

TITLE OF LESSON

American Literature Unit 1 Lesson 22 – Twain's Voices: Introduction to *The Adventures of Huckleberry Finn*  
*What is Satire?*

---

TIME ESTIMATE FOR THIS LESSON

One class period

---

ALIGNMENT WITH STANDARDS

California – Eng 11-12: R1.0-3, 2.0, 3.0-5, W1.0-5, 1.9, 2.2, W/O1.0-2, L/S1.0

---

MATERIALS

Class sets of *The Adventures of Huckleberry Finn*  
[Reciprocal Teaching](#) roles sheets for each group (**Questioner, Summarizer, Predictor and Clarifier**) –  
*Teaching Strategies* section of the site  
Editing Skills List – Teacher Page  
**Evaluation Essay 1 Instructions** – Student Page  
**Evaluation Rubric** – Student Page

---

LESSON OBJECTIVES

- To edit a partner's essay
  - To demonstrate spelling, punctuation, and grammar skills through peer editing
  - To hear the explanatory note to *The Adventures of Huckleberry Finn*
  - To use [Reciprocal Teaching](#) strategies to pose questions, summarize, clarify, and make predictions about the first chapter of the novel
- 

FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) Homework Check – Stamp/initial all complete homework assignments (Step 4 of **Evaluation Essay 1 Instructions**). Pass back graded assignments and have students place them in the appropriate section of their binders.
- 2) [Daily Log](#) – Tell students to copy the Daily Log below.

Date	Journal	Lecture Discussion	Activity	Readings	Homework
			1. Peer Editing (Step 5 of <b>Evaluation Essay 1 Instructions</b> ). 2. Introduction to <i>Huckleberry Finn</i> 3. <a href="#">Reciprocal Teaching</a>	<i>Huckleberry Finn</i> , Chapter 2-4	1. Read Chapters 2-4 of <i>The Adventures of Huckleberry Finn</i> . Annotate and consider the difference between the author's voice and the narrator's voice. 2. Fill out the Reciprocal Teaching sheet for the chapters. 3. Begin practicing for book talks. 4. Add to word diaries. 5. Study Vocabulary.

---

ACTIVITIES – INDIVIDUAL AND GROUP

1. **Peer Editing** – Make sure you have posted the partner's names on the front board. Tell students they will be trading essays to edit today (step 5 on the Essay Instructions). They will edit directly on the second draft, and type the final draft in the lab tomorrow. Tell students to bring out the second draft of the essay. Post your **Editing Skills List** (found in the *Teacher Pages* section of this unit) on an overhead projector, a computer hooked up to a television monitor, or a computer projector. Post all of the steps at the same time. Tell students they are on their own for editing. It is their responsibility to their partner to make sure they edit thoroughly. Acknowledge again that editing is tedious, but important to making a document presentable.

Remind students that it is not their job to correct words for the author. It is their job to spot words they believe may be misspelled. Tell students that anything they are asked to actually change as editors on the **Editing Skills List** (e.g., capitalizing the first word of each letter in the title, capitalizing the first letter of the first word of a sentence, putting a period at the end of a sentence, correcting run on sentences by taking out too many ands and putting in a period, and so on.) they should do in such a way that the original errors are still visible. In this way, authors will be able to see their corrections and the original and choose which is the correct version for their final draft. Give students fifteen minutes for peer editing. Sign Step 5 on the **Essay Instructions** for students who complete this on time. At the end of 15 minutes, call time. Have students put their essays away. They will be working on them tonight.

2. **Ground Rules for Discussions** – Remind students of the ground rules for discussions involving potentially offensive language. Distribute the class sets of *The Adventures of Huckleberry Finn* and tell students to open to the page before Chapter One, the one that contains the explanatory note.
3. **Explanatory Note** – Read aloud the explanatory note that opens the novel. Ask the students about the note. Why do they think Twain is bothering to explain his use of dialects? What reason does he give? Do the students think that this is his real reason? Based on their knowledge of linguistics, and considering this note, what do they expect from this novel? Also read the Notice from the author. Remind the students of yesterday's discussion of satire. If Twain's direct message in these notes is different from his indirect message, what do the students think that his indirect message might be? (His humor here might be a defense against critics, a way to deflate their criticism of his use of language and the political statements he makes within the novel.) Now read the chapter titles aloud. Ask the students about some of the things they do whenever they approach a new novel to read (and tell them some of the things you do). List them on the board as Reading Strategies. You will transfer this list to poster board and hang it in the room, as students will be adding to their reading strategies as the year progresses. Do they read the back of the book? The information about the author? Many people read the chapter titles and try to imagine what the story will be about. Using clues like that to make predictions will help them, as they use **Reciprocal Teaching** strategies to read the first novel.
4. **Reciprocal Teaching** – Most of the students will be familiar with the **Reciprocal Teaching** strategies, which they have been working with since the beginning of their freshman year. Remind them of the tasks for each role, as you distribute the handouts for **clarifier, predictor, summarizer** and **questioner** (found in the *Teaching Strategies* section of our site). If you cannot remember how to apply the Reciprocal Teaching strategy, review the instructions found in the *Teaching Strategies* section of the site. Then have the members of each group select their roles and write their names on the top of their handouts. Tell them that they will read Chapter One together, using **Reciprocal Teaching**.
5. **Begin Reading** – Ask each group to decide how they will read the chapter (out loud -- one person reads to the group while others follow along, each person reads a paragraph until the whole story has been read, each person reads one sentence until the whole story is read, or they read silently). Remind them to stop frequently to accomplish their assigned tasks. Ask them to make connections to other texts read in class, where appropriate. Give them the rest of the period to work through Chapter One. If a group finishes early, they should move on to Chapter Two.
6. **Review Homework** – Tell the students that they should continue to read *Huckleberry Finn*. Tell them to annotate their reading, and consider this question as they read: What is the difference between the author's voice and the narrator's voice? By Lesson 24, they will need to have read eight chapters of the book. They should read through to Chapter 4 tonight and read Chapters 5-8 the next night. Fill out the **Reciprocal Teaching** sheet for Chapters 1-4 tonight, and for Chapters 5-8 tomorrow night. While they read, they should add to their

word diaries. They will need to add four words to the diary. The new words may be anything from the novel, as long as they reflect words that the students were previously unfamiliar with. As with all other entries in the word diaries, these entries must include the word and the meaning. Students should also write the time and/or place that the word is used, or the type of speaker that would use it. Remind students to practice their one minute Book Talk for Lesson 24.

Tomorrow they will type the final draft of their essays, and should meet in the computer lab.

---

#### HOMEWORK

- 1) Read Chapters 2-4 of *The Adventures of Huckleberry Finn*. Annotate and consider the difference between the author's voice and the narrator's voice. Fill in your assigned Reciprocal Teaching role for the chapters.
  - 2) Begin practicing for book talks.
  - 3) Add to word diaries.
  - 4) Study Vocabulary.
- 

#### GROUP ROLES

**Clarifier** – Your job is to help your group members dig up any information that will make the reading easier to understand. This might mean researching information related to the story like: history, culture, geography, information about the author, or words that are unfamiliar. It is not your job to do everything. It is your job to make sure your group members provide you with the information necessary to fill out your sheet.

**Predictor** – Your role is to help your group gather information, make connections, and predict what will happen next or what the author might discuss next in the text. Predictions are based on information, not just guesses. Heading, subheadings, and questions found in the text will help with predictions. Be sure your group can answer the Why. It is not your job to do everything. It is your job to make sure your group members provide you with the information necessary to fill out your sheet.

**Summarizer** – Your job is to help your group write a brief summary of the reading. Your group will need to write a statement that will give the key points, the main highlights, the gist, the essence of the reading assignment. There may be several big ideas or events that will be important to remember and discuss. It is not your job to do everything. It is your job to make sure your group members provide you with the information necessary to fill out your sheet.

**Questioner** – Your job is to help your group develop a list of questions about the reading assignment that your group will discuss. Usually the best questions come from your own thoughts, feelings, concerns, and reactions to what you read. Your task is to help people talk over the big ideas in the reading and share their reactions. You will lead the discussion and make sure that all participants contribute to the group. It is not your job to do everything. It is your job to make sure your group members provide you with the information necessary to fill out your sheet.

---

#### DOCUMENTATION FOR PORTFOLIO

##### Unit 1

##### Project 1: A True Story