

Mark Twain Boyhood Home & Museum

Lesson or Unit Plan for *\$30,000 Bequest* and Cause/Effect Writing

Created by: Lauren Metz

School: Washington Community High School

City, State: Washington, Illinois

Mark Twain Teachers' Workshop, July 14, 2017

Hannibal, Missouri

"Mark Twain and the Monetary Cause and Effect Plan"

LESSON or UNIT PLAN for (<i>\$30,000 Bequest</i> and Cause/Effect Writing)	
Concept or Topic: Cause/Effect Writing and the effects of money on society	Suggested Grade Level(s)/Course: Senior Grade 12 Dual Credit Composition 110
Subject: Composition	Suggested Time Frame: 19 Days, about 4 weeks 50 minutes per day
Objective(s): <ul style="list-style-type: none"> Students will be able to effectively write a 4-5 page paper that persuasively convinces the audience of the cause/effect relationship of a particular monetary issue, scoring at least 100/140 points on the attached rubric. 	
Common Core State Standards:	
<u>CCSS.ELA-LITERACY.W.11-12.1</u> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	
<u>CCSS.ELA-LITERACY.W.11-12.4</u> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	
<u>CCSS.ELA-LITERACY.W.11-12.5</u> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 here .)	
<u>CCSS.ELA-LITERACY.W.11-12.7</u> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	

Assessments (at least two):

Formative: Submit 2 different Cause/ effect 2-page drafts on 2 different ideas
(See attached requirements)

Summative: Final 4-5 page cause/effect paper
(See attached requirements and rubric)

Vocabulary (Tiers 2 & 3):

- Bequest
- Fate vs. Free will
- Proximate causes/ Precipitating causes
- “Mill’s Method”
- Slippery Slope & Ad Hoc logical fallacies
- Counterargument

Resource: *Argument* text book

Subject Area Integration:

- Literature
- Composition
- History

Background Information Required for Lesson:

- Students will have written other papers for this same course, so they will have knowledge of certain written expectations at this level, such as the expectation for correct grammatical conventions and basic organizational structure (attention getter, thesis statement, topic sentences, support of points, and counterargument).
- Students will already be familiar with how to use the library databases, and they will have begun working on integrating that research into previous papers to support their views.
- Students will already have knowledge of correct MLA formatting, including headings, citing sources, and the works cited page

Materials:

- Short story: *The \$30,000 Bequest*:
<http://www.gutenberg.org/files/142/142-h/142-h.htm>
- *Argument* textbook (or anything that explains how to write a cause/effect essay and models it)
- Attached pages, worksheets, links, and videos

Technology:

- Chromebooks
- Google classroom (or a way for students to communicate via the internet)
- Shared Google presentations
- youtube video hyperlinked
- Library databases for scholarly research

Related Twain Quotes/Passages:

“Tilbury now wrote to Sally, saying he should shortly die, and should leave him thirty thousand dollars, cash; not for love, but because money had given him most of his troubles and exasperations, and he wished to place it where there was good hope that it would continue its malignant work” (Twain 600).

Lesson Sequence: All lessons will be 45 minutes**Day 1**

- Hook: Work with a partner or individually and spend 5 minutes looking up past lottery winners.
- Now take about 5 minutes to decide on a winner that you want to write about briefly. Once you have a name, so that your classmates don't choose the same winner, write that name on the board, "claiming your lotto winner."
- Go into our Google slides presentation on Google classroom and add a slide about your winner. Include information about how much was won, how the money was spent, what his/her current situation is, and how you, as an outsider, believed that money changed the winner. Take about 10 minutes to fill out this portion.
- We will briefly discuss all of the slides and juxtapose the winners.
- Next, I will give a brief introduction of Mark Twain's *The \$30,000 Bequest*.
Background about Mark Twain and how money played a role in his life.
 - Growing up fairly poor, 8 people in a one-bedroom home
 - Moving to Hannibal, father filing for bankruptcy
 - Having to work at the age of 12 to support his family
 - Continuing his many jobs
 - After his marriage, he started his own printing press and was fairly wealthy, enjoying the good years
 - Lost what would be today like 1.5 million in the Panic of 1893
 - Paying every penny back using his lecture tour and his royalties
 - Making a second fortune, living in a Villa in Italy and building Stormfield, CT
 - Show images of all 3 of his homes (Florida, Hannibal, Stormfield) as a sign of his shifting wealth
 - Florida:
<http://twain.lib.virginia.edu/projects/kiernan/FloridaMO.html>
 - Hannibal:
<http://www.marktwainproject.org/xtf/search?keyword=home&x=0&y=0&fieldList=text+date+artist+depicted+pubnote+collno+captionnote+place+repository+title-uniform+identifier&style=mtp&brand=default&sort=date&category=images>
 - Hartford:
<https://connecticuthistory.org/where-mr-twain-and-mrs-stowe-built-their-dream-houses/>
 - Stormfield:
<http://twain.lib.virginia.edu/projects/kiernan/ReddingCT.html>
- We will define "bequest" and discuss the consequences of a bequest.
- We will take the last portion of class to begin reading together, discussing as we go.

- Review and Closure: Tell students that as they are finishing their reading tonight, they should pay particular attention to the bequest made by Tilbury and its stipulations.
- HOMEWORK: READ THE FIRST 3 CHAPTERS OF *The \$30,000 Bequest*

Day 2

- Hook: 10-minute journal reflection upon the following quote: “Tilbury now wrote to Sally, saying he should shortly die, and should leave him thirty thousand dollars, cash; not for love, but because money had given him most of his troubles and exasperations, and he wished to place it where there was good hope that it would continue its malignant work” (Twain 600). How does this quote relate to your life, your experiences, and your feelings about money?
- Discussion:
 - What are the exact stipulations of the bequest?
 - How have Sally and Aleck changed already?
 - Do Aleck and Sally have a strong relationship?
 - What is Aleck’s mindset about the money? Sally’s? Why do you think Twain reverses traditional gender roles?
 - What gives these individuals the most joy in these chapters?
 - Are these individuals foolish?
 - How are these individuals, in a novel written over a 100 years ago, relatable?
- We will take the last portion of class to begin reading together, discussing as we go.
- Review and Closure: Tell students that tonight they should pay particular attention to Sally and Aleck’s make-believe dreams and what exactly they are hoping for, as well as particular attention to the difference in what each one wants.
- HOMEWORK: READ CHAPTERS 4-6 OF *The \$30,000 Bequest*

Day 3

- Hook: Take 10 minutes to familiarize yourself with some of the different items and locations on Aleck & Sally’s dream list. Look up the mansions of New Port, Rhode Island, look up what it means to be a “director of prodigious combines,” look up why and how candles were so valuable, look up a “rowton hotel,” look up what it means to be decorated with the “golden rose.” Try to get a picture of what the couple’s imagined wealth would look like.
- Go around the room and have each person share something that they learned or found interesting.
- Discussion:
 - List the ways in which these individuals have changed.
 - Consider this concept of an imaginary fortune. Why do you think Twain creates an imaginary fortune and its effects instead of the just showing what happens with actual money? Why the imaginary element?
 - Discuss the difference between Sally and Aleck’s dreams. Continue considering how they fit into traditional gender roles--and yet break them.

- We will take the last portion of class to begin reading together, discussing as we go.
- Review and Closure: Tell students that as they complete the story, they should pay particular attention to all of the ways in which Sally and Aleck have changed since the day they received the letter reporting the bequest.
- HOMEWORK: READ CHAPTERS 7 & 8 OF *The \$30,000 Bequest*

Day 4

- Hook: Show from 30 seconds to 2:43 on this video clip from TYT Sports about the likelihood of making it into the NFL:
<https://www.youtube.com/watch?v=V9T5yq4R8X4>
- After watching the clip, pose the same question as the clip, is it fundamentally wrong to try and hope and believe that you can make it? Is it worth dreaming of the money and lure of professional sports?
- Now connect with the story. (Allow students to make the connection that the couple was simply dreaming about this money that never existed, but they had reason to believe that it existed, just like an athlete that reaches some level of success in his or her athletic career.)
- Discussion:
 - Athletes, like Aleck and Sally, spend a great deal of time planning and dreaming of the future. Do you think this journey and these ideas are worth it?
 - What do you think Twain would say? Why?
 - How did you feel about the end of the story?
 - Were Sally and Aleck wrong to live in a world of dreams and hopes?
 - How many people today live in this world that lacks authenticity and reality because of money?
 - Even though Mark Twain wrote this story 100 years ago, what implications still exist today?
- Brainstorm:
 - What are different ways that money and the dream for money impacts our society?
 - How has this dream for money manifested throughout history (consider buying on credit!)
 - Historically how has society changed due to certain monetary crisis, incentives, loans, etc...
 - Create a long list of these ideas on the Smartboard.
- Now with each of these ideas, discuss how each idea can be used as a cause or effect issues. For example, if credit cards are on the board, we might discuss how credit card debt is affecting the middle-class.
- Then have students shift to the library databases and have them begin looking up some of these issues to see what research they are finding that goes along with these ideas. (Teacher should model this research on the Smartboard.)
- Review and Closure: Really consider the wide variety of economic cause-effect relationships both historically and currently. The teacher should challenge students to think outside the box and go deeper into some of the many issues that are commensurate with money.
- Homework: Come up with 10 cause-effect economic relationships, and 3 scholarly articles that support the existence of these relationships.

Please note that the first half of this lesson, involving Mark Twain and his work uses a great deal of detail. The second portion of this lesson focuses on setting up cause and effect writing, giving students writing time, reflection time, and guided peer review. The second portion of this lesson plan is listed as more of a summary, as it involves mostly the modeling of argumentative cause/effect writing, as well as writing and editing time for the students.

Days 5 & 6 will be spent reading from the textbook *Argument* and teaching students how to write a cause and effect essay. Students will also read and annotate sample cause and effect papers. (See *Argument* textbook.)

Days 7-9 will be spent drafting their first 2-page paper about one cause/effect relationship with mini-lessons at the beginning of the class on modeling an introduction paragraph, introducing your sources, and ad hoc and slippery slope fallacies. During writing time students should be invited to conference with the teacher. On day 9, a 2-page paper with a works cited page will be due by midnight.

Day 10 - Two students' papers will be selected at random. The name will be taken off and they will be posted to google classroom. As a class we will read and discuss these papers. While reading, students will be expected to be taking notes on what was done well, what should be improved upon, and how they might recommend expanding the paper to reach the 4-5 page requirement. We will then have a conversation about each of those areas with each of the sample papers.

Days 11 & 12 will be spent drafting their second 2-page paper about a different cause/effect relationship with mini-lessons at the beginning of the class on integrating research and transitioning. During writing time students should be invited to conference with the teacher. On day 12, a 2-page paper with a works cited page will be due by midnight.

Day 13 will be spent in groups. Students will be participating in an oral editing technique where they will read their short paper aloud to a group of 2 or 3 other students. The other students will spend time commenting on content in a discussion with the the reading student. Each student will eventually share and receive feedback, specifically about the content of his or her paper.

Day 14 - Day 14 will be spent discussing how to write counterarguments in cause/effect papers. We will compare and contrast traditional counterarguments with cause/effect counterarguments and talk about the different types of counterarguments appropriate in this style of writing.

Day 15-17 will be spent finding additional research and resources and then expanding one of the two-page papers to a 4-5 page solid draft. During this time, there will be mini-lessons on developing a firm conclusion and on particular grammar errors that might concern the instructor because he/she sees many of them in the submitted drafts. At this time there will also be conferencing with individual students about their papers. On day 17 at midnight a solid draft is due.

Day 18 Students will participate in a guided color-coded peer editing activity. (See attached.) After students have color-coded their peers' papers; the papers will be given back to the peer as the teacher goes over which colors should appear most/not at all. Then the teacher will give students suggestions based on the color-coding. (For example, if your paper does not have any highlighted pink, you really need to go back and include more textual evidence to support your point.)

Day 19 The teacher will go over peer editing reminders from the previous day. Then, the students have time to revise, improve, and make changes to their papers. By midnight, students should submit the final draft of their papers.

Homework:

See above, as homework is listed based upon the individual days

Strategies for Exceptional Students:

- Requiring students to write a paper includes a natural scaffolding because some students will challenge themselves to include more difficult topics.
- Also, the research that students use will challenge students because they can choose articles that are of different levels of scholarship.

Suggested Follow-Up Activities:

- Excerpts of *The 1,000,000 Note* would be used, in particular the excerpt of the sailor going into the suit shop and being given everything on credit based upon his notoriety. This excerpt would be discussed and added to improve the brainstorming aspect of this project.
- Another peer editing day with the focus on grammatical conventions and surface level errors would be used.
- Another day could be spent considering vocabulary and word choice - looking at Twain's precise vocabulary choices and adjusting students own choices to better instill their argument.

Directions for writing on assignment on Days 7-9 and 11 & 12

Cause/Effect Prewrite: 2-page draft assignment

1. You will be writing an argumentative, research paper that clearly presents cause/effect.
2. You need to choose one of the Cause/Effect organization formats to set up your paper.
 - a. Cause/multiple effects
 - b. Effect/multiple causes
 - c. Causal Chain (Be cautious here.)
3. Your paper must include a directly stated claim at the beginning or end of the paper.
4. You will need to support all information you present with research.
5. Sources used for research must be reliable. This means that sources from library databases are required. If you feel that you need to use another source outside of the databases, you must have permission to do so.
6. **Your prewrite must be a minimum of 2 full pages and a maximum of 3 full pages of text.**
7. **You must use research from at least 3 reliable sources (2 must be from databases.)**
8. Parenthetical citations must be included and correctly used.
9. A correct Works Cited page including all sources used must be included.
10. MLA format must be used for the entire paper, especially for parenthetical citations and Works Cited
11. **Be sure you are arguing a point.**

Use on editing days 10 & 13

Cause/Effect Prewrite Review Chart

Directions: Make a copy of this form and include at least **THREE bullet-pointed comments in each box. Your comments should be very specific. For example, if you appreciate the word choice, include some of the strong word choices used. Keep this document in your file, and I may have you submit it for credit.**

	Done Well (Grammar, word choice, tone, evidence and examples, etc...)	To Improve (Grammar, word choice, tone, evidence and examples, etc...)	To Expand (Counterargument Ideas, research ideas, additional causes or effects, etc...)
Prewrite Sample 1			
Partner Sample 2			

Use to assign the final essay on Day 15

Cause/Effect Expansion Assignment

1. You will be writing an argumentative, research paper that clearly presents Cause/Effect.
2. You need to choose one of the Cause/Effect organization formats to set up your paper.
 - a. Cause
 - i. Effect
 - ii. Effect
 - iii. Effect
 - b. Effect
 - i. Cause
 - ii. Cause
 - iii. Cause
 - c. Causal Chain
 - i. Effect
 1. Cause
 - ii. Effect
 1. Cause
 - iii. Effect
 1. Cause
3. You may use one of your prewrites as a jumping off point or you may choose another topic.
4. Your paper must include a directly stated claim.
5. You will need to support all information you present with research.
6. You must use at least 3-5 sources for research that are reliable. This means that sources from library databases are preferred. You must use the databases for at least 2 of your sources.
7. Your paper must be a minimum of 4 full pages and a maximum of 7 full pages of text.
8. Parenthetical citations must be included and correctly used.
9. A correct Works Cited page including all sources used must be included.
10. MLA format must be used for the entire paper, especially for parenthetical citations and Works Cited
11. Be sure to include examples in your paper to make the cause and the effect more concrete and applicable to your audience.
12. Keep your audience in mind as you write. Make your material understandable for the audience, but not below their understanding. Also, keep in mind if your

audience will already have strong opinions.

13. Use an appropriate, formal tone.
14. Be sure you are arguing a point.
15. Plagiarism is unacceptable and will earn a zero for the grade on your paper.
16. A title page should be included with your final copy.
17. Your draft and final copy must be submitted to the [turnitin.com](https://www.turnitin.com) and google classroom to be considered turned in on time.

Use to grade final essay/ summative assignment & will share on Day 15:

Cause/Effect Essay Evaluation

Quality and development of ideas

Directly stated claim
 Paper follows guidelines for sources & length
 Cause-Effect Relationship is clear & the focus of the paper
 Argument effectively establishes a relationship between cause and effect
 Paragraphs are well-developed & explain causes or effects
 Counterargument included that fits with the cause or the effect
 Establishes credibility of research by introducing sources
 Credible Research supports the writer's claim & premises

1 2 3 4 5 X 8 = _____/40

Organization, relevance, and movement

Attention-getter is used
 All material is related to the focus of the paper
 Topic sentences clarify the purpose and focus of each paragraph
 Strong, smooth transitions are used throughout
 All research proves a specific point
 Unrelated research is avoided
 Repetition of ideas is avoided
 Conclusion conveys importance/relevance of cause/effect relationship

1 2 3 4 5 X 6 = _____/30

Style and Wording

Precise, academic language is used - avoids thing, bad, stuff, etc...
 Appropriate academic mood and style is established
 Variety of words and phrases & Variety of sentence structures
 Avoids logical fallacies & totalizing words (everyone, always, etc)
 Sentences are clear and concise
 Appropriate word choice
 Repetition of word choice is avoided

1 2 3 4 5 X 5 = _____/25

Grammar and Sentence Structure

Full sentences: fragments, comma splices, & run-ons avoided
 Agreement is attained
 Specifies pronouns—avoids hanging this
 Punctuation, especially commas are used correctly
 Typos/ spelling errors are avoided

1 2 3 4 5 X 4 = _____/20

Manuscript format and Documentation

Correct MLA format for paper--title page, page numbers, spacing, etc..
 Correct MLA format for all parenthetical citations
 Documentation follows ALL borrowed material - quotes & paraphrases
 Block quotes are cited correctly
 Works Cited is included, correctly formatted, and a separate page
 All sources in the works cited are used
 No sources included in essay & absent on works cited page

1 2 3 4 5 X 5 = _____/25

Total Score: _____ / 140

(A 140-126 / B 125-112 / C 113-98 / D 97-84 / F 83-0)

Will use on Day 18:

Cause: Effect: Color Coding Content Editing

Directions: Make a copy of the paper that was shared with you. Then, highlight the paper as follows. (Note all parts might not be highlighted - for example the attention getter may not be highlighted.)

You should have!

Claim

Introductions to research that enhance the paper's ethos

Topic sentences that CLEARLY establish the purpose of the paragraph AND other sentences that reveal the purpose of an idea as it relates to the claim

Specific studies, anecdotes, or research from experts that CLEARLY support a specific point made by the writer THEN using the comment feature say what point is being supported.

The counterargument and rebuttal

You should avoid!

Any statement made by the writer that isn't backed with research but seems to be more of an assumption on the part of the writer, any logical fallacy, OR any all-incorporating statement (i.e. everyone believes , all Americans feel, etc...)

Any research that is in the paper but does not help the writer to articulate his or her point

Any portion of the paper that tries to solve a problem, rather than conveying a cause/effect relationship.

After highlighting the paper you are editing, answer the following questions, **via comment feature on the student's paper.**

Finally, put a comment on the title of the students' paper that has a short bullet pointed list of how the paper was organized. Just list the MAIN POINTS and do not use full sentences. If there is a part that doesn't have clear purpose or if you are not sure of the structure, let the writer know.