

Mark Twain Boyhood Home & Museum

Lesson Plan for Adventures of Huckleberry Finn

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City, State: Stover, MO

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Hannibal, Missouri

Huckleberry Finn Final Project

LESSON or UNIT PLAN for Huckleberry Finn

Concept or Topic: Alternative Assessment/Essay Writing	Suggested Grade Level: 10-12
Subject: Literature/Art/Writing	Suggested Time Frame: 10 days, 50 minutes per class period
Objective(s): The student will analyze plot and character development to determine the scene in a chapter which does the most to advance overall plot development and character as measured by text-based evidence to support their opinion in five scenes, two-paragraphs per scene, using a specific writing structure scoring at least 80 out of 100 points possible on the Writing Rubric. The student will create 5 works of art that illustrate the author's intended tone, mood, and characterization scoring at least 15 out of 20 points possible on the Art Rubric.	
Missouri Learning Standards: ALL STANDARDS ARE FOR 11-12 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, including where the text leaves matters uncertain. R.1.B: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials. R.1.C: Interpret visual elements of a text and draw conclusions from them (when applicable). R.3.A: Analyze the representation of a subject in two different artistic mediums, including what is emphasized or absent in each treatment. R.3.C: Evaluate how an author's work reflects his or her historical/cultural perspective. W.2.A: Follow a writing process to produce a clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.	
Assessments: <ul style="list-style-type: none">• Writing Rubric• Art Rubric	

Vocabulary:

Mood	Conflict	Figurative Language
Setting	Language	Vivid Language
T	Dialect	
Theme	Characterization	

Subject Area Integration:

- Art

Background Information:

- Students will have just finished reading and analyzing *The Adventures of Huckleberry Finn*.
- Students must know how to use the Better Answer writing format.
- How to use in-text citations.

Materials:

Norman Rockwell Paintings

<http://todaysinspiration.blogspot.com/2009/10/norman-rockwells-illustrations-for.html>

Original Huck Finn Drawings, Edward Windsor Kemble

<https://topillustrations.wordpress.com/2013/11/02/edward-windsor-kemble-original-illustrator-of-huck-finn/>

Art Slideshow to teach how mood, tone, setting, etc. are established visually

http://www.artyfactory.com/art_appreciation/visual-elements/visual-elements.html

Writing Rubric

Technology:

- Laptops/Tablets
- Internet
- Smartboard & Projector
- Photo Editing/Illustration Software

Related Twain Quotes/Passages:

"Whenever I enjoy anything in art it means that it is mighty poor. The private knowledge of this fact has saved me from going to pieces with enthusiasm in front of many and many a chromo."

- "Excerpt from the Shrine of St. Wagner"

"It is a gratification to me to know that I am ignorant of art, and ignorant also of surgery. Because people who understand art find nothing in pictures but blemishes, and surgeons and anatomists see no beautiful women in all their lives, but only a ghastly stack of bones with Latin names to them, and a network of nerves and muscles and tissues."

- "Academy of Design," letter to [San Francisco Alta California, July 28, 1867](#)

Lesson Sequence: (include a lesson sequence for each day of the unit)

Hook/Intro:

Start with a short slideshow of artwork and discuss how certain colors, shapes, size, lines, and facial expressions can be used to convey personality, mood, and overall tone. Show students images of both Norman Rockwell's and Edward Windsor Kemble's illustrations of Huckleberry Finn. Explain the importance of choosing scenes from the novel to illustrate. The most important scene is typically chosen to be illustrated.

Teaching of the Concept(s):

- Review vocab/literary elements.
- As the art slideshows play, look for and identify the emotions students feel, and determine what about an image makes them feel that way. Is it because of color choice, the position of the characters in a scene, facial expressions, lines, size, the way the scene is presented, etc...?
- ID the words they are using to describe these feelings and have students write an individual list that must be turned in for credit.
- Venn Diagram/Compare & Contrast these words to the language Twain uses to depict emotions/scenes to the works of art they've seen.
- Go through the original wood cuttings Edward Windsor Kemble used to illustrate Huck Finn. Explain that important scenes were chosen by Twain to illustrate.
- Go through the Norman Rockwell scenes and discuss that he chose which scenes to illustrate. Talk about his visit to Hannibal where he actually got a feel for the town that inspired Twain's stories, and based the tone/mood of his images off of the figurative language found in the novel, but the settings based off of what he saw in Hannibal. Note that there is a difference between mood and setting.
- Rockwell chose what he believed to be the most important scenes.

Suggested Questions:

- How do you determine what is important?
- What is the theme of your chapter and how will you use text-based evidence to support that?
- How can language be used to paint a picture in your mind?
- How does language affect your mood as you read something?
- How does dialect affect your interpretation/opinion of a character?
- How can you translate words and the feelings they convey into an actual picture?

Learning Activity:

- Label 42 slips of paper, one for each chapter in the novel.
- Put these slips into a hat/bowl/bucket/Random Name Generator and have each student draw no more than 5 slips. Fewer if you've got more students, but no more than 5 slips per student. The important thing here is to randomly assign chapters. However, it may be necessary to take exceptional learners into consideration and be ready to intervene if they draw a chapter that is too intense or too easy.
- The students will then look at their numbers, and those will be their assigned chapters.
- Students will then choose what they believe to be the most important scene out of each chapter they've been assigned. The students will then illustrate those scenes to the best of their ability, using the artistic medium of their choice. They can utilize whatever mediums are available to create these scenes, for example: pen and ink, charcoal, paint, watercolor, etc...If image editing or illustrating

software is available, allow students to utilize technology. It is important that they be allowed to utilize whatever they are most comfortable/confident with. NOT ALL STUDENTS ARE BRILLIANT ARTISTS.

- When they are done creating their illustrations/images, they will need to explain, using text-based evidence, why that scene is the most important. Students will also need to explain what has been done to turn the imagery Twain has used into an actual picture. They will need to explain how they have conveyed the mood of the scene, the attitudes of the characters, and the overall tone of the scene. Artistic ability does not have to be outstanding, but students must defend their choices and explain why they have interpreted the author's words the way they have. These explanations must be a minimum of 2 paragraphs, and students will be required to use the Better Answer writing format. For example, the first paragraph could explain why they have chosen that scene, with the second paragraph explaining what they have done to convey the tone/setting/mood/characters.

Homework:

Create one image that represents what you believe to be the most important scene in each chapter you have been assigned. Your images can be posters you've made with markers, pastels, pen & ink, etc...or you can design them in a digital imaging program, so long as you submit a printed copy of it. Or if you are feeling especially enterprising, you may create some sort of sculpture.. You will need to write a minimum of 2 paragraphs, per scene, explaining why you believe that scene is the most important to that chapter and what you have done to effectively put into a picture what you are reading in the text. Use text-based evidence to support your answer. It is important to consider the overall tone of that scene as it relates to the rest of the novel, as well as the themes, as you look to justify your reasoning.

Total Points Possible: 120

Writing: 100 pts.

Artwork: 20 pts.

Strategies for Exceptional Students:

- Low-Achieving students will have access to SparkNotes of each chapter.
- High-Achieving students or students who finish early will be asked to compile a digital notebook of the images.

Allow opportunities for extra credit based on outstanding artwork or exceptional creativity or thinking outside of the box.

Suggested Follow-Up Activities:

- What have other artists done to interpret Mark Twain's works?

DNote: All handouts and supporting materials (when appropriate) should be INCLUDED in this single document. When possible, include the link, not a full picture. If you are using a handout or visual, insert it AFTER the body of the lesson plan.

DPlease submit only ONE DOCUMENT that includes all materials for your plan. Thank you!

Writing Rubric

	20-15	15-10	10-5	5-0	Score
Restatement	Fully restates the question while effectively changing the tense of verbs and adjusting nouns and pronouns as needed.	Partially restates the question and does not change the tense of all the verbs, nor adjusts nouns and pronouns.	Retains too many elements of the question such as verb tense and pronouns.	Does not restate the question.	
Gist	Broad, general, and answers the question, but leaves the reader wanting to know more.	Answers the question, but includes too many details, yet still leaves the reader wanting to know more.	Completely answers the question and includes all of the details. Does not leave the reader wanting to know more.	Does not answer the question or stay on topic.	
Supporting Details/Text-Based Evidence	At least 3-4 details. Complete sentences, stays on topic and supports the gist. Text-based evidence is clearly cited and incorporated.	2-3 supporting details, some do not fully support the gist. Text-based evidence is incorporated, but not clearly cited.	1-2 details, do not fully support the gist. Little to no text-based evidence and not cited.	No supporting details, strays completely off topic. No text-based evidence.	
Conclusion	Completely summarizes the writing, yet is succinct and does not leave room for more questions.	Summarizes the writing, but does not close it, leaving room for some questions.	Does not summarize or close the writing, leaving room for too many questions.	Not present.	
Grammar, Spelling, and Punctuation	Uses proper grammar, spelling, and punctuation throughout.	There are a few errors in spelling, grammar, and punctuation.	There are many errors in spelling, grammar, and punctuation.	There are so many errors, that it is hard to make sense of the	

				paragraph(s).	
					Total:

Art Rubric

	20-15	14-10	9-4	3-0	Score
Art	Clearly put forth as much effort as possible. Work is creative and clearly conveys the author's message.	Put forth a lot of effort, but did not reach full potential. Work is somewhat creative and somewhat conveys the author's message.	Put forth minimal effort and creativity. The author's message is not clearly conveyed.	Put forth no effort and there is no creativity. The author's message is not conveyed.	