



SCHOOL VIOLENCE PREVENTION DEMONSTRATION PROGRAM

## ***TOM SAWYER AND RESPONSIBILITY***

By Jim David

### **Teacher's Guide**

#### **Lesson Overview**

Students will discuss the question: How should one choose among competing responsibilities, values, and interests? This lesson introduces students to examples of how to deal with conflicting values and responsibilities. Students will analyze responsibilities and how values and other responsibilities can conflict; examine how to best select which value or responsibilities is most important; and will correlate this activity with the *Foundations of Democracy* materials. Correlations to SVPDP curricula are found at the end of this lesson plan.

#### **Suggested Grade Level**

Middle school

#### **Estimated Time to Complete**

One to two days

#### **Objectives**

Students will be able to

- define responsibilities, values, and interest;
- complete Examining Competing Responsibilities, Values and Interests activity on page 138 in *Foundations of Democracy*;
- list three examples of competing responsibilities;
- complete an Intellectual Tool Chart for Deciding Among Responsibilities (*Foundations of Democracy*, middle grades, page 144).

#### **Materials Needed**

1. Copy of *Tom Sawyer* (free from Google Books to download, seen at <http://bit.ly/f0hA5d>)
2. *Foundations of Democracy* textbook
3. T-Chart Graphic Organizer (follows)
4. Two pie charts (blank one follows), one for Tom Sawyer's responsibilities, values, and interests; and another for a good citizen's responsibilities, values, and interests

## Lesson Procedures

1. Have students create a T-chart (blank one follows) and list responsibilities that belong to the teacher and the students. Have students work in pairs or groups to come up with at least four responsibilities for each. Follow up this activity with open-ended questions like: “What would happen if one of the examples listed was not done by the party responsible?” or “Why does each person have such responsibilities?”
2. Open your *Foundations of Democracy* book to page 137.
3. Read that chapter, stopping and doing book activities and defining terms as you go.
4. Read Chapter Two of *Tom Sawyer*.
5. Have students use one pie chart (blank one follows) to analyze Tom Sawyer’s responsibilities, values, and interests in Chapter Two. Use information gathered from reading *Foundations of Democracy*, pages 136–139.
6. Have students use the other pie chart to analyze what responsibilities, values, and interests a citizen has.
7. A follow-up activity could be the *Foundations of Democracy*, page 140 lesson on Competing Responsibilities including page 144, featuring the Intellectual Tool Chart for Deciding Among Responsibilities.

## National Standards for Civics and Government

Grades 5–8

V. What are the Roles of the Citizen in American Democracy?

- C. What are the responsibilities of citizens?
- D. What dispositions or traits of character are important to the preservation and improvement of American constitutional democracy?
- E. How can citizens take part in civic life?

## Common Core State Standards

English Language Arts Standards, Reading: Literature, Grade 8

Key Ideas and Details

1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

English Language Arts Standards, Reading: Literature, Grade 7

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
5. Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

#### English Language Arts Standards, Reading: Literature, Grade 6

##### Key Ideas and Details

1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

##### Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot

#### **Correlations to SVPDP Curricula**

- *Foundations of Democracy, Responsibility Unit*
  - What is the importance of responsibility?
  - How should conflicts between competing responsibilities be resolved?
  - Who should be considered responsible?

<b>TEACHER</b>	<b>STUDENTS</b>
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T-Chart


**RESPONSIBILITIES, VALUES, AND INTERESTS**

