

Mark Twain Boyhood Home & Museum

Unit Plan for *Adventures of Huckleberry Finn*

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“Exploration of Topics Found in Huck Finn”

LESSON PLAN for Huckleberry Finn

LESSON PLAN for Huckleberry Finn	
Concept or Topic: Exploration of topics/issues found in Huck Finn to make personal and real world connections	Suggested Grade Level(s)/Course: High School English
Subject: Literature Social Studies American History Science	Suggested Time Frame: 5 days of 45 min. Lessons 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): <ol style="list-style-type: none">1. Students in HS English will identify one topic from <i>Huckleberry Finn</i>, research facts and history with 80% accuracy.2. Students in HS English will identify a topic in <i>Huckleberry Finn</i>, complete research and create a Hyperdoc with at least eight supporting interactive elements. <p>Rubric for determining completion of these goals. This link will open the original Google Form, please make a copy for your</p>	

personal use.

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/>
- Google Blogger
- Google Hangout
- Twitter
- <https://www.youtube.com/>
- <https://flipgrid.com/>
- <https://padlet.com>
- <https://answergarden.ch/>

- <https://www.canva.com/>

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:

Literature	Science	History	Society
The Hamlet speech Feuds connection to Romeo and Juliet King Solomon Other	Smallpox Mumps Harelip Medical care in 1880 Mississippi River Other	Steamboat travel King and Duke Traveling performers Coat of arms The Dauphiné Other	Slavery Feuds Traveling performers Superstitions Other

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?

Learning Activity:

Individual conferences with teacher to evaluate and problem solve progress of Hyperdoc.

Review/Closure:

[Exit 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).

Day 5: (45 minutes)**Hook/Intro:**

Students turn in completed checklist review of their Hyperdoc as well as turn in link for their Hyperdoc.

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.

Tech Integration

Critical Thinking

REDEFINTION

Does your lesson allow for creation of new tasks?

- 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.

LEVEL 4

Does your lesson offer extended thinking through an investigation, with time to think and process multiple conditions of the problem?

- 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.

MODIFICATION <i>Does your lesson allow for significant task redesign?</i>	LEVEL 3 <i>Does your lesson offer opportunities for students to reason, develop a plan, or a sequence of steps?</i>
<ul style="list-style-type: none"> <input type="checkbox"/> EXAMINE Study multimedia text sets and integrate ideas and/or find themes. <input type="checkbox"/> COMMUNICATE Use share features to discuss ideas. <input type="checkbox"/> INTERPLAY Make choices and explore interactive websites through with a variety of link's (games, videos, images, text, etc.) <input type="checkbox"/> INTERACT Provide feedback and use suggestion features. <input type="checkbox"/> PRACTICE Students practice developing digital citizenship, visual and/or digital literacy. 	<ul style="list-style-type: none"> <input type="checkbox"/> CITE EVIDENCE Support ideas with details and examples. <input type="checkbox"/> DEVELOP Use voice appropriate to the purpose and audience. <input type="checkbox"/> ASSESS/INVESTIGATE Identify research questions and design investigations for a specific problem. <input type="checkbox"/> COMPARE/CONTRAST Determine the author's purpose and describe how it affects the interpretation of a reading selection. <input type="checkbox"/> DIFFERENTIATE Apply a concept in other contexts.

<h1>HyperDoc Checklist</h1>	
Tech Integration	Critical Thinking
AUGMENTATION <i>Does your lesson plan use tech as a direct tool?</i>	LEVEL 2 <i>Do students apply concepts or conceptual knowledge in two or more steps?</i>
<ul style="list-style-type: none"> <input type="checkbox"/> LITERACY Read digitally, record thinking, share responses, take notes, and use graphic organizers. <input type="checkbox"/> ASSESS Collect digital assessments that substitute previously used assessments. <input type="checkbox"/> COPY Use assignments previously created and copy into Docs. Augment using share features. 	<ul style="list-style-type: none"> <input type="checkbox"/> EXTRAPOLATE Summarize the major events in a digital text. <input type="checkbox"/> FORMULATE Use context cues to identify the meaning of unfamiliar words. <input type="checkbox"/> COMPUTE Solve routine multiple-step problems. <input type="checkbox"/> CONVERT Describe the cause/effect Identify patterns in events or behavior. <input type="checkbox"/> DISTINGUISH Organize, represent and interpret data.

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SUBSTITUTION

Is your lesson teaching foundational skills that will lead to more complex skills?

- SUBSTITUTE** Copy and paste a PDF worksheet or digital file
- TYPE** Word processing, digital images, fill in the blanks
- DIRECT** Provide directions
- READ** Read digital text

LEVEL 1

Do your lesson ask students to recall a fact, information, or procedure?

- RECALL** elements and details of story structure, such as sequence of events, character, plot and setting.
- NAME** Conduct basic calculations or fill in the blank with options provided.
- MATCH** Vocabulary and definitions.
- RECORD** Label locations on a map.
- ILLUSTRATE** Represent in words or diagrams a concept or relationship.