



Literacy Design
Collaborative

Jumping Frog of Calaveras County

by Eleanor Dougherty, Terry Roberts, Laura Billings, Melissa Hedt, and Brooke Mabry

In this module middle school students analyze a famous work by Mark Twain to determine if it is a satire or humorous work. It focuses on elements of RL8.3 and 6. This module works well with a unit on genres or American literature. It offers an opportunity teach thinking about content, putting that thinking into writing, and applying writing skills and conventions.

GRADES

8

DISCIPLINE

 ELA

COURSE

 ELA – study of
literature

Section 1: What Task?

Teaching Task

Task Template 6 - Argumentation

Is Mark Twain's story of a jumping frog satire or only humorous? After reading The Jumping Frog of Calaveras County, write essay in which you discuss "satire" and "humor" and evaluate whether Twain's writing was satire or humor. Support your position with evidence from the text(s).

Common Core State Standards

Reading Standards for Literature

RL.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	
RL.8.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	
RL.8.3	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.	Focus
RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	
RL.8.6	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	Focus
RL.8.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6—8 text complexity band independently and proficiently.	

Writing Standards

- W.8.1** Write arguments to support claims with clear reasons and relevant evidence.
- W.8.1.e** Provide a concluding statement or section that follows from and supports the argument presented.
 - W.8.1.d** Establish and maintain a formal style.
 - W.8.1.c** Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
 - W.8.1.b** Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
 - W.8.1.a** Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- W.8.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W.8.5** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- W.8.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.8.9.b** Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").
 - W.8.9.a** Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").
- W.8.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Additional Standards

No standards selected

Texts

🔗 **Mark Twain, The Jumping Frog of Calaveras County**

🔗 **Teacher Reference/Support**

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LDC Student Work Rubric - Argumentation

	Not Yet	Approaches Expectations	Meets Expectations	Advanced
	1	2	3	4
Focus	Attempts to address prompt, but lacks focus or is off-task.	Addresses prompt appropriately and establishes a position, but focus is uneven. D: Addresses additional demands superficially.	Addresses prompt appropriately and maintains a clear, steady focus. Provides a generally convincing position. D: Addresses additional demands sufficiently	Addresses all aspects of prompt appropriately with a consistently strong focus and convincing position. D: Addresses additional demands with thoroughness and makes a connection to claim.
Controlling Idea	Attempts to establish a claim, but lacks a clear purpose.	Establishes a claim.	Establishes a credible claim.	Establishes and maintains a substantive and credible claim or proposal.
Reading/Research	Attempts to reference reading materials to develop response, but lacks connections or relevance to the purpose of the prompt.	Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness.	Accurately presents details from reading materials relevant to the purpose of the prompt to develop argument or claim.	Accurately and effectively presents important details from reading materials to develop argument or claim.
Development	Attempts to provide details in response to the prompt, but lacks sufficient development or relevance to the purpose of the prompt.	Presents appropriate details to support and develop the focus, controlling idea, or claim, with minor lapses in the reasoning, examples, or explanations.	Presents appropriate and sufficient details to support and develop the focus, controlling idea, or claim.	Presents thorough and detailed information to effectively support and develop the focus, controlling idea, or claim.
Organization	Attempts to organize ideas, but lacks control of structure.	Uses an appropriate organizational structure for development of reasoning and logic, with minor lapses in structure and/or coherence.	Maintains an appropriate organizational structure to address specific requirements of the prompt. Structure reveals the reasoning and logic of the argument.	Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt. Structure enhances development of the reasoning and logic of the argument.
Conventions	Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, and mechanics. Sources are used without citation.	Demonstrates an uneven command of standard English conventions and cohesion. Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently cites sources.	Demonstrates a command of standard English conventions and cohesion, with few errors. Response includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt. Cites sources using appropriate format with only minor errors.	Demonstrates and maintains a well-developed command of standard English conventions and cohesion, with few errors. Response includes language and tone consistently appropriate to the audience, purpose, and specific requirements of the prompt. Consistently cites sources using appropriate format.
Content Understanding	Attempts to include disciplinary content in argument, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.	Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.	Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.	Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.

Background for Students

This short story, written in 1867, made Mark Twain famous. He went on to write serious and humorous works to become one of the most read and highly regarded American authors. As you read, think about why people responded to this story's humor and message. You will see that Twain uses language in a variety of ways to challenge your thinking reading skills.

Extension

Read and/or view other satirical and humorous works and hold a forum for students and community members to discuss whether there is a distinction between what is acceptable and those that “go too far.”

Section 2: What Skills?

Preparing for the Task

BRIDGING CONVERSATION > TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.

TASK AND RUBRIC ANALYSIS > TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.

Reading Process

ACTIVE READING > ESSENTIAL VOCABULARY: Ability to identify and master terms essential to understanding a text.

ACTIVE READING > QUESTIONING: Ability to identify the central point and main supporting elements of a text.

ACTIVE READING > ANALYTIC READING : Ability to analyze text for demands set in the prompt.

ACTIVE READING > NOTE-TAKING: Ability to select important facts and passages for use in one's own writing.

Transition to Writing

BRIDGING CONVERSATION > IDENTIFYING SIGNIFICANT ELEMENTS: Ability to begin linking reading results to writing task.

Writing Process

DEVELOPMENT > INTRODUCTORY PARAGRAPH: Ability to establish a claim and consolidate information relevant to task.

PLANNING > PLANNING THE WRITING: Ability to develop a line of thought and text structure appropriate to an argumentation task.

DEVELOPMENT > BODY PARAGRAPHS: Ability to construct an initial draft with an emerging line of thought and structure.

REVISION, EDITING, AND COMPLETION > REVISION: Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.

REVISION, EDITING, AND COMPLETION > EDITING: Ability to proofread and format a piece to make it more effective.

REVISION, EDITING, AND COMPLETION > FINAL DRAFT: Ability to submit final piece that meets expectations.

Section 3: What Instruction?

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
Preparing for the Task				
20 mins	BRIDGING CONVERSATION > TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.	SHORT RESPONSE WITH BULLETS <i>In small groups, discuss and write a definition for “genre,” “humor,” and “satire.” What are the elements of each type of genre? What are the differences between a satire and a humorous work?</i>	<i>Groups answer questions with credible responses and produce a credible definition for each term.</i>	<ul style="list-style-type: none"> • Link this task to earlier class content. If this is new content, spend time to ensure students understand features of satire and humor. • Post elements of satire and humor for future reference. • Discuss and post the difference between a satire and a humorous work.
20 mins	TASK AND RUBRIC ANALYSIS > TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.	BULLETS <i>List three to five important features of a good response to this prompt?</i>	<i>Response is credible and demonstrates a good understanding of task.</i>	<ul style="list-style-type: none"> • Identify or invite students to identify key features of examples. • Read and discuss rubric and RL8.6 to clarify expectations. • Create a classroom list: Choose one student to share a few ideas on the board, and ask others to add to it. • Clarify timetable and support plans for the task
Reading Process				
10 mins	ACTIVE READING > ESSENTIAL VOCABULARY: Ability to identify and master terms essential to understanding a text.	VOCABULARY LIST-ONGOING <i>In your notebook, list and define</i> <i>1. Language used to talk about “satire” and “humor”</i> <i>2. Frame-tale</i> <i>2. Words and phrases you don't understand or would like to use yourself in the right context. Add definitions, and (if appropriate) notes on connotation in this context.</i>	<i>Provides items and defines accurately.</i>	<ul style="list-style-type: none"> • Post vocabulary items for “talking about satire” for use in discussion and writing: e.g. irony, derision, wit, sarcasm, caustic • Discuss “frame-tale” or a tale within a tale structure • Share definitions of terms that others overlooked or misunderstood.

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
1 hr and 30 mins	ACTIVE READING > QUESTIONING: Ability to identify the central point and main supporting elements of a text.	TEXT OUTLINE <i>Outline Twain's story by paraphrasing in one or two sentences each paragraph.</i>	<ul style="list-style-type: none"> Outline accurately traces Twain's story-line. <p><i>Note: After scoring, provide direct instruction or guide a close reading if needed to work through text so that all students understand the story line.</i></p>	<ul style="list-style-type: none"> Students should quietly read through the text first, without your questioning. Tell them it is hard reading but to try to get the "gist" of the story. Listen to an audio version to note the "sound" of the story and the narrator's voice. Have students number each paragraph for future reference during analytical reading. Students might work in pairs to unravel each paragraph and write outline. Provide an outline template, if necessary. Use an informal method.
1 hr and 30 mins	ACTIVE READING: ANALYTIC READING: Ability to analyze text for demands set in the prompt.	SHORT RESPONSE TO EACH QUESTION <i>What is Mark Twain trying to accomplish? Which parts of the text show you that?</i>	Responses to questions are credible and on task.	<ul style="list-style-type: none"> Before they answer mini-task, lead students through text using questions that will enable them to respond. See resources for sample text-based questions in Appendix. Invite students to discuss Twain's intent and purpose. Emphasize the role of satire as a means of exposing folly or vice.
Additional Attachments: 				
1 hr and 30 mins	ACTIVE READING > NOTE-TAKING: Ability to select important facts and passages for use in one's own writing.	NOTES <i>Identify at least five ways in which Twain "creates" satire by listing examples from his text, such as his specific use of words and phrasing. Explain the effect each one has on the reader and why.</i>	<ul style="list-style-type: none"> Identifies relevant elements. Includes information to support accurate citation (for example, page numbers for a long text, clear indication when quoting directly). 	<ul style="list-style-type: none"> Provide a template. (See Appendix) Work with whole class on one or two examples. Note samples from students' notes so all can refer to selections.
Additional Attachments: 				
Transition to Writing				

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
30 mins	BRIDGING CONVERSATION > IDENTIFYING SIGNIFICANT ELEMENTS: Ability to begin linking reading results to writing task.	GROUP DISCUSSION <i>Participate in a discussion that links what you've read to your writing task.</i> <i>Set a "writing goal" for this composition.</i>	No scoring	<ul style="list-style-type: none"> Whole and small group discussion-based strategies to review the task. Discussion using prompt question: Satire or humor? Post a list of possible writing goals: SAMPLE Writing Goals: I will work to improve: <ul style="list-style-type: none"> Provide better evidence. Use words and phrases like "according to" or "because" to link ideas. Use more complex sentences. Catch and correct run-on sentences.
Writing Process				
50 mins	DEVELOPMENT > INTRODUCTORY PARAGRAPH: Ability to establish a claim and consolidate information relevant to task.	OPENING PARAGRAPH <i>Write an opening paragraph that includes a claim and your purpose for the composition. Strive for a lead-in to help the reader establish a context for your essay.</i>	<ul style="list-style-type: none"> Writes an acceptable draft opening paragraph. Establishes a claim. Identifies key points that support development of the controlling idea. 	<ul style="list-style-type: none"> Review the role of an opening paragraph. Discuss the difference between "formal" and "informal" language using Twain's text. Offer several examples of opening paragraphs. Have students review their openings in small groups or pairs and work together to make them clearer or stronger – use rubric.
50 mins	PLANNING > PLANNING THE WRITING: Ability to develop a line of thought and text structure appropriate to an argumentation task.	OUTLINE <i>Create an outline for the developmental component of your essay based on your notes and opening paragraph; sequence the reasons for your position. Be sure to address all elements of the prompt and refer to examples or other "evidence" from the text.</i>	<ul style="list-style-type: none"> Creates an outline or organizer. States a controlling idea. Informs the reader of purpose for essay. 	<ul style="list-style-type: none"> Provide and teach one or more examples of outlines or organizers. Invite students to generate questions in pairs about how the format works, and then take and answer questions.
1 hr and 30 mins	DEVELOPMENT > BODY PARAGRAPHS: Ability to construct an initial draft with an emerging line of thought and structure.	INITIAL DRAFT <i>Write an initial draft complete with opening, development, and closing; insert and cite textual evidence.</i>	<ul style="list-style-type: none"> Provides complete draft with all parts. Supports the opening in the later sections with evidence and citations. 	<ul style="list-style-type: none"> Have partner students score this mini-task Encourage students to re-read prompt partway through writing, to check that they are on-track. Students should refer to their outlines. Focus on structure and flow of ideas about the text.

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
1 hr and 30 mins	REVISION, EDITING, AND COMPLETION > REVISION: Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.	REVISION <i>Refine composition's analysis, logic, and organization of ideas/points. Use textual evidence carefully, with accurate citations. Decide what to include and what not to include.</i>	<ul style="list-style-type: none"> Provides complete draft with all parts. Supports the opening in the later sections with evidence and citations. Improves earlier edition. 	<ul style="list-style-type: none"> Continue to have partner students score drafts. Teachers score/give feedback on the final draft before editing. Model useful feedback that balances support for strengths and clarity about weaknesses. Assign students to provide each other with feedback on those issues. Create a "writer's corner" where you and/or students can conference on revising problem areas in their compositions.
50 mins	REVISION, EDITING, AND COMPLETION > EDITING: Ability to proofread and format a piece to make it more effective.	CORRECT DRAFT <i>Revise draft to have sound spelling, capitalization, punctuation and grammar. Adjust formatting as needed to provide clear, appealing text.</i>	<ul style="list-style-type: none"> Provides draft free from distracting surface errors. Uses format that supports purpose. 	<ul style="list-style-type: none"> Post "must have" grammatical items – see grade level Language standards. Use error analysis to alert students to errors by placing a check mark at the end of lines where there is an error. Put one check for each error on a line. Let students see if they can find and correct the error/s. Assign students to proofread each other's texts a second time.
50 mins	REVISION, EDITING, AND COMPLETION > FINAL DRAFT: Ability to submit final piece that meets expectations.	FINAL PIECE <i>Turn in your complete set of drafts, plus the final version of your piece.</i>	<i>Fits the "Meets Expectations" category in the rubric for the teaching task.</i>	<ul style="list-style-type: none"> Have students score their own work. Conference with each student to agree on a final score and grade. Have students reflect on meeting their writing goal.

Instructional Resources

No resources specified

Section 4: What Results?

Student Work Samples

No resources specified

Teacher Reflection

Not provided