

**Mark Twain Boyhood Home & Museum**  
 Lesson Plan for “The Man That Corrupted Hadleyburg”  
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 Hannibal, Missouri

**“Realism and Naturalism in ‘The Man That Corrupted Hadleyburg’”**

<b>LESSON PLAN for “The Man That Corrupted Hadleyburg”</b>	
<b>Concept or Topic:</b> Realism and Naturalism and Mark Twain	<b>Suggested Grade Level(s)/Course:</b> 11 <sup>th</sup> Grade ELA
<b>Subject:</b> Literary Eras, Literature, Writing	<b>Suggested Time Frame:</b> Three days of 50-minute sessions
<b>Objective(s):</b> <ol style="list-style-type: none"> <li>1. Students in LA III will construct meanings of the literary terms Realism and Naturalism through completion of a WebQuest <b>scoring at least ____ out of ____ (80% accuracy) on the _____ (name of rubric or checklist).</b></li> <li>2. Students in LA III will complete a theme graphic organizer scoring at least <b>____ out of ____ (80% accuracy) on the _____ (name of rubric of checklist).</b></li> <li>3. Students in LA III will design a newspaper article addressing Realism and Naturalism in “The Man That Corrupted Hadleyburg” <b>scoring at least ____ out of ____ (80% accuracy) on the _____ (name of rubric of checklist).</b></li> </ol>	
<b>Common Core State Standards:</b>  CCSS.ELA-LITERACY.RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.  CCSS.ELA-LITERACY.RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.  CCSS.ELA-LITERACY.W.11-12.1.D Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.  CCSS.ELA-LITERACY.W.11-12.1.E Provide a concluding statement or section that follows from and supports the argument presented.	

## LESSON PLAN for “The Man That Corrupted Hadleyburg”

### Assessments:

- (informal assessment) teacher walking around room, checking progress of bell-ringer activity\*
- (informal assessment) teacher walking around room, checking progress of WebQuest activity\*\*
- (formal assessment) teacher collecting and reviewing completed WebQuest activity (when turned in) (As long as all answers have correct information – full points are earned – 10 points for the first section and 5 points for the second section = 15 total.) (see scoring guide below)\*\*\*
- (informal assessment) teacher walking around room, checking progress of thematic graphic organizer and pair-share activity\*\*
- (formal assessment) teacher collecting and reviewing completed thematic graphic organizer (when turned in) (As long as there is evidence of reasonable attempt, full points are earned – 15 total.)\*\*\*
- (informal assessment) teacher walking around room, checking progress of news article activity\*\*
- (formal assessment) teacher collecting and reviewing completed news article activity (scoring sheet included below lesson)

\*= The teacher implementing this lesson should use his/her discretion on the bell-ringer for this activity. I usually use a small grammar activity, but sometimes I may use journaling, writing prompts, etc. for a bell-ringer activity. (My bell-ringer is purposely not attached to this activity.)

\*\*= The teacher implementing this lesson can feel free to add points for participation while informally assessing.

\*\*\*= The teacher implementing this lesson can feel free to change the number of points possible for this section and needs to use his/her professional judgment concerning what constitutes 80% accurate information.

### Vocabulary:

Verbiage and terminology come from DOK Levels Two and Three as well as Tiers 2 and 3:

- Bell-ringer
- Realism
- Naturalism
- WebQuest
- Readers' theater
- Theme
- Graphic organizer
- Deeper reading
- Characteristics
- Explain with specific details

### Subject Area Integration:

ELA (Writing, Literature, Speaking)

### Background Information Required for Lesson:

None – information for Realism and Naturalism will be discovered through the WebQuest activity

## LESSON PLAN for “The Man That Corrupted Hadleyburg”

### Materials:

Chrome books, “The Man Who Corrupted Hadleyburg” (readers theater script [Is this included below or on a website? Insert link here or state “see below”](#)), WebQuest ([see below](#)), [theme graphic organizer \(see below\)](#), news article activity, and any sort of brief activity for a bell-ringer (see note in assessment)

### Technology:

Chromebooks

### Related Twain Quotes/Passages:

“Let us make a special effort to stop communicating with each other, so we can have some conversation.”

“Never put off till tomorrow what you can do the day after tomorrow.”

“It were not best that we should all think alike; it is difference of opinion that makes horse races.”

(These quotes reflect Twain’s feelings about people, a reflection of Realism and Naturalism.)

### Lesson Sequence:

#### Day 1: (50 minutes)

#### Hook/Intro:

We have just completed our unit on The New England Renaissance, which included the Romantic and Transcendentalist movements. Now, today we are moving on to the next chronological literary movements in American Literature – Realism and Naturalism. By show of hands, how many think you know what these movements are? (Wait for responses.) For those of you who think you know (if applicable), you are about to find out if you are correct. For those of you who don’t know, you are about to find out! Grab a chrome book and the printed web quest assignment. Write the answers to the first two questions on the paper. Do this by yourself. We will do group work and partner work later in our lesson!

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

1. (Bell-ringer) Grammar Review
2. Realism and Naturalism
3. The story of “The Man That Corrupted Hadleyburg”

#### Learning Activity:

1. Students know to come in and grab a bell-ringer (grammar page) to complete within five minutes. These are turned over on the desk when finished and then passed in together. Three students will have the opportunity to write their corrected answers on the board. (Students receive candy for volunteering to correct the grammar problems for the class.) (Teacher takes attendance and then moves around the room to observe and motivate/redirect students.) (5 minutes)
2. Announce the “hook/intro.” (see above) (1 minute)
3. Students select a chrome book and a WebQuest over Realism and Naturalism to complete individually within ten minutes. These will be collected at the end of ten minutes. (10 minutes)

## LESSON PLAN for “The Man That Corrupted Hadleyburg”

4. Students will receive a copy of a readers theater version of “The Man That Corrupted Hadleyburg.” Students will volunteer or be selected to read the speaking parts. (30 minutes)

### **Review/Closure:**

Have students to verbally review the plot of the story by calling on students individually, building from each student’s response. Announce to them to hold on to their stories and that tomorrow we will be taking a deeper look into the story by applying the definitions of Realism and Naturalism to the story.

### **Day 2: (50 minutes)**

#### **Hook/Intro:**

Yesterday we researched the literary movements of Realism and Naturalism, and we read Mark Twain’s “The Man That Corrupted Hadleyburg.” Today we are going to have the best of both worlds by reading deeper into our story and seeing how and where elements of Realism and Naturalism are present. (Return graded web quests to students so that they can see the accuracy of their answers, making sure everyone has basically the same definitions.)

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

1. (Bell-ringer) Grammar Review
2. Deeper reading of the story for theme and application of Realism and Naturalism

#### **Learning Activity:**

1. Students know to come in and grab a bell-ringer (grammar page) to complete within five minutes. These are turned over on the desk when finished and then passed in together. Three students will have the opportunity to write their corrected answers on the board. (Students receive candy for volunteering to correct the grammar problems for the class.) (Teacher takes attendance and then moves around the room to observe and motivate/redirect students.) (5 minutes)
2. Announce the “hook/intro.” (see above) (1 minute)
3. Students retrieve their copies of “The Man That Corrupted Hadleyburg” and are given their graded web quests as well as a theme graphic organizer.
4. Deeper reading (second reading) of the text. (Now that they know the story, they can look for deeper meanings within.) [The teacher needs to verbally explain to the students that they are going to “pair and share” (work with partners) now. The teacher should use his/her discretion concerning how to pair the students.] The pairs must work together re-reading the readers theater text and fill out the corresponding theme graphic organizer. They need to formulate at least one main point in the story (theme) and cite evidence in the circles as to how/where the theme is present in the story.
5. Once they have formulated their answers on the graphic organizer, they need to return to the original WebQuest sheet. At this time, they need to answer the last section concerning the application of events to their Realism and Naturalism definitions. (2, 3, and 4 = 43 minutes).

**Review/Closure:** If you have not finished with your activity, then you will need to take it home to finish tonight. Bring all of the materials we have been using back tomorrow! (1 minute)

## LESSON PLAN for “The Man That Corrupted Hadleyburg”

### Day 3: (50 minutes)

#### Hook/Intro:

Over the last two days, we have been examining Realism and Naturalism and how it applies to “The Man That Corrupted Hadleyburg.” Today, we have one final activity involving our story and these literary movements.

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

1. (Bell-ringer) Grammar Review
2. Structured writing about Realism and Naturalism
3. Application of previously learned editing and revising strategies

#### Learning Activity:

1. Students know to come in and grab a bell-ringer (grammar page) to complete within five minutes. These are turned over on the desk when finished and then passed in together. Three students will have the opportunity to write their corrected answers on the board. (Students receive candy for volunteering to correct the grammar problems for the class.) (Teacher takes attendance and then moves around the room to observe and motivate/redirect students.) (5 minutes)
2. Announce the “hook/intro.” (see above) (1 minute)
3. Students retrieve their copies of “The Man That Corrupted Hadleyburg,” their partially graded web quests, and their graphic organizers.
4. Students are now given a news article writing assignment.
5. Once completed, students need to switch completed articles and edit/revise the other person’s article. Then the article needs to be returned to the original person, and there needs to be a peer discussion concerning feedback for the article. Once students have made any changes needed, the assignment is to be turned in.

**Review/Closure:** If you have not finished with your activity, then you will need to take it home to finish tonight. Bring all of the materials we have been using back tomorrow! I will collect the WebQuest and grade the second section along with the newspaper article. (1 minute)

#### Homework (for the unit):

Any assignments not completed during class time should be taken home for homework and returned completed the next class period.

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

For enrichment, students can read additional Twain stories and assess them for Realism and Naturalism. For students with special needs, all modifications will be made individually in accordance with the IEP.

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

Additional authors from these movements will be covered in forthcoming readings.

## **“The Man That Corrupted Hadleyburg” Newspaper Article Assignment**

**Your assignment is to design a newspaper article about the events that occurred in the story that reflect Realism and Naturalism. You should not directly say that “This is an instance of Naturalism....” Simply explain the events that occurred that make you think of these literary movements because people of that day would understand that the events reflected the thoughts and feelings of the day. The article should also include brief interviews from characters or bystanders. You can imitate Mark Twain’s “voice” in your writing (like you are Mark Twain writing this). You need to write your article in pencil on the provided template. Once finished, switch with another person to edit/revise. Use all of the strategies we have learned for editing and revision. Once finished, return the article to the original author, make any necessary changes and turn it in. The article should fill the entire template to receive full credit. It is graded additionally on providing an understanding and examples of Realism and Naturalism, as well as for correct grammar, mechanics, punctuation, etc.**

**Scoring Sheet for “The Man That Corrupted Hadleyburg”  
Newspaper Article.**

**Name:** \_\_\_\_\_

**Content:**

**Does the information provided reflect an understanding of the proper terminology?**

\_\_\_\_\_/5

**Comments:**

**Does the information provide specific examples reflecting its usage?**

\_\_\_\_\_/5

**Comments:**

**Editing/Revising:**

**Is the document free of spelling, grammar, usage, etc. errors?**

\_\_\_\_\_/5

**Comments:**

**Length of Assignment:**

**Does the document meet the required length of content?**

\_\_\_\_\_/5

**Comments:**

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Headline

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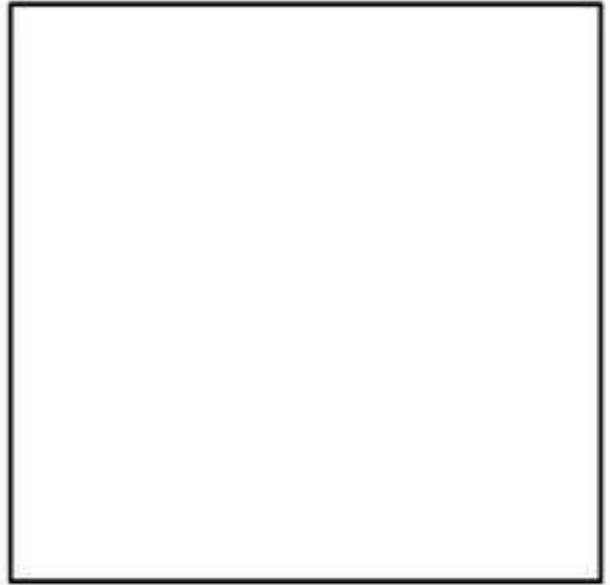
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## Realism and Naturalism Webquest

Name: \_\_\_\_\_

Please write answers to these questions in complete sentences. Also, please write the basic url address where the information is found along with each answer.

1. What are characteristics of Realism (literary movement)?
  
  
  
  
  
  
  
  
  
  
2. What are characteristics of Naturalism (literary movement)?

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To be completed after reading "The Man That Corrupted Hadleyburg":

3. Based on what you included on the theme graphic organizer, explain in detail below, with specific examples, how this work reflects Realism and/or Naturalism.

Name \_\_\_\_\_

Date \_\_\_\_\_

Title: \_\_\_\_\_

Theme:

Message or Lesson:

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Evidence from the text:



Quote the text



Quote words or phrases that describe the theme

Here is the link to the pdf version of the story:

<file:///C:/Users/Brian/Desktop/The%20Man%20That%20Corrupted%20Hadleyburg%20Readers%20Theater.pdf>

When clicking this link, it says “Cannot open specified file.”

Include the Readers’ Theatre here, for easy access.