

Mark Twain Boyhood Home & Museum

Lesson Plan for *Huckleberry Finn*

Created by: Kirsten Bredensteiner, Jill Deardorff, and Tim Milonas
School: Fort Zumwalt School District, O'Fallon, MO
July 21, 2014 . Summer Teachers Workshop
Hannibal, Missouri

“Words of Wisdom from *Huckleberry Finn*”

LESSON PLAN for <i>Huckleberry Finn</i>	
Concept or Topic: Societal Views of Slavery in the novel, <i>Adventures of Huckleberry Finn</i> .	Suggested Grade Level: 6-8 (can be modified for other levels)
Subject: Literature/Social Studies/American History	Suggested Time Frame: 2-3 Days. Ongoing - during the time the book is read (2 weeks)
Objective(s): <ol style="list-style-type: none">1. Students will be able to describe society's attitudes regarding slavery in <i>Adventures of Huckleberry Finn</i> novel and apply it to their writing. (essay using scoring guide with 66% accuracy)2. Students will be able to explain their personal experiences/feelings when faced with a difficult decision. (1 experience with 2 details) assessment question.3. Students will be able to contrast Huck's view of slavery from society's views in <i>Adventures of Huckleberry Finn</i> with supporting details, referencing Twain's historical context from a 2 part question scoring a minimum of 2/3 on the scoring guide.(see below)	
State Standards: Common Core Standards . Grade 7 . Literature <ol style="list-style-type: none">1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.9. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects <ol style="list-style-type: none">6. 122. Write informative/explanatory texts, including the narration of historical events, scientific	

LESSON PLAN for *Huckleberry Finn*

procedures/ experiments, or technical processes.

Common Core . Grade 7 . Language

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

Assessment Options:

A student driven cooperation assessment will be their numbered heads together. They will all be answering each question individually and discussing it as a cooperative group.

The Students will be given 2 Essay Questions to answer during the lesson.
(see below)

Vocabulary:

The Teacher will show pictures of Primary/Secondary Sources and the students will determine the differences.

The Vocabulary chosen to examine from the text will be given to them with the correct definitions. The Teacher will read the word and the definition (students will have a copy of the words and definitions). They will then discuss the meaning of each word as a class. The students will be asked to summarize the definition in their own words.

Wigwam- A round tent that was used in the past by Native Americans as a house or shelter.

Scoundrels- A person (especially a man) who is cruel or dishonest.

Slavery- The state of being a slave: the practice of owning slaves: submission to a dominating influence.

Despise- To dislike (something or someone) very much.

Providence- Divine guidance or care: *capitalized*: God conceived as the power sustaining and guiding human destiny.

Handbill- A small printed advertisement or announcement that is given out to many people by hand.

Rascality- The quality or state of being rascally, or a rascal; mean trickishness or dishonesty; base fraud.

Betwixt- In the space which separates; between.

Smallpox- A contagious, constitutional, febrile disease characterized by a peculiar

LESSON PLAN for *Huckleberry Finn*

eruption; variola. The cutaneous eruption is at first a collection of papules which become vesicles (first flat, subsequently umbilicated) and then pustules, and finally thick crusts which slough after a certain time, often leaving a pit, or scar.

Ornery- low or vile: inferior or common; ordinary.

Notion- Mental apprehension of whatever may be known or imagined; an idea; a conception; more properly, a general or universal conception, as distinguishable or definable by marks or notæ.

Subject Area Integration:

- Language arts
- History/social studies

Background Information:

Possible tools:

- Previous lesson on slavery with Nebuchadnezzar and the Hebrews:
- http://www.bible-history.com/map_babylonian_captivity/map_of_the_deportation_of_judah_jewish_encyclopedia.html
- Previous Lesson on the Spartan Helots.
- <http://www.livius.org/concept/helot/>
- Opinion Essay completion taught in previous lesson, Pericles and the Peloponnesian War. Should Pericles have asked to use the funds from the Delian League to rebuild and beautify Athens?+
- Essay consists of an opening, example, at least 2 details, and a closing.

Materials:

- Excerpt from *Adventures of Huckleberry Finn* (p. 268-270 *Adventures of Huckleberry Finn*)
- Picture of The Duke and The Slave Reward Flyer (p.175 *Adventures of Huckleberry Finn*)
- Picture of Slave Auction Flyer, google images
https://www.google.com/search?q=Slave+Auction&source=lnms&tbm=isch&sa=X&ei=OffPU4TSDsipyASzm4KQAg&ved=0CAYQ_AUoAQ&biw=1366&bih=622
- Picture of Slave Auction, google images
https://www.google.com/search?q=Slave+Auction&source=lnms&tbm=isch&sa=X&ei=OffPU4TSDsipyASzm4KQAg&ved=0CAYQ_AUoAQ&biw=1366&bih=622
- Picture of Huckleberry Finn and Jim resting (p. 92 *Adventures of Huckleberry Finn*)
- Picture of Jim and Huckleberry conversing while smoking (p.96 *Adventures of Huckleberry Finn*)

LESSON PLAN for *Huckleberry Finn*

- Picture of Jim with his arms around Tom Sawyer and Huckleberry Finn (p. 360 *Adventures of Huckleberry Finn*)
- You Tube Video Clip, <http://www.youtube.com/watch?v=ajTrAsVE3S4>
- Worksheet containing 3 questions (see below)
- Text of *Adventures of Huckleberry Finn*
- Worksheet containing Prediction Question (see below)
- Worksheet containing Assessment Question (see below)
- Scoring Guide for Assessment Essay Question (see below)

Technology:

Website Links are included in Lesson Plan.

Related Twain Quotes/Passages:

2 Mark Twain Quotes will be used in this lesson:

Whenever you find yourself on the side of the majority, it is time to pause and reflect.
-Mark Twain

<http://www.goodreads.com/quotes/tag/mark-twain>

The skin of every human being contains a slave.
-Mark Twain - Notebook, 1904

<http://www.goodreads.com/quotes/tag/mark-twain>

Lesson Sequence:

Hook/Intro:

- Ask students to recall the lesson on slavery with the Helots and the Spartans in Greece and the Captivity of the Babylonians and King Nebuchadnezzar. They will brainstorm how feeling inferior applies to their lives; share and discuss. (10 minutes)
- The students will be put in Cooperative Learning Groups of 4. All students will be given a white board (a piece of paper will work, too) and a dry erase marker for their answers. This strategy is called numbered heads together.
- The teacher will project the 1st of 6 pictures on the Smartboard. The students will be given the same 3 questions to answer for each picture. (see 3 questions below) After each picture is shown, all students will write their answers on the board (or notebook paper) and when everyone is finished they will show their answers and discuss among their group. This will be repeated 5 more times until all 6 pictures have been shown. (40-50 min.)
- After each set of questions are discussed for each picture, the Teacher will pick one group to share all their generated responses. (This will be done for each picture) (10-15 min).

LESSON PLAN for *Huckleberry Finn*

- Read *Adventures of Huckleberry Finn* excerpt (see below). Ask the same 3 questions as in the pictures. Discuss. (30-40 min. modify as needed)
- After the close read and discussion of the 3 questions, the students will be given a prediction writing prompt. (see below) (15 min. modify as needed)
- The teacher will call on a few students to share their point of view. (5-10 min.)
- Show the You Tube video, Huck Finn Rap. (3.46 min) (website link listed under materials)
- The students will be given 2 quotes (primary source) from Mark Twain. They will be put back into their cooperative groups of 4 to interpret the author's meaning.
- Assessment Essay Question will be given. (30 min.) (see below)
- We will then begin to read this book during the next two weeks. They are to be paying attention to sayings from the book as they read to determine Twain's underlying message about how you believe he views slavery. (30-40 min. per day)(modify as needed)
- While reading the book, every couple of days we will discuss the opinions and points of view of students.

Review/Closure:

- We will revisit Huck's choice to deliver the letter and turn Jim in, or help Jim escape. We will discuss if the students are surprised by his decision and why?
- We will also compare Huck's decision with today's society, and a stolen piece of property owned by the students. (iPhone, Jewelry, or Lunch Food) The students can decide and debate what is acceptable to them and society.

Homework: N/A

Strategies for Exceptional Students:

- Multiple Intelligences- Picture Handouts (below) White Boards and Markers
- Special Education Students: Modify Essay questions
- Pre-Chosen Partners
- Pre-teach Vocabulary
- Use of visuals and primary sources.
- Multimedia (video clip)
- Direct instruction (Teacher and peer discussion/questions)

Suggested Follow-Up Activities:

- Field Trip-Take a Riverboat cruise on the Mississippi River in St. Louis
- Watch the Disney Movie version of Huck Finn to compare to the book

Prediction Essay Question: What do you think Huckleberry Finn will do with the letter? Why?

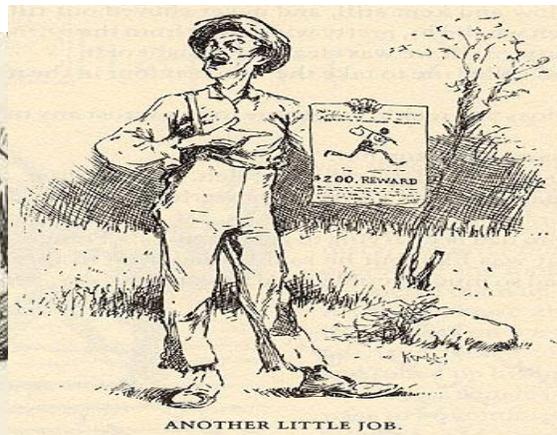
Assessment Essay Question: What did society expect Huck to do with Jim? Have you ever been faced with a difficult situation that went against society/peers/parents? What did you decide to do? And give 2 reasons why.

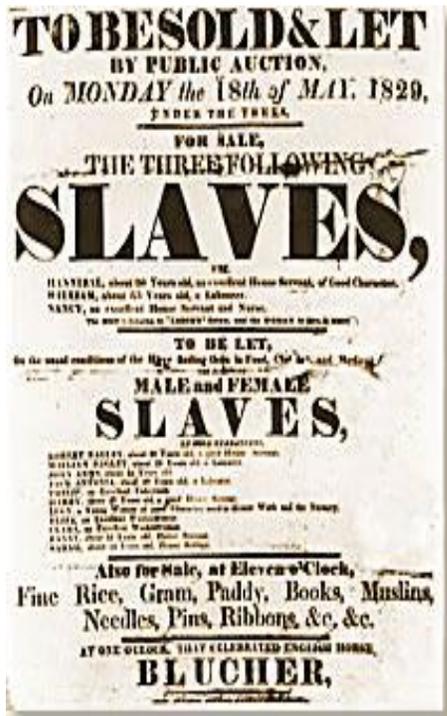
3 Picture Question:

How does Society view slavery in this picture?

What feelings/attitudes might this person be expressing in this picture?

What point of view is the author trying to get across to the viewer?





EXCERPT FROM MARK TWAIN'S ADVENTURES OF HUCKLEBERRY FINN

"But it IS, though -- straight as a string. I see the handbill myself. It tells all about him, to a dot -- paints him like a picture, and tells the plantation he's frum, below NewrLEANS. No-sirree-BOB, they ain't no trouble 'bout THAT speculation, you bet you. Say, gimme a chaw tobacker, won't ye?"

I didn't have none, so he left. I went to the raft, and set down in the wigwam to think. But I couldn't come to nothing. I thought till I wore my head sore, but I couldn't see no way out of the trouble. After all this long journey, and after all we'd done for them scoundrels, here it was all come to nothing, everything all busted up and ruined, because they could have the heart to serve Jim such a trick as that, and make him a slave again all his life, and amongst strangers, too, for forty dirty dollars.

Once I said to myself it would be a thousand times better for Jim to be a slave at home where his family was, as long as he'd GOT to be a slave, and so I'd better write a letter to Tom Sawyer and tell him to tell Miss Watson where he was. But I soon give up that notion for two things: she'd be mad and disgusted at his rascality and ungratefulness for leaving her, and so she'd sell him straight down the river again; and if she didn't, everybody naturally despises an ungrateful nigger, and they'd make Jim feel it all the time, and so he'd feel ornery and disgraced. And then think of ME! It would get all around that Huck Finn help ed a nigger to get his freedom; and if I was ever to see anybody from that town again I'd be ready to get down and lick his boots for shame. That's just the way: a person does a low-down thing, and then he don't want to take no consequences of it. Thinks as long as he can hide, it ain't no disgrace. That was my fix exactly. The more I studied about this the more my conscience went to grinding me, and the more wicked and low-down and ornery I got to feeling. And at last, when it hit me all of a sudden that here was the plain hand of Providence slapping me in the face and letting me know my wickedness was being watched all the time from up there in heaven, whilst I was

stealing a poor old woman's nigger that hadn't ever done me no harm, and now was showing me there's One that's always on the lookout, and ain't agoing to allow no such miserable doings to go only just so fur and no further, I most dropped in my tracks I was so scared. Well, I tried the best I could to kinder soften it up somehow for myself by saying I was brung up wicked, and so I warn't so much to blame; but something inside of me kept saying, "There was the Sunday-school, you could a gone to it; and if you'd a done it they'd a learnt you there that people that acts as I'd been acting about that nigger goes to everlasting fire."

It made me shiver. And I about made up my mind to pray, and see if I couldn't try to quit being the kind of a boy I was and be better. So I kneeled down. But the words wouldn't come. Why wouldn't they? It warn't no use to try and hide it from Him. Nor from ME, neither. I knowed very well why they wouldn't come. It was because my heart warn't right; it was because I warn't square; it was because I was playing double. I was letting ON to give up sin, but away inside of me I was holding on to the biggest one of all. I was trying to make my mouth SAY I would do the right thing and the clean thing, and go and write to that nigger's owner and tell where he was; but deep down in me I knowed it was a lie, and He knowed it. You can't pray a lie -- I found that out.

So I was full of trouble, full as I could be; and didn't know what to do. At last I had an idea; and I says, I'll go and write the letter -- and then see if I can pray. Why, it was astonishing, the way I felt as light as a feather right straight off, and my troubles all gone. So I got a piece of paper and a pencil, all glad and excited, and set down and wrote:

Miss Watson, your runaway nigger Jim is down here two mile below Pikesville, and Mr. Phelps has got him and he will give him up for the reward if you send.

HUCK FINN.

I felt good and all washed clean of sin for the first time I had ever felt so in my life, and I knowed I could pray now. But I didn't do it straight off, but laid the paper down and set there thinking -- thinking how good it was all this happened so, and how near I come to being lost and going to hell. And went on thinking. And got to thinking over our trip down the river; and I see Jim before me all the time: in the day and in the night-time, sometimes moonlight, sometimes storms, and we a-floating along, talking and singing and laughing. But somehow I couldn't seem to strike no places to harden me against him, but only the other kind. I'd see him standing my watch on top of his'n, 'stead of calling me, so I could go on sleeping; and see him how glad he was when I come back out of the fog; and when I come to him again in the swamp, up there where the feud was; and such-like times; and would always call me honey, and pet me and do everything he could think of for me, and how good he always was; and at last I struck the time I saved him by telling the men we had small-pox aboard, and he was so grateful, and said I was the best friend old Jim ever had in the world, and the ONLY one he's got now; and then I happened to look around and see that paper.

It was a close place. I took it up, and held it in my hand. I was a-trembling, because I'd got to decide, forever, betwixt two things, and I knowed it. I studied a minute, sort of holding my breath, and then says to myself:

SCORING GUIDE

Score	3	2	1
<p>C a t e g o r y</p> <p>Claim (Opinion)/Opening</p>	<p>The claim (opinion)/opening is clearly stated.</p>	<p>The claim (opinion) is somewhat stated.</p>	<p>The claim (opinion) is not stated.</p>
<p>Supporting Details (more than 1)/Closing</p>	<p>Details are clearly explained and accurate.</p>	<p>The details are somewhat explained and/or somewhat accurate.</p>	<p>1 or no details are given to support the opinion.</p>
<p>Opinion - Details Relatedness</p>	<p>Relationships between opinion and details are very clear. Opening and closing are stated.</p>	<p>Relationships between opinion and details exist, but may not be clearly communicated</p>	<p>The details do not support the opinion./ No details given.</p>