

Connecting History of Mark Twain and American History Mark Twain Boyhood Home & Museum

Lesson Plan for *Roughing It* (with Twain's *The Private History of Campaign that Failed* and Twain's published *Grant's Memoirs*)

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Last passage of Twain's *Roughing It*
Roughing It is an autobiographical novel of Mark Twain's life from 1861 to 1868 while he was living in the West.

“The moral of it is this: If you are of any account, stay at home and make your way by faithful diligence; but if you are ‘no account,’ go away from home and then you will have to work, whether you want to or not. Thus you become a blessing to your friends by ceasing to be nuisance to them—if the people you go among suffer by the operation.”

LESSON PLAN for <i>Roughing It</i>	
Concept or Topic: Connecting American History and Mark Twain	Suggested Grade Level: 8 th Grade
Subject: Literature/Social Studies/American History	Suggested Time Frame: Three weeks while studying American History from the 1850s - 1860s.
Objective(s): The students of the eighth grade will use evidence from texts to justify answers to RAPS essays in American History and ELA class scoring at least 80% or 80 of 100 possible points on the RAPS rubric. <p style="text-align: center;">Objective Steps</p> <ol style="list-style-type: none"> 1. Connect Mark Twain's writing with historical events. (Timeline Rubric 8 of 10 pts.) 2. Gather information from different types of resources. (Twain's novels and informational texts) (Journal Rubric 8 of 10 pts.) 3. Use evidence from texts to justify answers to RAPS essays in American History and ELA classes. (RAPS Rubric 80 of 100 pts.) <p>Students will connect Mark Twain's Life and Literature to the American History during the 1800s. The Mark Twain Novel, <i>Roughing It</i>, will be integrated with the eighth grade American History Textbook, <i>The American Journey</i> by Glencoe McGraw-Hill (2000) and while the English Language Arts classroom will be reading the <i>Adventures of Tom Sawyer</i> and the <i>Adventures of Huckleberry Finn</i>. The goal of all subject area classrooms</p>	

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is for all students to be able to glean information from what they have read to use as evidence while answering questions using the RAPS framework.

The eighth grade students will be able answer the RAPS essay with 80% accuracy and cite at least three examples of supporting evidence from different types of text. (Twain and Textbook connections)

State Standards:

http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf

Writing Standards for Literacy in History/Social Studies 6-8

- 7. Conduct short research projects to answer a question
- 9. Draw evidence from informational text to support analysis reflection, and research.

Reading Standards for Literacy in History/ Social Studies 6-8

- 2. Cite specific textual evidence to support analysis of texts.

Assessments:

- Using information gathered from multiple sources including Twain's novels, textbooks, video and internet sources, the students will answer history questions while citing evidence from these resources to answer using the RAPS format rubric.
- The students will journal information gleaned from multiple sources to use at the end of this historical time period within their essay responses. These journal or notes will be assessed while the teacher is scoring daily journals or notes and teacher observation.

Vocabulary:

Novel and Movie Vocabulary--*Roughing It*

- Primary/secondary source
- "Historical context"
- Gettysburg
- Lode
- Abolitionist
- Grub Stake (\$200)
- Prospect
- Carson City, Nevada
- Territory
- Vicksburg
- United States Sanitary Commission- "Sanitary Flour Sack"

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Historical Context—Vocabulary (Textbook)

Chapter 15- Road to the Civil War

- Sectionalism
- Fugitive Slave
- Secede (Secession)

Chapter 16- Secession and War

- Border State
- Blockade
- Rebel
- Yankee

Chapter 17- Aftermath (Reconstruction)

- Reconstruction
- Amnesty
- Radicals
- Freeman's Bureau
- Black Codes

(With main concept, always 1) define, 2) give attributes/characteristics, 3) give examples)

Show examples of primary sources. A good resource is Library of Congress Teaching with Primary Sources: <http://www.loc.gov/teachers/tps/> Use search terms "slavery" and "Mark Twain"; there are many examples here.

Subject Area Integration:

- Language arts
- History/Social Studies
- Geology (science)

Background Information:

- The activities listed here would be completed **PRIOR TO** this lesson being introduced.
- Overview of U.S. history up to this point (mid-1850s—before the Civil War)
- Emphasis on Westward Expansion
- Background on Sam Clemens's boyhood and life up to the time he wrote this work

Possible tools

- Review chronology of Clemens's life:
<http://www.pbs.org/marktwain/learnmore/chronology.html>
- Overlay Sam's boyhood experiences on timeline of events (e.g., Fugitive Slave Act of 1850); events of his adulthood (returning to Mississippi River after the war and seeing the failure of Reconstruction; hearing Mary Ann Cord's story; Warner

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- T. McGuinn story – Twain’s Wonderful Life; Mini-Page)
- Maps of Civil War Battles in Missouri created by U. S. Grant Trail Association, 6332 Clayton Avenue, St. Louis, Missouri 63139 www.mocivilwar.org
 - Review Twain’s Civil War PowerPoint; lead discussion (This focuses on Twain’s evolving attitudes.) – on CD
 - Ken Burns’ PBS DVD “Mark Twain” – Hal Holbrook clip and others discuss Twain’s shifting views (“the failure of Reconstruction”)

Materials:

Video, “Mark Twain’s *Roughing It*” with James Garner created by Hallmark Entertainment
Roughing It by Mark Twain (1993- University of California Press edition)
American Journey Textbook

Technology:

The students will be creating a computer (PowerPoint) timeline throughout this Civil War unit. It will be done in groups and each group will present dates (slides in slide show) discovered in their daily research. Then the slides will be placed in the correct order within the timeline resource binder which can be used throughout the unit by all students.

- Create a Map: <http://www.stepmap.com/>
- Search Twain’s letters from the era:
http://www.marktwainproject.org/xtf/search?category=letters;rmode=landing_letters;style=mtp
- Twain’s story of his short military service in the Civil War
<http://www.classicshorts.com/stories/phctf.html>

Related Twain Quotes/Passages:

“The Private History of the Campaign that Failed” by Mark Twain
This is an 8080 word short story about Twain’s 20 days service in Marion’s Rangers for the Southern side.

Roughing It

Chapter 1- “My Brother Appointed Secretary of Nevada”

Chapter 45- “Sanitary Commission Fund” (A flour sack was sold many times to miners while creating a fund for the Civil War soldiers.)

Chapter 55- “Last Look at Mount Davidson” (Print of sunset in celebration at Mount Davidson for the victories at Gettysburg -July 1, 2, 3) and Grant’s Vicksburg -July 4)

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Lesson Sequence: These lessons will take place during the Civil War Unit. The whole unit will take at least two weeks or ten days, but the Twain Connections will be made during this unit.

Hook/Intro: Why did the campaign (Twain's Civil War career) fail? Twain's vs. Grant's Civil War

The students will share Missouri battlefield maps and I will explain that the eighth grade will be traveling to Missouri to better view the Civil War sites on this map, but we need to know who was involved in these battles and why these battles happened in these sites. I will explain the Battle of Florida, MO story.

Teaching of Concepts

- Jigsaw the "Private History of the Campaign that Failed." The students will be divided into teams of three to five students to read and share the specific parts of this 8080 words which describe Twain's military career. They will also use the map of Missouri military battles. Grant's movements or battles are highlighted on this map.
- Find passages within the reading that can be used for evidence to answer this question. Why did the campaign (or Twain's career) "fail"?
- Read Twain's passages from this story and each group present three facts about Twain's career.

Suggested Questions:

- What was Missouri's involvement in the Civil War?
- Why did they have members in both armies from Missouri?
- How and why was Twain involved?
- How and why was Grant involved in Missouri?

Learning Activity throughout the Unit—Timeline

This is done as a daily activity with journal or note entries of dates.

Pre- Lesson Topics:

Road to the Civil War

- Missouri Compromise—New Western Land (Utah Territory- Nevada)
- Westward Expansion—Gold and Silver Mining
- A Dividing Nation—Harriet Beecher Stowe
- Kansas Nebraska Act (Missouri Slave State—Little Dixie)
- Bleeding Kansas
- Dred Scott Case
- Lovejoy Murder- Alton, IL
- Lincoln Douglas Debates "A house divided against itself cannot stand."

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- Election of 1860

Lesson Topics-

The Civil War

- Feb. 1861—Lincoln issues call for “troops to save the union”
- Virginia, N. C., Tennessee and Arkansas join the Confederacy.
- Compromise—Missouri (Mississippi River), Kentucky (Ohio River), Maryland (Washington, DC) and Delaware (Philadelphia) became Border States.
- 1863—Nevada becomes the “Battle Born State” from Utah Territory.
- Volunteer armies for 3 years of service- Beginning of War- Confederate—112,000 soldiers and Union—187,000 soldiers
- End of War—Confederate: 850,000 soldiers and Union: 2,000,000
- July 1861—1st Battle of Bull Run
- Feb. 1862—Grant captures Fort Henry (TN River)
- April 1862—Shiloh, Corinth, MS
- Sept. 1862—Antietam: Bloodiest Battle Day
- Jan. 1, 1863—Emancipation Proclamation
- April 1862—Confederate Draft
- March 1863—Union bounty of \$100 to enlist
- July 1, 2, 3, 1863—Gettysburg
- July 4, 1863—Grant’s Victory at Vicksburg

Post Lesson Topics-

Reconstruction and Its Aftermath (1865-1896)

- April 14, 2065—Lincoln Assassination
- Johnson becomes President--“Restoration” begins
- 1865—Black Codes
- 1866—Civil Rights Act and 14th Amendment
- 1868—U. S. Grant elected President
- 1870—15th Amendment- Right to Vote
- 1873—The Gilded Age
- 1876—President RB Hayes elected: Life on Mississippi
- 1890s—Imperialism: Acquiring the Philippines, Mark Twain and Andrew Carnegie were Anti and Senator Henry Cabot Lodge was Pro

Lesson Activity:

Timeline Connections

Each group will be given the map of U. S. Grant Trail Civil War Sites in Missouri. Each group of five is required to present five dates which should be included in the Timeline Binder.

Jigsaw Reading of Mark Twain’s Military Career to Answer the RAPS Question--

Why did the campaign fail?

The students will connect information gained from pre-lesson notes, Missouri Grant Trail

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Maps and Mark Twain's writing to answer this question which is a part of the history test.

Review/Closure:

As the students review all of the other topics, they will be making connections to Mark Twain's writings.

Homework:

Reflective notebook which will include dates and evidence to use on the timeline entries and RAPS paragraphs.

Strategies for Exceptional Students:

- Use of visuals and primary sources—Hallmark Video- "Rough It" and Resources in back of novel .
- Multimedia (CD, DVD, PowerPoint)—Timeline
- Direct instruction (lecture/discussion/questions)
- Modeling/examples

Suggested Follow-Up Activities:

Landmark Trips

- Hannibal—Slave Auction Site
- Florida, MO—Birthplace
- Florida, MO—Battle Site, Pretend the Battle is going, Walk it
- Grant's Home in St. Louis

RAPS RUBRIC

R-Restate Question (20 points)	A- Answer Question (20 points)	P-Provide Evidence (40 points)	S- Sum it up (20 points)	Total – 100 points
10 pts Restatement of Question Content	10pts Answer of Question	30 pts. Content- at least three facts	10 pts. Summing up the paragraph	___/ 100 Grade _____
10 pts Grammar	10 pts. Grammar	10 pts. Grammar	10 pts Grammar	
___/20	___/20	___/40	___/20	

Facts	Dates	Connections
<p>5 facts about the information that is reviewed today.</p> <p>1.</p> <p>2.</p> <p>3.</p> <p>4.</p> <p>5.</p>	<p>3 Important Dates from today.</p> <p>1.</p> <p>2.</p> <p>3.</p>	<p>2 connections- 1- Twain and/or 1- Local History</p> <p>1.</p> <p>2.</p> <p>Total ____/10 points</p> <p>Date _____</p>

Daily Journal Entry Rubric

Name _____

Template for Timeline Slide

Each slide should include: 2pts per

1. Date ____/2 pts
2. What happened on the date? ____/ 2pts.
3. Why is it important? ____/ 2pts
4. Is there a connection to local history? ____/2pts
5. Graphic on the slide. ____/ 2pts.

_____/ 10 pts = _____%