

# THE ADVENTURES OF TOM SAWYER.

## CHAPTER I.



"TOM!"

No answer.

"TOM!"

No answer.

"What's gone with that boy, I wonder? You TOM!"

No answer.

The old lady pulled her spectacles down and looked over them about the room; then she put them up and looked out under them. She seldom or never looked *through* them for so small a thing as a boy: they were her

### Objective Tests Teaching Guide

by Margaret Whisnant

TOM AT HOME.

Williams looked perplexed for a moment, and then said, not fiercely, but still loud enough for the furniture to hear:

***Objective Tests  
and Answer Keys***

***for***

# **The Adventures of Tom Sawyer**

**By Mark Twain**



## **Objective Tests Teaching Guide**

**By Margaret Whisnant**

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# THE ADVENTURES OF TOM SAWYER

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## Chapter I-Chapter II

Write the **letter** of the correct answer in the blank before each question.

- \_\_\_\_\_ 1. Aunt Polly found Tom hiding (A) under the couch, (B) in a closet, (C) behind a chair.
- \_\_\_\_\_ 2. Aunt Polly was about to whip Tom because he (A) broke a vase, (B) didn't come when she called, (C) had been eating jam.
- \_\_\_\_\_ 3. Tom often (A) played tricks on Aunt Polly, (B) stole things, (C) hid from Aunt Polly when there was work to be done.
- \_\_\_\_\_ 4. Tom was Aunt Polly's (A) dead husband's oldest son, (B) dead sister's boy, (C) missing brother's son.
- \_\_\_\_\_ 5. Sid was Tom's younger (A) half brother, (B) cousin, (C) step brother.
- \_\_\_\_\_ 6. At supper, Aunt Polly asked Tom questions because she (A) was interested in what happened at school, (B) liked to hear him tell stories, (C) wanted to trap him into admitting he had played hooky.
- \_\_\_\_\_ 7. Aunt Polly knew Tom had taken off his shirt to go swimming because his (A) hair was wet, (B) shirt was on wrong side out, (C) collar button was sewn on with black thread.
- \_\_\_\_\_ 8. Tom had just learned to (A) whistle, (B) spit through his teeth, (C) swim.
- \_\_\_\_\_ 9. Tom lived in (A) St. Petersburg, (B) St. Louis, (C) St. Joseph.
- \_\_\_\_\_ 10. What was it about the new boy that Tom didn't like? (A) He was big and muscular. (B) He didn't move when Tom told him to. (C) He had a citified air about him.
- \_\_\_\_\_ 11. Tom and the new boy (A) argued with each other and parted, (B) fought with each other, (C) made fun of each other's appearance.
- \_\_\_\_\_ 12. Tom had to leave the new boy's house because (A) Aunt Polly called him home. (B) the new boy's mother ordered him to leave, (C) Tom had work to do at home.
- \_\_\_\_\_ 13. Aunt Polly was determined to make Tom work on Saturday when she (A) found out he had threatened Sid, (B) caught him lying, (C) saw the state his clothes were in when he climbed in his window.





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## Chapter III-Chapter IV

Write either **True** or **False** in the blank before each statement.

- \_\_\_\_\_ 1. Aunt Polly didn't believe Tom when he said he had finished whitewashing the fence.
- \_\_\_\_\_ 2. While Aunt Polly lectured him on the value of earning treats through work, Tom stole a doughnut.
- \_\_\_\_\_ 3. Tom settled with Sid for calling attention to the black thread on his button by punching him in the eye.
- \_\_\_\_\_ 4. Joe Harper was Tom's bosom friend.
- \_\_\_\_\_ 5. Rather than play fight with each other, Tom and Joe were the generals of pretend armies made up of hand-made toy soldiers.
- \_\_\_\_\_ 6. Tom forgot Amy Lawrence, his girl friend of one week, when he saw the new girl.



- \_\_\_\_\_ 7. The new girl tossed a pansy over the fence before she went inside her house.
- \_\_\_\_\_ 8. When she learned that Sid had broken the sugar bowl, Aunt Polly apologized to Tom for whipping him.
- \_\_\_\_\_ 9. Tom imagined how sorry his aunt would be if he died.
- \_\_\_\_\_ 10. Mary was Tom's cousin.
- \_\_\_\_\_ 11. As Tom lay preparing to die on the ground under the new girl's window, a maid-servant threw water on him.

# THE ADVENTURES OF TOM SAWYER

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*Chapter V-Chapter VI*

Write either **Yes** or **No** in the blank before each question.

- \_\_\_\_\_ 1. Did Aunt Polly place Tom in the seat next to the aisle so he wouldn't be tempted by the open church window?
- \_\_\_\_\_ 2. Did the Widow Douglas own the only palace in the town of St. Petersburg?
- \_\_\_\_\_ 3. Did the minister pray only for the members of his church and the sinners of St. Petersburg?
- \_\_\_\_\_ 4. Did Tom catch a fly while the minister was praying?
- \_\_\_\_\_ 5. When Tom's pinch-bug caught him on the finger, did he sling it into the aisle?
- \_\_\_\_\_ 6. Were most of the people in the congregation offended by the spectacle of Tom's pinch-bug and the poodle dog?
- \_\_\_\_\_ 7. Did the poodle race around the church because the pinch-bug was stuck on its nose?
- \_\_\_\_\_ 8. Did Tom get his pinch-bug back?
- \_\_\_\_\_ 9. Did Monday mornings make Tom miserable because it meant another week of school?
- \_\_\_\_\_ 10. Were Tom's groans enough to wake Sid and get his concerned attention?
- \_\_\_\_\_ 11. Was Tom able to convince Sid that he was dying?



- \_\_\_\_\_ 12. Was Aunt Polly fooled by Tom's mortified sore toe?
- \_\_\_\_\_ 13. Did Aunt Polly pull Tom's loose tooth with a silk thread and a chunk of fire from the kitchen?

# THE ADVENTURES OF TOM SAWYER

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Chapter VII--Chapter VIII--Chapter IX



Cardiff Hill  
a tick  
Joe Harper  
meow

Tom  
Becky Thatcher  
Amy Lawrence  
a pirate

Hoss Williams  
Robin Hood  
Dr. Robinson  
the graveyard

a marble  
Huckleberry Finn  
Muff Potter  
Injun Joe

From the list above, choose the name or word that matches each of the clues below and write it in the blank.  
**All** answers will be **used at least once**. **Some** answers will be **used more than once**.

- \_\_\_\_\_ 1. Huckleberry and Tom hid themselves behind three great elm trees near his grave.
- \_\_\_\_\_ 2. He was Tom's bosom friend.
- \_\_\_\_\_ 3. Huckleberry used this sound to wake Tom at midnight.
- \_\_\_\_\_ 4. He paid Muff Potter and Injun Joe to dig up Hoss William's body.
- \_\_\_\_\_ 5. Tom went here when he left school during lunch.
- \_\_\_\_\_ 6. When Becky rejected him, Tom decided he would run away and be one of these.
- \_\_\_\_\_ 7. Tom and Huckleberry went here to try to cure warts with a dead cat.
- \_\_\_\_\_ 8. He killed Dr. Robinson.
- \_\_\_\_\_ 9. In addition to Tom, he was a witness to Dr. Robinson's murder.
- \_\_\_\_\_ 10. During lunch break, she got engaged to Tom and gave him a kiss.

# THE ADVENTURES OF TOM SAWYER

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## Whole Book Test

Tom Sawyer  
Huckleberry Finn  
Becky Thatcher  
Joe Harper  
midnight  
the measles  
Robin Hood  
the haunted house

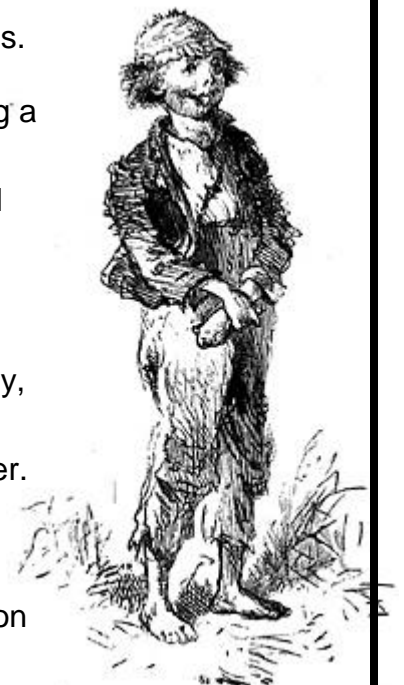
Injun Joe  
Mr. Dobbins  
Muff Potter  
Aunt Polly  
Alfred Temple  
Jackson's Island  
McDougal's cave  
a Bible

Dr. Robinson  
the Widow Douglas  
the graveyard  
Sid  
Mary  
a dead limb tree  
funeral  
the Welshman

Amy Lawrence  
pirates  
St. Petersburg  
warts  
a cross  
robbers  
Judge Thatcher

From the list above, choose the name, word, or phrase that matches each of the clues below and write it in the blank. **All** of the answers will be used **at least once**. **Some** of the answers will be **used more than once**.

- \_\_\_\_\_ 1. He poured ink on Tom's spelling book.
- \_\_\_\_\_ 2. Some folks in town thought he would grow up to be President if he escaped hanging.
- \_\_\_\_\_ 3. Huckleberry Finn saved her from Injun Joe's revenge.
- \_\_\_\_\_ 4. Tom, Huckleberry, and Joe hid out here when they ran away.
- \_\_\_\_\_ 5. His mother whipped him for drinking cream although he was innocent.
- \_\_\_\_\_ 6. This was the place where Injun Joe died.
- \_\_\_\_\_ 7. She helped Tom memorize his Bible verses.
- \_\_\_\_\_ 8. He convinced his friends that whitewashing a fence was fun.
- \_\_\_\_\_ 9. He smoked a pipe, didn't go to school, and slept in hogsheads.
- \_\_\_\_\_ 10. It marked the place where Injun Joe hid the treasure.
- \_\_\_\_\_ 11. When Tom, Huckleberry, and Joe ran away, they pretended to be these.
- \_\_\_\_\_ 12. Huckleberry and Tom witnessed his murder.
- \_\_\_\_\_ 13. Tom took a whipping for her.
- \_\_\_\_\_ 14. The Widow Douglas took care of this person when he was sick with the fever.





# About Your Objective Tests Teaching Guide. . .

The primary goal in creating the teaching packs for children's novels is to provide a **classroom-ready**, non-threatening method for checking student comprehension and stretching thinking skills. **When used as a basic guide for teaching a novel, the materials offer many and varied opportunities for learning.**

Use your teaching pack as a guide and lead your students into discovering new ideas about . . . .

## THE PLOT

Each test page is actually an outline of the plot. In your teaching pack, the chain of related events that tell the story has been pulled from the novel and reformatted into a series of questions. Whether they are aware of their ability or not, all good readers sense the **rhythm** of the **connected** events that compose the plot; and consequently **comprehend** the story. This "plot rhythm" is the basic structure of the tests.

To further your students' understanding of plot, try the following activities:

**Summarizing the Story:** Using only the chapter questions as a guide, have your students write a summary of the chapter. For a set of ten questions, limit the number of sentences they may write to seven. For twenty questions, allow no more than twelve sentences.

**Reporting the News:** Have students write a newspaper article, based on the events from a set of questions, and add the *who, what, when, where, why* format. Some needed information may be located in previous chapters.

**Twisting the Plot:** Choose one or two questions from each chapter and change its answer—true to false, no to yes, or a different answer—and explain how changing a single (or several) events would change the story. To further illustrate the rhythm of a good story, try changing the answers to one complete set of questions. Your students will see how difficult, if not impossible, it is to tell a sensible story from a tangled set of events.

## THE CHARACTERS

Questions that illustrate character motivation and personality are purposely included. Too often, when they are asked to tell what kind of person a story character is, the only answer many of our students can muster is "nice."

In your efforts to remove "nice" from your students' literary vocabulary, try this idea:

**Character Charts:** Display individual charts for the main characters. As the chapters are read, record **facts, behaviors, or events** that relate to the each character. Then connect the items with several appropriate words such as **empathetic, brave, calloused, bold, untrustworthy**, etc. The teacher can take the lead by contributing the first few words and then assigning the task of identifying more terms to students. Record the word collections on the charts with the story facts.

This information is a valuable student resource when displayed in the room for all to see and use during a writing assignment. In creating and using character charts, students will soon begin writing more fluently and insightfully about story personalities.

Use the charts to encourage your students to try some "predicting" or "detective" writing about what the character(s) might do next or what might have happened after the story ended. Let the charts help your students recognize **CHARACTER CHANGE (dynamics)**.

Another fun activity with the charts is to match a book personality with a zodiac sign. Students must justify their reason for thinking a character is a particular sign by citing his/her behaviors, words, reactions to situations, etc. that prove the match.

## READING BETWEEN THE LINES

(Implied Meaning)

Because the primary goal for the objective questions is **basic comprehension**, items requiring a student to **interpret** an event or a character's behavior are not included. Always included, however, are questions that *establish the existence of a story component carrying an implied meaning.*

## **MAKING PREDICTIONS**

(Recognizing Story Clues)

Authors subtly place clues in the story line giving the reader hints as to what is about to happen. Like the implied meaning, these clues are brought to the reader's attention in the form of a question. Once a student learns to spot the gems, his/her ability to comprehend and enjoy a story tends to leap forward.

Use "thinking-out-loud" class discussions to list all the possible meanings of the clue questions. Have your student write their individual predictions (no sharing or telling), store the papers until the novel is finished, and then retrieve them for reading. Sometimes, a wrong prediction makes a story as good as the original.

## **OTHER FUCTIONS**

The objective test pages are excellent discussion guides for both whole groups and small groups. They work well as homework reading guides and as conferencing tools. They are also useful management tools for teachers who wish to use multiple titles in one classroom.

## **IMPROVING/DEVELOPING LISTENING SKILLS**

Rather than always requiring your students to answer test questions on a printed page, surprise them (and save paper!!) by occasionally doing the test orally.

Try this technique:

### **Student Rules for an Oral Test:**

The teacher will read each question *two times*. No comments or questions that interrupt this initial phase of the test are allowed.

When all questions have been read, individual students may ask for repeats of any question he/she wishes to hear again.

No interruptions/comments during the re-reading part of the test.

### **Teacher Rules for an Oral Test:**

The teacher will read each question *two times*. Except to remind students that a re-reading phase will follow after the last question, he/she will not respond to comment/question during this period.

The teacher will repeat **any** and **all** questions (even if it results in reading the same question multiple times).

(The second teacher rule is a *vital* part of the exercise. Asking for multiple repeats of a question does not mean students aren't paying attention. It does indicate their desire to *understand* and *answer* the question correctly.)

As students become more comfortable and experienced with oral test-taking, the number of requests for repeated questions will diminish. An added bonus to this technique is that skills learned in these testing periods tend to translate into other situations where teacher-talking and student-listening are required components of learning.

## **Final Note**

The Novel Teaching Packs are designed for use as supplementary material that supports a total reading program. It is my goal to provide busy teachers with a classroom-ready, practical resource loaded with motivational and learning opportunities for their students. It is my hope that your purchase will prove to be a hard-working instructional component for years to come. Thanks for choosing one of my products for your classroom.



Margaret Whisnant, Author