

Mark Twain Boyhood Home & Museum
 Lesson Plan for *Adventures of Huckleberry Finn*
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Rockwell, Dialogue, and Predicting *Huck Finn*

LESSON PLAN FOR <i>Adventures of Huckleberry Finn</i>
Concept or Topic: Norman Rockwell, Dialogue, and Predicting <i>Huck Finn</i>
Subject: English
Suggested Grade Level: 11
Suggested Time Frame: Four Days
Objectives: In a collaborative effort, students will use Norman Rockwell paintings to create idiomatic dialogue and make predictions using rubric provided.
Illinois State Standards: Express and interpret information and ideas. Recognize and apply connections of important information and ideas within and among learning areas. Learn and contribute productively as individuals and as members of groups.
Assessment Options: The assignment is worth 50 points, 30 for the overall finished product, and 20 on individual participation based on teacher evaluation rubric, observation, and student self-assessment of individual involvement in the process. Students will perform their dialogues for sharing and evaluation. See the prompt for the rubric.
Vocabulary: plot prediction--a way of explaining what might happen in the story line dialogue-- conversation dialect--regional or cultural form of speech idiom--word whose use is specific to a particular dialect irony--humorous or sarcastic phrase or twist of characterization or plotline; there are multiple varieties of literary irony
Subject Area Integration: Literature, Art, Creative Writing
Background Information: Teacher needs to give students an example of how to set up dialogue-based story telling. Teacher can also expand information on Norman Rockwell after reading <i>Adventures of Huckleberry Finn</i> and using the same pictures in a similar Review activity.
Materials: <ul style="list-style-type: none"> • Projected Rockwell lithograph of Tom and Becky in the cave and print copies of accompanying passage from <i>The Adventures of Tom Sawyer</i> as example of dialogue. • Copies of five Norman Rockwell <i>Huck Finn</i> lithographs, or enough for each group to have a different one; see the attached prompt for suggested lithographs. • Prompts. • Dictionaries at hand for Twain's vocabulary or words students choose that may not be available on-line.
Technology: <ul style="list-style-type: none"> • Smart board or projector for images of the lithographs at beginning of lesson and when student groups read their final dialogues. • Computers for drafting and revising.

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Related Twain Quotes/Passages: Students are predicting the novel's plotline through visual reference to and vocabulary from several key scenes, including:

- Miss Watson and Huck praying in the closet
- Jim reading predictions from the hairball of an ox
- Huck walking into his room at night and finding Pap
- Huck, dressed as a girl, trying to thread a needle to steady his nerves
- Huck and Tom gathering snakes for prisoner Jim

Lesson Sequence

Hook/Intro:

Students walk into the classroom to thematic music (suggested: "Huck Finn Blues") and the projected image of Norman Rockwell's painting of Tom Sawyer and Becky Thatcher in the cave (lithograph entitled "Tom, Tom, we're lost! we're lost!"). Students are given the first 5 minutes of class to use class journals to react to the picture and to write at least 3 lines of dialogue they imagine might be spoken either during or leading up to this scene. The rest of this intro activity will take about 20 minutes, more if significant discussion takes place at this point. Flexibility is suggested. Students share their writing before receiving a print copy of Twain's dialogue from *The Adventures of Tom Sawyer* Chapter XXXI, from "Under the roof vast knots of bats..." to "...the far echoes turned them all to jeering laughter" (223, 225). Read aloud with student participation. Students make a final reaction entry in their journal--perhaps they have been in caves? What's the tone of Twain's passage? Does it seem to have the same tone as the Rockwell picture? Do they detect any irony in the passage? Discuss.

Other Suggested Questions: As a transition to the lesson, ask what, if any, earlier experience have students had with Norman Rockwell? With Mark Twain or Tom Sawyer? Huck Finn? Lead a *brief* discussion into the topic of dialogue and dialect in fiction writing--why do students think it's easy or difficult to incorporate dialogue into their own short stories? Dialect? This discussion will continue to pop up with their reading of the novel over the coming weeks.

Teaching of the Concept: Refer back to Mark Twain's dialogue from *Tom Sawyer* as an example of the task ahead, and ask students to help list the grammatical rules of dialogue; ask for an example of idiom (explain) that students know but a teacher may not. Explain that students will be reading Twain's *Adventures of Huckleberry Finn* where idiom and dialect rule. Project the five Rockwell *Huck Finn* lithographs in random (not chronological) order as you explain students will be working in groups to write idiomatic dialogue for their assigned lithograph, trying to predict what may happen in plot and what may surface in theme through their use of irony.

The Learning Activity: Hand out the prompts, read together as a class, and clarify the task: predict your passage by writing introductory narrative followed by dialogue that contextualizes and deepens the scene, with dialect and idiom; also use irony in some way. Break the students into pre-chosen groups for collaborative work. Give each a group a folder to contain the lithograph and work in progress; have groups assign and rotate leadership and typing roles over the next two days.

Time frame as follows:

Groups have the remainder of the first day to brainstorm on their dialogue.

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Days two and three are for writing and revising.

Day four is for performance.

Review/Closure: Students close the activity by performing a reading of their groups' scripts on day four, printing copies of the dialogue for their use and for the teacher to read from during their performance. The teacher will provide a projected image of their lithograph while they read.

Homework: As this project is collaborative work, there is no homework unless absentee students need to make arrangements to write a dialogue for a previously unused lithograph.

Strategies for Exceptional Students: The lesson is designed with higher-level classes in mind and should be adapted if needed. Students will be grouped heterogeneously in order to try to supply each group with a variety of visual learners, stronger writers, reflective individuals, extroverts, and so on.

Suggested Follow-Up Activities: Possible follow-up activities include:

- revisiting the lithographs after reading the novel and seeing how close students can come to duplicating the Twain passage

- inviting a guest speaker from the university to give a mini-lecture on Rockwell before the above activity, or to encourage the following...

- encouraging students to earn extra credit by choosing an unillustrated scene from *Adventures of Huckleberry Finn* and illustrate it in a chosen medium such as paint, ink, pencil, or photography; the illustration will be accompanied by a paragraph in which the student reflects on and explains his or her choices

Prompt Handout:

Rockwell, Dialogue, and Predicting *Huck Finn*

Collaborative Creative Writing

500ish Words

50 Points (30 Points Final Group Product/20 Points Individual Participation)

Your group's assigned Norman Rockwell picture illustrates a particular scene from *Adventures of Huckleberry Finn*. Your assignment is to use the picture to imagine and predict the accompanying scene written by Mark Twain.

Discuss what seems to be going on in your group's lithograph; consider what has just happened and what may soon happen, as well. Begin to brainstorm a context for the picture (what has gotten the characters to this point?) as well as what seems to be going on in the very moment.

Brainstorm, too, how these characters would speak? What kind of dialect (pronunciation, slang, and so on) would they use, and how will you write that dialect down?

Begin to draft your piece, beginning with narration and then writing mostly dialogue, incorporating at least 8 of the 10 words or phrases on your group's list below. Follow the rules of dialogue we discussed in class.

Include some kind of ironic twist or humor.

Revise a bit for clarity, proofread, and print enough copies for the performance. Finally, decide who in your group will perform the dialogue to your projected illustration

Find your lithograph title below, and then incorporate at least 8 of Mark Twain's words or phrases from your list in your writing:

1. "My hands shook."

a power of money
threading
making a bad job of it
Sarah Mary Williams
midnight
shanty
hain't
curious
cornered
wrenched
fetched
secret

2. "Then Miss Watson took me in the closet and prayed."

deacon
spiritual gifts
on account of
scold
advantage
a good going-over
judged
Providence
reckoned
a poor chap
agoing
ornery

3. "Jim got down on his knees."

counterfeit quarter
father
spirit inside
listen
gals
bust it all up
flyin' bout
considerable trouble
fetch
considerable joy
angels hoverin'
water

4. "There warn't no harm in them"

wire rat trap
frogs
garter housesnakes
spiders
despised

scrambled
whoop
curious
got a licking
blithesome
afire
bulliest

5. “When I lit my candle...”

sass

most fifty, and he looked it
shut
my breath sort of hitched
money
big-bug
warn't scared
frills
meddle
maybe I ain't
hifalut'n foolishness
airs

Rubric Handout:

Rockwell, Dialogue, and Predicting *Huck Finn*

An A project will...

- _____ begin with narration and then contain mostly dialogue
- _____ construct dialogue in correct form
- _____ attempt to capture a specific/appropriate dialect and idiom
- _____ contain an ironic twist in voice, character, or plot
- _____ make a sincere and classroom-appropriate effort to predict what is going on in the lithograph
- _____ be 450-550 words in length
- _____ use at least 8 of the Twain words or phrases from your list
- _____ demonstrate group collaboration from day one through day four
- _____ demonstrate your individual accountability

What did YOU contribute to the project? List or explain below:

Individual Accountability: /20 Group Collaboration: /30 = /50