

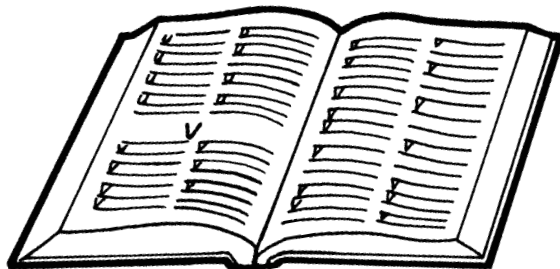
Table of Contents

Introduction	3
Sample Lesson Plans	4
Pre-reading Activities	5
About the Author	6
Chronological List of Works by Mark Twain	7
Book Summary	8
Vocabulary Lists	9
Vocabulary Activity Ideas	10
Section I (Chapters 1–8)	11
<i>Quiz Time—Create an 1800s Town—Old-Fashioned Fashions—Southern Dialect—Map of Missouri—The Mississippi River</i>	
Section II (Chapters 9–15)	17
<i>Quiz Time—Real Women in Mark Twain’s Life—Home Remedies—Changing Roles for Men and Women</i>	
Section III (Chapters 16–22)	21
<i>Quiz Time—Pirates—Use Your Senses</i>	
Section IV (Chapters 23–30)	25
<i>Quiz Time—Staging the Scene—Creating a Courtroom—Historical Newspaper</i>	
Section V (Chapters 31–36)	29
<i>Quiz Time—Cave Exploration—Money, Maps, and Measurements—Your Financial Future</i>	
Post-reading Activities	34
<i>Any Questions?—Book Report Ideas—Research Ideas</i>	
Culminating Activity	37
<i>Southern Day—Invitation—Southern Cooking—Southern Music</i>	
Test Options	42
<i>Objective and Essay Test—Interpreting Quotations</i>	
Answer Key	45

Vocabulary Activity Ideas

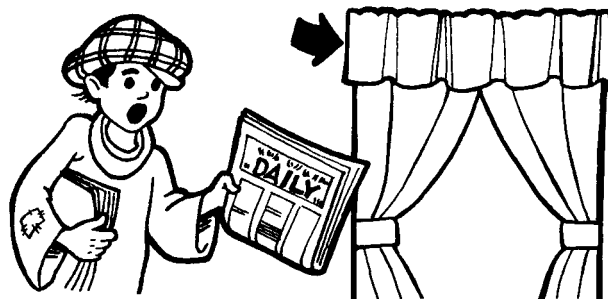
After reading the vocabulary list, you know that Twain's language usage was colorful and will be, at times, an exciting challenge for students. Try some of the following ideas to introduce new vocabulary.

1. Play "Dictionary Race." Write new words on word cards or cut poster board into appropriately sized cards. Give each student a dictionary. Hold up one word at a time for students and let them race to find it in the dictionary. The first student to find the word needs to correctly state the page number on which he or she found it in order to earn a point. Then give every student time to find the correct page and to copy the definitions onto index cards or writing paper. Make sure everyone is finished before you continue on to the next word. The student with the most points at the end of the game wins.



2. Play "Context Clues." Group the students and then give them a work sheet with sentences that provide context clues for their vocabulary words. List four definitions for the vocabulary word below each sentence. Let students guess the correct definition. Students can correct their own work by taking turns looking up the word definitions. Each student who guesses correctly gets a point. The student (or students) with the most points at the end of the game wins.
3. Give students blank word search and crossword puzzle sheets. Students can create clues by writing definitions for the words needed to complete the puzzles.
4. Use index cards to play a matching game. Ask students to put their new words on one set of cards and definitions on another set. Ask students to spread the cards out facedown—word set on one side, definition on the other. Tell students the object of the game is to match the words with definitions. Each time students make a match, they keep the pair of cards. The students who have the most cards at the end of the game win.

5. Create pictorial dictionaries. Provide students with decorative covers. Ask them to write the words and definitions in their books and then either cut out or draw pictures to illustrate as many of the entries as possible.



Urchin

Valance

6. Play "Charades" with the new words. Divide the class into two teams. Have students take turns acting out definitions.
7. Group students and direct them to write short plays using the vocabulary words. Tape the plays and show them on a review day.

Real Women in Mark Twain's Life

The women who surrounded Mark Twain played important roles in his personal life as well as in his works. Read the following information about these women. After reading, answer the questions below.

Olivia Langdon Clemens

Olivia was Twain's beloved wife and the editor of most of his works. She died before her husband, which greatly saddened him. In fact, he proclaimed that he hated the human race after her death.



Jane Clemens

Jane was Samuel Clemens' mother. She was unpredictable, fun loving, and noted for her sense of humor.



Mary Fairbanks

A very influential non-family member, she and Twain met aboard the steamboat *Quaker City*. Twain viewed Fairbanks as a close friend, editor, and mother figure.

Susy Clemens

Susy was Twain's oldest daughter and his favorite. Twain listened carefully to her suggestions and ideas. She helped him take his work in a more serious direction. At the age of 23, she died from meningitis, devastating her father.



Jean Clemens

She was the youngest of the Twain children and an invalid. Like the other daughters, she listened to her father's works, but she and her father did not seem to bond as he had with his oldest daughter. Jean died in 1910.



Clara Clemens

Clara was the Twains' middle daughter. After her mother and elder sister had died, Clara was expected to become caretaker to both her father and her younger sister. Exhausted at age 35, she gave up that role. She married and moved to Europe, leaving her father and sister to take care of themselves. She later worked, however, to preserve Twain's image.



Questions

1. On which women do you believe the characters of Aunt Polly and Becky are based? Why?
2. Toward the end of his life, Mark Twain's writings became dark and angry. What life events related to these women may have influenced his somber writings?
3. Which woman do you think was most influential in encouraging Twain's sense of humor? Why?