

# Mark Twain Boyhood Home & Museum

Unit Plan for “Experiences of the McWilliamses with Membraneous Croup” and

*The Adventures of Tom Sawyer* (Ch.12)

Created by: Beth Boswell

Oak Hill Junior High

Converse, IN

Mark Twain Teachers’ Workshop--July 12, 2019

Hannibal, Missouri

## “In Sickness and In Health”

<b>UNIT PLAN for “Experiences of the McWilliamses with Membraneous Croup” and <i>The Adventures of Tom Sawyer</i> Ch. 12</b>	
<b>Concept or Topic:</b> Advertising and the human condition	<b>Suggested Grade Level(s)/Course:</b> English/Language Arts 8-10
<b>Subject:</b> Literature/Writing/Social Studies/American History	<b>Suggested Time Frame:</b> (50 minutes per day, 5+ days)
<b>Objective(s):</b> <ol style="list-style-type: none"><li>1. High Ability English 8 students will analyze all sources using (Historical Context, Intended Audience, Point of View, Purpose, Outside Information/Organization) <a href="#">HIPPO</a> documents with at least 20/25 points (80% accuracy)</li><li>2. High Ability English 8 students will write/perform a commercial or develop a brochure attempting to sell their medicinal product scoring at least 80/100 on rubric below.</li></ol>	
<b>Common Core State Standards:</b>  <b>CCSS.ELA-LITERACY.RL.8.5</b> Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. <b>CCSS.ELA-LITERACY.RL.8.3</b> 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. <b>CCSS.ELA-LITERACY.SL.8.5</b> Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. <b>CCSS.ELA-LITERACY.RL.9-10.10</b>	

By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**CCSS.ELA-LITERACY.W.9-10.1**

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**Assessments:**

- 1) Using the HIPPO documents, in groups, students will analyze each document in depth.
- 2) To apply knowledge and create an advertisement, students will create and present EITHER a commercial in iMovie or a three-fold sales brochure.

**Vocabulary:**

From "Experience of the McWilliamses with Membraneous Croup"

- croup
- turpentine
- Palpably
- judicious
- bridled
- misapprehension
- inestimable
- Providence
- poultice
- sinapsism

From Ch. 12 *The Adventures of Tom Sawyer*

- piracy
- phrenological
- Balm of Gilead
- Avariciously

From "Quackery and the Civil War"

- Quackery
- Antebellum
- nostrums
- insatiable voracity
- homeopath
- Thomsonian doctors
- hydropaths
- eclectics

**Subject Area Integration:**

- History/Social Studies
- Science (Medicine)

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

- This lesson will be introduced when students reach chapter 12 of *The Adventures of Tom Sawyer*
- The activities listed below would be completed PRIOR to this lesson.
- Overview of the state of the nation (Civil War)
- Medical practices pre/post Civil War
- Chronology of [Samuel Clemens' life](#)
- Understanding of what [Measles](#) is
- Notable North American [epidemics/outbreaks](#) during the 19th century

**Materials:**

[Experiences of the McWilliamses with Membraneous Croup](#)  
[Chapter 12](#) of *The Adventures of Tom Sawyer* transcript and audio link  
[Measles Infographic](#)  
["Measles Outbreak in the Pacific Northwest"](#)  
[Quackery and the Civil War](#)  
[Drug Ads Gallery](#)  
[HIPPO](#) analysis worksheet (one for each piece of text set)  
 Medicinal Ad Commerical (Rubric at end of lesson)  
 Medicinal Sales Brochure (Rubric at end of lesson)

**Technology:**

iMovie (access to iPads or iPhones)  
<https://www.canva.com/create/brochures/>  
 Google Docs Brochure Template  
 Padlet.com

**Related Twain Quotes/Passages:**

He had had much experience of physicians, and said: "the only way to keep your health is to eat what you don't want, drink what you don't like, and do what you'd druther not."  
 - *Following the Equator*

Under our free institutions, anybody can poison himself that wants to and will pay the price.  
 - *Mark Twain's Autobiography*

**Lesson Sequence**

**Day 1: (50 minutes)**

**Hook/Intro:** Using Padlet, students will list a home remedy that they have heard of or have tried to use before OR they will describe a time when they were very sick. Students will be able to read others' writing. Read the second Twain quote above and ask students to explain what it means.

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

1. Explain to students that the first selection they will read is Twain's "Experiences of the Williamses with Membraneous Croup."
2. During the first reading, students will read for an understanding of the plot and characters (literal meaning). Vocabulary terms will be provided.
3. Discuss the literal meaning of the text.
4. Hand out the HIPPO document.
5. During the 2nd reading, students will read to answer the HIP of the acronym.
6. During the 3rd reading, students will read to answer the PO of the acronym.

**Suggested Questions:**

1. Have you ever known a married couple like the McWilliamses?
2. Is it possible to make yourself sick with worry?
3. Can worry/anxiety cloud your better judgment?
4. Have you ever been so sure of something only later to find out you were wrong? How did you handle that?
5. What is Twain communicating to us through this story: irony, common sense (or lack thereof), the danger of home remedies, mother's intuition.

**Learning Activity:**

Completing the HIPPO document for "Experiences of the McWilliamses with Membraneous Croup"

**Review/Closure:**

Exit Ticket: For tomorrow, find two to three home remedies that you think are the most ridiculous. List on a post-it and bring to class tomorrow.

**Day 2: ( 50 minutes)**

**Hook/Intro:**

Have students share one of their home remedies from the exit ticket. Discuss if anyone still uses home remedies or homeopathic methods of healing in their homes.

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

1. Introduce the second reading: Chapter 12 of *The Adventures of Tom Sawyer*.
2. Provide students with Tier 2 & 3 vocabulary.
3. Have students do a 1st reading of the selection for literal meaning.
4. Students will listen to a 2nd reading of the chapter.

5. Discuss any things they realized during the second “reading” and also talk about whether it’s easier to understand by listening or by reading or by both.
6. Students will read the chapter for a 3rd time and fill out the HIPPO document.

**Suggested Questions:**

1. Do you think Aunt Polly should have anticipated that Tom would disobey her and why?
2. What is the humor in this chapter and why do you think Twain added this chapter?
3. What does this chapter/scene show us about what Tom thought of medicine and perhaps, Twain himself?

**Learning Activity**

Completing the HIPPO document for Ch. 12.

**Review/Closure:**

Choose: Write about a time when you took medicine and it didn’t “work” OR write about an ad for a drug/medicine that comes to mind (i.e. TV commercial or ad). Be as specific/descriptive as possible.

**Day 3: (50 minutes)**

**Hook/Intro:**

Have students share their short writings from the prior day.

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

1. Explain to students that medicine and doctoring changed vastly after the Civil War. Even in the US, prescriptions weren’t really written until the middle of the 20th century. Before then medicine was procured by simply visiting the store.
2. It seems that in today’s day and age, there is somewhat of a shift back to more natural medicines. Discuss what/if any natural ways students have heard of to cure common ailments such as stomachache, headache, acne, etc.
3. Have students do a 1st reading of “Quackery and the Civil War.” Put students into groups and have them share one idea that stood out to them. Next have students look at the Drug Ads of the 19th century (see link in materials section).
4. On a second read of the article, ask students to fill out the HIPPO document. (They will not do a third reading of this article).
5. Next have them pick one of the ads (as a group), and fill out the HIPPO document for that image.

**Suggested Questions:**

1. How much (if any) have you ever thought about non-traditional medicine and non-traditional medical practitioners?

2. Do you think there is any merit to natural cures, or should people just follow the new advances in science?
3. Which of the ads was the most convincing, and if different, which ad would you perhaps have purchased the product of?

**Learning Activity:**

Completing the HIPPO document for the drug ads as well as the article "Quackery and the Civil War."

**Review/Closure:**

In class discussion, compare and contrast current day drug ads with the 19th century ones shown. What is similar and what is different?

**Day 4: ( 50 minutes)****Hook/Intro:**

Have students quickly review the documents they have studied thus far. Tell them that today you are going to jump into current times with a look at an epidemic facing the nation currently.

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

1. Explain to students that disease impacted many of Twain's family members during the 19th century.
2. Specifically, he lost two of his siblings early, later his parents, his wife, and a son.
3. There are diseases that impacted our country even fifty years ago, that are virtually obsolete due to vaccines and progressions in science.
4. However, due to some controversy over vaccines, measles is a disease that has returned.
5. Have students do a first LISTEN to the article "Measles Outbreak in the Pacific Northwest".
6. Next, have them view the measles infographic.
7. Have students do a second LISTEN of the article "Measles Outbreak" and fill out the HIPPO document

**Suggested Questions:**

1. Does reading something like this cause fear? Give you awareness? Make you angry?
2. What similarities can you find between the first story, "Experiences of the McWilliamses with Membraneous Croup" and "Measles Outbreak"?
3. Imagine yourself as a parent of a young child with a possible outbreak looming. Considering that was Mrs. McWilliams crazy, protective, smart, resourceful, etc.?
4. Would you try a home remedy before a traditional medication? In what circumstance?

**Learning Activity:**

Completing the HIPPO document for the “Measles Outbreak” article.

**Review/Closure:**

Be thinking of the way all of these different pieces of text/images/infographics tie together. What was the purpose of reading these specific documents?

**Homework (for the unit):**

Sell Me That!

Students will choose one of two different projects: They will create an advertisement brochure OR a commercial for a remedy (newly invented) or a medical product. Students will see rubrics at the end of this document for grading criteria. Students will present to the class at a later date (see description of assignment at the end of unit).

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

1. Primary source evaluation
2. Self-directed learning
3. Assignment choice
4. Standards above grade-level

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

1. Students could do further research and produce a timeline of medical advances in the 19th and 20th century as compared to Twain’s life.
2. Students may wish to explore [Mark Twain and Medicine: “Any Mummery Will Cure”](#)
3. Trip to Hannibal, MO Mark Twain Museum

## Sell Me That!

You have read and examined a variety of documents, all of them related to the theme of pursuing health. Choosing either a video commercial or brochure and invent a product that you would like to sell others which would enhance their lifestyle in some way. This could be a new vitamin, medicine, or even a medical device

that would improve one's quality of life.

**OPTIONS:**

1. Using your knowledge of advertising, write a commercial attempting to sell your new product. Make sure you establish your audience, the product's claim and give sufficient evidence as to the effectiveness of your product. Act out the commercial and record on iMovie in order to present to the class. Be creative including images, music, humor, before/after, testimonials, etc. Projects will be graded based upon the scoring rubric.
  
2. Imagine you are trying to sell your new medical product, so you are creating a sales brochure which will make others want to buy the product. You will be creating a tri-fold brochure in color which might be placed in a store or a doctor's office. Make sure to look at the scoring guide and be sure to include your claim, sufficient evidence, and images. Be sure to make your brochure attractive.

**Medicinal Sales Brochure**

Group members: \_\_\_\_\_

CATEGORY	1-15	16	17-20
Purpose/Claim		The brochure demonstrates a good understanding of the product and what it claims to	



		cure.	
Support for Position		Includes 3 or more pieces of evidence (facts, statistics, examples, real-life experiences) that persuade the buyer.	
Audience		Demonstrates an understanding of the potential audience and uses vocabulary and arguments appropriate for that audience.	
Creativity		Brochure demonstrates creativity. It was interesting and entertaining. At least three illustrations enhance the text.	
Mechanics/Physical Aspect		Layout is attractive, inviting and logical. Writing is clear, well-organized, informative, and free from errors	

TOTAL \_\_\_\_\_/100

Comments:

### Medicinal Ad Commercial

Group members: \_\_\_\_\_

CATEGORY	1-15	16	17-20
----------	------	----	-------

Purpose/Claim		The purpose of the commercial is clear and effective. The claim is stated upfront.	
Support for Position		Includes 3 or more pieces of evidence (facts, statistics, examples, real-life experiences) that persuade the audience to the commercial's point of view.	
Audience		Demonstrates an understanding of the potential audience and uses vocabulary and arguments appropriate for that audience.	
Creativity		Commercial demonstrated creativity. It was interesting and entertaining. The commercial almost made you want to buy the product.	
Mechanics/Physical Aspect		The commercial was produced "professionally" and utilized proper grammar, pronunciation, and basic public speaking skills.	

TOTAL \_\_\_\_\_/100

Comments: