Mark Twain Boyhood Home & Museum
Unit Plan for Adventures of Huckleberry Finn
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City, State: St. Charles, MO
Mark Twain Teachers’ Workshop--July 15, 2018
Hannibal, Missouri

“Exploration of Topics Found in Huck Finn”

<table>
<thead>
<tr>
<th>Concept or Topic:</th>
<th>Suggested Grade Level(s)/Course:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exploration of topics/issues found in Huck Finn to make personal and real world connections</td>
<td>High School English</td>
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</table>

<table>
<thead>
<tr>
<th>Subject:</th>
<th>Suggested Time Frame:</th>
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</thead>
<tbody>
<tr>
<td>Literature</td>
<td>5 days of 45 min. Lessons</td>
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<tr>
<td>Social Studies</td>
<td></td>
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<tr>
<td>American History</td>
<td></td>
</tr>
<tr>
<td>Science</td>
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</table>

**Day 1** Teacher describes the lesson and goal, students begin research
**Day 2** Student independent research
**Day 3** Individual Conference with students on progress of Hyperdoc creation
**Day 4** Student continue to build Hyperdoc
**Day 5** Student submit hyperdoc to classroom website and select a different Hyperdoc to complete

If students are not familiar with tools used to create a Hyperdoc, more time may be needed for the creation of the Hyperdoc.

**Objective(s):**

1. Students in HS English will identify one topic from Huckleberry Finn, research facts and history with 80% accuracy.
2. Students in HS English will identify a topic in Huckleberry Finn, complete research and create a Hyperdoc with at least eight supporting interactive elements.

[Rubric](#) for determining completion of these goals.

This link will open the original Google Form, please make a copy for your
**Common Core State Standards:**

**CCSS.ELA-LITERACY.W.11-12.2.A**
Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

**CCSS.ELA-LITERACY.W.11-12.2.E**
Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

**CCSS.ELA-LITERACY.W.11-12.6**
Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

**Assessments (at least two):**

**Formative:** Students will submit 4 of the interactive items for their Hyperdoc (checkpoint) for a conference review with the teacher. At this time the student checklist will be used to show students how varied and at what level their elements are for the Hyperdoc. Students should leave the conference knowing what areas of the checklist they still need to address in the remaining 4 sections of their Hyperdoc.

**Summative:** Students will use this [student checklist](#) prior to submitting the final Hyperdoc, this checklist will also be used as a grading rubric.
- This link will force the creation of a new document so students can complete it and turn it in to the teacher.

**Vocabulary (Tiers 2 & 3):**

Primary Source  
Technology integration  
Higher level thinking  
Synthesize  
Cite evidence  
Extrapolate

Students will demonstrate knowledge of these terms as they apply to their Hyperdoc and the checklist.
**Subject Area Integration:**
- Social studies
- Science
- History
- Math

**Background Information Required for Unit/Lesson:**

- Complete reading *Huckleberry Finn*.
- Complete in-class unit on finding bias in writing.
- Complete in-class unit on research strategies, specifically the use of databases.
- Students should have had exposure to several different Hyperdocs and understand how they can be used to teach a topic.
- Students should have working knowledge of several online tools needed to create Hyperdoc including but not limited to:
  - Google Docs
  - Google Drive
  - Google Slide
  - Google Forms
  - Also see below for websites

**Materials:**

- *Adventures of Huckleberry Finn*
- School Databases
- Chromebook or laptop
- Internet and web tools (see below)

**Sources:**
- Tools for [Critical Thinking](#)
- Tools for [Designers, Directors, and Developers](#)
- Tools to [Apply and Create](#)
- Tools to [Collaborate](#)
- Tools to [Connect](#)

**Technology:**

More of my favorites:
- [https://www.wordclouds.com/](https://www.wordclouds.com/)
- Google Blogger
- Google Hangout
- Twitter
- [https://www.youtube.com/](https://www.youtube.com/)
- [https://flipgrid.com/](https://flipgrid.com/)
- [https://padlet.com](https://padlet.com)
- [https://answergarden.ch/](https://answergarden.ch/)
Related Twain Quotes/Passages:

This will be different for each student as they have a choice of what topic to research.

Lesson Sequence:
Day 1 Teacher describes the lesson and goal, students begin research
Day 2 Student independent research
Day 3 Individual Conference with students on progress of Hyperdoc creation
Day 4 Student continue to build Hyperdoc
Day 5 Student submit hyperdoc to classroom website and select a different Hyperdoc to complete

Only days 1, 3, and 5 are described below as days 2 and 4 are independent work days.

Day 1: (45 minutes)
Hook/Intro:
Do a gallery walk with the words: Literature, Science, History, Society of separate pages on the wall. Have students identify and write topics in these categories that are present anywhere in the novel.

Here are some ideas that might be on the papers:

<table>
<thead>
<tr>
<th>Literature</th>
<th>Science</th>
<th>History</th>
<th>Society</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Hamlet speech</td>
<td>Smallpox</td>
<td>Steamboat travel</td>
<td>Slavery</td>
</tr>
<tr>
<td>Feuds connection to Romeo and Juliet</td>
<td>Mumps</td>
<td>King and Duke</td>
<td>Feuds</td>
</tr>
<tr>
<td>King Solomon</td>
<td>Harelip</td>
<td>Traveling performers</td>
<td>Traveling performers</td>
</tr>
<tr>
<td>Other</td>
<td>Medical care in 1880 Mississippi River</td>
<td>Coat of arms</td>
<td>Superstitions</td>
</tr>
<tr>
<td>Other</td>
<td>Other</td>
<td>Other</td>
<td>Other</td>
</tr>
</tbody>
</table>

Overall lesson concept:
Research a topic that was present in Huck Finn and present that information to the class in a creative way.

Create a Hyperdoc with 8 interactive elements.
Consider:
   - History
   - Explanation
   - Connections to story
   - Connections to today
   - Survey opinions

**Teaching of the Concept(s):**
1. Hyperdocs templates can be accessed [here](#).
2. Here is an example of a Hyperdoc on the Nile River (an off-topic Hyperdoc is included so not to take away any options) to see examples of tools to use.
3. Students will discuss in small groups positive and negative aspects of that Hyperdoc.
4. In small groups, students will review the tools suggested for use.
5. Students will then begin research for their Hyperdoc.

**Suggested Questions:**
What elements of your topic do you plan to include?
What interactive tools do you plan to use?

**Learning Activity:**
- exit survey
Clicking this link will create a copy to your drive to edit and use with your students as needed.

**Review/Closure:**
Students report their chosen topic for teacher approval on the exit survey.

**Day 3: (45 minutes)**

**Hook/Intro:**
Answer any questions and explain the individual conference process.

**Teaching of the Concept(s):**
1. Students will share their incomplete Hyperdoc with the teacher to allow the teacher to review progress.
2. Begin individual conferences.
3. Share the checklist with the students (see above also).
4. Complete Checklist for what the students have done and provide feedback.

**Suggested Questions:**
What information have you have found, but you are unsure of how to use it in your Hyperdoc?
<table>
<thead>
<tr>
<th><strong>Learning Activity:</strong></th>
<th>Individual conferences with teacher to evaluate and problem solve progress of Hyperdoc.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Review/Closure:</strong></td>
<td>Review survey, plan for any changes (Clicking the link will automatically make a copy of this exit survey for you to modify and use as needed).</td>
</tr>
<tr>
<td><strong>Day 5: (45 minutes)</strong></td>
<td><strong>Hook/Intro:</strong> Students turn in completed checklist review of the Hyperdoc as well as turn in link for their Hyperdoc.</td>
</tr>
</tbody>
</table>
| **Teaching of the Concept(s):** | 1. Students post their completed Hyperdocs on class webpage.  
2. Teacher can decide how to assign (or let them select) which classmates Hyperdoc they are to complete.  
3. Students complete a classmates' Hyperdoc. |
| **Suggested Questions:** | Answer any questions regarding proper way to post and share their Hyperdocs. |
| **Learning Activity:** | Exit survey to provide feedback to the student who created the Hyperdoc they completed today. (Clicking the link will automatically make a copy of this exit survey for you to modify and use as needed). |
| **Review/Closure:** | Students complete what they would do differently Google Form. This self-reflection is crucial as it helps students reflect not only on content, but their effort level on this assignment. |
| **Homework (for the unit):** | Homework is only necessary if students need to finish the creation of their Hyperdoc. |
| **Strategies for Exceptional Students (for the unit):** | The assignment can be modified for ELL students by having them complete a more simplistic Hyperdoc, or just work through a Hyperdoc created by the teacher.  
The assignment can be modified for exceptional students by having them use only databases to find information and exchanges Hyperdocs with other exceptional students. |
Suggested Follow-Up Activities (for the unit):
Sharing their Hyperdoc with a teacher in the applicable subject area.

Self-evaluation checklist for all Hyperdocs can be used as the student checklist prior to submission of the assignment.

HyperDoc Checklist

Directions for student self-evaluation: Once you have completed your Hyperdoc on your selected topic, review this checklist and make sure your Hyperdoc meets some portion of each section. I will use this checklist as my grading rubric.

<table>
<thead>
<tr>
<th>Tech Integration</th>
<th>Critical Thinking</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>REDEFINTION</strong></td>
<td><strong>LEVEL 4</strong></td>
</tr>
<tr>
<td>Does your lesson allow for creation of new tasks?</td>
<td>Does your lesson offer extended thinking through an investigation, with time to think and process multiple conditions of the problem?</td>
</tr>
</tbody>
</table>

- CREATE Students direct video projects, design a project to synthesize information, develop games or websites, and/or demonstrate mastery of a topic.
- COLLABORATE Create together combining ideas.
- CONNECT Using teleconferencing tools, connect locally and/or globally, interact on social media, share ideas via public comments, and/or use tools to create social change.
- VOICE and CHOICE Student driven projects that provide opportunities to develop a skill.
- SHARE Student work is shared with an authentic audience beyond the classroom and home.

- APPRAISE Students evaluate their own work or the work of others.
- CONNECT Students connect new ideas with previous ideas.
- CRITIQUE/JUDGE Offer purposeful commentary on the work of others (expert articles, classmates).
- DESIGN Develop and design authentic investigations, inquiry projects around student.
- JUSTIFY/PROVE Collect and share data and/or opinions to make an argument or statement.
- SYNTHESIZE/REPORT Share out new, central understandings around a topic.
<table>
<thead>
<tr>
<th>MODIFICATION</th>
<th>LEVEL 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Does your lesson allow for significant task redesign?</em></td>
<td><em>Does your lesson offer opportunities for students to reason, develop a plan, or a sequence of steps?</em></td>
</tr>
<tr>
<td>- EXAMINE Study multimedia text sets and integrate ideas and/or find themes.</td>
<td>- CITE EVIDENCE Support ideas with details and examples.</td>
</tr>
<tr>
<td>- COMMUNICATE Use share features to discuss ideas.</td>
<td>- DEVELOP Use voice appropriate to the purpose and audience.</td>
</tr>
<tr>
<td>- INTERPLAY Make choices and explore interactive websites through with a variety of link's (games, videos, images, text, etc.)</td>
<td>- ASSESS/INVESTIGATE Identify research questions and design investigations for a specific problem.</td>
</tr>
<tr>
<td>- INTERACT Provide feedback and use suggestion features.</td>
<td>- COMPARE/CONTRAST Determine the author’s purpose and describe how it affects the interpretation of a reading selection.</td>
</tr>
<tr>
<td>- PRACTICE Students practice developing digital citizenship, visual and/or digital literacy.</td>
<td>- DIFFERENTIATE Apply a concept in other contexts.</td>
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<th>HyperDoc Checklist</th>
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<tr>
<td><strong>Tech Integration</strong></td>
</tr>
<tr>
<td><strong>AUGMENTATION</strong></td>
</tr>
<tr>
<td><em>Does your lesson plan use tech as a direct tool?</em></td>
</tr>
<tr>
<td>- LITERACY Read digitally, record thinking, share responses, take notes, and use graphic organizers.</td>
</tr>
<tr>
<td>- ASSESS Collect digital assessments that substitute previously used assessments.</td>
</tr>
<tr>
<td>- COPY Use assignments previously created and copy into Docs. Augment using share features.</td>
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<tr>
<td>SUBSTITUTION</td>
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<tr>
<td>--------------</td>
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<tr>
<td><em>Is your lesson teaching foundational skills that will lead to more complex skills?</em></td>
</tr>
<tr>
<td>☐ SUBSTITUTE Copy and paste a PDF worksheet or digital file</td>
</tr>
<tr>
<td>☐ TYPE Word processing, digital images, fill in the blanks</td>
</tr>
<tr>
<td>☐ DIRECT Provide directions</td>
</tr>
<tr>
<td>☐ READ Read digital text</td>
</tr>
<tr>
<td>☐ ILLUSTRATE Represent in words or diagrams a concept or relationship.</td>
</tr>
</tbody>
</table>