



The Mark Twain House & Museum

LESSON: *Twain's Travels*

Length: 40 - 50 minutes

Materials: copies of “The Adventures of Mark Twain” biography, large U.S. and/or world map, map markers (star stickers, arrow-shaped post-it notes, etc.), string and tape

Objectives:

- Map Twain’s travels by locating cities, states and countries on U.S. or world maps.
- Analyze the kinds of terrain, cultures, foods, etc. Twain would have encountered in his travels.
- Gain an understanding of how an author’s experiences inform his/her writings.

Procedure:

After reading “The Adventures of Mark Twain” with the students, have them go through the text and circle all the names of states and countries. Cities can be circled if the map shows cities. (If you have used the biography for a previous lesson, have students use pens or colored pencils to circle the names of places.)

1. Make a list of their findings on the board, eliminating duplicates.



2. Map Twain’s travels. Select students to go to the map and place a star (or some kind of marker) on each state or country in the list. Have the first student mark Hartford, CT. to gain a sense of distance for the rest of the list.

Mapping notes:

- Hannibal, Missouri is north of St. Louis along the Mississippi River.
- Florida, Missouri is 35 miles southwest of Hannibal.
- Virginia City is just northeast of Carson City, Nevada

3. Once the markers are in place, use string to connect the markers. You may want to use different colored strings for Twain’s different trips.

Trip 1: (on U.S. map) Florida, MO to Hannibal to St. Louis to New Orleans and back

Trip 2: Missouri to Carson City to Virginia City, Nevada to San Francisco to Hawaii (After Hawaii, Twain returned to California and then went to New York). To get there, he took a boat to Nicaragua, rode a donkey through the jungle, then, having reached the eastern coast, boarded another ship to New York City.)

Trip 3: Overseas tour: New York to Spain to France to Italy to Greece to Russia to Middle East then back to New York

Trip 4: Round-the-world trip: Canada to Fiji Islands to Australia to New Zealand to India to South Africa to England to New York City.





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LESSON:
Twain's Travels, cont'd.

4. Once mapped, discuss with students how these travels may have effected Twain and his writing. What would he have seen? What kind of people would he have met? What kind of animals, terrain, food or climates would he have encountered? What were the different modes of travel he might have used (stagecoach, railroad, steamboat)? You may want to refer to the books listed on the Lesson Preview Sheet.
5. *Conclusion:* Discuss with students why people travel. Who in the class has traveled and to where? What did they learn? Did they buy souvenirs? Twain bought “souvenirs” from around the world. What kind of things do you think he would buy from different countries? (vases, statutes, paintings, furniture, rugs). When touring the house, see if you can find any objects that he may have collected while on his travels.
6. If not used in a previous lesson, copies of the matching game, What's In a Name? (enclosed with lesson 1) can be distributed and completed. Review answers and reinforce the idea that a writer's ideas come from what he/she experiences.

Homework Assignment:



Have students write a short essay about a trip they took. They should include where they went, what they saw, what unusual things, food or people they encountered. Students could also bring in photos or souvenirs acquired from their trip to talk about what those souvenirs represent, how they help people recall their trip and where students keep them in their homes. Reinforce that they should look for evidence of Twain's travels as they go through the house.