

# Unit 02: The Adventures of Huckleberry Finn

Content Area: **Language Arts**  
Course(s): **English 3CP**  
Time Period: **Semester 1 & 2**  
Length: **4 weeks**  
Status: **Published**

## Standards

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Please see list of standards for more details under the anchor standards. Please note that additional standards can be applied to any unit. Note: students may read *Huckleberry Finn* in its entirety or in excerpts.

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| LA.L.11-12     | Language  |
| LA.L.11-12.1   | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |
| LA.L.11-12.1.A | Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.   |
| LA.L.11-12.3   | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.   |
| LA.L.11-12.3.A | Vary syntax for effect, apply an understanding of syntax to the study of complex texts.   |
| LA.L.11-12.4   | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.   |
| LA.L.11-12.4.A | Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.  |
| LA.L.11-12.4.C | Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.   |
| LA.L.11-12.4.D | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).   |
| LA.L.11-12.5   | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.   |
| LA.L.11-12.5.A | Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.   |
| LA.L.11-12.5.B | Analyze nuances in the meaning of words with similar denotations.   |
| LA.L.11-12.6   | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| LA.W.11-12.1   | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  |
| LA.W.11-12.4   | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)  |
| LA.W.11-12.6   | Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.  |
| LA.RI.11-12.4  | Determine the meaning of words and phrases as they are used in a text, including  |

figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

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| LA.RL.11-12.1   | Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.   |
| LA.RL.11-12.9   | Demonstrate knowledge of and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics. |
| LA.RL.11-12.10a | By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.   |
| LA.SL.11-12     | Speaking and Listening   |
| LA.SL.11-12.1   | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.   |
| LA.SL.11-12.1.A | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.  |
| LA.SL.11-12.1.B | Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.  |
| LA.SL.11-12.1.C | Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.                                |
| LA.SL.11-12.1.D | Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.                       |
| LA.SL.11-12.2   | Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.  |
| LA.SL.11-12.3   | Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.  |
| LA.SL.11-12.4   | Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.   |
| LA.SL.11-12.5   | Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.  |
| LA.SL.11-12.6   | Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.  |
| CAEP.9.2.12.C.3 | Identify transferable career skills and design alternate career plans.   |
| CAEP.9.2.12.C.4 | Analyze how economic conditions and societal changes influence employment trends and future education.   |
| CAEP.9.2.12.C.5 | Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.  |
| TECH.8.1.12.D.1 | Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.  |

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| TECH.8.1.12.F     | Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.   |
| TECH.8.1.12.F.CS1 | Identify and define authentic problems and significant questions for investigation.<br>Knowledge of Language<br>Presentation of Knowledge and Ideas<br>Comprehension and Collaboration<br>Vocabulary Acquisition and Use<br>Comprehension and Collaboration<br>Presentation of Knowledge and Ideas<br>Conventions of Standard English<br>Conventions of Standard English |

## **Enduring Understandings**

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Students will understand the following:

Irony and satire create a contrast between what a character says and what the reader is intended to understand and the purpose of such is to change perspectives in society.

Literature reflects the human experience and man's quest to understand his personal identity.

Realism became a movement in American literature that was a reaction to the social and political events during the nineteenth century.

Understanding the time, setting, and context of a literary work is essential to understanding the philosophy and themes explored within the text and is essential to broadening our own viewpoints and world view.

## **Essential Questions**

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What roles can irony and satire play in literature?

What is an epic?

What is realism?

How does race influence how the individual views humanity?

## **Knowledge and Skills**

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Students will examine the issue of race in America - historically and present day.

Students will understand the tenets of Realism.

Students will understand poetic terms.

Students will understand how Huck Finn is a unique, regional, American, and universal novel.