

The Adventures of Tom Sawyer

by Mark Twain

CHAPTER 2

SATURDAY morning was come, and all the summer world was bright and fresh, and **brimming with life**. There was a song in every heart; and if the heart was young the music issued at the lips. There was cheer in every face and a spring in every step. The locust-trees (*cây châu chấu*) were in bloom and the **fragrance** (*n*) *hương thơm* of the blossoms filled the air. Cardiff Hill, beyond the village and above it, was green with **vegetation** (*n*) *thảm thực vật* and it lay just far enough away to seem a **Delectable Land** [**delectable** (*a*) *looking or tasting extremely good, and giving great pleasure*], dreamy, **reposeful** [=relaxing], and **inviting** [=very attractive]. Tom appeared on the sidewalk with a bucket of whitewash and a long-handled brush. He surveyed [(v) *som*] the fence, and all gladness left him and a deep **melancholy** [(n) *nỗi buồn*] settled down upon his spirit. Thirty yards of board fence nine feet high. **Life to him seemed hollow**, and existence but a burden. Sighing [**sigh** (*v*): *thở dài*], he dipped [**dip** (*v*): *nhúng*] his brush and passed it along the topmost plank; repeated the operation; did it again; compared the insignificant whitewashed **streak** (*n*) *đốm* with the far-reaching continent of unwhitewashed fence, and sat down on a tree-box discouraged. Jim came skipping out at the gate with a **tin pail** (*cái xô*), and singing Buffalo Gals. Bringing water from the town pump had always been hateful work in Tom's eyes, before, but now it did not strike him so. He remembered that there was company at the pump. White, **mulatto** [(n) *người lai da trắng, da đen*], and negro boys and girls were always there waiting their turns, resting, trading playthings, quarrelling, fighting, **skylarking** (*n*) *đổ vui*. And he remembered that although the pump was only a hundred and fifty yards off, Jim never got back with a bucket of water under an hour—and even then somebody generally had to go after him. Tom said:

"Say, Jim, I'll fetch the water if you'll whitewash some."

Jim shook his head and said:

"Can't, Mars Tom. Ole missis, she tole me I got to go an' git dis water an' not stop foolin' roun' wid anybody. She say she spec' Mars Tom gwine to ax me to whitewash, an' so she tole me go 'long an' 'tend to my own business—she 'lowed SHE'D 'tend to de whitewashin'."

"Oh, never you mind what she said, Jim. That's the way she always talks. Gimme the bucket—I won't be gone only a a minute. SHE won't ever know."

"Oh, I dasn't, Mars Tom. Ole missis she'd take an' tar de head off'n me. Deed she would."

"SHE! She never licks anybody—whacks 'em over the head with her **thimble** (*búng*)—and who cares for that, I'd like to know. She talks awful, but talk don't hurt—anyways it don't if she don't cry. Jim, I'll give you a **marvel** (*đá cẩm thạch*). I'll give you a white alley!"

Jim began to waver.

"White alley, Jim! And it's a bully taw."

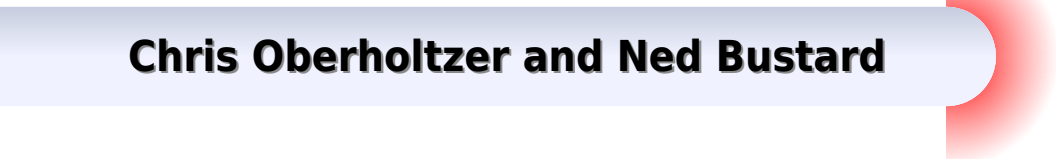
"My! Dat's a mighty gay marvel, I tell you! But Mars Tom F's powerful 'fraid ole missis—"

"And besides, if you will I'll show you my sore toe."

Jim was only human—this attraction was too much for him.

Tom Sawyer Chapter 2summary

Chris Oberholtzer and Ned Bustard



Tom Sawyer Chapter 2summary:

The Adventures of Tom Sawyer Mark Twain,1999-01-01 The classic story about the young boy Tom Sawyer and his adventures along the banks of the Mississippi

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The Adventures of Tom Sawyer Cliffs Notes, Inc,Samuel L. Clemens,1967

Adventures of Tom Sawyer Mark Twain,2003-08-05 A guide to studying Mark Twain sThe Adventures of Tom Sawyer featuring a complete plot summary and analysis character analyses explanations of key themes motifs and symbols and a review quiz

CliffsNotes on Twain's The Adventures of Huckleberry Finn Robert Bruce,2011-05-02 The original CliffsNotes study guides offer expert commentary on major themes plots characters literary devices and historical background The latest generation of titles in this series also feature glossaries and visual elements that complement the classic familiar format In CliffsNotes on Huckleberry Finn you follow the Mississippi River adventures of Mark Twain s mischief making protagonist Huck Finn and the runaway slave Jim Just like Huck s makeshift raft this study guide carries you along on his incredible journey by providing chapter summaries and critical analyses on life in the late 19th century American south You ll also gain insight into the man behind this American classic Mark Twain a k a Samuel Clemens Other features that help you study include Character analyses of major players A character map that graphically illustrates

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The Adventures of Tom Sawyer Comprehension Guide Chris Oberholtzer and Ned Bustard,2009 How to Teach American Literature Elizabeth McCallum Marlow,2017-09-01 How does one keep classic books alive for young people today and teach them that literature is instructional and delightful How does the teacher foster a classroom environment that encourages student participation and promotes enjoyment so that teenagers learn to appreciate literary study More specifically how can teachers cover centuries of American literature with students who dont appreciate why they should read material written centuries ago about people and issues that appear to be irrelevant to life today in a language that seems esoteric The author of this series of high school teaching guides addresses these issues How to Teach American Literature A Practical Teaching Guide provides a detailed resource for teachers or anyone interested in an in depth study of the subject This second book in the series covers American literature from the Puritan era to contemporary works Included are suggestions for cultivating a love for literature teaching techniques detailed analyses of each work questions for review and test questions with suggested responses essay topics audiovisual aids classroom handouts and recommended books that enhance teaching The author emphasizes two basic reasons for teaching literature it is instructional and delightful This book provides a comprehensive methodology for teaching the subject that a teacher could apply to one years lesson plans without further investment in time Elizabeth McCallum Marlow has developed quality comprehensive guides for the teaching community based on her thirty five years of experience and her passion for literature Teaching professionals will find her tried and true practices to be invaluable Johnathan Arnold MBA M Ed D Ed Min Headmaster Covenant Christian Academy

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Mark Twain's Literary Resources

Alan Gribben, 2024-10-15 Dr Alan Gribben a foremost Twain scholar made waves in 1980 with the publication of Mark Twain's Library a study that exposed for the first time the breadth of Twain's reading and influences Prior to Gribben's work much of Twain's reading history was assumed lost but through dogged searching Gribben was able to source much of Twain's library Mark Twain's Literary Resources is a much expanded examination of Twain's library and readings Volume I included Gribben's reflections on the work involved in cataloging Twain's reading and analysis of Twain's influences and opinions This volume long awaited is an in-depth and comprehensive accounting of Twain's literary history Each work read or owned by Twain is listed along with information pertaining to editions locations and more Gribben also includes scholarly annotations that explain the significance of many works making this volume of Mark Twain's Literary Resources one of the most important additions to our understanding of America's greatest author

[Our Legal System Thematic Unit](#) Katie Eyles, 1998

Study Guide for Decoding The Adventures of Huckleberry Finn Steven Smith, 2024-09-03 Decoding The Adventures of Huckleberry Finn offers many benefits for readers particularly students and educators The guide provides a thorough understanding of these concepts by delving deeply into the novel's central themes such as freedom individual conscience and the critique of societal norms Detailed character analyses further enrich the reading experience helping readers appreciate the complexities and development of characters like Huck Jim and Tom Sawyer The study guide is a valuable tool for developing literary analysis skills By examining famous quotes discussing the novel's climax resolution and moral and exploring its legacy and cultural impact readers are encouraged to engage in critical thinking This helps them interpret the text's deeper meanings and engage with Mark Twain's use of symbolism irony and social commentary The guide provides

essential historical and cultural context allowing readers to better understand the societal issues Twain was addressing such as slavery racism and the concept of civilization in the antebellum South This context along with the detailed discussions and analyses is particularly beneficial for students preparing for exams and writing essays Furthermore the guide encourages readers to engage with the novel s complex ethical questions By exploring Huck s moral dilemmas and the broader moral lessons of the novel readers are prompted to reflect on issues such as justice empathy and the importance of individual conscience Additionally by focusing on Twain s narrative techniques use of vernacular language and satirical elements the guide helps readers appreciate the craftsmanship of Twain s writing Finally the guide addresses the novel s controversies particularly its portrayal of race and the use of racial slurs By critically preparing readers to engage with these issues the guide fosters a nuanced understanding of the text and its place in discussions about race censorship and literature s role in society In summary this study guide provides readers with the tools to fully engage with The Adventures of Huckleberry Finn enhancing their comprehension analytical skills and appreciation of one of America s most significant literary works

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