

Mark Twain Boyhood Home & Museum

Lesson or Unit Plan for *Adventures of Huckleberry Finn*

Created by: Kathy Jackson

School: North Shelby High School

City, State: Shelbyville, MO

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Hannibal, Missouri

“Atticus Finch on Huckleberry Finn”

LESSON PLAN for *Adventures of Huckleberry Finn*

Concept or Topic:

Huck's evolution

Suggested Grade Level:

10th

Subject: ELA**Suggested Time Frame:**

Three 90-minute periods for instruction
(with an additional three periods to finish
essay)

Objective(s):

1. English II students will draw conclusions, make inferences, and analyze how Atticus Finch would view Huck Finn's attitudes toward social prejudice using at least 4 pieces of textual evidence from each book and other materials.
Proficiency level: 39/48 on scoring guide.
2. English II students will read current event articles concerning perceived events of social prejudice and discuss them during Socratic seminar as an introductory activity. To receive credit, students must contribute relevantly three times during the discussion. Teacher will keep a checklist of participants and notes on discussion. Students will also turn in annotated copies of articles.

Common Core State Standards:

MLS standards: **ALL STANDARDS ARE FOR 9/10 GRADE SPAN**

R.1.A: Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

R.1.B: Determine the meaning of words and phrases as they are used in the text.

R.2.D: Analyze how complex characters develop over the course of a text to...develop theme.

R.3.C: Analyze how multiple texts reflect historical and/or cultural contexts.

W.2.A: Follow the writing process to produce clear and coherent writing...

SL.1.C: Respond thoughtfully to diverse perspectives including those presented by diverse media.

Assessments:

- Socratic seminar checklist
- Paper scoring guide

Vocabulary (Tiers 2 & 3):

- Satire
- Social prejudice
- Racism
- Human nature

Subject Area Integration:

- ELA
- History/social studies

Background Information:

- This activity will follow the *To Kill a Mockingbird* unit.
- Teacher will remind students of the use of the word “nigger” and social norms, both current and in the past, as addressed with *To Kill a Mockingbird* unit.
- Teacher will review the process of finding textual evidence, using quotes, MLA format.
- Teacher will review Socratic seminar expectations and grading criteria.

Materials

- *To Kill a Mockingbird* by Harper Lee
- *Adventures of Huckleberry Finn* by Mark Twain (excerpts)
- Summary of *Adventures of Huckleberry Finn*
- Various current events articles concerning social prejudice (I.e. Black Lives Matter, bullying, police shootings, violence against police, etc.)
- [Buying Gloves in Gibraltar](#) by Mark Twain
- [Only a Nigger](#) by Mark Twain
- [United States of Lyncherdom](#) by Mark Twain

Technology:

- Students will use laptops/Chromebooks to access assignment in Google Classroom, including links to document and articles.
- Students will create papers using Google Docs.
- Students will share papers for peer review.

Related Twain Quotes/Passages:

“It was a close place. I took it up, and held it in my hand. I was a trembling, because I'd got to decide, forever, betwixt two things, and I knowed it. I studied a minute, sort of

holding my breath, and then says to myself: 'All right, then, I'll go to hell'- and tore it up." (*Adventures of Huckleberry Finn*, p. 270- 271)

"It was fifteen minutes before I could work myself up to go and humble myself to a nigger—but I done it, and I warn't ever sorry for it afterwards, neither." (*Adventures of Huckleberry Finn*, p. 105)

Lesson Sequence: (90 minute blocks)

Day One:

- Remind students of discussions from *To Kill a Mockingbird* concerning prejudice and racism (15 minutes)
- Read "The United States of Lyncherdom" together (10 minutes)
- Discuss in class what a "brave man" is along with other ideas as brought up by students, also include Atticus Finch in the discussion of a brave man (45 - 50 minutes)
- Review reading annotation procedures and Socratic seminar expectations
- Ask students to read various articles concerning prejudice (homework) (10 minutes) (sample articles listed below--current events would be best; other possible topics include gun control, LGBT issues, same sex marriage, bullying, gender or other kinds of discrimination, etc.)
 - [Social change accelerates across generations](#) (USA Today)
 - [The rise of Black Lives Matter: Trying to break the cycle of violence and silence](#) (CNN)
 - [Dallas sniper who gunned down 5 cops 'wanted to kill white people,' chief says](#) (Fox News)
 - [Ohio city reviewing black officer's post about white cops](#) (USA Today)
 - [Texas district alters transgender policy, will notify parent](#) (Fox News)
 - [5 Times 'Transgender' Men Abused Women And Children In Bathrooms](#) (The Daily Wire)

Day Two:

- Remind students of Socratic seminar expectations (5 minutes)
- Begin Seminar over given articles (40 minutes)
- Introduce Satire by reading aloud "Buying Gloves in Gibraltar" (paper copies provided to students) (10 minutes)
- Number Heads Together to brainstorm examples of satire within the story (5 minutes)
- Remind students again of the use of the word "nigger" as discussed earlier
- Ask students to read "Only a Nigger" and discuss Twain's use of satire in the reading (25 minutes)

Day Three

- Ask for follow-up questions concerning satire and previously read stories/concepts (10 minutes)
- Give summary of *Adventures of Huckleberry Finn* and read together (10 minutes)
- Students access assignment in Google Classroom
- Introduction of paper “What would Atticus Finch think of Huck Finn?” (20 minutes)
 - Discuss requirements of essay (4 pieces of evidence from each book with additional evidence from shorter pieces or approved student found pieces) in addition to essay part requirements.
 - Show scoring guide and discuss
- Give students selected excerpts from *Adventures of Huckleberry Finn* and reading begins (45 minutes) (excerpts may be chosen by the teacher--samples listed below)
 - Chapter 10--where the snake bites Jim
 - Chapter 15--where Huck apologizes to Jim
 - Chapter 31--where Huck decides to save Jim
- Students outline direction of paper and cite text evidence (homework)

Day Four and Five

- Students work on paper in class
- Teacher answers questions, reads papers etc. (90 minutes)

Day Six

- Students share paper with a peer editor via Google Drive
- Students edit paper looking for specific assigned requirements (correct number of quotes, appropriate transitions, thesis, etc.)
- Students make corrections and turn in paper through Google Classroom (90 minutes)

Strategies for Exceptional Students:

- **Gifted:** An extended time could be given for students to read the book *Adventures of Huckleberry Finn* and to choose his/her own examples/passages instead of using only the excerpts provided.
- **Special Education/Students with lower writing ability:** Requirements for how many pieces of textual evidence could be lowered. The teacher could also do guided practice with small groups of students to outline the paragraphs and find quotes to back the students' position.

Suggested Follow-Up Activities:

- This is a follow-up activity for a unit on *To Kill a Mockingbird* by Harper Lee.

Atticus Finch	4	3	2	1
Introduction: * hook *Novel info: title, author, summary, character intro *thesis: general statement of purpose	ALL aspects present: hook, novel info., thesis	Missing ONE aspect: hook, novel info., thesis	Missing TWO aspects: hook, novel info., thesis	Missing THREE or MORE aspects: hook, novel info, thesis
Body Paragraphs: *topic *4 appropriate (supporting) quotes included *quotes properly set up X 3	ALL aspects are present: topic, 4 quotes, quotations are properly set up	Missing ONE aspect: topic, quotes, OR ONE quote not set up properly	Missing TWO aspects: topic, quotes; OR TWO quotes not set up properly	Missing THREE aspects: topic, quotes; OR ALL quotes not set up properly
Transitions: *beginning words/phrases *ending sentence	All transitions are present: 3 beginnings and 3 endings	Missing no more than 2 total transitions	Missing 3 or 4 total transitions	Missing more than 5 total transitions
Conclusion	Conclusion effectively wraps up paper by summarizing and offering opinion	Conclusion wraps up paper by summarizing and offering opinion		Conclusion is present, but does not wrap up paper
Content: *on topic *effective quotes *Link between Atticus and Huck established with support X 3	Para. are on topic, effectively use quotes as proof, and clear link between the characters is established and supported	Para. on topic, but all quotes are not effective OR character link needs some development	Para. on topic, but all quotes are not effective AND character link not clearly established	Para. not on topic, quotes are ineffective, and no clear character link is established

Quotations *quotation marks *in-text citation *MLA format	ALL quotations are properly punctuated and cited	A few quotations are incorrectly punctuated and cited	Some quotations are incorrectly punctuated and cited OR Most quotations have punctuation problems	All quotations are incorrectly punctuated and cited
Works Cited *alphabetical *cited properly	Works Cited page is correct	Works Cited page contains few errors	Works Cited page contains some errors	Works Cited page contains many errors
MUGS *mechanics *usage *grammar *spelling	No or few MUGS errors	Some or a pattern of MUGS errors	Numerous MUGS errors	MUGS errors interfere with readability