

TITLE OF LESSON

American Literature Unit 1 Lesson 8 – Presentation of Ideas About Huck Finn
How Have Ideas About Language and Race in Huckleberry Finn Changed?

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, 1.9, W/O1.0-2, L/S1.0, 1.6-8, 1.11-14, 2.0-1

MATERIALS

Presenting Information Rubric – Student Page (three copies for each student)
“We Wear the Mask” – Reading
Copies of readings from previous lesson for all students

LESSON OBJECTIVES

- To present information that will help the class understand *Huckleberry Finn*
 - To give a historical context for *Huckleberry Finn*
 - To learn about how ideas regarding language and race have changed over time since the publication of *Huckleberry Finn*
 - To take notes during the presentations in order to complete their vocabulary exercise
 - To read perspectives on the minstrel stereotype
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FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) Homework Check – Stamp/initial all highlighted/annotated readings, the group work from yesterday, and any extra credit readings students should have highlighted/annotated, too. Do not collect them. Return all graded work and have students place it in their binders. Return the corrected Unit 1 Vocabulary Lists. Remind them they will have a quiz on this vocabulary in Lesson 9. So they should be studying their words tonight. Remind them of all the different ways they can choose to study vocabulary (e.g., flash cards, quizzing with a partner, reading and re-reading, etc.).
- 2) Vocabulary – Tell students to take out a sheet of paper and title it “Unit 1 Vocabulary List 2”. Tell them to write down the following words:

Censors	Indictment
Immoral	Lynching
Coarse	Censorship
Flippant	Satire
Parody	Reconstruction
Stereotype	Segregation
Caricature	Tyranny
Subvert	Elitist

For homework, they will need to define these words, using their notes from class today and the readings, if necessary. They should not use a dictionary, and they should write the sentences from their notes or readings that help them figure out the definition.

- 3) **Daily Log** – Tell students to copy the Daily Log below.
- 4) **Sustained Silent Reading** – Read for twenty minutes. Ask students to give an example from their reading of an issue that could be considered controversial. Offer examples from your own book, if the students cannot come up with any examples.

Date	Journal	Lecture Discussion	Activity	Readings	Homework
		Issues	Jigsaw	Huck Finn and	1. Read “We Wear the Mask” by

		Surrounding Huck Finn	Presentations	Abolitionists Huck Finn and Minstrelsy Huck Finn Controversy Huck Finn Controversy 2	Paul Laurence Dunbar 2. Poetry Think Along 3. Continue reading novels. 4. Study for vocabulary quiz Lesson 9. 5. Define new vocabulary words from Unit 1 Vocabulary List 2. 6. Correct mistakes on draft 2 of incident poem.
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ACTIVITIES – INDIVIDUAL AND GROUP

1. Ground Rules – Review Ground Rules with the class. Again, remind students of the powerful issues they will be covering today. How they handle them is important, not only to the climate they wish to establish in the class, but to the ways they will handle the same issues outside of the classroom. Ask for their respect.
2. **Jigsaw** Presentations – The groups assigned yesterday will now present information from their reading to the class. Give them five minutes to prepare, and to check in with each other about their speaking order within the group. Remind them to leave time for questions and answers at the end of their presentation. The topics may be presented in any order, but it would make sense to have “Huck Finn Controversy” presented before “Huck Finn Controversy Two.” Tell the class that, during each presentation, everyone should be taking notes on the information presented. They will need to use the information given in class to define their vocabulary words. Ask everyone to take out their **Presenting Information Rubric**, and pass out two more to each student. Tell them that they must use these to evaluate each group that presents. They may not evaluate their own presentation. At the end of each presentation, give students time to fill out the rubric. Then collect them. Tell students you will be grading them, as well. Their grade will be the average of all of the student evaluations + your evaluation. In other words, your evaluation will count for half their grade.
3. Present – Call on groups, in any order, to present the information. Each presentation should take no longer than five minutes. Because students are aware of the time limit, call time when five minutes has passed. Then give the class time to ask questions that the group should try to answer.
4. Peer Evaluation – Remind students throughout to fill out the **Presenting Information Rubric** for each group. Collect these at the end of the presentations.
5. **Peer Editing** – Pass back draft 2 of the Incident poems. Post the **Editing Skills List** (Teacher Page) on the overhead. Ask students to trade poems with a partner and correct the spelling punctuation and grammar in a different color pen or pencil so that they can easily and clearly see what needs to be changed. When they have finished, they should write corrected by and their name at the top of the poem. Remind students it is their responsibility to make sure their paper is error free. If their partner did not do a good job of correcting it, then they should find someone else who will (not the teacher). Ask students to correct their mistakes directly on the second draft so that they are prepared to type it up. They may type it up tonight on their own or wait until the class goes to the computer lab. Either way, they should bring both their first and second drafts to class tomorrow to turn in for credit.
6. Review Homework – Distribute the poem “We Wear the Mask” and tell students to do a poetry **Think Along** for the poem tonight. They will discuss this poem, along with “Minstrel Man,” in class tomorrow. Tell them to consider the information they have learned about the minstrel show, as well as the poem, “Minstrel Man,” as they analyze the poem. If there is time at the end of class, they can get started on their homework.

HOMEWORK

- 1) Read “We Wear the Mask.”
- 2) Do a **Think Along** for the poem.
- 3) Continue reading novels.

- 4) Study for vocabulary quiz. Lesson 9.
 - 5) Define new vocabulary words from Unit 1 Vocabulary List 2.
 - 6) Correct mistakes on draft 2 of Incident poem.
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GROUP ROLES

Summarizer: Your job is to help your group present a brief summary of the reading. Your group will need to present a statement that will give the key points, the main highlights, the gist, the essence of the reading assignments.

Predictor: Your role is to present on the information gathered by your group which predicted how the reading will connect to other issues discussed in class.

Questioner: Your job is to present the list of questions about the reading assignment that your group discussed.

Clarifier: Your job is to present any information that will make the reading easier to understand, including historical information, and definitions of terms.

DOCUMENTATION FOR PORTFOLIO

Unit 1

None