

# Mark Twain

By Jessica Peterson

## Overview/Rationale

Students will read stories about the author Mark Twain. They will learn about his life before becoming a writer and how he came up with his stories.

## International Reading Association, Illinois Professional Teaching Standards, and Illinois State Learning Standards Goals

### International Reading Association

- \*Instructional Strategies and Curriculum Materials
- \*Assessment, Diagnosis, and Evaluation

### Illinois Professional Teaching Standards

- \*4A. Understands the Illinois Academic Standards, curriculum development, content, learning theory, and student development and knows how to incorporate this knowledge in planning instruction.
- \*4N. Incorporates experiences into instructional practices that relate to the students' current life experiences and to future career and work experiences.

### Illinois State Learning Standards

- \*1.B.2a Establish purposes for reading; survey materials; ask questions; make predictions; connect, clarify and extend ideas.
- \*1.C.2e Explain how authors and illustrators use text and art to express their ideas (e.g., points of view, design hues, metaphor).

## Materials/Resources/Equipment

- computer
- copies of the book ADVENTURES OF TOM SAWYER
- paper
- pencils, pens, markers
- poster board

## Objective(s)

Students will:

- explore the life of Samuel Langhorne Clemens, "Mark Twain"
- connect Mark Twain's real life with his stories
- create a presentation on the thing they found most interesting about Mark Twain

## **Procedure**

Using the guided reading method, as a class we will read ADVENTURES OF TOM SAWYER by Mark Twain. The class will be given the book and a KWL graphic organizer. The students will then work together to fill in the KWL with the information they know and want to know. This can be about the story, the characters, and even the author. The class will discuss the pictures in the book and how they think the story will go. Then as the students are reading if they have any questions about the story they are to write them down on a piece of paper. After the students are finished with the story they will get into groups and discuss the questions they had during the story. Then we will come together as a class and discuss who had similar questions during the story and did they get answers.

Students will then be working in pairs at a computer. The students will be logged on to the webpage: <http://www.americaslibrary.gov/cgi-bin/page.cgi/aa/writers/twain>. From here students will be taking notes and reading about Samuel Langhorne Clemens. Students will need to have five factual things recorded in their notes. After reading this main page on Samuel Langhorne Clemens, students will choose two other stories to read on Samuel Langhorne Clemens. Once they have read the two other stories the pairs of students will come back to their seats and work on creating a poster and presentation that represents what they found interesting about him. The pairs will present their poster and interesting features in front of the class. A paper on Samuel Langhorne Clemens' life will be turned in.

After learning about Samuel Langhorne Clemens and how he used influences from his life to write the students will be writing stories and are allowed to use ideas from their own lives as inspiration.

## **Assessment**

Students will be assessed in a few areas:

- During guided reading students will be observed and gain participation points as they discuss the book. Also, the questions students come up with during their reading of the book will be added into the points
- Students will be graded by a rubric on the presentation and poster.

- The paper on Samuel Langhorne Clemens' life will be graded by quality of information as well as accuracy