

TITLE OF LESSON

American Literature Unit 1 Lesson 34 – Plan Final Projects
Should Huckleberry Finn Stay on School Reading Lists?

TIME ESTIMATE FOR THIS LESSON

One class period

ALIGNMENT WITH STANDARDS

California – Eng 11-12: R1.0-3, 2.0, 2.5, 3.0-5, W1.0-5, 2.0, 2.2, 2.3, W/O1.0-2, L/S1.0, 1.6-9, 2.0, 2.3

MATERIALS

Class sets of *The Adventures of Huckleberry Finn*
Flash Dictionary Guidelines – Student Page
Flash Dictionary Rubric – Student Page
Group Brainstorm – Student Page
Essay 3: Satire – Student Page
Satire Circle Diagram – Student Page
Satire Rubric – Student Page
Flash Storyboard – Student Page
Instructions for Flash Storyboard – Teacher Page

LESSON OBJECTIVES

- To present examples of the satirical techniques being used in *Huckleberry Finn*
- To evaluate *Huckleberry Finn*
- To learn how to use the **Storyboard** to plan the final project
- To review guidelines for the final project
- To assign themes for the final project
- To brainstorm ideas for the final project

FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) Homework Check – Stamp/initial all complete homework assignments ([Mind Web](#)).
- 2) [Daily Log](#) – Tell students to copy the [Daily Log](#) below.
- 3) [Sustained Silent Reading](#) – Read for ten minutes. At the end of the reading, ask students to point out an example of irony, sarcasm, hyperbole, understatement, or oxymoron in their novels. Point out an example from your novel also.

Date	Journal	Lecture Discussion	Activity	Readings	Homework
		Storyboard	1. Satire examples 2. Final Evaluation 3. Project Guidelines 4. Flash Dictionary Group Assignments 5. Group Brainstorm (Step 1 of Flash Dictionary) 6. Storyboard Lecture	<i>The Adventures of Huckleberry Finn</i>	1. Outline and Write Essay 3: Satire (Steps 2 and 3 of Satire). 2. Write dictionary word entry (Step 2 of Flash Dictionary). 3. Study Vocabulary. 4. 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. Satire Examples – Tell students to bring out the examples of satirical techniques that they identified for homework last night. Randomly call on students to read these passages from *Huckleberry Finn*, and then ask the rest of the class to identify what technique they believe the passages illustrate. Compare the answers with those given to the answers the people who chose the passages had. If there is a disagreement, stop and ask the class why they think there is a disagreement. Remind students that they may want to take notes if they hear an especially effective passage they would like to use in their essay.
3. Final Evaluation – Now tell the students to get in their groups. Each group must pretend that they are the editors for *The Adventures of Huckleberry Finn*. Mark Twain has just submitted the manuscript to them. They are going to go to an editorial meeting with Mark Twain and tell him what they think of his book. In their groups, they should think of some things they want to bring up with Twain. Give them some suggestions to guide them – perhaps they want to talk to Twain about his flawed ending (they could suggest an alternative, perhaps from the tableaux they created). Maybe they want to tell Twain which of his satirical techniques were effective and which weren't. Maybe they want to discuss whether his characters are round enough, or if they are too stereotypical. Maybe they want to discuss his use of different regional dialects. Each group should think of a substantial editorial comment to make to Twain, with reasons to back up their comment. Give them between five and ten minutes.

NOTE: Writer David Bradley notes that many have criticized the ending of *Huck Finn* but "none of them has been able to suggest—much less write—a better ending. . . . They failed for the same reason that Twain wrote the ending as he did: America has never been able to write a better ending. America has never been able to write any ending at all." What do you think he means?
4. Present – Call on each group to present their comments for the editorial meeting.
5. Essay 3 – Distribute the **Satire Circle Diagram** to each student. Tell students to complete Steps 2 and 3 of the **Essay 3: Satire** assignment tonight. They will be using the ideas they wrote in their Mind Web and their persuasive essay to outline and create the satirical essay. Review all of the components of satire listed in Step 2 that they will need to include.
6. **Goal Setting** – Post the **Satire Rubric** (Student Page) on the front board or overhead. Ask students to take out a small sheet of paper, write their name at the top, write the title Essay 3: Satire Goal Setting, the grade they will aim for in terms of the quality of this piece, and 3 specific steps they will take to earn that grade. Collect their sheets.
7. **Flash Dictionary Guidelines** – Distribute the **Flash Dictionary Guidelines**. Tell the students that they will be using what they have learned in Flash to create a class dictionary of regional English. Each group will be responsible for creating a dictionary chapter. Each chapter will have a theme, which will reflect the word categories they discussed in class. Each group will be responsible for a theme. Within the chapters, they will include Flash Word Movies of dictionary entries, such as those they have been creating as they learned about Flash. Each student will be responsible for one Word Movie. They will also have writing samples that incorporate the words in the word movies. The writing samples will be taken from their other assignments – their poems, stories, and essays. They will be responsible for creating the word entries, designing them in Flash, and figuring out ways to demonstrate word meanings through the use of writing samples. They will also, as a group, create an introduction to their chapters. Today, each group will be assigned a theme, and will begin to brainstorm ideas for their final project.
8. Group Assignments – Assign each group a chapter theme, as stipulated in the **Flash Dictionary Guidelines**. (Therefore, groups should be assigned either Words about Race, Words about “Sivilization” (including institutions like schools, church, and government), Words about Language (speaking and writing), Words about Action and The Outdoors, and the final, class-created category (if you created one). Distribute the **Group Brainstorm** sheet and tell students to work in groups to fill it out. They should brainstorm as a group, but each fill out their own sheet, since they will need it as they work on their Flash Word Movies. Tell them to write down as many ideas as they can. Remind them to incorporate all they have learned about text effects, Layers,

drawing Shapes, creating Motion Tweens, and incorporating images in Flash.

- In the first row of the sheet, students should list all the words they can from their word diaries that fit into their group theme. (They may also want to list words from Huckleberry Finn that didn't make it into their word diaries, which is fine.)
 - In the second row of the sheet, students should list all their ideas about visual elements for their Word Movies, such as font style, shapes, images, motions, and colors to use that would work well with the words they have chosen.
 - In the third row, they should brainstorm unifying elements for their word movies. What will make their chapter hang together? Will they use a common font style, a unified structure for laying out their definitions, a shape that appears in everyone's movie? Will they all use the same font color and the same stage color?
 - Do not have students do the last row until they have finished the rows above it! The last row should contain their group decisions. They should decide which four words they want to include in their chapter (assuming each group contains four members) and decide who will be in charge of each word. Students should write down the word they are responsible for on their guidelines sheets. They should decide as a group what kind of visual elements will illustrate the meaning underlying their chapter and their words. They should also establish which elements they will use to create unity across all of the Flash Word Movies. Tonight, they will complete a draft of their word entries. Tomorrow, they will fill out the storyboard for the movie.
9. Storyboard Lecture and [Notetaking](#) – Distribute the student page **Flash Storyboard**. Tell students to take out paper and pencils for taking notes. Using the teacher page **Instructions for Flash Storyboard**, deliver a lecture on how to use the **Storyboard** to plan their dictionary chapters.
 10. [Goal Setting](#) – Post the **Flash Dictionary Rubric** on an overhead or hand them out to students. Have students look over what will be required of them to earn the grade for quality that they would like to earn. Ask if there are any questions. Field them. On a separate sheet of paper, ask students to write the rubric grade they intend to earn. Underneath the grade, ask them to list 3 specific things they will do to get the grade they want. Make sure they have written their names on the sheet. Then collect them. Remind students that part of this assignment is group work. They will be graded individually AND for their group participation. So it is just as important to learn to work successfully with group members. (If you do not have time for this in class, you can assign the goal setting as homework.)
 11. Review Homework – In addition to writing Essay 3, students should write the dictionary entry for the word they will base their Word Movie on (just written out on a piece of paper). The dictionary entry should list the word, the meaning, the time and place that the word would be used, the typical speakers who would use the word, and another way to say the word.
 12. Remind students to meet in the computer lab tomorrow.
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HOMEWORK

- 1) Write down dictionary word entry for the word you are responsible for (as decided in Step 5 of Activities).
 - 2) Outline and Write Essay 3 –To Ban or Not to Ban?
 - 3) Study vocabulary.
 - 4) Continue reading novels.
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GROUP ROLES

None

DOCUMENTATION FOR PORTFOLIO

Unit 1

Project 1: A True Story

Evaluation Essay 1

**Incident Poem
Essay 2**