

Mark Twain Boyhood Home & Museum

Lesson or Unit Plan for "Taming the Bicycle"

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Shelby Co R-IV School District

Shelbina, MO

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Hannibal, Missouri

"Bike for Sale"

LESSON or UNIT PLAN for "Taming the Bicycle" by Mark Twain

Concept or Topic:

Opinion writing, researching nonfiction

Suggested Grade Level(s)/Course:

5th grade

Subject:

writing/history

Suggested Time Frame:

3 days (90 minute class periods)

Objective(s): The students will create a brochure advertising the big-wheel bike that is depicted in Mark Twain's "Taming the Bicycle" to persuade readers to buy the bike scoring at least 32 out of 40 points on the Advertisement Brochure for the Big Wheel Bicycle Scoring Guide.

Common Core State Standards: 5th Grade. Writing. Text Types and Purposes. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. b. Provide logically ordered reasons that are supported by facts and details.

Assessments:**Formative:**

- "Taming the Bicycle" story questions
- Big Wheel Bicycle Research questions

Summative:

- Advertising brochure for big wheel bicycle

Vocabulary (Tiers 2 & 3):

Tier 2--patriarch, precariousness, gait, traversed, starboard, celebrity, anxieties, novice
Tier 3--magnanimity, subjunctive, immutable, patriarch, villainy, reposeful

Subject Area Integration:

- English Language Arts
- Social Studies

Background Information Required for Lesson:

Students need to know what an advertisement is used for. The author who writes the advertisement is trying to persuade the reader to buy the product. Also, students need to know about Mark Twain. Mark Twain is a famous Missourian who was born in Florida, Mo. He tried to learn to ride the big wheel bicycle. He wrote a story about this adventure.

Materials:

- Copy of "Taming of the Bicycle" by Mark Twain
<http://alas.matf.bg.ac.rs/~ml06146/Price/Taming%20The%20Bicycle.pdf>
- Picture of big wheel bicycle <http://rvecafe.com/Assets5/bike01f.jpg>
- "Taming of the Bicycle" questions worksheet
- Template of advertisement brochure
<https://dryuc24b85zbr.cloudfront.net/tes/resources/7201944/image?width=500&height=500&version=1439946152128>
- Big Wheel Bicycle Advertisement Brochure Research Questions worksheet
- Grading rubric for brochure

Technology:

- Projector
- Computer access with Internet for each pair of students
- Kahoot

Related Twain Quotes/Passages:

- "Get a bicycle. You will not regret it, if you live" by Mark Twain
- "It was on the 10th day of May--1884--that I confessed to age by mounting spectacles for the first time, and in the same hour I renewed my youth, to outward appearance, by mounting a bicycle for the first time. The spectacles stayed on." - *Mark Twain's Speeches*

Lesson Sequence:**Day 1****Hook/Intro: (15 minutes)**

1. Teacher asks questions such as: Who has ever ridden a bike? Does anyone remember when you first started to learn how to ride a bike without training wheels? Teacher will read this quote, "It was on the 10th day of May--1884--that I confessed to age by mounting spectacles for the first time, and in the same hour I renewed my youth, to outward appearance, by mounting a bicycle for the first time. The spectacles stayed on." - *Mark Twain's Speeches*. Based on this quote,

what do you think Mark Twain's first experience on a bicycle was like? Did he fall off or remain on the bicycle? Did you?

2. Journal writing for 3 minutes about your most memorable experience on a bike or a friend's experience.
3. After students are finished, students will Stand up, Hand up, Pair up with 5 students to share their writing.

Teaching of the Concept(s): (10-15 minutes)

1. Teacher will show a picture of the big wheel bicycle similar to the bicycle in Mark Twain's "Taming the Bicycle" to the class.
 - a. Link of the picture of the bike <http://rvecafe.com/Assets5/bike01f.jpg>
2. Teacher will ask students: How do you think you ride it? Do you think you can ride a bike like this? What problems do you think the rider might have riding a big wheel bicycle?
3. After discussion of questions, teacher will pass "Taming the Bicycle" by Mark Twain to each student in the class.

Suggested Questions for "Taming the Bicycle" by Mark Twain

1. Who is telling the story? What is the point of view?
2. To what does the narrator compare the big wheel bicycle?
3. What was easy for the narrator to do that the instructor thought would be the hardest?
4. What does the narrator refer to when he says "tiller"?
5. What were some suggestions the boy has for the narrator?
6. What is the lesson or theme of the story?

Learning Activity: (55 minutes)

1. The teacher will explain that Mark Twain tried to ride a big wheel bicycle.
2. As a class, students will read the story together.
3. Students will have questions to answer using the story as a reference.

Review/Closure: (5 minutes)

1. Teacher will ask the following questions and discuss with class.
 - a. Did Mark Twain have an easy or hard time riding the high wheeled bike?
 - b. Would you want to learn to ride this bike?

Day 2

Lesson Sequence:

Hook/Intro: (5-10 minutes)

1. Teacher will post on the board and read aloud. "Get a bicycle. You will not regret it, if you live." by Mark Twain. Teacher will ask students, "What do you think that means?"

Teaching of the Concept: (10 minutes)

1. Teacher will introduce the writing of the big wheel bicycle advertisement brochure.
2. Teacher will go over with the students that they are going to create an

advertisement brochure about the big wheel bicycle like the one in Mark Twain's "Taming the Bicycle." Students will focus on the benefits and attractiveness of the big wheel bicycle and not on the negative experience of Mark Twain. Students will be working in pairs for this writing project.

3. Teacher will hand out template of a brochure that the students can use to create their advertisement.

Suggested Questions:

1. What are some benefits to a big wheel bicycle? Name at least 5 to include in your brochure.
2. What is visually appealing about the big wheel bicycle?
3. Why is the front wheel so big? What are some advantages of that?
4. What are some interesting facts about the big wheel bicycle?

Learning Activity: (60 minutes)

1. Students will research the big wheel bicycle using the questions from above. This research will use the following websites.
 - a. <https://en.wikipedia.org/wiki/Penny-farthing>
 - b. <https://triviahappy.com/articles/the-eleven-most-common-questions-about-old-fashioned-bicycles-including>
 - c. <http://www.bicyclehistory.net/bicycle-history/penny-farthing/>
 - d. <http://www.mortaljourney.com/2011/03/all-trends/penny-farthing-bicycle-and-the-history-of-the-bicycle>
 - e. <https://www.thoughtco.com/bikes-an-illustrated-history-365776>

Review/Closure: (5-10 minutes)

1. Ask students, "What did you learn about big wheel bicycles?" Teacher will call on a few students.

Day 3

Lesson Sequence:

Hook/Intro: (10 minutes)

1. Students will participate in a Kahoot! (listed below) to review facts learned about the big wheel bicycle.
2. <https://play.kahoot.it/#/?quizId=125b5962-911c-4574-8437-ae54906d1253&token=e292bcf4-9103-4968-b77a-8dde0c83d3ae&user=kreinkemeyer>

Teaching of the Concept(s): (10 minutes)

1. The teacher will provide instructions to students for writing their advertisement brochure for the big wheel bicycle. Students will need to use the template brochure and their research notes from the previous lesson to complete this assignment.
2. Link for brochure template.
<https://dryuc24b85zbr.cloudfront.net/tes/resources/7201944/image?width=500&height=500&version=1439946152128>

Suggested Questions:

1. Why would anyone purchase a big wheel bicycle?
2. What are some benefits or advantages to a big wheel bicycle?

Learning Activity: (65 minutes)

1. Students will complete an advertisement brochure about the big wheel bicycle. Students will use a template to create the brochure. Students can create the brochure on paper or electronically.

Review/Closure: (5 minutes)

1. Teacher-led discussion with students: based on your research and your advertisement brochure, why should someone buy a big wheel bicycle?

Homework: If students do not complete the assignment in class, they will take it home to finish.

Strategies for Exceptional Students: Gifted students will be asked to create a small-scale, big wheel bicycle from recycled materials. The teacher will provide the students with a variety of materials such as: empty paper towel tubes, toilet paper tubes, broken hula hoops, broken pool noodles, string, yarn, glue, paper, etc. Students must then work together to create a big wheel bicycle. After it is created, students will write a summary of their plan, their actual building process, and present it to the class.

Students with special needs will be asked to create a poster of the big wheel bike using pictures of the bicycles based on the internet sites listed above. Students will list three to five positive attributes of the big wheel bicycle.

Suggested Follow-Up Activities:

- Research the history of the bicycle. Create a timeline of the different bicycles throughout the years.
- Research Mark Twain's patents.
- Field trip to related sites (examples: Mark Twain's birthplace, Mark Twain Museum)
- Locate and read other stories involving bicycles.

“Taming the Bicycle” by Mark Twain Questions

Directions: After reading “Taming the Bicycle” by Mark Twain, answer the following questions in complete sentences. Use your the story to answer the questions.

1. Who is telling the story? What is the point of view?

2. To what does the narrator compare the big wheel bicycle?

3. What was easy for the narrator to do that the expert thought that would be the hardest?

4. What does the narrator refer to when he says “tiller”?

5. What were some suggestions the boy has for the narrator?

6. What is the lesson or theme of the story?

Big Wheel Bicycle Advertisement Brochure Research Questions

Directions: Use the selected websites to answer the following questions about big wheel bicycle.

1. What are some benefits to a big wheel bicycle? Name 5 or more to include in your brochure.

2. What is visually appealing about the big wheel bicycle?

3. Why is the front wheel so big? What are some advantages of that?

4. What are some interesting facts about the big wheel bicycle?

Big Wheel Bicycle Advertisement Brochure Grading Rubric

	1	2	3	4
Spelling Proofreading	No spelling errors remain after one person other than the typist reads and corrects the brochure.	1-2 spelling error remains after one person other than the typist reads and corrects the brochure.	3-4 spelling errors remain after one person other than the typist reads and corrects the brochure.	Several spelling errors in the brochure.
Writing-Mechanics	Each section in the brochure has a clear beginning, middle, and end.	Almost all sections of the brochure have a clear beginning, middle and end.	Most sections of the brochure have a clear beginning, middle and end.	Less than half of the sections of the brochure have a clear beginning, middle and end.
Content-Accuracy	All facts in the brochure are accurate.	99-90% of the facts in the brochure are accurate.	89-80% of the facts in the brochure are accurate.	Fewer than 80% of the facts in the brochure are accurate.
Writing-Organization	Each section in the brochure has a clear beginning, middle, and end.	Almost all sections of the brochure have a clear beginning, middle and end.	Most sections of the brochure have a clear beginning, middle and end.	Less than half of the sections of the brochure have a clear beginning, middle and end.
Attractiveness & Organization	The brochure has exceptionally attractive formatting and well-organized information.	The brochure has attractive formatting and well-organized information.	The brochure has well-organized information.	The brochure's formatting and organization of material are confusing to the reader.
Graphics/Pictures	Graphics go well with the text and there is a good mix of text and graphics.	Graphics go well with the text, but there are so many that they distract from the text.	Graphics go well with the text, but there are too few and the brochure seems "text-heavy".	Graphics do not go with the accompanying text or appear to be randomly chosen.
Position Statement	The position statement provides a clear, strong statement of the author's position on the topic.	The position statement provides a clear statement of the author's position on the topic.	A position statement is present, but does not make the author's position clear.	There is no position statement.
Support for Position	Includes 3 or more pieces of evidence that support the position statement..	Includes 3 or more pieces of evidence that support the position statement.	Includes 2 pieces of evidence that support the position statement.	Includes 1 or fewer pieces of evidence .