

TITLE OF LESSON

American Literature Unit 1 Lesson 30 – Re-vision of Huck and Jim
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, W1.0-5, W/O1.0-2, L/S1.0, 1.6-6, 1.11-14, 2.0, 2.3

MATERIALS

The Adventures of Huckleberry Finn, Ch. 35-40 – Reading (not provided by ESubjects)
Spike Lee’s Huck Finn – Reading
Reciprocal Teaching role sheets for each student (Questioner, Summarizer, Predictor and Clarifier) for class and for homework

LESSON OBJECTIVES

- To read a scene from a film script for *Huckleberry Finn*
- To discuss character development in *Huckleberry Finn*
- To practice oral reading skills

FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) Homework Check – Stamp/initial all complete homework assignments (Annotated notes and word diaries).
- 2) Daily Log – Tell students to copy the Daily Log below.
- 3) Sustained Silent Reading – Read for fifteen minutes. At the end of the reading, ask students to point out a scene in their novel that would make a good movie scene. Ask them to explain why they think it would make a good movie scene. You point one out from your novel, too.

Date	Journal	Lecture Discussion	Activity	Readings	Homework
			1. Journal Read Around 2. Spike Lee’s Huck Finn 3. Read Chapter 35 and fill out Reciprocal Teaching sheet	<i>The Adventures of Huckleberry Finn</i> , Ch. 35-40 <i>Spike Lee’s Huck Finn</i>	1. Read Chapters 36-40 of <i>The Adventures of Huckleberry Finn</i> . Annotate the reading. 2. Fill out the Reciprocal Teaching sheet for the chapters. Make sure to offer information on whether Huck and Jim are flat or round characters. 3. Add 4 words to word diaries. 4. Study Vocabulary. 5. Continue reading novels.

ACTIVITIES – INDIVIDUAL AND GROUP

1. Ground Rules for Discussions – Remind students of the ground rules for discussions involving potentially offensive language.
2. Journal Read Around – Tell students to sit in their groups and take out their Journal Entry 10 (How does Huck decide what is right and what is wrong?). Have students pass their journal response to the person sitting on their right. Then read them. When they are done, have them pass it again to the right and read them. Continue the process until each person’s journal has been read by each group member and the author’s own journal is returned. Then ask the students to decide on a group answer to the journal question. Give them five minutes. At

the end of five minutes, call time. Randomly call on a member of each group to present the group decision. Collect journals.

3. *Spike Lee's Huck Finn* – Distribute the reading, *Spike Lee's Huck Finn* to each student. Tell students that this is an excerpt from a movie version of *Huckleberry Finn* that hasn't been made. It was written by Ralph Wiley and purchased by Spike Lee. They are going to read a scene from the movie. This scene corresponds to an incident in the novel, in Chapter 15. Tell them that you want them to read the scene out loud, as a class. Divide the class into two groups and tell one group to be Huck and one group to be Jim. You are going to read the stage directions, the parts that are in italics. They are going to read their character's dialogue. The Jim group will read Jim's lines in unison. The Huck group will read Huck's lines, in unison. Even though they won't be reading alone, they should be thinking of how the character's dialogue would sound, as spoken by the character. They should always be thinking about language and character voice when they read this novel, but – since they are doing choral reading here – it does not need to be your specific focus. You will want them to bring energy and inflection to the reading, especially since it's a movie scene. They should also pay attention to the stage directions you read, since sometimes it tells them what kind of emotion to deliver their lines with. Tell them to pretend it's for a movie, so they should pay attention to voice, and they should also read the lines with emotion. Practice reading a line with emotion. Have them try it a few times until they get warmed up. Then say that the scene will begin when you say, "Lights, Camera, Action!" and read the scene. This should take about five to seven minutes.
4. Novel Comparison – Tell students to get into small groups and bring out their notes that mention the five methods of characterization an author may use. (They should have listed the following: An author can tell a reader about a character in the following ways: (1) showing the character's appearance, (2) displaying the character's actions, (3) revealing the character's thoughts, (4) letting the character speak, and (5) getting the reactions of other characters.) Tell them to turn to Chapter 15 in their novels, and compare the movie scene they just read to the same scene in the novel. Tell them that you want them to think about how the movie scene reveals different character information about Jim than the novel scene does. They should be able to identify the difference between the characterization in the novel and the characterization in the movie scene by determining which tool Wiley uses that Twain does not. Besides identifying the unique tool Wiley uses, they should also determine what new information about Jim the movie scene gives us. Give them five minutes to discuss this and agree upon answer.
5. Present – Call on each group to present the ideas from their small group discussion. They should have been able to identify that Wiley reveals Jim's thoughts to us, where Twain – using Huck as the narrator – does not. Because we are told what Jim feels, his character becomes much fuller, rounder. The students should also have noticed that, according to the movie scene, Jim knows that Huck is lying to him and decides to play along.
6. Class Discussion – Discuss with the whole class the following questions: How does Jim's knowledge of Huck's lying and his willingness to play along change their perception of Jim's character? And, importantly, do they think that this interpretation of Jim's character is true to Twain's presentation of Jim? Do they think that Twain believes Jim knew Huck was lying all along?
7. **Journal 12** – Now tell students to bring out their Journal 12 entries, where they rewrote an event in the novel from a different point of view. Tell them that, with both Journal 10 and Journal 12, they were using the characterization tools as well. They used what Twain gave them, the character's descriptions, dialogue, inner thoughts, and interactions. Using the information given to them by Twain, they speculated on a character's motives and feelings. Their interpretation helps to round out the characters as well. But the interpretation must be based on something. Even good interpretation can't make a round character out of a flat stereotype. Ask them to look over Journal 12 and underline the character tools of Twain's they made use of to create their journal entry. Next to each tool, ask them to write why they used the tool. Call on each student to give their answers and explain them. Collect journals.
8. **Reciprocal Teaching** – Distribute the **Reciprocal Teaching** role sheets for Chapter 35 and for homework. Assign roles. Tell them to fill out the role sheets for Chapters 35 as they read in class today, and Chapters 36 - 40 tonight. They should pay special attention to this question as they read, annotate, and fill out their sheets: Is

Huck a flat or a round character? Is Jim a flat or a round character? How do you know? They will remain in their same groups, and present this information in Lesson 31.

9. Begin **Reading** Chapter 35– 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 chapter has been read, each person reads one sentence until the whole chapter is read, group members take on the roles of characters and narrator, 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 35. If a group finishes early, they should move on to Chapter 36.
 10. Review Homework –Read Chapters 36-40 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 36-40 of *The Adventures of Huckleberry Finn*. **Annotate** the reading.
 - 2) Fill out the **Reciprocal Teaching** sheet for the chapters. They should pay special attention to this question as they read, annotate, and fill out their sheets: Is Huck a flat or a round character? Is Jim a flat or a round character? How do you know?
 - 3) Add to word diaries.
 - 4) Study vocabulary.
 - 5) Continue reading novels.
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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 whether Huck and Jim are flat or round characters.

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 about whether Huck and Jim are flat or round characters.

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 you know whether Huck and Jim are flat or round characters.

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 whether Huck and Jim are flat or round characters.

DOCUMENTATION FOR PORTFOLIO

Unit 1

Project 1: A True Story

Evaluation Essay 1
Incident Poem