

WEBER READS THE ADVENTURES OF TOM SAWYER

Elementary Grades

Books in this packet (provided by Friends of Weber County Library)

- Nichols, Catherine (Adapter). *The Adventures of Tom Sawyer #2: The Best Fence Painter* (Easy Reader Classics), 2006.
- Brook, Henry and Mark Twain. *Tom Sawyer (Usborne Classics Retold)*, 2008.
- Mucci, Tom (Author) and Rad Sechrist (Illustrator). *All-Action Classics: Tom Sawyer*, 2007.
- Rasmussen, Kent. *Mark Twain for Kids: His Life & Times, 21 Activities (For Kids series)*, 2004.

Lesson Plans K-3

1. The Best Fence Painter

By: Johanna Hofmeister

2. Work or Play?

By: Dee Anne Squire

Lesson Plans 4-6

1. Tom Sawyer: friend or Foe?

By: Johanna Hofmeister

2. Whose Voice is it?

3. Will the Real Text Please Stand Up?

By: Pat Lowe

4. Tom, Sam and How We Play

By: Dee Anne Squire

WEBER READS THE ADVENTURES OF TOM SAWYER

Lesson Title: The Best Fence Painter

By: Johanna Hofmeister

Burning Question:

How can I use writing to promote students' self-reflection about their own values and actions as we study the character Tom Sawyer?

Objectives:

- Students will relate prior knowledge to make connections to text (e.g., text to text, text to self, text to world). 7.2.a.
- Students will make inferences and draw conclusions from text. 7.2.e.
- Students will explore ethical issues related to honesty.

Context: Grades K-3

Materials:

- Nichols, Catherine (Adapter). *The Adventures of Tom Sawyer #2: The Best Fence Painter* (Easy Reader Classics), 2006.
- pencils, paper
- friendly letter template
- whiteboard or chart paper

Time Span: 45 minutes (Extensions may require additional time.)

Procedures:

- Think-Pair-Share: Think about a time that you had to do something you really didn't want to do. What happened? How did you feel?
- "Today we're going to read a story about a young boy named Tom Sawyer. In the story, Tom is supposed to paint a fence. Tom thinks painting the fence is hard work and he doesn't want to do it, so he tricks his friends into painting the fence for him."
- Read *The Best Fence Painter*.
 - Integrate reading comprehension strategies by guiding students towards making predictions, connections, clarifying, questioning, and evaluating.
 - Ask questions that help students make inferences and draw conclusions.
 - Emphasize the inferences throughout the text.
- Elicit from students Tom's actions in the story that were not honest. Confirm by revisiting the text.
- With the whole class, use a T-Chart to brainstorm characters to whom Tom should apologize and why.

WEBER READS THE ADVENTURES OF TOM SAWYER

Character	Reason Tom Should Apologize
Aunt Polly	He lied to her.
Billy	He tricked Billy into painting the fence.

- As a shared writing with the whole class, select a character and write a letter of apology from Tom to that character.

Extensions: (Critical for exploring the burning question.)

- Guide students in brainstorming people to whom they owe an apology (parent, sibling, friend, etc.) Have students name the specific behavior for which they are apologizing.
- Using a friendly letter template, students write (or dictate to a cross-age buddy) a letter of apology.

Rationale:

This lesson is designed to build foundational knowledge about the characters and plot of the novel so that when students encounter the text as more mature individuals, they will be better prepared to focus on the numerous complex social issues presented by Mark Twain.

Resources:

- Nichols, Catherine (Adapter). *The Adventures of Tom Sawyer #2: The Best Fence Painter* (Easy Reader Classics), 2006.
- Rasmusen, Kent. *Mark Twain for Kids: His Life & Times, 21 Activities (For Kids series)*, 2004.
- “Friendly letter” templates are available from:
 - http://www.k6edu.com/6thgrade/language_arts/friendly-letter-template.html
 - http://www.education-world.com/a_lesson/03/lp326-05.shtml
 - <http://www.uen.org/Lessonplan/preview.cgi?LPid=5475>

WEBER READS THE ADVENTURES OF TOM SAWYER

Lesson Title: **Work or Play?**

By: Dee Anne Squire

Burning Question:

Can I make *Tom Sawyer* accessible and enjoyable to the primary grades?

Can young children discover the concept regarding work that Tom Sawyer does?

Objective/Introduction:

- Introduce young students to Mark Twain's Tom Sawyer
- Relate the prior knowledge of students to the text.
- Have students draw conclusions from the text.
- Have students relate the text to their own lives.

Materials:

- Nichols, Catherine (Adapter). *The Adventures of Tom Sawyer #2: The Best Fence Painter* (Easy Reader Classics), 2006.
- Chart paper divided into 3 columns and labeled: Work,?, Play, in that order
- Larger blank paper appropriate for making a poster
- Art supplies

Grade level: K-3

Time Span: About 45 min. – Time can and should be broken up to suit the needs of the students. It may possibly span 2 or 3 days. Save the chart each day as a reminder of the work that has already been done.

Procedures:

- Hang up the chart and discuss the difference between work and play. Decide upon a class definition for both terms and record them in the appropriate columns.
- As a group, make a list of words or pictures of things the students consider play and those they consider work. After each suggestion, use thumbs up or thumbs down to find out if students agree on the category, before recording it in the appropriate space. Any items for which students cannot agree on a category should be written in the question mark column.
- Introduce the students to the book, *The Best Fence Painter*, as a book about a boy named Tom Sawyer who has a job to do. Read from the beginning to page 22 of the book. Stop at the section "All Done."
- Pose the following question to the students: Is painting the fence work or play? Discuss again the definitions of work and play and what caused Tom's work to become his friends' play. Revisit the question mark section of the chart and discuss why some saw the items as work and the others as play. You may choose to read either of the attached quotes to the students to solidify their understanding.

WEBER READS THE ADVENTURES OF TOM SAWYER

- Choose one item from the work side. Solicit ideas from the students about ways to make that job fun. With the students, draw and write a poster advertisement selling for money the opportunity to do this job. Repeat if necessary for understanding.
- Have students create their own poster advertisement selling a job of their choice. The poster should include some drawing and some writing as appropriate for the students' skill level. Remind students this job needs to look fun enough for someone to be willing to pay to do it.
- Display posters in the classroom. Share with other classes.

Extensions:

- Have students choose one of their most detested jobs, and brainstorm in their journals a way to make that job more enjoyable. Encourage them to use this method to motivate themselves to do those things that might be less desirable.
- Create an ABC book of words describing work and play. It could include both modern and past examples. Students can each be assigned one letter page to design.

Rationale:

As many students are exposed to Mark Twain for the first time, this lesson will help them to understand that concepts true more than a century ago are still viable in their lives today. Understanding the individual concept of changing work to play is something that can impact their lives for a long time.

Resources:

- Nichols, Catherine. *The Best Fence Painter*. New York: Sterling Publishing Co., 2006.

WEBER READS THE ADVENTURES OF TOM SAWYER

The Adventures of Tom Sawyer:

“He (Tom) had discovered a great law of human action, without knowing it – namely, that in order to make a man or a boy covet a thing, it is only necessary to make the thing difficult to attain. If he had been a great and wise philosopher, like the writer of this book, he would now have comprehended that Work consists of whatever a body is not obliged to do and that Play consists of whatever a body is not obliged to do. And this would help him to understand why constructing artificial flowers or performing on a treadmill is work, while rolling tenpins or climbing Mont Blanc is only amusement.” (pg. 20-21)

Usborne Classics Retold Tom Sawyer:

“Tom had discovered one of the great laws of human nature: in order to make a man or boy long for something, all you have to do is make it hard to come by. And, if Tom had been a philosopher and thought carefully about the day’s events, he would have understood another human truth. Work is everything we are forced to do, and Play is everything we choose to do. This truth explains why sleeping under the stars and riding a horse can seem like hard work to a cowboy, but the rich man in a city will hand over his cash to have a chance to do it.” (pg. 21)

WEBER READS THE ADVENTURES OF TOM SAWYER

Lesson Title: Tom Sawyer: Friend or Foe?

By: Johanna Hofmeister

Burning Question:

How can I use writing to promote students' self-reflection about their own values and actions as we study the character Tom Sawyer?

Objectives:

- Students will relate prior knowledge to make connections to text (e.g., text to text, text to self, text to world). 7.2.a.
- Students will make inferences and draw conclusions from text. 7.2.e.
- Students will explore ethical issues related to peer pressure, manipulation, and honesty.

Context: Grades 4-6

(Students will need to be familiar with the genre of a friendly letter as a prerequisite.)

Materials:

- Brook, Henry and Mark Twain. *Tom Sawyer (Usborne Classics Retold)*, 2008.
- pencils, paper
- whiteboard or chart paper

Time Span: Two 40-45 minute lessons (Extensions may take additional time.)

Procedures:

- Ask students to show Thumbs Up or Down to show their understanding of the following terms: peer pressure, manipulate, trick, honesty. Discuss and give examples of each.
- Think-Pair-Share: Have you ever been tricked or manipulated into doing something? What happened? How did you feel?
- “Today we are going to read a retelling of a chapter from Mark Twain’s novel Tom Sawyer. This is a famous chapter that you may have heard about before, and you will probably study it again in junior high, high school, or even in college. In this chapter, Tom is given a job that he doesn’t want to do, so he comes up with a plan to get out of doing the work. Let’s try to keep track of all the people that Tom Sawyer manipulates in this chapter.”
- Read Chapter “The Happy Artist” pp. 16-27
 - While reading, integrate reading comprehension strategies by guiding students towards making predictions, connections, clarifying, questioning, and evaluating.
 - Ask questions that help students make inferences and draw conclusions.
 - Keep track of the characters that Tom manipulates (either make a list on the board or have students write down the names).
- Elicit from students Tom’s actions in the story that were not honest. Confirm by revisiting the text.

WEBER READS THE ADVENTURES OF TOM SAWYER

- Think-Pair-Share and Writing Prompts: Why were the kids willing to paint the fence? Is Tom a leader? Is Tom a good friend? What would you do if you were Johnny Miller and you knew that Tom was manipulating people?
- With the whole class, use a T-Chart to brainstorm characters to whom Tom should apologize and why.

Character	Reason Tom Should Apologize
Aunt Polly	He lied to her.
Billy	He tricked (manipulated) Billy into painting the fence.

- Students select a character and write a letter of apology from Tom to that character.

Extensions: (Critical for exploring the burning question.)

- Students brainstorm people to whom they owe an apology (parent, sibling, friend, etc.)
- Students write either a letter or poem of apology. (Expose students to creative apology poems with the text *This is Just to Say: Poems of Apology and Forgiveness*, by Joyce Sidman.)
- Create a list of strategies for dealing with peer pressure in a positive way.
- Create a scene for a graphic novel in which a character is experiencing peer pressure.

Rationale: This lesson is designed to build foundational knowledge about the characters and plot of the novel so that when students encounter the text as more mature individuals, they will be better prepared to focus on the numerous complex social issues presented by Mark Twain.

Resources:

- Brook, Henry and Mark Twain. *Tom Sawyer (Usborne Classics Retold)*, 2008.
- Mucci, Tom (Author) and Rad Sechrist (Illustrator). *All-Action Classics: Tom Sawyer*, 2007.
- Rasmussen, Kent. *Mark Twain for Kids: His Life & Times, 21 Activities (For Kids series)*, 2004.
- Sidman, Joyce. *This is Just to Say: Poems of Apology and Forgiveness*. (Houghton Mifflin), 2007.

WEBER READS THE ADVENTURES OF TOM SAWYER

Lesson Title: Whose Voice Is It?

By: Pat Lowe

Burning Question:

How does an author's word choice affect the development of a character's voice?

Objectives:

- Students will examine the author's description of specific characters in fiction.
- Students will list characters' traits and behaviors found in the text.
- Students will create a dialogue between two characters, and read it aloud.

Context: The lesson could be presented midway in the study of *The Adventures of Tom Sawyer*, or as a concluding assessment.

Materials:

- Brook, Henry and Mark Twain. *Tom Sawyer (Usborne Classics Retold)*, 2008.
- Rasmusen, Kent. *Mark Twain for Kids: His Life & Times, 21 Activities (For Kids series)*, 2004.
- Small notebook for recording characters' attributes
- Character analysis study sheet

Time Span: Two or three sessions of 30 - 40 minutes each, with additional time for extension activities

Grade Level: 4th through 6th

Procedures:

- During their study of the text, teacher and students will discuss the author's descriptions of various characters, their behaviors, attitudes, and role in the story.
- Students will make written notes about several characters as the story proceeds, using the author's statements as well as the student's own words.
- Students will choose a character from the text, and write a brief description.
- Students will use specific quotes from the text to substantiate the character analysis.
- The teacher will create groups of students with different characters.
- Each student in the small group will read aloud the description of his/her character. The other students will try to identify the character.
- With a partner, students will discuss and write a description of the relationship of their two characters to each other and the plot.
- Students will collaborate to write a dialogue between their two characters.
- Each set of partners will read their dialogues aloud to the class.
- When all the dialogues have been read aloud, the class will discuss similarities and differences among the perceptions of the characters made by different student authors.

WEBER READS THE ADVENTURES OF TOM SAWYER

- Class discussion should note words which created dissimilar impressions of the same character. How were the characters' voices different, based on the student authors' word choice?

Extensions:

- Students could write a two voice poem between two characters.
- Students could write a two voice poem between a character in *Classics Retold: Tom Sawyer* and a character in a contemporary piece of fiction.
- Students could write a poem in their own voice and that of a fictional character.
- Each student could write a maxim which his/her character might have said, or which the student believes to be true. (A brief list of maxims is found in the Rasmussen book on page 136.)
- The maxims could be grouped by character, and bound in a class book.

Rationale:

By analyzing a fictional character, students will better perceive the concept of voice, and how an author uses language to portray characters.

Resources:

- Brook, Henry. Usborne *Classics Retold: Tom Sawyer*. London: Usborne Publishing Ltd., 2008.
- Fleischman, Paul. *Joyful Noise: Poems for Two Voices*. New York: HarperCollins Publishers, 1988.
- Fleischman, Paul. *I Am Phoenix: Poems for Two Voices*. New York: HarperCollins Publishers, 1985.
- Rasmussen, R. Kent. *Mark Twain for Kids: His Life and Times, 21 Activities*. Chicago: Chicago Review Press, Incorporated, 2004.

WEBER READS THE ADVENTURES OF TOM SAWYER

Character Analysis Study Sheet

On a separate page for each character, make notes about three or four characters in *Classics Retold: Tom Sawyer*. Use specific quotes from the text.

Think about the following ideas:

- Physical characteristics
- Attitudes and beliefs
- Thoughts and feelings
- Friends, enemies, and other relationships
- Actions and behaviors
- Opinions of other characters about him/her
- Purpose for the character in the plot of the story

Write a brief description of two characters.

1—Name _____

2—Name _____

Create a situation in which these two characters would talk to each other. Make it different from anything Mark Twain wrote, but which would “fit” the story of Tom Sawyer.

Where _____

When _____

Why _____

Write a dialogue between these two characters. Include specific details and quotes from the text, so someone who has not read the book will clearly understand these characters.

WEBER READS THE ADVENTURES OF TOM SAWYER

Lesson Title: Will the Real Text Please Stand Up?

By: Pat Lowe

Burning Question: Did the authors of the retold stories stay true to Mark Twain's characters? Did they use literary license, or alter the message to achieve another purpose?

Objectives:

- Students will understand the concept of literary license.
- Students will analyze text content and an author's intent.
- Students will use the reading comprehension strategy of compare and contrast.
- Students will use critical thinking skills to form an opinion.
- Students will write a persuasive response.

Context:

The lesson could be used in a storytelling unit, or during the study of *Classics Retold: Tom Sawyer*.

Materials:

- Copy to read aloud of: *The Adventures of Tom Sawyer #2: The Best Fence Painter*
- *Tom Sawyer (Usborne Classics Retold)*
- Individual copies of pages 16-21 for student use ("The Happy Artist" chapter)
- Graphic organizer/study sheet for each student
- Rasmussen, Kent. *Mark Twain for Kids: His Life & Times, 21 Activities (For Kids series)*, 2004.

Time Span: Two sessions of 30 to 40 minutes

Grade Level: 4th - 6th

Procedures:

- Teacher will read aloud the text, *The Best Fence Painter*.
- With a partner, students will read "The Happy Artist" chapter (Usborne book).
- They will respond orally about similarities and differences between the two texts.
- Each student will list similarities and differences on the study guide.
- In a small group, students will share their analysis, and discuss the study questions.
- The teacher will present information about literary license, and the role of a storyteller. (A brief discussion of copyright is on page 133 in the Rasmussen text. An incident concerning plagiarism is on page 95.)
- The teacher will lead a class discussion of the differences in the two retold texts, and perhaps read Chapter 2 of the original text.
- Each student will form an opinion about the retold stories, and write a persuasive response to the burning questions.

WEBER READS THE ADVENTURES OF TOM SAWYER

Extensions:

- Students might write a different ending to the story, and explain why it should be that way.
- Students could have a debate about which retold story was “better.”
- Students might write an advertisement or review for their preferred version of the story.

Rationale:

Giving students the opportunity to analyze different versions of a popular story will help them practice critical thinking skills. They will think about audience, author’s purpose, and the use of appropriate literary license.

Resources:

- Nichols, Catherine (Adapter). *The Adventures of Tom Sawyer #2: The Best Fence Painter* (Easy Reader Classics), 2006.
- Brook, Henry and Mark Twain. *Tom Sawyer* (Usborne Classics Retold), 2008.
- Mucci, Tom (Author) and Rad Sechrist (Illustrator). *All-Action Classics: Tom Sawyer*, 2007.
- Rasmussen, Kent. *Mark Twain for Kids: His Life & Times, 21 Activities* (For Kids series), 2004.

Study Sheet for “Whitewashing the Fence”

<p>“The Best Fence Painter (entire text)</p>		<p>Usborne Classics Retold: Tom Sawyer (pgs. 16-21)</p>

1. Who is the audience for each text?
2. Which differences seem O.K.? Why?
3. Which are not true to the story?
4. How do they change the story? Why?
5. Is the change important? What are the consequences of the change?

Assignment: Respond to the following questions: Did the authors of the retold stories stay true to Mark Twain’s story and characters? Did they use literary license, or change things too much? Give specific examples to support your opinion.

WEBER READS THE ADVENTURES OF TOM SAWYER

Lesson Title: Tom, Sam and How We Play

By: Dee Anne Squire

Burning Question:

- Can students see how Sam Clemens' used his own life as inspiration for his novels?
- Can students select incidents from their own lives and develop fictional stories?

Objective/Introduction:

- Students will make text-to-self and text-to-text connections.
- Students will become familiar with what play was like a century ago, and identify what prompted it.
- Students will analyze their own play and identify what inspires it.

Context:

This lesson can stand-alone or it can be used after the lesson "Work or Play." (Best for grades 2-5.) For younger grades, convert the first group discussion to a class discussion and focus on the extension mural rather than the writing.

Materials:

- The passage from the book *Usborne Classics Retold: Tom Sawyer* beginning on page 46 with the paragraph, "Tom climbed out of the town . . ." and read through the end of the chapter on page 51.
- The section entitled, "Games That Sam Played," from the book *Mark Twain for Kids* by R. Kent Rasmussen on page 15.
- Paper for each student to create his or her own book.
- Art supplies

Time Span:

About 40 minutes to share, read, and discuss. Plan on at least another 30-40 minutes for students to complete their books. This can be completed over a couple of days; just collect the recorder's notes, and redistribute them to groups when it comes time to do their writing.

Procedures:

1. Put students into groups of 3-4. Chose one person to be the recorder. Assign all students to talk about the following questions. The recorder should write down all of the responses to share with the class.
 - a. What do you play?
 - b. Who are your companions/ friends?
 - c. Who is the person in charge of choosing what and how you play?
 - d. Where do you get your play ideas?
 - e. Where is the location of your play? Ex. Inside, Outside, computer room, tree
2. After students have had time to talk, ask each group to choose two things to share with the class. Circle them on the recorder's paper. Choose a spokesperson. Allow each group to share.
3. Introduce the class to Samuel Clemens and tell them you are going to share information about what he

WEBER READS THE ADVENTURES OF TOM SAWYER

played over 100 years ago. Ask the class to answer the above questions again acting as if they were Sam. They will discover the answers to the question as you read aloud the section “Games that Sam Played.” Discuss students’ answers after the section is complete. Look for similarities or differences between their play and Sam’s play.

4. Introduce students to Tom Sawyer, the character created by Mark Twain/Samuel Clemens. Again ask students to look at the above questions, this time answering them for Tom. Read the passage from *Usborne Classics Retold: Tom Sawyer*. Discuss the similarities and differences between the games Tom played and the games Sam played. Students should discover that Sam took the inspiration for Tom’s play from his own childhood.
5. Assign students to create a short book based on the games they play. Each student should create his or her own character. Then use that character to share information about the games they play. The amount of illustrations and writing should be based on the ability level of the students. A study buddy could help young students write after the student has created the story through artwork.
6. Arrange students once again in small groups to share the stories with one another. Have them discuss the similarities and differences in the games they and their friends play.
7. Anonymously circulate the stories among the students. After reading each story students make a guess as to who the author is based on the character created and the games that character played. Talk to the students about what information helps us to make a more informed prediction.

Extensions:

- Using the stories the students created about their play; make a class mural of play. Make sure that everyone has an opportunity to add his or her specific ideas. Upon completion read the mural and discuss what more you have learned about play in the 21st century.
- Let students experience yesterday by making a Paddlewheel Boat. Instructions are on page 34-35 of *Mark Twain for Kids*. Set up a course for racing the boats.

Rationale:

As students take a closer look at their play, especially compared with someone from long ago, they should be able to draw conclusions. They might recognize consequences, good or bad, of their play, and make thoughtful changes in their behavior.

Resources:

- Brook, Henry and Mark Twain. *Tom Sawyer (Usborne Classics Retold)*, 2008.
- Rasmussen, Kent. *Mark Twain for Kids: His Life & Times, 21 Activities (For Kids series)*, 2004
- From *OnlineQuilter*, Victorian Parlor Games:
<http://www.onlinequilter.com/MommyMe/19thCenturyChildrensGames/tabid/275/Default.aspx>
- From the Michigan Historical Center, instructions for some 19th century children’s games:
<http://www.hal.state.mi.us/mhc/museum/musefaye/games.html>