

Mark Twain Boyhood Home & Museum

Lesson or Unit Plan for "My Watch"

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Marion County R-II and Shelby Co. R-IV

Philadelphia, MO and Clarence, MO

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Hannibal, Missouri

"My Watch"

"My Watch"

By: Mark Twain/Samuel Clemens

Concept or Topic: Reading/Writing		Suggested Grade Level(s)/Course: 5th Grade
Subject: Reading and Writing		Suggested Time Frame: 3 days (60 minutes each day), Field trip Day--1 day for about 3 hours
Objective(s) <ol style="list-style-type: none">1. Students will interpret what type of figurative language Mark Twain uses in the story "My Watch" and complete a graphic organizer with at least 3 examples (75% accuracy).2. Students will complete a graphic organizer showing cause and effect of at least 4 events in the story with 80% accuracy.3. Students will use 4 details from the story and describe the characteristics or personality traits of the narrator with 75% accuracy.		
Common Core State Standards: <ul style="list-style-type: none">• Language Standard 5: Vocabulary Acquisition and Use (5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language, including similes and metaphors, in context.)• Speaking and Listening 5: Presentation of Knowledge and Ideas (4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.)• Writing Standard 5: Text Types and Purposes (1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. B. Provide logically ordered reasons that are supported by facts and details.)		

Assessments:

- Formative Assessments:
Students will complete the graphic organizers to demonstrate their knowledge of the story.
Students will complete one Kahoot review.
Students will pick 3 artifacts from the field trip and write an artifact reflection on the items.
- Summative Assessment: Students will write a paragraph using details to describe the characteristics or personality traits of the narrator.

Vocabulary (Tiers 2 & 3):

- Tier 2 Vocabulary Words: anguish, ruinous, vicious, ignorant, discretion
- Tier 3 Vocabulary Words: Infallible, anatomy, imperishable, calamity, boding

Subject Area Integration:

Reading, Writing

Background Information Required for Lesson:

- Understanding of different types of figurative language including simile, metaphor, and personification.
- Students should understand the concept of tone and how authors use tone in text.
- Students should understand cause and effect relationships.
- Students should understand how to use proper grammar and sentence structure.

Materials:

- Copies of "My Watch" by Mark Twain
- Recorded story for students who need auditory or visual cues (Headphones)
- Graphic Organizer and Summative Handout
- Highlighters (various of colors)
- Set up a day and time with Ralls County Clock Co.
- Bus/ Permission slip for field trip
- Variety of clocks and watches
- Paper/pencil
- Computer/Smartboard
- Website for Mark Twain Quotes: www.twainquotes.com/Watch.html

Technology:

- YouTube video British Museum Clocks and Watches
<http://m.youtube.com/watch?v=yWBR1SAHzpU>
- Website for Mark Twain Quotes www.twainquotes.com/Watch.html

Related Twain Quotes/Passages:

- “When your watch gets out of order you have a choice of two things to do: throw it in the fire or take it to the watch-tinker. The former is the quickest.” *Following the Equator*, Pudd’nhead Wilson’s New Calendar
- “Let us adopt geologic time. Then -- time being money -- there will be no more poverty.” Mark Twain Notebook, p. 137
- “For years my pet aversion had been the cuckoo clock...Some sounds are hatefuller than others, but no sound is quite so inane, and silly, and aggravating as the ‘hoo’hoo’ of a cuckoo clock, I think. I bought one, and am carrying it home to a certain person; for I have always said that if the opportunity ever happened, I would do that man an ill turn.” *A Tramp Abroad*

Day 1:**Lesson Sequence:****Hook/Intro:** 15 minutes

1. Display a variety of watches, clocks, and any time device for students to explore the many devices throughout the years.
2. Discuss how the different devices look the same or different throughout the years.
3. Discuss the different uses for each device.

Teaching of the Concept(s): 15 minutes

1. As a whole class, students will discuss and compare/contrast present and past time devices. Results will be recorded on a Venn Diagram found in the SMART board tools.
2. List vocabulary words on whiteboard and ask students to write them in their journals along with what they think it means.
3. After students have recorded their vocabulary words and definition, discuss what the students predict might be the tone of the story.

Suggested Questions:

1. How can you use context clues to determine the meaning of a unfamiliar word or phrase in the story?
2. What is the problem the character in the story was having?
3. From what point of view is the story being told?

Learning Activity: 30 minutes

1. Students will receive a handout with 3 questions that they will answer after their first read.
2. Teacher will pass out the story “My Watch” by Mark Twain.
3. The class will read as a whole group.
4. After we are finished reading, students will use highlighters to prove text evidence as to where their answers were found.
5. Students are required to get teacher’s approval before answering their questions on paper.

Review/Closure:

- As a whole class, go over questions and discuss the answers.

Day 2:**Lesson Sequence:****Hook/Intro:** 20 minutes

1. YouTube video British Museum Clocks and Watches (11 minutes)
<http://m.youtube.com/watch?v=yWBR1SAHzpU>
2. After viewing the video, the students will do Stand up, Hand up, Pair up, with 3 different students about what fascinated you about the video.

Teaching of the Concept(s): 10 minutes

1. Review over terms; figurative language and personality traits. We will use Kahoot to review the skills.
<https://create.kahoot.it/#quiz/30c646c7-3a5b-4b2c-af4d-6d333c5c6296>

Suggested Questions:

1. What type of figurative language does Mark Twain use in the story?
2. How does the character's tone change throughout the story?
3. What is the theme of the story?

Learning Activity: 30 minutes

1. Students will receive a graphic organizer to identify figurative language, tone of story, and the theme.

Review/Closure:

1. As a whole class, we will go over our graphic organizer about figurative language, tone of story, and the theme.

Day 3:**Lesson Sequence:****Hook/Intro:** 10 minutes

1. The teacher will read 3 Mark Twain quotes and ask if they know any quotes.

Teaching of the Concept(s): 10 minutes

1. Review concepts of what main ideas are and how to pick supporting details.

Suggested Questions:

1. What is the main idea for "My Watch" by Mark Twain? What are the supporting details?
2. How is the character trying to solve the problem? List all of the situations the character goes through to solve the problem.

Learning Activity: 35 minutes

1. Student will receive a cause and effect graphic organizer. The details from the graphic organizer will show supporting details for the main idea of "My Watch."

Review/Closure: 5 minutes

1. As a whole class, go over the graphic organizer about cause and effect.

Day 4:**Lesson Sequence:****Hook/Intro:** 3 hours

1. Field trip to Ralls County Clock Company in Hannibal, MO.

Teaching of the Concept(s): 10 minutes

1. Teacher will discuss bus and field trip behavior prior to leaving for field trip.

Suggested Questions: None**Learning Activity:**

1. Field trip to Ralls County Clock Company in Hannibal, MO.
2. The students will gain firsthand knowledge on how clocks are made and history of past and present clocks.

Review/Closure:

1. Students will do an artifact reflection on 3 timepieces after visiting the clock company.

Homework: None**Strategies for Exceptional Students:**

Recorded story of "My Watch" by Mark Twain/ Samuel Clemens will be provided for students who need auditory and visual cues.

Suggested Follow-Up Activities:

- Timeline of watches throughout the years
- Invite a watch repair person to discuss their trade.
- Students can design their own watch.

Scoring Guide for "My Watch"

4	3	2	1
<p>Includes a topic sentence directly answering the question, text evidence, supporting the answer, and evidence is clearly explained tying the examples to the topic sentence. One or two grammatical errors.</p>	<p>Has a weakness in the topic sentence, evidence, explanation, or has 3 to 5 grammatical errors.</p>	<p>Weakness are in two of the three categories: topic sentence, evidence, explanation, and 6 or more grammatical errors.</p>	<p>Weaknesses are found in all categories and multiple grammatical errors.</p>

“My Watch” by Mark Twain/Samuel Twain

Graphic Organizer

Name: _____

Fill in the graphic organizer after reading the story “My Watch” by Mark Twain/Samuel Clemens.

Paragraph #	Line or phrase from story	Type of Figurative Language	Meaning of the Figurative Language in Context	How it impacts the meaning or tone of the story

“My Watch” by Mark Twain/Samuel Twain

Cause and Effect Graphic Organizer

Name: _____

Key Questions to think about:

- What is the first step in the initiating events?
- What are the next steps?
- How does one event lead to another?
- What is the final outcome?
- How do the author’s choices of ordering the events in the story, and his use of cause and effect, create effects like tension and humor?

Cause

Effect

Effects Created