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***The Adventures  
of Tom Sawyer***  
BY MARK TWAIN

  
**Prestwick House**

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All references come from the Prestwick House Literary Touchstone Press edition of *The Adventures of Tom Sawyer*, published 1998.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Whole Book Activities****Characterization**

**Objectives:** Recognizing how character traits are revealed.  
Understanding character growth.

**Activity**

The author describes the characters' physical or emotional traits with words that convey their personalities. Make a chart as you read the book and record the characters' names, what they look like, what type of personality they have, and what that indicates to you. If the character is described more than once, record that and indicate what is new or changed about his or her personality.

We have done one for you.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Chapters I – III****Point of View**

**Objective:** Understanding point of view

**Activity**

The point of view of this novel is third person omniscient. The narrator knows what each person is thinking and is able to comment on everyone's actions. Imagine, though, that it was written from a first person point of view. Write diary entries for the first two days depicted in the book, first from Tom's point of view and then from Sid's. Think about how each of them would interpret the events.

The narrator of this novel is not objective and has an obvious fondness for Tom. Cite at least three quotations that support this statement. How would someone who does not like Tom describe his actions?

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Chapters IV – VIII****Plot****Objective:** Understanding plot**Activity**

Comic artists must take grand ideas and action and distill them down to their essential elements. Choose one of the scenes below and draw a comic strip that conveys its key actions and emotions.

- Tom winning the *Bible* in Sunday school
- The pinchbug incident at church
- Tom's attempt to stay home from school
- Tom and Becky's brief courtship

Superstition plays a large role in the novel, often advancing and influencing the action. Write examples of superstition from these chapters and what effect they have on the characters. Then, list superstitions from current times and how they affect you and your actions.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Chapters XIII – XVII****Theme****Objective:** Understanding thematic ideas**Activity**

Working in small groups, read the summary of the boys' adventures on Jackson's Island on the **Writing Statements of Theme Worksheet** on the following page. Write a topic for this adventure. Select the topic that you believe **best** reflects incident. Write a concise statement of theme on this topic, based on the incident. Each group will share with the other teams the topics and statements of theme it has written. Teams will evaluate each others' statements for:

- Conciseness
- Appropriateness
- Universality



Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Chapters XVIII – XXII****Satire**

**Objective:** Understanding satire.

**Activity**

Twain uses satire to announce his opinions to the reader. Find three examples in this section, and analyze the satirical elements. Write a sentence or two summarizing Twain's opinion.

**Example:**

“The exercises began. A very little boy stood up and sheepishly recited, ‘You’d scarce expect one of my age to speak in public on the stage,’ etc.—accompanying himself with the painfully exact and spasmodic gestures which a machine might have used—supposing the machine to be a trifle out of order. But he got through safely, though cruelly scared, and got a fine round of applause when he made his manufactured bow and retired.”

The words “sheepishly,” “painfully,” and “cruelly” show that Twain does not approve of rote school exercises. The recitations stifle creativity and make the children behave as machines.