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- Table of Contents
- Introduction to the *LitPlan Teacher Pack™*
- first page of the Study Questions
- first page of the Study Question Answer Key
- first page of the Multiple Choice Quiz Section
- first Vocabulary Worksheet
- first few pages of the Daily Lessons
- a Writing Assignment
- first page of the Extra Discussion Questions
- first page of the Unit Test Section

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TEACHER'S PET PUBLICATIONS

LITPLAN TEACHER PACK™

for

The Adventures of Tom Sawyer

based on the book by
Mark Twain

Written by
Mary B. Collins

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A FEW NOTES ABOUT THE AUTHOR

Mark Twain

TWAIN, Mark (1835-1910). A onetime printer and Mississippi River boat pilot, Mark Twain became one of America's greatest authors. His 'Tom Sawyer', 'Huckleberry Finn', and 'Life on the Mississippi' rank high on any list of great American books.

Mark Twain was born Samuel Langhorne Clemens on Nov. 30, 1835, in the small town of Florida, Mo. He was the fourth of five children. His father was a hard worker but a poor provider. The family moved to Hannibal, Mo., on the Mississippi, when young Clemens was 4 years old. It was in this river town that he grew up, and from it he gathered the material for his most famous stories. The character of Judge Carpenter is somewhat like his father; Aunt Polly, his mother; Sid Sawyer, his brother Henry; Huck Finn, a town boy named Tom Blankenship; and Tom Sawyer, a combination of several boys-including himself.

His father died when he was 12, and the boy was apprenticed to a printer. An apprentice works for someone in order to learn a trade. This was the first step toward his career as a writer. In 1857 he apprenticed himself to a riverboat pilot. He became a licensed pilot and spent two and a half years at his new trade. The river swarmed with traffic, and the pilot was the most important man aboard the boat. He wrote of these years in 'Life on the Mississippi'.

The Civil War ended his career as a pilot. Clemens went west to Nevada and soon became a reporter on the Virginia City newspaper. Here he began using the pen name Mark Twain. It is an old river term meaning two fathoms, or 12 feet (4 meters), of water depth.

In 1864 he went to California. The next year he wrote his 'Jumping Frog' story, which ran in many newspapers. He was sent to the Sandwich Islands (now Hawaii) as a roving reporter, and on his return he began lecturing. He was soon on a tour of the Mediterranean and the Holy Land. From this came 'The Innocents Abroad', which made him famous.

In 1870 he married Olivia Langdon, daughter of a wealthy businessman of Elmira, N.Y. Olivia modified Twain's exaggerations, sometimes weakening his writings, sometimes actually making them more readable. They had three daughters.

Twain began turning out a new book every few years. William Dean Howells, editor of the Atlantic Monthly and a highly respected novelist, became his close friend and literary adviser.

Twain bought a publishing firm in Hartford, Conn. He earned much money writing, lecturing, and in his publishing house, but he spent it on high living and unsuccessful investments. He lost a fortune promoting a typesetting machine. By 1894 his publishing company had failed and he was bankrupt.

Twain set out on a world lecture tour to retrieve his fortune, and by 1898 his debts were paid. In his last years he traveled and spoke much but wrote comparatively little. He died on April 21, 1910.

Twain was more than a humorist. Behind his mask of humor lay a serious view of life. Tragedy had entered his own life in the poverty and early death of his father, the loss of a daughter, and his bankruptcy. His short story, 'The Man That Corrupted Hadleyburg', published in 1900, which showed greed at work in a small town, is an indication of Twain's dark side.

The controversial 'Huckleberry Finn', which is periodically banned in schools or libraries because of alleged racial overtones, can be read by children, but it is not a child's book. It has elements of heartbreak and wisdom that can be appreciated best by adults. On the other hand, 'Tom Sawyer' is primarily a juvenile book but one that can be read with pleasure by adults.

Twain's chief works are: 'The Celebrated Jumping Frog of Calaveras County', a collection published in 1867; 'The Innocents Abroad' (1869); 'Roughing It' (1872); 'The Gilded Age'-with Charles Dudley Warner (1873); 'The Adventures of Tom Sawyer' (1876); 'A Tramp Abroad' (1880); 'The Prince and the Pauper' (1882); 'Life on the Mississippi' (1883); 'The Adventures of Huckleberry Finn' (1884); 'A Connecticut Yankee in King Arthur's Court' (1889); 'The Tragedy of Pudd'nhead Wilson' (1894); and 'Personal Recollections of Joan of Arc' (1896). Printed posthumously were: 'The Mysterious Stranger' (1916); 'Mark Twain's Notebook' (1935); and 'Autobiography' (1959).

---- Courtesy of Compton's Learning Company

INTRODUCTION

This unit has been designed to develop students' reading, writing, thinking, and language skills through exercises and activities related to *The Adventures of Tom Sawyer* by Mark Twain. It includes twenty-one lessons, supported by extra resource materials.

The **introductory lessons** introduce students to the **reading project assignment** in which students prepare to act out some of the more dramatic scenes from the novel. Students are also given the materials they will be using during the unit. Students then begin the pre-reading work for the first reading assignment.

The **reading assignments** are approximately thirty pages each; some are a little shorter while others are a little longer. Students have approximately 15 minutes of pre-reading work to do prior to each reading assignment. This pre-reading work involves reviewing the study questions for the assignment and doing some vocabulary work for 8 to 10 vocabulary words they will encounter in their reading.

The **study guide questions** are fact-based questions; students can find the answers to these questions right in the text. These questions come in two formats: short answer or multiple choice. The best use of these materials is probably to use the short answer version of the questions as study guides for students (since answers will be more complete), and to use the multiple choice version for occasional quizzes. If your school has the appropriate machinery, it might be a good idea to make transparencies of your answer keys for the overhead projector.

The **vocabulary work** is intended to enrich students' vocabularies as well as to aid in the students' understanding of the book. Prior to each reading assignment, students will complete a two-part worksheet for approximately 8 to 10 vocabulary words in the upcoming reading assignment. Part I focuses on students' use of general knowledge and contextual clues by giving the sentence in which the word appears in the text. Students are then to write down what they think the words mean based on the words' usage. Part II nails down the definitions of the words by giving students dictionary definitions of the words and having students match the words to the correct definitions based on the words' contextual usage. Students should then have an understanding of the words when they meet them in the text.

After each reading assignment, students will go back and formulate answers for the study guide questions. Discussion of these questions serves as a **review** of the most important events and ideas presented in the reading assignments.

After students complete reading the work, there is a **vocabulary review** lesson which pulls together all of the fragmented vocabulary lists for the reading assignments and gives students a review of all of the words they have studied.

A lesson is devoted to the **extra discussion questions/writing assignments**. These questions focus on interpretation, critical analysis and personal response, employing a variety of thinking skills and adding to the students' understanding of the novel.

There is a second **class project** in which students plan and carry out an old-fashioned country picnic complete with food and activities.

There are three **writing assignments** in this unit, each with the purpose of informing, persuading, or having students express personal opinions. The first assignment is to express personal opinions: students are given a choice between living in our world today or living in the Midwest in the 1840s and are asked to write a composition in which they explain which they would choose and why they would choose it. The second assignment is to persuade: students pretend to be any character in the book except Huck Finn. The assignment is to write a letter to Huck convincing him to live with the Widow Douglas and become civilized. They may use any arguments except the one Tom used in the book. The third assignment is to inform: students write a composition in which they tell about the nonfiction article they have read relating to *Tom Sawyer*. This assignment is in preparation for the oral presentation they will have to make on the same topic.

As mentioned, there is a **nonfiction reading assignment**. Students are required to read a piece of nonfiction related in some way to *The Adventures of Tom Sawyer*. After reading their nonfiction pieces, students will fill out a worksheet on which they answer questions regarding facts, interpretation, criticism, and personal opinions. During one class period, students make **oral presentations** about the nonfiction pieces they have read. This not only exposes all students to a wealth of information, it also gives students the opportunity to practice **public speaking**.

The **review lesson** pulls together all of the aspects of the unit. The teacher is given four or five choices of activities or games to use which all serve the same basic function of reviewing all of the information presented in the unit.

The **unit test** comes in two formats: multiple choice or short answer. As a convenience, two different tests for each format have been included. There is also an advanced short answer test for students who need more of a challenge.

There are additional **support materials** included with this unit. The **extra activities section** includes suggestions for an in-class library, crossword and word search puzzles related to the novel, and extra vocabulary worksheets. There is a list of **bulletin board ideas** which gives the teacher suggestions for bulletin boards to go along with this unit. In addition, there is a list of **extra class activities** the teacher could choose from to enhance the unit or as a substitution for an exercise the teacher might feel is inappropriate for his/her class. **Answer keys** are located directly after the **reproducible student materials** throughout the unit. The student materials may be reproduced for use in the teacher's classroom.

UNIT OBJECTIVES - *The Adventures of Tom Sawyer*

1. To expose students to a different era of American life, prior to the Civil War and prior to the arrival of the industrial revolution to the Midwest.
2. Students will demonstrate their understanding of the text on four levels: factual, interpretive, critical and personal.
3. Students will study Twain's use of humor and satire.
4. Students will be given the opportunity to practice reading aloud and silently to improve their skills in each area.
5. Students will answer questions to demonstrate their knowledge and understanding of the main events and characters in *The Adventures of Tom Sawyer* as they relate to the author's theme development.
6. Students will enrich their vocabularies and improve their understanding of the novel through the vocabulary lessons prepared for use in conjunction with the novel.
7. The writing assignments in this unit are geared to several purposes:
 - a. To have students demonstrate their abilities to inform, to persuade, or to express their own personal ideas
Note: Students will demonstrate ability to write effectively to inform by developing and organizing facts to convey information. Students will demonstrate the ability to write effectively to persuade by selecting and organizing relevant information, establishing an argumentative purpose, and by designing an appropriate strategy for an identified audience. Students will demonstrate the ability to write effectively to express personal ideas by selecting a form and its appropriate elements.
 - b. To check the students' reading comprehension
 - c. To make students think about the ideas presented by the novel
 - d. To encourage logical thinking
 - e. To provide an opportunity to practice good grammar and improve students' use of the English language.
8. Students will read aloud, report, and participate in large and small group discussions to improve their public speaking and personal interaction skills.

READING ASSIGNMENT SHEET - *The Adventures of Tom Sawyer*

Date Assigned	Chapters Assigned	Completion Date
	1-4	
	5-8	
	9-12	
	13-16	
	17-22	
	23-28	
	29-31	
	32-35	

UNIT OUTLINE - *The Adventures of Tom Sawyer*

1	2	3	4	5
Introduction Project PV 1-4	Project	Read 1 O Read 2-5 S PV 5-8	Read 6-7 O Read 8 S PV 9-12	Read 9 O Read 10-11 S PV 13-16
6	7	8	9	10
Read 12-13 O Read 14-15 S PV 17-22	Read 16 O Read 17 S Writing Assignment # 1	Read 18-19 O Read 20-24 S PV 23-28	Read 25-26 O Read 27-33 S PV 29-35	Read 33 O Read 34-35 S
11	12	13	14	15
Writing Assignment #2	Vocabulary	Extra ?s	Extra ?s	Writing Assignment #3 Writing Conf.
16	17	18	19	20
Nonfiction Reports	Planning Tom Sawyer Day	Planning Tom Sawyer Day	Review	Test
21				
Tom Sawyer Day				

Key: P=Preview Study Questions V=Prereading Vocabulary Worksheet O=Orally S=Silently

LESSONS ONE AND TWO

Objectives

1. To introduce the *Adventures of Tom Sawyer* unit.
2. To distribute books and other related materials
3. To preview the study questions for chapters 1-4
4. To familiarize students with the vocabulary for chapters 1-4
5. To make the reading project assignment

TEACHER'S NOTE:

There are several memorable scenes from *Tom Sawyer*. We thought it would be fun for students to dress up in costumes and act out these scenes as you come to them in the reading of the book. It will add interest to the reading, give students a chance to practice public speaking, and add some humor and fun to the unit.

The reading assignments are divided into sections of about thirty pages, and we've decided to leave them that way on the assignment sheet, study guides and prereading vocabulary worksheets in case you choose not to act out scenes from the novel. However, in the daily lessons, we have refigured the way in which the assignments are read to accommodate the oral presentations of the scenes.

Activity #1

Distribute the materials students will use in this unit. Explain in detail how students are to use these materials.

Study Guides Students should read the study guide questions for each reading assignment prior to beginning the reading assignment to get a feeling for what events and ideas are important in the section they are about to read. After reading the section, students will (as a class or individually) answer the questions to review the important events and ideas from that section of the book. Students should keep the study guides as study materials for the unit test.

Vocabulary Prior to reading a reading assignment, students will do vocabulary work related to the section of the book they are about to read. Following the completion of the reading of the book, there will be a vocabulary review of all the words used in the vocabulary assignments. Students should keep their vocabulary work as study materials for the unit test.

Reading Assignment Sheet You need to fill in the reading assignment sheet to let students know by when their reading has to be completed. You can either write the assignment sheet up on a side blackboard or bulletin board and leave it there for students to see each day, or you can "ditto" copies for each student to have. In either case, you should advise students to become very familiar with the reading assignments so they know what is expected of them.

WRITING ASSIGNMENT #1 - *The Adventures of Tom Sawyer*

PROMPT

The Adventures of Tom Sawyer was written about a period of time prior to the Civil War and prior to the time the industrial revolution had reached the midwest. Through Tom Sawyer and Huck Finn we look back at those times with nostalgia, with the feeling that those days were somehow more simple or better than ours are now. On the other hand, one could consider the lack of modern conveniences and the rougher life people had settling the west.

If I had a time machine and could transport you (and anyone you wanted to take with you) back in time, would you go back to 1840 or would you want to stay here and now? Why? Your assignment is to write a composition in which you answer those questions.

PREWRITING

On a scratch sheet of paper, draw a line down the middle of the page. On the left-hand column write "1840." On the right-hand column write "today." Under each column, write down the advantages of each era.

On another scratch sheet of paper, draw the same set-up as before, only this time write down the disadvantages of each era.

After carefully considering each page of notes, make your decision as to whether or not you would go back in time to 1840 to live.

What three things most led you to your decision? Jot them down.

DRAFTING

Write one paragraph in which you introduce the idea that you would/wouldn't go back in time to 1840 to live.

In the body of your composition, write one paragraph for each of the reasons why you would/wouldn't go back in time. Fill out each paragraph with examples and/or explanations of your reason.

Write a concluding paragraph in which you bring your composition to a close and make your final comments.

PROMPT

When you finish the rough draft of your paper, ask a student who sits near you to read it. After reading your rough draft, he/she should tell you what he/she liked best about your work, which parts were difficult to understand, and ways in which your work could be improved. Reread your paper considering your critic's comments, and make the corrections you think are necessary.

PROOFREADING

Do a final proofreading of your paper double-checking your grammar, spelling, organization, and the clarity of your ideas.