

Mark Twain Boyhood Home & Museum

Lesson or Unit Plan for "The Story of the Bad Boy" by Mark Twain (1865)

"The Story of the Good Little Boy" by Mark Twain (1875)

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City, State: Kirksville, MO

Mark Twain Teachers' Workshop, July 14, 2017

Hannibal, Missouri

Bad Boy

UNIT PLAN for "The Story of the Bad Little Boy" by Mark Twain (1865)	
Concept or Topic: Literary Analysis	Suggested Grade Level(s)/Course: First year at Community College
Subject: Literature/Writing	Suggested Time Frame: 85-minute class periods, 2 times each week, 3 weeks in unit
Objective(s): The First Year College student will write a Literary Analysis using correct MLA format and score at least 75 out of 100 on the "Writing Rubric." (Attached)	
Common Core State Standards:	
Assessments (at least two): Literary Analysis Essay, 2 quizzes, group grade on MLA Citation Activity	
Vocabulary (Tiers 2 & 3): irony, logos, pathos, ethos, enthymeme	
Subject Area Integration: History (Historical Criticism), Sociology	
Background Information Required for Lesson: Students have been taught how to write a clear thesis statement and support the statement logically.	
Materials: Class handouts including "The Story of an Hour" by Kate Chopin (1894), "The Story of The Bad Boy" by Mark Twain	
Technology: White board, computers, printer, Audiovisual equipment	
Lesson Sequence: DAY 1 Hook/Intro: Theatrically drag in a suitcase filled with stacks of old books along with a bag of current best sellers. Set all on the front desk in a struggling manner. Ask the question "What is Literature and why do we care?" (5 minutes)	

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Teaching of the Concept(s):

1. Lecture on Literature and the importance of story (8 minutes)
2. Introduce Literary Analysis (2 minutes)
3. Review Bloom’s Taxonomy, Analysis (taking apart and looking at the parts) (2 minutes)
4. Review and write on white board the parts of fiction (plot, characters, setting, narrator, symbols, point of view, theme, tone) (8 minutes)
5. Handout “The Story of an Hour” Kate Chopin (1894) (1 minute)
7. Read it aloud to class (10 minutes)

Suggested Questions:

- Why is close reading important?
- What is the difference between fiction and nonfiction?
- What can we learn from fiction?
- What are the parts of fiction?
- What is irony?
- Where do you see irony in the story?

Learning Activity:

- Analyze “The Story of an Hour” (20 minutes)
- Hand out a student essay analyzing “The Story of an Hour” (1 minute)
- Read the student essay to the class (4 minutes)
- Discuss and define “Irony” (5 minutes)
- Group work finding specific places in the text that show irony (15 minutes)

Review/Closure:

- Reiterate parts of fiction (5 minutes)
- Review importance of close reading (5 minutes)
- Remind students of their educational journey and the value of critical thinking (5 minutes)

Homework:

- Read handout “The Story of the Bad Boy” to identify literature elements
- Assign close reading of the text with the expectation of a reading quiz

Strategies for Exceptional Students:

- Preteach vocabulary/concepts
- Direct instruction
- Modeling/ examples

Suggested Follow-Up Activities:

“The Importance of Storytelling” | Emmanuel Dzotsi | TEDxOhioStateUniversity

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DAY 2

Hook:

Play YouTube video of “Bad Boys, Bad Boys” by Bob Marley (4 minutes)
What does this make you think of? (3-5 minutes)

Teaching of the Concept:

1. Reading quiz over “The Story of the Bad Boy” (10 minutes)
2. Readers response to the story (10 minutes)
3. Short in-class writing about the story (10 minutes)
4. Discuss story plot, setting, characters, setting, theme, narrator, symbols, point of view and tone (20 minutes)

Learning Activity:

Group work “Found Poem” Activity to reiterate the story and differing views of story (20 minutes)

Suggested Questions:

Did you like the story? Why or why not?
What personal connection can you make to the story?
Do you think the time period Twain wrote this story impacted the writing? How?
How might the story be different if it were a contemporary writing?

Review/Closure:

Review the importance of close reading and its value when analyzing literature.
Review the parts of fiction.

Homework:

Assign Literary Analysis Essay:

Prompt:

For this essay you will be analyzing “The Story of the Bad Boy” written by Mark Twain and published in 1865. You will analyze this story in an argumentative essay.

Ten steps to Writing this Essay

1. Read the story with an eye toward a good topic.
2. Choose a topic—about an aspect of the story’s form or content. Note that a topic is a general subject—you will need to turn that into a thesis later on in this process. Turn the topic into a question. For example, if your topic is characterization in “The Bet,” then turn the topic into a question. “How does Chekhov portray the lawyer?” Once you have turned the topic into a question, the rest of the steps will become easier.
3. Reread the story with your topic as a filter. In this way, you will be isolating the passages from the story that relate to your topic. In other words, find the passages that help you answer the question.
4. Mark passages in the story that relate to your topic (and it would be helpful to, afterward, type these into a word processing file).
5. Analyze these passages and develop a thesis from them. The thesis would be your arguable proposition about your topic.

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- 6 Organize these passages in order to most effectively support your thesis. Don't feel you need to follow the same order that they appear in the story.
7. Properly introduce, present, and interpret each passage.
8. Link your passages with proper transitions. Imagine that each paragraph would be analyzing only one or two passages.
9. Revise.
10. Be sure to include a correct MLA work cited page.

Also note that this essay is **not a plot summary**—you do not spend the entire essay telling what happens in the story—you analyze it.

The first paragraph must include—the author of the story (this means that all your textual citations will only need a page # in parentheses), the title of the story (in quotation marks), and a one or two sentence synopsis of the story, and your thesis.

Workshop in one week

Due in two weeks

DAY 3

Hook/ Intro: Unveil new portrait of Mark Twain.

Ask students to identify who is portrayed in the painting.

Ask students to write five questions they would like to ask him. (10 minutes)

Teaching of the Concept(s):

1. Show film from *Films on Demand* entitled *Mark Twain: His Amazing Adventures* (46 minutes).
2. Discuss the film and how it answered students' questions.
3. Assist students in making possible connections between Twain's life and “The Story of the Bad Little Boy.”

Suggested Questions:

What questions did you have about Mark Twain?

What did you already know about him?

How many of you have visited his home in Hannibal?

What new information did you gain from watching the film?

How do you think Twain's life and work was impacted by his growing up years in Missouri?

If you had questions that were not answered by the film, where might you find that information (besides Google)?

Learning Activity:

Class Discussion

Review/Closure:

As you are writing your Literary Analysis, you might think about Mark Twain as the writer and how his life may have impacted this story. Be sure to support any claims you make with solid evidence and cite your sources.

Remember we will be Workshopping your Literary Analysis Essay the next time we meet in class. Bring three copies of your essay to class and come prepared to review three of your peer's essays.

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Homework:

Complete your essay and bring three typed copies to the next class meeting.

Strategies for Exceptional Students:

Use group work for brainstorming questions about Mark Twain.
Give personal examples of questions an instructor would like to ask Twain.

Suggested Follow-Up Activities:

Field Trip to Hannibal to visit museums, cave, lighthouse and ride riverboat
View Ken Burn’s 2001 film *Mark Twain*
Use additional questions offered on *Films on Demand- Mark Twain: His Amazing Adventures*

DAY 4

Hook/ Intro:

Today we are going to work shop essays

Teaching of the Concept(s):

1. Each student gets three workshop worksheets and three different peer essays.
Each peer review is worth up to 10 points. Be sure to be thoughtful in your responses and help your peers improve their essays.

Suggested Questions:

Workshop Sheet:

Learning Activity:

Students work shop three peer essays using the attached workshop sheet

Review/Closure:

When you have completed all three of your own essays from your peers, carefully read their suggestions. This is your essay and you make the final decision of what should be in it. But remember you want your readers to easily understand your thoughts, so regard the suggestions seriously.

Homework:

Before next class, go into Purdue’s OWL (Online Writing Lab) and review correct MLA format as that is what we will be working on next meeting.

Strategies for Exceptional Students:

Model using Workshop Sheet with the students using visual technology to project the worksheet and the essay on the screen

Suggested Follow-Up Activities:

DAY 5

Hook/ Intro:

Come into class wearing casual gardening clothing. Ask class what is strange about my appearance and why are they surprised. Talk about the importance of appearing appropriate in order to be seen as credible.

Teaching of the Concept(s):

1. Show Rhetorical Triangle (Ethos/ Pathos/ Logos) (5 minutes)
2. Lecture on rhetorical theory and make connection with using correct format in academia. (35 minutes)

Suggested Questions:

Why is credibility important?

Can you think of everyday examples of the importance of credibility? (10 minutes)

Learning Activity:

Pass out a mixed selection of books, academic journal articles, and newspapers to each group of three

Assign group the task of typing a correct MLA Work Cited page for their sources. It is due at the end of class. (30 minutes)

Review/Closure:

Remember your Literary Analysis is due at the beginning of the next class. It must include a correct MLA Work Cited page if you want full credit.

Homework:

Complete your essay and bring it with a correct MLA Work Cited page and the three workshopped copies to the next class meeting.

Strategies for Exceptional Students:

Using classroom camera and screen show them how to write a proper MLA Work Cited page.

Ask their thoughts on order of entries and have them explain their reasoning.

Suggested Follow-Up Activities:

Look at several examples of MLA Work Cited from Academic journals.

Literary Analysis Essay Workshop

Name of Essay _____

Workshopped by _____

1. Does the essay conform to the assignment?

2. Does the first paragraph include the following:
Author of the story
Title of the story
One or two sentence summary of the story
Once sentence thesis statement

3. Underline the thesis statement on the essay.

4. Circle all the quotations.

5. If any of the quotations are not properly documented in the essay, place a large X at the end of those sentences.

6. Below, give three examples of the writer using a quotation from the literary work to provide evidence for his or her ideas.

7. Does the writer integrate quotations smoothly into his or her sentences? Suggest any help you can on the essay.

8. Using the thesis statement as the main idea, briefly outline the essay.

GRADING RUBRIC CREATIVE NONFICTION ESSAY

	Thesis/Development/Unity (Logos) 40pts	Vivid Language 20 pts	Tone and Language(Pathos) 20 pts	Mechanically Correct (Ethos) 20 pts
A	Easily identifiable thesis that is original and plausible. Clearly developed beginning, middle, and end. All the language in the essay support and extends the thesis.	Uses simile, metaphor, and personification to develop and extend thesis. Uses more concrete language than abstract. Uses more specific language than general.	Expresses ideas freshly. Clear writer position and personality. Ideas seem feasible and important.	Correct grammar; correct spelling; correct punctuation; correct format including parenthetical remarks and an "Annotated Works Cited" page.
B	Adequate thesis, but not particularly original. All language relates to thesis but does not extend it. Evident beginning, middle, and end.	Uses figurative language successfully, but not with the same freshness as the "A" essay. Primarily uses concrete and specific language.	Lacks the distinctive and consistent voice of the "A" essay.	Infrequent and isolated errors such as comma use, spelling, and verb usage. No pattern of error. Correct format including parenthetical remarks and an "Annotated Works Cited" page.
C	Thesis is not fully supported. Significant amount of unrelated language. Parts of structure clear, but parts unclear.	Some effect at figurative language but at times cliché. More general than specific. More abstract than concrete.	Uneven voice. Writer's position confused or not compelling.	Relatively few errors, but of a serious nature such as comma splice, run-ons, fragments, and agreement. No pattern of error. Largely correct format, however, there may be some isolated formatting errors.
D	Weak or unidentifiable thesis. Little clear development. Language not related to thesis.	Figurative language scarce. General and abstract. More telling than showing.	Tone voiceless and disembodied.	A significant number of errors of the type listed above. Patterns of error. Formatting errors resulting in unintentional plagiarism.
F	No thesis.	No real effort at vivid language.	Tone voiceless and disembodied.	Serious and persistent errors of the type listed above. Unintentional or intentional plagiarism.

