

Mark Twain Boyhood Home & Museum

Lesson Plan for *Huck Finn*

Created by: Doretta Ellis

School: Springfield Learning Academy – Springfield, IL

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FOUND POEM

LESSON PLAN FOR HUCK FINN	
Concept or Topic: Mob Scene Found Poem	Suggested Grade Level: High School
Subject: Language Arts	Suggested Time Frame: 3 class periods
Objective(s): Students will write a “mob scene/mob mentality” found poem using 25-50 significant (strong, descriptive, moving, interesting) words from the text. Students will add no more than three words of their own, keeping the original meaning (topic, details sequence, and tone) of the text intact.	
State Standards: Language Arts Goal 1.B.b.- Relate reading to prior knowledge and experience and make connections to related information Goal 1.C.d.- Summarize and make generalizations from content and relate to purpose of material Goal 2.A.c.- Analyze the development of form (e.g., short stories, essays, speeches, poetry, plays, novels) and purpose in literature Goal 2.B.a- Analyze and express an interpretation of a literary work. Goal 2.B.c -Discuss and evaluate motive, resulting behavior and consequences demonstrated in literature. Goal 3.B.a- Using contemporary technology, produce documents of publication quality for specific purposes and audiences; exhibit clarity of focus, logic of organization, appropriate elaboration and support and overall coherence.	
Assessment Options: Found Poem rubric to assess poem. Students can also illustrate the mob scene.	
Vocabulary: Mob mentality will be defined in teacher’s introduction; see Lesson Sequence. Found poem will be defined in Teaching of the Concept.	
Subject Area Integration: Social Emotional Learning Goal 3B – Apply decision-making skills to deal with daily academic and social situations	

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Background Information: What makes a piece of writing a poem?
Explain/review the difference between prose and poetry.

	PROSE	POETRY
Uses	Language of everyday life, narrative fiction, informational books. Ex: textbook, newspaper, magazine, etc.	Language of the imagination and of passion, feelings, and emotional self-expression; it's artistic. Most poems are written to be read aloud. How they sound is as important as what they mean.
Basic Component	Sentence, which may be long or short, simple or complex. Sentences are organized to make paragraphs.	Line, which may be long or short (even a single word). May repeat other lines. May, but doesn't have to rhyme with other lines. Has structure and rhythm that makes it musical. Several lines may be organized into a stanza.
Purpose	To explain, provide logic, reason and clarity	To move us and to evoke deep feelings via its rhythm or rhyme. To express emotions about the subject you are writing about, to show your passion.

Materials:

Passages from *Huck Finn*: Chapters 21-22 [Huck Finn Mob Scene](#)
[Sample Found Poem](#)
[Found Poem Instruction Checklist](#)
[Found & Headline Poems article](#)
[Found Poem Rubric](#)
 Prose passage chosen by teacher or student for practice
[Student Assessment Sheet](#)
[Episodic Notes 6-Square](#) (for alternative activity):
[http://followyourbliss.wikispaces.com/file/view/Tools--Episodic+Notes+\(Six+Square\)--p145.pdf](http://followyourbliss.wikispaces.com/file/view/Tools--Episodic+Notes+(Six+Square)--p145.pdf)

Technology:

Computers for typing poems

Related Twain Quotes/Passages:

Huck Finn - Chapters 21-22: last paragraph on page 188 – middle of page 191

Lesson Sequence: approximately three sessions

Hook/Intro:

Have you heard of the term: "mob mentality"? Explain: When a group develops a "mob mentality" the individuals in that group are more willing to do things they normally wouldn't do if they were alone and in their right frames of mind. Have you heard the saying: "There's security in numbers?" Can you give me examples? Have you ever given in to peer pressure to do something with a group, which you would not have done

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alone? Are you a follower, or do you think for yourself? Why do you think people follow the crowd? We are going to look at an example of “mob mentality” in *Huck Finn* and write a found poem based on that scene.

Teaching of the Concept:

SESSION #1

1. Re-read Chapters 21-22 paying particular attention to the following prose text: last paragraph on page 188 – middle of page 191, the mob scene after Sherburn murdered Boggs. Review the text with students to make sure they understand mob mentality: the development of the mob scene, Sherburn’s response to the mob, and the mob’s disbandment. Discuss the pro’s and con’s of lynching Sherburn.
2. Students will use those passages to compose their own original found poem.
3. Describe found poem to students: Use existing text and rewrite them as poems. It’s like a collage, but it’s written. Can make found poetry from books, newspaper or magazine articles, street signs, graffiti, speeches, letters, anything in written form. A found poem should only contain the words of the original text and in the order they were written, with few additions or omissions, and the original meaning should not be changed. The poet can decide on the poem’s structure, such as where to break a line, etc.
4. Display or pass out a sample found poem [Sample Found Poem](#). Read the prose passage and the found poem; review thoroughly with class explaining the poetic structure of the found poem.
5. Pass out and review [Found Poem Instruction Checklist](#). As you discuss #9, display or pass out examples of different found poem structures from pages 6-12 in [Found & Headline Poems article](#).
6. Make sure students understand how the examples fit a poetic format.
7. Pass out copies of the [Found Poem Rubric](#) and have students analyze the Sample Found Poem using the criteria on the Rubric, *with the understanding that it’s a different topic*.

Learning Activity:

8. Show students step-by-step the process of composing original found poems, using the Found Poem Instruction and any prose passage chosen by teacher or student. Allow students time to practice. This can be assigned as homework.

SESSION #2

1. Arrange students in small groups and have them share their practice found poems with one another.
2. Have students compare the poems to the criteria on the Found Poem Rubric.
3. As groups work, circulate among students, providing feedback, clarifying misunderstandings, and checking for understanding. (*formative assessment*)
4. When students have completed sharing their poems, gather the class.
5. Discuss any questions students have about the expectations for the activity. Review the Instruction Checklist, Sample Poem, and Rubric; re-teach if needed.
6. Have students to compose their draft found poem using the [Huck Finn Mob Scene](#) after Sherburn murdered Boggs, as the topic. Alternative assignment for students who prefer to illustrate the scene: Episodic Notes 6-Square
[http://followyourbliss.wikispaces.com/file/view/Tools--Episodic+Notes+\(Six+Square\)--p145.pdf](http://followyourbliss.wikispaces.com/file/view/Tools--Episodic+Notes+(Six+Square)--p145.pdf)

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SESSION #3

1. Pass out copies of the [Student Assessment Sheet](#).
2. Discuss possible feedback that would be appropriate on the Assessment Sheet, pointing out the connection between the categories on the Found Poem Rubric.
3. Arrange students in small groups or pairs; ask them to read their draft poems aloud to each other one-by-one.
4. Ask group members/partner to complete the Student Assessment Sheet on each other and then share the assessments.
5. As students work, circulate among students, providing feedback and support as needed. Also observe for comprehension. (*formative assessment*)
6. Once everyone has finished, gather the class and discuss the feedback that the students have received (in general) and any questions they have about their draft poems.
7. Invite volunteers to share their drafts with the whole class.
8. Have students to revise their poems, taking into account the feedback they received.
9. Students submit final poems along with the Student Assessment Sheet.

Review/Closure:

What did you learn, like, and dislike about writing found poems? How did this compare to previous poem-writing assignments; was it easier, harder, about the same?

Homework:

Using the Found Poem Instruction Checklist, students practice composing a found poem using a prose passage assigned in class. See #8 in Teaching of the Concept

Strategies for Exceptional Students:

In Step #6 of Instruction Checklist, learning disabled students can add more than three words to their poem, and gifted students are limited to two words.

Suggested Follow-Up Activities: According to the explanatory notes, in Mark Twain's original manuscript the mob was actually going to take the law into their own hands and lynch Sherburn. Discuss the pro's and con's of lynching Sherburn. Have students compose a parallel poem, rewriting their found poem with the same rhythm and style, but with the lynching of Sherburn.

Sources:

Read-Write-Think

International Reading Association

Author - Patricia Schulze -Yankton, South Dakota

http://198.104.156.44/lessons/lesson_view.asp?id=33

Found Poem Step by Step Instructions

<http://classjump.com/mrsmarini/documents/6240509338.pdf>

Poets.org

<http://www.poets.org/viewmedia.php/prmMID/5780>