

Adventures of Huckleberry Finn
“It’s lovely to live on a raft.” – H. Finn
11th grade – American Literature

Text: Adventures of Huckleberry Finn

Goal: To allow students to showcase their understanding of Adventures of Huckleberry Finn

Specific: Students will choose, after class discussion, the ten most important adventures of the book and place them in a timeline along the Mississippi River

Time Frame: 4-5 class days (on a six class day excluding zero hour)

Materials: Teacher will provide:

- Construction paper
- Scissors, glue
- Blue paper for the river (bulletin board paper works well)
- Various craft materials such as cotton balls, popsicle sticks, markers, colored pencils

Background: This project is intended as a culminating activity for Adventures of Huckleberry Finn. Students will discuss and choose the ten most important ‘adventures’ in the book for Huck Finn according to lessons or morals learned. Journal accounts of the ‘adventures’ will be in their own words. The cooperative learning mirrors the lessons Huck learned in dealing with people.

Literary/Language

Arts Focus: Synthesis of book, critical listening, group discussion, using vocabulary in context, critical reasoning skills.

State Standards: CA1, CA2, CA4, CA5, CA6, CA7
1.5, 1.8, 2.1, 2.2, 2.3, 2.5, 4.3

Curriculum

Connections: History (slavery and abolitionism), art, drawing.

Vocabulary: Students should use vocabulary words assigned during the reading of the book.

Objectives: Students will:

- List adventures
- Discuss merits/lessons of each adventures
- Choose ten most important adventures
- Create visuals for each adventure
- Write a paragraph for each adventure, each with a quote from the book
- Place adventures in order
- Create a timeline, using the Mississippi River as a focal point, and place the visuals for each adventure in order on the time line

Related Twain

Quotes/Stories: “A book of mine where a sound heart and a deformed conscience come into collision and conscience suffers defeat.” – Mark Twain

The Lesson

After reading the book, Adventures of Huckleberry Finn, students will engage in a cooperative learning activity designed to facilitate their understanding of Huck’s lessons.

Day One:

Teacher will instruct the students in the culminating activity. A Project Supervisor, a River Navigator, and a Journalist are needed. All are subject to the teacher’s approval. Teams of 2-3 students are needed to construct visuals for each adventure selected.

The Project Supervisor needs to be a student who projects leadership and can visualize the final product. The Project Supervisor leads the class discussion in choosing the events for the timeline, for assigning each event to a team of 2-3 students, for checking the progress of each team, and for giving the finished and approved visuals to the River Navigator.

The River Navigator is responsible for creating the river and posting it on the wall (or approved space). The River Navigator then places the visuals in the correct places. The River Navigator is also responsible for labeling the project and the rivers (Mississippi and Ohio).

The Journalist is responsible for writing a ‘blurb’ – 2-3 sentences about each adventure. Each ‘blurb’ must briefly describe the ‘adventure’ and the lesson(s) Huck learned as well as contain a quote from the book.

To complete the river scenes, additional trees, foliage, floating debris, islands, etc. can be assigned to the students. For best results, each student should be assigned at least one tree to make.

Discussion can begin on choosing the events to be placed on the timeline.

Questions to aid in discussion/choice of adventures:

- What impact does this adventure have on Huck/Jim/the novel as a whole?
- How does this adventure lead into the next adventure?
- Does this adventure demonstrate the moral growth of Huck?
- What lessons are to be learned by the reader as well as Huck from this adventure?

Day Two:

Continue discussion of events and narrow down to ten (or specified number).

Project Supervisor assigns the events to the student teams. Teams begin work on the visuals.

River Navigator begins creation of the river and the letters for labeling.

Journalist begins writing blurbs for each event.

Day Three:

Project Supervisor checks on progress of River Navigator, Journalist, and teams.

Work continues on the visuals. Project Supervisor, River Navigator, and Journalist can work together to put up the river(s) and the labels.

Day Four:

Begin to add events to the river. Continue adding extra trees etc. to round out the river view.

Day Five:

Finish timeline.

Teacher will hold discussion of the project.

- ✓ Overall, how did the students think the project worked?
- ✓ Did the students work well together?
- ✓ How were the jobs of Project Supervisor, River Navigator, and Journalist received and perceived by the students?
- ✓ As the students followed Huck down the river with their visuals, did they gain any additional insights about the people, about Huck, about Jim?
- ✓ How do the students feel about their project?
- ✓ How did the students decide on the events they included? What were their criteria?

Assessment

The teacher has several choices for assessment.

Individual Assessment

Each student is evaluated by the teacher on participation in discussions, willingness to work in small groups, timely completion of assigned components, and deference shown to peer leaders. Individual evaluation can also include a short answer on the adventure the student worked on and how the lessons learned by Huck can be applied to real life.

Group Assessment (Participation)

A participation grade can be given for each student for the project based on the student's willingness to discuss, choose, work, and label various components of the time line.

Individual Assessment and Group Assessment (Participation)

The teacher can decide to assign points based on a combination of individual and group participation.

Culminating Project for Adventures of Huckleberry Finn

Student Name: _____

Student:

- ✓ Participated in class discussions _____/10
- ✓ Heeded advice of Project Supervisor _____/10
- ✓ Finished assignment on time _____/10

Written assessment of assigned adventures—

Student:

- ✓ Identified the adventure
- ✓ Discussed moral growth of character
- ✓ Applied lesson learned to real life
- ✓ Used proper spelling, punctuation, and grammar _____/30

TOTAL: _____/60

Culminating Project for Adventures of Huckleberry Finn

Student Name: _____

Assessment for Project Supervisor
River Navigator
Journalist

Student:

- ✓ Demonstrated understanding of supervisory duties
- ✓ Worked cooperatively with students
- ✓ Participated in class discussions
- ✓ Reported to teacher in a courteous manner
- ✓ Encouraged peers to do their best work
- ✓ Contributed to the time line with scenery of his/her own _____/30
- ✓ Wrote an assessment of one of the adventures using proper spelling, grammar, and punctuation _____/30

TOTAL: _____/60

Examples of student work:

