

Mark Twain Boyhood Home & Museum
 Lesson Plan: "Taming the Bicycle"
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"Writing an autobiographical essay in the manner of Twain's "Taming the Bicycle"

LESSON PLAN for "Taming the Bicycle"	
<p>Concept or Topic: Students will write an autobiographical paper about learning how to do something using the style of Mark Twain's "Taming the Bicycle." Students will review the elements of point of view and figurative language as they read Twain's short story.</p>	<p>Suggested Grade Level(s)/Course: English 10 - Sophomores</p>
<p>Subject: Literature and Writing</p>	<p>Suggested Time Frame: 4 days, 44 min. sessions</p>
<p>Objective(s):</p> <ol style="list-style-type: none"> 1. Students in English 10 will read Twain's "Taming the Bicycle" and determine the point of view of the text by giving three examples of text that support the point of view determination with at least 7/9 correct for 78% accuracy. 2. Students in English 10 will be able to match 14 uses of figurative language with the correct type of figurative language used from a list of possible types of figurative language with at least 11/14 correct for 78% accuracy. 3. Students in English 10 will write an autobiographical essay that explains his/her experiences learning how to do a new task. The student must focus on the elements of point of view, use of figurative language, and the process of learning how to do the task. Essays will follow the 6 traits of writing - ideas and content, organization, voice, word choice, sentence fluency, and conventions. The rubric will address point of view, use of figurative language, and the 6 traits of writing. Students must achieve at least 20/27 or 75% accuracy. 	
<p>Common Core State Standards:</p> <p>CCSS.ELA-LITERACY.W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>CCSS.ELA-LITERACY.RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p>CCSS.ELA-LITERACY.W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p> <p><u>CCSS.ELA-LITERACY.W.9-10.3.B</u> Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>CCSS.ELA-LITERACY.W.9-10.3.C Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>CCSS.ELA-LITERACY.W.9-10.3.D Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>Minnesota State Standards</p> <p>9.7.3.3 - Write narratives and other creative texts to develop real or imagined experiences or</p>	

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events using effective technique, well-chosen details, and well-structured event sequences.
9.7.6.6 - Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
9.4.4.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
9.4.6.6 - Assess how point of view or purpose shapes the content and style of a text.
9.4.2.2 - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Assessments (at least two):

- "Taming the Bicycle"- worksheet over types of figurative language. Students will identify the various types of figurative language used in the passages.
- Point of View worksheet – students will determine the point of view that Twain uses and give three examples from the text that support the determination of the viewpoint.
- Autobiographical Essay – students will write an autobiographical essay about how he/she learned to do a task – drive a car, ride a horse, hurdle, pole vault, etc. The essay will be evaluated using the 6 traits of writing. See attached rubric with the 6 traits for evaluation, point of view, and use of figurative language.
- Students will share his/her essay with two classmates using Google docs or the Schoology platform.

Vocabulary (Tiers 2 & 3):

High-wheel bicycle, Penny Farthing
Points of view – 1st person, 2nd person, 3rd person, Omniscient, Limited Omniscient
Pond's Extract
Figurative language terms: alliteration, personification, metaphor, simile, allusion, hyperbole, pun, irony, paradox, assonance, parallelism, idiom, satire/sarcasm, onomatopoeia, imagery

Subject Area Integration:

- History/Social Studies - 1817- first bicycle and 1870 for the Penny Farthing
- Physics/science – Laws of Motion
- Technology

Background Information Required for Lesson:

"Few articles ever used by man have created so great a revolution in social conditions as the bicycle." US Census Report, 1900
Discuss the history of the bicycle. Show examples of the Penny Farthing how-to videos available on youtube. Talk about how Mark Twain had his friend try to teach him how to ride the bicycle. Talk about Mark Twain's use of figurative language and give examples. Point out that the listener needs to be aware that Twain is most often NOT speaking literally as he is describing the events.

Materials:

Recording of Queen's- "I want to ride my bicycle"
Copies of Mark Twain's "Taming the Bicycle"
Computer and access to youtube. Videos on how to ride the big-wheel bicycle. Here is one link but there are many others! <https://www.youtube.com/watch?v=p--RKyDFIAk>
Essay rubric for the completed essay.
Worksheets over point of view.
Worksheets over figurative language.

Technology:

Computer with internet connection and display device – Smart TV, Smartboard, or projection device.

Related Twain Quotes/Passages:

"Get a bicycle. You will not regret it, if you live." "Taming the Bicycle"
"It was on the 10th day of May - 1884 - that I confessed to age by mounting spectacles for the first time, and in the same hour I renewed my youth, to outward appearance, by mounting a bicycle for the first time. The spectacles stayed on."

Non-Twain quotes about biking

"One of the most important days of my life was when I learned to ride a bicycle."
Michael Palin

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"Meet the future; the future mode of transportation for this weary Western world. Now I'm not gonna make a lot of extravagant claims for this little machine. Sure, it'll change your whole life for the better, but that's all. "**Bicycle salesman in Butch Cassidy and the Sundance Kid, 1969**
"Crashing Is Part of Cycling As Crying Is Part of Love" – Johan Museeuw
"If You Do Something Right The First Time, Then It's Not Hard Enough" – Danny MacAskill

Lesson Sequence:

Day 1: 44 minutes

Hook/Intro: Play an excerpt from Freddie Mercury and Queen's "I want to ride my bicycle."

Here is a youtube link <https://www.youtube.com/watch?v=GugsCdLHm-Q>.

Then, ask students: What is the hardest thing you have ever learned to do? Do you remember learning how to ride a bicycle? What other challenging thing have you learned to do? Waterski? Skateboard? Drive a car?

Teaching of the Concept(s):

1. Review/discuss the types of figurative language that can be found in literature. Go over the definitions and have students give examples of some of the ones that are more common. At this point in the semester, these will be review!
2. Discuss the definitions of the different types of point of view. Have students complete the definitions part of the worksheet on point of view. Share examples from other stories read that demonstrate each of the points of view.
3. Discuss the history of the bicycle. Show/watch the video of people trying to ride the Penny Farthing aka large-wheel bicycle. Here is a possible link. There are many available! <https://www.youtube.com/watch?v=p--RKyDFIAk>

Suggested Questions:

- Why do authors use figurative language in writing?
- Do you have any idea when the bicycle was invented?
- Do you remember learning how to ride a bicycle?
- How did the invention of the bicycle change our history?

Learning Activity:

- Review/discuss the types of figurative language that can be found in literature. Go over the definitions and have students give examples of the more common types.
- Students should complete the point of view worksheet with a partner to get working definitions for the terms. They should be able to differentiate the different types of point of view.

Review/Closure: Review the figurative language and point of view terms. Review the history of the bicycle and have students think about the implications of the invention.

Day 2: 44 minutes

Hook/Intro: Watch the video on the Penny Farthing Crash! Here is the link.

<https://www.youtube.com/watch?v=BuPJoA9glro>. There are many of these that could be used.

Teaching of the Concept(s):

1. Review the different types of points of view. Have students take out the worksheet from Day 1.
2. Read the short story, "Taming the Bicycle." Tell students to listen/watch for examples of figurative language and passages that support the point of view of the story. They should also be questioning: What is Twain's purpose for using figurative language? How can I determine the point of view?
3. Discuss the story. What did they like about the story? What did they find funny? What could they relate to? Crashing? Injury? Being laughed at while trying something new? Being frustrated?
4. Assign the worksheet over point of view. This would be due the next day. Students will

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- find examples of text that support the point of view in the story.
5. Students should begin thinking about what he/she could write about for the autobiographical essay. They should think about some type of skill that they struggled to learn to do.

Suggested Questions:

- What did you like about the story?
- What is something that you struggled to learn to do?
- What is an example of figurative language in Twain's story?
- How many of you would not try something new in front of other people?
- How do you handle being frustrated?
- What do you do if you aren't successful at first? When is it time to quit? Is it okay to quit?

Learning Activity:

- Students discuss the story as a class after listening to it.
- Students complete the worksheet over the point of view in Twain's story.

Review/Closure:

- Review the directions for the point of view worksheet that students will complete as homework. Worksheets are due the next day.

Day 3: 44 minutes

Hook/Intro: Share examples of passages that support the point of view. Have students hand in their worksheets over point of view. Each student should share one passage.

Teaching of the Concept(s):

1. Review the terms on the figurative language sheet and explain the directions for doing the worksheet.
2. Have students do the worksheet over the types of figurative language in "Taming the Bicycle." Hand in the completed worksheets.
3. Introduce the autobiographical essay assignment on writing about an experience when the student learned how to do something. Have them think about something that was challenging to learn. Remind them that they can't choose the topic of learning how to ride a bicycle.
4. Students brainstorm ideas for their essays. What was a task that was challenging for them to learn to do? They should list some comparisons as they write down ideas. For example, Twain compares learning to ride the bicycle to learning to ride a horse. He calls the bicycle a "skittish colt." Have students think about what comparisons can be made when they learned how to do their new skill.
5. Explain the rubric that will be used to score the finished essay.
6. Students should select a topic and begin working on a rough draft of their essay. Rough drafts will be due the next day.

Suggested Questions:

- What was something that you learned to do that was difficult?
- What was it like to be frustrated when you couldn't get it on the first try?
- Have you ever been injured while trying to learn something new?

Learning Activity:

- Students share examples of their "points of view" passages.
- Students complete the worksheet on the examples of figurative language.
- Students brainstorm ideas for what they can write about. They need to think about skills that they have learned to do. They must choose something that was challenging! They may not choose to write about learning how to write a bicycle.

Review/Closure: Pair and share with a partner. Discuss with your partner what could be used as figurative language in the writing. Each group could talk about their topics and then give their

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partner an idea for a comparison or other use of figurative language.

Day 4: 44 minutes

Hook/Intro: Have students share their topics for their essays.

Teaching of the Concept(s):

1. Students have class time to work on writing/editing the drafts of their essays.
2. Remind students of the rubric that will be used to assess their essays.
3. Students should have the final draft of their essay ready for class reading the next day.

Suggested Questions:

- What could you make for comparisons about learning the skill?
- What types of figurative language could you use to make the reader more interested in your story?

Learning Activity:

- Students work to write/edit their autobiographical essays about learning how to do something.

Review/Closure:

- Have students share one example of figurative language that he/she has included in his/her essay.

Homework (for the unit):

- Worksheet over point of view.
- Worksheet over figurative language.
- Write an autobiographical essay about learning how to do a new task.

Strategies for Exceptional Students (for the unit):

Students could create a radio play adding sound effects to the reading of their autobiographical essay.

Students write a summative quote (similar to Twain's final line of "Taming the Bicycle") about learning the task which is the subject of his/her essay.

Students create a how-to video for learning the new skill.

Students create a music video to a song about bicycles.

Students could illustrate their learning experience in some way – drawing, photograph, collage, etc.

Students could tell their story orally instead of writing about it. This could be recorded while the student is telling about it.

Students could find quotes about learning their skill.

Suggested Follow-Up Activities (for the unit):

Students could share their essays with more readers or post it online.

Students could do a podcast of their story recording it using either GarageBand or iMovie.

Students compare the invention of the bicycle to the invention of the automobile or another type of transportation.

Students create a PowerPoint that discusses the invention of the skill that he/she wrote about. For example, the invention of waterskiing in Lake City, MN.

Students could find a picture of them doing the activity and share it with the class or attach it to their essay.

Point of View in "Taming the Bicycle"

Name: _____

Define the following points of view that can be found in literature. In the pronouns column, give examples of the types of pronouns that can be found in the literature using that type of viewpoint.

Point of View:	Definition:	Pronouns Used:
1st Person		
2nd Person		
3rd Person		
Omniscient		
Limited Omniscient		

What is the point of view that Mark Twain used when he wrote "Taming the Bicycle"?

Point of View used _____

Now, find three passages from Twain's "Taming the Bicycle" that supports your choice for the point of view. Underline the pronouns that are used.

Page # of the Passage	Passage that supports the point of view:

"Get a bicycle. You will not regret it, if you live."

Identify the following passages using the various types of figurative language. Some may be used more than once. Some may not be used at all. See the glossary in the back of your book or the posters in the front of the classroom if you need a refresher about what each type means.

alliteration	personification	metaphor	simile	onomatopoeia
allusion	hyperbole	pun	irony	paradox
imagery	assonance	parallelism	idiom	satire/sarcasm

- _____ 1. "Mine was not a full-grown bicycle, but only a colt--- a fifty-inch, with the pedals shortened up to forty-eight."
- _____ 2. "These four held the graceful cobweb upright while I climbed into the saddle;"
- _____ 3. "If personal experience can be worth anything as an education, it wouldn't seem likely that you could trip Methuselah;"
- _____ 4. "It is pulpy, and soft, and yielding, and rounded;..."
- _____ 5. "...in the dark a body might think it was an oyster in a rag."
- _____ 6. "My slow and lumbering gait filled the boy to the chin with scorn, and he sung out, 'My, but don't he rip along!'"
- _____ 7. "...then suddenly the nickel-clad horse takes the bit in its mouth and goes slanting for the curbstone..."
- _____ 8. "...your heart stands still, your breath hangs fire..."
- _____ 9. "...and you whirl your wheel AWAY from the curb instead of TOWARD it, and so you go sprawling on that granite-bound inhospitable shore."
- _____ 10. "...and skittish, like any other colt."
- _____ 11. "She (referring to the bicycle) was all right, not a scratch on her, not a timber started anywhere."
- _____ 12. "...that when I came to know these steel spider-webs I would realize that nothing but dynamite could cripple them."
- _____ 13. "Try as you may, you don't get down as you would from a horse, you get down as you would from a house afire."
- _____ 14. "But we wander from the point. However, get a teacher; it saves much time and Pond's Extract."

Autobiographical Essay:

Name: _____

**“If You Do Something Right The First Time, Then It’s Not Hard Enough”
– Danny MacAskill**

Stimulating Ideas _____ 6 pts

- presents interesting and valuable information
- maintains a clear, specific focus or purpose
- holds the reader’s attention
- describes the sequence/struggles of learning how to do something

Logical Organization

- includes a clear beginning, middle, ending
- contains specific details to support main ideas

Engaging Voice _____ 4 pts

- writes in a sincere, natural way
- shows that the writer cares about the subject
- tells the story in an engaging way

Effective Word Choices _____ 3 pts

- contains, specific, clear words
- presents an appropriate level of language for audience

Figurative Language

- uses figurative language to engage the reader
- _____ 3 pts

Effective Sentence Style and Fluency _____ 3 pts

- essay flows smoothly from sentence to sentence
- varied sentence beginnings and lengths

Conventions: Grammar/Mechanics/Usage _____ 4 pts

- follows the rules of grammar, spelling, punctuation
- follows established formatting guidelines for documentation

Point of View:

- student writes in first person point of view about an experience when he/she learned how to do a task/skill
- _____ 2 pts

Total Points _____ 25 pts

**Story is shared with two classmates and with Mrs. Mehus
using GoogleDocs or Schoology** _____ 2 pts

Total Points: _____ 27 pts

Comments: