



Try these classroom ideas!

Lessons and Activities

For the Classroom

# The Mark Twain Boyhood Home & Museum

## Teacher Resource Guide

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This guide offers some helpful teacher suggestions and activities to bring Mark Twain's writing to life in your classroom. These resources can be modified for elementary, middle, and high school students.

We are always looking for good teaching ideas to share. If you have any you'd like to share, please let us know. Contact Cindy Lovell at the Mark Twain Boyhood Home & Museum.

Visit our web site often for updates on events, teacher workshops, and student activities. We welcome you for field trips, and if you can't

visit - call! We love to hear from teachers if only to answer your questions and help you to come up with lesson plan ideas for teaching Mark Twain.

Mark Twain's writings fit into virtually every type of classroom. If you have a specific idea but are unsure as to how to proceed, send us an email or give us a call - we will help you prepare the most appropriate lesson for your students. Our primary goal is to assist teachers in their classrooms.

Also, don't forget to submit your great teaching ideas for the **Mark Twain Creative**

**Teaching Award.** Applications must be submitted by March 15th of each calendar year, and winners will be announced on the following May 1st. The next time you teach Mark Twain in your classroom, consider applying for this prestigious award.

**Teaching Twain?  
Enter by March 15th!**



Contact us directly at: [Education@MarkTwainMuseum.org](mailto:Education@MarkTwainMuseum.org)

## Introducing Samuel Langhorne Clemens

Before the reading, you can introduce your students to Samuel Langhorne Clemens (pen name, "Mark Twain") in a number of ways:

- View "Mark Twain - A Film Directed by Ken Burns" (2002, PBS, 212 minutes)

- Have students check out the interactive scrapbook (an early invention by Twain was a self-pasting scrapbook) at: <http://www.pbs.org/marktwain>
- Have students test their prior knowledge of Mark

Twain (and learn a little something) by taking an online adaptation of a game Twain invented (Mark Twain's Memory Builder) at: <http://etext.lib.virginia.edu/railton/timeline/index.html>

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### Did you know?

- "Mark Twain" is a riverboat term that means "two fathoms" (or 12 feet) to signify "safe water" to riverboat pilots like young Sam Clemens
- Halley's comet was visible the night Sam Clemens was born - Nov. 30, 1835 He predicted he would "go out" with the comet, and he did. Twain died April 21, 1910. This was right on schedule - the comet only comes around once in every 75 years!

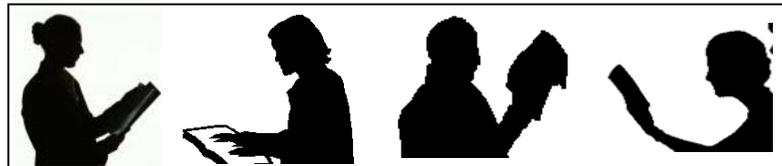
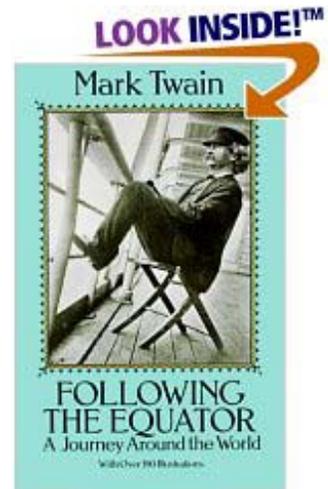
## Write a Review on Amazon

**Amazon.com** lists hundreds of thousands of book titles, including many by Mark Twain. Visit the web site and find some good examples of book reviews and critiques. Use these in a lesson on summarizing and critiquing. Encourage your students to write reviews and critiques and submit to Amazon.com. Remember to distinguish between "criticizing" and "critiquing" in your lesson.

This activity could be extended to include all of the books students read in your class each year. Remember, writers enjoy writing much more when there is a real purpose and an understanding of the audience. Web viewers can vote

as to whether or not a critique has been helpful to them, so students will be careful in how they express themselves. Remind them to be aware of their spelling and grammar as well! There are plenty of reviews posted on the site that could be greatly improved upon!

Also, teach your students to use the "Look Inside" feature to learn more about books they are thinking about reading.



GENRE: Fables (original), satire  
CULTURE: American (early 20th century)  
THEME: War and peace; patriotism  
READER AGES: 12 and up  
READERS: 8 or more  
LENGTH: 5 minutes

### Reader's Theater

Or, select a short story or a passage from one of Twain's books, and have students write their own Reader's Theater script. A great way to extend the performance and create one of your own is to use Reader's Theater. Mark Twain's classic (and timely) essay, "The War Prayer," has been adapted for Reader's Theater and is available online at:

<http://www.aaronshp.com/rt/RTE05.html>

# The Mark Twain Story Word Search

See how many words you can find from Mark Twain's life and writings!

B E S E C M L A A I T A E I C Y P Q F A U A Q G K D T C F C  
A B E A Q A U M U U C E U L I W R V U F I H I O F R M A B L  
N G V T N U I Y C T K H A S G A L R G E M D O D D A I L P A  
N E O G Y S A I Q N H R S V T K W I E G C B N N I Y P I H S  
E R D J S P T T A O A O G A R R B A E B P N A I S E P F A S  
D O T O Y C E Y O Y Z F R A W T A V H A E L I S B V I O N I  
N V U K E H C S F R O G M X R E P L R R G L T R M A S R N C  
F R C N S L I T E R A T U R E S T C I N O A K A P R S N I Y  
I E N W K R E R U T C E L E P N S I E A G T S C I G I I B L  
B O H A L L E Y S A T S T N U E Z C H E C O N U U M S A A A  
C E L E B R I T Y M Q E T I A M Y L C W X O K E S H S T L T  
Z W O L I V I A U M O T R M P E D O L F R E M J V Y I W Q I  
T A O B M A E T S L E U M A S L A G O A D A V E N N M A X X  
N P Y L Z K I F H B W O W R F C D R K L X H K A T G I I G X  
T S R I V E R T O L I P S L H U D B M A N S J N F Y X N S O



AUSTRALIA	ENGLAND	LANGDON	PRINCE
AUTHOR	EQUATOR	LECTURER	RIVER
BANNED	FROG	LITERATURE	SAMUEL
BECKY	GRAVEYARD	MARK	SCRAPBOOK
CALIFORNIA	HALLEY'S	MINER	STAGECOACH
CAVE	HANNIBAL	MISSISSIPPI	STEAMBOAT
CELEBRITY	HAWAII	MISSOURI	SUSY
CLARA	HUCKLEBERRY	NEVADA	TOM
CLASSIC	INDIA	OLIVIA	TWAIN
CLEMENS	INVENTOR	OXFORD	TYPESETTER
COMET	ITALY	PAUPER	WHITEWASH
CONNECTICUT	JEAN	PILOT	YANKEE

## An Encounter with an Interviewer

**Synopsis:** Mark Twain was first a reporter and later became a celebrity. As such he was familiar with both perspectives - interviewing someone, and being interviewed. This story is an absurd account of an interview in which he is the subject. Twain was not fond of interviews and felt that reporters' accounts of the interview were a distortion of the actual event. In this story, the flustered reporter doesn't know what to make of the outlandish claims made by the subject.

**Before the story:** Review hyperbole and exaggeration. Review Twain's experiences with editors and as an editor. Provide background information as needed (e.g., Aaron Burr). A lesson plan for this story is available on the web site: [marktwainmuseum.org](http://marktwainmuseum.org).

**After the story:** ❖Discuss the absurdities in the story (e.g., the death of the twin). Compare to present day celebrity interviews. ❖Bring in the

**"Whenever you give an interviewer a fact, give him another fact that will contradict it. Then he'll go away with a jumble that he can't use at all." From Mark Twain's Speeches**

*National Enquirer* or other tabloid and examine stories for exaggerations and hyperbole. ❖Have students interview each other or someone at home. Once they write up their interview notes, have the subject of the interview rate it for accuracy. ❖Invite a reporter from the local paper to come in as a guest speaker and talk about the challenges of interviewing someone or a particularly memorable interview. ❖Review clips from television interviews (e.g., Oprah) and discuss the types of questions asked, etc. ❖Have students prepare a list of questions they would like to ask Mark Twain in an interview if he were alive today. After they brainstorm a list, have them select their three best questions. Next, have them research Twain's

writings to see if perhaps Twain has already supplied an answer to their questions. For instance, many of Twain's political views are relevant in today's political climate. Students could attempt to answer their own interview questions by writing a "What Would Mark Twain Say?"-type of essay. An excellent resource to locate quotes by topic can be found at: <http://www.marktwainquotes.com> where topics are alphabetized. ❖Students can also read actual newspaper and magazine interviews with Mark Twain online at: <http://www.twainquotes.com/interviews/interviewindex.html>.

❖Students can act out the story in class, or rewrite it based on an interview they have written and act it out.

## The Legend of Sagenfeld

**Synopsis:** When Prince Hubert is born in a peaceful kingdom, soothsayers predict peace and happiness for the kingdom as long as the young prince correctly chooses the animal that makes the most beautiful sound. After great difficulty he selects the nightingale, but later when he breaks his leg in a hunting accident he feels he may have chosen incorrectly since his luck has obviously turned for the worse. When a braying donkey approaches he knows he can be saved, so he names that animal as the most beautiful sounding. The moral, of course, is that to honor the jackass, all future political events include lots of braying and lots of jackasses.

**Before the story:** Share the synopsis of the story without giving away the ending. Ask students to predict the

animal the prince will select or to name the animal that they would select. Share some Twain quotes regarding politics.

**After the story:** ❖Remind students that Thomas Nast is the artist responsible for using the donkey and elephant to symbolize American political parties, and that Nast happened to be a friend of Mark Twain's.

❖Analyze tapes of political ceremonies and speeches and discuss the multiple meanings of "braying." ❖



**VOTE FOR ME!  
WAW-HEE!**

Review the use of the donkey in films and literature to see how the animal is portrayed. How does the donkey in *Shrek*, for example, compare to the image of the donkey as implied in Twain's story? ❖Review political cartoons online and review the history of the donkey as a political symbol. An excellent lesson plan is available online at: [http://www.trumanlibrary.org/whistlestop/teacher\\_lessons/cartoon\\_symbol.htm](http://www.trumanlibrary.org/whistlestop/teacher_lessons/cartoon_symbol.htm)

❖Reenact the story in class. Modernize it using today's politicians as characters.

## Adam and Eve

**Synopsis:** Twain's irreverence for conventional religion is evident in these "diary excerpts" of the first man and woman. Eve names everything, Adam is amused, and this work reveals Twain's leanings for women's rights.

**Before the story:** View the claymation video "Life of Mark Twain," which depicts much of this story. Or, view the 1988 "Diaries of Adam and Eve," a TV movie starring David Birney and Meredith Baxter Birney. Remind students that Niagra Falls has historically been famous as a honeymoon site. Also point out that Adam's love for Eve reflects Twain's love for his wife, Olivia.

**After the story:** ♦Have students select a favorite literary character (or a famous person) and write diary excerpts for him/her. ♦Or, have students select a famous "pair" in literature, television, or real life, such as Antony and Cleopatra, Ricky and Lucy, or Brad Pitt and Angelina Jolie and write diary entries in

the style of Adam and Eve's excerpts. ♦Or, have them modernize the concept and write blog entries. ♦Have students research online for actual journal entries, such as civil war journals. ♦Brainstorm a list of famous diaries, such as the *Diary of Anne Frank*. ♦Since Eve got to name everything, plan a lesson that involves dictionary skills - locating word origins. Extend to include the concept of cognates (e.g., English: table; French: table). This will be especially beneficial to ESOL students. ♦Research slang and the origins of slang expressions at: <http://www.wordwizard.com/>

♦Research words with multiple meanings



"She brought some of those apples..."

(e.g. table as furniture, table as a chart, and table as a verb). ♦Have students take the dialogue from Adam and Eve and "translate" it to Instant Messenger-style chatting. ♦Read Twain's original and discuss these excerpts from Adam's Diary: "After all these years, I see that I was mistaken about Eve in the beginning; it is better to live outside the Garden with her than inside it without her..." and at Eve's grave, "Wheresoever she was, THERE was Eden." The original is available online at:

<http://www.worldwideschool.org/library/books/lit/marktwain/ExtractsFromAdamsDiary/Chap1.html>

## Sherburn and Old Boggs - Dead

**Synopsis:** This story is an excerpt from *Adventures of Huckleberry Finn*. Huck arrives in a squalid Arkansas town with the king and duke. While those two are busy planning their next performance, Huck explores the town and witnesses the drunk, Boggs, threaten Sherburn. When Sherburn, who is fed up with Boggs, shoots and kills him, a mob sets out to lynch him. But Sherburn chastises the mob as cowards, and they slink away in shame.

**Before the story:** Listen to a recording of this classic scene - there are several available. Prepare students by sharing some background about *Huckleberry Finn* and the story up to this point in the book.

**After the story:** ♦Discuss the concept of "mob mentality" and how it relates to

this scene. ♦Discuss the basis for this scene - a real murder witnessed by Sam Clemens when he was a boy in Hannibal. ♦Have students research other "real" events in Huck Finn. ♦Have students illustrate the scene. It is one of the most famous in the book (see illustration). ♦Have students rewrite the scene from the perspective of Sherburn or someone in the crowd. ♦Have students write what they think would make an appropriate subsequent scene and act it out. ♦Have students write a newspaper account of the event. ♦Have students write an editorial about the mob. ♦Create "WANTED" posters for Colonel Sherburn. ♦Research other wild west shootouts, such as Gunfight at the O.K. Corral. ♦Discuss bullying and whether Boggs or Sherburn was the bully.



♦Have students write an obituary for Boggs or an epitaph for his headstone.

The Mark Twain Boyhood Home & Museum in Hannibal, Missouri is home to "the fence" of *Tom Sawyer*!

Phone:  
573-221-9010  
Fax:  
573-221-7975  
Web: <http://marktwainmuseum.org/>  
Email:  
[Education@MarkTwainMuseum.org](mailto:Education@MarkTwainMuseum.org)

# The Cast:



**Fun activity...** ask your students what stars they would cast in the various roles in *Tom Sawyer* and why...

Choose a scene and have them act it out. The whitewashing scene is a good choice, but there are dozens of other great scenes that inspire action in the classroom.



"All I know is, it suits Tom Sawyer."

"Does a boy get a chance to whitewash a fence every day?"

## Tom Sawyer - The Glorious Whitewasher

**Synopsis:** In Chapter 2, Tom Sawyer's Aunt Polly is making him whitewash the fence on a Saturday as punishment for playing hooky the day before. Tom dreads the arrival of his buddies who will certainly make fun of him for having to work. In a moment of brilliance, he pretends to enjoy the "privilege" of whitewashing, and in no time at all every boy is "paying" him by trading objects of value for a chance to try their hand at whitewashing.

**Before the story:** View the 1938 version of *Tom Sawyer* (starring Tommy Kelly). The dialogue is extremely close to that used by Twain. You can also lead a discussion about the definitions of "work" and "play" and ask students if they ever do something just for fun that others might consider work.

**After the story:** ♦Organize a fence painting project at the school or to benefit an organization like Habitat for Humanity. ♦View the "Between Fences" exhibit online at

<http://www.marktwainmuseum.org/> and have student create their own fence exhibits (2- or 3-dimensional) by collaborating with the art teacher. Plan an auction like the one in Hannibal at the next PTA meeting with proceeds going to support Habitat for Humanity. ♦Plan a "Tom Sawyer Barter Day" where students bring in objects they want to trade (with parents' permission, of course). Students can trade items or services (e.g., cleaning out a desk for someone) with teacher approval. ♦Using popsicle sticks, build picture frames to resemble a picket fence. Take digital photos of the students to put in the frames. ♦Read the rest of the story. Ask students to predict Aunt Polly's reaction to the three coats of whitewash. ♦Have students draw Tom Sawyer. (Note: Mark Twain provides very little in the way of a physical description of Tom.) ♦Have students work in small groups to act out the scene. ♦After reading the entire text, play "Tom Sawyer Jeopardy" online at:



"AIN'T THAT WORK?"

<http://www.mrcoward.com/slcusd/jeopardy/tomjeopardy.html>

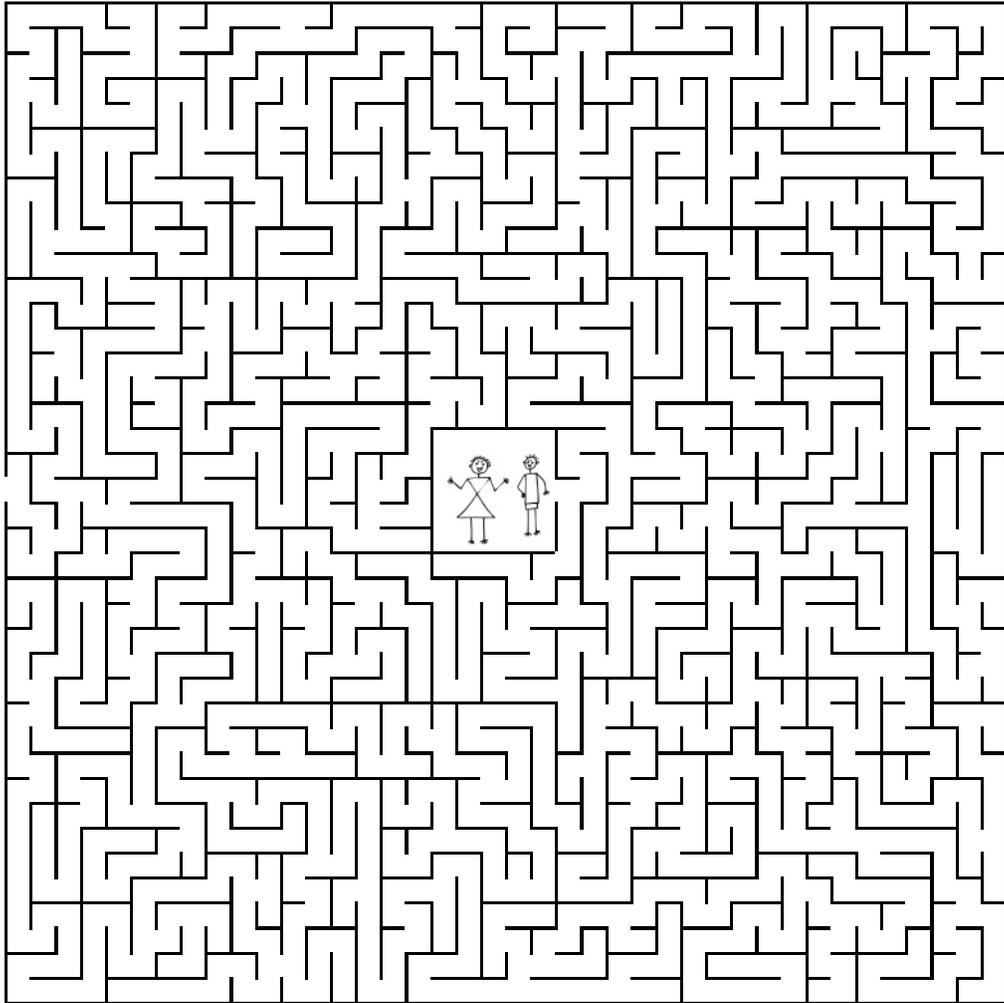
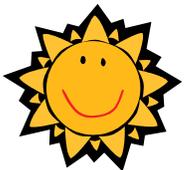
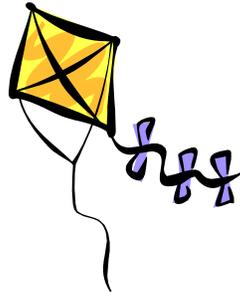
♦Tom received three marbles from Johnny Miller. Teach the students how to play marbles. Directions for "Shooting the Ring" are available online at: <http://www.raft.net/ideas/Marbles-Shooting%20the%20Ring.pdf#search=%22shooting%20marbles%20instructions%22>

♦Tom also received a kite. Have students design and build a kite. There are many web sites with good instructions, but one of the best (with kite history) is:

[http://www.drachen.org/about\\_kites\\_building.html](http://www.drachen.org/about_kites_building.html)

♦Don't forget to go fly your kites!

# Lost in the Cave



In *The Adventures of Tom Sawyer*, Tom and Becky get lost in the cave. As they try to find their way out they encounter Injun Joe, who has buried treasure in the cave. They also eat the only food they have - a piece of birthday cake. And, a bat flies into the flame on their candle, leaving them in total darkness! Tom uses a piece of kite string to find a way out. See if you can get them out of this cave and back into the sunshine!

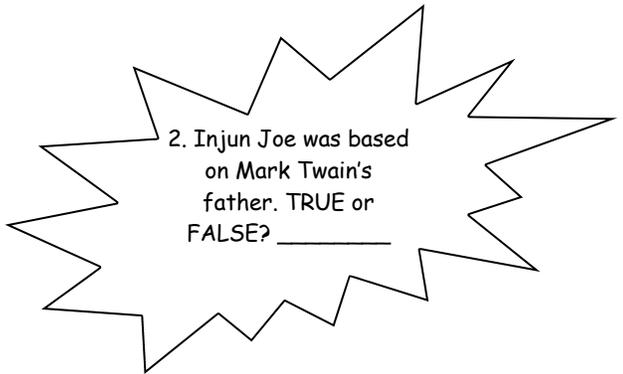
# Tales of Twain: Fact or Fiction?

Mark Twain lived a long and interesting life. Many of the events he wrote about in his books really happened to him. Others are simply fiction. Try to separate fact from fantasy in this Mark Twain trivia game. (Answers at bottom of page)

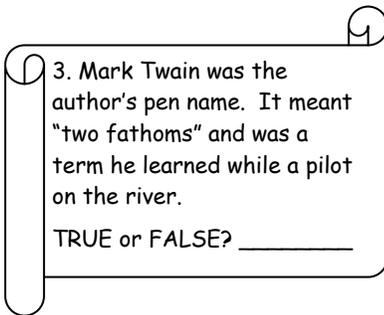


1. When Mark Twain was born, Halley's comet was visible in the sky. His mother predicted that he would become distinguished in some way. Later, Twain predicted he would "go out" with Halley's comet. When he died, Halley's comet was visible in the sky.

TRUE or FALSE? \_\_\_\_\_



2. Injun Joe was based on Mark Twain's father. TRUE or FALSE? \_\_\_\_\_



3. Mark Twain was the author's pen name. It meant "two fathoms" and was a term he learned while a pilot on the river.

TRUE or FALSE? \_\_\_\_\_

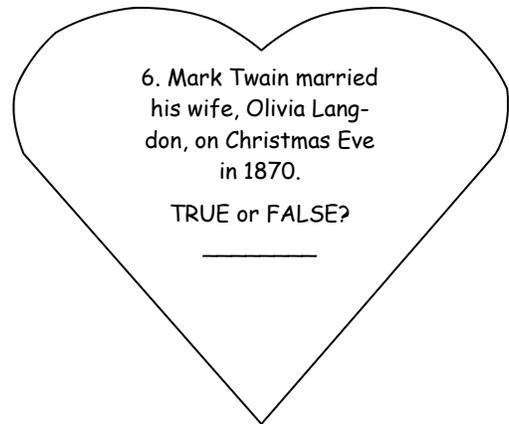
4. There is a real cave in the town where Mark Twain grew up. As a child, he and his friends used to walk two miles to the cave where they would play and explore. The cave's passages total six miles in length. He used this cave as a setting in *The Adventures of Tom Sawyer*.

TRUE or FALSE? \_\_\_\_\_



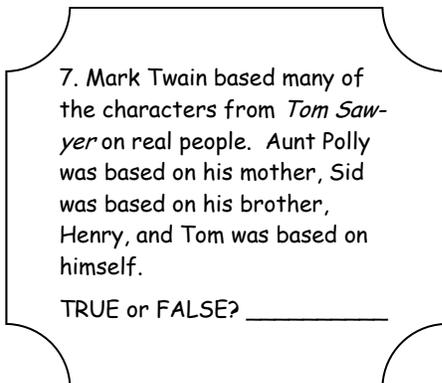
5. Mark Twain is often called America's greatest writer, but he didn't live in America during much of his life. Some of the places Twain lived include Italy and England. He also traveled quite a bit giving lectures. This took him to India, Australia, Russia, and even South Africa.

TRUE or FALSE? \_\_\_\_\_



6. Mark Twain married his wife, Olivia Langdon, on Christmas Eve in 1870.

TRUE or FALSE? \_\_\_\_\_



7. Mark Twain based many of the characters from *Tom Sawyer* on real people. Aunt Polly was based on his mother, Sid was based on his brother, Henry, and Tom was based on himself.

TRUE or FALSE? \_\_\_\_\_



8. Mark Twain lived during the Industrial Revolution when many inventions were created. He was the first author to use a typewriter, and Thomas Edison even made a movie of Twain. Twain himself invented the tape recorder, which is how he was able to write such convincing dialogue in his books.

TRUE or FALSE? \_\_\_\_\_

Answers: 1) T, 2) F - Based on Joe Douglas, 3) T, 4) True, 5) T, 6) F - Married Feb. 2, 7) T, 8) F - All true except for last sentence.

## “Mark My Words...”

Mark Twain is one of America's most quoted figures. You have probably heard his quotes and didn't even know it. Below are several famous quotes - some by Mark Twain. Identify the speaker of the quote from the list on the right. And yes, you can use a name more than once! (Answers at the bottom of the page)

- 1) It's hard to see with your eyes when your imagination is out of focus.  
\_\_\_\_\_
- 2) The difference between the almost right word and the right word is the difference between the lightning bug and the lightning. \_\_\_\_\_
- 3) As to the Adjective: When in doubt, strike it out. \_\_\_\_\_
- 4) As I would not be a slave, so would I not be a master.  
\_\_\_\_\_
- 5) The lack of money is the root of all evil. \_\_\_\_\_
- 6) Against the assault of laughter, nothing can stand. \_\_\_\_\_
- 7) One of the most striking differences between a cat and a lie is that a cat has only nine lives. \_\_\_\_\_
- 8) Never give up, for that is just the place and time that the tide will turn.  
\_\_\_\_\_
- 9) If you tell the truth you don't have to remember anything.  
\_\_\_\_\_
- 10) Forgive your enemies, but never forget their names. \_\_\_\_\_
- 11) Always do right. This will gratify some people and astonish the rest.  
\_\_\_\_\_
- 12) A good conscience is a continual Christmas.
- 13) There is nothing comparable to the endurance of a woman. In military life she would tire out an army of men, either in camp or on the march.  
\_\_\_\_\_
- 14) Let us endeavor so to live that when we come to die even the undertaker will be sorry. \_\_\_\_\_
- 15) Failure is impossible. \_\_\_\_\_
- 16) True irreverence is disrespect for another man's god.  
\_\_\_\_\_
- 17) Patriot: the person who can holler the loudest without knowing what he is hollering about. \_\_\_\_\_
- 18) Nothing so needs reforming as other people's habits.  
\_\_\_\_\_
- 19) Thousands of geniuses live and die undiscovered - either by themselves or by others. \_\_\_\_\_
- 20) I readily absorb ideas from every source, frequently starting where the last person left off. \_\_\_\_\_
- 21) An uneasy conscience is a hair in the mouth. \_\_\_\_\_

### WHO SAID IT?

- Abraham Lincoln
- Mark Twain
- Harriet Beecher Stowe
- Thomas Edison
- John F. Kennedy
- Benjamin Franklin
- Susan B. Anthony

Your Score:



Answers below:

Answers: 1) Mark Twain; 2) Mark Twain; 3) Mark Twain; 4) Abraham Lincoln; 5) Mark Twain; 6) Mark Twain; 7) Mark Twain; 8) Harriet Beecher Stowe; 9) Mark Twain; 10) John F. Kennedy; 11) Mark Twain; 12) Benjamin Franklin; 13) Mark Twain; 14) Mark Twain; 15) Susan B. Anthony; 16) Mark Twain; 17) Mark Twain; 18) Mark Twain; 19) Mark Twain; 20) Thomas Edison; 21) Mark Twain

# Media Center Scavenger Hunt

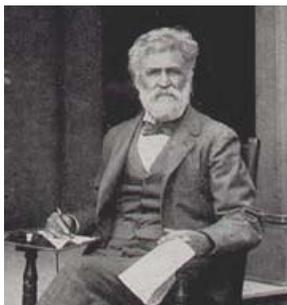
Working with a partner, find the answers to these questions. You must list the resource you used to find the answer, such as the web site address or the book title (with author).

2. Mark Twain's older brother also worked in the newspaper business. What was his name?

\_\_\_\_\_ (10 points)

Resource: \_\_\_\_\_

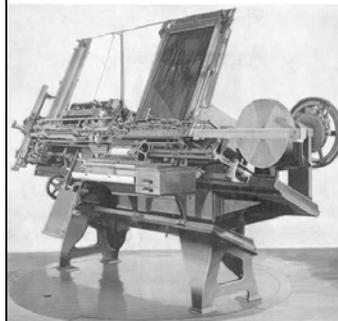
**HINT:** He was named for a "lucky" star. This is a photograph of him.



1. What was the name of the inventor who was primarily responsible for Mark Twain's bankruptcy?

\_\_\_\_\_ (10 points)

Resource: \_\_\_\_\_



**HINT:** This is a picture of the invention.

**Your Score:**  
\_\_\_\_\_



3. What is the name of the town and state where Mark Twain grew up?

\_\_\_\_\_ (10 points)

Resource: \_\_\_\_\_

**HINT:** In the book *The Adventures of Tom Sawyer* he called the town St. Petersburg. Here is a picture of his home in that town. Visitors still flock to his home to see the famous whitewashed fence.

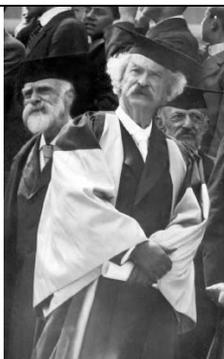


4. Although Mark Twain left school at the age of 12 when his father died, he was awarded an honorary degree from what famous school?

\_\_\_\_\_ (10 points)

Resource: \_\_\_\_\_

**HINT:** He received this degree in 1907.



5. Mark Twain based many fictional characters on real people. What was the real name of his childhood sweetheart upon whom he based the character of Becky Thatcher (from *The Adventures of Tom Sawyer*)?

\_\_\_\_\_ (10 points)

Resource: \_\_\_\_\_

**HINT:** This was her house, and she lived across the street from Mark Twain.



## Bonus Points: \_\_\_\_\_

As you searched for these five answers, you must have learned something else about Mark Twain. Share the most unusual thing you learned, and provide the resource. (Bonus points will be determined by the teacher!)

\_\_\_\_\_  
\_\_\_\_\_

## Arts and Crafts Corner

### KAZOO

Use a rubber band to transform a cardboard toilet paper roll and tissue paper into a musical instrument.

#### Materials:

- ❖ Cardboard Roll
- ❖ Wax Paper
- ❖ Rubber Band

#### Instructions:

These kazoos are very easy to make. Get an empty TP tube and a piece of wax paper big enough to completely cover the end of the toilet paper roll. Secure the wax paper tightly onto the end of the toilet paper roll with a rubber band. With a nail or pen, poke a small hole in the cardboard tube near the end covered with wax paper. To play the kazoo you hold the uncovered end of the tube to your mouth and hum into it. Decorate with paint, markers, stickers, etc.



### BOOK MAKING

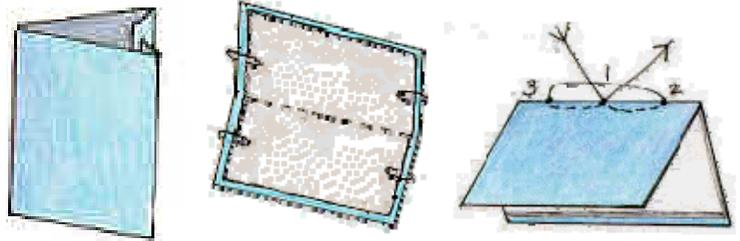
Making a simple book is fun and rewarding. Beautiful books can be created using this simple technique. The following directions describe how to make a single signature book using pamphlet binding, one of the simplest ways to bind sheets of paper. As part of this type of workshop, participants can also learn the parts of a book, and some of the history of books. The basic pamphlet uses 3 holes to sew through, but if the book is large, 5 or 7 holes can be used. Many types of decorative paper and handmade paper can be used for the cover, and silk and metallic threads can be used for sewing.

#### Materials:

- ❖ 3 or 4 sheets of photocopy paper or typing paper
- ❖ 1 sheet of medium weight art paper for the cover
- ❖ 1 piece of heavy thread, embroidery floss, or thin decorative cord, 3 times longer than the length of the spine of the pamphlet.

#### Tools:

- ❖ Bone folder
- ❖ X-Acto knife
- ❖ Metal-edge ruler
- ❖ #18 tapestry needle or any large-eyed needle
- ❖ Awl or push pin
- ❖ Kitchen towel, folded in quarters lengthwise



#### Process

1. Measure and cut the cover sheet 1/2" taller than the text paper. Cut the paper 1" longer than the text for a fold-in at the edges. If using a sheet of handmade paper, the fold-in will not be necessary, so just have the extra 1" measurement. Score the cover paper and fold in half. Then mark 2" from each score, and fold.

2. Score and fold the text sheets in half. Slip one inside another until the sheets nest together. This forms the signature.

3. Put the folded sheets inside the cover and open up the book, making sure to line up evenly the 1/4" margin on the top and bottom. Put paper clips on the top and bottom of the book to keep the pages from moving. Place the open book on top of the folded towel. Measure the center along the fold line and punch a hole with the awl or push pin. Then make 2 more holes from both edges.

4. Thread the needle. Sew through the middle hole (#1) to the inside of the book, leaving a length of thread to tie a knot, and sew up and out of the top hole (#2). Sew down the outside and into the bottom hole (#3), and come back out at the center hole (#1). Tighten or adjust the thread if necessary. Tie a bow or knot and trim thread to the desired length.

**Note:** The knot can also be tied on the inside of the signature. To do this start on the inside of the book instead of the outside.

Source: <http://gort.ucsd.edu/preseduc/bookmkg.htm>

## Following the Equator

**Synopsis:** In 1896, facing bankruptcy, Mark Twain, his wife, Livy, and one of their daughters, Clara, took a one-year lecture tour around the world. Twain's friend, Henry H. Rogers, suggested the trip as a way for Twain to pay off his debts. The three traveled across the northern region of the United States and sailed from Vancouver, B.C. They visited Fiji, Australia, New Zealand, Tasmania, Ceylon, India, and South Africa before sailing to England where they received tragic news. Susy, their oldest daughter, was gravely ill. She died without ever seeing her parents again. This book does mention Susy's death, nor does it acknowledge the despair of bankruptcy. Instead, it is an engaging, hilarious tale of the journey - fellow travelers, cultural customs, travel challenges, local lore. Twain's reverence and respect for other cultures is evident on every page.



**Before the reading:** Pull out maps and the globe and trace the route the Clemens family followed. Mark a calendar showing the dates and places. Find out if anyone has been to any of the places, or if a parent or family member has. Invite guest speakers (travel agents, pilots, etc.) to share their view of the places visited.

**During the reading:** Follow current events in the different locations using Google News Alert or some other source. Compare and contrast "then" and "now" using the current events. Post the quotes from the beginning of each chapter. Ask students to share their favorite quotes, or better yet, write their own. View clips from the Peter Ustinov video of "Following the Equator."

**After the reading:** ♦Organize a trip using today's prices through Expedia or Orbitz. Calculate how much it would cost to make the trip today. ♦Prepare a simulated "lecture tour" and have each student present his or her favorite Mark Twain passage and/or quote from the book. ♦Set up a world map on the playground using sidewalk chalk and create a classroom game where students get to travel the world by sharing their knowledge about the book. ♦Assign students to groups. Assign each group one of the regions/countries visited in the book. Have them prepare a PowerPoint or some other type of multimedia presentation to retell the story.

### Mark Twain the Traveler: A Writers' Workshop

Use a map and show some of the places where he lived in and traveled: England, the Holy Land, Australia, South Africa, Ceylon, Tasmania, New Zealand, India, Paris, Italy, Russia, Germany, California, Hawaii, Canada, etc. (This is a short list... he REALLY got around.) Put the students in groups and have each group read one of his short travel essays and then present it to the class. Use the following **50 Ideas!** topics to examine his travel life and create scrapbooks. (Mark Twain invented a very successful scrapbook, and students love this approach. Parents even enjoy helping with this assignment!) This project could be modified in many ways. Happy writing!

**50 SUGGESTED TRAVEL TOPICS:** 1. The best place I ever visited 2. The worst place I ever visited 3. The funniest thing that happened while traveling 4. The best souvenir I ever got 5. My dream vacation 6. This is about a person I met on vacation 7. Directions on how to have a great vacation 8. You can't get there from here: A story about being lost on the road 9. Planes, trains, and automobiles: My favorite form of transportation 10. Of all the places Mark Twain visited, which would you most like to visit? Why? 11. My favorite traveling companion 12. The place I'd least like to visit 13. My advice to travelers 14. About this picture... 15. A place poem 16. A people poem 17. Passport to Poetry 18. Suitcases, trunks, and carry-ons: How to pack... or, Things not to Bring! 19. Road games: How to keep from being bored (Write the directions to your favorite games to play in the car.) 20. Design your own travel brochure 21. The picture I'd most like to take... 22. Food: What to eat, what not to eat... 23. Songs about travel 24. The oddest travel stories... 25. Travel Trivia 26. Pets and Passports: Should your dog "stay" or go? 27. Flashbulb Memories 28. The Top 10 List of Places I'd Most Like to Visit: 29. The Top 10 List of Places I'd Least Like to Visit: 30. Museums and Galleries 31. National Parks 32. Campsites I Have Loved 33. Field Trips: Traveling with the Teacher 34. Misadventures: Map to Mayhem 35. Around the World in 80 Ways 36. My favorite Twain travel story 37. My favorite travel movie (A review) 38. *Parlez-vous francais?* (Or, where are the bathrooms?!) Write an essay in which you discuss problems of the language barrier. 39. A travel mystery... "The man seated across from me on the fast moving train clutched a mysterious looking parcel..." 40. What to do when your suitcase is being held hostage: Survival tips for the traveler whose luggage is lost. 41. *Combien?* Or, how much is that doggie in the window? 42. Pesos, francs, and yen: stories about how to spend. 43. Instead of writing that standard essay, "What I Did Last Summer," write a short essay titled, "What I WISH I Did Last Summer." 44. Write a newspaper article about a travel spot... 45. Seven Continents... Seven Wonders (Choose a geographical topic, such as the largest lake or highest mountain on each continent to write about.) 46. My favorite travel story: Summarize the story, and write your critique of it. 47. Here's what REALLY happened... (Choose a travel story that happened to you, and write a new and different ending.) 48. Write a travel diary or travel journal using a calendar format. 49. Write a travel newsletter. 50. Write a script for a play about travel.

**POSSIBLE TITLES FOR YOUR PROJECT:** 1) A Traveler's Memoir; 2) Postcards from the Road; 3) Been There, Done That...; 4) The Weather is Here, Wish You Were Beautiful!; 5) You Are Here!; 6) Travel Trivia; 7) Vacation Destination; 8) On the Road With Mark and Me; 9) Got Reservations?; 10) How to Survive a Vacation with the Family; 11) Postcards and Passports; and 12) "...and never the Twain shall meet"

