

# Mark Twain Boyhood Home & Museum

Unit Plan for *Adventures of Huck Finn* and “The Invalid’s Story”

Created by: Brian Hill

School: Tipton High School

City, State: Tipton, MO

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Hannibal, Missouri

## “The Use of Local Color in Mark Twain’s *Huck Finn* and ‘The Invalid’s Story’”

UNIT PLAN for <i>Huck Finn</i> and “The Invalid’s Story”	
<b>Concept or Topic:</b> Local Color	<b>Suggested Grade Level(s)/Course:</b> Dual Credit - American Literature - 12th Grade
<b>Subject:</b> Dual Credit Survey of American Literature	<b>Suggested Time Frame:</b> 3 days, 50-minute lessons
<b>Objective(s):</b> 12th Grade Dual Credit American Literature students will: <ul style="list-style-type: none"><li>- investigate Mark Twain’s life by completing a webquest with at least 80% accuracy</li><li>- conduct an “interview an older relative” questionnaire with at least 80% complete information</li><li>- assess dialect through an interactive dialect quiz</li><li>- synthesize Mark Twain’s use of local color through analysis of <i>Huck Finn</i> and “The Invalid’s Story”</li></ul>	
<b>Common Core State Standards:</b> <u>CCSS.ELA-LITERACY.RL.11-12.4</u> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.  <u>CCSS.ELA-LITERACY.RL.11-12.5</u> Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.  <u>CCSS.ELA-LITERACY.SL.11-12.1.C</u>	

Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

CCSS.ELA-LITERACY.SL.11-12.1.D

Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

CCSS.ELA-LITERACY.SL.11-12.2

Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

**MO State Standards:**

- Reading Literary Text, 2 D (Evaluate the impact of the author's choices regarding how to develop and relate elements of a text.)
- Reading Literary Text, 2 C (Evaluate how an author's work reflects his or her historical/cultural perspective.)
- Reading Informational Text, 2 C (Evaluate how the author's word choice and use of syntax contribute to a text's overall meaning and tone.)
- Reading Informational Text, 3 C (Evaluate how an author's work reflects his or her historical/cultural perspective.)
- Writing, 1 A (Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple, relevant, credible sources, print and digital; integrate information using a standard citation system. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.)
- Writing, 3 A b. (Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language function in different contexts and enhance the reader's understanding of the text.)
- Speaking and Listening, 1 A (Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.)

**Assessments (at least two):**

- Mark Twain pre-test (first attempt at the webquest - no chromebook)
- Reflective assessment

**Vocabulary (Tiers 2 & 3):**

Local color, reflect, envision, regional dialect

**Subject Area Integration:**

Geography; linguistics

**Background Information Required for Unit/Lesson:**

Mark Twain biographical background will be provided through the student webquest project.

**Materials:**

Twain, Mark. *Adventures of Huckleberry Finn*. Berkeley: University of California Press, 2003.

Chromebook

Handouts: webquest (for pretest and research), website list for webquest, interview with an adult relative, dialect map, "The Invalid's Story" (found online at:

<https://americanliterature.com/author/mark-twain/short-story/the-invalids-story>) (I will print this for the students or they can access it via chromebook), reflective assignment

Bag of candy (with some non-chocolate pieces available)

**Technology:**

chromebooks

**Related Twain Quotes/Passages:**

See individual lessons for Twain literature inclusion

**Lesson Sequence:****Day 1: (50-minute period) - "So, You Think You Know Mark Twain?"**

- "Bell-Ringer" Students automatically know to select a slip of paper with two - three sentences to correct. They begin to correct these when the bell rings, and then they take turns correcting them on the overhead (5 minutes).

Hook/Intro: Envision being a young boy, living carefree in Missouri during the 1800s. Maybe you have never been a young boy. Maybe you didn't live during the 1800s. If you don't meet this criteria - which none of you do - then it is really important to place yourself in Mark Twain's "shoes" so that you can better relate to his life and the characters that he created. By show of hands, how many have heard of Mark Twain? (pause) By show of hands, how many think you know a lot about Mark Twain? (pause) Well, today we are going to see just how much you actually know about Mark Twain, one of Missouri's most famous authors. This will introduce you to the Mark Twain unit in our survey of American Literature (5 minutes).

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

1. Tell students to put everything away except for a writing utensil. Hand out a pretest over Mark Twain to complete to the best of his/her ability - then to be

collected by instructor (5 minutes).

2. TLW will select a chromebook and will be given a webquest (same as the pretest) to complete. The answers should be found on the provided list of websites if possible. (If not possible, students must cite the site on which it is found.) (Unless SPED - extra time provided, webquest is due by the end of the hour.) (30 minutes).

**Suggested Questions:**

- Instructor will read through activities with students, checking for comprehension by viewing facial expressions and asking if there are questions after explaining concepts.

**Learning Activity:**

- See above

**Review/Closure:**

Since this is Friday, over this weekend, you will need to complete the “Interview with an Adult Relative” activity. (Hand out this paper.) Look at your paper as we now go through what is expected of you. You need to write down the first name of who you are interviewing, the person’s age, and how that person is related to you. You will be asking the relative to explain where your family comes from. When we read some of Mark Twain’s works next week, it may sound a little confusing to us today. However, if you understand why Mark Twain makes his dialogue sound a certain way, it may make a little more sense. He was from Missouri, so he often tried to make his characters sound like he thought Missourians sounded. This is what he interpreted as Missouri’s local color. We’ll see next week if you think Twain was accurate. By finding out where your family is from, it will help you to better understand why you communicate the way you do. This is a connection that you can make with Mark Twain (5 minutes).

**Day 2: (50-minute period) “Regional Dialects”**

- “Bell-Ringer” Students automatically know to select a slip of paper with two - three sentences to correct. They begin to correct these when the bell rings, and then they take turns correcting them on the overhead (5 minutes).

**Hook/Intro:**

Welcome back after your weekend! Last week we learned about Mark Twain’s life through the webquest. You also had an assignment to complete in which you asked an adult about where you are from. Please look back at the paper to see where you are from and then pass those forward now. (pause - collect these) Now we are going to begin our Mark Twain unit by first taking a brief look into his life, then looking at a concept that he used in his writing - local color, and then by checking the accuracy of your dialect. I am now going to hand back the webquests from Friday. You have received points for the ones you have correct, but we are going to go through them so

that you can correct the ones you missed. Please write down the correct answers. I'll go through the questions one at a time, and if you think you know the correct answer, be the first one to raise your hand, and you can answer. If you get it correct, you will receive a piece of candy. (pause - Hand back the papers) (5 minutes)

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

1. Verbally review webquest (5 minutes).
2. Teacher will verbally and visually (by discussing and writing on the board) the definition of local color. Write on board - local color = writing/talking the way that you think people from where you are from talk (5 minutes).
3. Hand-out the regional dialect map. (Say: Even though the United States is a melting pot, people have often retained the characteristics of sounds of where they are originally from and then settled. This is why people in certain areas often tend to sound, linguistically, the same way. Look at the map and see how the different colors represent different areas of the United States.)
4. Say: Now, each person grab a chromebook and pair up with someone. Share with the other person where you are originally from (based on what you found out from your adult relative). Find it on the provided regional dialect map (the map with different colors). Look up the characteristics of this dialect by Googling it. See if you think it is accurate (10 minutes).
5. Say: By show of hands, how many think this is accurate? (pause) Now, in your chromebook browser, you need to type the following address:  
[https://www.nytimes.com/interactive/2014/upshot/dialect-quiz-map.html?\\_r=0](https://www.nytimes.com/interactive/2014/upshot/dialect-quiz-map.html?_r=0).  
(pause) You know how in the past you have had to take tests such as the ASVAB, which are supposed to help you select a career? This is a quiz to see your word choices, and it should help locate where you are from based on the words that you would use in everyday conversation. Take the quiz with your partner so that you can see the similarities and differences between you and him or her in the final results (15 minutes).

**Suggested Questions:**

Guided practice - teacher will continually roam the room to see if students need assistance.

**Learning Activity:**

See above

**Review/Closure:**

By show of hands, how many think that the quiz you took was accurate for how you speak? (pause) I think it is really neat how different words in different parts of the country mean the same thing. Tomorrow, we are going to look at some of Mark Twain's works and see if you think he truly represented Missouri through the dialect he chose to

use (5 minutes).

**Day 3: (50 minutes)**

- “Bell-Ringer” Students automatically know to select a slip of paper with two - three sentences to correct. They begin to correct these when the bell rings, and then they take turns correcting them on the overhead (5 minutes).

**Hook/Intro:**

Now, as we begin the unit on Mark Twain, keep in mind that he was from Missouri, so he often tried to make the characters in his stories sound like what he thought Missourians sounded like. We are going to read some excerpts from *Huck Finn* and “The Invalid’s Story” and see if you think that he made his characters sound like they are from Missouri (1 minute)

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

1. Hand out *Huckleberry Finn* texts. Ask students to turn to page 118. They will read silently along as I read page 118 aloud. This is modeling the dialect used. We will discuss what seems to be the Missouri dialect as well as the African-American (slave) dialect. I will then ask the students to look at page 119 and ask for volunteers to take turns reading aloud for the class (guided practice) (20 minutes).
2. I will pair students together to practice reading aloud “The Invalid’s Story,” with each one reading “in his/her inside voice” to the other - practicing with Twain’s dialect. I will ask them to pay special attention to Thompson’s dialect used during his dialogue (15 minutes).
3. After approximately 15 minutes, I will hand out a reflective assignment (post assessment) that asks the student to find a passage from “The Invalid’s Story” and rewrite it to how he or she would write/say it today. I will also pose questions for the student to reflect upon concerning differences between the student’s and Mark Twain’s dialects and the importance of dialect inclusion (7 minutes to review the document with the students - any not finished reading text yet will need to complete after class).

**Suggested Questions:**

See above

**Learning Activity:**

See above

**Review/Closure:**

This evening you will need to finish reading “The Invalid’s Story” if you haven’t finished already. You will also need to complete the reflective piece - writing in complete

sentences, restating the questions in the answers - and bring it back finished tomorrow. Tomorrow we are going to look at idioms and how Twain uses them in "The Invalid's Story." Also, you will be creating your own idioms, so it is really important to finish reading the story tonight if you haven't already (7 minutes).

**Homework (for the unit):**

Dispersed throughout individual lessons

**Strategies for Exceptional Students (for the unit):**

I will chunk sections of the reading for those who need individualized assistance, as well providing shortened writing responses. All IEP and 504 accommodations will be made. Students needing more of a challenge will be challenged to find further Mark Twain stories and look for similar or different dialect use.

**Suggested Follow-Up Activities for the unit):**

Idioms and use of them in "The Invalid's Story" will be the next lesson.

### Mark Twain Webquest

**\*\*Be sure to answer in complete sentences, restating the question in the answer!\*\***

**\*\*Use the provided Mark Twain websites to complete your research. If an answer cannot be found on the list of websites, look elsewhere, but provide the url for where you found each answer, too!\*\***

1. Describe when and where Mark Twain was born.

2. Explain what caused Mark Twain's family to move to Hannibal.
  
3. Describe the Hannibal of Mark Twain's youth.
  
4. Since Mark Twain was the "pen name," what was Mark Twain's real name?
  
5. Explain how Mark Twain selected his "pen name."
  
6. Identify some of Mark Twain's most well-known works.
  
7. Where and when did Mark Twain die?
  
8. Define local color.
  
9. Describe Missouri during Mark Twain's day.

10. Explain the connection between Haley's Comet and Mark Twain.

11. Select two quotes from Mark Twain and analyze what wisdom they are providing.

Approved list of websites for Mark Twain webquest

[www.marktwainmuseum.org](http://www.marktwainmuseum.org)

[www.marktwainproject.org](http://www.marktwainproject.org)

[www.marktwainhouse.org](http://www.marktwainhouse.org)

[www.marktwainstudies.org](http://www.marktwainstudies.org)

[www.twain.lib.virginia.edu](http://www.twain.lib.virginia.edu)

[www.twainquotes.com](http://www.twainquotes.com)

### Interview with an Adult Relative

Student Name:

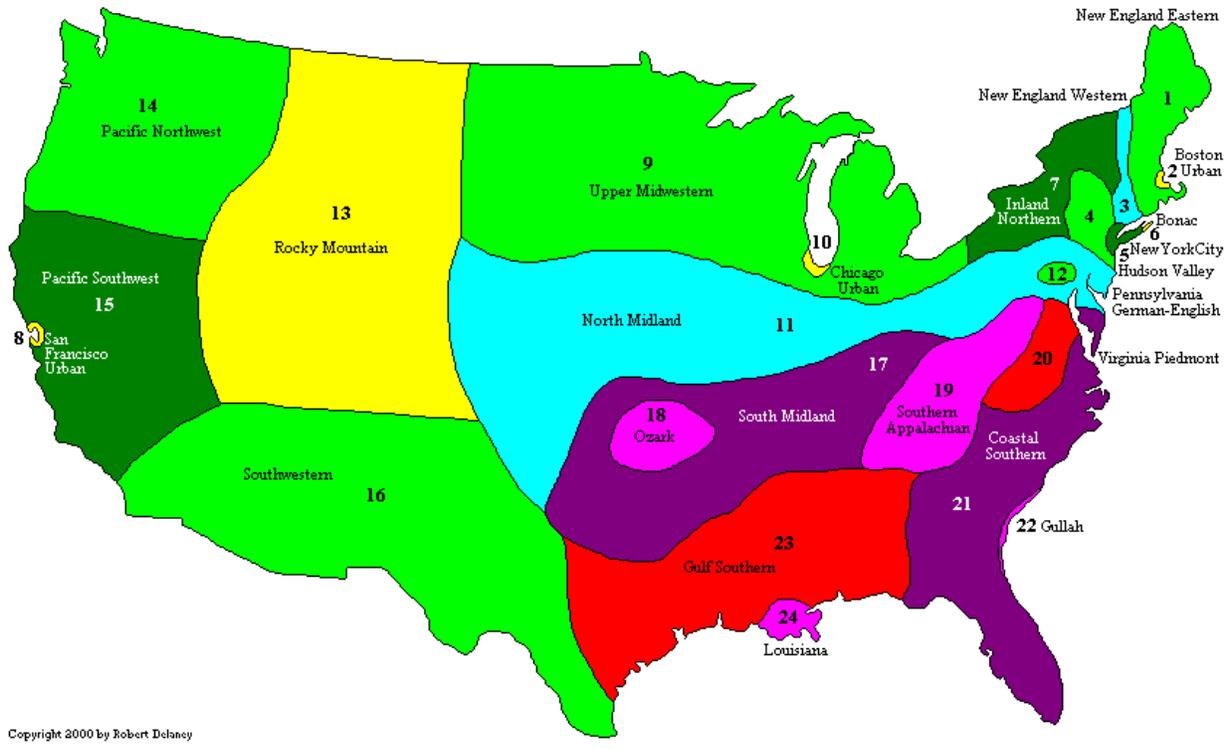
Adult Name:

Adult Age:

Relationship to student:

1. Explain to the best of your ability where your family originates.

2. Describe the characteristics of that area.



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Mark Twain's Local Color Reflective Piece

