

Mark Twain Boyhood Home & Museum
 Lesson or Unit Plan for “Mrs. McWilliams and the Lightning”
 Created by: Phyllis Wagner
 School: Richardson Middle School
 Chicago, IL
 Mark Twain Teachers’ Workshop, July 14, 2017
 Hannibal, Missouri

LESSON or UNIT PLAN for “Mrs. McWilliams and the Lightning” by Mark Twain	
Concept or Topic: Recognizing Mark Twain’s usage of exaggeration	Suggested Grade Level(s)/Course: 8 th Grade
Subject: (i.e., Literature/Writing/Social Studies/American History)	Suggested Time Frame: 5 days
Objective(s): Students will recognize the usage and effect of exaggeration in the short story “Mrs. McWilliams and the Lightning”, by Mark Twain and use text evidence that supports their claims of exaggeration. In teams, students will design a powerpoint presentation that utilizes an explanation for the usage of exaggeration in the Twain short story and select 6 of the exaggerations to debunk. Students will recognize the enhanced mood of a story based on the use of onomatopoeia	
Common Core State Standards: RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text R.L.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. SL.8.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	
Assessments (at least two): CLOZE Vocabulary Assessment Powerpoint Team Presentation	
Vocabulary (Tiers 2 & 3): RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts, using a 4-column vocabulary chart.	

LESSON or UNIT PLAN for “Mrs. McWilliams and the Lightning” by Mark Twain

Subject Area Integration: Science- after group discussions on anticipation guide responses, students will read in, groups of three, a non-fiction reading selection “What is Lightning?” copied from factmonster.com

Background Information Required for Lesson: Completion of an anticipation guide on lightning, followed with a self-grading answer sheet that will be completed in groups of 3; then a class reading of “What is Lightning?”

Materials:

Anticipation Guide Copy of “What is Lightning?”
Copy of Twain story for each student
4 Column Vocab Chart for each student
Highlighters

Technology:

Chromebooks for Powerpoint

Related Twain Quotes/Passages:

“Mrs.McWilliams and the Lightning”

Lesson Sequence: (include a lesson sequence for each day of the unit with approximate length in minutes for each lesson)

Day 1

Hook/Intro: 5 minute write: Everything I know about lightning includes...

Teaching of the Concept(s):

Low Engagement: Anticipation Guide- 5 minute completion on their own

Class Tally of AG responses 5 minutes

High Engagement: Class read “What is Lightning” 10 minutes Complete Readers’ Marks during reading

Medium Engagement: Self-check Anticipation Guide with 2 other students 10 minutes/discuss each student’s Readers’ Marks

High Engagement: Vocabulary Chart – review 10 minutes (students will receive the assigned words on a take-home sheet- chart will already be on the paper

word	definition	synonym	wordinaword
Infirmity	Illness	Sickness	tiny

Vocab words: unlocatable boot-closet smote profiligate brittle marksmanship
Cipher yellow fever pantaloons draught remnant militia saber

Low Engagement: Silent Read page 182-183- 10 minutes

Review/Closure: Exit Activity: In two sentences describe the marriage of Mr. and Mrs. McWilliams

Homework: Vocabulary chart completed with synonyms and wordinaword

LESSON or UNIT PLAN for “Mrs. McWilliams and the Lightning” by Mark Twain

Day 2

Hook: 5 minute write: Determine why some people would suffer from astraphobia- fear of thunder and lightning.

Homework check- 5 minute review of vocab chart completion

High Engagement-Whole Group Read short story- 15 minutes

Medium Engagement-Small Group Activity Assignment: Identify Exaggerations(9) and place responses in a T-graph - 15 minutes

Low Engagement Exit Activity- Student will respond to the prompt- Mortimer McWilliams appears to be calm while his wife is not because. Use 3 examples of text citing in your response.

Day 3

Hook: Explain your reaction to Mortimer’s response on page 183 “...a man can’t be ashamed when he is asleep, Evangeline.” 5 minutes

High Engagement: 15 minutes: Class will review the exaggerations in the reading and correct t-graphs as needed. Class will review the literary element onomatopoeia- students will receive their own copy which lists many examples of onomatopoeia

Medium Engagement: students will work in small groups to identify examples of onomatopoeia from the reading. They will cite each example and explain in 1-2 sentences for each how that example created an emotion for the reader. They will then explain how that emotion connects to the exaggeration that follows. 20 minutes

Low Engagement: each student will create an imagery chart that identifies an onomatopoeia that they can connect to each of the five senses. 15 minutes

Day 4

Hook: On page 185, Mrs. McWilliams claims her husband is committing a crime. Determine what the crime is in a complete sentence. Then decide whether or not her claim is legitimate. 5 minutes

Low Engagement: Vocabulary CLOZE activity 15 minutes

High Engagement: Teacher will explain the powerpoint team activity the students will begin today. Teacher will review the rubric for the activity and allow students to select their teams of 3. Each team will receive their assigned exaggerations to use in the powerpoint. Teacher will present an example for the class- 15 minutes

LESSON or UNIT PLAN for “Mrs. McWilliams and the Lightning” by Mark Twain

Medium Engagement: Teams will meet and complete a paper version of their powerpoint- due at end of class 20 minutes

Day 5

Medium Engagement: Use Chromebooks to complete the powerpoint using your rough draft/refer to rubric as needed to be sure proper procedure is on point 20 min

High Engagement: Presentation of each team’s powerpoint/ as each powerpoint is completed, each student will complete rubric for each team 25 minutes

Low Engagement: students will respond to the following prompt- “The use of exaggeration in “Mrs. McWilliams and the Lightning” serves as an example of humor because...”. use the following rubric to guide the writing process

All 9 assigned exaggerations evident	7-8 exaggerations Evident	5-6 exaggerations Evident-	4 or less exaggerations
All 4 examples of onomatopoeia are evident	3 examples of onomatopoeia evident	2 examples of onomatopoeia-	1 example of onomatopoeia-
Each exaggeration includes a graphic	7-8 exaggerations include a graphic-	6 exaggerations evident-	4-5 exaggerations evident-
Speaking is clear and understandable; Student knowledge is evident	Work on speaking volume and clarity. Knowledge of assignment is fairly evident	Speaking and volume needs to be corrected-	Students did not provide a proper speaking presentation

90-100=A 80-89=B 70-79=C 0-69=Redo for 10 pts= C

LESSON or UNIT PLAN for “Mrs. McWilliams and the Lightning” by Mark Twain

Strategies for Exceptional Students: Students will work in teams- students who request extra teacher assistance will be meet in the “teacher’s circle” as needed

Suggested Follow-Up Activities: discussions on superstitions in text compared to exaggerations in the text; identifying irony in the reading

a) Introduction to topic; purpose of the research -3rd person

b) source 1: According to Newsweek, the purpose of school uniforms is....(cite)

c) student interpretation- 3rd person: The Newsweek article supports the argument because...

d) How another student might interpret this information: Students might consider this source...

e) This source may be useful (because, due to the fact that...)

B2) source 2: In addition to Newsweek, a source from Time Magazine suggests...

C2) student interpretation- 3rd person: Time present ideas...

D2) same as D

E2-same as E

B3) source 3: (online source on topic)...Using a conjunctive adverb...

C3) same as C2

D3) same as above

E3) same as above

Concluding paragraph or connective paragraph if students are presenting an argumentative phase to their essay in order to present both sides

If presenting a counter-argument, bands are set up as follows:

On the other hand, there are many advocates for a no-uniform policy. Three arguments for a no-uniform policy include a), b), and c).

Follow the same patterns as above

f) synthesizing paragraph that presents both pro and con positions.

g) Concluding paragraph that allows the reader to determine which position they may take and why the research is available for both sides of the issue.