

TITLE OF LESSON

American Literature Unit 1 Lesson 20 – Twain’s Ideas About Race
What Does Twain Believe?

TIME ESTIMATE FOR THIS LESSON

One class period

ALIGNMENT WITH STANDARDS

California – Eng 11-12: R1.0-3, 2.0, 3.0-5, W1.0-5, 2.0, 2.2, 2.3, W/O1.0-3, L/S1.0-5, 2.1, 2.3

MATERIALS

“Only a Nigger” – Reading
“Twain on Race and Class” – Reading
Vocabulary Worksheet – Student Page
Open Mind – Student Page
Blank Circle Diagram – Student Page
Circle Diagram Instructions – Student Page
Evaluation Essay 1 Instructions – Student Page
Evaluation Rubric – Student Page
Novel Evaluation Presentation Rubric – Student Page

LESSON OBJECTIVES

- To read the dialect stories aloud.
 - To make predictions about Twain’s beliefs regarding race
 - To read Mark Twain’s statements about race
 - To make predictions about the next reading assignment
 - To review the outlining and writing process for Evaluation Essay 1.
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FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) Homework Check – Return dialect stories, if you have finished grading them and have students keep them out for a class activity.
- 2) Vocabulary – Tell students to take out a sheet of paper and title it Unit 1 Vocabulary List 3. Tell them to write down the following words: ravish, vicinity, avenging, blunder, chivalric, vengeance, impetuous. They must define these words tonight, using the dictionary and the reading to help them. They should write the sentences in the reading that help them figure out the definition. Distribute a **Vocabulary Worksheet** and tell them to fill it in for “blunder.”
- 3) **Daily Log** – Tell students to copy the Daily Log below.
- 4) **Sustained Silent Reading** - Read for fifteen minutes. At the end of silent reading, ask volunteers to make predictions about what will happen next in their novel. Ask them to say what information they used to make the predictions. Do the same for the novel you are reading with them.
- 5) **Group Read Around** – Tell students to meet in groups and take turns reading the dialect stories aloud. When the person reading has read their story, ask the others to pick two things to **applaud/critique** for each speaker. Then move on to the next reader, **applauding and critiquing** when the reader is finished. Have them continue until each group member has read. Then ask students to place their stories in their portfolios. If you have not already established a permanent place for portfolios in your room, you will need to do it before class.

Date	Journal	Lecture Discussion	Activity	Readings	Homework
	8 - What is the difference between what Twain says and		1. Twain predictions 2. Twain reading 3. Open Mind	“Twain on Race and Class” “Only a Nigger”	1. Read “Only a Nigger” and highlight/annotate . 2. Define vocabulary words and fill out a Vocabulary

	<p>what Twain means? Why doesn't he just say what he means?</p>				<p>Worksheet for blunder. 3. Outline and Write Evaluation Essay 1 (Step 1 and 2 of Essay Instructions). 4. Create novel evaluation presentation. Not to exceed 1 minute!</p>
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ACTIVITIES – INDIVIDUAL AND GROUP

1. Ground Rules for Discussion – Remind students of the class ground rules for discussions involving potentially offensive language.
2. **Predictions** – Ask the students to think of what information they use to make predictions. If they were going to predict what lunch would be offered in the cafeteria today, what strategies could they use? Ask students to suggest strategies. Someone is likely to mention the following two strategies: Read the menu that lists what is offered. Think of what I have eaten at the cafeteria before. (If no one mentions these two strategies, make sure to mention them.) Point out that we rely on two different things to make predictions. One is information from a reliable source that allows us to make guesses about our prediction. The other is personal experience. Write these two categories on the board.
3. Group **Predictions** – Assign *Group Roles* (see below). Then tell the students that you want them, in groups, to make some predictions about Mark Twain's beliefs about race. Have them take out a sheet of paper and divide it in half. Ask them to title the right side, Sources. Have them title the left side, Personal Experience. They may use both methods to make their predictions. The first category – information from a reliable source – may come from their previous notes and readings about Mark Twain. So they should open their binders and find them. They should think about the reading they just completed, as well as the information from the Jigsaw presentations. The second category – personal experience – cannot come from any actual conversations with Mark Twain (unless anyone there is a psychic!). So they must use their personal experience in other ways. What experience have they had reading other writers from the 19th century? What other experiences have they had which lead them to make certain assumptions about the writer Mark Twain? Tell them they will have 10 minutes to make their predictions. During that time, they should flip their paper over and answer the following questions in their group: “What do you think Mark Twain believes about people who have a different racial background than he does? Why do you think that?” Give students 10 minutes to make their predictions and answer the questions in their groups. Remind them that although they are working in groups to generate ideas, everybody should be writing the information on their own sheet of paper.
4. Present – Call on presenters to state what their groups predict about Mark Twain's beliefs. If there were differences of opinion between group members, they should state that also. Be sure that each group is backing their opinions with evidence from the sources they used. Even in the personal experience column, they should be able to give a source for their predictions and/or examples that support it. Have students set aside their predictions for now. They will come back to them later.
5. **Group Reading** – Distribute the reading “Twain on Race and Class” and tell people to choose a way to read it in their groups (take turns reading aloud, read silently, read in pairs). Tell them that, during their reading, they should be highlighting/annotating Twain's views on race and class and what may have influenced his views on race and class. After they are done with the reading, they should take a minute to list Twain's beliefs on race and class. What are the similarities and differences between what they predicted and what they learned? Notetakers should make a sheet of paper with two columns, one titled “What we predicted,” and one titled “What we learned.” Have them fill it in. Then ask students to decide why their predictions may have differed from what they learned. Allow no more than ten minutes for this whole activity.
6. Present – Call on presenters to compare the **highlighted** and **annotated** information from the reading to what they thought before they read. Why did they expect or predict certain things about Twain? Did they have any biases that influenced their expectations? And if so, what were they? Remind students that everyone brings

biases to the table. For the purpose of this class, students need to identify their bias/es (and the bias/es of authors, film makers, etc.) not to judge them, but to observe how bias influences all that we do.

7. **Open Mind** – Distribute the **Open Mind** graphic organizer to each student. Most of the students will be familiar with this organizer from English 2, but take a moment to explain it to those who are new. Explain that, even though we try to approach new texts with an open mind, we are always asking questions and making predictions based on our previous reading, previous assumptions, previous bias/es, previous experiences. Tell them that you will read the introduction to a Mark Twain essay called “Only a Nigger”, an essay they will read for homework tonight. Give a quick reminder about how to handle offensive language (Yes, the title biases many before they even read!) While you read aloud, you want them to write down their thoughts in the spaces available in the **Open Mind**. There are eight “thought balloons” for them to record their thoughts. They should fill in all of them. They may also use the space around the thought balloons to write more. Tell them that any thoughts related to the reading are acceptable. They may write questions that occur to them, words that they don’t understand, thoughts they have about the title, and predictions about the essay they are about to read. Tell them that you want them to try to write down ways they are reminded of “A True Story”, as well. At least one thought balloon must contain a connection to “A True Story”. They may write words and brief phrases, and do not need to worry about spelling or complete sentences. The more they write, the better their grade will be. The message this exercise underscores is that we encounter every new text with a set of expectations and ideas that are based on our previous experiences. This helps us negotiate meaning with the new text. Read the introduction to “Only a Nigger”. When they are done, collect their **Open Minds**.
8. Review Evaluation Essay Instructions – Distribute the **Evaluation Essay 1 Instructions**, the **Evaluation Rubric**, and the **Novel Evaluation Presentation Rubric**. For most of the students, evaluation essays should be a familiar, well-practiced form of writing by now. Since this is their first evaluation essay of the year, however, take a few minutes to review the procedure for goal-setting, outlining, and writing the essay. Tell the students that the first evaluation essay, written about their independent reading novels, will be due at the end of the period in Lesson 23. The following day, they will be responsible for one-minute presentations, or “Book Talks,” about their novels. Review the **Novel Evaluation Presentation Rubric**. Remind students that they may create a one-minute book talk that passionately supports reading the novel or tells their peers not to read the novel. Either way, what they are graded on is their ability to provide a convincing argument with supporting evidence from the novel. Their main concern is to outline their essay, as they should use that outline to create their presentation. Their grade for the book talk is separate from their grade for the essay. Their grade will be the average of the peer evaluations, plus your evaluation. In other words, your evaluation is half of their grade.

Review the **Instructions** sheet with the class and tell them that all of the writing to be placed in their portfolios will go through this outline-draft-revise-edit process. They should refer to the **Instructions** sheet and the rubrics during the process of writing the essay, because they are responsible for making sure that all of the requirements are fulfilled.

Remind students that the rubric is your assessment of the quality of their work. They will also be graded on their effort and the actual work they put into the drafting process, as seen in the GRADING PROCEDURE portion of the **Evaluation Essay 1 Instructions**. The first step is outlining their essays. They should use the circle outline format to outline their essays tonight. (If anyone is unfamiliar with this format, use the **Circle Diagram Instructions**, available in our *Teacher Pages*, to describe the outline format, keeping in mind that this is a sample that was originally used to evaluate a poem.) They must also write the first drafts of their Evaluation Essays tonight. If anyone has questions about the outlining, writing, or presenting of the novel evaluation essays, they should have a chance to raise them now.

9. Review Homework – Distribute the reading “Only a Nigger” and tell students to read it tonight, **highlighting and annotating**. Write Journal 8 based upon the reading. Remind them also to define vocabulary words and fill out the **Vocabulary Worksheet**.

HOMEWORK

- 1) Read “Only a Nigger” and **highlight/annotate**.
- 2) Journal 8 – Answer these questions: What is the difference between what Twain says and what Twain means? Why doesn’t he just say what he means?

- 3) Define vocabulary words and fill out a **Vocabulary Worksheet** for blunder.
 - 4) Create outline for evaluation essay and write first draft of Evaluation Essay 1 (Step 1 and 2 in Essay Instructions).
 - 5) Create Novel Evaluation Presentation. Not to exceed 1 minute!
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GROUP ROLES

Facilitator – Your job is to keep the group focused on the task at hand and to help them generate as many ideas about Twain’s beliefs as possible. It is not your job to come up with the ideas. It is your job to encourage/help other group members to come up with the ideas.

Notetaker – Your job is to write out the words the group is giving you about the differences between what the group predicted and what the group learned. It is not your job to generate all of the ideas. It is your job to help others to give you as many ideas as possible to write.

Presenter – Your job will be to present and explain the answers your group came up with.

Timekeeper – Your job is to make sure your group does not exceed the time limit for the activity.

DOCUMENTATION FOR PORTFOLIO

Unit 1

Project 1 – A True Story