

Mark Twain Boyhood Home & Museum

Lesson Plan for *Huckleberry Finn*

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“Character Perspective Charting of Tom and Huck”

LESSON PLAN for <i>Tom Sawyer</i>	
Concept or Topic: Character Charting of Tom and Huck	Suggested Grade Level: Grade 7 (can be modified for other levels)
Subject: Language Arts	Suggested Time Frame: One week of 50-minute classes
Objective(s): <ol style="list-style-type: none">1. Students will compare and contrast the characters of Tom and Huck (on an interactive Venn diagram with at least 10 entries -5 for comparison, 5 for contrast with a balance of information for each of the characters) as they go different directions and have separate adventures in Chap. 20-32.2. Students will (complete a character perspective chart with 16 entries-1 for each item on the chart) use character perspective charting to more fully comprehend Chapters 29-323. Students will identify story elements (including: setting, conflict, plot, theme) by completing a character perspective chart.4. Students will write a comparison/contrast character essay. (80% of students will achieve 80% of the objectives on all assignments)	
State Standards: Common Core State Standards: Reading Standard 7.3 Key Ideas and Details -- Analyze how particular elements of a story or drama interact. (E.g. how character perspective affects setting, plot, and theme.) Writing Standard 7.3 Research to build and present knowledge -- Draw evidence from literary and informational texts to support analysis, reflection, and research.	
Assessments: <ul style="list-style-type: none">• Venn diagram: Using an interactive Venn diagram, students will confer with a partner to compare and contrast the characters of Tom Sawyer and Huck Finn• Character Perspective Chart (chart is attached)• Characterization comparison/contrast essay (rubric is attached)	
Vocabulary: <ul style="list-style-type: none">• comparison• contrast• perspective	

Ask students to review definitions from previous unit. Define perspective and provide examples

Subject Area Integration:

- Language Arts
- Social Studies

Background Information:

- This lesson will last the duration of reading Chapters 29-32
- Students will have completed a comparison/contrast unit prior to starting the novel (emphasis placed on comparison/contrast of characters)
- Students will have viewed a variety of film clips that show different interpretations of the characters of Tom and Huck by Chapter 29
- Reading assignments to the end of Chapter 28
- Students will have just completed a unit on duet acting of Tom and Huck for Chapters 25-28

Materials:

- *The Adventures of Tom Sawyer*
- *Venn Diagram interactive*
- Smart board or Document Camera
- Character Perspective Chart Handout (below)
- organizing tool for writing essay Handout (below)
- Rubric for comparison/contrast essay (below)
- *Language Network Writing Workshop*

Technology:

- Interactive Venn diagram: <http://www.readwritethink.org/classroom.../student.../venn-diagram-30973.htm...>
- Venn diagram for pre writing: <http://www.readwritethink.org/files/resources/printouts/Venn2Circles.pdf>
- Tom and Huck statue <http://twain.lib.virginia.edu/tom.org/sawye/.../26nemissp.ht>
- Comparison/contrast essay rubric http://www.readwritethink.org/files/resources/lesson.../comcon_rubric.pdf
- Character Perspective Chart http://www.readwritethink.files/resources/lesson_images/.../chart.pdf (links to handouts used throughout the unit are listed and attached)
- Google.docs--students will compose and share their essays using Google.docs

Related Twain Quotes/Passages:

“Shortly Tom came upon the village pariah of the village, Huckleberry Finn, son of the town drunkard. Huckleberry was cordially hated and dreaded by all the mothers of the town, because he was idle and lawless and vulgar and bad--and because all their children admired him so, and delighted in his forbidden society, and wished they dared to be like him. Tom was like the rest of the respectable boys, in that he envied

Huckleberry his gaudy outcast condition, and was under strict orders not to play with him. So he played with him every time he got a chance. Huckleberry was always dressed in the castoff clothes of full-grown men, and they were in perennial bloom and fluttering with rags. His hat was a vast ruin with a wide crescent lopped out of its brim; his coat, when he wore one, hung

nearly to his heels and had rearward buttons far down the back; but one suspender supported his trousers; the seat of his trousers bagged low and contained nothing; the fringed legs dragged in the dirt when not rolled up. (Chap. 6)

“There comes a time in every rightly constructed boy’s life when he has a raging desire to go somewhere and dig for buried treasure. This desire suddenly came upon Tom one day. He sallied out to find Joe Harper, but failed of success. Next he sought Ben Rogers; he had gone fishing. Presently he stumbled upon Huck Finn the Red-Handed. Huck would answer. Tom took him to a private place and opened the matter confidentially. Huck was willing. Huck was always willing to take a hand in any enterprise that offered entertainment and required no capital, for he had a troublesome super-abundance of that sort of time which is not money. (Chap 25)

Chapters 29-32 of *The Adventures of Tom Sawyer*

Lesson Sequence:

Days are based on 50-minute class sessions

Hook/Intro:

Day 1

- Student oral interpretation of Tom and Huck dialogues from the previous lesson can provide a hook for the following lesson
- Visual representation of the statue of Tom and Huck that stands at the foot of Cardiff Hill in Hannibal, MO, reminding students that they are already familiar with Tom and Huck, the two characters they will continue to work with today.
- Read Twain quote from Chap. 6 (above) and Chap. 25 (above) as a prompt to who is invited to the picnic and who is not--(with above 15 minutes)

Teaching of the Concept(s):

- This is an expert jigsaw activity. Students will be placed in teacher-selected home pairs to discuss and complete Venn diagrams of Tom Sawyer and Huck Finn from the beginning of the book through to Chap. 28. The pairs may add information during class discussion

Day 2-3

- Students will then be assigned the character of Tom or of Huck and will be placed in groups of 3 or 4 in size. Groups should not exceed 4 in size. Half of the class will read and examine Tom’s hero adventure at the picnic and in the cave through the assigned chapters completing the Character Perspective Chart. The other half of the students will read and examine the hero has been noted on the Character adventure of Huck through those same chapters. (Chap. 29-32)

Day 3

- Return to home group and share the information that has been noted on the Character Perspective Chart. Complete the other half of the chart
- Pass out rubrics for comparison/contrast essays. Review the categories on the rubric and refer students to the *Language Network* (text) Writing Workshop on comparison/contrast essays. Pass out Venn diagram (pre writing tool) to organize character information.

Day 4-5

- Use Google.docs to compose comparison/contrast essays, Share essays when completed

Suggested Questions:

- How can I put ideas into my own words?
- What connections do I see?
- Which of the boys most wants the life of the other boy?
- Which boy makes the best decisions?
- Which boy is the better person?

Learning Activity:

Students are reading for a purpose, noting specific information, sharing that information, and writing a response to literature essay with a focus on comparison/contrast of the characters of Tom and Huck.

Review/Closure:

Complete the comparison/contrast essays.

Draw conclusions about which boy makes the best decisions, and who is the better person. Use this to lead into the next part of the story where the boys are reunited.

Homework:

Assignments will primarily be completed during class time. However accommodations can be made so students can access their Google.docs during Study Hall, Study Strategies, or at home to complete their essays.

Strategies for Exceptional Students:

- Careful attention to pairings and groups
- Additional time to complete essays
- Preferential seating
- Modeling/examples

Suggested Follow-Up Activities:

- Continue reading to the end of the book
- Follow the treasure (spiral back and through the boys discovering the treasure and the celebrations that follow)
- Select a scene in the story and create a mural
- Choose a pen name and write an autobiographical connection
- Read the sequels, *Tom Sawyer Abroad* and *Tom Sawyer, Detective*

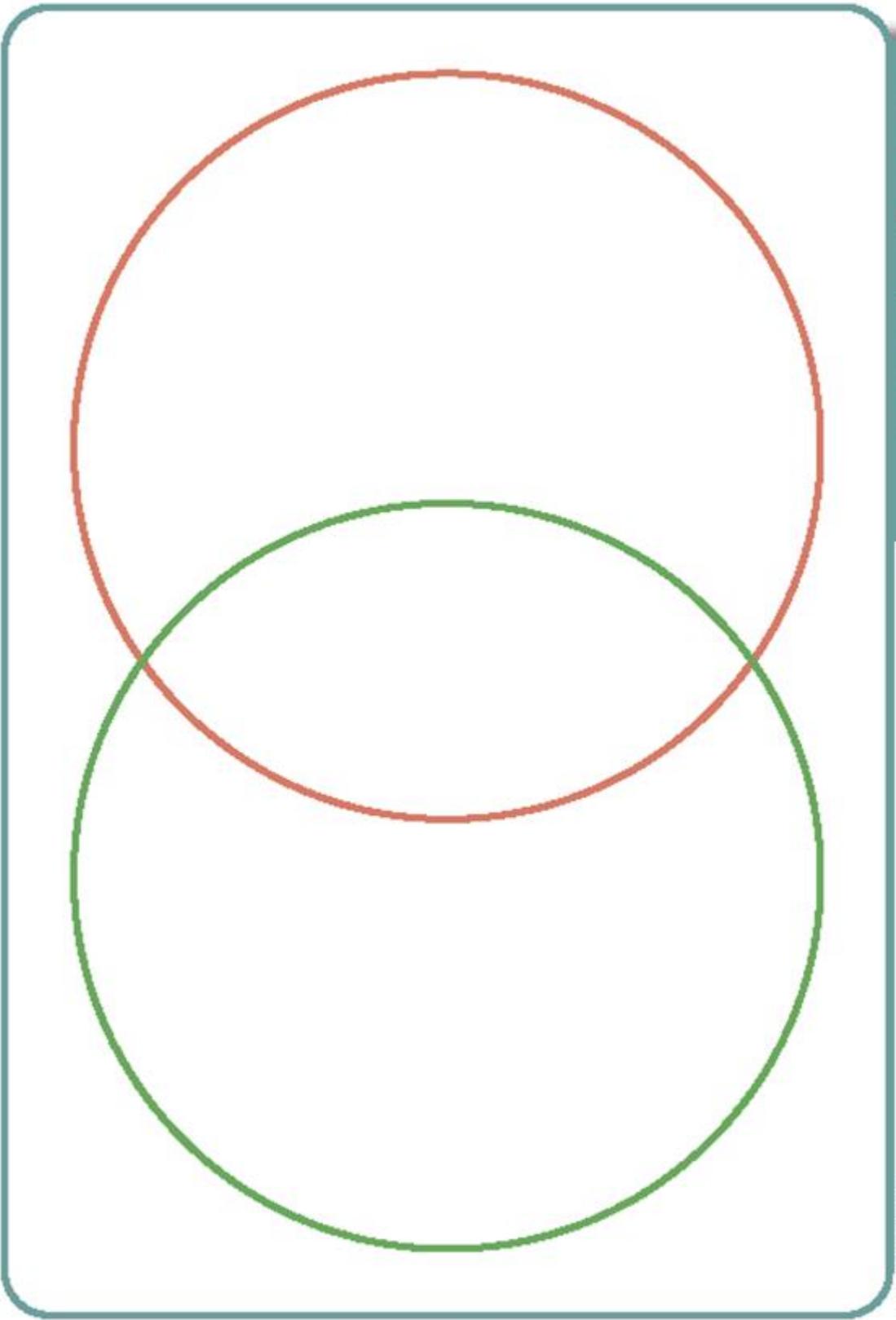
Name _____

Date _____

Character Perspective Chart

Character #1	Character #2
Setting: Where and when does the story take place?	Setting: Where and when does the story take place?
Problem: What is this character's problem?	Problem: What is this character's problem?
Goal: What is this character's goal? What does the character want?	Goal: What is this character's goal? What does the character want?
Attempt: What does this character do to solve the problem or attain the goal?	Attempt: What does this character do to solve the problem or attain the goal?
Outcome: What happened as a result of the attempt?	Outcome: What happened as a result of the attempt?
Reaction: How does the character feel about the outcome?	Reaction: How does the character feel about the outcome?
Theme: What point did the author want to make?	Theme: What point did the author want to make?

Venn Diagram, 2 Circles



Comparison and Contrast Rubric

CATEGORY	4	3	2	1
Purpose & Supporting Details	The paper compares and contrasts items clearly. The paper points to specific examples to illustrate the comparison. The paper includes only the information relevant to the comparison.	The paper compares and contrasts items clearly, but the supporting information is general. The paper includes only the information relevant to the comparison.	The paper compares and contrasts items clearly, but the supporting information is incomplete. The paper may include information that is not relevant to the comparison.	The paper compares or contrasts, but does not include both. There is no supporting information or support is incomplete.
Organization & Structure	The paper breaks the information into whole-to-whole, similarities - to-differences, or point-by-point structure. It follows a consistent order when discussing the comparison.	The paper breaks the information into whole-to-whole, similarities - to-differences, or point-by-point structure but does not follow a consistent order when discussing the comparison.	The paper breaks the information into whole-to-whole, similarities - to-differences, or point-by-point structure, but some information is in the wrong section. Some details are not in a logical or expected order, and this distracts the reader.	Many details are not in a logical or expected order. There is little sense that the writing is organized.
Transitions	The paper moves smoothly from one idea to the next. The paper uses comparison and contrast transition words to show relationships between ideas. The paper uses a variety of sentence structures and transitions.	The paper moves from one idea to the next, but there is little variety. The paper uses comparison and contrast transition words to show relationships between ideas.	Some transitions work well; but connections between other ideas are fuzzy.	The transitions between ideas are unclear or nonexistent.
Grammar & Spelling (Conventions)	Writer makes no errors in grammar or spelling that distract the reader from the content.	Writer makes 1-2 errors in grammar or spelling that distract the reader from the content.	Writer makes 3-4 errors in grammar or spelling that distract the reader from the content.	Writer makes more than 4 errors in grammar or spelling that distract the reader from the content.