

Title	The Adventures of Huckleberry Finn
Grade	9-12
Materials	<p>For this lesson, you will need:</p> <p>Mark Twain's novel <i>The Adventures of Huckleberry Finn</i></p> <p>YouTube video of the first 10 minutes of the movie "Tom & Huck"</p> <p>URL: [http://www.youtube.com/watch?v=spDHpt05my8\\\\\\\\\\\\] *NOTE: Videos for this section sometimes go in and out of YouTube depending on copyright. This video though not about The Adventures of Huckleberry Finn the book, it still contains the same characters and can be used as an excellent example for this lesson. This video has been up on YouTube for a while, but if it does become unavailable simply searching Huckleberry Finn in the search bar and you will get a lot of other results that can be used for the exact same activity.</p>
Objective	<p>Given their book as well as in class examples and discussion of the video, students will be able to analyze and identify key quotations or symbols to extract the greater meaning of the book in the form of an analytical paper with 80% accuracy.</p>
Procedure	<ol style="list-style-type: none"> 1. Explain that as a concluding activity after reading and discussing <i>The Adventures of Huckleberry Finn</i>, your students must produce a paper in which they demonstrate their familiarity with the novel by writing at length about a quotation from it or a symbol in it. 2. To begin and introduce the topic, watch the YouTube video. 3. After the video, discuss a certain quote from the clip or a certain symbol. 4. Then explain to the students that they will be writing a paper based on a quote or symbol, just like the discussion that you had in class. 5. Give them the following advice for choosing a quotation to write about (this advice applies to any novel, not just to <i>Huckleberry Finn</i>): <ul style="list-style-type: none"> § Select a quotation that has already gained fame. § Select a quotation that contains strong emotion. § Select an impressive statement from the very beginning or the very end of the novel. <p>As an example of a quotation that is famous and contains strong emotion, you can cite the following statements by Huck in Chapter 8: People would call me a low down Abolitionist and despise me for keeping mum---but that don't make no difference. I ain't agoing to tell that I know where Jim, the runaway slave, is, and I ain't agoing back there to Jim's owner anyways. As an example of a quotation that is famous and that concludes the book, you can cite the following statement from the end of Chapter 42: I reckon I got to light out for the Territory ahead of the rest, because Aunt Sally she's going to adopt me and sivilize me and I can't stand it. I been there before.</p> <p>Making sure that students know what a symbol is (something that stands not only for itself but also for something larger than itself), give them the following advice for choosing a symbol to write about (this advice applies to any novel, not just to <i>Huckleberry Finn</i>):</p> <ul style="list-style-type: none"> § Select a symbol that figures in the novel dramatically---an item that the novel couldn't exist without. § Select a symbol that has meaning not just in one scene but in the work as a whole. <p>As examples of symbols that dominate <i>Huckleberry Finn</i> and that the book couldn't exist without, you can suggest, first, the raft and, then, the relationship between Huck and Jim.</p> 6. Help students verify that they have identified a meaningful quotation or symbol by asking them to write notes (eventually to be included in their paper) that show how the quotation or symbol relates to the work's theme or main idea. For example, model asking yourself how either of the quotations or either of the symbols, noted above, connects with

	<p>one or more of the themes of Huckleberry Finn---say, the theme of self-growth through observing life closely and honestly; or the theme of the dangers of civilization.</p> <p>7. Discuss with students how they might organize their essays about a quotation or a symbol. Here's one suggestion:</p> <p>§ The first paragraph should include a thesis statement that (1) identifies the quotation or the symbol to be written about and (2) identifies a theme or main idea of the novel.</p> <p>§ The next paragraph should give the writer's translation or paraphrase of the quotation or the writer's associations with the symbol.</p> <p>§ The next paragraph should explain how the quotation or symbol informs all parts of the novel---beginning, middle, and end.</p> <p>§ The final paragraph might explain how an intense study of the quotation or symbol helped the reader get more out of the novel.</p> <p>8. After students have written their first drafts, remind them of what is involved in following through on the entire writing process.</p>
Evaluation	<p>You can evaluate your students' performances using the following three-point rubric:</p> <p>Three points: clearly stated thesis statement supported by many specifics from the novel; paragraphs unified and coherent; no errors in grammar, usage, mechanics</p> <p>Two points: adequately stated thesis statement supported by some specifics from the novel; paragraphs unified and coherent; some errors in grammar, usage, mechanics</p> <p>One point: unclear or absent thesis statement; paragraphs lacking unity and coherence; many errors in grammar, usage, mechanics</p> <p>You can ask your students to contribute to the assessment rubric by stating criteria for unity and coherence.</p> <p>Jane Smiley, Harper's, January 1996</p>
Standards	<p>9-12</p> <p>Subject Area: language arts</p> <p>Standard: Demonstrates competence in general skills and strategies for reading literature.</p> <p>Benchmarks:</p> <p>Analyzes the effects of complex literary devices on the overall quality of this work.</p> <p>Identifies the simple and complex actions (e.g., internal/external conflicts) between main and subordinate characters in texts containing complex character structures.</p> <p>Makes abstract connections between one's own lives and the characters, events, motives, and causes of conflict in text. Understands complex dialogues and analyzes the stylistic effect of those dialogues in the story.</p> <p>Analyzes the effectiveness of complex elements of plot (e.g., setting(s), major events, problems, conflicts, resolutions).</p> <p>Grade Level:</p> <p>9-12</p> <p>Subject Area:</p> <p>language arts</p> <p>Standard:</p> <p>Demonstrates a familiarity with selected literary works of enduring quality.</p> <p>Benchmarks:</p> <p>Demonstrates an understanding of why certain literary works may be considered classics or works of enduring quality.</p>
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