



Chapter Two

***The Adventures of Tom Sawyer* by Mark Twain**

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***NOTE:** Some versions of *Tom Sawyer* combine Chapters 16 and 17 of the Penguin version into one chapter. The Penguin version ends with Chapter 36 followed by the conclusion. The other versions end with Chapter 35 followed by the conclusion. Please adjust the schedule accordingly.

Chapter 2: *The Adventures of Tom Sawyer*

Answers to Comprehension Questions

CHAPTER 1

1. Tom's Aunt Polly is raising him.
2. Student can list any two of these: (1) Tom eats some jam, (2) plays hooky from school, and (3) gets in a fight that damages his clothes.

CHAPTER 2

1. c
2. Ben Rogers was pretending to be a steamboat.

CHAPTER 3

1. Aunt Polly is astonished that the fence is completely whitewashed.
2. Student must name at least one of the following: (1) When Tom first sees the girl at the Thatcher house, (2) also accept anything to do with this girl; (3) when Sid drops the sugar bowl. Also acceptable is (4) Tom's getting even with Sid at the beginning of the chapter, though this is less emphasized.

CHAPTER 4

1. Tom is trying to memorize Bible verses.
2. Two thousand verses had to be memorized to earn a Bible.

CHAPTER 5

1. The correct order is: sing the hymn, pray, preach, give the benediction.
2. Several people in the church were amused by the poodle playing with the beetle.

CHAPTER 6

1. Answers will vary, but might include things like: Huck is idle, lawless, vulgar, bad, disliked by parents, admired by other children, dressed in rags, homeless, without a family, uneducated, and superstitious.
2. Tom trades his tooth for Huck's tick.

CHAPTER 7

1. Tom and Becky whisper that they love each other.
2. Becky becomes angry with Tom when she realizes that he was “engaged” to Amy Lawrence.

CHAPTER 8

1. The student must name at least one of the following: While brooding over Becky Tom considers becoming a (1) soldier, (2) a buffalo hunter with the Indians, and (3) a pirate.
2. Tom is convinced a witch interfered when the doodle bug won’t answer his question but instead runs away.

CHAPTER 9

1. Tom is waiting for Huck to come and get him (waiting to hear Huck’s signal).
2. Injun Joe kills Dr Robinson.

CHAPTER 10

1. The correct order is: terror, relief, sadness, broken-heartedness.
2. Huck admires Tom’s writing ability.

CHAPTER 11

1. Tom and Huck are convinced Injun Joe sold himself to Satan because he is not hit by lightning when he lies about the murder.
2. Tom’s conscience is bothering him because he knows who the murderer is, but isn’t telling, so Muff Potter is being unjustly accused.

CHAPTER 12

1. a
2. Aunt Polly feels some remorse about giving Tom the medicine.

CHAPTER 13

1. Tom means Becky Thatcher.
2. Tom and Joe are bothered that they ran away and that they stole some meat.

CHAPTER 14

1. The people think Tom, Huck, and Joe have died.
2. Joe first suggests they return home.

CHAPTER 15

1. Sid seems least affected by Tom's "death."
2. d

CHAPTER 16

1. Tom keeps Huck and Joe from returning home by telling them his secret.
2. Smoking makes Tom and Joe sick.

CHAPTER 17

1. The boys have done nothing to prepare for the rain.
2. Tom and Joe are proud and happy that they have learned how to smoke.

CHAPTER 18

1. Becky Thatcher says this.
2. Aunt Polly's loving attentions made Huck even more uncomfortable.

CHAPTER 19

1. Tom tells his aunt about a dream he supposedly had.
2. Sid doesn't believe Tom's dream was a dream.

CHAPTER 20

1. Aunt Polly discovers Tom's lie when Joe tells his mother that Tom had been back to the house.
2. Aunt Polly is convinced when she finds the bark with his message in his pocket.

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CHAPTER 21

1. Tom's mood improves when he fixes his relationships with Aunt Polly and Becky.
2. No, Tom wasn't angry, because he didn't know Alfred had done it; and Tom even thought he might have done it himself.

CHAPTER 22

1. The boys wanted vengeance because the teacher was lashing them more than usual in preparation for "Examination Day."
2. Tom's recitation goes badly. He is seized by stage fright in the middle and forgets the rest of it.

CHAPTER 23

1. Tom briefly joins the Cadets of Temperance.
2. c

CHAPTER 24

1. Tom and Huck bring tobacco and matches to Muff Potter.
2. b.

CHAPTER 25

1. This happened because Tom's conscience drove him to tell the lawyer what he and Huck had seen.

CHAPTER 26

1. Student must name at least one of these: (1) Islands, (2) buried under a dead tree limb where its shadow falls at midnight, and (3) under the floors of haunted houses.
2. Huck thinks Tom is crazy because Huck's parents fought all the time.

CHAPTER 27

1. The deaf and dumb Spaniard is Injun Joe.
2. The two men find buried gold.

CHAPTER 28

1. Tom is convinced when Huck brings up the topic.
2. They decide number two is a room in a tavern.

CHAPTER 29

1. Tom found Injun Joe, bottles, and barrels in the room.
2. Tom says Injun Joe isn't drunk enough.

CHAPTER 30

1. Tom almost forgets when Becky Thatcher returns.
2. The Widow Douglas is the object of Injun Joe's intended revenge.

CHAPTER 31

1. The Welshman's attitude toward Huck changes because Huck tells the Welshman and his sons about the men who are a threat to the Widow Douglas.
2. The two things that concern Huck the most are that Injun Joe will find out Huck told on him and that someone else will discover the treasure.

CHAPTER 32

1. Bats chase Tom and Becky.
2. The first time, Tom worries that the bats will put out both candles. The second time, he forgets to mark their way, so they get further lost.

CHAPTER 33

1. Tom gets them out of the cave.
2. c

CHAPTER 34

1. The cross convinces them that they're in the right place for the treasure and assures them that Injun Joe's ghost won't be bothering them.
2. Huck is often falsely accused, and he thinks he's in trouble again.

CHAPTER 35

1. Sid told everyone Mr. Jones's "secret."
2. The first surprise is that Huck got help for the Widow Douglas after tracking Injun Joe. The second surprise is that Huck and Tom have found over \$12,000 in gold. The second surprise is the bigger one.

CHAPTER 36

1. Judge Thatcher is impressed by the time Tom took the whipping for Becky in school and by Tom's getting Becky out of the cave.
2. Fill in the blank: Withersoever he turned, the bars and shackles of **civilization** shut him in and bound him hand and foot.

Literary Lesson: Plot Line in a Novel

If your student has trouble understanding the different parts of a plot line or can understand what the words mean but still has trouble identifying them in a reading, simple practice may help. If you still spend time reading aloud to your child, read some short stories or fairy tales and practice identifying the exposition, rising action, climax, falling action, and resolution. Also note if there is any foreshadowing. If you are no longer reading aloud to your child and can't start doing so, take some time to discuss fairy tales that are well known to your child. (I emphasize using fiction rather than factual stories, because factual stories are less likely to fit a neat pattern.)

If your student did fine with the first lesson but became confused when looking for multiple plot lines in a longer work, then practice using longer works rather than fairy tales or short stories. Again, it's ideal if you're still reading to your student or are able to start again. But if not, you could discuss some books you're both already familiar with. Look for little stories within the big story, and discuss how those little stories contribute to the bigger story.

Mini-Lesson: Outlines

The form of an outline is easily learned. The student just needs to remember that it alternates between numbers and letters, starting large and getting smaller. Knowing what content to place where in an outline is more difficult. I have tried to give an introduction to this using the known quantity of the plot-line of "Rikki-Tikki-Tavi." As I say in the lesson though, outlining is not a science. Also, it is not a form of writing that is usually shared with others; rather it is a tool used to help the student's own writing or their reading comprehension. Rather than working on outlining for its own sake, I recommend using it as a tool any time a student is having difficulty with a paper or having trouble understanding an article or short story. This will help both with the primary problem and will be an opportunity to reinforce outlining skills.

Writing Exercises

The first exercise is the easiest, in that it asks the student to do the same type of analysis as is done in the lesson. This would be the ideal choice for a student who is still having trouble understanding this material. It is also a good choice for a student who understands the material but has historically lacked ability or confidence in language arts. Allowing the student to assert their new-found mastery of even a single literary concept will help build confidence, making continuation of the course that much easier.

The second paper is harder. It will require a longer paper than the first exercise. Also, although the first paper also requires understanding of the parts of a plot line, this exercise requires that the student articulate an understanding of them in a clear manner. This is often more difficult than finding examples. Finally, this paper tests the student's ability to rewrite in their own words.

The third and fourth paper choices should be reserved for students who demonstrate a clear understanding of the parts of a plot line, because they address outside issues. They are not more difficult than the second paper (and may even be easier in some ways), but if the student is still having trouble with plot line, writing a paper dealing with the topic should be helpful.

Discussion Questions

1. We talked a bit about bravery in "Rikki-Tikki-Tavi." Tom and Huck are also brave. How is their bravery different from Rikki's? Using as much detail as possible, describe a scene from this story that is an example of bravery.
2. How is Tom's life different from yours? In what ways is it worse? In what ways is it better?
3. What do you think of the way Huck is treated at times? Have you been in a situation where someone you know has been treated in a similar fashion? How did you react?
4. What do you think of Tom and Huck's friendship? What do each of them bring to the friendship? Do you have someone you consider a best friend? What do each of you bring to that friendship? Using as much detail as possible, describe a scene from this story that is an example of what a friendship should be.

Workbook Answers

2.1.L MATCHING TERMS AND DEFINITIONS (8 POINTS POSSIBLE)

(1) c (2) f (3) g (4) a (5) h (6) d (7) b (8) e

2.2.M OUTLINE

Student answers will vary, somewhat. The one thing that should be the same for all students are the major headers (I., II., III., etc.) because those are specified in the directions. Here is how my outline would look¹:

I. **Exposition.**

A. **Description of king's justice system.**

1. **No judge or jury.**

2. **Choosing a door with a lady or a tiger = guilt or innocence.**

B. **Description of the princess.**

II. Rising Action.

A. Princess uninterested in her father's wishes.

B. Princess forms an interest in the gardener.

1. He shows her the garden.

2. She tells him about her life.

3. They fall in love.

III. Climax.

A. The gardener is arrested.

B. The princess is frantic.

1. She discovers which door has the lady and which has the tiger.

IV. Falling Action.

A. The "trial" of the gardener.

B. The princess indicates a certain door to the gardener.

V. Resolution.

A. The resolution is left for the reader to decide.

¹As I mentioned earlier, literary analysis is not an exact science. Your student may choose slightly different breaking points. Discuss them if you disagree. Your student may also skip number V. (as this story has no real resolution). If your student is struggling with this exercise from the start, allow them to look at my answer for I. Exposition (which is bolded) above. This may help them see the pattern for completing the rest.

2.3.C WRITING FROM NOTE CARDS

It doesn't matter whether your student writes one paragraph or more than one for this exercise, though if they write more than one, each should have its own focus. For example, one paragraph could contain the history and another the river's physical attributes. If the student writes one sentence per fact, show them how some facts can be combined. For example, the information about the river's length, width, and depth could be combined in one sentence.

2.4.C WRITING NOTE CARDS (15 POINTS POSSIBLE)

Student answers will vary, but should look something like this:

- ↳ Mother was a great story-teller; she told Twain many stories when he was a boy.
- ↳ Mother was sociable and fun.
- ↳ Father was "stern, unlikable."
- ↳ Father died when Twain was 11.
- ↳ Father died leaving the family in much debt.
- ↳ When Twain was a boy, he dreamed of being a steamboat captain.
- ↳ Family did not have much money.
- ↳ Family did have a slave.
- ↳ Twain was friends with slaves when he was a boy, but did not think about the wrongness of slavery.

There are a few things to check on with this exercise:

- ↳ Be sure the student has addressed each point of Twain's childhood that the letter refers to.
- ↳ Be sure the student doesn't include any extraneous information about Twain's adulthood.
- ↳ If the student includes exact wording from the letter, it must be put in quotes; otherwise, it's plagiarism. This is a very important thing to discuss with the student. If they do this, show them how to quote the material or have them rewrite it in their own words.

2.5.T FACT AND OPINION (7 POINTS POSSIBLE)

Steamboats are large boats powered by steam and with a paddlewheel that propels the boat through the water. Long ago there were many steamboats on America's rivers, especially on the Mississippi River, but today there are very few. First railroads, then cars and trucks, replaced them. The steamboat used to be very important to America, but it is no longer. Nevertheless, it is still fun! I've even ridden on a steamboat once. If you're lucky, you'll get the opportunity to ride on one as well.

2.6.G Pronouns and Antecedents (104 points possible)

This story is a retelling of a story by Frank Stockton.

The Lady or the Tiger

Once upon a time, there was a king who had some very odd ideas about justice.

King
He did not believe in a trial with a judge or jury, nor questioning of witnesses, nor examining evidence. Instead, **King** **he** devised what **King** **he** thought was a perfect way to determine guilt or innocence and punish or reward **it** at the same time.

When a man was accused of a crime, **man** **he** was put in the king's jail. The next day, the man would be brought to the king's arena. **man** **He** would stand in the middle of this huge arena, surrounded by thousands of spectators in the seats, and the king and **King** **king & family** **his** family would watch from **their** thrones. The man would be presented with two doors. Behind one door was a tiger, and behind the other was a beautiful woman. The king believed that a guilty man would choose the door with the tiger, which would then be released into the arena and eat **man** **him**. Innocent men would choose the door with the **man & lady (or men)** lady, and **they** would then be married. The spectators didn't much care—a battle against a tiger and a huge wedding were equally entertaining to **spectators** **them**.

The king also had one daughter, a very beautiful princess, whom **King** he guarded energetically against all suitors. Only someone very rich, powerful, and handsome **princess** would be his son-in-law. The princess did not agree, though, and one day she noticed the court **gardener** He was very handsome, though certainly not rich or powerful at all. **gardener** He planted, trimmed, weeded, pruned, and did everything necessary to make the king's garden the most beautiful in the land.

The princess talked to the **gardener** every day. He showed **princess** her roses that smelled like cinnamon, orchids as big as **princess** her head, hyacinths with every color of the **princess** she told **gardener** him about **princess** her lessons in archery, fencing, and needlework. It was **princess and gardener** not long before they were in love.

Unfortunately, it was also not long before the king found out. **King** He was enraged and had the **princess** gardener arrested. The **princess** was frantic. She pled with **princess** her father for **gardener** his release, but **King** he refused. So, she decided on a different course of action. After **princess** questioning, bribing, and begging many courtiers, she finally discovered which door **princess** would hold the tiger and which would hold the lady the next day. She also got word to the **princess** she had done so and that **princess** she would give **gardener** him a sign at the arena as to which door to choose.

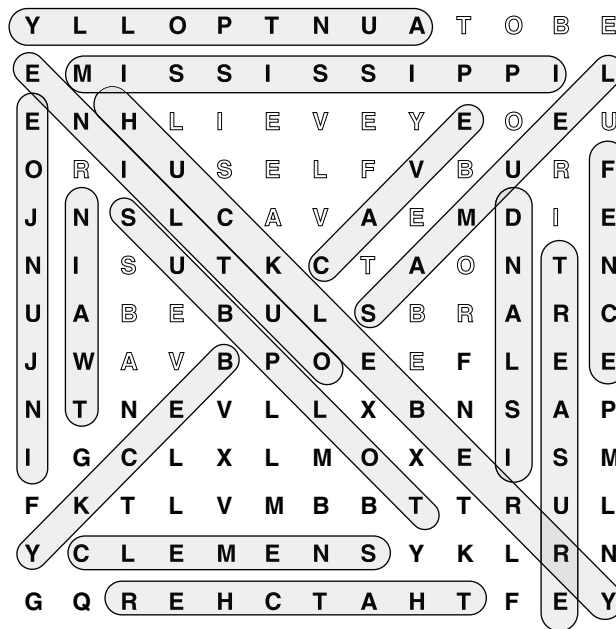
The next day, the sun shown brightly as the princess sat on **princess** her throne, looking down at the **gardener** in the arena. Because of who **gardener** he was and the nature of **gardener** his crime, everyone in the kingdom had come to see this trial. People crowded every aisle and children sat on parents' laps. **spectators** They ate, drank, and sang, waiting for the **gardener** to make **gardener** his choice.

The princess also looked. ^{princess} **She** remembered all ^{princess & gardener} **their** talks together, all the walks through the garden, and ^{princess} **her** heart was full of longing for ^{gardener} **him**.

^{princess} **She** could not bear the thought of seeing ^{gardener} **him** mauled and eaten by the tiger. But neither could ^{princess} **she** bear the thought of ^{gardener} **him** married to a beautiful woman, seeing the ^{princess} man **she** loved happy every day with someone else.

The gardener looked up at the princess. ^{princess} **She** looked down at ^{gardener} **him**. Then, ever so slightly, ^{princess} **she** moved ^{princess} **her** right hand. The gardener smiled, walked forward, and opened the right-hand door. But did ^{gardener} **he** meet the lady . . . or the tiger?

2.8.P TOM SAWYER WORD SEARCH



2.9.E KNOW YOUR AUDIENCE

Answers will vary, but each letter should take into consideration to whom Tom is writing. For example, the letter to Aunt Polly should be more formal than the one to Muff Potter.