

## Lesson Plan – *Adventures of Huckleberry Finn*

### Concept: Primary Documents – Slave Narratives

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**Suggested Grade Level:** High School

**Time Frame:** Two lessons (introduction and seminar), two days student preparation

**Objectives:** Students will read five slave narratives and develop a thesis and two questions to share in a seminar style discussion with the class.

**State Standards:** 1.B.5.a, 1.B.5.c, 1.C.5.b, 1.C.5.c, 1.C.5.d, 4.A.5.b, 4.B.5.b, 5.B.5.a

**Assessment/Evaluation:** Both students' written and oral work will be assessed. Grading rubric is attached.

**Language/Vocabulary:** primary source, narrative

**Integrated Curriculum:** American history, creative writing, journalism

**Background Information:** Information about time period – pre Civil War and Civil War

**Materials:** a copy of “A True Story, Repeated Word for Word as I Heard It” by Mark Twain ([www.pbs.org/marktwain/learnmore/writings.html](http://www.pbs.org/marktwain/learnmore/writings.html)), selections of slave narratives from the Federal Writers Project (<http://memory.loc.gov/ammem/snhtml/snhome.html>), slave narratives from text *Elements of Literature – The Narrative of the Life of Frederick Douglass* by Frederick Douglass and *Incidents in the Life of a Slave Girl* by Harriet Jacobs

**Technology Support:** “A True Story, Repeated Word for Word as I Heard It” by Mark Twain ([www.pbs.org/marktwain/learnmore/writings.html](http://www.pbs.org/marktwain/learnmore/writings.html)), selections of slave narratives from the Federal Writers Project (<http://memory.loc.gov/ammem/snhtml/snhome.html>)

**Related Twain Quotes/Other Readings:** *Adventures of Huckleberry Finn* by Mark Twain

#### Lesson Plan Format

**A. Introduction:** Have a segment of a slave narrative on the board and have students attempt to determine the speaker, time period, setting, and purpose of the piece without any prior knowledge about the context of the piece.

**Example** “I ‘member one time de snow wuz a foot deep and I had tuh gathuh corn. I wuz barefooted an’ barehanded. Mah feet hurt so bad an’ mah hands got so stiff I couldn’ work mah fingers, but ah had tuh keep on breakin’ off de corn. Dat night mah feet crack open an’ nex’ mahnin’ when I had tuh make de fires I lef’ a track o’ blood across de’ flo.”

**B. Lesson:** Assign students a selection of slave narratives to read independently to prepare for the seminar. Students will work independently to formulate a thesis and questions based on the readings. Student will annotate their texts and fill in the attached graphic organizer. They will present their findings at the seminar.

**C. Closure:** Final seminar

**Scheduled Use of Time:**

<b>Time</b>	<b>Teacher Activity/Questions to be asked</b>	<b>Student Activity</b>
Day 1 15 min.	Read selection of slave narrative out loud without giving students the context of the piece and have students either in small groups or as a class answer the following questions. Who do you believe the speaker of this piece to be? What is the setting? What is the time period? What is the purpose of the piece?	Listen and respond
Day 1 15 min.	Explain requirements and expectations for seminar. See attached handouts	Listen and respond
Days 2,3	Students will prepare for seminar independently	
Day 4	Observing and recording responses	Student lead seminar

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**Strategies/accommodations to support students with exceptionalities:** According to skill levels the teacher may want to help students select which narratives to read.

**Possible Follow-up Activities:** While reading *Adventures of Huckleberry Finn* students can write a slave narrative from Jim's point of view describing his life as a slave.

**Possible Guest Speakers/Other Resources:** HBO Video *Slave Narratives* presented by Oprah Winfrey

## American Literature-Slave Narratives

### Requirements for an “A”

- Complete all of the written work
  - Clear, well-developed thesis
  - Three links from the text with explanations
  - A conclusion which show the impact of this new knowledge
  - Two original, thought-provoking questions
- Oral work
  - Share your thesis, three textual links with explanations, and conclusion during the discussion
  - Share two of your original questions
  - Respond at least twice to someone else’s comments or questions

### Requirements for a “B”

- Complete all of the written work
  - Thesis present
  - Three links from the text with explanations
  - Conclusion present
  - Two original, thought-provoking questions
- Oral work
  - Share your thesis, three textual links and explanations, and conclusion during the discussion
  - Share one of your original questions or respond at least once to someone else’s comments or questions
  - Respond at least once to someone else’s comments or questions

### Requirements for a “C”

- Complete most of the written work
  - Thesis present
  - Two links from the text with explanations
  - Conclusion present
  - One original, thought-provoking question
- Oral work
  - Share your thesis, two textual links and explanations, and conclusion during the discussion
  - Share one of your original questions or respond at least once to someone else’s comments or questions

Note: You cannot participate in the seminar unless you have completed the minimum written requirements for a “C”.

To prepare for your seminar, you will need to read and annotate **five** slave narratives. You will find these narratives in the places listed below.

- **Choose 3** Slave Narratives from the Federal Writers Project

<http://memory.loc.gov/ammem/snhtml/snhome.html>

- **Choose 1** Slave Narrative from your textbook

from *The Narrative of the Life of Frederick Douglass* by Frederick Douglass

from *Incidents in the Life of a Slave Girl* by Harriet A. Jacobs

- **Read** “A True Story, Repeated Word for Word as I Heard It” by Mark Twain

In addition to reading and commenting on the slave narratives, you also need develop two original thought-provoking questions to ask the group. Below is a list of words that will assist you in developing your questions.

Evaluation:	Compare Recommend Solve	Critique Apprise Summarize	Assess Weigh Criticize	Relate Consider Judge
Synthesis:	Combine Develop Formulate	Plan Design Organize	What if? Role-play Construct	Hypothesize Originate Invent
Analysis:	Analyze Distinguish Subdivide Contrast	Classify Investigate Take a part Differentiate	Examine Infer Separate Select	Survey Categorize Construct

Question 1: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Question 2. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

American Literature – Slave Narratives

Directions: After you read your chosen slave narratives, please use the following graphic organizer to organize your thoughts in preparation for a seminar.

<p><b>Main Idea</b> <i>Your thesis for what you would like to prove based on your readings— what you believe and why in a brief statement</i></p>	
<p><b>Link</b> <i>Back-up your thesis with a link(s) from the text and explain your link</i></p> <p><b>Note: This should be a direct quote from the text</b></p>	
<p><b>Link</b> <i>Back-up your thesis with a link(s) from the text and explain your link</i></p> <p><b>Note: This should be a direct quote from the text</b></p>	
<p><b>Link</b> <i>Back-up your thesis with a link(s) from the text and explain your link</i></p> <p><b>Note: This should be a direct quote from the text</b></p>	
<p><b>Conclude</b> <i>Conclude by restating your points and drawing some conclusions about the impact of this new knowledge</i></p>	