

# THE ADVENTURES OF TOM SAWYER

**Grade Level or Special Area:** Fifth Grade

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**Length of Unit:** Six lessons (eighteen days – 60 minutes each day)

## I. ABSTRACT

*The Adventures of Tom Sawyer* is a classic story about a mischievous boy with an active imagination who spends most of his time getting himself and his friends into and out of trouble; a story of a boy with a good heart and strong moral conscience. Your fifth graders will enjoy traveling with this young man, surprisingly much like themselves, from his boyhood adventures across the span of a summer to the responsibilities and privileges of adulthood. Join our hero on the island, in the cave, and in love...and relive the adventure of a lifetime!

## II. OVERVIEW

### A. Concept Objectives

1. Students will understand how to read and understand a variety of materials. (adapted from *Colorado Model Content Standards for Reading and Writing*, Standard 1)
2. Students will understand how to apply thinking skills to their reading... (adapted from *Colorado Model Content Standards for Reading and Writing*, Standard 4)
3. Students will develop an awareness of literature as a record of human experience. (adapted from *Colorado Model Content Standards for Reading and Writing*, Standard 6)

### B. Content from the *Core Knowledge Sequence*

1. Fifth Grade Language Arts (*Core Knowledge Sequence*, p. 110-111)
  - a. Fiction and Drama
    - i. Stories – *The Adventures of Tom Sawyer* (Mark Twain)
    - ii. Literary Terms – Pen name (pseudonym)

### C. Skill Objectives

1. Students will summarize long text passages. (*CMCS for Reading and Writing*, GLE 1.5.2)
2. Students will draw inferences using contextual clues. (*CMCS for Reading and Writing*, GLE 1.5.3)
3. Students will use word recognition skills to understand unfamiliar words (for example, decoding multi-syllable words, affixes, root words). (*CMCS for Reading and Writing*, GLE 1.5.7)
4. Students will select appropriate definitions from the dictionary. (*CMCS for Reading and Writing*, GLE 1.5.8)
5. Students will use the pronunciation guide in the dictionary to correctly say unfamiliar words. (*CMCS for Reading and Writing*, GLE 1.5.9)
6. Students will paraphrase the key ideas in fiction... (*CMCS for Reading and Writing*, GLE 1.5.10)
7. Students will confirm meaning using context clues. (*CMCS for Reading and Writing*, GLE 1.5.11)
8. Students will determine author's purpose. (*CMCS for Reading and Writing*, GLE 4.5.1)
9. Students will predict and draw conclusions about stories. (*CMCS for Reading and Writing*, GLE 4.5.2)
10. Students will use reading ...and listening to define and solve problems. (*CMCS for Reading and Writing*, GLE 4.5.4)

11. Students will read, respond to, and discuss literature that represents points of view from places, people, and events that are...unfamiliar. (*CMCS for Reading and Writing, GLE 6.5.2*)
12. Students will identify and analyze elements of plot and characterization. (*CMCS for Reading and Writing, GLE 6.5.3*)
13. Students will use knowledge of foreshadowing... to understand the text. (adapted from *CMCS for Reading and Writing, GLE 6.5.5*)
14. Students will explain how figurative language supports meaning in a given context. (*CMCS for Reading and Writing, GLE 6.5.6*)
15. Students will identify characters, setting, problems/conflict, action/plot/events, resolution/solution, theme, mood/tone/atmosphere, and sequence in fiction. (*CMCS for Reading and Writing, GLE 6.5.7*)

### III. BACKGROUND KNOWLEDGE

- A. For Teachers
  1. *The Adventures of Tom Sawyer*, by Mark Twain (Viking: Penguin Group)
  2. *Sparknotes: Today's Most Popular Study Guides: The Adventures of Tom Sawyer* Mark Twain, by Sparknotes
- B. For Students
  1. Students will be able to write a summary paragraph about what they have read. (*Core Knowledge Sequence, p. 109*)
  2. Students will have the skills necessary to use a student dictionary and thesaurus efficiently. (*Core Knowledge Sequence, p. 65*)
  3. Students will understand what synonyms and antonyms are and provide synonyms and antonyms for given words. (*Core Knowledge Sequence, p. 87*)

### IV. RESOURCES

- A. *The Adventures of Tom Sawyer*, by Mark Twain (Puffin Classics) (Lessons One – Six)
- B. *The Adventures of Tom Sawyer*, by Mark Twain (Viking: Penguin Group) (Lessons One – Six)
- C. *The Adventures of Tom Sawyer*, by Mark Twain (Cassette) (Lessons One – Six)

### V. LESSONS

#### Lesson One: Introduction to *The Adventures of Tom Sawyer* (60 minutes)

- A. *Daily Objectives*
  1. Concept Objective(s)
    - a. Students will understand how to read and understand a variety of materials.
    - b. Students will understand how to apply thinking skills to their reading.
    - c. Students will develop an awareness of literature as a record of human experience.
  2. Lesson Content
    - a. Fiction and Drama
      - i. Stories – *The Adventures of Tom Sawyer* (Mark Twain)
      - ii. Literary Terms – Pen name (pseudonym)
  3. Skill Objective(s)
    - a. Students will select appropriate definitions from the dictionary.
    - b. Students will use the pronunciation guide in the dictionary to correctly say unfamiliar words.
    - c. Students will confirm meaning using context clues.

- d. Students will read, respond to, and discuss literature that represents points of view from places, people, and events that are...unfamiliar.
- e. Students will identify characters, setting, problems/conflict, action/plot/events, resolution/solution, theme, mood/tone/atmosphere, and sequence in fiction.
- f. Students will predict and draw conclusions about stories.
- g. Students will determine author's purpose.

B. *Materials*

- 1. Student and teacher copies of *The Adventures of Tom Sawyer*, by Mark Twain (Puffin Classics, ISBN 0-14-250097-6)
- 2. Teacher copy of *The Adventures of Tom Sawyer*, by Mark Twain (Viking: Penguin Group, ISBN 0-670-86984-8) – this should be used to add additional commentary as you wish while reading the text; this book has a good deal of historical information in the margins that will interest your students; use it throughout the unit at your own discretion)
- 3. Two pocket folder with brads for each student, preferably all the same color; students will keep all their paperwork for this unit in this folder and take it home at the end of the unit
- 4. Large chart paper and tape to mount charts
- 5. Chart markers
- 6. Prepared chart made from Appendix A – Prediction Chart
- 7. Teacher copy of Appendix B – Narrative on Mark Twain – rehearsed ahead of time
- 8. Optional – costume to dress like Mark Twain to introduce unit
- 9. Three-hole punched student copies and teacher transparency of Appendix C – Think When You Read
- 10. Three-hole punched student copies of Appendix D – Vocabulary List for Tom Sawyer
- 11. Three-hole punched student copies of Appendix E – Word Map
- 12. Student copies of Appendix F – Mini Quiz – Background for Tom Sawyer – **cover answers before copying**
- 13. Student dictionaries
- 14. Student thesaurus' if available
- 15. College dictionaries for advanced readers if available

C. *Key Vocabulary*

- 1. Mark Twain – pen name of Samuel Langhorne Clemens, author of *The Adventures of Tom Sawyer*
- 2. Prediction – a guess about what might happen next or as a result of some action
- 3. Pen name – pseudonym; a name an author uses instead of his own

D. *Procedures/Activities*

- 1. Hand out student copies of *The Adventures of Tom Sawyer* at the beginning of class. Put Key Vocabulary on the board to discuss throughout this lesson.
- 2. Introduce this unit by taking on the character of Mark Twain (costume is optional). Read or narrate from memory the information from Appendix B – Narrative of Mark Twain.
- 3. After reading this narrative to students, continue to maintain your character and ask students to think about the title of this book you have written. Ask a student to read the title to you (*The Adventures of Tom Sawyer*). Ask students to look at the picture on the front of the book and determine how old this boy might have been. Explain that it is generally accepted that this boy was about 12-14 years

- old. Using chart paper, have students brainstorm some of the adventures that this boy might have in this book.
4. After students have shared their ideas of what kinds of adventures might go on in the book, have them read the back cover of the book.
  5. Using your chart prepared from Appendix A – Prediction Chart, talk with your students about the characters they have already been introduced to on the back of the book. Write these characters names on the chart (Tom Sawyer, Huck Finn, Joe Harper). They might also pick out that there is a murderer in the story. If so, add it to the chart as well.
  6. Next, ask students if they can anticipate any type of conflict in this story, just from that passage on the back of the book. They will notice that Tom and his buddies run away for some reason. They should also notice that a murder is going to be committed. Just the fact that Tom Sawyer always seems to find trouble should tell them that lots of conflict will be present in this story.
  7. Have students give you several predictions about what they think this story might be about at this point. Journal their ideas on the chart paper. Talk about why making predictions is important as we read. It gives us something to look for as we read and it helps us draw conclusions from our reading.
  8. Hand out Appendix C – Think When You Read to each student. Using your transparency, talk with students about why it is important to think of questions they have about their reading both before they read and during their reading. Put these in reading folders and use throughout the unit.
  9. Tell students that many of the words used in this book are not a part of what we would consider Standard English today. This type of English was used by the people who lived in this area at the time that the novel takes place. Explain that as they read the novel, you will be pointing out some of these words for them so that together, they can figure out what they mean within the context of their reading. Put up a piece of chart paper at this time and title it Funky English of Tom Sawyer. Remind students that these words will sound funny to their ears, but to the people of the time, these would have been normal, everyday words or expressions and everyone would have understood them. Ask students if they can think of any unusual words that they use today, that people of a previous generation might not understand the meaning of, or might think it means something different than the way we mean it to be understood today. (gross, bad, gnarly, cool, etc.) Explain that this is the same kind of thing that they will be encountering as they read the story.
  10. Next, explain to students that there are also quite a few English words that will be used in this book that are “standard” English, but they are words that they, as fifth graders, might not be familiar with. Hand out Appendix D – Vocabulary List for Tom Sawyer. Explain to student that as they go through this text, these words will appear and they will be doing some activities in each lesson to familiarize themselves with their meanings. They will not need to memorize these lists, as they are extensive, but the meanings of these words will be reviewed periodically to assist students in learning their proper usage.
  11. Hand out copies of Appendix E – Word Map to students. Explain to students that as they encounter these difficult words in their reading they will sometimes be doing word maps for them. At this time, group students into three or four groups. Hand out notebook paper to each group, one piece per student. You can make one group your brightest (gifted) readers. Give each group three or four words from the list for Chapter One from Appendix D. The words with asterisks are very difficult and students will not be able to find them in easier dictionaries.

Your brighter students who need a challenge should get these words and should be allowed to use a college dictionary to find them.

12. Instruct each group to use dictionaries and a thesaurus to complete word maps for each word following their example from Appendix E. Students should find the word in the chapter, think about what it means in the context, and then complete the word map based on that meaning. You may want to provide page numbers for the words based upon what version of the book your students are using.
  13. Assist groups as necessary to complete three to four word maps each.
  14. When groups have completed their word maps, have a spokesperson for each group share with the class what these words mean. Word maps can be posted to use during reading in the next lesson.
  15. Review with students the content of what they will be studying in this unit (the novel, *The Adventures of Tom Sawyer*, by Mark Twain). Review briefly that this novel was written long ago, but will be fun for them to read of the antics of this boy who was not so unlike most of them. Review that as we read this book, we will be focusing on monitoring our reading, asking lots of questions, making predictions in our reading, and working together to learn the meanings of unfamiliar words. Tell students that they will also get the opportunity to create a fun project as they work on this unit and that you will go into more detail about this later on.
  16. Hand out student copies of Appendix F – Mini Quiz – Background for Tom Sawyer. Instruct students to complete the Mini Quiz and turn it in for evaluation.
- E. *Assessment/Evaluation*
1. Student group completion of three or four word maps related to the vocabulary for Chapter One
  2. Individual student completion of Appendix F – Mini Quiz

**Lesson Two: *The Adventures of Tom Sawyer* – Chapters 1-8 (four 60 minute periods)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students will understand how to read and understand a variety of materials.
  - b. Students will understand how to apply thinking skills to their reading...
  - c. Students will develop an awareness of literature as a record of human experience.
2. Lesson Content
  - a. Fiction and Drama
    - i. Stories – *The Adventures of Tom Sawyer* (Mark Twain)
3. Skill Objective(s)
  - a. Students will summarize long text passages.
  - b. Students will draw inferences using contextual clues.
  - c. Students will use word recognition skills to understand unfamiliar words (for example, decoding multi-syllable words, affixes, root words).
  - d. Students will select appropriate definitions from the dictionary.
  - e. Students will use the pronunciation guide in the dictionary to correctly say unfamiliar words.
  - f. Students will confirm meaning using context clues.
  - g. Students will predict and draw conclusions about stories.
  - h. Students will read, respond to, and discuss literature that represents points of view from places, people, and events that are...unfamiliar.
  - i. Students will identify and analyze elements of ...characterization.

- j. Students will use knowledge of foreshadowing...to understand the text.
- k. Students will identify characters, setting, problems/conflict, action/plot/events, resolution/solution, theme, mood/tone/atmosphere, and sequence in fiction.

B. *Materials*

1. Student and teacher copies of *The Adventures of Tom Sawyer*, by Mark Twain (Puffin Classics, ISBN 0-14-250097-6)
2. Teacher copy of *The Adventures of Tom Sawyer*, by Mark Twain (Viking: Penguin Group, ISBN 0-670-86984-8)
3. *The Adventures of Tom Sawyer*, by Mark Twain (Cassette version)
4. Cassette player
5. Student folders from Lesson One
6. Large chart paper
7. Chart markers
8. Student dictionaries
9. Student copies of Appendix G – Comprehension Questions – Chapters 4-5 – **cover answers before copying**
10. Chart of Appendix H – Word Map – Superstition
11. Notebook paper

C. *Key Vocabulary*

1. Foreshadowing – to give an indication beforehand that something specific will occur later
2. Character – one of the people in a story, book, etc.
3. Superstition – a belief that some action not connected to a future event can influence the outcome of the event.

D. *Procedures/Activities*

1. **DAY ONE:** Tell students that today, they will begin reading *The Adventures of Tom Sawyer*, by Mark Twain. Hand out books if necessary.
2. Review vocabulary from Lesson One with students. Direct students to their vocabulary sheets in their folders. Have students use dictionaries to make word maps for Chapter Two words. They should work in groups again with the higher level students working on the asterisked words again.
3. When students have finished, have them share their word maps with the class and post with the others.
4. Tell students that due to the difficulty of the dialogue in this novel, you will be using a recorded version of this text to read portions of this novel. Explain to students that they will listen to the recorded version of the text first for chapter one and then you will read aloud together, chapter two. Instruct students to follow along with the tape in their books at all times, as this will increase their ability to learn how to say the words that are unfamiliar to them and assist them with the regional dialect that is used in the book.
5. Play Tape 1, side A, chapter one. Monitor students listening skills and their ability to follow along as the chapter is read to them.
6. At the end of Chapter One, stop and ask students several questions about what they have read. ASK: What do we learn about Aunt Polly in this first chapter? Why is Aunt Polly taking care of Tom? (his mother was dead) If you were Aunt Polly, how would you try to manage Tom? How would you prevent him from playing hooky, fighting, and lying?
7. Using your prediction chart on the wall, have students name the characters in this chapter (Aunt Polly, Tom, Sid). Have them list any conflict that has occurred.

8. Next ask students to make a prediction on the chart. ASK: What kind of punishment will Aunt Polly give Tom? How will he outsmart her?
9. When you have completed reviewing this chapter, call on students to read aloud all of Chapter Two. (You may choose to have students listen to chapter two as well, depending upon the reading level of your students.)
10. When finished reading Chapter Two, have students take out their copies of Appendix C – Think When You Read, from Lesson One. Ask students to take a few minutes to complete this sheet based on their reading of Chapters One and Two.
11. When students are finished with this, have them put their books and folders away. Ask students how they think Aunt Polly will react to Tom’s deception in Chapter Two? Add their prediction to your chart.
12. Assign Chapter Three as at-home reading for tonight. Tell students to take their books and folders home to read this chapter. Remind them to look at their copies of Appendix D – Vocabulary, as they are reading, and work out the meanings of these words from the context when they read. If they cannot figure out what a word means, they should look it up and make a word map for it to share in class the next day. They may get assistance from their parents with difficult words with asterisks.
13. **DAY TWO:** Tell students to take out their books. Review last night’s reading assignment together by asking students questions about the reading. ASK: Tom sought revenge on Sid for getting him in trouble. How did Tom try to get back at Sid? (threw clods of dirt at him) Should we make a practice of seeking revenge on others? Why or why not? Why do you think the author included a character in this story like Sid? (he is a “good” boy; contrast to Tom) What game does Tom play after his escape? (army; soldiers) In the next paragraph, what happens? (he falls in love with a girl)
14. Discuss with students how the author is showing the contrast in this character...one minute he is a rough playing tomboy and in the next, a heartsick lover. Tom has many sides in this story. Remind students to look for new characteristics of Tom as they read today.
15. ASK: What does Tom start imagining after he got in trouble? (how it would be if he was dead) Does Aunt Polly apologize to Tom? (no) Why or why not? Have you ever been blamed for something you didn’t do? What does Tom think about death? (he wishes he could die without feeling the pain, p. 25) How does he think Aunt Polly would feel if he died? (he thinks she wouldn’t care)
16. Ask students how they think Tom will recover from his “falling in love?” Have them add their prediction to the chart.
17. Have students turn to Chapter Four, and using the recorded version, have students listen to Chapters Four and Five during class time.
18. As students are listening, write vocabulary words on the board as they come up in the story today. If you prefer, you can stop the tape and discuss the words as you go along.
19. At the end of the listening segment, hand out student copies of Appendix G – Comprehension – Chapters Four and Five. Have students work together in pairs to complete this worksheet for a grade.
20. **DAY THREE:** Begin today’s class by having students take out dictionaries. Play the dictionary race game with students using the words from Appendix D for chapters six and seven. You do not need to do all of the words, just choose 5-10 words depending upon how well your kids are able to do this. Write the word on the board and students race to see who can find the word first in their

- dictionary. Be sure you have two or three students able to use college dictionaries to do the more difficult, asterisked words. Review the meanings of the words as you go over them.
21. Read chapters six and seven in class today, or you may choose to use the recorded version again. After reading ASK: How did Aunt Polly use a chunk of fire to pull Tom's tooth? (she scared him by bringing a coal close to him and he jumped and the tooth was out) What causes warts? (a virus) How are they cured? (medicine, acid, etc.) What were Tom and Huck's cures for warts? (dead cats, spunk-water, split beans)
  22. Discuss what superstition is with class. Use chart of Appendix H on the wall to brainstorm about what superstition is. ASK: Why do people believe in superstitions?
  23. ASK: How did Tom use his tardiness to get Becky's attention? (he was punished by having to sit with the girls) Would there have been a better punishment? Why did Becky pay attention to Tom? (because he could draw) Why did Becky slap Tom if she was pleased? How does Tom make Becky like him? (talks about rats, chewing gum, and the circus) How does he get her mad at him? (he says something about being engaged before to Amy Lawrence) Point out to students here that the author is reminding us of the fact that Tom is just a young boy. He is careless about what he says to Becky about Amy Lawrence, and this will now haunt him for quite a while.
  24. Assign chapter eight as homework reading for tonight. Remind students to pay attention to their vocabulary lists as they read at home.
  25. **DAY FOUR:** Review last night's reading with students. ASK: Why did Tom play hooky from school? (he had problems with Becky and wasn't in the mood for school) It seemed pretty easy for Tom to play hooky. Do you think it would be easy for you to do? Why or why not? What do Tom and Joe play in this chapter? (Robin Hood and Guy of Guisborne) What do you know about this story? Why do you think they would rather be doing this than anything else in the world?
  26. This question should bring up some ideas about what kind of character Tom Sawyer has developed into in this book. Using a chart of Appendix I – Character Web, begin a Character Web on the wall of Tom. Ask students to give you words that describe Tom's character. Clump words that are similar onto one line. Discuss what kind of a boy Tom is and ask students if they think he is changing as they read along in the book up to now. Is Tom "growing" as a character? Is he learning from his mistakes?
  27. Ask students what Tom decided he wanted to be in this chapter after his fight with Becky. (a pirate) Tell students that this is an example of foreshadowing that the author uses to tell us something about what will happen later on in the book. Tell students to watch for when Tom really does become a "pirate" later on in the story.
  28. Using chart paper, make a chart to journal examples of foreshadowing in this book. Title it "Foreshadowing in Tom Sawyer" and number it #1, #2, and #3. Write in the previous example for students on #1. Leave this up so that it will be a visual reminder to students to look for more examples of foreshadowing.
  29. Tell students that there will be two more examples of foreshadowing in this book that you would like them to watch for as they read throughout the unit. Tell them that when one becomes apparent to them, to please let you know so that you can then discuss them as a class. (Tom's extreme fear of Injun Joe foreshadows his later serious encounters with him. Tom's obsession with the oath that he and

Huck make never to tell about the murder foreshadows the time later in the book when Tom will actually break that oath and testify against Injun Joe in the trial.) Point these out to students later on as they arise in the story.

30. Hand out notebook paper to each student. Tell students that as a review and evaluation, they will be writing a summary of the events that have occurred so far in chapters one through eight of the book. Follow your standard procedures for writing summaries.

E. *Assessment/Evaluation*

1. Students will complete word maps in groups for new vocabulary.
2. Students will complete Appendix C – Think When You Read after reading Chapters 1-2 to monitor their comprehension.
3. Student will complete Appendix G – Comprehension Questions for Chapters 4-5.
4. Student will write summary of Chapters 1-8 to show comprehension of material read.

**Lesson Three: *The Adventures of Tom Sawyer* – Chapters 9-15 (four 60 minute periods)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students will understand how to read and understand a variety of materials.
  - b. Students will understand how to apply thinking skills to their reading...
  - c. Students will develop an awareness of literature as a record of human experience.
2. Lesson Content
  - a. Fiction and Drama
    - i. Stories – *The Adventures of Tom Sawyer* (Mark Twain)
3. Skill Objective(s)
  - a. Students will draw inferences using contextual clues.
  - b. Students will use word recognition skills to understand unfamiliar words (for example, decoding multi-syllable words, affixes, root words).
  - c. Students will select appropriate definitions from the dictionary.
  - d. Students will use the pronunciation guide in the dictionary to correctly say unfamiliar words.
  - e. Students will paraphrase the key ideas in fiction...
  - f. Students will confirm meaning using context clues.
  - g. Students will determine author's purpose.
  - h. Students will predict and draw conclusions about stories.
  - i. Students will use reading ...and listening to define and solve problems.
  - j. Students will read, respond to, and discuss literature that represents points of view from places, people, and events that are...unfamiliar.
  - k. Students will identify and analyze elements of plot and characterization.
  - l. Students will explain how figurative language supports meaning in a given context.
  - m. Students will identify characters, setting, problems/conflict, action/plot/events, resolution/solution, theme, mood/tone/atmosphere, and sequence in fiction.

B. *Materials*

1. Student and teacher copies of *The Adventures of Tom Sawyer*, by Mark Twain
2. Teacher copy of *The Adventures of Tom Sawyer*, by Mark Twain (Viking: Penguin Group, ISBN 0-670-86984-8)
3. Cassette version of *The Adventures of Tom Sawyer*

4. Cassette player
  5. Student folders from previous lessons
  6. Large chart paper
  7. Chart markers
  8. Student dictionaries
  9. Student copies of Appendix J – Reading for Comprehension (two pages)
  10. Student copies of Appendix K – Vocabulary Activity
  11. Student copies of Appendix L – Crossword Puzzle
  12. Four to six large pieces of cardboard, large enough for four or five students to sit on
  13. Student copies of Appendix M – Camp Brochure Project and Rubric (two pages)
  14. Student copies of Appendix N – More Vocabulary – **cover answers before copying**
  15. Student copies of Appendix O – Comprehension Activity – **cover answers before copying**
  16. Brown and black tempera paint and paint brushes for class use
  17. Newspaper to protect desks and floor from paint
  18. Scraps of rope, etc. to add detail to “rafts”
  19. 8 ½” x 11” white copy paper for each student (extras for rough drafts)
- C. *Key Vocabulary*
1. Brochure – a booklet, usually with pictures, that gives information about a product, service, or place to visit
- D. *Procedures/Activities*
1. **DAY ONE:** Prior to reading or listening today, hand out student copies of Appendix J – Reading for Comprehension. Instruct students to read this over carefully before beginning the reading for today. They will be required to answer the questions on this sheet after reading chapters nine through eleven.
  2. Review vocabulary for chapters nine through eleven with students, referring to their lists in their folders. You may choose to have students explain meanings of words they are familiar with or make word maps prior to reading or you can identify words to figure out in context as you read together.
  3. Group students into small groups for reading together today. Have them read chapters nine through eleven together in small groups. You may also choose to have the entire class listen to chapter nine of this on the audio cassette, and then continue reading chapter ten in small groups, and assign chapter eleven as homework.
  4. After students are finished with reading, they should work on Appendix J and finish it for homework if class time does not allow.
  5. **DAY TWO:** Review chapters 9-11 with class. Collect homework to be graded or go over it orally to grade.
  6. Introduce Chapter 12 vocabulary with Appendix K – Vocabulary Activity, p. 1. Have a student who is competent with the use of a college dictionary look up the final last two vocabulary words. Work together to define the three words at the bottom of the page. These words appear in the text on pages 101-103. Be sure students understand the meanings as they are used in the text.
  7. Instruct students to turn to p. 101 and read chapter twelve together as a class.
  8. After reading page 103, ASK: What does it mean that “the boy was mending the health of a crack in the sitting-room floor with it”? (Tom was pouring his medicine down a crack in the floor instead of taking it.)

9. After reading page 105, ASK: Even though the author says that the cat was agreeable to taking the medicine, how do we know this was not true? (It says Tom pried his mouth open and poured...)
10. After page 106, ASK: How did Tom explain to his aunt that being cruel to the cat was just like being cruel to a boy? (He talked about the cat not having an aunt to give him medicine, and so he had to force it on him; this made Aunt Polly realize that Tom didn't like all her harsh treatment either.)
11. Finish reading Chapter 12 and ASK: How did Tom show off to Becky? Why do you think he did this? Why was this chapter put in the book right after the chapter about the murder? (comic relief – he put something laughable in to relieve the tension)
12. Hand out a sheet of notebook paper to each student. Instruct them to take out their copy of Appendix D – Vocabulary List. Have students look over the words for Chapter 13. Tell students that they will now listen to the recorded version of Chapter 13. As they are listening, they should watch for the vocabulary words that are listed. If there are any words used that they do not understand the meaning of in the context of the story, they should jot them down on their notebook paper along with the page number the word appeared on. They will do an activity with these words after listening.
13. Begin the cassette tape and have students listen to all of Chapter 13 together.
14. At the end of the listening session, ask students what words they wrote down. Work together with the class as a whole to work out the meanings of these words. Once all students have a clear understanding of the meanings of these words in context, have each student now use the word on his/her paper in a sentence of their own showing that the meaning is clear. Collect papers.
15. Hand out student copies of Appendix L – Comprehension Activity – Chapter 13. Have students complete the crossword puzzle activity by answering the questions from this chapter.
16. **DAY THREE: Campin' on the Mighty Mississip' (optional activity)** Tell students that today they will be taking an adventure back in time to experience what it might have been like to be “running away” with Huck, Joe, and Tom. Put students into four to six groups of four students each, depending upon the size of your class. Give each group a large piece of cardboard. Move desks around so that there is space on the floor for each piece of cardboard. Instruct students to sit in their groups on top of their cardboard. Their feet may hang off the edges, but they should try to position their bodies to be comfortably on the cardboard with a bit of room for supplies. They might have to kneel or stand to all fit!
17. Tell students that they have just boarded their wooden raft to start their journey down the mighty Mississippi River toward Jackson's Island. Explain to students that they will not be running away on their wooden rafts, because they are all very happy at home with their families who love them and care for them greatly, but they will instead be planning a trip to “camp” on the fictional island where Tom, Huck, and Joe spent their running away time!
18. Hand out Appendix M – Camp Brochure Project to each group. Go over this assignment with class and allow them the remainder of the time period to start thinking about their project and making a rough draft. This project can either be completed entirely in class or you can assign students to work on it outside of class time. Remind students that they will be learning more about the Island and the things the boys do there in the upcoming chapters, so they should stay tuned to their reading to learn more facts as they go along.

19. Students should decorate their cardboard “raft” with paint, rope, etc. to make it look like a real raft. These will be hung on the wall later to display completed brochure projects on.
  20. Set a date for when you want students to turn their projects in and have them write the date on their copy of Appendix M. Remind students that turning in their project on the assigned date will assist them in getting a better grade!
  21. **DAY FOUR:** To introduce vocabulary for Chapters 14-15, hand out copies of Appendix N – More Vocabulary, to each student. Have students work together with a partner and their dictionaries to complete the activity.
  22. Using the recorded version, listen together to Chapters 14-15.
  23. When listening is completed, hand out copies of Appendix O – Comprehension Activity and have student complete and turn in for evaluation.
- E. *Assessment/Evaluation*
1. Completion of Appendix J – Comprehension Questions – Chapters 9-11
  2. Student will write ten sentences showing understanding of vocabulary for Chapter 13.
  3. Completion of Appendix L – Comprehension Questions – Chapter 13
  4. Completion of Appendix N – Vocabulary
  5. Completion of Appendix O – Comprehension Questions – Chapters 14-15

**Lesson Four: *The Adventures of Tom Sawyer* – Chapters 16-22 (three 60 minute periods)**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Students will understand how to read and understand a variety of materials.
    - b. Students will understand how to apply thinking skills to their reading...
    - c. Students will develop an awareness of literature as a record of human experience.
  2. Lesson Content
    - a. Fiction and Drama
      - i. Stories – *The Adventures of Tom Sawyer* (Mark Twain)
  3. Skill Objective(s)
    - a. Students will draw inferences using contextual clues.
    - b. Students will use word recognition skills to understand unfamiliar words (for example, decoding multi-syllable words, affixes, root words).
    - c. Students will select appropriate definitions from the dictionary.
    - d. Students will use the pronunciation guide in the dictionary to correctly say unfamiliar words.
    - e. Students will confirm meaning using context clues.
    - f. Students will predict and draw conclusions about stories.
    - g. Students will use reading ...and listening to define and solve problems.
    - h. Students will read, respond to, and discuss literature that represents points of view from places, people, and events that are...unfamiliar.
    - i. Students will identify and analyze elements of plot and characterization.
    - j. Students will identify characters, setting, problems/conflict, action/plot/events, resolution/solution, theme, mood/tone/atmosphere, and sequence in fiction.
- B. *Materials*
1. Student and teacher copies of *The Adventures of Tom Sawyer*, by Mark Twain
  2. Teacher copy of *The Adventures of Tom Sawyer*, by Mark Twain (Viking: Penguin Group, ISBN 0-670-86984-8)

3. Cassette version of *The Adventures of Tom Sawyer*
  4. Cassette player
  5. Student folders from previous lessons
  6. Large chart paper
  7. Chart markers
  8. Student dictionaries
  9. Transparency of Appendix P - Vocabulary
  10. Chart of Appendix Q – Compare and Contrast
  11. Graph paper for every student
  12. Student copies of Appendix R – Comprehension Questions – Chapters 16-22, pages 1-3
- C. *Key Vocabulary*
1. Lie – a false statement; anything that is meant to deceive
- D. *Procedures/Activities*
1. **DAY ONE:** Chapters 16-17 – pp. 131-143 (Note: If you are using the cassette version for listening, Chapters 16-17 in the text are all one chapter (16) on the cassette version and then all of the chapters in the book are altered by one number throughout the remainder of the book. Actual book chapter numbers will be in parentheses for the remainder of this unit.)
  2. Using Appendix D – Vocabulary, go over words for chapter 16 (16-17) and 17(18) with class.
  3. Read or listen to the recorded version of Chapter 16 (16-17 in book) and discuss with students. Talk about what it is like to be homesick. Ask if anyone has been away from home for a while and felt homesick. ASK: How did the pirates deal with being homesick? Why did Tom and Joe pretend they had to go find Joe’s knife? What were they really doing?
  4. Read Chapter 17(18) – pp. 144-148 together. ASK: What do people say about Tom and Joe since they think they are dead? Why don’t they remember and talk about what rascals they were instead of saying only nice things about them? What does this kind of behavior on the part of the townspeople tell us about human nature?
  5. Discuss with students what kind of a boy Tom is if he could go and let his family be so sad about him being dead like this. What does this tell us about Tom? Do you think his family will treat him differently from now on because of this?
  6. Give students more time to work on their Camp Brochures or for painting and decorating their “rafts” if time allows.
  7. **DAY TWO:** Chapters 18(19)- 19(20) – pp. 149-163
  8. Vocabulary activity – put transparency of Appendix P on the overhead. Tell students that in each row, there are four words. Three of the four words belong together and one word has nothing to do with the other ones. Ask students to tell which words do not belong and then discuss the meanings of the vocabulary words for these chapters.
  9. Read or listen to Chapter 18(19) together now.
  10. Using a chart of Appendix Q – Compare and Contrast, have students discuss after reading Chapter 18(19) how Becky and Tom’s actions were alike and how they were different. For example, Tom ignored Becky and she ignored him. Tom paid attention to Amy and Becky looked at pictures with Alfred. Tom still liked Becky. Becky still liked Tom but didn’t want to show it.
  11. Read Chapter 19(20) together with the class. Discuss Aunt Polly’s feelings at the end of the chapter. ASK: What does Aunt Polly discover that makes her say she could forgive Tom a million sins? (she found the bark with the note on it that

Tom did not leave on her table the night he visited) What is a lie? (false statement; anything that is meant to deceive)

12. Make a word map for the word LIE. Add it to the other word maps you have done throughout the unit. Ask students if they can think of any more character attributes to add to Tom's attribute web at this time. (troublesome, liar)
  13. **DAY THREE:** Chapters 20(21)-22(23) – pp. 164-182
  14. Begin today with a vocabulary lesson. Instruct students to use Appendix D – Vocabulary lists for Chapters 20-29 only to prepare “Vocabulary Word Search” games for the class to play. Put students into five groups. Give each group nine to ten words and several pieces of graph paper. Each group should look up the definitions of their words and write them at the bottom of their graph paper. They should then build a word search by hiding their six words in a grid on the graph paper. Limit how many boxes they can use depending upon how long their longest words are. These will be photocopied later and given to all students to solve as they learn the meanings of these words. Be sure each group member puts his/her name on the puzzle so they are not given their own puzzle to do later.
  15. Read aloud together or listen to the recorded version of Chapters 20-22(21-23). Discuss reading as you go along.
  16. Hand out student copies of Appendix R, pages 1-3 and have students complete as a final assessment for Chapters 16-22.
- E. *Assessment/Evaluation*
1. Vocabulary Word Search Puzzle will be completed and turned in.
  2. Appendix R, pages 1-3 – Comprehension Questions for Chapters 16-22 will be completed and graded.

**Lesson Five: *The Adventures of Tom Sawyer* – Chapters 23(24)-30(31) (three 60 minute periods)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students will understand how to read and understand a variety of materials.
  - b. Students will understand how to apply thinking skills to their reading...
  - c. Students will develop an awareness of literature as a record of human experience.
2. Lesson Content
  - a. Fiction and Drama
    - i. Stories – *The Adventures of Tom Sawyer* (Mark Twain)
3. Skill Objective(s)
  - a. Students will summarize long text passages.
  - b. Students will draw inferences using contextual clues.
  - c. Students will use word recognition skills to understand unfamiliar words (for example, decoding multi-syllable words, affixes, root words).
  - d. Students will select appropriate definitions from the dictionary.
  - e. Students will use the pronunciation guide in the dictionary to correctly say unfamiliar words.
  - f. Students will paraphrase the key ideas in fiction...
  - g. Students will confirm meaning using context clues.
  - h. Students will determine author's purpose.
  - i. Students will predict and draw conclusions about stories.
  - j. Students will use reading ...and listening to define and solve problems.

- k. Students will read, respond to, and discuss literature that represents points of view from places, people, and events that are...unfamiliar.
- l. Students will identify and analyze elements of plot and characterization.
- m. Students will identify characters, setting, problems/conflict, action/plot/events, resolution/solution, theme, mood/tone/atmosphere, and sequence in fiction.

B. *Materials*

- 1. Student and teacher copies of *The Adventures of Tom Sawyer*, by Mark Twain
- 2. Teacher copy of *The Adventures of Tom Sawyer*, by Mark Twain (Viking: Penguin Group, ISBN 0-670-86984-8)
- 3. Cassette version of *The Adventures of Tom Sawyer*
- 4. Cassette player
- 5. Student folders from previous lessons
- 6. Large chart paper
- 7. Chart markers
- 8. Student copies of word search puzzles developed in Lesson Four
- 9. Student dictionaries
- 10. 32 lined index cards
- 11. Student copies of Appendix S – Vocabulary BINGO
- 12. Bingo chips or fruit loop cereal to use as Bingo markers
- 13. Student copies of Appendix C – Think When You Read
- 14. Notebook paper

C. *Key Vocabulary*

- 1. Stereotype – a flat character with few individual traits, only those of a class or group; often unjust or inaccurate; often useful in literature as a stereotyped character quickly settles into the background and is understood easily without much explanation

D. *Procedures/Activities*

- 1. **DAY ONE:** Chapters 23(24)-24(25) – pp. 183-193
- 2. Vocabulary activity – Using Appendix D – Vocabulary, have students make a vocabulary BINGO game. Students can work together in groups to look up and write definitions for all 32 words using Chapter 23-29 words only. Put them in groups and divide up the work evenly. They should write the word on one side of an index card and the definition on the other side. When completed, have each group read their words and the definitions aloud to the class.
- 3. Play one game of BINGO with the class. Hand out student copies of Appendix S – Vocabulary Bingo. Students should mark the center square as a FREE space and then use their copy of Appendix D – Vocabulary and write any words they choose in the other spaces on their own cards. They may not use the same word more than once and should only use the words for chapters 23-29. They will not use all of the words.
- 4. Collect all index cards. Hand out bingo chips, or cereal to use as markers, to students. Draw one card at a time from the mixed up pile and read one definition at a time. Students should try to get the word on their own, but you may give them the answers the first time you play it to familiarize them with the words. After playing several times, students should be learning the words well enough to remember them on their own. Collect cards to use them again tomorrow. Collect chips or allow students to eat their cereal markers.
- 5. Instruct students to turn to p. 183 and read or listen to the recording of chapters 23-24 (24-25), pp. 183-193.

6. After reading ASK: What do Tom and Huck bring to Muff Potter? (tobacco and matches) Why do they do this? (to make themselves feel better; guilty consciences) Where did they get these? (they probably stole them) Why didn't the lawyer cross examine the witnesses? (he knew Tom's testimony would save Potter) Why do you think Tom decides to testify? (guilty conscience; he knows it is right) Why would anyone believe Tom's story? How do we know Tom is growing up? (he took the whipping for Becky; the people know he is really a good boy, just full of mischief and nonsense)
7. Discuss Injun Joe's escape. ASK: What happens to Injun Joe during the trial? (after Tom testifies, he jumps out of the window and escapes) Tom became quite a hero in the town, but he was tormented by something. What was it? (He was afraid that Injun Joe would come and kill him.)
8. **DAY TWO:** Chapters 25(26)-26(27) – pp. 194-213
9. Hand out Vocabulary Bingo cards again and play one game of Bingo before beginning reading. Review difficult words as needed. You could also hand out new word search puzzles for students to review before reading.
10. Tell students that today, Tom and Huck will be going on another adventure, this time in search of buried treasure. Explain that although this may seem like another boyish day in the life of Tom Sawyer, it will get complicated toward the end of our reading today.
11. Read or listen together to Chapters 25-26. After reading, ASK: What do Huck and Tom say they want if they find the treasure? (Huck: pie, soda, and to go to the circus; Tom: drum, sword, necktie, pup, and to get married) After they look all around the tree, where do they decide to try the next day? (a haunted house) Do you think this is a good place to find a treasure? Why?
12. Who do Tom and Huck discover in the haunted house? (Injun Joe) The author creates a lot of suspense in this chapter. How did this make you feel? Who do you think could have hidden the gold coins? Add answers to your prediction chart. What kind of revenge is Injun Joe planning?
13. **DAY THREE:** Chapters 27(28)-29(30) – pp. 214-230. Play one more game of Vocabulary Bingo with the words from this lesson. Review words that are still giving anyone difficulty. Use word search puzzles as well if any groups have not done them all yet.
14. Read or listen to chapter 27. After reading ASK: Where do you think Injun Joe's Number 1 and Number 2 hiding places could be? Where do Tom and Huck think Number 2 is? (in the Tavern) How did Tom convince Huck to follow Injun Joe? Do you think Tom and Huck will find Injun Joe? What kind of adventure might they have? Add answers to your prediction chart.
15. Continue by reading or listening to Chapter 28. After reading, add words to describe Tom to the attribute web. He has had a wild night of adventure!
16. Next, discuss the meaning of the word stereotype with the class. Talk to students about the stereotyping of the Negroes and the Indians in this book. Because it was written in 1876, these stereotypes were made. We may find these objectionable today, but they are useful to our study of classic literature and profitable in our study of the history surrounding the literature. We should not reject literature because of this, but recognize it for what it is in its time period. Things like Uncle Jake being termed a "mighty good nigger" and Injun Joe referring to being "horsewhipped...like a nigger" are not things we would hear people say today. Allow students to discuss their feelings about this in our society today and how they would respond if someone objected to this book because of these references.

17. Read chapter 29 with students. ASK: What big event do the Thatcher's have planned? (a picnic) Where did the kids go for this event? (McDougal's Cave) Why did Tom find the picnic more interesting than watching for Injun Joe? (He was getting bored of waiting and Becky was liking him again, and he couldn't mess that up)
18. Give students a piece of paper and have them in a few sentences describe McDougal's Cave. Ask if any of them have been in a cave, a large cave, like Mammoth Caves or Carlsbad Caverns. Ask them to relate their experiences in a cave so large. Does it seem realistic that the children were comfortable going to this kind of place?
19. Explain that you have talked quite a bit about the character of Tom, but now Huck seems to be taking center stage in the story. Begin an attribute web on chart paper for Huck. Have students describe this character and the role he is playing in the story at this time.
20. ASK: What does Injun Joe plan to do to the Widow Douglas and why? (he plans to attack her and cut her nostrils and ears like a sow; he is getting revenge for the way her husband treated him when he was justice of the peace) What does Huck decide to do to help the Widow Douglas? (he runs to get help from the Welshman)
21. Hand out student copies of Appendix C – Think When You Read to students. Remind students that they used one of these forms earlier in this unit to evaluate their reading, and that you would like them to fill this out again at this point in the story. Ask students to reflect back on only these chapters, 23-29. After they are finished filling out this form, ask them to quickly summarize in writing these six chapters on the back of their worksheet and turn it in to be evaluated.

E. *Assessment/Evaluation*

1. Students completion of Appendix C – Think When You Read
2. Students accurate retelling by way of summary the events of chapters 23-29

**Lesson Six: *The Adventures of Tom Sawyer* – Chapters 30(31)-35(36) (two 60 minute periods)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students will understand how to read and understand a variety of materials.
  - b. Students will understand how to apply thinking skills to their reading...
2. Lesson Content
  - a. Fiction and Drama
    - i. Stories – *The Adventures of Tom Sawyer* (Mark Twain)
3. Skill Objective(s)
  - a. Students will draw inferences using contextual clues.
  - b. Students will select appropriate definitions from the dictionary.
  - c. Students will use the pronunciation guide in the dictionary to correctly say unfamiliar words.
  - d. Students will paraphrase the key ideas in fiction...
  - e. Students will confirm meaning using context clues.
  - f. Students will predict and draw conclusions about stories.
  - g. Students will use reading ...and listening to define and solve problems.
  - h. Students will read, respond to, and discuss literature that represents points of view from places, people, and events that are...unfamiliar.
  - i. Students will identify and analyze elements of plot and characterization.

- j. Students will identify characters, setting, problems/conflict, action/plot/events, resolution/solution, theme, mood/tone/atmosphere, and sequence in fiction.

B. *Materials*

1. Student and teacher copies of *The Adventures of Tom Sawyer*, by Mark Twain
2. Teacher copy of *The Adventures of Tom Sawyer*, by Mark Twain (Viking: Penguin Group, ISBN 0-670-86984-8)
3. Cassette version of *The Adventures of Tom Sawyer*
4. Cassette player
5. Student folders from previous lessons
6. Large chart paper
7. Chart markers
8. Student dictionaries
9. Student copies of Appendix T – Plot Line Drawings

C. *Key Vocabulary*

1. Temperance – restraint; control; self-control; total abstinence from alcoholic liquors
2. Tavern – a place that serves alcoholic beverages and sometimes meals

D. *Procedures/Activities*

1. **DAY ONE:** Chapters 30(31)-32(33) – pp. 231-258
2. Review vocabulary for chapters 30-32 (31-33) with students using Appendix D prior to reading today by playing the Dictionary Game.
3. Read aloud together or listen to the recorded version of Chapter 30(31). After reading with students ASK: Why was Huck careful not to tell anyone that he had gotten help for the Widow Douglas? (he was afraid he would be killed) Huck tried to lie about how he discovered the plot to harm the Widow Douglas. How did he mess up his story? (He described what he saw when the Spaniard lit a cigar which would have been impossible and he repeated what the “deaf and dumb” man SAID!) What did Huck think was in the bundle that the Welshman said he had found? (the treasure) What was it really? (burglary tools) Why had no one missed Tom and Becky yet? (they thought they were staying with friends) What did Huck think had been discovered at the Temperance Tavern? (the treasure)
4. Discuss the word Temperance with students. Explain that the “Temperance Tavern” is funny, because temperance means to abstain from drinking alcohol, but a tavern is a place that serves alcohol. Liken it to a bar today. Explain that Mark Twain is poking fun at the “grown up” world in this book here by calling this building a temperance tavern. This is shown when it is found out that alcohol was indeed being served here, and it had to be shut down. He is showing that Huck and Tom are more “grown up” than the village is because they let these things happen.
5. Go on to read or listen to Chapters 31-32 (32-33) together. Ask students if they saw a different side of Tom in chapter 31. (very caring and concerned for their safety; wants to help Becky get home/survive) Add these characteristics to Tom’s attribute chart.
6. ASK: What survival skills does Tom use in the cave? (he conserves their candles, he uses the kite string to mark the way he came, he encourages Becky and helps her find hope in their bad situation) Whom does Tom discover in the cave? (Injun Joe) How do Tom and Becky escape from the cave? (Tom finds a crack in the cave and he and Becky escape through the crack) What did Judge Thatcher tell Tom he had done to the cave and how did this news affect Tom?

- (he had sealed up the opening to the cave; Tom turned as white as a sheet) Why was Tom concerned about what the Judge had done? (because he knew that Injun Joe had been trapped in the cave) Why hadn't Tom told anyone about seeing Injun Joe in the cave before this? (answers will vary)
7. Ask students what the two or three main **plots** are in the book? (the love story, the runaways on the island story, and the murder story)
  8. Using the example of a plot line in Appendix T – Plot Line Diagram, help students to plot the main events in this book on this line. Show them that the introduction covers most of the first few chapters leading up to the murder scenes. Main Event #1 would be the murder of Dr. Robinson. Main Event #2 might be added as the escape to the island scene when the boys run away. Main Event #3 could be the love story, where Tom woos Becky and they go through all their little difficulties. The climax would be the point we are at now where Tom and Becky are lost in the cave, we don't know yet if the treasure will ever be found if they live, and we don't know if Injun Joe will kill them yet. Hand out student copies of Appendix T. Draw this diagram on the board and have students draw it and fill it in on their paper.
  9. Tell students that they will finish reading the book in the next lesson.
  10. **DAY TWO:** Chapters 33(34)-35(36) – pp. 259-282
  11. Review vocabulary with students prior to reading today using Appendix D and playing the Dictionary Game again.
  12. Ask students what had happened when we finished reading in the last lesson. (Tom had just learned that Injun Joe had been trapped in the cave when Judge Thatcher had sealed the door.) Ask students what they think Tom is going to do next? Add their answers to your prediction chart.
  13. Read Chapter 33(34) together with students or listen to the recording. After reading ASK: What happens to Injun Joe? (he dies in the cave) Why does Tom feel sorry for Injun Joe? (he can see he struggled hard to survive and tried to dig himself out) Where do Tom and Huck find the treasure? (under a rock under the mark of a cross on the wall in the cave) Why do you think the townspeople have gathered waiting for Tom and Huck and why do they have to get all dressed up? Add your predictions to your chart.
  14. Read Chapter 34(35) together. What were the two surprises in this chapter? (the widow is adopting Huck and the boys tell about the treasure)
  15. Point out to students that the love story between Tom and Becky has kind of ended. Ask them if they think it is totally over or if it will finish up as we read the last chapter. Ask how they think Becky feels about Tom right now?
  16. Read Chapter 35(36) together. After reading ASK: How does Judge Thatcher feel about Tom? (he thinks he is a good boy; he saved Becky's life in the cave, had taken her whipping at school, and now he had a great deal of money) Do you think that now Tom's relationship with Becky will continue? Add predictions to the chart. Point out that Tom certainly has gained favor with her father and that is a good sign.
  17. Why did Huck leave the Widow's house? (he was feeling trapped by this new kind of life and wanted his freedom) How does Tom talk him into coming back? (by promising that they can still have a robber's band) Can we add anything to Huck's attribute web now?
  18. Going back to Appendix T – Plot Line Drawing, have students fill in the conclusion to the book. Injun Joe is now dead. Tom and Huck are rich. Huck gets adopted and both boys have “grown-up” and are ready to become part of the adult world around them.

19. Hand out a sheet of notebook paper and instruct students to answer the following question in a short paragraph. If you were Huck, would you have returned to the Widow's house or not? Explain why or why not and give details about how you made your decision. Collect these to be evaluated.
  20. Tell students that they will have a final assessment covering the material in this story in the next lesson.
- E. *Assessment/Evaluation*
1. Student's completion of Plot Line Drawing for the book, Appendix T.
  2. Student's completion of paragraph writing describing why they would or would not personally have gone back to the Widow's house.
  3. Paper and Pencil End of Unit Test, Appendix U
  4. End of Book – Small Group Activity, Appendix V

## VI. CULMINATING ACTIVITY

- A. Paper and Pencil Test covering the details of the book, *The Adventures of Tom Sawyer*, by Mark Twain – Appendix U, pages 1-4
- B. End of Book Questions – Small Group Activity – Appendix V

## VII. HANDOUTS/WORKSHEETS

- A. Appendix A: Prediction Chart
- B. Appendix B: Narrative of Mark Twain
- C. Appendix C: Think When You Read
- D. Appendix D: Vocabulary List for Tom Sawyer (five pages)
- E. Appendix E: Word Map
- F. Appendix F: Mini Quiz – Background for Tom Sawyer (two pages)
- G. Appendix G: Comprehension Questions – Chapters Four and Five
- H. Appendix H: Word map - Superstition
- I. Appendix I: Character Web
- J. Appendix J: Reading for Comprehension – Chap. 9-11 (three pages)
- K. Appendix K: Vocabulary Activity – Chapter 12 (two pages)
- L. Appendix L: Comprehension Activity – Crossword Puzzle – Chapter 13 (two pages)
- M. Appendix M: Camping Brochure Project and Rubric (two pages)
- N. Appendix N: More Vocabulary – Chapters 14-15
- O. Appendix O: Comprehension Activity
- P. Appendix P: Vocabulary – One of These Words Just Doesn't Belong!
- Q. Appendix Q: Compare and Contrast
- R. Appendix R: Comprehension Questions – Chapters 16-22 (four pages)
- S. Appendix S: Vocabulary BINGO
- T. Appendix T: Plot Line Diagram
- U. Appendix U: Culminating Test for *The Adventures of Tom Sawyer* (five pages)
- V. Appendix V: End of Book Questions – Culminating Activity

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**Appendix A**  
**Prediction Chart**

Characters	Conflict	Prediction

## Appendix B

# Narrative of Mark Twain

Hello there. My name is Mark Twain. Well, truly, that isn't my real name, that is just my pen name, the name I used when I wrote this book that you are about to read. I decided to use that name after I had been a steamboat pilot back in the 1800's. "Mark Twain" is really a term used to measure the depth of the river when you are a steamboat pilot. It means "safe water - twelve feet deep". I learned a lot about the mighty river when I was younger, but I'll come back to that a little later.

First, I'd like you to know that my real name is Samuel Langhorne Clemens. I was born in Florida, Missouri, in 1835. If I was truly still alive today, how old would that make me? (I guess you can figure out I was born about 169 years ago!) I grew up in a little town called Hannibal, which was right on the mighty Mississippi River. When I wrote this book, I called the town St. Petersburg...but I was really thinking about Hannibal the whole time while I was telling the story. Authors usually do that...they think about real places or experiences and then write their story based on that.

Anyway, my family had quite a bit of money. My dad owned a grocery store when I was young. We had a bunch of slaves too. I guess that isn't too popular now, but we needed to have them to help keep our store running and such. Nobody cared much about it back then. My father died when I was about your age and I had to get work to help my family out. I was a printer's helper for quite a while. I helped set the type for the printing press. I also learned about steaming and worked as a steamboat pilot. You'll see as you read my story that I learned a lot about this job, and it kind of comes out in my writing some!

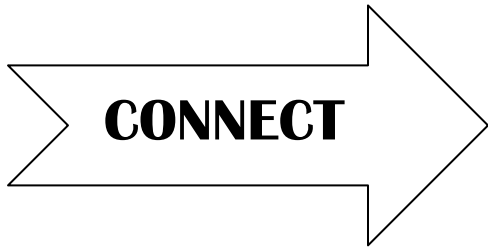
When I was about 26, I joined the militia early on in the Civil War. I quit doing that after a while and decided to start writing instead. I went out to Nevada and San Francisco for a while. People really seemed to like what I wrote and I started making some good money writing things. I moved out east in the late 1860's and got married. My wife and I moved to Hartford, Connecticut, and that's where I wrote this book, which got published in 1876. Yeah, you're reading a novel that is about 128 years old. You'll be surprised though...still sounds a lot like things some of you boys and girls would like to be doing today!

I wrote some other books later on, like the one about Huck Finn and some other Tom Sawyer books. You'll have to check them out someday too. I think you'll like them. I wrote lots of fun stuff in my books. You know, fun stuff that boys like to do when they can get away with it. I used to love putting snakes in my mama's sewing basket...boy would she holler! I always seemed to be in some kind of trouble. Guess you know where I got the ideas for Tom! Hey, you might've heard of a short story I wrote once too...I called it "Jim Smiley and His Jumping Frog". Somebody changed the title later on, and you can find it now under the title "The Jumping Frog of Calveras County". It's kind of a funny story!

Anyway, I would have to say my life was pretty good. Olivia and I had four children in Connecticut. We were able to give them a lot more than what I had as a child, and I was glad that I was able to write and make enough money so that my family could live fairly well. I passed on when I was 75 years old. The old ticker gave out on me, but even though I'm gone now, I hope my life lives on for you to enjoy as you read my books. Lots of people liked to listen to my stories and my funny jokes. I sure hope you can enjoy them as well, even though it is sure a long time from when I wrote them. I think you'll find that Tom is the kind of kid that you would just love to be able to hang out with after school most days. He sure loved a good laugh and would try anything once! That's the way to live life, purely enjoy it.

Well, I better let you get on with your reading! It sure was nice sharing my moment in time with you. What? What's that? Oh...you'd like me to continue teaching the class for a little while today as your honored guest? Well, I guess that'd be ok for a while. Let me see...where should I begin?

Appendix C  
**Think When You Read**



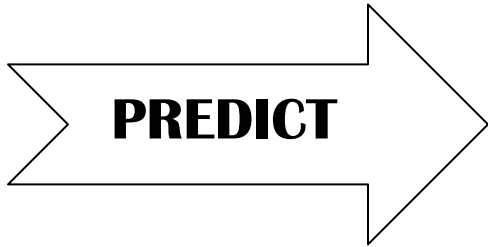
**What do I already know about this story?**

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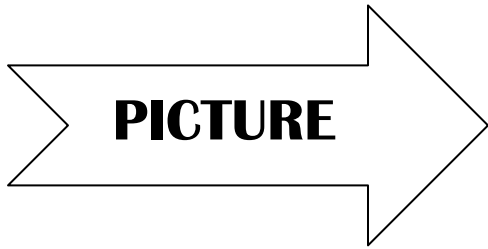
**What do I think might happen next?**

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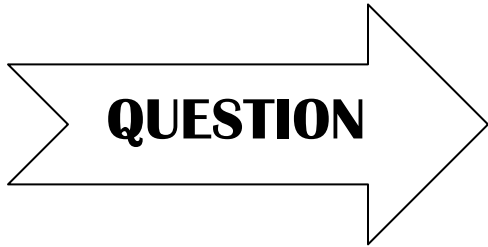
**Using my senses, what kind of picture is in my mind about what I read?**

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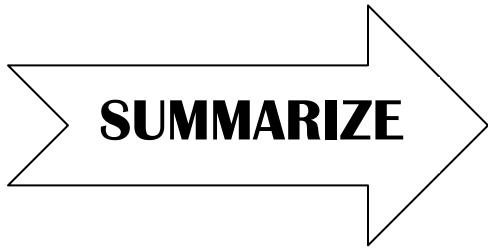


**Does anything not make sense? Do I need to re-read something? What was it?**

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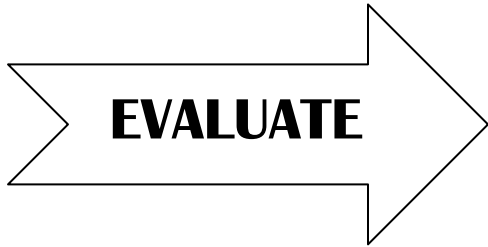
**What conclusions can I make from what I read? Can I retell this story to someone?**

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**Did I learn something new from my reading? Were my predictions correct?**

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**Appendix D, page 1**  
**Vocabulary List for Tom Sawyer**

1	2	3	4	5
adamantine* ambuscade* astride endowed guile loathed peril perplexed ruination sagacity* unalloyed* vitals	alacrity* covet dilapidated fagged* gait melancholy melodious ponderously straitened* tranquilly	audacious blighted condescend deluge desolate diluted ecstasies evanescent exultation felicity furtive haunts hooked immunity pliant rally vexation	convulsion disconcerted éclat edifice effusion galled grandeur mien prodigious prodigy tranquil traversing	despotism facetious fillip formidable interlarded predestined restive vagrant
6	7	8	9	10
adherent animosity derrick expectorate ferule fettors hogshead homage intervening mortify odious ostentation pariah perceptible portentous	andiron deftly repulsed wane	accouterments caitiff frivolity incantation	caterwauling ensconced pallid stolid	averted cogitating flogged lugubrious sublimity writhed
11	12	13	14	15
aversion blanched enterprises formidable impudence infernal inquest miscreant ostentatiously plausibly	alloy avariciously clandestinely consternation expiring infatuated inveterate patent petrified phrenological	appeased festooning imminent pathos plausibilities purloined rendezvous sullied transpired verge	conflagration credulous derision ravenous regalia repose sumptuously	bereaved conjectured warily

**Appendix D, page 2**  
**Vocabulary List for Tom Sawyer**

<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b>	<b>20</b>
eloquent inundation muster ominous	melancholy rascalities soliloquized	irresolutely lacerate menagerie pummeling reconciliation vanquish vexation vindictive vivacity	fortified ingenious tremor	breach conned dismembered imminence languidly lethargy onslaught perplexity smote
<b>21</b>	<b>22</b>	<b>23</b>	<b>24</b>	<b>25</b>
ample conspired ferule frivolous gilded prevalent retribution scuttle unpalatable vindictive	fluctuating incongruous mesmerizer	contemptuous diffident perceptible sauntered	fickle obliterated	enterprise lurked murky sallied sepulchral shroud
<b>26</b>	<b>27</b>	<b>28</b>	<b>29</b>	<b>30</b>
athwart auspices grisly palpable serape unkempt		auspicious	elude ensue labyrinth precarious procured stile swag	embellishment jaded lucid stupor swooned vagabond
<b>31</b>	<b>32</b>	<b>33</b>	<b>34</b>	<b>35</b>
apprehensive diverging frescoed imperishable perilous sinuous traversed whetted	avocations ironically	orgies	clamorous effusive	prodigious routed windfall

## Appendix D, page 3

# Vocabulary Key

### Chapter One

adamantine\* – unyielding; inflexible  
ambuscade\* – an ambush; to ambush  
astride – with a leg on each side of  
endowed – gifted; able  
guile – cunning or artful deception  
loathed – hated or disliked  
peril – something dangerous  
perplexed – to be puzzled or unsure  
ruination – to spoil or destroy something completely  
sagacity\* – keen intelligence; shrewdness  
unalloyed\* – complete; unqualified (an unalloyed success)  
vitals – necessary for life (the vital organs; heart, lungs, etc.)

### Chapter Two

alacrity\* – cheerful willingness; eagerness  
covet – to desire; want; long for  
dilapidated – shabby and falling to pieces  
fagged\* – to work to exhaustion; become weary from toil  
gait – a way of walking  
melancholy – very sad  
melodious – pleasant to hear  
ponderously – heavy and slow or clumsy  
straitened\* – difficulties or distress, especially financial  
tranquilly – calm and peaceful

### Chapter Three

audacious\* (owdacious) – fearlessly daring and bold  
blighted – destroyed; ruined  
condescend – humiliate; talk down to  
deluge – to flood  
desolate – deserted or uninhabited  
diluted – to thin or reduce the concentration of words  
ecstasies – feelings of great happiness; extreme joy  
evanescent\* – vanishing or likely to vanish; fleeting  
exultation\* – rejoicing greatly; being jubilant or triumphant  
felicity\* – great happiness; bliss  
furtive – sly or sneaky; a furtive glance  
haunts – a place you visit often  
immunity – protected from physical or emotional harm  
pliant\* – easily bent or flexed  
rally – to join together to help or support a person or thing  
vexation – an annoyance or irritation

### Chapter Four

convulsion – seizure; fit; spasm  
disconcerted – unsettled; confused  
éclat\* – great brilliance; achievement  
edifice – structure; building  
effusion\* – an outpouring of feelings or emotions  
galled – maddened; annoyed  
grandeur – splendor; magnificence; greatness  
mien – appearance; expression; manner  
prodigious – huge  
prodigy – genius; wonder  
tranquil – calm; peaceful  
traversing – crossing; going over

### Chapter Five

despotism – tyranny; repression  
facetious – teasing; tongue in cheek  
fillip – boost  
formidable – alarming; dreadful  
interlard\* – to insert something foreign into  
predestined – fated; appointed; predetermined  
restive – restless; fidgety  
vagrant – beggar; hobo; homeless

### Chapter Six

adherent – supporter; follower  
animosity – hatred; ill feeling  
derrick – oilrig; platform  
expectorate – spit  
ferule – a cane or stick used to punish children  
fettors – shackles; chains; restraints  
hogshead – a large barrel that holds 63 gallons  
homage – respect; honor  
intervening – overruling; overriding  
mortify – shame; humiliate  
odious – horrible; revolting  
ostentation – showy; brazen  
pariah – outsider; exile  
perceptible – audible; detectible  
portentous – arrogant; pompous

### Chapter Seven

andiron – metal supports to hold up logs in a fireplace  
deftly – skillfully; precisely  
repulsed – disgusted; revolted  
wane – get smaller; fade; disappear

### Chapter Eight

accouterments – accessories; trimmings  
caitiff – a coward  
frivolity – playfulness; laughing and joking  
incantation – a chant or a spell

### Chapter Nine

caterwauling\* – to cry or screech like a cat  
ensconced\* – to put in a secure place  
pallid – pale; whitish  
stolid – dull; emotionless

### Chapter Ten

averted – turned away from  
cogitating – to think, consider, reflect  
flogged – whip; lash; beat  
lugubrious – sad; somber; miserable  
sublimity\* – grand; majestic  
writhed – squirmed; struggled

## Appendix D, page 4

# Vocabulary Key

### Chapter Eleven

aversion – dislike; hate  
blanched – faded; washed out  
enterprises – projects; activities  
formidable – alarming; frightening  
impudence – rudeness; disrespect  
infernally – abominable  
inquest – investigation; examination  
miscreant – scoundrel; criminal; villain  
ostentatiously – slowly; brazenly  
plausibly – conceivably; possibly

### Chapter Twelve

alloy – anything added that lowers purity or worth  
avariciously – greedily  
clandestinely – in secret; under cover  
consternation – dismay; worry  
expiring – dying; failing  
infatuated – lovesick  
inveterate – chronic; hardened; habitual  
patent – copyright; rights  
petrified – frightened; scared  
phrenological

### Chapter Thirteen

appeased – pacify; settle down  
festooning – decorate; embellish  
imminent – about to happen; looming  
pathos – sorrow; tragedy; misery  
plausibilities – possibilities; likely to happen  
purloined – steal; rob; walk off with  
rendezvous – meeting; date  
sullied – dishonored; violated  
transpired – became known; happened  
verge – edge; border

### Chapter Fourteen

conflagration – fire; blaze  
credulous – trusting; innocent  
derision – scorn; mockery  
ravenous – very hungry; starving  
regalia – ceremonial dress; fancy clothes  
repose – relax; rest  
sumptuously – superbly; luxuriously

### Chapter Fifteen

bereaved – grief; sadness  
conjectured – guess; assumption  
warily – cautiously; carefully

### Chapter Sixteen

eloquent – expressive; articulate  
inundation – deluge; flood; barrage  
muster – gather; get together  
ominous – threatening; gloomy

### Chapter Seventeen

melancholy – sad; downhearted  
rascalities – mischievous acts  
soliloquized – to reveal one's thoughts in a monologue

### Chapter Eighteen

irresolutely – uncertainly; indecisively  
lacerate – slash; tear  
menagerie – collection; group  
pummeling – hit; beat; strike; punch  
reconciliation – settlement; compromise  
vanquish – conquer; defeat; overcome  
vexation – annoyance; irritation; aggravation  
vindictive – spiteful; bitter; mean  
vivacity – liveliness; animation; energy

### Chapter Nineteen

fortified – equipped; prepared  
ingenious – clever; original; inventive  
tremor – shake; quiver

### Chapter Twenty

breach – break; violate  
conned – rip off; cheat  
dismembered – tear limb from limb; cut off  
imminence – nearness; proximity  
languidly – unenergetically; unhurriedly  
lethargy – weariness; laziness  
onslaught – attack; ambush  
perplexity – bewilderment; puzzlement; confusion  
smote

### Chapter Twenty-One

ample – plenty; generous amount  
conspired – plot; scheme; plan  
ferule – a cane or stick used to punish children  
frivolous – playful; lighthearted  
gilded – covered with gold; make golden  
prevalent – common; customary  
retribution – payback; justice; revenge  
scuttle – scurry; dart; dash  
unpalatable – inedible; foul-tasting  
vindictive – spiteful; cruel; hurtful; nasty

### Chapter Twenty-Two

fluctuating – changeable  
incongruous – out of place; inconsistent  
mesmerizer – captivate; spellbind; charm

### Chapter Twenty-Three

contemptuous – scornful  
diffident – shy; timid  
perceptible – audible; discernable  
sauntered – stroll; walk; wander

## Appendix D, page 5

# Vocabulary Key

### Chapter Twenty-Four

fickle – indecisive; picky  
obliterated – wipe out; eliminate

### Chapter Twenty-Five

enterprise – venture; project; activity  
lurked – prowl; hang about; wait  
murky – foggy; gloomy; shadowy  
sallied – go forth; venture out  
sepulchral – somber; sad; dismal  
shroud – covering; blanket; veil

### Chapter Twenty-Six

athwart – crossways; from corner to corner  
auspices – backing; support; patronage  
grisly – ghastly; horrible; shocking  
palpable – conspicuous; obvious; plain  
serape – Mexican blanket worn as a cloak  
unkempt – untidy; messy; scruffy

### Chapter Twenty-Eight

auspicious – favorable; promising

### Chapter Twenty-Nine

elude – escape; avoid; get away from  
ensue – result; follow; develop  
labyrinth – maze; web  
precarious – shaky; uncertain; unsafe  
procured – obtained; get hold of  
stile – steps for getting over a fence or wall  
swag – loot; booty; plunder

### Chapter Thirty

embellishment – decoration; trimming  
jaded – tired; worn out; fed up  
lucid – clear; logical; coherent  
stupor – state of unconsciousness; daze  
swooned – pass out; faint away; collapse  
vagabond – tramp; drifter; hobo

### Chapter Thirty-One

apprehensive – uneasy; worried  
diverging – move away; wander; swerve  
frescoed – wall painting; mural  
imperishable – never ending; everlasting  
perilous – dangerous; unsafe; risky  
sinuous – winding; graceful; flowing  
traversed – cross; pass through; go over  
whetted – sharpen; honed

### Chapter Thirty-Two

avocations- something you do for fun in addition to your job  
ironically – as luck would have it

### Chapter Thirty-Three

orgies – excessive indulgence in any activity

### Chapter Thirty-Four

clamorous – noisy; loud; rowdy  
effusive – fussy; talkative; loud

### Chapter Thirty-Five

prodigious – unusual; exceptional  
routed – running scared; in flight  
windfall – bonus; hand out; extra

Appendix E  
Word Map

**Synonym**

**Antonym**

**WORD**

**Definition  
in your own  
words**

**Word used  
in a  
sentence**

## Mini Quiz – Background for Tom Sawyer

Name \_\_\_\_\_ Mini Quiz – Background for Tom  
Date \_\_\_\_\_ Sawyer

Choose the correct answer.

1. The author of *The Adventures of Tom Sawyer* is
  - Mark Schulz
  - Mark Twain
  - Mark Sawyer
  - Mark Spitz
  
2. This was the author's real name.      True      False
  
3. This name was taken from
  - the author's great aunt
  - a measurement for distance in space
  - the author's father
  - a measurement for depth of water
  
4. The author had a job as a
  - steamboat pilot
  - an astronaut
  - fence painter
  - airline pilot
  
5. The author wrote this book because he hated his childhood.  
  
True      False
  
6. The story takes place
  - in northern Canada
  - around the Gulf of Mexico
  - along the Mississippi River
  - along the Arkansas River

## Mini Quiz – Background for Tom Sawyer

7. The language in this book
- is easy to read because it is written just like we talk today in America
  - is difficult to read because it is from another country and just sounds like English
  - is difficult to read because it is not standard English but was used by the people of that time period and location
  - is easy to understand because many cartoons use the same kind of language today
8. Use the word *perplexed* in a sentence that shows me that you know what it means.
- 
9. BONUS: How many children did the author of this book have?
- 1
  - 5
  - 4
  - 6
10. BONUS: What war did the author of this book fight in?
- Civil War
  - Revolutionary War
  - War of 1812
  - World War I

### Answer Key:

- |                                     |   |
|-------------------------------------|---|
| 1. Mark Twain                       | 7. c – difficult...not standard English...period location |
| 2. False                            | 8. answers will vary                                      |
| 3. a measurement for depth of water | 9. 4  |
| 4. steamboat pilot                  | 10. Civil War   |
| 5. False                            |   |
| 6. along the Mississippi River      |   |

## Appendix G

# Comprehension Questions – Chapters Four and Five

Answer the following questions in a complete sentence or two on separate paper.

1. How did Tom earn enough tickets to be awarded his Bible?
2. Someone is made fun of in this chapter by the author. Who is it and why do you think the author does this?
3. Who were David and Goliath?
4. Why was Tom’s answer to this question funny?
5. Describe what happened between the poodle dog and the pinch bug.
6. Did you think this was funny? Why or why not?
7. What did this incident teach us about Tom?
8. Have you ever been made to go someplace boring? Did you look for something more fun to do? What did you do? Did you get in trouble for it or didn’t anyone find out?
9. The original title for Chapter Six was “Self Examination – Dentistry – The Midnight Charm – Witches and Devils – Cautious Approaches – Happy Hours”. Based on these important clues, what do you think is going to happen in Chapter Six?
10. Use the word **vagrant** in a sentence that shows that you know what it means by the way it is used on page 44, paragraph three.

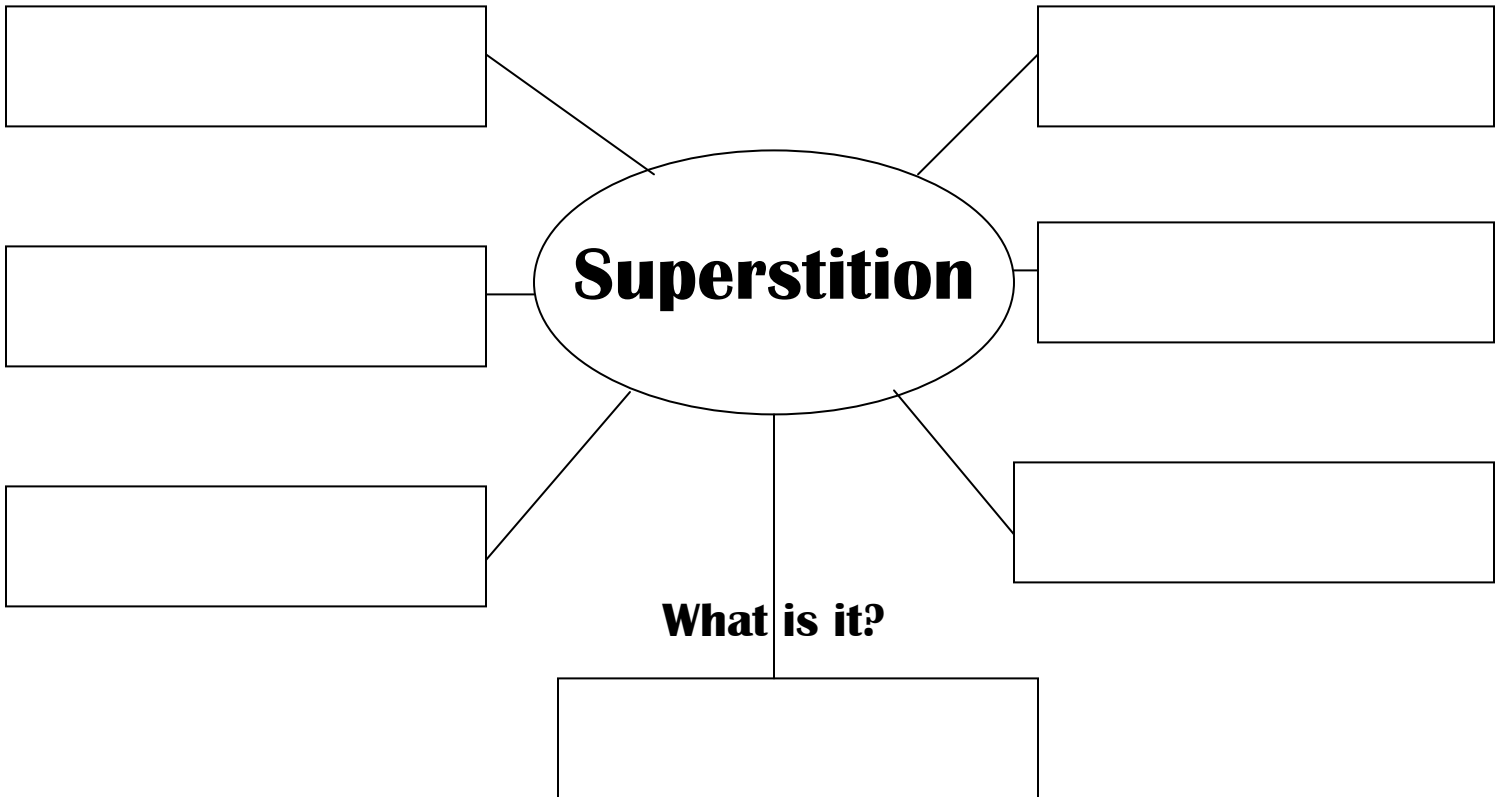
### Answer Key

1. He traded his treasures for the tickets.
2. the Sunday school superintendent, judge, teachers – to make Tom seem superior to all of them; to show that this event was boring to Tom and one of those things we have to just endure
3. Bible characters – David was a young boy who slew a great warrior, Goliath, with a small stone and the help of God
4. Because even though it appears that Tom has acquired a lot of Bible knowledge to get his award, he really has no clue who the disciples are, so he blurts out the names that come to his mind first. Some believe he does this intentionally to make reference to the fact that he, Tom, is David, slaying the Giant, the established Sunday school program and the formality of what he is involved in. He won!
5. Answers will vary – see pp. 44-45
6. Answers will vary
7. He is creative and fun loving. He will find things to occupy his mind when bored.  
Answers will vary.
8. Answers will vary.
9. Answers will vary.
10. Answers will vary.

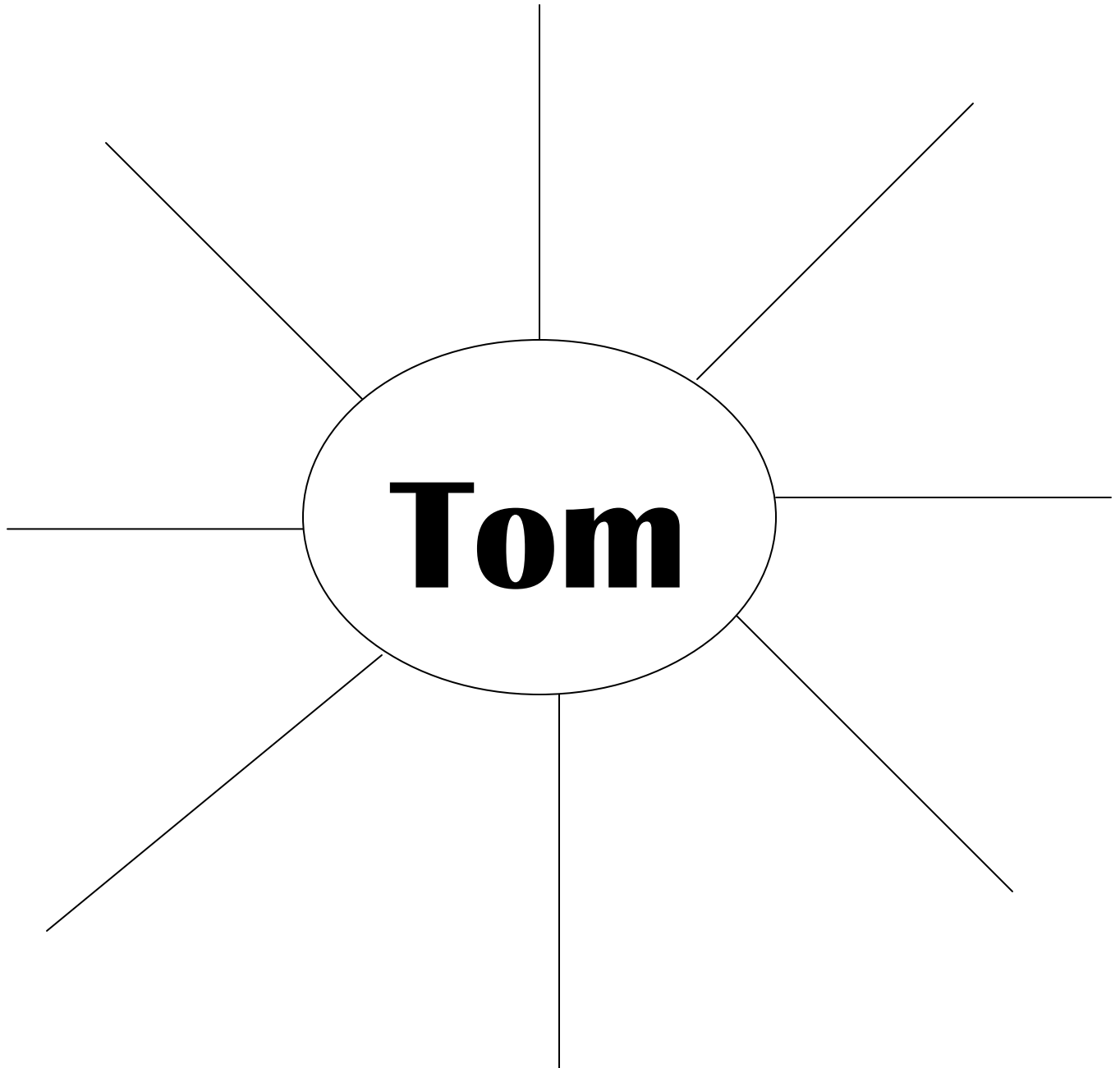
Appendix H  
Word Map - Superstition

**What are some examples?**

**What is it like?**



Appendix I  
**Character Web**



Appendix J, page 1  
**Reading for Comprehension – Chapters 9-11**

Name \_\_\_\_\_

Comprehension

Date \_\_\_\_\_

Chapters 9-11

1. The meow from the corn shed came from
  - a friendly cat
  - voices from the dead
  - Huckleberry Finn
  - the wind in the trees
  
2. Tom grabbed onto Huck's clothes because
  - he wanted Huck to be quiet
  - he was scared
  - Huck was going to fall into the river
  - he was about to fall
  
3. Why did the men come to the graveyard?
  - to make the six devils go away
  - to dig up the dead cat
  - to dig up a dead man
  - to steal things from the dead people
  
4. Injun Joe put the knife into Muff Potter's hand
  - so Muff would remember not to drink anymore
  - so Muff would scream
  - so Muff would think he killed Dr. Robinson
  - so Muff wouldn't tell on Injun Joe
  
5. Huck and Tom made a pact to
  - never tell what happened in the graveyard
  - not go in graveyards anymore
  - take Becky here to scare her sometime
  - tell everything they saw so Injun Joe couldn't hurt them

Appendix J, page 2  
**Reading for Comprehension**

Matching:

- |          |   |    |                |
|----------|---|----|----------------|
| _____6.  | Hurt Tom's feelings by giving him something back.                     | a. | Injun Joe      |
| _____7.  | Killed Dr. Robinson   | b. | Villagers      |
| _____8.  | Drinks too much and can't remember things very well                   | c. | Becky Thatcher |
| _____9.  | Were afraid of Injun Joe and didn't do anything to punish him         | d. | Muff Potter    |
| _____10. | Pays Injun Joe to help him dig up a body and then gets killed himself | e. | Dr. Robinson   |

Answer these questions on a separate piece of paper.

11. Why do you think the boys went to the graveyard?
12. What did Huck have with him?
13. Huck asked Tom if he could pray and Tom started out, "Now I lay me down to sleep..." Why is this funny?
14. Who killed the doctor? Why?
15. Why did Huck and Tom write and sign an oath to keep mum?
16. How did Aunt Polly feel about Tom being out late? What did she do?
17. Explain this statement: "It was his brass andiron knob! This final feather broke the camel's back." (see p. 94)
18. Which bothered Tom more, witnessing the murder or breaking up with Becky? Which one do you think will have more lasting effects on Tom?
19. Why do you think that Injun Joe, Muff Potter, Huck, and Tom returned to the scene of the crime? Usually criminals run away. Why did they come back?
20. What did Tom and Huck think was going to happen to Injun Joe when he began to tell what happened?
21. What did they think he had done so that he could lie and get away with it?
22. Tom faked having a toothache for what reason?
23. How did Tom try to make himself feel better while continuing to not tell what happened in the murder?

**Appendix J, page 3**  
**Answer Key**

1. c
2. b
3. c
4. c
5. a
6. c
7. a
8. d
9. b
10. e
11. to cure their warts; play out their superstitions
12. a dead cat
13. because Huck wanted him to pray away the bad spirits...but all Tom really knew about praying was his bedtime prayers he had memorized
14. Injun Joe; because he made him mad because he wouldn't give him more money for what he did for him
15. they were terrified that Injun Joe would kill them if he found out they had witnessed the crime
16. she wept over Tom but she did not beat him; she didn't know all he had been up to in the night
17. Becky returned Tom's gift that he had given her. Tom took this as an insult and thought of it as breaking their engagement.
18. He was bothered over both things, but breaking up with Becky seems to occupy his mind more. It is like he has put the murder way back in his head. The murder will most likely have more lasting effects on Tom, until it is settled and Injun Joe is caught.
19. they came back because they were fascinated with the thought of the whole thing
20. they thought God would strike him dead with lightening
21. they thought he has sold himself to the devil
22. so he wouldn't talk in his sleep and leak any information that Sid might hear
23. he took things to Muff Potter in jail to make himself feel better about not telling

Appendix K, page 1  
**Vocabulary Activity – Chapter 12**

Name \_\_\_\_\_

Date \_\_\_\_\_

On the line between the two columns below, write “S” if the words are synonyms and write “A” if the words are antonyms.

infatuate	_____	passionate attachment
inveterate	_____	to be habitual
consternation	_____	fearfulness
clandestinely	_____	secretively
avariciously	_____	generously
petrified	_____	filled with active enthusiasm
expiring	_____	living

Define the following words:

patent - \_\_\_\_\_

\_\_\_\_\_

phrenological - \_\_\_\_\_

\_\_\_\_\_

alloy - \_\_\_\_\_

\_\_\_\_\_

Appendix K, page 2  
**Vocabulary Activity – Chapter 12 - Key**

Name \_\_\_\_\_

Date \_\_\_\_\_

On the line between the two columns below, write “S” if the words are synonyms and write “A” if the words are antonyms.

infatuate	<u>  S  </u>	passionate attachment
inveterate	<u>  S  </u>	to be habitual
consternation	<u>  S  </u>	fearfulness
clandestinely	<u>  S  </u>	secretively
avariciously	<u>  A  </u>	generously
petrified	<u>  A  </u>	filled with active enthusiasm
expiring	<u>  A  </u>	living

Define the following words:

patent – a legal document giving the inventor of some item sole rights to manufacture or sell the item

phrenological – the practice of studying character and mental capacity from the conformation of the skull

alloy – anything added that lowers value or purity

**Appendix L, page 1**  
**Comprehension Activity – Crossword Puzzle – Chapter 13**

Name \_\_\_\_\_

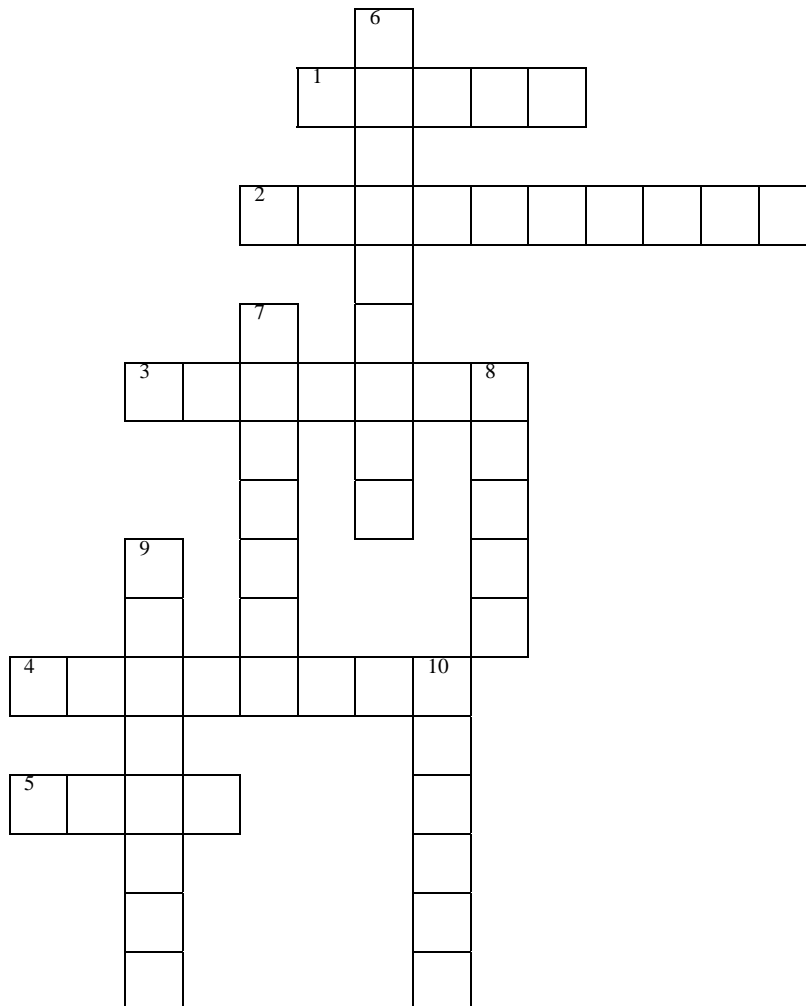
Date \_\_\_\_\_

Across:

1. Tom ran away because nobody \_\_\_\_\_ him.
2. Tom sobbed to think he would never hear the sound of the \_\_\_\_\_ again.
3. Joe's mother \_\_\_\_\_ him for drinking some cream.
4. They chose \_\_\_\_\_ Island to be their hideout.
5. The boys used a log \_\_\_\_\_ to travel down the river.

Down:

6. The first person Tom met as he was leaving was \_\_\_\_\_.
7. Joe and Tom decided to become \_\_\_\_\_.
8. Joe and Tom swore they would stand by each other until \_\_\_\_\_.
9. \_\_\_\_\_ joined Joe and Tom on their pirate adventure.
10. The boys had a hard time going to sleep because they were feeling guilty for having \_\_\_\_\_ meat.





## Appendix M, page 1

# Camping Brochure Project

## Camping on Jackson's Island

Working with your group, your job is to create a Camp Brochure describing what it would be like to Camp on Jackson's Island, on the Mississippi River in Missouri. Everyone must make their own brochure, but you may work together to get ideas and information.

Your completed brochure should be on 8 ½" X 11" white paper and should be folded into thirds (trifold). It must be done by hand, not on the computer. Follow the directions below to create your brochure.

### Front Cover

- Name of the camp in large decorative lettering, in color.
- Drawing of a scene from the camp, in color.

### Inside Front Cover

- Five exciting facts about what you will do at the camp on Jackson's Island. These should be derived from the information in *The Adventures of Tom Sawyer* and based on things that Tom, Joe, and Huck did there.
- These should be exciting phrases that will get me really interested in coming to camp

### Inside Middle Panel

- Things you will need to bring to camp with you (remember it might storm there, and there is no electricity!)
- Activities that will be available to do (ex. – swimming in the Mississippi River, rope swing, hiking, climbing trees, etc.)
- Things the camp will provide: meals, game times, island adventure trips, health services, etc.
- All things must relate to the story in some way...make it period specific, not current.

### Inside Third Panel

- Financial information – how much it costs, scholarships available (?), payment information (MasterCard, VI SA, etc.)
- Contact information – who do you call for information or where do you send your money to sign up
- Short form to fill out to get an application mailed to you
- Website information

### Back of Inside Third Panel

- Directions to get to Jackson's Island Camp – remember it is an island; you must include a steamboat ferry ride across the mighty river!
- Map of where it is located (in Missouri, on the Mississippi River)
- Airline flight information and shuttle service available (?) for out of state campers – include cost for shuttle
- Bus information for local campers
- Driving directions

### Back Cover...Back of Middle Panel

- Leave this panel blank except for your name neatly written at the very bottom.

Your brochure will be graded according to the rubric on the next page. Make sure you have met all of the requirements before turning in your project. Once it is turned in, you will not be allowed to get it back to "fix" things you forgot!

Have fun and be creative! Color and creativity count! Do your BEST work and use your time wisely! ☺

Your final project will be due on \_\_\_\_\_.

## Camping Brochure Project – Rubric

### Camp Jackson’s Island Brochure Project

Name \_\_\_\_\_ Due Date \_\_\_\_\_

	4	3	2	1
<b>Front Cover</b>	Name of camp in large decorative lettering and in color Drawing of a scene from the camp in color and well done	Name of camp in large decorative lettering Drawing of scene from the camp One or both not in color	Name, but not decorative or in color AND/OR Drawing does not show effort or is not colored	Name missing or drawing missing  Little effort shown
<b>Inside Front Cover</b>	Five facts listed Facts derived from story Excite me to go! Neatly done	Four facts listed <u>or</u> Not all five facts derived from story <u>or</u> Not very exciting or neat	Three facts listed <u>and</u> not derived from story at all	Less than three facts listed and not derived from the story
<b>Inside Middle Panel</b>	- Things you need to bring - Activities listed - Things camp provides - All things relate to story in some way	Three of four requirements met	Two of four requirements met	Less than two requirements met
<b>Inside Third Panel</b>	- Financial information - Contact information - Short form to get an application sent to you - Website info	Three of four requirements met	Two of four requirements met	Less than two requirements met
<b>Back of Inside Third Panel</b>	- Directions - Map - Airline, shuttle, bus info. - Driving directions	Three of four requirements met	Two of four requirements met	Less than two requirements met
<b>Back Cover</b>	Left blank Name at bottom	Left blank Forgot name	Used for more information Included name	Used for more information Forgot name
<b>Due Date</b>	Turned in on due date completed	Turned in one day late	Turned in two days late	Turned in more than two days late
<b>Total points</b>				
<b>Final Grade: _____/28 = _____%</b>				

**Appendix N**  
**More Vocabulary – Chapters 14-15**

Name \_\_\_\_\_

Date \_\_\_\_\_

Match each of the definitions with a word from the list at the right.

- |   |                  |
|---|------------------|
| _____ 1. Make fun of; ridicule                        | a. conjectured   |
| _____ 2. To place trust in someone; to rest           | b. warily        |
| _____ 3. Special costume                              | c. bereaved      |
| _____ 4. With display; with flourish                  | d. repose        |
| _____ 5. Inclined to believe with slight evidence     | e. credulous     |
| _____ 6. Disastrous fire                              | f. conflagration |
| _____ 7. Very hungry                                  | g. ravenous      |
| _____ 8. To guess without having a lot of information | h. regalia       |
| _____ 9. On one's guard; cautiously                   | i. sumptuously   |
| _____ 10. To leave desolate, especially by death      | j. derision      |

Answer Key: 1. j 2. d 3. h 4. i 5. e 6. f 7. g 8. a 9. b 10. c

## Appendix O

# Comprehension Activity

Name \_\_\_\_\_

Date \_\_\_\_\_

Chapters 14-15

Answer the following questions on a separate sheet of paper.

1. How did the boys begin to show that they were getting homesick?
2. What did the families of the boys think happened to them when they found out they were missing?
3. What did they do to try to find them?
4. If you ran away, what do you think your parents would do first?
5. Tom wrote something on a piece of bark before he left. What do you think he wrote?
6. Why did Tom sneak back to town and what did he learn about what people were thinking?
7. Why did Tom leave his treasures?

Answer Key:

1. They ran out of interesting things to talk about; they had thoughts about the people at home
2. They thought they had drowned
3. They shot a cannon into the river to make the bodies rise to the top
4. Answers will vary
5. Answers will vary
6. He went back to see what people were thinking; he learned that everyone missed him and they loved him now that he was “dead”; he learned there would be a funeral for them on Sunday if they didn’t find them by then
7. So that if he didn’t come back, the others would know he had drowned or gotten caught

## Appendix P

# Vocabulary – One of These Words Just Doesn't Belong!

Choose the word in each row that does not belong.

1.	defeat	vanquish	conquer	fail
2.	menagerie	collection	solitary	group
3.	confident	indecisive	irresolute	wavering
4.	lively	animated	slumbering	vivacity
5.	caressing	punching	pummeling	hitting
6.	vindictive	revenge	kind	unforgiving
7.	cut	lacerate	wounded	healed
8.	blame	forgive	reconcile	settle
9.	irritate	peaceful	annoyance	vexation
10.	ingenious	mimicking	brilliant	inventive
11.	shattered	stronger	fortified	improved
12.	shake	placid	earthquake	tremor

### Answer Key

1.	defeat	vanquish	conquer	<b>fail</b>
2.	menagerie	collection	<b>solitary</b>	group
3.	<b>confident</b>	indecisive	irresolute	wavering
4.	lively	animated	<b>slumbering</b>	vivacity
5.	<b>caressing</b>	punching	pummeling	hitting
6.	vindictive	revenge	<b>kind</b>	unforgiving
7.	cut	lacerate	wounded	<b>healed</b>
8.	<b>blame</b>	forgive	reconcile	settle
9.	irritate	<b>peaceful</b>	annoyance	vexation
10.	ingenious	<b>mimicking</b>	brilliant	inventive
11.	<b>shattered</b>	stronger	fortified	improved
12.	shake	<b>placid</b>	earthquake	tremor

Appendix Q  
**Compare and Contrast**

	Tom's Actions	Becky's Actions
Alike		
Different		

Appendix R, page 1  
**Comprehension Questions – Chapters 16-22**

Name \_\_\_\_\_

Date \_\_\_\_\_

Choose the correct answer.

1. If you are homesick you are
  - tired of being at home
  - ill and can't go to school
  - not at home but wishing that you could be
  
2. One way to get rid of homesickness would be to
  - throw up so you feel better
  - find something to do to get your mind off of it
  - lay around and rest until it goes away
  
3. Tom and his fellow pirates coped with their homesickness by
  - swimming, playing circus, Indian games, and marbles
  - fishing and eating until they felt better
  - smoking their pipes until they threw up
  
4. Why did Tom and Joe pretend they had to find Joe's knife?
  - Because his uncle gave it to him and it was very special
  - Smoking had made them very sick
  - They didn't want Huck to find it first
  
5. They didn't admit they were sick because
  - they didn't want Huck to think they were babies
  - they liked throwing up and thought it was a good way to do it
  - they were afraid Huck would make them go home

Circle "T" for True or "F" for False for each of the following.

- T**   **F**      6. The boys are very scared during the storm and decide to leave in the morning.
- T**   **F**      7. The boys were grateful that they had not been in their shelter because it was destroyed when they returned.
- T**   **F**      8. People said really bad things about Tom and Joe when they thought they were dead.
- T**   **F**      9. The minister told stories at the funeral about how wonderful the three boys had been.
- T**   **F**      10. Tom was very embarrassed by what he had done once they came back.

Appendix R, page 2  
**Comprehension Questions – Chapters 16-22**

Fill in the blanks with the correct answers.

11. Aunt Polly was very \_\_\_\_\_ to Tom at breakfast. She said it was \_\_\_\_\_-hearted of Tom to make her suffer so.
12. Tom told a story about having a \_\_\_\_\_. His story made Aunt Polly feel \_\_\_\_\_.
13. \_\_\_\_\_ did not believe his story, because it didn't have any mistakes in it.
14. Tom pretended not to see Becky Thatcher and flirted with \_\_\_\_\_ instead.
15. Becky talked with her friends about having a \_\_\_\_\_.
16. Later, Tom saw Becky sitting and looking at a \_\_\_\_\_ with Alfred. This made Tom \_\_\_\_\_.
17. Alfred got back at Tom and Becky for "using" him by spilling \_\_\_\_\_ on Tom's spelling book.

Choose the correct answer.

18. What does Aunt Polly find in Tom's coat pocket that helps her forgive his mischief?
  - a pipe
  - a piece of paper with a note on it
  - his Bible
  - a piece of bark
19. Aunt Polly says she can forgive Tom
  - this one little sin, but no more than that
  - a million sins
  - five hundred sins
  - all the sins he had ever committed
20. Tom tries to make up with Becky, but ends up making her
  - spill more ink on the teachers book
  - cry and run away
  - break a glass on the table
  - tear a page from the teachers book

Appendix R, page 3  
**Comprehension Questions – Chapters 16-22**

21. Becky likes Tom again because
- he says he will always love her
  - he gets her in trouble with the teacher too
  - he takes her punishment for something she did
  - he is mean to Amy Lawrence

Answer these questions with a short answer.

22. Do you have any event at school that would compare to the Examination Evening?

---

23. Why did the boys want to get even with Mr. Dobbins?

---

24. What was Mr. Dobbins doing while his head was painted?

---

25. What was used to show Mr. Dobbins painted head?

---

26. Why was this year's vacation terrible for Tom?

---

27. Out of all the bad things Tom knew he had done in his life, what is still bothering him more than anything else?

---

28. Why does the thunderstorm scare Tom so badly?

---

29. What happened in the town that made Tom feel really guilty? Did it last long? Explain.

---

---

30. What do you think that Tom will do so that there is justice for the killer and his conscience will be finally cleared?

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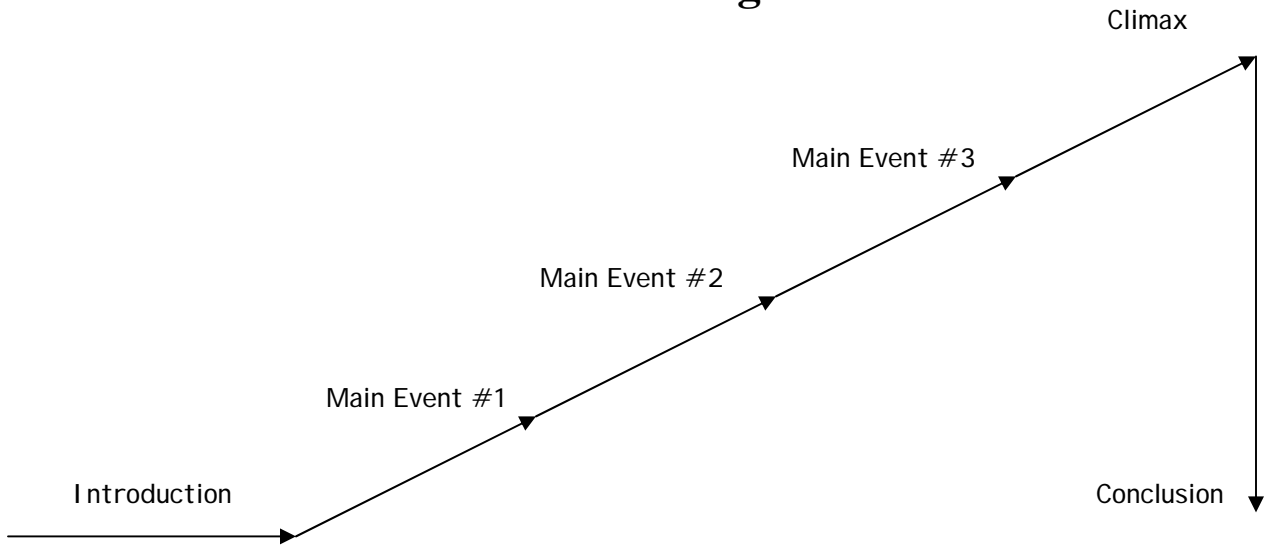
## Comprehension Questions – Chapters 16-22 – Answer Key

1. c
2. b
3. a
4. b
5. a
6. F
7. T
8. F
9. T
10. F
11. kind; hard
12. dream; good
13. Sid
14. Amy
15. picnic
16. picture-book; jealous
17. ink
18. d
19. b
20. d
21. c
22. Open House, etc.
23. he had whipped them all year for their behavior
24. sleeping because he was drunk
25. a cat hanging from the ceiling pulled his wig off
26. he was bored and he got the measles
27. the truth about the murder
28. he feels that it is God's punishment for his sinful ways
29. a revival; it didn't last long; everyone went back to their impish ways
30. answers will vary

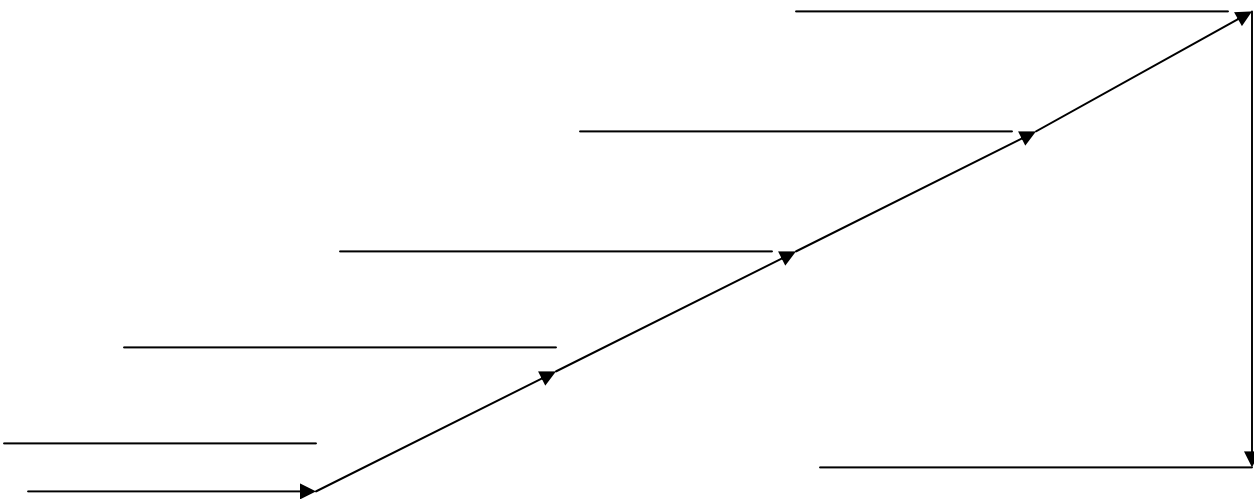
Appendix S  
**Vocabulary BINGO**

		FREE		

## Appendix T Plot Line Diagram



### Plot Line Drawing of *The Adventures of Tom Sawyer*, by Mark Twain



# Culminating Test on *The Adventures of Tom Sawyer*, by Mark Twain

Name \_\_\_\_\_ Final Test  
Date \_\_\_\_\_ *The Adventures of Tom Sawyer*

## I. Matching – 1 point each

- |                         |  |
|-------------------------|--|
| _____ 1. Mary           | A. schoolmaster  |
| _____ 2. Injun Joe      | B. Tom's half brother who is a bother                                      |
| _____ 3. Muff Potter    | C. Tom's first girlfriend  |
| _____ 4. Huck Finn      | D. Girl that Tom falls in love with  |
| _____ 5. Peter          | E. Seals the entrance to the cave  |
| _____ 6. Mr. Dobbins    | F. Acquired two Bibles at Sunday school for memorizing and reciting verses |
| _____ 7. Sid            | G. Town orphan and friend to Tom Sawyer                                    |
| _____ 8. Becky Thatcher | H. Friend of Tom's who runs away with Tom and Huck                         |
| _____ 9. Judge Thatcher | I. Accused of the murder of Dr. Robinson                                   |
| _____ 10. Amy Lawrence  | J. Adopts Huck Finn and tries to teach him to be civil                     |
| _____ 11. Dr. Robinson  | K. Comes to the Widow's rescue to scare off Injun Joe                      |
| _____ 12. Aunt Polly    | L. Murderer of Dr. Robinson  |
| _____ 13. Widow Douglas | M. Cat that teaches Aunt Polly a lesson                                    |
| _____ 14. The Welshman  | N. Refuses to pay more for a job and ends up getting killed                |
| _____ 15. Joe Harper    | O. Kindhearted guardian of Tom   |

## Culminating Test on *The Adventures of Tom Sawyer*, by Mark Twain

### II. True or False – 1 point each

- T F** 16. Mark Twain was just a pen name. The author's real name was Samuel Langhorne Clemens.
- T F** 17. According to the author, most adventures in this book never really occurred in real life.
- T F** 18. The setting of this story is a large city in the south during the Civil War.
- T F** 19. Aunt Polly feels guilty because she can't discipline Tom better, but she just really loves him.
- T F** 20. Muff Potter murders Dr. Robinson because he is afraid of Injun Joe.
- T F** 21. Tom and Huck believe in a lot of superstitions like spunk water will cure warts.
- T F** 22. Sid annoys Tom a lot because he is always so good and never gets in trouble.
- T F** 23. Huck is glad he found the money because it gives him a chance to become somebody and fit into society finally.
- T F** 24. The Welshman likes Huck Finn a lot and marries the Widow Douglas so he can be their adopted son.
- T F** 25. The money that Huck and Tom find will be invested for their futures.

### III. Choose the correct answer – 1 point each

26. How does Tom trick his friends into helping him whitewash the fence?
- He gives them marbles
  - He tells them Aunt Polly will give them cookies if they help
  - He convinces them that it is a fun job
27. Why do Tom and Huck go to the graveyard?
- To kill a cat
  - To dig for buried treasure
  - To get rid of their warts

## Culminating Test on *The Adventures of Tom Sawyer*, by Mark Twain

28. What is Jackson's Island?
- A tavern in the village
  - A small island in the middle of the Mississippi River
  - An amusement park in St. Louis
29. What does Injun Joe do after Tom testifies against him?
- He jumps out of the courtroom window and runs away
  - He chases the boys down and terrorizes them for months
  - He pleads not guilty
30. What does Tom do in church to keep himself busy?
- Plays with bugs
  - Writes notes to Becky Thatcher
  - Draws in his songbook
31. How does Tom win a Bible in Sunday school?
- He memorizes 2000 verses
  - He testifies at Muff Potter's trial
  - He trades the other children for their tickets
32. Who is unaffected by the revival that sweeps through town?
- Tom Sawyer, who is sick at the time
  - Sid, who is always mean and selfish
  - Mary, who is too good to need revival
33. Why doesn't Huck go to the picnic that Becky has?
- He hates girls and would never go to their parties
  - He promised to keep watch for Injun Joe
  - He is afraid to get on a steamboat
34. What happens to Tom and Joe when they learn to smoke?
- They get really sick
  - They catch the forest on fire accidentally
  - They get a whipping from Aunt Polly

## Culminating Test on *The Adventures of Tom Sawyer*, by Mark Twain

35. Who spilled ink on Tom’s spelling book?

- Alfred
- Amy
- Becky

**IV. Short Answer – 2 points each – Write in complete sentences. (1 pt. for answer and 1 pt. for complete sentence)**

36. When Tom goes behind door Number 2 at the Temperance Tavern what does he find?

---

37. Why does Injun Joe want revenge on the Widow Douglas?

---

38. How does Huck get Tom’s attention when he wants him to come out and go on an adventure in the middle of the night?

---

39. How does Tom get Becky to pay attention to him after she “breaks up with him” by giving him his andiron knob back?

---

40. What does Becky do to make Tom feel bad at the same time?

---

**V. Essay – 20 points**

Tom Sawyer grows up a lot during the course of this story. In a well written paragraph (at least 8 sentences), describe the way that Tom changes from the beginning of the book to the end and how the events of the story helped him to grow up like this. Think about our attribute chart for Tom and how things changed as we added qualities to that. This will help you write your essay. Follow the proper procedures for paragraph writing. Use the back of the page if needed.

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## Culminating Test on *The Adventures of Tom Sawyer*, by Mark Twain-Answer Key

- |       |       |       |
|-------|-------|-------|
| 1. F  | 16. T | 26. c |
| 2. L  | 17. F | 27. c |
| 3. I  | 18. F | 28. b |
| 4. G  | 19. T | 29. a |
| 5. M  | 20. F | 30. a |
| 6. A  | 21. T | 31. c |
| 7. B  | 22. T | 32. a |
| 8. D  | 23. F | 33. b |
| 9. E  | 24. F | 34. a |
| 10. C | 25. T | 35. c |
| 11. N |       |       |
| 12. O |       |       |
| 13. J |       |       |
| 14. K |       |       |
| 15. H |       |       |

36. Injun Joe passed out on the floor and a bottle of whiskey
37. Because her husband used to be the justice of the peace and he treated Injun Joe very badly and had him whipped.
38. He meows like a cat (caterwauling).
39. He starts paying attention to Amy Lawrence again to make her jealous.
40. She looks at picture books with Alfred and ignores Tom.

**Essay** – answers will vary – use rubric to score essay. (20 points)

	4	3	2	1
Main/Topic Idea Sentence	Main/Topic idea sentence is clear, correctly placed, and is restated in the closing sentence.	Main/Topic idea sentence is either unclear or incorrectly placed, and is restated in the closing sentence.	Main/Topic idea sentence is unclear and incorrectly placed, and is restated in the closing sentence.	Main/Topic idea sentence is unclear and incorrectly placed, and is not restated in the closing sentence.
Supporting Detail Sentence(s)	Paragraph(s) have three or more supporting detail sentences that relate back to the main idea.	Paragraph(s) have two supporting detail sentences that relate back to the main idea.	Paragraph(s) have one supporting detail sentence that relate back to the main idea.	Paragraph(s) have no supporting detail sentences that relate back to the main idea.
Elaborating Detail Sentence(s)	Each supporting detail sentence has three or more elaborating detail sentences.	Each supporting detail sentence has at least two elaborating detail sentences.	Each supporting detail sentence has one elaborating detail sentence.	Each supporting detail sentence has no elaborating detail sentence.
Legibility	Legible handwriting.	Marginally legible handwriting.	Writing is not legible in places.	Writing is not legible.
Mechanics and Grammar	Paragraph has no errors in punctuation, capitalization, and spelling.	Paragraph has one or two punctuation, capitalization, and spelling errors.	Paragraph has three to five punctuation, capitalization, and spelling errors.	Paragraph has six or more punctuation, capitalization, and spelling errors.
Totals				

Appendix V  
**End of Book Questions – Culminating Activity**

Name \_\_\_\_\_ End of Book Questions

Date \_\_\_\_\_

After you have finished reading *The Adventures of Tom Sawyer*, you might feel that you have a few questions about the story that went unanswered as the book came to a close.

Below are some possible questions you might have. Work with your partner to discuss these questions together and come up with some cooperative answers and write your answers on notebook paper. Be ready to share your specific answers to at least three of the questions with the whole group.

1. Do you think that Tom and Huck will always be friends as they grow up?
2. Do you think Tom and Becky stay good friends? Do they ever get married?
3. What about Sid? What kind of person do you think he grows up to be?
4. Do a little reading about the Civil War and use your knowledge of what you have learned in school about the Civil War and then tell how you think this war may have affected Tom Sawyer's world. Pay close attention to dates and issues surrounding the war. Remember this book was supposed to have taken place in the 1840's.
5. Do you think Tom and Huck spent the rest of their lives living off their fortunes? If not, what do you think they did instead? What kinds of jobs did they probably have?
6. Do you think Huck ends up staying with the Widow Douglas or not? Why or why not?
7. Do you think Aunt Polly benefits at all from Tom's wealth? If so, how does her life change?
8. Do you think Sid and Tom start to get along better as they get older, or do you think their relationship gets worse? Explain.
9. How do you think the legend of Injun Joe changes as the years go by?
10. Do some research on the women's movement. Do you think Becky is affected by it? If so, how.