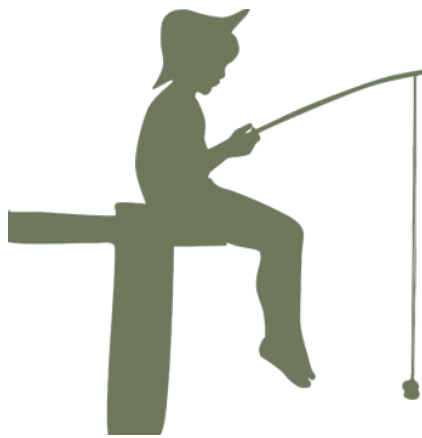


The Adventures of Tom Sawyer



By

Mark Twain

A Novel Study
by Joel Michel Reed

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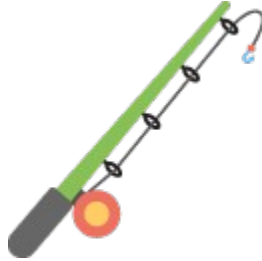


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About the author: Joel Reed has over 70 published novel studies and is the author of four novels. For information on his work and literature, please visit www.reednovelstudies.com

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Suggestions and Expectations

This curriculum unit can be used in a variety of ways. Each section of the novel study focuses on three chapters of *The Adventures of Tom Sawyer* and is comprised of five of the following different activities:

1. Before You Read
2. Vocabulary Building
3. Comprehension Questions
4. Language Activities
5. Extension Activities

Links with the Common Core Standards (U.S.)

Many of the activities included in this curriculum unit are supported by the Common Core Standards. For instance the *Reading Standards for Literature, Grade 5*, makes reference to

- a) determining the meaning of words and phrases. . . including figurative language;
- b) explaining how a series of chapters fits together to provide the overall structure;
- c) compare and contrast two characters;
- d) determine how characters ... respond to challenges;
- e) drawing inferences from the text;
- f) determining a theme of a story . . . **and many others.**

A principal expectation of the unit is that students will develop their skills in reading, writing, listening and oral communication, as well as in reasoning and critical thinking. It is important, too, that students be encouraged to relate their own feelings/experiences in certain contexts, and describe their own interpretations of particular passages.

- Students can work on the activities at their own pace.
- Every activity need not be completed by all students.
- A **portfolio cover** is included (page 7) as well as a **Checklist** (page 6) to keep a record of completed work.

Themes which may be taught in conjunction with the novel include boyhood adventures with unusual characters facing difficult circumstances, mortality, (dysfunctional) families, friendships, jealousy, relationships, and putting right to a wrong.

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List of Skills

Vocabulary Development

1. Locating descriptive words
2. Identifying synonyms
3. Identifying / creating *alliteration*
4. Use of capitals and punctuation
5. Identifying syllables
6. Identify *foreshadowing*.
7. Identify *personification*
8. Use of singular / plural nouns
9. Listing compound words
10. Identifying parts of speech
11. Identify *anagrams*
12. Identifying antonyms
13. Identify/create *similes*

Setting Activities

1. Summarize the details of a setting

Plot Activities

1. Complete a *time line* of events
2. Identify conflict in the story
3. Identify *cliffhangers*
4. Complete Five W's Chart

Character Activities

1. Determine character traits
2. Cast a feature film.
3. Relating personal experiences
4. Complete a character comparison

Creative and Critical Thinking

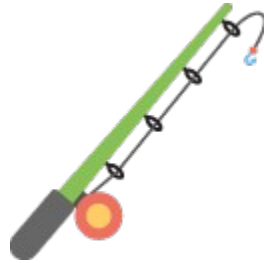
1. Research
2. Write a newspaper story
3. Participate in a talk show
4. Conduct an interview
5. Identification activities
6. Write about personal feelings
7. Write a book review
8. Complete an Observation Sheet
9. Write a poem
10. Write a letter home.

Art Activities

1. Design a storyboard
2. Create a mural
3. Write a quiz show.
4. Design a cover for the novel
5. Create a comic strip
6. Illustrating chapter events.

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Synopsis

On The Banks of the Mississippi River, Tom Sawyer and his friend Huckleberry Finn seek out adventure at every turn. Then one fateful night in the graveyard they witness a murder. The boys vow never to reveal the secret, and they run away to be pirates in search of hidden treasure. But soon Tom finds himself in the deepest trouble he's ever had to face. (Courtesy of the publisher – Puffin Classics)

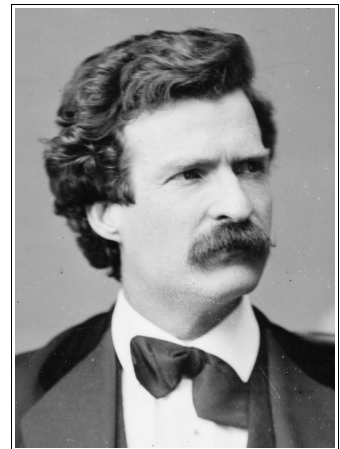
A complete synopsis and other helpful reviews can be found on the following website:
https://en.wikipedia.org/wiki/The_Adventures_of_Tom_Sawyer (May contain spoilers)

Author Biography

Mark Twain

Samuel Langhorne Clemens (November 30, 1835 – April 21, 1910), better known by his pen name Mark Twain, was an American writer, humorist, entrepreneur, publisher, and lecturer. Among his novels are **The Adventures of Tom Sawyer** (1875) and its sequel, **The Adventures of Huckleberry Finn** (1885), the latter often called "The Great American Novel".

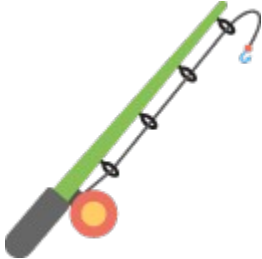
Twain was raised in Hannibal, Missouri, which later provided the setting for *Tom Sawyer* and *Huckleberry Finn*. He served an apprenticeship with a printer and then worked as a typesetter. He referred humorously to his lack of success at mining, eventually turning to journalism for the Virginia City *Territorial Enterprise*. His wit and satire, in prose and in speech, earned praise from critics and peers.



(Biography courtesy of Wikipedia – https://en.wikipedia.org/wiki/Mark_Twain)

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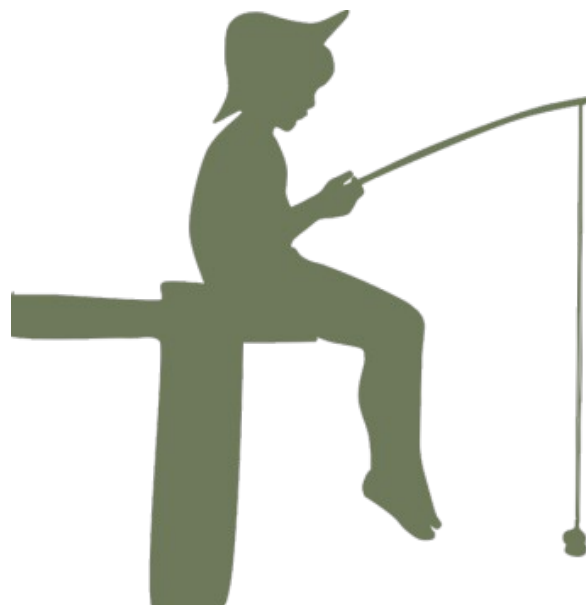


Student Checklist

Student Name _____

Assignment	Grade / Level	Comments

The Adventures of Tom Sawyer

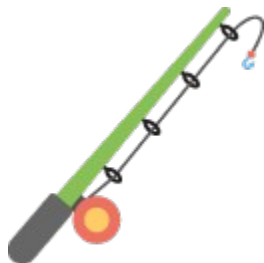


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Name: _____

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Chapters 1-3



Before you read the chapter:

Growing up in the early 19th century in North America would certainly have its challenging moments, but no doubt there were many things about such a life that were most enjoyable. With a colleague brainstorm at least three advantages to growing up in early America during the 1840s – and three disadvantages (as compared to the present day).

Advantage:
Disadvantage:



Vocabulary:

Some words can have a very personal meaning based on our own view points and/or individual experiences. Briefly describe how you would define each of the following words.

Adventure:	
Prejudice:	
Motivation:	

Questions



Part 1 - Chapter 1

1. Circle the correct narrative that the novel follows, and the reason for your choice.

First Person Second Person Third Person

2. How was Tom able to avoid being hit by his Aunt at the beginning of Chapter One?

3. Briefly describe Tom's confrontation with the new boy.

Part 2 - Chapter 2

1. Why do you think it can often be difficult to make new friends?

2. Briefly describe how Tom was able to trick the other boys into painting his fence.

- b. Do you think Tom was right or wrong for tricking the boys? Defend your answer.

Part 3 - Chapter 3

1. What treat was Tom given for painting the fence?

--

2. How did Tom attempt to grab the attention of the new girl?

3. Tom's aunt had a hard time admitting that she was wrong when she disciplined Tom for something that he didn't do. Why do you think she didn't apologize to Tom?

Language Activity



A. A **simile** is a comparison using the words “like” or “as”. The following is an example of a *simile* taken from Chapter One of our novel: *“In an instant both boys were rolling and tumbling in the dirt, gripped together like cats; and for the space of a minute they tugged and tore at each other’s hair and clothes, punched and scratched each other’s noses, and covered themselves with dust and glory.”*



What two things are being compared in this example?

--	--

Invent one of your own **similes** comparing two different people or objects with something from your own imagination:

B. The Eight Parts of Speech

Find at least two examples of each of the eight parts of speech from these chapters and list them in the appropriate section of the chart below.

Interjections	
Nouns	
Pronouns	
Conjunctions	
Prepositions	
Adjectives	
Adverbs	
Verbs	

Extension Activity



Storyboard

A storyboard is a series of pictures that tell about an important event in a story. A storyboard can tell the story of only one scene – or the entire novel.



Complete the storyboard below illustrating the events described in the first several chapters of our novel. You may wish to practice your drawings before you begin.

1	2
3	4
5	6