



**Background Information:**

Field trip--Students will travel to Mark Twain State Park and Historic Site. The students will watch a movie called "Missouri's Favorite Son" (Mark Twain)/Tour. Then students will tour the museum and complete a scavenger hunt.

**Materials:**

Story--"Advice to Youth" by Mark Twain/Samuel Clemens/ (Handout)  
Recorded story for students who need auditory or visual cues/headphones.  
Paper/Pencil  
Smartboard/Computer  
Bus/Permission Slips  
Set up a day and time with the Mark Twain State Park and Historic Site  
White board/Dry Erase Marker

**Technology:**

[Mark Twain introduction](#)

**Related Twain Quotes/Passages:**

1. "Do the right thing. It will gratify some people and astonish the rest."
2. "The best way to cheer yourself up is to try to cheer somebody else up."
3. "Good friends, good books, and a sleepy conscience: this is the ideal life."

**Lesson Sequence:****Day 1****Hook/Intro: Field Trip**

Field trip--Students will travel to Mark Twain State Park and Historic Site. (Florida, Mo.) The students will watch a movie called "Missouri's Favorite Son" (Mark Twain)/Tour.

**Teaching of the Concept(s):**

Teacher will discuss appropriate behavior expected on a bus and at a public area.

**Learning Activity:**

The students will participate in a museum scavenger hunt.

**Day 2****Hook/Intro:**

Introduce Mark Twain/Samuel Clemens with link to Mark Twain introduction. Students will view Chapter I, pages 1-3 on his childhood and Chapter II, pages 3-4. Also, Chapter IX shows the end of his life.

**Teaching of the Concept(s):**

Review concepts/vocabulary--The teacher will ask students to give examples of or define satire.

**Learning Activity:**

Close Reading:

The teacher will explain to the students that this satire was published by Mark Twain/Samuel Clemens in 1892. "Advice to Youth" is a speech that he delivered to a group of young people. This twisted piece was written to be sarcastic and ironic. This text will be read three times.

**Learning activity continued:**

Students will receive a copy of "Advice to Youth" by Mark Twain/Samuel Clemens. As a whole class we will go over the following key vocabulary word: satire--a literary tone used to ridicule or make fun of human vice or weakness, often with the intent of correcting or changing the subject.

Each student will "Code the Text" during the initial reading of the satire.

The students and teacher will discuss the literal meaning of the text.

**Day 3****Hook/Intro:**

The teacher will read three odd superstitions and ask the students if they know any superstitions.

1. "Dead cats can be used to cure warts."
2. "Four-leaf clovers bring good luck."
3. "Pirate treasure can be found under the shadows of dead tree limbs at midnight."

**Teaching of the Concept(s):**

The teacher will guide the students to find examples of satire in "Advice to Youth" written by Mark Twain/Samuel Clemens.

**Suggested Questions:**

\*Who is the suggested audience?

\*In Mark Twain's opinion, why is obeying the best policy?

\*According to Mark Twain, what superstitions (common belief) do parents have?

\*How does Mark Twain instruct the youth to avoid violence?

\*Do you think lying is right or wrong, yes or no? Explain your answer.

\*How is lying an art?

**Learning Activity:**

Close Reading

Teacher will read the story orally while students read along silently.

Students will use their vocabulary and text-dependent questions to encourage higher level thinking.

1. Teacher will orally ask the suggested questions and the students will orally respond to questions.
2. Numbered Heads Together: The teacher divides students into groups of three or four. Each student will receive a white board and dry erase marker. Individuals in each group will number off 1-4 and write their number on their whiteboard. The teacher will read a definition of a vocabulary word and the students will write their answer on their board. They will then confer with their group and agree on an answer. When the teacher calls the number that student holds up their board with their answer.

#### **Day 4**

##### **Hook/Intro:**

The teacher will read three Mark Twain quotes and ask if they know any quotes.

4. "Do the right thing. It will gratify some people and astonish the rest."
5. "The best way to cheer yourself up is to try to cheer somebody else up."
6. "Good friends, good books, and a sleepy conscience: this is the ideal life."

##### **Teaching of the Concept(s):**

The teacher will guide the students to find examples of satire in "Advice to Youth" written by Mark Twain/Samuel Clemens.

##### **Suggested Questions:**

What is Mark Twain's advice to the youth about lying?

\* Mark Twain provides an anecdote about firearms. Is this humorous or not? Why or Why not?

\* Should youth handle firearms according to Twain?

\*What is Mark Twain's advice about reading?

\* Why is building one's character important according to Mark Twain?

##### **Learning Activity:**

Close Reading

Students will read "Advice to Youth" by Mark Twain/Samuel Clemens for the third reading. Students will now use their vocabulary and text-dependent questions to encourage higher level thinking.

1. Teacher will orally ask the suggested questions and the students will orally respond to questions.

#### **Day 5**

##### **Hook/Intro:**

Whip-It: Students will write down 3 pieces of advice from the short story "Advice to Youth" on paper. Then each student will take turns reading their advice. As they read their advice, other students will check off anything on their own list that has already been said by others.

##### **Teaching of the Concept(s):**

The teacher will review with the students.

##### **Suggested Questions:**

Write the best or worst advice you have been given along with the context in which it was given.

\*Include at least three facts or details of why the advice was the best or worst.

\*Include: Who gave the advice to you?

How did that advice make you feel?

If you were to change that advice, how would you change it?

##### **Learning Activity:**

The students will answer the suggested questions in paragraph form that are presented that are written on the Smartboard.  
 The assessment will provide the teacher with evidence from the students' knowledge what a satire is and that they can give an example of one.

**Homework:** No Homework

**Strategy for Exceptional Students:**

Recorded story of "Advice to Youth" by Mark Twain/Samuel Clemens will be provided for students who need auditory and visual cues.

**Suggested Follow-Up Activities:**

- A trip to the Mark Twain cave
- A trip to the Mark Twain Boyhood Home & Museum
- Guest Speaker-Henry Sweets

**Scoring Guide for Advice to Youth**

<b>Expectations</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Provides evidence using relevant details from text, demonstrating understanding of text.</b>	Does not include support for claims and reasons.	Includes little support for claims and reasons using few or no details from the text.	Includes adequate support for claims and reasons using details from the text.	Includes ample support for claims and reasons using details from the text.
<b>Uses grade-appropriate conventions and grammar.</b>	Contains many errors in conventions and grammar, and unable to understand what is written.	Contains several errors in grade-appropriate conventions and grammar.	Contains few errors in grade-appropriate conventions such as capitalization, punctuation and spelling, and complete sentences.	Contains no errors in grade-appropriate conventions such as capitalization, punctuation and spelling, and complete sentences
<b>Establishes and maintains a formal style.</b>	Style is completely informal.	Uses an informal style in much of the satire.	Establishes and maintains a formal style through most of the satire.	Consistently establishes and maintains a formal style through most of the satire.