



The Story Beyond the Story: What Happened to Huck?

**Concept: Creating a Sequel to *Huckleberry Finn*
Using Freytag's Plot Pyramid**

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Suggested Grade Level:

Freshmen and Sophomore Composition or Introduction to Literature Students— However, with modifications, this lesson plan could be used at any grade level.

Time Frame:

One week will be used to create the two-page sequel to *Huckleberry Finn*.

Objectives:

Students will create a typed two-page or more sequel to *Huckleberry Finn* using Freytag's Plot Pyramid.

State Standards:

Students will learn the basic elements of plot development.

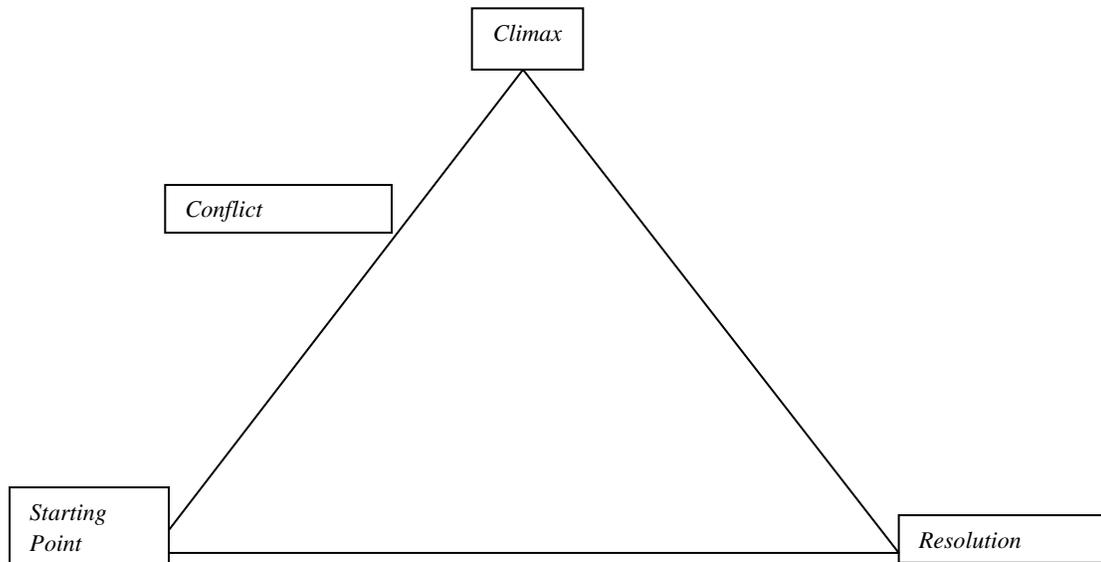
Assessment/Evaluation:

Students will have their short stories evaluated based on the attached grading rubric.

Vocabulary:

1. Plot - a series of events in a story
2. Starting Point - the story's beginning
3. Conflict - the problem in the story - Every good story has some type of conflict.
4. Climax - the major turning point in the story, the major event that brings readers back down the Plot Pyramid
5. Resolution - the story's ending

Freytag's Plot Pyramid



Integrated Curriculum:

Once students have completed their sequels to *Huckleberry Finn*, students will work in their art classes to create two pictures based on their stories.

Background Information:

1. Students will learn the definitions of Freytag's Plot Pyramid through a visual placed on the board.
2. Students will read *Huckleberry Finn*.
3. Students will break into groups of five students.
4. Using the definitions of Freytag's Plot Pyramid, each group will create a plot pyramid for *Huckleberry Finn*. Students will identify the starting point, the conflict(s), the climax, and the resolution on the plot pyramid.
5. Groups will share their plot pyramids of *Huckleberry Finn*.

Materials:

Handout of Freytag's Plot Pyramid
Overhead Transparency of Freytag's Plot Pyramid
Overhead Projector
Huckleberry Finn
Computer
Poster Board
Markers

Technology Support:

An overhead projector will be needed to show Freytag's Plot Pyramid to students.

Related Twain Quotes/Other Readings:

Huckleberry Finn

Lesson Plan Format—

Introduction:

Each student will create a two-page short story as a sequel to *Huckleberry Finn* based on components of Freytag's Plot Pyramid. The following question, information, and writing prompt should be shared with students—

Question—

What happened to Huck, Tom, and Jim at the conclusion of *Huckleberry Finn*?

Information—

“After finishing *Huckleberry Finn*, Twain worked diligently on a story called *Huck Finn and Tom Sawyer Among the Indians*. However, Twain never felt comfortable with the story's plot or the evolving characters. Tom and Huck were fine as boys, but Twain felt they worked less well as young men. Eventually, Twain put the story aside” (Perry 125). It was only later that Twain placed Tom and Huck in other stories.

Lesson:

Now, students you have the opportunity to write a typed two-page or more sequel to *Huckleberry Finn*.

You will write a short story based on the following question: **What happened to Huck when he lit out for the Territory ahead of the rest?**

You will create a short story based on each element of Freytag’s plot pyramid—*starting point, conflict, climax, and resolution*.

Also, you will use first person in which to write your short story as Twain did in *Huckleberry Finn*. (First person was learned earlier in the semester.)

Furthermore, here are some questions to consider when writing your short story:

1. Where in the territory did Huck go at the conclusion of *Huckleberry Finn*?
2. How many months or years, if any, have lapsed since the conclusion of *Huckleberry Finn*?
3. Does Tom go with Huck on this new adventure?
4. Does Jim go with Huck on this new adventure?
5. What new character(s) does Huck encounter in this new adventure?
6. What type of conflict, problem, does Huck face in this new adventure?
7. After you create the conflict, what climatic event in Huck’s adventure will bring readers down the plot pyramid?
8. How will Huck’s adventure end? Will the ending be happy, sad, or leave readers with more questions?

In addition to the above prompts, use action verbs, vivid description, similes, and metaphors, learned earlier in the semester, to enhance your short story.

Closure:

Students will have the opportunity to share their stories in class.

Scheduled Use of Time:

Time	Teacher Activity/Questions to Be Asked	Student Activity
5 min	<p>Hook:</p> <p>Question—</p> <p>What happened to Huck, Tom, and Jim at the conclusion of <i>Huckleberry Finn</i>?</p> <p>Information to Share with Students—</p>	Listen and Respond
1 min.	<p>“After finishing <i>Huckleberry Finn</i>, Twain worked diligently on a story called <i>Huck Finn and Tom Sawyer Among the Indians</i>. However, Twain never felt comfortable with the story’s plot or the evolving characters. Tom and Huck were fine as boys, but Twain felt they worked less well as young men. Eventually, Twain put the story aside” (Perry 125). It was only later</p>	Listen

<p>20 min.</p>	<p>that Twain placed Tom and Huck in other stories.</p> <p>Assignment Information—</p> <p>Now, students you have the opportunity to write a typed two-page or more sequel to <i>Huckleberry Finn</i>.</p> <p>You will write a short story based on the following question—What happened to Huck when he lit out for the Territory ahead of the rest?</p> <p>You will create a short story based on each element of Freytag’s plot pyramid—<i>starting point, conflict, climax, and resolution</i>.</p> <p>Also, you will use first person in which to write your short story as Twain did in <i>Huckleberry Finn</i>. First person was learned earlier in the semester.</p> <p>Furthermore, here are some questions to consider when writing your short story:</p> <ol style="list-style-type: none"> 1. Where in the territory did Huck go at the conclusion of <i>Huckleberry Finn</i>? 2. How many months or years, if any, have lapsed since the conclusion of <i>Huckleberry Finn</i>? 3. Does Tom go with Huck on this new adventure? 4. What character(s) does Huck encounter in this new adventure? 5. What type of conflict, problem, does Huck face in this new adventure? 6. After you create the conflict, what climatic event in Huck’s adventure will bring readers down the plot pyramid? 7. How will Huck’s adventure end? Will the ending be happy, sad, or leave readers with more questions? <p>In addition to the above prompts, use action verbs, vivid description, similes, and metaphors, learned earlier in the semester, to enhance your short story.</p>	<p>Listen and Questions from Students about Assignment</p>
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3 periods of 50 min. each	Students will be in the computer lab working on the rough drafts of their short stories.	Writing
50 min.	Students will have a class session to peer review a fellow classmate's short story using the grading rubric. Each peer reviewer will assign points to each component needed in the short story under review along with constructive comments on the short story itself. However, these points will not be part of the writer's final grade on the assignment. The points will be used to gauge the amount of revision the writer will need to do on the short story before it is submitted for a grade. At the start of the next class session, students will submit their short stories for a grade, using the grading rubric found in this lesson plan.	Peer-Edit

Strategies/Accommodations to Support Students with Exceptionalities:

ESL students can use Babel Fish to translate Spanish words into English. Also, students can use the Learning Assistance tutors to brainstorm story ideas and to help in writing or language differences.

Possible Follow-Up Activities:

Students will share their *Huckleberry Finn* sequels with local elementary students.

Possible Guest Speakers/Other Resources:

A local fiction writer will share with students his tips for writing effective short stories.

References:

Perry, Mark. *Grant and Twain: The Story of a Friendship That Changed America*.

New York: Random House, 2004.

Name _____
Class Time _____

Grading Rubric for the What Happened to Huck? Short Story Assignment

The student's short story followed Freytag's Plot Pyramid:

1. _____ The short story had a starting point, a beginning, to it. **Worth 10 points**
2. _____ The short story had a conflict, a problem, presented in it. **Worth 10 points**
3. _____ The short story had a climax, a major turning point, in it. **Worth 10 points**
4. _____ The short story had a resolution, an ending, to it. **Worth 10 points**
5. _____ The short story was presented in first person. **Worth 10 points**
6. _____ The short story was descriptive. Action verbs, vivid description, similes, and metaphors were found in the short story. **Worth 10 points**
7. _____ This short story had two pictures that depict the action in the short story.
Worth 10 points

_____ **70 points total**

Teacher's comments: