# LESSON PLAN FOR JIM SMILEY AND HIS JUMPING FROG

<table>
<thead>
<tr>
<th>Concept or Topic:</th>
<th>Competition</th>
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<tr>
<td>Suggested Grade Level:</td>
<td>9 (can be modified for other levels)</td>
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<tr>
<th>Subject:</th>
<th>Communication Arts, Social Studies</th>
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<td>Suggested Time Frame:</td>
<td>two to three 75 minute class periods</td>
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## Objective(s):

CA1- Students will apply pre-reading strategies to aid comprehension with 80% accuracy.

CA2- Students will use active-reading skills to question, visualize, and infer with 80% accuracy.

CA3- Students will use post-reading skills to draw conclusions and summarize with 80% accuracy.

CA4- Students will develop vocabulary through text with 80% accuracy.

CA5- Students will analyze and evaluate author’s style with 80% accuracy.

CA6- Students will compose a written example mimicking Mark Twain’s writing style using a minimum of 5 sentences and 2 characteristics.

SS1- Students will brainstorm a list of at least 3 historical counterparts.

SS2- Students will identify at least 3 strengths and 3 weaknesses of the chosen historical counterparts.

SS3- Students will research at least 3 identifiers to symbolize each of the chosen counterparts.

SS4- Students will demonstrate understanding of all objectives with 80% accuracy.

## State Standards:

PERFORMANCE- 1.4, 1.5, 1.8, 2.1, 2.2, 2.3

CA1, CA2, CA4

SS4, SS6, SS7

## Assessment Options:

CA- Objectives will be assessed through discussion, graphic organizer, mnemonic devices, and sample writing.

SS- Objectives 1, 2, and 3 will be assessed using graphic organizers and/or charts. Objective 4 will be assessed by students creating a baseball card project. A scoring guide will be used to determine the accuracy of the baseball card.

## Vocabulary:

CA- vocabulary words can be found on attached document entitled *Introduction to Mark Twain and “Jim Smiley and His Jumping Frog”*
**LESSON PLAN FOR JIM SMILEY AND HIS JUMPING FROG**

**SS- counterpart**...objects that are opposing...students will need to understand that the historical people, objects, ideas, or events that they choose need to have viewpoints that are contradictory. **identifier**...a trait, symbol, action, phrase that helps to identify a particular person or thing.

**Subject Area Integration:** The Social Studies portion of this assignment could be integrated into nearly any subject area. For example, in math one could choose two different equations or mathematicians.

**Background Information:** **SS**- Students will need to use historical information from all previously studied units to successfully identify credible counterparts.

**Materials:**

**CA**- "Jim Smiley and His Jumping Frog" short story available at (http://www.pbs.org/marktwain/learnmore/writings_jim.html)

**Introduction to Mark Twain and “Jim Smiley and His Jumping Frog”** worksheet

**Reading Skills and Strategies** graphic organizer

**SS**- textbook, FIGURE IT OUT! handout, baseball card how-to sheet, white paper, colored pencils, computer access.

**Technology:**

**CA**- projector

**SS**- computers, any search engine in order to find cartoon pictures of frogs to be manipulated with the various identifiers of the historical counterparts

**Lesson Sequence:** (include approximate length of time for each part of the lesson)

**CA**-

**Hook/Intro:** Sponge activity: As students settle into class, they will observe this quote from Mark Twain: “The difference between the almost right word & the right word is really a large matter--it's the difference between the lightning bug and the lightning.” - Mark Twain, Letter to George Bainton, 10/15/1888. Ask students for other examples. (5 mins.)

Next, re-emphasize to students the significance of word choice, focusing on writing, to express ideas. Transitioning into the American author Mark Twain, ask students what they already know about Mark Twain, providing 2 bonus points for student responses. Discuss (5-10 mins.)

To wrap up the introduction, briefly inform students that Mark Twain took advantage of heavily descriptive and figurative language in his writing, including satire (humor).

**NOTE:** All terms used to describe Twain’s style have previously been introduced. (5
LESSON PLAN FOR JIM SMILEY AND HIS JUMPING FROG

 mins.)

Suggested Questions:
• Who is Samuel Clemens?
• What is a pen name?

Learning Activity:

DAY ONE Students will complete the Introduction to Mark Twain and “Jim Smiley and His Jumping Frog” worksheet. Explain to students that each section of the worksheet should be completed on a separate sheet of paper and stapled to the back of the assignment sheet in the proper order. Students have the remaining class period to complete the assignment. If additional time is needed, the assignment is homework. Students should place the completed assignment in the “due box” when finished.

NOTE: The “vocabulary” section of the assignment is self explanatory. The “documenting sources” section of the assignment simply requires students to copy three sentences from the selection and cite those sentences properly. If students have questions, re-direct them to the example provided. The “writing style” section of the assignment requires more thought and effort. Expect students to offer “excuses” for not completing this section of the assignment. Be sure students have been exposed to the terms needed to complete the requirements. At the same time, persuade students to simply look at the words they have written and attempt to examine Twain’s writing. Further encourage students that this is an investigative process. Finally, the “What do I know?” section requires higher level thinking skills and will prove difficult for many students. Again, students should have “guided” practice “mimicking” writing styles of other authors to expose them more closely to quality writing. This is an experimental stage to help students discover what works best for them. (Entire assignment: 45-60 minutes)

DAY TWO Sponge activity: Students will complete “Tales of Twain: Fact or Fiction?”(Courtesy Cindy Lovell, Mark Twain workshop). Briefly discuss the correct answers. Distribute the “Reading Skills and Strategies” graphic organizer for students to complete before, during, and after reading “Jim Smiley and His Jumping Frog”.

Provide students options for the completion of the reading assignment: independent readers travel to library and read silently then discuss in small groups before returning for whole-class discussion; assign readings to volunteers to read aloud; teacher read aloud. Whole-class discussion to check for comprehension. (45-60 mins)

Review/Closure: After checking for understanding, ask students if they have heard of Jimmy Buffet. What songs do they know? Display lyrics by Jimmy Buffet and Amy Lee:

From “Fruitcakes”

But the right word at the right time
May get me a little hug
That’s the difference between lightning
And a harmless lightening bug
Again, emphasize the importance of word choice to students. Comment on how writing
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and word choice can impact others. (5-10 mins.)

SS-
Hook/Intro: Ask? What’s your favorite type of competition? Can you name a huge sports rivalry? Huge country rivalry? High school rivalry? We’re now going to take a story you have read in English class, “Jim Smiley and His Jumping Frog”, and apply it to American History. In the story you learned about a man that lived for competition. He competed in everything from horse races to dog fights, and of course, frog racin’. Unlike real life, usually anyways, this man was incredibly lucky…it seemed that he simply could not lose at a bet. It is now time to take a look at real life! You will now put a historical spin on this short story. You and a partner are going to place two people, events, viewpoints, etc into a competition. You will each choose your competitor and list its strengths; unfortunately its weaknesses too. In the end you will create a baseball card displaying your competitors, their attributes, and of course your result of a mock competition between the two! (10-15 minutes)

Teaching of the Concept: Students will be working on a series of handouts in order to accumulate information needed for a culminating project.
1) Pass out the FIGURE IT OUT! handout. Students will need to find a partner. After reading the instructions, the students should first attempt to brainstorm at least 3 historical counterparts. It may be necessary to define counterpart (see vocabulary). These counterparts should come from units that we have previously studied, they may want to use their notes or textbook to help. (20-30 minutes)
2) Students need to choose the pair of counterparts that most interests them. Remind them that this will be the topic of their final project! Teacher should approve the choice to avoid unnecessary research on topics that don’t really apply. Each student in the group needs to pick one of the two counterparts to focus on. (5 minutes)
3) Students next need to research 3 strengths and 3 weaknesses of their chosen subject. Their findings should be recorded on the FIGURE IT OUT! handout. (20-25 minutes)
4) On the back of the FIGURE IT OUT! handout, students need to list at least 3 identifiers for their chosen subject. For example, possible identifiers for Superman would be a red cape, Superman logo, and the nickname “Man of Steel”. (10-15 minutes)

Learning Activity: Students will create a baseball card project using the information they have accumulated on the various handouts that they have already completed. Handout the BASEBALL CARD HOW-TO SHEET. Go over each of the requirements with the class. (See sheet for actual requirements!) Some of the instructions are for the front of the card, others for the back…be sure to stress this point many times! Because the necessary information has already been assembled on previous handouts, the major components still needed for this project are the addition of frogs, identifiers on them, and 5-7 sentence summary. Students will need computer access, unless they are simply artistic, in order to find frog outlines and other identifier components to transfer to their project. (70-75 minutes)

Review/Closure: In 5 to 7 sentences of your own words, summarize which of your counterparts would have won in a direct competition and why. (varies by level of class)
# Lesson Plan for *Jim Smiley and His Jumping Frog*

**Homework:** CA and SS- Any work not completed in class will be completed at home.

**Strategies for Exceptional Students:**

- **CA** Independent readers may read the story silently and discuss in small groups in the library before joining class for whole-group discussion. Struggling readers will have the story read to them. Struggling learners have the opportunity to create mnemonic devices to help build vocabulary and earn points. Key words may be provided to help struggling learners write their summary.

**Suggested Follow-Up Activities:**

- Continue mimicking Twain’s writing style. Select “plain/generic” sentences for the class and teacher to “rewrite/revise” in Twain’s style. Discuss why the changes were made.

- Compare and contrast the writing style of Twain and other author’s studied.

- Suggest a “competition” between authors: Who is the best? Justify responses. Create baseball-style “collector’s” cards of favorite authors.
FIGURE IT OUT!

**STEP ONE... Brainstorming**
From a unit we have previously studied this year, you need to choose two people, situations, events, viewpoints, etc... These two need to be counterparts or opposites. You will eventually be comparing and contrasting the pair you ultimately like the best, so choose wisely!

1_________________________________ VS. _____________________________
2_________________________________ VS. _____________________________
3_________________________________ VS. _____________________________

Teacher Approval_______________________________________

**STEP TWO... Strengths and Weaknesses**
Take your chosen pair from above and create a list of strengths and weaknesses for each competitor. You will list what the competitor is good at, known for, any positive thing about the competitor in the STRENGTHS column. You will list what the competitor bad at, possibly known for?, any negative thing about the competitor in the WEAKNESSES column. Use your textbook and notes to compile the information to fill in the chart below.

Competitor #1__________________________

<table>
<thead>
<tr>
<th>STRENGTHS</th>
<th>WEAKNESSES</th>
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<tbody>
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<td>2-</td>
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Competitor #2__________________________

<table>
<thead>
<tr>
<th>STRENGTHS</th>
<th>WEAKNESSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-</td>
<td>1-</td>
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<tr>
<td>2-</td>
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**STEP THREE...Identifiers**

Finally, you need to research 3 identifiers for your competitor. An identifier is something that your competitor is known for. It can be physical, a spoken phrase, an outfit. What it is depends entirely upon your chosen competitor. Everyone’s answers are going to be different.

**IDENTIFIERS!**

<table>
<thead>
<tr>
<th>Competitor #1</th>
<th>Competitor #2</th>
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Baseball Card How-To Sheet

Congratulations! You’ve compiled a lot of information about a pair of historical counterparts. It’s now your job to create a baseball card to showcase what you have learned and connect it to the story you read in English class, “Jim Smiley and His Jumping Frog”. Simply follow the directions! HAVE FUN!

DIRECTIONS: You may use the computer program of your choice to complete this Project. The example you have been given was done using PowerPoint.

On the front of your card you will include...

1- The names of both of the COMPETITOR S(counterparts) in VS. format and located at the top or bottom of the page. For example, Superman VS. Batman.

2- Two “frog pictures” of your own choosing. You may find them on the internet or choose to create your own. You and your partner may choose different versions of frogs or the same, whichever you like.

3- 3 identifiers for each of the frogs/competitors. These can be drawn in or copied and pasted from the internet.

On the back of your card you will include...

1- The names of both of the COMPETITORS (counterparts) in VS. format and located at the top of the page.

2- A list of the STRENGTHS and WEAKNESSES of each of the competitors. You may do this in any format that you like. I have illustrated this on the baseball card example.

3- A DECLARATION OF A WINNER in the competition between your two counterparts. In other words, if the twowent head-to-head, who would the winner be? Using 5 to 7 sentences, in your own words summarize who would win and why.
Example... front of a baseball card.
Example... back of a baseball card.

SUPERMAN  vs.  BATMAN

**Strengths**
1. **Fast as a Speeding Bullet**
2. **Laser Vision**
3. **No Need for Airline Tickets**

**Weaknesses**
1. **Kryptonite**
2. **Lois Lane**
3. **Lex Luther**

*If I had to bet on Superman or Batman to win a contest I would bet on Batman, hands down. Why? It’s simple. Every time Superman runs off to save the world Lois manages to mess it all up. She always needs saving and that simply distracts Superman from the tasks at hand. Besides, Batman has help from a cohort with powers of his own...and nice tights as well! My final argument? No silly rock is gonna keep Batman from saving the world from darkness.*
Introduction to Mark Twain and “Jim Smiley and His Jumping Frog”

Vocabulary- Choose 10 words from this list. Define the words using synonyms and your own language. Do NOT copy a definition. One bonus point will be earned for each thoughtful mnemonic device created to help you build your vocabulary.

- garrulous (3)
- append (3)
- cordially (3)
- lurking (3)
- gratify (4)
- countenance (4)
- interminable (4)
- transcendent (4)
- exhorter (5)
- cavorting (5)
- cipher (5)
- distemper (5)
- ante (7)
- anvil (8)
- vagabond (8)

Documenting sources- Next, choose three of the ten words you selected in step one and copy—word for word—the sentence that includes the vocabulary word. Remember to cite sentences using author’s last name and page number. Example-(Twain 3).

Writing Style- Now, analyze and evaluate Mark Twain’s writing style by observing figurative language, descriptive words, dialect, sentence length, sentence beginnings, and word choice in the sentences you copied. Hint: It is helpful to read a few lines before and after each sentence. Jot down your notes.

What do I know? Finally, attempt to mimic Mark Twain’s style by writing FIVE original sentences about any character we have read about this year. A BONUS POINT will be provided for correctly and artistically incorporating at least one vocabulary word we have studied this year. PLEASE remember to CIRCLE the vocabulary word. Remember to skip lines.
Reading Skills and Strategies

Title of selection ________________________________________________
(remember to use quotation marks or underline)

Preview

How many pages am I going to read?
Is this a short or long read?
Pictures?
What does the title tell me?

Set a purpose

Observe the text features.
Fiction/nonfiction?
Specify (article, short story, novel, other)
Mainly entertainment or informational?

Connect

BEFORE reading- Relate to the selection or author.

AFTER reading- What movie, short story, book, character, place etc. can I draw comparisons/contrasts to this selection?
**Predict**

**BEFORE** reading - What do I think will happen in the selection?

**DURING** reading - What will happen next, or how will the conflict be resolved?

**Visualize**

Sketch a detail to help me remember my reading.

**?/Clarify**

Jot down any questions I still have.

**Summarize**

In my own words, briefly explain the selection.