



PRESTWICK HOUSE

Activity Pack

THE ADVENTURES OF TOM SAWYER

BY MARK TWAIN



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Written by Stacey Pusey

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**Narration and Research**

Objective: Understanding the relationship between the author and the reader.

Activity

The novel begins in the middle of the action with Aunt Polly looking for Tom. Other characters enter the book, but are not necessarily introduced formally to the reader. Describe how this sets the tone for the whole book and the relationship between the narrator and the reader. How does the narrator view his audience? What is your reaction to the narrator? Support your opinion.

The narrator puts nothing into historical or geographical context, but just assumes the reader will understand story and the characters. Write a brief background piece that would help someone understand the story better from the beginning.

The background should include answers to the following questions.

- Where does the story take place?
- What is the time period?
- Who is the protagonist (main character)? How old is he? What type of person is he?
- Who are the main people in his life, and what is his relationship with them?
- What is the central conflict?

Name: _____

Date: _____

Chapters IV – VIII**Characterization I**

Objective: Understanding Tom Sawyer

Activity

Draw a picture of Tom in his regular clothes and one in his Sunday clothes. Comment on how the different sets of clothes do or do not reflect his personality.

Example:

“The neat roundabout” is a stiff, formal shirt compared to Tom’s easygoing, free-spirited personality.

The narrator describes two images of Tom: the one is the image Tom publicly projects, the other is his inner nature. Using the following chart, compare the two different Toms.

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 IX – XII**Debate**

Objective: Learning how to interpret different characters' perspectives.

Activity

The reader knows that Injun Joe killed Doc Robinson, but the townspeople believe that Muff Potter killed Doc. If convicted, Muff Potter would be executed. Choose a partner to debate Tom and Huck's decision to keep quiet. Use passages from the book to support your arguments.

Pretend you are a police officer investigating the Doc Robinson's murder. Write a police report for the crime that lists the fact of the case without the influence of Injun Joe's testimony.

Supplemental activity: Form students into groups of three. One will be Injun Joe, the second Muff Potter, and the third the detective. The detective should interview each witness and amend the police report according to the facts presented by the witnesses.

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 IX – XVII**Writing an Obituary**

Objective: Tracing character development

Activity

The narrator makes it clear that we are reading about the adventures of a boy. Write an obituary for Tom as if he had died in the river. Then, write one as if he died at age 80.

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.