

Honors: The Adventures of Huckleberry Finn

Content Area: **English Language Arts**
Course(s): **Language Arts Literacy II Honors**
Time Period: **3 weeks**
Length: **3 weeks**
Status: **Published**

Unit Overview

Students will read and analyze *The Adventures of Huckleberry Finn* for literary devices and elements and historical context. Students will evaluate the importance of Twain's *The Adventures of Huckleberry Finn* to the literary world. They will also study Twain's satirization of the hypocritical south at the time. Students will read and discuss "Huck's Black Voice" and understand the impact of Twain's writing style on future works.

Transfer

Students will be able to independently use their learning to...

- Evaluate the historical context of the novel and relate to other texts and current events
- Investigate issues of race that still exist and how those issues impact society
- Identify elements of satire and determine what stereotypes Twain encourages and what stereotypes he subverts

Meaning

Understandings

Students will understand...

- Events in author's lives influence literary works
- How themes in fiction relate to current events
- Personal struggles can play a large role in the person you become
- The growth of adolescents throughout the novel
- The author's purpose including the dangerous situations presented in the novel as well as the difficulty associated with growing up/coming into adulthood without responsible parents

Essential Questions

Students will consider...

- 1) What makes a "good" story?
- 2) Can literature serve as a vehicle for social change?
- 3) Why is it important for people to construct narratives about their experiences?
- 4) How are belief systems represented in literature?
- 5) How can literature be used to inform/change people's opinions about their society?

Application of Knowledge and Skill

Students Will Know...

- Plot Development
- Character Development
- Themes - coming-of-age, racism, dialect, friendship

Students Will Be Skilled At...

- Reading with the ability to cite evidence to demonstrate comprehension
- Identifying and examining literary elements
- Identifying and reflecting on themes

Academic vocabulary

Vocabulary in context throughout novel

- satire
- humor
- slang from the time period

Learning Goal

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Read and comprehend complex literary and informational texts independently and proficiently.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Objective 1 (Levels 1, 2, and 3)

Students will be able to learn the historical background of the novel and author's background to connect to events in the text during reading.

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| LA.RL.9-10.5 | Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise). |
| LA.RL.9-10.9 | Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare). |
| LA.RI.9-10.3 | Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. |
| LA.RI.9-10.6 | Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose. |

Objective 2 (Levels 1, 2)

Students will be able to define unknown words in text.

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| LA.RL.9-10.4 | Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). |
| LA.L.9-10.1.A | Use parallel structure. |
| LA.L.9-10.1.B | Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. |

Objective 3 (Levels 3, 4)

Students will be able to identify literary devices in text and draw conclusions about plot development.

Students will be able to identify, discuss, and cite evidence from text focusing on themes of gender, love, and relationships.

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| LA.RL.9-10.1 | Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining |
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| | where the text leaves matters uncertain. |
| LA.RL.9-10.2 | Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text. |
| LA.RL.9-10.3 | Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. |
| LA.RL.9-10.10b | By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above. |
| LA.RI.9-10.1 | Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain. |
| LA.RI.9-10.2 | Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text. |
| LA.RI.9-10.3 | Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. |
| LA.SL.9-10.1.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.9-10.1.C | Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. |

Objective 4 (Levels 3, 4)

Summative Assessment

- Small group discussions
- Student-led discussions
- Pair-and-share responses
- Analyzing text
- Group observations
- Journal responses

21st Century Life and Careers

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| CRP.K-12.CRP2 | Apply appropriate academic and technical skills. |
| CRP.K-12.CRP4 | Communicate clearly and effectively and with reason. |
| CRP.K-12.CRP5 | Consider the environmental, social and economic impacts of decisions. |

Formative Assessment and Performance Opportunities

- Unit test
- Reading quizzes
- Essay

Accommodations/Modifications

- Discussion
- Comprehension quizzes

- Allow students to highlight key points
- Practice reading skills using electronic devices
- Provide books/study sheets with key phrases/words highlighted
- Provide graphic organizers
- Use visuals to add meaning

Interdisciplinary Connections

- Jim Crow-era race policies
- Slavery in America
- Technology of the 19th Century
- The Role of Women in the 19th Century

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| SOC.6.1.12.A.1.b | Analyze how gender, property ownership, religion, and legal status affected political rights. |
| SOC.6.1.12.A.3.h | Examine multiple perspectives on slavery and evaluate the claims used to justify the arguments. |
| SOC.6.1.12.C.1.b | Determine the extent to which natural resources, labor systems (i.e., the use of indentured servants, African slaves, and immigrant labor), and entrepreneurship contributed to economic development in the American colonies. |

Unit Resources

- Their Eyes Were Watching God
- Documentary on author
- [Jane Smiley - "Say it Ain't So, Huck: Second Thoughts on Mark Twain's Masterpiece"](#)
- [Toni Morrison - "This Amazing, Troubling Book"](#)

