

Lesson Plan for ***Adventures of Huckleberry Finn***
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LESSON PLAN FOR <i>Adventures of Huckleberry Finn</i>	
Concept or Topic: Concept of enslavement in the novel	Suggested Grade Level: 11-12 (can be modified for other levels)
Subject: American literature	Suggested Time Frame: Will be completed during the four week period that novel is studied. After initial presentation of concept, the project will involve about twenty minutes a day per week. The final presentation will take about two days.
Objective(s): Students will identify 5 situations of enslavement in the novel and describe and explain 5 contemporary situations that show this same kind of enslavement.	
State Standards: Standards for North Dakota. 11.2.9. Evaluate literature based on social, cultural, and/or historical contexts. 11.4.2. Adapt to a variety of speaking and listening situations such as formal presentations, oral interpretations, and group discussions 11.6.1. Identify the use of language in different literary forms; i.e., satire and parody	
Assessment Options: (1) Students will be expected to complete enclosed journal in a timely manner as they are reading assigned chapters. They will be given points for completing these assignments. (2) Students will present their information to the class in the form of a three to five minute speech. The rubric is attached.	
Vocabulary: (1) Discuss the terms <i>slavery</i> and <i>enslavement</i> (2) Make it clear that novel is about much more than the slavery as shown in Jim. Discuss how all of us are to some extent enslaved. Have them come up with specific examples. (3) Review satire (4) Review metaphor	
Subject Area Integration: This assignment integrates American history and contemporary American problems.	
Background Information: Background on slave conditions at the time, minstrel shows, and prevalence of superstition will be discussed.	
Materials: <i>Adventures of Huckleberry</i> and handouts for various parts of assignments.	
Technology: Twain quotes http://twainquotes.com Mark Twain Boyhood Home and Museum http://marktwainmuseum.org Slavery at time of Twain www.readwritethink.org/files/resources/.../twain-slavery.html Minstrel shows at time of Twain etext.virginia.edu/railton/huckfinn/minstrl.html Superstition at time of Twain etext.virginia.edu/railton/projects/riedy/view2.html	
Related Twain Quotes/Passages: Twain: "The blunting effects of slavery upon the slaveholder's moral perceptions are known and conceded the world over; and a privileged class, an aristocracy, is but a band of slaveholders under another name."	

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- *A Connecticut Yankee in King Arthur's Court*

Twain: "Loyalty to petrified opinion never broke a chain or freed a human soul."

Twain: "the conscience--the unerring monitor--can be trained to approve any wild thing you want it to approve if you begin its education early & stick to it."

- Notebook #35 (reprinted in *Adventures of Huckleberry Finn*, Univ. of California Press, 2003)

Twain on superstition: "When the human race has once acquired a superstition nothing short of death is ever likely to remove it."

- *Autobiography of Mark Twain*

Lesson Sequence:

20 minutes: Discuss the idea of slavery and enslavement. Clarify that novel is about more than the enslavement of African Americans; it is about many of the ways we are all enslaved.

- Questions:
1. Could you call anything you do, perhaps daily, being enslaved?
 2. How many times do you text everyday? Are you enslaved?
 3. Do your parents have to have a cup of coffee to be civil?
 4. Can you detect any way that I seem to be shackled to anything?

20 minutes: Read chapter one to the students, stopping to discuss the important ideas presented.

1. Do you see anything in his chapter where Huck might be enslaved?
2. How about the Widow?
3. Can you think of any superstitions you have?

10 minutes: Students will write their responses to chapter one on the worksheet they have been provided. They will be told to complete the worksheet as they read the novel.

Lesson Sequence:

20 minutes each week:

Throughout the course of the study of the novel, we will bring these worksheets out and discuss where students have found specific examples of enslavement. Students will also discuss their own examples. They will be given credit for completing the work throughout the reading of the novel.

Homework: While reading the novel, watch for examples of enslavement, keeping in mind the definition discussed in class. Record specific passages and page numbers for the examples found. Brainstorm ideas of how this kind of enslavement might be seen in your own life or in contemporary society. If the handout does not give you enough room, add your own pages.

Homework/class presentation

Two days:

The final evaluation of this ongoing assignment will be a three to five minute speech. Students will present specific examples of enslavement as seen in contemporary society. They will complete an outline and a collage where the enslavements are illustrated.

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Strategies for Exceptional Students:

- Discussion
- Journal activities

Suggested Follow-Up Activities:

- Invite our school-based police officer to come in to discuss kinds of and dangers of various “enslaving” activities law enforcement encounter in modern society.
- Research primary documents related to slavery on the Library of Congress website.
- Research modern-day slavery around the world.
- Discuss the role of prejudice in slavery and the power and use of language to inflict prejudice on others.

Journaling about Enslavement in
The Adventures of Huckleberry Finn

In the first column, identify examples of enslavement illustrated as you are completing the novel. In the second, record similar or related ideas of enslavement in your life or in contemporary society.

Examples from the novel	Personal and/or contemporary examples
<p>Chapter One</p> <p>Huck and superstition Spider—"I didn't need anybody to Tell me that that was an awful bad Sign and would fetch some bad luck"(4)</p>	<p>Consider any superstitions you have or are aware of in contemporary society—for example, I believe in the superstition that bad things come in threes.</p>
<p>Chapters 2-6</p>	
<p>Chapters 7-11</p>	

Chapters 12-16

Chapters 17-21

Chapters 22-26

Chapters 27-31

Chapters 32-36

Chapters 37-43

Final project on enslavement in *Adventures of Huckleberry Finn*

1. Peruse the worksheet you completed regarding enslavement. Pick three examples of your personal examples of enslavement and/or examples from contemporary society. Be able to connect these ideas with specific references to the novel.
2. Complete a collage that illustrates these examples of enslavement. Make sure the pictures are large enough for the class to effectively see.
3. Prepare a three to five minute speech where the information is presented to the class. Use the speech outline form we have used all year. (The sample form is included at the end of the lesson plan.)
4. The collages and speeches are due_____.
5. The criteria for evaluation are provided in the rubric, which is on the other side of this handout.

Name _____

Hour _____

Outline Grade _____/15

Speech Grade _____/30

Rubric for Enslavement Presentation

Point value	Exemplary (28-30)	Excellent (25-27)	Average (22-24)	Adequate (19-21)	Ineffective (18-0)
Delivery	Confident posture/ Eye contact throughout / Enthusiastic presentation/ Volume and pace expertly handled/ Gestures enhance effectiveness/ Excellent language choices/ Shows extensive practice	Good posture/ Eye contact numerous times/ Usually enthusiastically engaged/ Gestures appropriate/ Good language choices/ Had clearly practiced	Non distracting posture/ Good eye contact/ Showed moderate interest and reaction to audience/ Volume and pace appropriate/ Few gestures/ Adequate word choices/ Adequate practice	Sometimes rocked, shifted/ limited eye contact/ Limited interest In presentation/ Hard to hear in parts/ Too slow or fast/ Gestures tend to distract / Some inappropriate language/ Some practice	Appeared uncomfortable and unprepared/ Little or no eye contact/ Little or no enthusiasm/ Generally hard to hear/ Inappropriate pace—too slow or too fast/ Unacceptable language/ Unprepared
Content Presentation	Clear and convincing command of facts and information/ Insightful explanations help illustrate points/ Effective, smooth citing of source/sources	Clear use of facts and information/ Partially developed explanation of support of ideas/ Effective citing of source/sources	Partially clear use of facts and information/ Limited explanation to support speaker's ideas/ Cited source/sources	Unclear use of information/ Unclear explanation to support speaker's ideas/ Awkward attempt to include source/sources	Confusing use of facts/ Little or no explanation to support speaker's ideas/ Source/sources not cited
Organization	Engaging, clever capture/ Clever, creative Preview/ Logically sequenced body with transitions/ Clever and complete conclusion	Good capture/ Clear preview/ Clear organization with transitions/ Complete conclusion	Clear use of a capture/ Adequate preview/ Points are organized/ Conclusion restates assert and main points	Little attempt to capture attention/ Confusing preview/ Organization confused at times/ Simple restatement of assert in conclusion	No capture/ No preview/ No clear attempt to organize points/ No conclusion-or just said "That's it."

Sample outline for presentation

Name

Class

Assignment

Date

Creative title

I. Capture class attention

II. Motivate

III. Assert

IV. Preview

- A.
- B.
- C.

I. Point one of the speech

- A.
- B.
 - 1.
 - 2.
- C.

II. Point two

- A.
- B.
- C.

III. Point three

- A.
- B.
- C.
 - 1.
 - 2.

I. Action (conclusion)