

TITLE OF LESSON

American Literature Unit 1 Lesson 29 – Mapping the Inner Journey
What Journeys do the Characters Take in Huckleberry Finn?

TIME ESTIMATE FOR THIS LESSON

One class period

ALIGNMENT WITH STANDARDS

California – Eng 11-12: R1.0-3, 2.0, 3.0-5, L/S1.0, 1.6-9, 2.0, 2.3

MATERIALS

The Adventures of Huckleberry Finn, Ch. 30-34 – Reading (not provided by ESubjects)
Reciprocal Teaching role sheets for each student (Questioner, Summarizer, Predictor and Clarifier) for homework

LESSON OBJECTIVES

- To use Reciprocal Teaching strategies to pose questions, summarize, clarify, and make predictions about the novel, paying special attention to the use of the river as a symbol and the methods of characterization used by Twain
- To practice oral reading skills

FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- Homework Check – Stamp/initial all complete homework assignments (Annotated notes, Reciprocal Teaching handouts, journal entries, and word diaries). Pass back all graded quizzes and have students place them in the appropriate sections of their binders. Tell students to keep their journal entries for class discussion tomorrow.
- Daily Log – Tell students to copy the Daily Log below.
- Sustained Silent Reading – Read for fifteen minutes. At the end of the reading, ask students to identify an example of the author using any of the five methods of characterization in their novels (from the list of methods discussed during Lesson 26).

Date	Journal	Lecture Discussion	Activity	Readings	Homework
			<ol style="list-style-type: none"> Reciprocal Teaching presentations Popcorn Reading -- Read Chapter 30. 	<i>The Adventures of Huckleberry Finn</i> , Ch. 30-34	<ol style="list-style-type: none"> Read Chapters 31-34 of <i>The Adventures of Huckleberry Finn</i>. Annotate the reading. Fill out the Reciprocal Teaching sheet for the chapters. Add 4 words to word diaries. Study Vocabulary. Continue reading novels. Organize binders. Due Lesson 30.

ACTIVITIES – INDIVIDUAL AND GROUP

- Ground Rules for Discussions – Remind students of the ground rules for discussions involving potentially offensive language.
- Reciprocal Teaching Group Discussions – Tell students to bring out their Reciprocal Teaching handouts from the homework. They will need to fulfill their previously assigned *Group Roles* (see below). Using their handouts, they must conduct a small group discussion . The purpose of the discussion will be to present

information from the reading and decide how to present it to the class. Assign each group a cluster of chapters to review and present (one group may be in charge of Chapters 18-20, another in charge of 21-24, and so on). First, the summarizers will present their information for the assigned chapters, and the other group members must decide whether they agree or disagree with the summary given. If they disagree, they should suggest what needs to be added or removed from the summary. Next, the clarifiers present and the group members state whether they agree or disagree. Then the questioner should present the questions to the group members, who will agree or disagree that the questions are good questions for generating discussion. Finally, the predictors will inform the group members of their predictions and seek their input. Allow them ten minutes for this discussion and agreement.

3. **Reciprocal Teaching** Class Presentations – Call on each group, in order of chapters, to present the information from their small group discussions. Each presentation should include the information from every group member. Make sure that the questioners facilitate discussion from the rest of the class, and that each group asks for class participation where appropriate. Allow fifteen to twenty minutes for the presentations and discussions.
 4. **Read** Chapter 30 – Using **Popcorn Reading**, have the class read Chapter 30 out loud. If you cannot remember the **Popcorn Reading** strategy, review the instructions found in the *Teaching Strategies* section of the website. Before they read, point out that they should be thinking about the voice they will use for each character, if they have to read that character’s dialogue out loud. Remind them to think about what they have already learned about the speech styles of the different characters in the book. Even when they are not reading aloud, they should be thinking of the sound of each character’s voice as they read. Tell them to look at a few lines of dialogue now and identify who is speaking them. Tell them to imagine to themselves how they would say them. In the first few lines, the king says, “Tryin’ to give us the slip, was ye, you pup! Tired of our company, hey?” How will he sound when he says this? (In addition to having the sound of a regional accent, this line of dialogue should sound angry or accusatory, at Huck.) What should they do to their own speech style to sound more like the king, or any of the others? Begin the reading. The chapter is very short and should not take long to read, as a group, in class.
 5. **Discussion** – At the end of the reading, ask students what voices they hear in this chapter. They should be able to come up with the fact that they hear the voice of three different characters. Ask students what makes the character’s voices distinct. Have them cite specific examples from the text.
 6. **Reciprocal Teaching** – Distribute the **Reciprocal Teaching** role sheets for homework. You may wish to have students choose roles. They should have rotated through all of the roles by now, so they may start again at the beginning, if you wish. Tell them to fill out the role sheets for Chapters 31-34 tonight. They will remain in their same groups, and present on this information in Lesson 31.
 7. **Review Homework** – Read Chapters 31-34 of *The Adventures of Huckleberry Finn*. **Annotate** the reading and fill out the **Reciprocal Teaching** role sheet for the chapters. Add 4 words to the word diaries, with all appropriate entry information. Remember to classify them according to theme.
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HOMEWORK

- 1) Read Chapters 31-34 of *The Adventures of Huckleberry Finn*. **Annotate** the reading.
 - 2) Fill out the **Reciprocal Teaching** sheet for the chapters.
 - 3) Add to word diaries.
 - 4) Study vocabulary.
 - 5) Continue reading novels.
 - 6) Organize binders according to date and section. Be sure all Daily Logs are filled in and place in the front of your binder. You will be graded on the organization and thoroughness of your binder. Do you have all of your assignments complete and placed according to date and section?
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GROUP ROLES

Clarifier – Your job is to 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. You will present these ideas (for your assigned chapters) to your small group, refine them, and present them to the class. Ask if anyone else in the class has information that will help others understand the text. Make sure to offer information on how Twain uses the river as a symbol in the novel, and the different methods Twain uses to characterize Huck and Jim.

Predictor– Your role is to 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 you can answer the **Why**. You will present these predictions (for your assigned chapters) to your small group, refine them, and present them to the class. Make sure to make predictions based on how Twain uses the river as a symbol in the novel, and on the different methods Twain uses to characterize Huck and Jim.

Summarizer – Your job is to write a brief summary of the reading. You 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. Write them down. You will present your summary (for your assigned chapters) to your small group, refine it, and present it to the class. Make sure to ask the other students to identify any key points that you have not mentioned. Make sure to point out ways Twain uses the river as a symbol in the novel, and the different methods Twain uses to characterize Huck and Jim.

Questioner – Your job is to develop a list of questions about the reading assignment that the 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 present these questions (for our assigned chapters) to your small group, refine them, and then present it to the class for discussion. You will lead the class discussion and make sure that all participants contribute. Make sure to ask questions about how Twain uses the river as a symbol in the novel, and about the different methods Twain uses to characterize Huck and Jim.

DOCUMENTATION FOR PORTFOLIO

Unit 1

Project 1: A True Story

Evaluation Essay 1

Incident Poem