Joe Harper.
4. **I:** They are young and probably do not yet feel comfortable being open about their relationship. Becky wants to believe that she is special to Tom, not just another girl. Tom does not know how to relate to girls, and he feels a bit surprised by Becky’s reaction to what he thought was an innocent comment. Both feel unhappy and restless.
5. **R:** Huck and Tom go to the graveyard. They see Dr. Robinson, Muff Potter, and Injun Joe digging up a grave. Huck and Tom witness Injun Joe commit murder. Injun Joe tricks Muff Potter into believing that he actually killed the doctor. Tom and Huck promise never to tell anyone what they’ve seen.
6. **I:** They are worried that Injun Joe will catch them and hurt them. Students are likely to say that Injun Joe seems to be a ruthless, mean-spirited character with no morals. Because of this, Huck and Tom probably do have reason to worry.
7. **R:** Sid most likely tells Aunt Polly. She cries and asks Tom how she could break her heart by misbehaving so often. Tom is punished for playing hooky the day before. He then finds on his desk the doorknob that he had given to Becky Thatcher on their engagement. She has returned it.
8. **I:** He does not want to know that he has made his aunt so upset. He would rather deal with her anger than have to feel guilt. He feels hurt that Becky returns the doorknob. He is having a bad day already, and when Becky returns the doorknob he decides he cannot take any more bad news or unhappiness.

Synthesizing

9. They are exciting, powerful roles that seem especially attractive to a boy who is constantly itching for adventure and in trouble with teachers and with Aunt Polly. He would like to be on his own experiencing adventures instead of conforming to the expectations of adults who have authority over him.
10. Both boys enjoy adventures and feeling like they are taking risks. Dark nights hold a special interest because of their interest in things daring and mysterious. Some superstitions that interest or frighten the boys involve: *chapter 6*— a lucky loose tooth; a dead cat, spunk water, a dead stump with rainwater, and split beans for

Chapters 6–10 (cont.)

removing warts; *chapter 10*— an oath Tom and Huck sign in blood; a stray dog howling and a whippoorwill singing as signs of someone’s impending death. Life proves more terrifying because they witness a murder and are afraid the murderer will come after them.

Understanding Literature, page 73

- 1. Dialogue and Description.** When Becky and Tom speak, it is with short hesitant sentences. Tom is constantly showing off and then looking out of the corner of his eye to see if Becky notices. Because they are young, they are not used to dealing with members of the opposite sex. So far in their lives, their worlds have been totally different. Each also has a fear of being rejected by the other. Their nervousness and awkwardness contributes to the breakup, since Tom makes his blunder out of insensitivity to what might upset Becky. This same nervousness keeps them from being able to apologize to each other.
- 2. Character.** Both boys enjoy adventure and things mysterious. Their lives differ in that Huck is basically on his own, while Tom’s life is closely supervised. Tom regularly attends school, reads, and interacts with family, while Huck is by himself most of the time. Huck brings out the mischievous, rebellious, thrill-seeking side of Tom.

Reviewing the Selection, page 98

1. **R:** The villagers blame Muff Potter. Huck and Tom are disturbed to hear Injun Joe tell the crowd that Muff Potter indeed committed the murders. Tom makes repeated visits to Muff's jail cell.
2. **I:** Tom and Huck hide what they know because they fear Injun Joe will come after them. They believe that he might have sold himself to the devil because he is able to lie so easily, pinning the horrible crime on Muff. Villagers are afraid of Injun Joe. Tom's conscience bothers him because he knows Muff is an innocent man.
3. **R:** Aunt Polly feeds Tom "Pain-killer" to cure him of his bad mood. Tom angers his aunt by giving the medicine to the cat and pouring it into a crack in the floor. Becky ignores him and then comments about people who "show off." The boys decide to become pirates.
4. **I:** Tom is melancholy because of his guilt. He is trying to punish Aunt Polly and Becky. Both Tom and Joe Harper are boys who are closely supervised and find themselves in trouble. The plan interests Huck, who does not care which career he pursues.
5. **R:** The boys go to Jackson's Island. They take a raft to the island, and they bring a ham, a side of bacon, a skillet, tobacco, and corn-cob pipes. They feel guilty about the stolen meat.
6. **I:** The boys are excited about their journey at first. Both Tom and Joe are used to answering to people, but Huck is not used to having people worry about him or having to worry about telling people where he is. Tom and Joe say their prayers because they are bound by the traditions and rules of their households. Saying their prayers also helps to ease their guilt.
7. **R:** The boys realize that people think they are dead. Tom goes back to the village with a piece of bark on which he had written. He eavesdrops on a conversation between Aunt Polly, Sid, Mary, and Mrs. Harper.
8. **I:** The boys' realization fills them with excitement because they know that they've made an impact. They know people feel bad that they are missing. Tom feels guilty and he also wants to hear what people say about him. It is humorous that he is listening through the window at everything being said about him, but it is sad that he is putting Aunt Polly and the others through so much torture.

Synthesizing

9. Both Tom and Joe are used to living by rules and by having people be concerned about their whereabouts. Huck is used to living on his own, making his own rules. They want to feel like brave pirates, so admitting to homesickness and guilt would be shameful.
10. He obviously loves his family, particularly Aunt Polly. Tom wants his aunt to be happy with him, and he does not want to upset her. He can't however, outgrow his attraction to pranks. He does not always think of the long-term consequences of his actions.

Chapters 11–15 (cont.)

Understanding Literature, page 99

- 1. Conflict.** Tom does not know if he should tell what he knows about the murder to save Muff Potter, or to keep quiet to avoid being hurt by Injun Joe. He loves his family and the comforts of home, but he is angry at people placing restrictions on him and is attracted to the adventure of life as a pirate. In dealing with the Muff Potter conflict, Tom makes repeated visits to Muff's jail cell out of guilt. In dealing with his conflicts over the Jackson's Island adventure, Tom says his prayers and makes a trip into town.
- 2. Personification.** Twain, via Tom's perspective, focuses on stirring leaves and sounds not obtruding on nature's "quiet meditation." Tom watches ants struggling with a spider, a ladybug climbing a grass blade trying to get to her children, and foxes and squirrels looking and chattering at the boys. These descriptions reveal Tom's imagination and his fascination with the natural world. They also allow Tom to explore a kind of magical world restricted by his ordinary life in town.

Reviewing the Selection, page 125

1. **R:** All three boys are beginning to miss home. Tom tries to make the other boys feel bad by calling them babies and cowards, which does not work. He then entices them with a secret plan, which gets them to stay. The boys are caught in a rain storm.
2. **I:** Tom is successful at getting the boys interested in the adventure again and keeping them from leaving. They did not plan on the harsh realities of being cold and wet. They suddenly realize that they can't stay on the island forever and that a warm, dry home is worth something.
3. **R:** Becky wishes she did not treat Tom with such coldness. The minister talks about the good natures of the boys and what promise they had. He relays stories of their "goodness." When Tom, Joe, and Huck emerge from the back of the church, the congregation goes wild with welcome.
4. **I:** People want to believe the best about those who have died. They may be remembering good things the boys had done and not feel the need to discuss the bad things they had done.
5. **R:** Aunt Polly is disappointed that Tom would knowingly let her go through such grief and suffering for no reason. Tom says that he had a "dream" about the conversation on which he actually eavesdropped. He tells her that in his dream, he wrote her a note on bark telling her that he was safe and that he leaned over and kissed her. He tells her that he did write a note on bark. She is trying to find the note he wrote.
6. **I:** Tom is able to manipulate Aunt Polly's emotions. He knows that she wants to believe that Tom loves her and appreciates her. She loves Tom and cannot resist his apologies and his displays of sorrow for his actions. She needs to know that he really did think of her feelings when he was on the island. She wants to reassure herself that he does indeed love her and considers her important.
7. **R:** She accidentally rips the page. Becky assumes that Tom will get her into trouble by telling the schoolmaster. Tom actually takes the blame for it himself.
8. **I:** Tom has special feelings for Becky and he wants her to like him again. He cannot stand to look into her troubled face—he feels too sorry for her. Tom considers the pain of severe punishment worthwhile if it helps him reconcile his quarrel with Becky. He knows she will be grateful to him for standing up for her.

Synthesizing

9. The boys like to do everything with a flourish. Just as they pretended to be pirates and dramatically orchestrated the theft of the raft, they return to the community at the height of their funeral sermon. The attention and fanfare assures them that people love and appreciate them.
10. Tom's plan to run away and then continue the adventure even when he knows people are filled with grief is cruel and shows a lack of compassion for his family and for Joe Harper's family. He also attempts to tease and tempt Huck and Joe into staying

Chapters 16–20 (cont.)

on the island when they really would rather go home. Tom has moments when he seems genuinely concerned about people—such as when he writes the note to Aunt Polly, when he asks Aunt Polly to act happy to see Huck upon their return, and when he saves Becky from getting into trouble because he knows how frightened she is.

Understanding Literature, page 126

- 1. Mood.** The mood on the island becomes much more serious and intense as the boys begin to tire of their adventure. Suddenly, they are more aware of their boredom and their discomforts. During the storm, they are obviously nervous to be without protection and they are disappointed to have had their supplies soaked by the storm.
- 2. Narrator.** The narrator alerts the reader to this change by saying that “we will leave them to smoke and chatter. . . .” The narrator wants the reader to feel the full impact and humor of the scene. If the narrator let the reader in on Tom’s secret, the reader would not get to share the surprise felt by the people attending the funeral. This way, the reader is allowed to identify most closely with the people gathered at church and to imagine what the scene would truly be like for them.
- 3. Suspense.** The author increases suspense by describing the way in which the schoolmaster slowly goes around the room, questioning each child. Tom cannot stop looking at Becky’s face and thinking about how she will be unable to lie. Becky is clearly frightened and watches in horror as the teacher prepares to approach her.

Reviewing the Selection, page 148

1. **R:** Tom looks forward to wearing a uniform with a sash. He finds abiding by their rules for behavior difficult. The dreadful secret about the murder and Muff's innocence continues to bother Tom.
2. **I:** Tom does not believe in temperance, but he likes the idea of marching in a parade and wearing a uniform. The author shows Tom's hunger for attention and the way in which he is easily impressed. In describing the group and its uniform and activities, the author is clearly making fun of it. Tom does not feel comfortable with the idea that Muff is in jail for a crime he did not commit.
3. **R:** Tom and Huck renew their vow to keep their secret. People are gossiping about Muff, saying that he is a bad person. The boys earn Muff's gratitude when they visit him and bring him gifts of tobacco and matches.
4. **I:** They wish to help Muff. They feel sorry for Muff and know that he does not deserve the treatment he is getting from people. Muff expresses his gratitude toward Tom and Huck after one of their visits, and this makes Tom feel especially terrible.
5. **R:** People are shocked when Tom takes the witness stand. Injun Joe jumps out the courtroom window. Tom and Muff are suddenly treated well, like heroes.
6. **I:** Tom takes the witness stand because he can no longer live with the guilt he feels in knowing an innocent friend will be condemned. He knows that his act of concealing the truth is causing Muff to suffer. Now that Muff is free, both Tom and Huck are even more terrified that Injun Joe will come after them.
7. **R:** They decide to look for buried treasure. Tom believes that they should dig beneath an old tree on Cardiff Hill.
8. **I:** After not seeing Injun Joe for quite awhile, they begin to turn their full attention to finding a buried treasure. It seems that their thoughts are far from worry about Injun Joe, but they may be using the project of looking for treasure as a distraction.

Synthesizing

9. Tom puts aside his own selfishness to help Muff. He knows that he puts his own life at risk by testifying, but he knows that he can no longer live with the secret. This move shows a change in Tom. He is able to recognize the seriousness of Muff's situation and realize that Muff's imprisonment and the trial is not a game—that a man's life is at stake. Tom has not previously shown this kind of seriousness about anything else.

Chapters 21–25 (cont.)

10. Before the trial, people treat Muff as a criminal and outcast without knowing any of the facts of the case. After the trial, Muff is treated as a hero and an upstanding citizen. While people previously thought of Tom as a troublemaker, they suddenly view Tom as a town hero. The people of the village do not seem to think very deeply about the events of the trial, but rather go with whatever seems to be the most popular opinion to hold.

Understanding Literature, page 149

1. **Setting.** The reader learns that “Examination Day” rituals are important to townspeople because they provide a chance for students and teachers to show off. The schoolmaster does not seem to like children. He is more concerned with their performance in front of townspeople than with what they actually learn. Examination Day is pleasant for students who do well in school and who perform well before a group. For children who are shy or who struggle with work, like Tom, it is an embarrassing event. Important people in the village attend the event and the school is scrubbed clean. The community places a great deal of importance on the day and prefer the most flowery types of writing.
2. **Suspense.** The statement creates suspense because it tells the reader only that Tom was out late, without permission, and so excited he could not get to sleep for hours. The reader also knows that he is in this state the night before the second day of the trial, so we know that Tom’s excited state probably has something to do with Muff’s situation. The author does not let the reader in on Tom’s secret—the reader finds out about Tom’s role in the trial only when everyone else in town does. Twain organizes the chapter in this way to heighten dramatic tension and suspense for the reader.
3. **Character.** The description the author gives of Muff Potter contrasts sharply with that of Injun Joe. Potter is described on page 138 as “pale and haggard, timid and hopeless,” “brought in with chains upon him.” Injun Joe, although as conspicuous as Potter, seated where everyone can see him, remains as “stolid as ever.” Muff Potter, when accused, is sloppy, droopy, and miserable, unable to defend himself. Injun Joe, on the other hand, is slick, powerful, and intimidating. He does not allow anyone to take advantage of him. As soon as Tom accuses him of murder, he crashes through the window and escapes.

Reviewing the Selection, page 178

1. **R:** Injun Joe is wearing a disguise. Huck and Tom, upstairs in the haunted house, watch the men through a hole in the floor. They hear the men talking about gold and about plotting a revenge on someone. They also see the men start to bury six hundred dollars in silver; the men then discover a box of gold coins worth thousands of dollars. After the men realize the boys' pick and shovel have been recently used, they decide to hide the treasure at "Number Two—under the cross."
2. **I:** They feel both excitement and fear as they listen. They are angry with themselves because they left their pick downstairs, causing Injun Joe to move his treasure to a secret place. If Injun Joe hadn't seen their pick, he would have left the treasure within the boys' reach.
3. **R:** They believe Injun Joe must be staying at one of the town's two taverns. They plan to try to get into Injun Joe's room at the tavern. If he does not go to his room, they plan to follow him.
4. **I:** Tom is overwhelmed with the idea of having the treasure, and so pulled by the adventure, that he is willing to risk meeting Injun Joe. Huck is more aware of the real dangers presented by Injun Joe and is more cautious.
5. **R:** Tom goes on a picnic and becomes preoccupied with exploring McDougal's Cave. Meanwhile, Huck follows Injun Joe to the home of Widow Douglas and learns that Injun Joe plans to seek revenge on the widow for something her husband had done. The Welshman and his sons go looking for Injun Joe.
6. **I:** Tom is young and tends to live in the moment, so it is not surprising that he is so easily distracted. Huck wants to help the Widow Douglas because she has treated him with kindness. His actions show that he is compassionate and that he cannot allow an innocent person to be hurt, even if it means putting his own safety at risk. Huck wants to keep his involvement a secret to avoid Injun Joe's wrath.
7. **R:** Huck learns that Injun Joe and his companion escaped but that the widow is safe. Mrs. Thatcher thought Becky would be staying with the Harpers since the picnic was to run late. The community sets up a search party. Widow Douglas cares for Huck.
8. **I:** Huck is surprised by the Welshman's welcome because he is not used to being treated as an "insider." Huck keeps the information about the treasure a secret since he still intends to find it himself. Widow Douglas is afraid that news of Tom's disappearance will disturb Huck and keep him from recovering.

Synthesizing

9. Huck competently follows Injun Joe and then alerts the right people to protect Widow Douglas from danger. He is able to involve people just enough so that Widow Douglas is out of danger, but he is still able to keep the treasure a secret.
10. *Responses will vary.* Students might say that the community is quick in the way it responds to the needs of Huck and to the needs of Tom and Becky. People seem genuine in their wish to help.

Chapters 26–30 (cont.)

Understanding Literature, page 179

- 1. Image and Mood.** Twain describes the house on page 151 as haunted, with a “deadly silence” that is “weird and grisly.” Specific images include “a weed-grown, floorless room, unplastered,” “vacant windows,” “a ruinous staircase,” and “ragged and abandoned cobwebs.” He describes the way the boys feel by saying that “they were afraid, for a moment, to venture in” and that “they crept to the door and took a trembling peep.” When the boys enter the house, they do so “softly, with quickened pulses, talking in whispers, ears alert to catch the slightest sound, and muscles tense and ready for instant retreat.”
- 2. Character.** Injun Joe is a one-dimensional, or flat, character because he exhibits only evil, vengeful thoughts and behaviors. For example, in chapter 26, we see Injun Joe driven by greed concerning the treasure but consumed by his desire for revenge so much that he will postpone escaping with his treasure until he has carried out his evil act. Huck learns in chapter 29 that Injun Joe’s “revenge” job is to destroy Widow Douglas’s appearance without killing her since killing wouldn’t be torturous enough. Injun Joe never changes or exhibits any complexities to his evil behaviors, remaining a one-dimensional character. Tom Sawyer and Huck Finn, on the other hand, are three-dimensional and complex because they experience guilt, fear, happiness, anxiety, and a variety of other characteristics. The reader is allowed to see them grow, change, and learn from their experiences, as real people do.
- 3. Suspense.** Twain creates suspense by describing the position of the boys in the haunted house—just above Injun Joe. The author describes the tension the boys feel as they wait, trying to be completely quiet. The author also creates tension by having the treasure just within their reach—and then taking it away. On Cardiff Hill, the darkness of Huck’s surroundings, the unfolding of Injun Joe’s plan for the Widow Douglas, and the twig snapping under Huck’s foot, all contribute to the tension.

Reviewing the Selection, page 208

1. **R:** Tom and Becky, tiring of hide-and-seek, explore a different area of the cave and suddenly realize they cannot hear anyone else. Tom wants to find an opening in the cave. He unwinds the kite string so that he will not get lost again as he looks for an opening. Injun Joe is in the cave.
2. **I:** Tom and Becky face starvation and the possibility of being hurt by Injun Joe. Tom shows that he is resourceful in conserving candles, trying to find an opening, and using kite string to keep from getting lost. He constantly considers Becky's feelings, making sure they rest enough and giving Becky most of their "wedding cake" to sustain her. Becky is frightened and fears they might die in the cave.
3. **R:** Tom and Becky are able to escape out a different opening in the cave. Judge Thatcher mentions that the cave has been sealed. Tom is forced to tell him that Injun Joe was in the cave.
4. **I:** The reader knows throughout the island experience that Tom, Huck, and Joe are alive and well, and only the townspeople consider them dead as they dredge the river and hold a funeral for them. During the cave adventure, however, the reader is uncertain about what Tom and Becky's outcome will be, especially since Twain keeps interrupting Tom's story to tell about Huck's.
5. **R:** Injun Joe is found dead at the entrance to the cave. He had been trying get out. Tom and Huck are able to find Injun Joe's treasure the next day. They present their findings to others in the village at Widow Douglas's party. Widow Douglas plans to adopt Huck and civilize him.
6. **I:** Tom feels relief, but he also feels sorry for the dead criminal, knowing he must have suffered in his final hours. Tom and Huck almost leave the treasure because they fear Injun Joe's ghost. Huck does not like being the center of attention, while Tom revels in it.
7. **R:** He wants to oversee Tom's education and career plans and to invest his money. Huck thinks Widow Douglas lives by too many rules. He runs away because he does not want to be "civilized." Tom bribes him to go back to the widow, saying that he must live with the Widow Douglas in order to be part of his band of robbers.
8. **I:** Judge Thatcher feels that Tom has potential, and he is impressed by the way he has treated his daughter. Tom and Huck show that they are returning to their lives as normal young boys, and that the experience with Injun Joe and the treasure has not put an end to their love for adventure.

Synthesizing

9. The adults are not even able to find Tom and Becky, yet Tom and Huck are able to successfully track Injun Joe and find his treasure. It takes Tom to reveal Muff Potter's innocence to the adults, and Huck to save Widow Douglas from the vengeful Injun Joe. The wisdom of Tom and Huck and the ignorance of adults is a recurring pattern throughout the book.

Chapters 31–35 (cont.)

10. Huck associates living according to strict rules with having money. Huck is an outsider, and so his point of view is describing the villagers is especially telling. Twain is poking fun of the way people gossip and jump on popular opinion bandwagons.

Understanding Literature, page 209

- 1. Description.** Before they realize they are lost, the cave is full of wonders to Becky and Tom, emphasized by “over-descriptive” names such as “The Drawing Room,” “The Cathedral,” and “Aladdin’s Palace.” The “tangled web-work of names, dates, post office addresses, and mottoes” makes the cave interesting, while assuring them that others have been to the cave previously. Other magical images include the little stream of water forming “a laced and ruffled Niagara in gleaming and imperishable stone,” the natural stairway, the “multitude of shining stalactites of the length and circumference of a man’s leg,” a “bewitching spring” with its basin “encrusted with a frostwork of glittering crystals,” and the “fantastic pillars” of stalactites and stalagmites. Once Tom and Becky realize they are in trouble, the description shifts: the silence surrounding them is so deep that they can hear themselves breathe; when Tom shouts, the sound echoes faintly in “a ripple of mocking laughter.” As Becky cries out her terror, the cave transforms her words into echoes of “jeering laughter.” The cave becomes a dark, cold place and impossible to move in, since they don’t know whether the pitfalls they discover are three feet deep or one hundred.
- 2. Suspense.** The presence of Injun Joe increases the danger for Becky and Tom. Not only might they starve in the cave, they might be killed by this evil predator who has a reason to be angry with Tom. Students might say that they thought that Injun Joe would harm the two children or somehow prevent them from escaping.
- 3. Theme.** Themes such as childhood adventure versus real adventure, compassion, growing maturity, and the oddities of community behavior are all brought together at the end of the book when the community rallies around Huck and Tom.

Graphic Organizers

Graphic Organizer

Chapters 1–15

Character Trait Chart

In many respects, Tom and Sid are exact opposites. Make a chart with three columns, one marked *Tom*, one marked *Sid*, and one marked *Examples*. In the column marked *Tom*, list character traits and then note the opposite trait in Sid’s column and an example illustrating their differences.

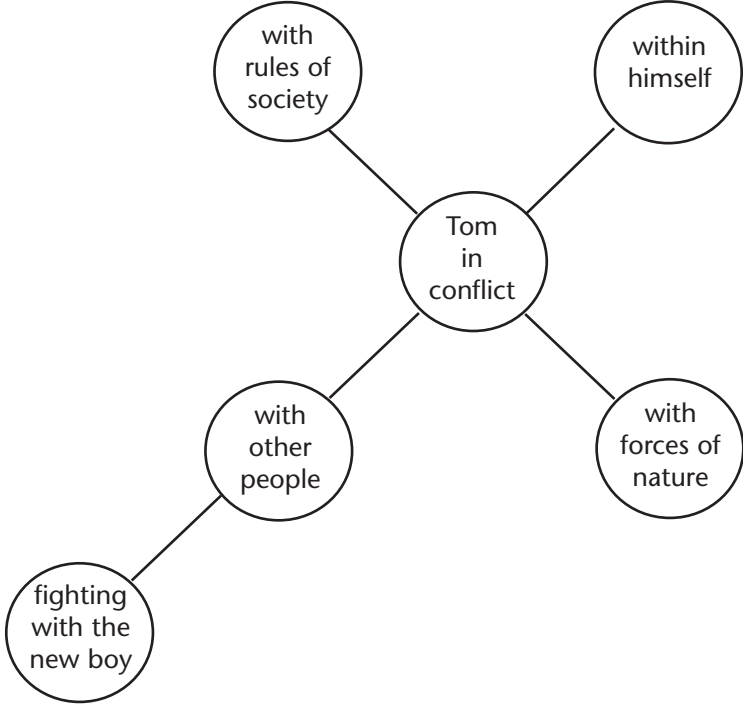
TOM	SID	Examples

Graphic Organizer

Chapters 1–15

Cluster Chart

This cluster will help you explore some of the conflicts Tom faces. Tom has to struggle against each of these types of forces. Draw lines and attach as many examples as you can think of for each type of conflict. For example, out from “with other people” you might place “fighting with the new boy” as shown below.

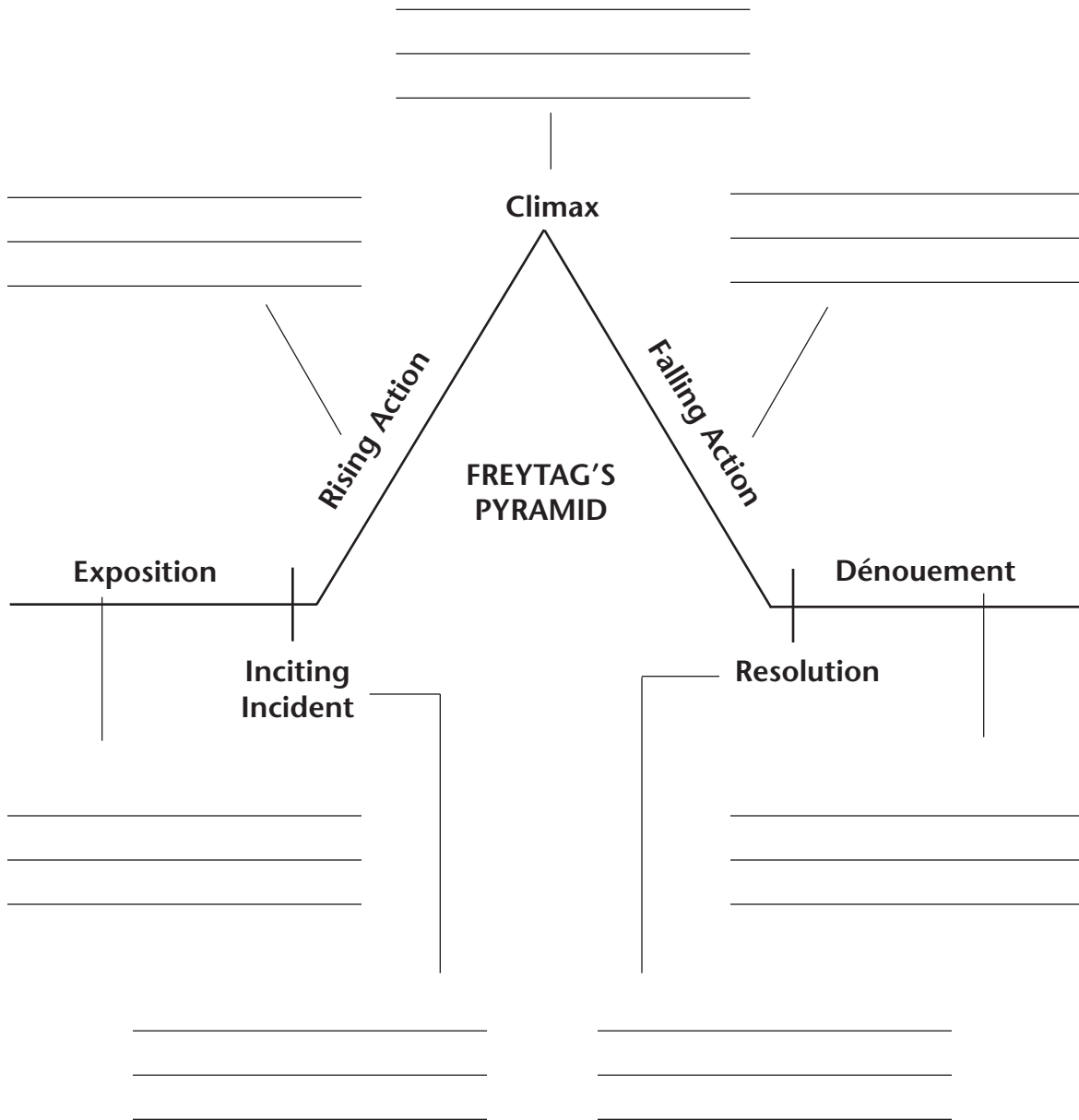


Graphic Organizer

Chapters 16–35

Plot Diagram

In the Freytag’s Pyramid plot diagram below, chart the plot of *The Adventures of Tom Sawyer*. Briefly describe the key events that make up the exposition, inciting incident, rising action, climax, falling action, resolution, and dénouement.

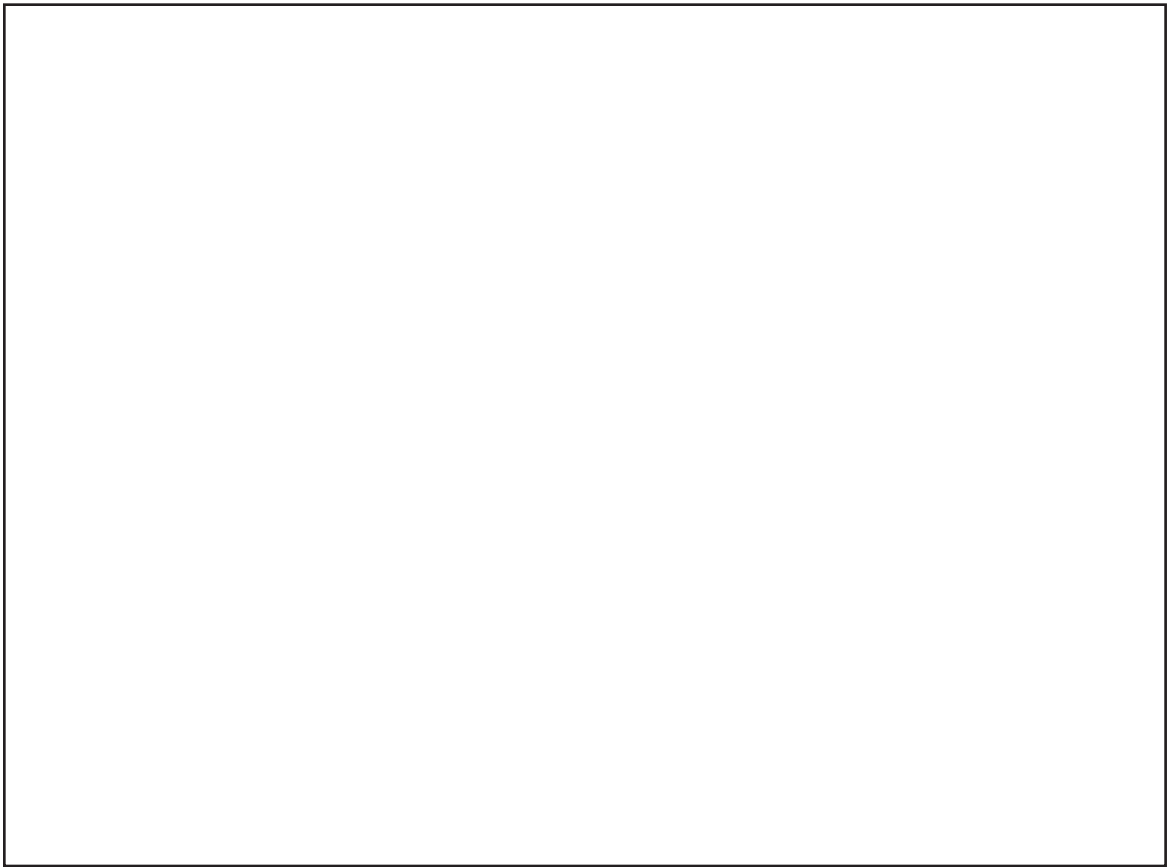


Graphic Organizer

Chapters 16–35

Map of McDougal’s Cave

Several significant events of the novel take place in and around McDougal’s Cave. Draw your idea of what the interior passageways of the cave might have looked like and describe in writing the events that occurred there.



Graphic Organizer

Chapters 16–35

Gradient Scale

Several incidents in Chapters 16–35 show how citizens of small towns like St. Petersburg care for one another’s welfare. On the scale below, note at least five incidents that reveal how people (singly or in groups) treat each other, on a scale from most kind to most unkind.

Most Unkind					to	Most Kind				
1	2	3	4	5	6	7	8	9	10	

Graphic Organizer

Chapters 16–35

Time Line

When Tom and Becky are lost in the cave, Huck is forced to act alone for the first time. He faces a long night once he spots Injun Joe and decides to follow him. Draw a rough time line (don't worry about exact times) and note Huck's activities through the night. At each activity, note what it shows about Huck's character.

Dusk

Dawn

Graphic Organizers Answer Key

Chapters 1–15

Map and Scene Description

Responses will vary.

Character Trait Chart

Responses will vary but may include the following. Tom is adventurous; Sid quiet. Tom is often trying to keep Aunt Polly from discovering his misdeeds; Sid is a tattletale. Tom is warm-hearted; Sid is mean-spirited. Tom is a leader; Sid is a follower. Tom abhors church; Sid loves church.

Cluster Chart

Responses will vary but may include the following.

Within himself: the decision to run away to Jackson’s Island; troubling Aunt Polly; nightmares over Dr. Robinson’s death;

With forces of nature: lovesickness over Becky Thatcher; various experiences on Jackson’s Island

With other people: fighting with the new boy (Alfred Temple), Sid, Becky Thatcher; arguing with Aunt Polly; trying to convince Joe Harper and Huck Finn to stay on the island

With society: various experiences at church and at school

Venn Diagram

Responses will vary but may include the following. Huck and Tom share their superstitions, love of adventure, and general good-heartedness. They are different in the circumstances of their lives and in the values these circumstances have instilled in them; for instance, Tom demonstrates middle-class values and Huck does not, and Tom has some regard for society while Huck does not. Tom is a leader and Huck is a follower, at least of Tom. Their friendship may be based on the activities they enjoy sharing, coupled with their general regard for each other’s character and the fact that Tom naturally falls into a leadership position and Huck follows him.

Chapters 16–35

Plot Diagram (Freytag’s Pyramid)

Exposition: Introduces the reader to Tom, his family, Huck Finn, Becky Thatcher, and the town where he lives. Superstitions play a large part in the boys’ lives. At the end of the exposition, Tom and Huck make plans to meet at the graveyard to test Huck’s method for curing warts.

Inciting incident: At the graveyard, Tom and Huck witness Injun Joe murder Dr. Robinson and frame Muff Potter. Terrified, they run off and promise they will never tell anyone what they have seen.

Rising Action: Muff Potter is indeed blamed for the murder and Potter, who was dazed and drunk at the time and cannot remember events, does not defend himself. Tom has nightmares. Because of his worry over the murder, troubles with Aunt Polly, and a quarrel with Becky, Tom decides to run away with his friends Huck and Joe to live a life of pirates on Jackson’s Island. After Tom, Joe, and Huck have lived on the island several days, they learn that the townspeople presume them drowned. They return to town and

surprise everyone at their own funeral, and then go back to normal lives. Tom's conscience weighs on him and when he finally does testify at Potter's trial, Injun Joe leaps out of the courtroom window. He is not found and Tom fears for his life.

Climax: Tom and Huck look for treasure in an old house, where they discover Injun Joe and a companion. They see the two men with a box of coins and hear them talking about revenge, which Tom is sure means that Injun Joe still wants to kill him. The two boys plan to stake out Injun Joe's room at a tavern to try and claim Injun Joe's treasure.

Falling action: When the children of the town go on a picnic, Tom and Becky become lost in McDougal's cave. The same night, Huck follows Injun Joe and overhears them planning revenge on Widow Douglas. Huck runs to alert Mr. Jones, the old Welshman, who saves the widow. Huck becomes very ill and the widow cares for him. Tom discovers Injun Joe is also in the cave with them. After several days, Tom leads Becky out of the cave.

Resolution: Tom and Becky recover from their ordeal and Tom is regarded as a hero. When Tom learns that the villagers have sealed the cave, he tells them Injun Joe was inside. Everyone goes to the cave, only to discover Injun Joe dead just inside the entrance, having starved. Huck and Tom find the treasure and become instantly wealthy. They are now regarded with respect by the townspeople.

Denouement: Huck is taken in by Widow Douglas, and Judge Thatcher agrees to manage the boy's money for them. Judge Thatcher plans for Tom's future. Huck chafes against the orderly life in Widow Douglas' home, and eventually runs away. Tom finds him and convinces him to stay civilized so they can start a robber gang together.

Map of McDougal's Cave

Responses will vary.

Gradient Scale

Responses will vary. Students might include any incident that demonstrates people being kind or unkind to one another and rate any incident as most kind or most unkind as long as they are able to justify their choice.

Time Line

Responses will vary. Possible responses are given. Huck's activities through the night, and the character traits they reveal, include Huck watching the ferryboat pass the wharf (he is loyal in following Tom's instructions), waiting from before ten o'clock until after eleven o'clock for something to happen (he is patient), hearing and then seeing two men brushing past him, carrying what Huck thinks is the treasure (Huck is perceptive). Huck follows the men through the town up the path to Cardiff Hill, past the quarry, to Widow Douglas's house (Huck is brave, stealthy, and smart enough not to get caught). The men reveal that they intend to injure and perhaps kill the Widow when her company leaves. Huck runs to the Welshman's house for help (Huck is compassionate and resourceful). The Welshman and his sons arm themselves and go after Injun Joe. Huck follows them to a great boulder, where he hides and listens (Huck is frightened, yet determined to know the outcome). He hears "an explosion of firearms and a cry" and runs away down the hill (Huck is frightened). At dawn, he goes back to the Welshman's house and is welcomed heartily, much to his surprise (Huck is humble and self-conscious, but concerned about the outcome).

**Vocabulary
and
Literary Terms
Review**

abash, 46	deluge, 22	jubilant, 48	relish, 33
abide, 50	derision, 9, 93	judicial, 29	rendezvous, 84
absurd, 19	despotism, 33	laggard, 32	repent, 53
accost, 25	dilapidated, 15	lugubrious, 68	repining, 28
adamantine, 10	diligence, 7, 29	martyr, 22	reposeful, 11
adherent, 41	diligently, 24	melancholy, 11	resurrect, 3
alacrity, 15	dilute, 17	mien, 27	sagacity, 6
alloy, 28	disconcerted, 24	mirth, 36	scarify, 24
animosity, 46	discordant, 22	miscreant, 76	sheaf, 30
apprehensively, 66	dismal, 21	monotonous, 63	sheer, 36
assent, 88	edifice, 25	morosely, 20	sidle, 8
attain, 15	effeminate, 25	mutiny, 93	smite, 53
audacious, 20	effusion, 30	natty, 7	solemnity, 61
audible, 69	eminence, 18	novelty, 7	stealthy, 21
august, 28	endow, 5	oblige, 16	stolid, 75
avariciously, 80	ensconce, 61	odious, 39	sublimity, 67
avert, 71	evanescent, 18	oppressed, 33	subsidence, 28
balefully, 76	expectorate, 41	ostentation, 48	succumb, 83
belated, 74	exultation, 20	ostentatiously, 75	sullied, 88
belle, 32	facetious, 36	pariah, 42	sumptuously, 91
benediction, 23	felicity, 21	partiality, 18	supplication, 34
blanch, 76	forestall, 5	pathos, 21	tranquil, 23
blighted, 22	frivolity, 55	perennial, 42	tranquilly, 12
boding, 70	furtive, 18	peril, 4	transparent, 5
caricature, 47	gait, 13	personate, 13	traverse, 23
caterwauling, 60	gall, 25	pervading, 61, 89	trifle, 71
chafing, 28	grandeur, 24	phrenological, 78	unalloyed, 7
clamor, 36	gravity, 81	plaint, 19	upbraid, 53
clandestinely, 79	guile, 5	plausibly, 77	vagrant, 35
cogitate, 57	homage, 41	ponderously, 13	vanquish, 75
colossal, 71	hypercritical, 19	portentous, 47	vestibule, 32
compensation, 41	imminent, 88	potent, 20	vex, 6
condescend, 18	immunity, 20	preposterous, 30	vitals, 7
conflagration, 89	impudence, 75	prodigious, 28	vogue, 77
confound, 6	inarticulately, 64	prodigy, 29	vulgar, 10
conspicuous, 27, 84	incantation, 56	profane, 22	wane, 51
consternation, 79	inevitable, 27	profound, 30	waylay, 26
constrained, 55	infallible, 57	punctuate, 3	wend, 16
construe, 20	infernal, 75	quail, 69	wily, 30
contemplate, 14	ingenuity, 60	ransack, 74	zenith, 56
contrive, 24	intonation, 27	ravenous, 90	zephyr, 55
covet, 15	intrepid, 17	rebuke, 71	
credulous, 89	inveterate, 78	regalia, 91	

Chapters 16–35

- abound, 191
 adorn, 97
 anticipation, 164
 apathy, 187
 apprehensive, 181
 aristocracy, 117
 attrition, 157
 auditory, 188
 auspice, 154
 auspicious, 160
 avert, 100
 avocation, 188
 billowy, 106
 boisterous, 131
 catastrophe, 160
 chasm, 165
 clamorous, 200
 conjecture, 96
 contemptuous, 140
 convalescent, 133
 countenance, 175
 delirious, 176
 diffident, 140
 edification, 129
 effusive, 200
 elapse, 167
 eloquent, 106
 embellishment, 173
 expectoration, 104
 famish, 189
 funereal, 109
 garret, 132
 genial, 131
 gesticulation, 128
 gild, 132
 hinder, 102
 imminence, 123
 inclination, 164
 incongruous, 135
 ingenious, 119
 insipid, 203
 intangible, 132
 inundation, 104
 irresolutely, 115
 jaded, 173
 labyrinth, 165
 lacerate, 116
 languidly, 123
 laudation, 200
 lethargy, 122
 lucid, 177
 magnanimous, 203
 moiety, 184
 notoriety, 114
 novice, 103
 ominous, 102
 omniscient, 141
 opulent, 129
 prevalent, 129
 prodigious, 202
 profanity, 133
 prophesy, 113
 reconciliation, 116
 reverberation, 176
 reverent, 108
 sarcasm, 183
 scuttle, 132
 sepulchral, 145
 soliloquize, 108
 stalwart, 168
 studiously, 138
 tedious, 187
 temperance, 133
 transcendent, 131
 traverse, 181
 unanimous, 201
 unpalatable, 129
 vagabond, 170
 vanquish, 114
 vindictive, 116
 vivacity, 115
 votary, 129
 welter, 96
 whet, 185
 wistfully, 115

Vocabulary Worksheet

Chapters 1–15

Exercise: Sentence Completion

Complete the sentences by filling in each blank with a word from the list below.

- | | | | |
|---------------|-----------|------------|-----------|
| adamantine | facetious | odious | unalloyed |
| alacrity | imminent | prodigious | vestibule |
| conflagration | laggard | rebuke | zenith |
| credulous | morosely | rendezvous | zephyr |

- EX. While Maria was expecting some criticism, she was shocked by the sternness of her instructor's _____ rebuke _____ .
1. Considering his large number of short stories and novels, Mark Twain's published work is quite _____.
 2. The architect recommended that the _____ in our church be redesigned for wheelchair access.
 3. My mother said that I did not have to do the dishes for an entire month, but she was only being _____.
 4. Although I despised doing the dishes, cooking liver and onions was the most _____ task I could think of.
 5. After the old man was caught telling an outlandish story about his past, the children were not _____ about the rest of his tales.
 6. With only seconds to spare, the victory of our team appeared to be _____.
 7. When asked if she was ready to join the karate club, my eager sister replied with _____.
 8. With the publication of *The Adventures of Tom Sawyer* and *Adventures of Huckleberry Finn*, Mark Twain experienced the _____ of his career.
 9. After looking at the difficult homework assignment, Travis declared _____ that he would never finish in time.
 10. After my sister dragged her feet and slowed the rest of us down as we walked to the bus stop, my father said she should stop being such a _____.

Vocabulary Worksheet

Chapters 16–35

Exercise: Sentence Completion

Complete the sentences by filling in each blank with a word from the list below.

apathy	effusive	incongruous	tedious
boisterous	elapse	omniscient	vagabond
catastrophe	famish	reverberation	vindictive
edification	gild	stalwart	wistfully

EX. "I wish I could go with you," my younger brother said wistfully.

- The villain, who was always seeking revenge, was the most _____ character in the play.
- Although Marina's car was known for its horrible noises, the _____ in the muffler was the loudest one of all.
- Tom Sawyer figured out how to make a _____ chore like whitewashing a fence work to his advantage.
- School Spirit Week, with its loud celebrations, is one of the most _____ events at our school.
- When no one returned the survey asking about school improvements, the student council president said that everyone was suffering from _____.
- My English teacher said that such uplifting instruction was for our own _____.
- Aunt Polly thought it was _____ that Sid, not Tom, had misbehaved.
- My brother's piano teacher, who was known for her enthusiasm, always plied my brother with _____ praise.
- My older cousin, who always seemed to know what we would do next, claimed to be _____.
- The hurricane battered the sea wall, but the barrier remained _____ and did not crumble from the force.

Vocabulary Review

Cumulative Exam

Exercise: Sentence Completion

Complete the sentences by filling in each blank with a word from the list below.

adamantine	credulous	stalwart	vindictive
alacrity	incongruous	tedious	wistfully
boisterous	insipid	unalloyed	zenith
conflagration	rendezvous	vagabond	zephyr

- EX. My brother found cooking dinner to be an opportunity for his creative genius, but he found the cleanup tedious.
1. The girl liked horses more than anything else, and every day she thought _____ of having a horse of her own.
 2. The Chicago fire was the biggest _____ the city has ever seen.
 3. With five gold albums and a sold-out concert tour, the rock band was experiencing the _____ of its career.
 4. He declared that he was so _____ after the accident that nothing would make him crumble.
 5. The long, wooded island offered Tom and his friends the perfect place for a secret _____.
 6. "I'll be a pirate any day!" Huck Finn responded with _____.
 7. While the Sunday school teacher expected the children to be quiet, they were _____ instead.
 8. Injun Joe was always seeking revenge, and soon Tom and Huck discovered how _____ he really was.
 9. After two hours of watching the television show, Stuart grew bored with the _____ dialogue.
 10. The difference between the way my parents treat me and my younger brother is completely _____.

Vocabulary Review

Vocabulary Worksheet, Chapters 1–15

- | | |
|---------------|-------------|
| 1. prodigious | 6. imminent |
| 2. vestibule | 7. alacrity |
| 3. facetious | 8. zenith |
| 4. odious | 9. morosely |
| 5. credulous | 10. laggard |

Vocabulary Worksheet, Chapters 16–35

- | | |
|------------------|----------------|
| 1. vindictive | 6. edification |
| 2. reverberation | 7. incongruous |
| 3. tedious | 8. effusive |
| 4. boisterous | 9. omniscient |
| 5. apathy | 10. stalwart |

Cumulative Vocabulary Exam

- | | |
|------------------|-----------------|
| 1. wistfully | 6. alacrity |
| 2. conflagration | 7. boisterous |
| 3. zenith | 8. vindictive |
| 4. stalwart | 9. insipid |
| 5. rendezvous | 10. incongruous |

Literary Terms Review

caricature, 179
character, 73, 149, 179
characterization, 38
conflict, 99
description, 73, 209
dialect, 38
dialogue, 73
flat character, 179
full character, 179
image, 179
internal conflict, 99
mood, 126, 179
narrator, 126
one-dimensional character, 179
personification, 99
rounded character, 179
satire, 38
setting, 149
suspense, 126, 149, 179, 209
theme, 209
three-dimensional character, 179

Literary Terms Worksheet

Exercise: Sentence Completion

Complete the sentences by filling in each blank with a word from the list below.

characterization, 38	satire, 38
dialect, 38	setting, 149
dialogue, 73	suspense, 126, 149, 179, 209
internal conflict, 99	theme, 209
one-dimensional character, 179	three-dimensional character, 179
personification, 99	

EX. The use of literary techniques to create a character is called characterization.

- Tom Sawyer, with all his complexities, is an example of a(n) _____.
- Injun Joe never changes, so he is an example of a(n) _____.
- The _____ of *The Adventures of Tom Sawyer* is the fictional Missouri town of St. Petersburg before the Civil War.
- _____ is humorous writing or speech intended to point out errors, falsehoods, or failings.
- "The marvel of Nature shaking off sleep and going to work unfolded itself to the missing boy" and "Now a procession of ants appeared, from nowhere in particular, and went about their labors; one struggled manfully with a dead spider" are examples of _____.
- Tom's struggle over whether he should tell the truth about Muff Potter and Injun Joe is an example of _____.
- "Say—I'm going in a-swimming, I am. Don't you wish you could? But of course you'd druther work" demonstrates the _____ spoken by the boys of St. Petersburg.
- _____ is conversation involving two or more people or characters.
- The expectation that something dangerous is about to happen to Tom and Huck in the haunted house is an example of _____.
- Growing maturity is an example of _____ in the novel.

Literary Terms

1. three-dimensional character
2. one-dimensional character
3. setting
4. Satire
5. personification
6. internal conflict
7. dialect
8. dialogue
9. suspense
10. theme

Exam Masters

Exam

The Adventures of Tom Sawyer, Chapters 1–15

Multiple Choice (15 points total)

On the line provided, write the letter of the best answer.

- _____ 1. As the novel opens, Aunt Polly is trying to trick Tom into revealing that _____.
a. he'd stolen food from her cupboard
b. he'd played hooky from school
c. he was planning to sneak out of the house that night
d. he'd been in a fight with Sid
- _____ 2. Aunt Polly resolves to make Tom work on Saturday morning because _____.
a. she is afraid she isn't doing her duty by him
b. she feels he needs to do more to earn his keep
c. the town council had been pestering her to have her fence whitewashed
d. he hadn't worked hard enough memorizing his Bible verses
- _____ 3. Tom says that Aunt Polly "talks awful, but talk don't hurt—anyways it don't if she don't cry," because _____.
a. Aunt Polly often uses tears to get her own way
b. Aunt Polly switches his legs when he makes her cry
c. it really bothers him when he makes his aunt cry
d. he knows his aunt will cry, but that it won't affect him like a whipping would
- _____ 4. In addition to tricking the neighborhood boys into whitewashing the fence for him, by Saturday afternoon, Tom had _____.
a. acquired many new toys and trinkets
b. memorized all of the Bible verses he needed to know for Sunday
c. tricked Sid into doing the rest of his chores
d. stolen a kiss from Becky Thatcher
- _____ 5. When Tom first meets Becky Thatcher, he knows he's captured her attention when _____.
a. she comes to the fence to talk to him
b. she throws a flower over the fence
c. she sits on her porch swing and makes faces at him
d. she lets him kiss her

The Adventures of Tom Sawyer, Chapters 1–15

- _____ 6. After Sid breaks the sugar bowl and Aunt Polly mistakenly punishes Tom for it, _____.
- Tom beats up Sid for getting him in trouble
 - Aunt Polly apologizes to Tom and gives him an extra dessert
 - Tom runs away to Jackson's Island
 - Aunt Polly tells Tom she's sure he's done something to deserve punishment
- _____ 7. How does Tom impress Mr. Walters?
- He recites all of his Bible verses in front of the congregation.
 - He shows up at church on time and in new Sunday clothes.
 - He catches the thief who stole from the collection plate.
 - He presents enough tickets to win a Bible.
- _____ 8. When he is seated next to Becky Thatcher at school, Tom _____.
- is too afraid to speak to her and turns red with embarrassment
 - pulls her hair and steals her pencil
 - writes "I love you" on his slate
 - embarrasses himself by answering the teacher's question incorrectly
- _____ 9. Every time Tom sees Becky Thatcher, he _____.
- shows off
 - tries to kiss her
 - reminds her that they are engaged
 - looks around to see if Amy Lawrence is nearby
- _____ 10. Tom goes to the graveyard _____.
- to test a method of getting rid of warts
 - to get skunk water
 - to smoke cigarettes
 - to meet Injun Joe
- _____ 11. Tom signs his initials in blood and swears in writing not to tell that he saw _____.
- Muff Potter robbing a grave
 - Muff Potter killing Dr. Robinson
 - Injun Joe robbing a grave
 - Injun Joe killing Dr. Robinson
- _____ 12. Aunt Polly administers Pain-killer to Tom because _____.
- he is moping around after Becky Thatcher
 - he is having nightmares
 - he has a "mortified" toe
 - he has a sore tooth

Exam

The Adventures of Tom Sawyer, Chapters 1–15

- _____ 13. Tom faces all of the following the morning after his escapade in the graveyard. Which affects him the least?
- a. His family ignores him at breakfast.
 - b. He finds a doorknob on his desk.
 - c. He gets flogged at school for playing hooky.
 - d. Aunt Polly cries.
- _____ 14. Tom and Joe decide to run away _____.
- a. to avoid testifying in court about the crime they witnessed
 - b. to have an adventure
 - c. because Huck Finn told them they could live like pirates
 - d. because they felt they had been badly treated by their families
- _____ 15. Although there is no one on the island to make them behave, Tom and Joe _____.
- a. eat all their vegetables
 - b. take care to wash up before going to bed
 - c. wait one hour after eating before going swimming
 - d. say their prayers

Quote Identification (5 points each)

Dialogue is conversation involving two or more people or characters. Characters often reveal interesting details about themselves and their relationships in dialogue. Read the following quotes, identify the speaker of each, and tell what the quote reveals about the character and about his or her interactions with Tom.

Choose from the following speakers: Becky Thatcher, Mary, Injun Joe, Huckleberry Finn, and Aunt Polly.

1. "Tom, Tom, I love you so, and you seem to try every way you can to break my old heart with your outrageousness."

2. "No, I'll never love anybody but you, Tom, and I'll never marry anybody but you—and you ain't to marry anybody but me, either."

The Adventures of Tom Sawyer, Chapters 1–15

3. “If he’s as much stunned with the lick and fuddled with the rum as he had the look of being, he won’t think of the knife till he’s gone so far he’ll be afraid to come back after it to such a place by himself—chicken heart!”

4. “Oh, Tom, you poor thick-headed thing, I’m not teasing you. I wouldn’t do that. You must go and learn it again. Don’t you be discouraged, Tom, you’ll manage it—and if you do, I’ll give you something ever so nice. There, now, that’s a good boy.”

5. “You take and split the bean, and cut the wart so as to get some blood, and then you put the blood on one piece of the bean, and take and dig a hole and bury it bout midnight at the crossroads in the dark of the moon, and then you burn up the rest of the bean. You see that piece that’s got the blood on it will keep drawing and drawing, trying to fetch the other piece to it, and so that helps the blood to draw the wart, and pretty soon off she comes.”

Exam

The Adventures of Tom Sawyer, Chapters 1–15

Matching (15 points total)

On the line provided, write the letter of the best answer.

- | | |
|---|----------------------|
| _____ 1. Tom runs away to this place | a. Huck Finn |
| _____ 2. Tom's first love | b. Joe Harper |
| _____ 3. A figure of speech in which an idea, animal, or thing is described as if it were a person | c. Personification |
| _____ 4. The new girl in town | d. Graveyard |
| _____ 5. Minor character who delights in getting Tom into trouble | e. Amy Lawrence |
| _____ 6. A version of a language spoken by the people of a particular place, time, or social group | f. Jackson's Island |
| _____ 7. A person (or sometimes an animal) who figures in the action of a literary work | g. Internal conflict |
| _____ 8. Most of the action occurs in this place | h. Becky Thatcher |
| _____ 9. This boy runs away with Tom and Huck | i. Character |
| _____ 10. Humorous writing or speech intended to point out errors, falsehoods, foibles, or failings | j. Muff Potter |
| _____ 11. Homeless boy | k. St. Petersburg |
| _____ 12. Where Tom and Huck witness a crime | l. Satire |
| _____ 13. Represented by Tom's struggle to decide if he wants to run away or not | m. Church |
| _____ 14. The town drunk | n. Sid |
| _____ 15. At the beginning of the novel, this is Tom's least favorite place | o. Dialect |

Exam***The Adventures of Tom Sawyer, Chapters 1–15***

Essay (20 points each)

On a separate sheet of paper, write an essay answering **two** of the following questions.

1. Compare the orderly world that Tom lives in (as demonstrated by life in Aunt Polly's household) with the fantasy world that he feels drawn to (as demonstrated by Tom's and Huck's games and adventures). First, describe Tom's home life. Then describe his fantasy life. Finally, tell why you think Tom is torn between these worlds; what does this say about Tom? How do you think he will resolve this conflict? Use good examples from the novel to support your points.
2. Around the middle of the nineteenth century, American literature saw the growth of a new school of literature known as regionalism, or local-color writing. Regionalist writing features characters who speak in a local dialect and scenes that reveal what life was like in a particular region of the country. How might *Tom Sawyer* be considered regional writing? Provide examples of dialect that support your answer. Next, use details from the novel that illustrate small-town life in nineteenth-century America and discuss Twain's impressions of that life as portrayed in the novel.
3. Tom is a complex character, with many character traits that sometimes seem to be in conflict with each other. Choose three of the following traits and write an essay that includes descriptions of Tom exhibiting each trait and how they combine to create a portrait of Tom Sawyer. The traits to choose from are honest, mischievous, a good leader, adventurous, superstitious, and kind-hearted.
4. Satire is using humorous writing or speech intended to point out errors, falsehoods, or failings. The whitewashing scene and church service scene demonstrate Mark Twain's gift for writing satire. Choose one of these scenes and, in a short essay, first describe the scene and then tell why it is satire. Be sure to note what Twain is satirizing with the scene.

The Adventures of Tom Sawyer, Chapters 1–15

Multiple Choice (25 points total)

- | | | |
|------|-------|-------|
| 1. b | 6. d | 11. d |
| 2. a | 7. d | 12. a |
| 3. c | 8. c | 13. c |
| 4. a | 9. a | 14. c |
| 5. b | 10. a | 15. d |

Quote Identification (5 points each)

- The speaker is Aunt Polly. The quote shows that Aunt Polly loves Tom but she is distressed at how he always seems to get into trouble and be “outrageous,” and appears not to care or understand that it will hurt her feelings.
- The speaker is Becky Thatcher. This quote shows Becky declaring her love for Tom and responding positively when he suggests that they get engaged. It also reveals how young and inexperienced they are about love, and how they really don’t understand the significance of being engaged.
- The speaker is Injun Joe. Injun Joe has stabbed Dr. Robinson while a drunken Muff Potter was knocked unconscious. After putting the knife in Potter’s hand, Injun Joe convinces him that Potter was the murderer. A dazed Potter has run away, leaving the incriminating knife behind, after Injun Joe promised to keep the secret. Injun Joe has no intention of doing so, and knows that Potter will not return for the knife and will be blamed for the killing.
- The speaker is Mary. This quote takes place when Mary is trying to help Tom learn his Bible verses, a chore Tom hates and does not do well. The quote shows Mary’s helpful, kind and steady nature, as well as her affection for Tom. She offers him a reward for learning the verses, instead of rebuking him for not learning them.
- The speaker is Huck Finn. In this quote, Huck is discussing one of many cures for warts. The quote highlights Tom’s and Huck’s belief in superstitions, a theme running throughout the book. Students might also say that this conversation leads to Tom and Huck going to the graveyard and inadvertently witnessing Dr. Robinson’s murder.

Matching (15 points total)

- | | | |
|------|-------|-------|
| 1. f | 6. o | 11. a |
| 2. e | 7. i | 12. d |
| 3. c | 8. k | 13. g |
| 4. h | 9. b | 14. j |
| 5. n | 10. l | 15. m |

The Adventures of Tom Sawyer, Chapters 1–15

Short Answer (3 points each)

1. Tom lives in the small town of St. Petersburg, Missouri, with his Aunt Polly, his half-brother Sid, and his cousin Mary. Tom loves his aunt but causes her anguish by his misbehavior and adventurousness. He and Sid have an antagonistic relationship, and the two boys are opposites in many ways. While Sid is quiet, likes church, and doesn't seem to cause trouble, he is also mean-spirited and likes to tell on people. Tom loves his gentle cousin Mary, who cares for him and helps him in any way she can.
2. Responses will vary but may include the following: Tom acts as a leader with the other boys in their games, when he convinces the other boys to do his chores, with Joe and Huck on Jackson's Island, as well as other times. Tom is a leader because he is clever, confident in front of the other boys, and adventurous.
3. Becky is new in town, and as soon as Tom sees her he is smitten. She soon returns his affections, but throughout the book Becky and Tom fluctuate between liking and antagonizing one another. This is one way in which their youth and immaturity are revealed. Other ways include their "becoming engaged," Tom's need to "show off" every time he sees Becky, and his despondence when she stays home from school.
4. On one level, their imaginative games are reminders that Tom and Huck are boys and as such are expected to enjoy fun and games. Also, for Tom, they are an escape from the strict rule-bound life that his aunt, the church, and the school try to impose upon him. The boys' belief in superstition reflects their small-town life; many adults in St. Petersburg are also superstitious. On another level, though, both boys are attracted to superstitions because they do have aspects of their lives that they wish to escape. Huck's is most obvious: he is homeless and poor. We know little of Tom's history except that his mother is dead. He has probably also lost his father and may have experienced other things in his childhood that have caused him pain and that he might want to escape through his imagination.
5. Responses will vary but may include the following: Perhaps it is most striking that these two boys say their prayers before bed despite the fact that no adults are there to make them do so. It's also clear that Huck is more accomplished at "roughing it." Similarly, smoking makes Joe and Tom ill. Tom sneaks back to town while the other two boys sleep; we know it is harder for Joe and Tom to adjust because they continue to think of their families, while Huck does not.

Essay (20 points each)

1. *Responses will vary. Possible responses are given.* Answers should address the orderly world Aunt Polly keeps, which revolves around church, school, chores, and her desire to "do her duty" by Tom. In his fantasy life, Tom is a robber, a pirate, and Robin Hood—a character that uniquely captures his twin desires to rob and to be good to people. Tom is torn because he has been raised with middle-class values, yet he finds small-town life restricting and bland. He may resolve the conflict in several ways: he may follow his adventures, he may decide small-town life is not so bad, or he may simply grow up.
2. *Responses will vary. Possible responses are given.* These essays could include everyone's dialect and details about small town life, such as the way everyone showed concern for each other's welfare despite the fact that they also enjoyed gossiping about one another. Major events were shared with the entire town, information was often distorted by gossip, church played a central role, daily life was all-consuming, it was not unlikely for people to know one another their entire lives, etc. Mark Twain regarded this life with equal parts affection and sarcasm.
3. *Responses will vary.* Students should choose three traits and describe how Tom exhibits them. Tom demonstrates *honesty* when he admits he is late for school because he has been with Huck Finn. Tom is

The Adventures of Tom Sawyer, Chapters 1–15

also honest when he tells Becky that he has been “engaged” to Amy Lawrence, not knowing his bluntness will drive them apart. Even in keeping his “fearful” secret that Injun Joe murdered the doctor, it is plain that honesty is important to him since his “gnawing conscience disturbed his sleep...” Tom is *mischievous* as the novel opens, when he hides from Aunt Polly; he also tricks others to whitewash the fence and to give him enough tickets so he wins a Bible in Sunday school. When he plays with a pinch-bug in church, he disrupts the entire service. He also gives Pain-killer to the cat, while Aunt Polly thinks he has been taking the medicine himself. Tom shows *leadership* when he convinces other boys to whitewash the fence for him and to supply him with their Bible verse tickets. Tom tells them how to play Robin Hood, and convinces Joe and Huck to escape to Jackson’s Island with him. He also tells the others what their pirate names will be and gives them orders as the pirate captain. He shows an *adventurous* side by running away to Jackson’s Island to become a pirate; the roles of soldier, Indian chief, and Robin Hood also strongly appeal to him. Tom steals a raft with the other boys, and is willing to take on the hardships of island life for the sake of adventure. He also swims off the island to check up on things at home, and sneaks back before they know he is gone. Tom is *superstitious*: he knows several cures for warts and meets Huck in the graveyard at midnight to enact one of them. He has a ritual for recovering lost marbles, believes in witches, tries to read messages from doodle-bugs and howling dogs, and signs in blood an oath with Huck to keep Injun Joe’s murder a secret. Tom is *kind-hearted* when he considers Aunt Polly’s grief over him to be “worse than a thousand whippings,” showing that he truly cares about her by the way he pleads for forgiveness. He also regularly visits Muff Potter in jail. When he sneaks off Jackson Island to eavesdrop on the grieving women, he is truly moved by their sadness; he feels ongoing remorse for the sorrow he causes Aunt Polly.

4. *Responses will vary.* Students should write either about the whitewashing scene or the church scene. During the whitewashing scene, Tom convinces his friends not only to do his chores, but to pay him for such a privilege. Twain satirizes human nature and points out “a great law of human action,” that “in order to make a man or boy covet a thing, it is only necessary to make the thing difficult to attain.” He makes fun of himself, by saying he is a “great and wise philosopher” who knows that work is what a person must do, while play is what a person is not obliged to do. Twain then says that this attitude can make constructing artificial flowers work, while climbing a mountain, even though it is strenuous, can be considered “amusement.” Driving a four-horse coach is thus a pleasure if it requires a great deal of money; it becomes work as soon as people are paid to do it.

In the church scene, Twain satirizes the people of St. Petersburg attending the service, including the way the other boys hate Will Mufferson because he is so good, the ill-bred choir tittering and whispering throughout the service, and the minister, with his peculiar reading style and revered way of praying and sermonizing. During the service, Tom finds and begins playing with a pinch bug. A stray poodle notices the bug and begins irritating it. Finally, the antics of the dog and pinch bug erupt when the bug pinches the dog, and the congregation, suffocating with laughter, brings the minister’s sermon to a “dead standstill.” Twain uses satire by depicting the young clerks in town as “sucking their cane-heads.” He notes that Will Mufferson takes “as heedful care of his mother as if she were cut glass.” Of the choir, Twain says, “There was once a church choir that was not ill-bred, but I have forgotten where it was now,” concluding that it must have been in “a foreign country.” Twain pokes fun at the minister’s singing style because it ascends in a peculiar way; he then says that the minister was considered “a wonderful reader.” When members of the congregation notice the pinch bug and the poodle, they shake “with a gentle inward joy,” underscoring the idea that at least some people are bored and only maintaining the appearance of concentrating on the sermon.

Exam

The Adventures of Tom Sawyer, Chapters 16–35

Multiple Choice (15 points total)

On the line provided, write the letter of the best answer.

- _____ 1. Why do Joe and Tom have more in common with each other than they do with Huck?
- Huck is new to their town.
 - Joe and Tom have witnessed a crime together in the graveyard.
 - They have families and Huck is homeless.
 - They have both been engaged to Becky Thatcher.
- _____ 2. On Jackson's Island, the boys are excited when they first hear _____.
- a cannon
 - thunder
 - Injun Joe whistling to them
 - their friends' war whoops in the woods
- _____ 3. After Joe and Huck fall asleep on the island, Tom sneaks away to _____.
- smoke Huck's pipe
 - eat the rest of the ham
 - swim home
 - throw rocks at the owl in the tree
- _____ 4. What happens to the boys in the middle of the night?
- Injun Joe surprises them on the island.
 - A rescue team comes to take them home.
 - They are nearly washed away by a storm.
 - A bear comes into camp.
- _____ 5. Tom demonstrates his leadership ability with the other boys when he _____.
- convinces them not to leave the island
 - talks them into doing all the work around their island camp
 - leads them out of the woods after they get lost playing pirates
 - wins all the marbles in the pirates game
- _____ 6. The boys get sick from _____.
- eating raw fish
 - drinking river water
 - sleeping outside in the rain
 - smoking pipes
- _____ 7. When the boys surprise the townspeople, everyone is _____.
- attending their funeral
 - on a boat searching for the boys
 - in the town square spreading the news about the missing boys
 - in the woods looking for the boys

The Adventures of Tom Sawyer, Chapters 16–35

- _____ 8. Becky Thatcher decides not to tell Tom that Alfred Temple poured ink on his spelling book because _____.
a. she didn't want Tom to beat up Alfred and get into trouble
b. she wasn't sure she'd seen Alfred clearly
c. she has developed a crush on Alfred
d. she wanted Tom to get in trouble for the damaged book
- _____ 9. What does Aunt Polly find in Tom's jacket pocket that makes her feel better?
a. an acorn from Jackson's Island
b. her sewing thimble and needle
c. a letter Tom had written
d. Tom's Sunday school homework
- _____ 10. Mark Twain most likely finds the practice of school children reciting essays and poems at assemblies to be _____.
a. rewarding
b. good practice for real life
c. ridiculous
d. difficult
- _____ 11. Tom finally tells the truth about the night in the graveyard, even though he _____.
a. fears for his own safety
b. knows Aunt Polly will punish him
c. realizes that he won't get the reward money
d. knows Becky Thatcher won't like it
- _____ 12. To help the Widow Douglas, Huck _____.
a. runs to alert the neighbors
b. bangs on her window to wake her up
c. races around town waking the volunteer firemen
d. draws water from the well and douses the fire himself
- _____ 13. After Tom and Becky get lost in the cave, who do they discover is in there with them?
a. Huck
b. Joe Harper
c. Muff Potter
d. Injun Joe
- _____ 14. What makes Huck and Tom rich?
a. They find gold in the cave.
b. They collect the reward for solving the crime.
c. Widow Douglas writes them into her will.
d. They stumble on a robber's stash on Jackson's Island.

Exam

The Adventures of Tom Sawyer, Chapters 16–35

- _____ 15. At the end of the novel, Huck and Tom resolve to _____.
- a. clean up and be model boys
 - b. give back the money
 - c. start a gang and become robbers
 - d. return to Jackson’s Island for good

Quote Identification (5 points each)

Satire is humorous writing or speech intended to point out errors, falsehoods, or failings. Mark Twain is famous for writing satire, often subtly woven into larger scenes. The following quotes demonstrate Mark Twain’s gift for writing satire. Under each quote, tell what you know about the scene taking place and how it demonstrates Twain’s satire; be sure to note what Twain is satirizing.

1. There had been a “revival,” and everybody had “got religion”; not only the adults but even the boys and girls. Tom went about, hoping against hope for the sight of one blessed sinful face, but disappointment crossed him everywhere. He found Joe Harper studying a Testament, and turned sadly away from the depressing spectacle.

2. This nightmare occupied some ten pages of manuscript and wound up with a sermon so destructive of all hope to non-Presbyterians that it took the first prize. This composition was considered to be the very finest effort of the evening. The mayor of the village, in delivering the prize to the author of it, made a warm speech in which he said that it was by far the most “eloquent” thing he had ever listened to, and that Daniel Webster himself might well be proud of it. It may be remarked, in passing, that the number of compositions in which the word “beauteous” was overfondled, and human experience referred to as “life’s page,” was up to the usual average.

The Adventures of Tom Sawyer, Chapters 16–35

3. One of those omniscient and awe-inspiring marvels, a detective, came up from St. Louis, moused around, shook his head, looked wise, and made that sort of astounding success which members of that craft usually achieve. That is to say, he “found a clue.” But you can’t hang a “clue” for murder and so after that detective had got through and gone home, Tom felt just as insecure as he was before.

4. Wherever Tom and Huck appeared they were courted, admired, stared at. The boys were not able to remember that their remarks had possessed weight before; but now their sayings were treasured and repeated; everything they did seemed somehow to be regarded as remarkable; they had evidently lost the power of doing and saying commonplace things; moreover, their past history was raked up and discovered to bear marks of conspicuous originality.

5. “Well, I’d got to talk to nice it wasn’t no comfort; I’d got to go up in the attic and rip out a while every day to git a taste in my mouth, or I’d a died, Tom. The widder wouldn’t let me smoke; she wouldn’t let me yell, she wouldn’t let me gape, nor stretch, nor scratch before folks...And dad fetch it, she prayed all the time! I never seed such a woman!...Looky here, Tom, 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.”

Exam

The Adventures of Tom Sawyer, Chapters 16–35

Matching (15 points total)

On the line provided, write the letter of the best answer.

- | | |
|--|--------------------|
| _____ 1. Died in McDougal’s Cave | a. Realism |
| _____ 2. A feeling of expectation, anxiousness or curiosity created by questions raised in the mind of a reader or viewer | b. Alfred Temple |
| _____ 3. Takes over feeding and housing Huck Finn | c. Injun Joe |
| _____ 4. Where Becky and Tom spend three days and nights | d. Denouement |
| _____ 5. Discovered by Tom and Huck in McDougal’s Cave | e. McDougal’s Cave |
| _____ 6. Literary perspective that employs authentic, rather than idealistic, images of people, places, and events in literature | f. Tom Sawyer |
| _____ 7. Invests Tom’s money and plans for his future education | g. Suspense |
| _____ 8. Gets caught sneaking a peek at the teacher’s anatomy book | h. Becky Thatcher |
| _____ 9. Literary perspective that employs dialect and local color to describe the people and their towns in a particular section of America | i. Muff Potter |
| _____ 10. Wrap-up of a story | j. Treasure |
| _____ 11. Found innocent of a crime | k. Theme |
| _____ 12. Figures out what “Number Two” really means | l. Mr. Jones |
| _____ 13. Comes to Widow Douglas’ aid | m. Regionalism |
| _____ 14. A central idea in a literary work | n. Judge Thatcher |
| _____ 15. Employed to make Tom Sawyer jealous | o. Widow Douglas |

Exam

The Adventures of Tom Sawyer, Chapters 16–35

Essay (20 points each)

On a separate piece of paper, write an essay answering **two** of the following questions.

1. Unlike earlier writers of the nineteenth century, Mark Twain does not idealize people or places, and he does not spare the reader by avoiding unpleasantness. In a short essay, describe some of the disturbing details Twain includes in *Tom Sawyer* and tell why you think Twain included them in the novel. What do you think Twain was trying to achieve by describing life in the small frontier town as accurately as possible, rather than glamorizing it?
2. Although Tom and Huck are alike in some ways, there are instances in the novel where Tom is clearly uncomfortable being seen with Huck in public. Why do you think this is so? In a short essay, tell what this shows about Tom's character, the differences between the two boys' lives, and the basis of their friendship.
3. In his conclusion, Twain writes, "It being strictly a history of a boy, it must stop here; the story could not go much further without becoming the history of a man." Always a complex character with good and bad traits, Tom shows signs of growing up as the novel progresses. In an essay, describe some of the incidents that show Tom acting with maturity and courage.
4. Mark Twain is a noted satirist, and because he grew up in a small town much like St. Petersburg he often satirizes life in such towns. How does the novel satirize this life? What does the novel say about, in particular, public opinion and gossip? In an essay, explore these questions in a discussion of church services, the trial, and the community's reaction to Huck's and Tom's new wealth.

The Adventures of Tom Sawyer, Chapters 16–35

Multiple Choice (25 points total)

- | | | |
|------|-------|-------|
| 1. c | 6. d | 11. a |
| 2. a | 7. a | 12. a |
| 3. c | 8. d | 13. d |
| 4. c | 9. c | 14. a |
| 5. a | 10. c | 15. c |

Quote Identification (5 points each)

- Responses will vary but may include the following: Twain is poking fun at organized religion, particularly revivals and traveling “religious men,” who were common in his day. Students may note the quotations around “revival” and “got religion.” Students may also note that to Tom, religion was associated with miserable times at church. They may also point out sarcastic phrases such as “one blessed sinful face” and the “depressing spectacle” of Joe Harper reading the Bible.
- Responses will vary but may include the following: Twain is satirizing the practice of recitals, in which students in school participate in recitations of sentimental works of literature. He does so subtly but cuttingly: a sermon destroying “all hope to non-Presbyterians” wins first prize, and the mayor notes “Daniel Webster himself might well be proud of it.” The author has counted the number of compositions overusing certain arcane descriptors and suggests he has counted them before, since he knows they are “up to the usual average.”
- Twain’s target is, specifically, detectives and, more generally, the lack of security and success related to crime investigations. Students may note the demeaning of the detectives’ job in the association of “found a clue” with “astounding success.” They might also note that the “omniscient and awe-inspiring marvel” neglects to help Tom, who is “just as insecure as he was before.”
- Responses will vary but may include the following: Now that Tom and Huck are wealthy and accomplished, the townspeople view them differently. This quote reflects on small town society, on the human quest for heroes (to the point of making heroes out of those who in reality are “commonplace”), and on the short-sightedness of the people.
- The irony here is that Huck is chafing against what so many people want—wealth and status. Because Huck knows how to enjoy natural pleasures, those of the “civilized” world do not suit him. There is also a dig at the devoutly religious: “And dad fetch it, she prayed all the time! I never seed such a woman!”

The Adventures of Tom Sawyer, Chapters 16–35

Matching (15 points total)

- | | | |
|------|-------|-------|
| 1. c | 6. a | 11. i |
| 2. g | 7. n | 12. f |
| 3. o | 8. h | 13. l |
| 4. e | 9. m | 14. k |
| 5. j | 10. d | 15. b |

Short Answer (3 points each)

- Responses will vary. Possible responses are given.* Becky was frightened, frail, and sure they would soon die. Tom was cool-headed, clever, resourceful, and concerned for and protective of Becky.
- Responses will vary. Possible responses are given.* The two boys are kind to him and visit him in jail. They believe that he is genuinely a harmless soul knowing the truth weighs on them until Tom decides he must testify to Potter's innocence in court.
- Responses will vary. Possible responses are given.* Injun Joe was too much an evil antagonist to escape a deadly fate. He dies of starvation and thirst in McDougal's Cave. The horrible nature of his death is appropriate to the crimes he has perpetrated. Students might also note that he died in the cave where he had terrorized Becky and Tom and where his gold, useless to him now, is buried.
- Responses will vary. Possible responses are given.* Tom's money is invested by Judge Thatcher, who suddenly appears to view him as marriage material for his daughter and begins to plan for his future education. The change in Huck's life is more drastic; he is given a home, food, clothes, and security. Huck is soon miserable with his new status, as it has taken away all that he found comforting and familiar; most pronounced is his loss of freedom to act as he pleases. The new wealth serves to point out the differences in the boys. Tom explains to Huck why he must stay with Widow Douglas despite his discomfort. He finally puts it in terms Huck will respond to: he says Huck cannot be a part of the robber gang unless he stays civilized.
- Responses will vary. Possible responses are given.* Students might describe one of the following scenes in which superstition plays a part: In chapter 16, Tom, Joe, and Huck play in the water on Jackson's Island until Tom realizes he has lost his rattlesnake bracelet from his ankle. He is convinced he is no longer protected from cramp with the loss of this charm, and refuses to go back in the water. The boys wander off, suddenly in the "dumps" and depressed. Superstition also plays a part in chapter 18, when Tom recounts his "dream" to Aunt Polly that he saw the grieving women, including Joe's mother, mourning over the loss of their boys. When he says that he knows the wind blew out the candle, Aunt Polly believes his "dream" and says, "Don't tell *me* there ain't anything in dreams, any more. Sereny Harper shall know of *this* before I'm an hour older. I'd like to see her get around this with her rubbage 'bout superstition." Aunt Polly later finds out that Tom actually

The Adventures of Tom Sawyer, Chapters 16–35

came to spy on her, and that there was no truth to his dream. When he gets the measles in chapter 22, he is sure that a powerful thunderstorm rages because he has “taxed the forbearance of the powers above to the extremity of endurance.” He vows to reform, and does so until he recovers from his sickness and can no longer bear the boredom of his new life. In chapter 25, Tom and Huck discuss buried treasure, the haunted house on Cardiff hill, dead men, shrouds, and ghosts.

Essay (20 points each)

1. *Responses will vary.* Twain has a disdain for all things “false” and tried to portray any subject without excessive glamour. He wrote in the Realist school of thought, which in many ways was a reaction against the flowery Romanticism of earlier writers that century. He didn’t withhold details of episodes such as the doctor’s murder or Injun Joe’s death, intending to draw as accurate a portrait of frontier life as possible.
2. *Responses will vary.* Tom is, despite his romantic notions, a middle-class boy who does worry about appearances. This is illustrated in the times in the novel where he doesn’t wish to be seen with Huck, as well as when he tells Huck he must stay civilized to be in the robber gang. Huck’s life must have seemed exciting and free to Tom, but he never truly trades his own life for Huck’s. He is kind toward Huck, and when the boys surprise the townspeople at their funeral, he is concerned that no one is there to fawn over Huck. Their friendship may be based on this general regard for each other, as well as on their adventurous spirits.
3. *Responses will vary.* Tom begins to behave more maturely in several ways: how he deals with his new wealth; how he convinces Huck to remain with Widow Douglas; the resourceful and concerned way he deals with Becky in the cave; and his decision to testify on behalf of Muff Potter.
4. *Responses will vary. Possible responses are given.* Students might discuss how Twain satirizes the shifting, sheeplike attitudes of the townspeople. Although they have all considered Muff Potter Dr. Robinson’s murderer without much thought, carelessly condemning a man to a life in prison, the people of St. Petersburg quickly shift their opinion when Tom reveals the truth, changing their opinion with little thought. Although Tom has been considered a troublemaker, he suddenly becomes “a glittering hero” when he testifies in court. His name appears in the newspaper and some people believe he “would be President, yet, if he escaped hanging.” When Tom and Huck become wealthy, the citizens of St. Petersburg court, admire, and stare at them: “The boys were not able to remember that their remarks had possessed weight before; but now their sayings were treasured and repeated; everything they did seemed somehow to be regarded as remarkable.” Twain is especially satirical when he notes that the past history of the boys, once looked at negatively, “was raked up and discovered to bear marks of conspicuous originality.”

Evaluation Forms

Evaluation Form

Writing Process

PREWRITING

In prewriting I used

- | | | |
|---|--|--|
| <input type="checkbox"/> freewriting | <input type="checkbox"/> imagining or role playing | <input type="checkbox"/> interviewing |
| <input type="checkbox"/> research | <input type="checkbox"/> graphic devices | <input type="checkbox"/> discussion |
| <input type="checkbox"/> asking questions | <input type="checkbox"/> observing and recalling | <input type="checkbox"/> other (explain) |

(comments) _____

The prewriting technique that was most successful for me was _____

Other prewriting techniques that I would like to try are _____

The prewriting technique that I would like to improve is _____

PLANNING

In planning I

- | | | |
|--|--|--|
| <input type="checkbox"/> made an outline | <input type="checkbox"/> decided on a specific audience | <input type="checkbox"/> decided on a specific purpose |
| <input type="checkbox"/> decided on a specific topic | <input type="checkbox"/> revised my initial writing plan | <input type="checkbox"/> decided on a mode of writing |

(comments) _____

The planning technique that was most successful for me was _____

Other planning techniques that I would like to try are _____

DRAFTING

In drafting I worked on

- | | | |
|---|---|--|
| <input type="checkbox"/> writing topic sentences | <input type="checkbox"/> writing a conclusion | <input type="checkbox"/> achieving unity |
| <input type="checkbox"/> writing a thesis statement | <input type="checkbox"/> writing transitions | <input type="checkbox"/> other (explain) |
| <input type="checkbox"/> writing an introduction | <input type="checkbox"/> using supporting details | |

(comments) _____

The drafting skill that was most successful for me was _____

Other drafting skills that I would like to try are _____

The drafting skill that I would like to improve is _____

EDITING

In editing my draft I worked on

- | | | |
|--|---|--|
| <input type="checkbox"/> writing or revising an introduction | <input type="checkbox"/> proofreading | <input type="checkbox"/> using vivid words and details |
| <input type="checkbox"/> writing or revising a conclusion | <input type="checkbox"/> revising for clarity | <input type="checkbox"/> other (explain) |
| <input type="checkbox"/> revising for coherence | <input type="checkbox"/> revising for unity | |

(comments) _____

The editing skill that was most successful for me was _____

Other editing skills that I would like to try are _____

The editing skill that I would like to improve is _____

Evaluation Form

Writing Plan

TOPIC **CIRCLE ONE**

The topic is clear and can be treated well in the available space. 1
 COMMENTS: _____ 2 × 5 = ____
 _____ 3
 _____ 4

PURPOSE

The writer's purpose is clear, and the writer achieves his or her purpose. 1
 COMMENTS: _____ 2 × 5 = ____
 _____ 3
 _____ 4

AUDIENCE

The language used and the complexity of the treatment of the subject are appropriate to the audience and occasion for which the writing was done. 1
 COMMENTS: _____ 2
 _____ 3 × 5 = ____
 _____ 4

FORM

The form chosen is appropriate, and the writer has observed the conventions of the form chosen. 1
 COMMENTS: _____ 2
 _____ 3 × 5 = ____
 _____ 4

MODE

The writing makes use of appropriate modes (narration, dialogue, description, and various kinds of exposition such as analysis or comparison and contrast), and the writer has handled these modes well. 1
 COMMENTS: _____ 2
 _____ 3 × 5 = ____
 _____ 4

TOTAL

Key: 1 = needs substantial improvement 2 = needs improvement 3 = good 4 = outstanding

STUDENT'S SIGNATURE _____

PEER EVALUATOR'S SIGNATURE _____

TEACHER'S SIGNATURE _____

Evaluation Form

Writing Summary

Title _____
Purpose or aim of writing _____ _____
I chose this topic because _____ _____
The form of the writing is _____ _____
I chose this form because _____ _____
My thesis or theme is _____ _____
My intended audience is _____ _____
The principle of organization that I used is _____ _____
The type of support or evidence that I used is _____ _____
The type of introduction that I used is _____ _____
The type of conclusion that I used is _____ _____

Evaluation Form

Compositions/Reports

Assign a score from 1 to 10, 1 being the worst and 10 being the best.

EVALUATION CRITERIA	SCORE
A. The paper contains an introduction that grabs the attention of the reader.	
B. The paper contains an introduction that presents the main idea or thesis of the paper.	
C. The body of the paper contains paragraphs that support and develop the main idea.	
D. Each paragraph develops a single main idea or serves a single main function.	
E. The writer has used transitions effectively to connect the paragraphs of the paper.	
F. The writer has used transitions effectively to connect ideas within paragraphs.	
G. The paragraphs in the body of the paper are organized in a logical manner.	
H. The paper contains a conclusion that gives the reader a satisfactory sense of an ending by summarizing the main points of the paper or by some other means.	
I. Source materials used in the paper have been clearly documented to avoid plagiarism.	
J. The writer has prepared the paper using proper manuscript form.	
TOTAL	

Evaluation Form

Analytic Scale

CONTENT / UNITY		CIRCLE ONE
A. Develops a single main idea or creates a single dominant effect COMMENTS: _____ _____	1 2 3 4	× 4 = _____
B. Contains only necessary or relevant ideas or information COMMENTS: _____ _____	1 2 3 4	× 4 = _____
ORGANIZATION / COHERENCE		
C. Is organized in a logical or sensible manner COMMENTS: _____ _____	1 2 3 4	× 4 = _____
D. Uses transitions effectively to connect ideas COMMENTS: _____ _____	1 2 3 4	× 4 = _____
LANGUAGE / STYLE		
E. Uses language appropriate to the audience and occasion COMMENTS: _____ _____	1 2 3 4	× 2 = _____
F. Uses vivid, precise nouns, verbs, and modifiers COMMENTS: _____ _____	1 2 3 4	× 2 = _____
CONVENTIONS		
G. Avoids spelling errors COMMENTS: _____	1 2 3 4	× 1 = _____
H. Avoids grammar errors COMMENTS: _____	1 2 3 4	× 1 = _____
I. Avoids usage errors COMMENTS: _____	1 2 3 4	× 1 = _____
J. Avoids punctuation and capitalization errors COMMENTS: _____	1 2 3 4	× 1 = _____
K. Avoids errors in manuscript form COMMENTS: _____	1 2 3 4	× 1 = _____
		TOTAL <input type="text"/>

Key: 1 = needs substantial improvement 2 = needs improvement 3 = good 4 = outstanding

STUDENT'S SIGNATURE _____

PEER EVALUATOR'S SIGNATURE _____

TEACHER'S SIGNATURE _____

Evaluation Form

Holistic Response

CONTENT AND COHERENCE		
<p>The writing</p> <ul style="list-style-type: none"> • does not develop a single main idea or create a single dominant effect • contains irrelevant ideas • is not organized logically • does not use transitions effectively • uses language inappropriate for the audience and occasion • does not use vivid, precise nouns, verbs, and modifiers 	<p>(Circle one.)</p> <p>1 2 3 4 5 6 7 8 9 10</p> <p>× 7 = _____</p>	<p>The writing</p> <ul style="list-style-type: none"> • develops a single main idea or creates a single dominant effect • contains only relevant ideas • is organized logically • uses transitions effectively • uses language appropriate to the audience and occasion • uses vivid, precise nouns, verbs, and modifiers
CONVENTIONS		
<p>The writing</p> <ul style="list-style-type: none"> • makes errors in spelling • makes errors in grammar • makes errors in usage • makes errors in punctuation • does not follow proper manuscript form 	<p>(Circle one.)</p> <p>1 2 3 4 5 6 7 8 9 10</p> <p>× 3 = _____</p>	<p>The writing</p> <ul style="list-style-type: none"> • uses proper spelling • uses good grammar • avoids errors in usage • uses proper punctuation and capitalization • follows proper manuscript form
CONTENT AND COHERENCE	+ CONVENTIONS	= TOTAL

What I like most about this work is

What I like least about this work is

What I would do to improve this work is

STUDENT'S SIGNATURE _____
PEER EVALUATOR'S SIGNATURE _____
TEACHER'S SIGNATURE _____

Evaluation Form

Writing: Revising and Proofreading Checklists

REVISION CHECKLIST: CONTENT AND UNITY

1. Does the writing achieve its purpose?
2. Are the main ideas related to the thesis statement?
3. Are the main ideas clearly stated and supported by details?

REVISION CHECKLIST: ORGANIZATION AND COHERENCE

1. Are the ideas arranged in a logical order?
2. Do transitions connect ideas to one another both within and between paragraphs?

REVISION CHECKLIST: VOICE AND STYLE

1. Is the voice—the tone, word choice, and perspective of the writing—authentic? Is it consistent?
2. Is the level of language appropriate to the audience and purpose?
3. Is the mood appropriate to the purpose and form of the writing?

PROOFREADING CHECKLIST

Spelling	<ul style="list-style-type: none"> • Are all words, including names, spelled correctly?
Grammar	<ul style="list-style-type: none"> • Does each verb agree in number with its subject? • Are verb tenses consistent and correct? • Are irregular verbs formed correctly? • Is the referent of each pronoun clear? • Does every pronoun agree with its antecedent? • Are subject and object forms of pronouns used correctly? • Are there any sentence fragments or run-ons? • Have double negatives been avoided?
Usage	<ul style="list-style-type: none"> • Have frequently confused words, such as <i>affect</i> and <i>effect</i>, been used correctly?
Mechanics	<ul style="list-style-type: none"> • Does every sentence end with an end mark? • Are commas, semicolons, hyphens, and dashes used correctly? • Do all proper nouns and proper adjectives begin with capital letters? • Has proper manuscript form been used?

Evaluation Form

Discussion

PARTICIPATION				
As a participant, the student...	nearly always	often	sometimes	rarely
shares personal experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
contributes relevant ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
supports statements with evidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
responds to others respectfully	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
tries to understand others' views	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
shows willingness to change views when appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
shows willingness to clarify and defend views	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
allows others to speak	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
maintains focus on discussion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student's participation has been valuable to the group in the following ways:				

The student's participation could be more valuable if she or he would				

LEADERSHIP				
As leader, the student...	nearly always	often	sometimes	rarely
helps the group keep on track	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
helps ensure that everyone gets a chance to speak	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
helps the group reach closure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student's leadership has been valuable to the group in the following ways:				

The student's leadership could be more valuable if she or he would				

RECORD KEEPING				
As record keeper, the student...	nearly always	often	sometimes	rarely
keeps accurate records of the discussion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(comments) _____				
