**Tom Sawyer**

Objective: To increase student reading ability, critical thinking skills, and the applicability of such skills.

Sources: Tom Sawyer by Mark Twain; Teacher and Student resource packet and [www.absoluteastronomy.com/topics/Tom\_Sawyer](http://www.absoluteastronomy.com/topics/Tom_Sawyer)

Standards and Benchmarks: I, II, III (All)

Week 1:

Introduction to Mark Twain. Students do a web quest for Mark Twain, read the information, and share an interesting fact with the class.

Watch an interview of Mark Twain from youtube.

Discuss: What is a plot? Setting? Character description. Students and teacher discuss the plot overview for Tome Sawyer ([www.absoluteastronomy.com](http://www.absoluteastronomy.com)).

Read: Chapters 1-4.

Week 2:

Discuss: Students get into literature circles and discuss chapters 1-4.

Web site: Students read chapter summary for chapters 1-4 and discuss any points they missed: [www.absoluteastronomy.com/topics/Tom\_Sawyer](http://www.absoluteastronomy.com/topics/Tom_Sawyer).

Students begin a character map. This will be ongoing as more characters are introduced into the story.

Read: Chapters 5-8

Notes: Students take two-column notes on chapters 5-8.

Questions: From the two-column notes the students come up with two open ended questions, which will be answered by a partner.

Discuss: Students discuss and compare the significance of the relationship of Tom Sawyer and Huckleberry Fin. Students then predict the course the book will take in the next chapters.

Week 3:

Read Chapters 9-12.

Students analyze Sid and how his relationship and Tom’s are dependent on one another.

Writing: Students write a short story about being a pirate. How would they provide for themselves? As Tom and Huck were living off the land; what are some things the kids could do to provide a meal and shelter.

Students read Chapter analysis of Ch. 9-12 on [www.absoluteastronomy.com/topics/Tom\_Sawyer](http://www.absoluteastronomy.com/topics/Tom_Sawyer)

Week 4:

Read: Chapters 13-16

Students write a short essay discussing the type of terminology used in Tom Sawyer and compare it to modern terminology. What is alike? What is different? What words did Mark Twain use in his writing which we do not use today, but we use other words in their place.

Students create a word wall for these terms.

Students do Study Questions for Chapters 1-16. Students look up the proof and examples of answers in the book and document page numbers.

Week 5:

Read: Chapters 17-20

Web quest: Grave Robbing in the 1800s. Students do a web quest on the rate of grave robbing and why in the 1800s. What did they do with the stuff they stole? What happened to people who were discovered to do this?

Jail system: students research the jail and justice system in the 1800s. What were they like? How did the town administer “justice”?

Students get in literature circles and discuss what occurred in the chapters to this point. Apply their research and discuss what they had learned from their web quests and apply it to Tom and Huck.

Week 6:

Read: Chapters 21-25

Poster: Students create a poster of events which have occurred to this point. Students collect pictures which depict events as they see them. Students label the sequence of events for each picture.

Week 7:

Read: Chapters 26-29

Activity 8: Understanding the elements of a novel (from teacher resources).

Students discuss Chapters 26-29 and analyze the events which have occurred. Then students compare their analysis with the on [www.absoluteastronomy.com/topics/Tom\_Sawyer](http://www.absoluteastronomy.com/topics/Tom_Sawyer). What was different? What did they miss?

Web Quest: Typical life of a mountain man in the 1800s Mississippi. Share the information with their literature group. How is it different from life today? How would the students cope with the life of the time?

Week 8:

Read: Chapters 30-Conclusion.

View: Movie of Tom and Huck.

Students write a two page compilation paper: Comparing and Contrasting the book, the movie, and life today. Students must have a poster with pictures depicting events from all three.