**Mark Twain *Life on the Mississippi***

**Lesson Plans**

| **Teacher: Subject: ELA Topic/Unit: *Life on the Mississippi* Week: 1** | | | | | |
| --- | --- | --- | --- | --- | --- |
|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Need**  (Communicate Lesson Objective, Standard(s), Bell Ringer, and Agenda Outline) | **Standards:**  **Objective:**  **Today we will complete a slideshow on Mark Twain**  **so we can gain background information about the author.**  **I know I’ve learned it when I can discuss Mark Twain’s life.** | **Standards:**  **Objective:**  **Today we will watch a biography video of Mark Twain**  **so we can understand the background of the text.**  **I know I’ve learned it when I can complete a viewing guide for the biography and answer questions.** | **Standards:**  **Objective:**  **Today we will read an excerpt from chapter 4**  **so we can gain an understanding about Twain’s childhood and ambition to become a steamboat pilot**  **I know I’ve learned it when I can answer questions and participate in a discussion on the excerpt .** | **Standards:**  **Objective:**  **Today we will read an excerpt from chapter 5**  **so we can learn about Twain wanting to be a cub pilot**  **I know I’ve learned it when I can answer questions and participate in a discussion on the excerpt** | **Standards:**  **Objective:**  **Today we will read an excerpt from chatper 6**  **so we can learn about Twain’s experience as a pilot**  **I know I’ve learned it when**  **I can write a summary of the text and participate in a discussion** |
| **Bell Ringer** | What do you think life was like in the south in the 1800s? Write 3-4 sentences predicting what life was like for individuals during that time. | Using your notes from yesterday, answer the following question. Why did Mark Twain move west? | On a sheet of paper, answer the following questions. When you were a child, what did you want to be when you grew up? Why did you desire this? | On a sheet of paper, answer the following questions. “What do you think it would be like to be a pilot on a riverboat for 45 years? What kinds of things would you have to learn in order to do it well?” | On a sheet of paper, answer the following question. So far in the unit, what has been your favorite thing you have learned about Mark Twain’s life? Explain in complete sentences. |
| **New Learning**  I DO  (Teacher Model of New Skill) | **Teacher’s Model:**  Teacher will say the following: Today we are going to use a slideshow to gain background information about Mark Twain. Take notes while we discuss the slideshow. You will turn these notes in for a grade at the end of class today.  Teacher will lead the lecture following the slideshow:  [Overview Slideshow](https://docs.google.com/presentation/d/1itbrd6Kl3uJPVjkA4t1pKDY7QFQXPMGf/edit?usp=sharing&ouid=109705595816180666824&rtpof=true&sd=true) | **Teacher’s Model:**  **Teacher will say the following:** today we are going to watch a video that serves as Mark Twain’s Biography. As you watch, complete the viewing guide given to you. Make sure to answer all questions fully to receive credit.  teacher will start the biography: <https://www.youtube.com/watch?v=ctK1pZNMAJ0>  teacher will monitor students as they watch the biography and complete the viewing guide | **Teacher’s Model:**  After the bell ringer, tell students: today you will be reading an excerpt from chapter 4 of Twain’s novel *Life on the Mississippi*. As you read, highlight and underline any significant points.  After students have read the passage, say: Now that you have read the passage, answer the discussion questions for the excerpt. After you answer the questions independently, turn and talk with a partner to discuss your answers.  teacher will monitor students as they read and answer discussion questions  the teacher will facilitate the discussion between partners | **Teacher’s Model:**  After the bell ringer, tell students: today you will be reading an excerpt from chapter 5 of Twain’s novel *Life on the Mississippi*. As you read, highlight and underline any significant points.  After students have read the passage, say: Now that you have read the passage, answer the discussion questions for the excerpt. After you answer the questions independently, turn and talk with a partner to discuss your answers.  the teacher will monitor students as they read and answer discussion questions  the teachers will facilitate the discussion between students | **Teacher’s Model:**  After the bell ringer, tell students: Today you are going to be reading an excerpt from chapter 6 of Twain’s *Life on the Mississippi*. As you read, underline or highlight significant points.  After students have read, say the following: On a new page in your notebook add the title “*Life on the Mississippi* diary.” Then write a one-paragraph summary of the excerpt that you just read. Make sure to include the most important information from the text in your summary.  After students have written their paragraphs, say the following: Now that you have written your paragraphs, turn to your neighbor and read your paragraph to them. Take turns reading and after, discuss the similarities and differences between your summaries.  the teacher will model an example paragraph the teacher will monitor students while they read and complete their assignment  the teacher will facilitate as students discuss |
| **Development**  WE DO  (Guided Practice with Teacher & Students) | **Guided Practice:**  **Teacher will have a discuss with students as they go through the slideshow**  **teacher will observe students during the lecture** | **Guided Practice:**  **the teacher will answer the first question on the viewing guide with students** | **Guided Practice:**  **the teacher will annotate the first paragraph with students**  **the teacher will answer the first discussion question with the students** | **Guided Practice:**  **the teacher will annotate the first paragraph with students**  **the teacher will answer the first discussion question with the students** | **Guided Practice:**  **the teacher will annotate the first paragraph with students**  **the teacher will model an example paragraph with students** |
| **Application**  **YOU DO**  **(Student Independent Practice)** | **Independent Practice:**  **students will take notes during the lecture**  **students will ask questions during the lecture** | **Independent Practice:**  **students will work on their viewing guide as they watch the biography** | **Independent Practice:**  **the students will work independently to read the excerpt and answer questions**  **the students will have a discussion with partners over the questions** | **Independent**  **Practice:**  **the students will work independently to read the excerpt and answer questions**  **the students will have a discussion with partners over the questions** | **Independent Practice:**  **students will work independently to read the excerpt and write a summary**  **the students will participate in a discussion of their paragraphs** |
| **Evaluation**  (Exit Ticket/  Mastery Task) | **Assessment:**  **Exit ticket:** On a slip of paper have students answer the following question before leaving class. What was Mark Twain’s real name? | **Assessment:**  **Exit ticket:** Turn in your viewing guide on your way out for a grade. | **Assessment:**  **Exit ticket:** On a sheet of paper, answer the following questions. Turn them in for a grade at the end of class.  In the 1800s, a profession such as a steamboat pilot seemed exciting and adventurous to a child. Today there are other professions which have the same effect, such as being an astronaut. Why do you think children often have such extraordinary dreams and ambitions for their future? | **Assessment:**  **Exit ticket:** On a sheet of paper, answer the following questions. Turn in on your way out for a grade. “Do you think you have what it takes to become a riverboat pilot? Why or why not?” | **Assessment:**  On a sheet of paper, answer the following question. Turn it in on your way out for a grade. After comparing your summary with your neighbor, is there anything you would add to your summary? Is there anything you would remove? |
| **Accommodations**  **(Write the initial of the student next to the accommodation provided.)** |  |  |  |  |  |

**Lesson Plans**

| **Teacher: Subject: ELA Topic/Unit: *Life on the Mississippi* Week: 2** | | | | | |
| --- | --- | --- | --- | --- | --- |
|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Need**  (Communicate Lesson Objective, Standard(s), Bell Ringer, and Agenda Outline) | **Standards:**  **Objective:**  **Today we will read an excerpt from chapter 7**  **so we can gain an understanding about a daring deed that Twain went through**  **I know I’ve learned it when I can answer questions and participate in a discussion on the excerpt .** | **Standards:**  **Objective:**  **Today we will read an excerpt from chapter 8**  **so we can gain an understanding about perplexing lessons Twain learned**  **I know I’ve learned it when I can answer questions and participate in a discussion on the excerpt .** | **Standards:**  **Objective:**  **Today we will read an excerpt from chapter 9**  **so we can gain an understanding about more perplexities in Twain’s experience**  **I know I’ve learned it when I can answer questions and participate in a discussion on the excerpt .** | **Standards:**  **Objective:**  **Today we will complete an evidence log**  **so we can compare the types of language Twain used in *Life on the Mississippi***  **I know I’ve learned it when I can participate in a discussion about my evidence log** | **Standards:**  **Objective:**  **Today we will read an excerpt from chatper 13**  **so we can learn about Twain’s use of figurative language in his text.**  **I know I’ve learned it when I can answer questions and participate in a discussion about Twain’s use of figurative language in chapter 13** |
| **Bell Ringer** | On a sheet of paper, answer the following question using the excerpt from chapter 6. How much money did Twain let someone borrow from him? | On a sheet of paper, answer the following question using the excerpt from chapter 7. How many river-inspector were along for the trip in chapter 7? | On a sheet of paper, answer the following questions. “In what ways do you think these riverboat experiences developed Mark Twain’s personal character? What lessons might he have learned that he remembered for the remainder of his life? | On a sheet of paper, answer the following question about chapter 9. “What does Twain say the face of the water becomes in time?” | On a sheet of paper, answer the following question. “What is the definition of imagery?” |
| **New Learning**  I DO  (Teacher Model of New Skill) | **Teacher’s Model:**  After the bell ringer, tell students: Today you are going to be reading an excerpt from chapter 7 of Twain’s *Life on the Mississippi*. As you read, underline or highlight significant points.  After students have read, say the following: Locate your “*Life on the Mississippi* diary” that you started yesterday. On the next line, write a one-paragraph summary of the excerpt that you just read. Make sure to include the most important information from the text in your summary.  After students have written their paragraphs, say the following: Now that you have written your paragraphs, turn to your neighbor and read your paragraph to them. Take turns reading and after, discuss the similarities and differences between your summaries.  teacher will monitor as students read and write  teacher will facilitate the discussion among students | **Teacher’s Model:**  After the bell ringer, tell students: today you will be reading an excerpt from chapter 8 of Twain’s novel *Life on the Mississippi*. As you read, highlight and underline any significant points.  After students have read the passage, say: Now that you have read the passage, answer the discussion questions for the excerpt. After you answer the questions independently, turn and talk with a partner to discuss your answers.  teacher will monitor students as they read and answer questions  teacher will facilitate the discussion between students | **Teacher’s Model:**  After the bell ringer, say the following to students: After the bell ringer, tell students: today you will be reading an excerpt from chapter 9 of Twain’s novel *Life on the Mississippi*. As you read, highlight and underline any significant points.  After students have read the passage, say: Now that you have read the passage, answer the discussion questions for the excerpt. After you answer the questions independently, turn and talk with a partner to discuss your answers  teacher will monitor students as they read and answer discussion questions  the teacher will facilitate the discussion between partners | **Teacher’s Model:**  After the bell ringer, tell students: Today you will analyze Life on the Mississippi by collecting pieces of evidence from the text and inputting them into an evidence log. Have all excerpts from the text ready and follow the directions on the paper.  Pass out the evidence log to students and read the directions on the paper.  After students finish the evidence log, say the following: now that you are done with your evidence log, turn and share your evidence with your partner. Compare the examples you used as evidence. See if the two of you disagree about any of the evidence for a column.  the teacher will read the directions to the evidence log to students  the teacher will monitor as students complete the evidence log  the teacher will facilitate the discussion between students | **Teacher’s Model:**  After the bell ringer, say the following: Today you are going to be reading an excerpt from chapter 13 of Twain’s *Life on the Mississippi*. As you read the excerpt, pay attention to the way Twain tells the story and the vivid details he uses to explain his experiences.  After students have read the excerpt, say the following: Now that you have read the excerpt, answer the discussion questions that come after the text.  After students have answered the questions, say the following: Now that you have answered the questions independently, turn to your partner and share your thoughts. |
| **Development**  WE DO  (Guided Practice with Teacher & Students) | **Guided Practice:**  **the teacher will annotate the first paragraph with students**  **the teacher will model an example paragraph with students** | **Guided Practice:**  **the teacher will annotate the first paragraph with students**  **the teacher will answer the first discussion question with the students** | **Guided Practice:**  **the teacher will annotate the first paragraph with students**  **the teacher will answer the first discussion question with the students** | **Guided Practice:**  **the teacher will complete the frist part of the evidence log with students** | **Guided Practice:**  **the teacher will annotate the first paragraph with students**  **the teacher will answer the first discussion question with the students** |
| **Application**  **YOU DO**  **(Student Independent Practice)** | **Independent Practice:**  **students will work independently to read the excerpt and write a summary**  **the students will participate in a discussion of their paragraphs** | **Independent Practice:**  **the students will work independently to read the excerpt and answer questions**  **the students will have a discussion with partners over the questions** | **Independent Practice:**  **the students will work independently to read the excerpt and answer questions**  **the students will have a discussion with partners over the questions** | **Independent**  **Practice:**  **the students will work independently to complete the evidence log**  **students will discuss the answers to their evidence log** | **Independent Practice:**  **students will work independently to read the excerpt and answer questions**  **the students will participate in a discussion over their answers** |
| **Evaluation**  (Exit Ticket/  Mastery Task) | **Assessment:**  **Exit ticket:** On a sheet of paper, answer the following question. Turn it in on your way out for a grade. After comparing your summary with your neighbor, is there anything you would add to your summary? Is there anything you would remove? | **Assessment:**  **Exit ticket:** On a sheet of paper, answer the following prompt. Turn it in on your way out after class. Write two interesting facts from chapter 8 of *Life on the Mississippi*. | **Assessment:**  **Exit ticket:** On a sheet of paper, answer the following questions. Make sure it turn it in on your way out. “What has been your impression of Mark Twain’s ability to write a nonfiction account? Did you find his writing style engaging? Was any of it humorous to you? Explain.” | **Assessment:**  **Exit ticket:** On a sheet of paper, write your answer to the following question. Turn it in on your way out of class for credit. “Do you think that Twain uses a more romantic or realist outlook in his novel? Why do you think he does this?” | **Assessment:**  **Exit ticket:** On a sheet of paper, answer the following questions. Turn it in on your way out for credit. Do you think that Twain’s use of imagery in this excerpt is effective? Why or why not? |
| **Accommodations**  **(Write the initial of the student next to the accommodation provided.)** |  |  |  |  |  |

**Lesson Plans**

| **Teacher: Subject: ELA Topic/Unit: *Life on the Mississippi* Week: 3** | | | | | |
| --- | --- | --- | --- | --- | --- |
|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Need**  (Communicate Lesson Objective, Standard(s), Bell Ringer, and Agenda Outline) | **Standards:**  **Objective:**  **Today we will brainstorm ideas for a memoir**  **so we can write a memoir in the same style as Twain.**  **I know I’ve learned it when I can discuss Mark Twhave a complete brainstorming sheet.** | **Standards:**  **Objective:**  **Today we will write their memoirs**  **so we can practice writing in the same style as Twain**  **I know I’ve learned it when I have a completed memoir** | **Standards:**  **Objective:**  **Today we will begin listening to an episode of a podcast**  **so we can listen to an interview about Mark Twain**  **I know I’ve learned it when I can take notes and discuss the podcast** | **Standards:**  **Objective:**  **Today we will finish listening to an episode of a podcast**  **so we can listen to an interview about Mark Twain**  **I know I’ve learned it when I can take notes and discuss the podcast** | **Standards:**  **Objective:**  **Today we will complete a writing assignment based on the podcast**  **so we can compare the information in the podcast to the information in *Life on the Mississippi***  **I know I’ve learned it when**  **I can write a compare and contrast essay about Mark Twain.** |
| **Bell Ringer** | on a sheet of paper, answer the following question. “Why do you think Twain included the story in chapter 13 in his book?” | on a sheet of paper, answer the following question. “Do you think memoirs or biographies are a better way to learn about a persons life? Why?” | On a sheet of paper, answer the following question. “Do you think that podcasts are a good way to learn information? Why or why not?” | On a sheet of paper, answer the following question. “Which southern holiday is talked about in the podcast episode? | On a sheet of paper, answer the following question. “Based on Twain’s depiction of Mardi Gras, would you want to attend the celebrations? Why or why not?” |
| **New Learning**  I DO  (Teacher Model of New Skill) | **Teacher’s Model:**  After the bell ringer, say the following: Today you will start to write your own personal memoir in the same style as Mark Twain. It should be about an ambition you have had which turned out to be more challenging once you began pursuing it. While it is true that you are still in your teenage years and haven’t yet embarked on your life’s career, you can still identify things in life that you have pursued up until this point. This can be about getting a job, learning a skill, joining a sport, playing a game, learning to drive, or any other pursuit you have attempted in life. Like Mark Twain, you will describe how the ambition began and explain how things turned out.  Then, go over the rubric and required criteria with students so that they know what the expectations are for the assignment.  After going over the rubric with students, say the following: you will now have the rest of class to brainstorm your memoir ideas. Complete the “from the inside out” worksheet to help your brainstorming. This is due at the end of class.  the teacher will monitor as students brainstorm their ideas | **Teacher’s Model:**  After the bell ringer, say the following the students: Today you will finish writing your own personal memoir in the same style of Mark Twain. It should be about an ambition you have had which turned out to be more challenging once you began pursuing it. While it is true that you are still in your teenage years and haven’t yet embarked on your life’s career, you can still identify things in life that you have pursued up until this point. This can be about getting a job, learning a skill, joining a sport, playing a game, learning to drive, or any other pursuit you have attempted in life. Like Mark Twain, you will describe how the ambition began and explain how things turned out. Remember to meet all criterion mentioned yesterday to receive full credit. You will have the rest of class to finish your memoir.  teacher will monitor students as they write their memoirs | **Teacher’s Model:**  After the bell ringer, say the following to students: today you will be listening to an episode of the *Louisiana Anthology* podcast about Mark Twain. As you listen to the podcast, take notes about the interview. This will take two class period to finish so keep up with your notes so you can turn them in tomorrow.  Then, play *Louisiana Anthology* podcast episode on Twain (episode 480)  the teacher will monitor students as they listen to the podcast and take notes | **Teacher’s Model:**  After the bell ringer, say the following: Today we are going to finish listening to an episode of the *Louisiana Anthology* podcast about Mark Twain. As you listen to the podcast, take notes about the interview. You will be turning them in at the end of class.  After the podcast episode is over, say the following: now that the episode is over, turn and talk with your neighbor about the episode. Did they pick up on anything that you missed? Write down notes from your discussion.  the teacher will monitor students as they take notes  the teachers will facilitate the discussion between students | **Teacher’s Model:**  After the bell ringer, say the following: Today you will be completing a writing related to the podcast. In the episode, James ‘Jed’ Dobson discusses the difference in the way Clemens looked at Mardi Gras when he was in his 20s versus the more negative account in *Life on the Mississippi*, when he was in his late 40s. Using your notes, write a multi-paragraph essay comparing and contrasting the differences between how Twain viewed Mardi Gras in his younger years versus his older years. Which age did he have a more negative outlook? Why do you think that Twain had a change in views?  the teacher will model an example paragraph  the teacher will monitor students while they write their essays |
| **Development**  WE DO  (Guided Practice with Teacher & Students) | **Guided Practice:**  **the teacher will help students answer the first question of the brainstorming sheet** | **Guided Practice:**  **the teacher will assist students while they write their memoirs** | **Guided Practice:**  **the teacher will ask questions to assist students in their notetaking**  **the teacher will assist students as they listen to the podcast** | **Guided Practice:**  **the teacher will ask questions to assist students in their notetaking**  **the teacher will assist students as they listen to the podcast**  **the teacher will help come up with discussion topics** | **Guided Practice:**  **the teacher will assist students as they work on their essays, helping to introduce their evidence** |
| **Application**  **YOU DO**  **(Student Independent Practice)** | **Independent Practice:**  **students will brainstorm their memoirs** | **Independent Practice:**  **students will write their memoirs independently** | **Independent Practice:**  **the students will work independently to take notes as they listen to the podcast** | **Independent**  **Practice:**  **the students will work independently to take notes as they listen to the podcast**  **students will participate in a discussion** | **Independent Practice:**  **students will work independently to write their essays** |
| **Evaluation**  (Exit Ticket/  Mastery Task) | **Assessment:**  **Exit ticket:** On a sheet of paper, answer the following question. Turn it in on your way out to receive credit. “What ambition/memory do you plan to write your memoir about? Answer in 1-2 sentences.” | **Assessment:**  On a sheet of paper, answer the following question. Turn it in with your essay to get credit. “What lesson do you think people could learn from your memoir? Explain in 1-2 sentences.” | **Assessment:**  **Exit ticket:** On a sheet of paper, answer the following question, Turn it in on your way out for a grade. “What has been the most interesting thing you have heard in the podcast so far?” | **Assessment:**  **Exit ticket:** On a sheet of paper, answer the following question. Turn it in on your way out for credit. “Write down one important fact you learned today in the podcast.” | **Assessment:**  **Exit ticket:** On a sheet of paper, answer the following question. Turn it in with your essay to receive credit. “Based on our unit, would you recommend *Life on the Mississippi* to someone looking for a memoir to read? Why or why not?” |
| **Accommodations**  **(Write the initial of the student next to the accommodation provided.)** |  |  |  |  |  |