

The Adventures of Huckleberry Finn Unit
AP 11 Language and Composition
Mr. Coia

Name: _____

Thurs 2/2

- Review exam and essay scoring guide
- Explain new unit guide
- Review words 31-40
- Sentence Opening sheet
- Explain Quick 8 writing; Q8 writing #1
- Check out text *Huck Finn*
- Reading in class

HW: chaps 1-8; Reaction paper #1

Mon 2/6

- Q8 #2
- Vocab quiz 31-40
- **Chaps 1-8 due**; quiz
- **Reaction paper #1 due**
- Introduction to novel (notes)
- Discussion
- Read "Taboo" by Geoffrey Nunberg
- Sentence Openings: Pick one paragraph from an old paper and rewrite

Wed 2/8

- Q8 #3
- Black Minstrelsy in America
- "Bamboozled" clip
- Read "Just Walk on By" by Staples
- Appositive work: lesson one
- AP multiple choice questions 15-26

HW: Reading; Reaction paper

Fri 2/10

- Q8 #4
- **chaps 9-13 due**; quiz
- **Reaction paper #2 due**
- The river as a character and metaphor
- Appositive work: lesson two and three

HW: Reading; Reaction paper

Tues 2/14

- Q8 #5
- Vocab quiz 41-50
- Read "Campus Racism" by Nikki Giovanni (*Riverside Reader* 107-112). Discuss
- Sentence Opener sheet for two Reaction Papers. Notice any differences?
- Watch Seinfeld clip. What does this have to say about race issues?

HW: Reading; Reaction paper

Thurs 2/16

- Q8 #6
- **chaps 14-23 due**; quiz
- **Reaction paper #3 due**
- Discussion
- AP multiple choice questions 27-41

HW: Reading; Reaction paper

Wed 2/22

- Q8 #7
- Vocab quiz 51-60
- **chaps 24-32 due**; quiz
- **Reaction paper #4 due**
- Discussion on Huck's letter

HW: Reading; Reaction paper

Fri 2/24

- Q8 #8: Turn in journal
- **chaps 33-43 (end) due**; quiz
- **Reaction paper #5 due**
- Finish novel for today's class
- Discussion: The perplexing end of the novel

HW: Letter to the School Board

Tues 2/28

- Vocab quiz 61-70
- Video: "Born to Trouble," a video on the banning of this novel
- AP multiple choice questions 42-56

HW: Letter to the School Board

Thurs 3/2

- Finish video
- Discussion
- Read our letters to the school board
- Review novel

Mon 3/6

- Vocab quiz 71-80
- *Huck Finn* exam
- Turn in *Huck Finn*; no book = no exam

<u>Assignment</u>	<u>Value</u>
Four Reaction Papers	100 points
Letter to school board	25 points
Huck Finn exam	75 (approx.)
Quizzes	60 (approx.)
Quick 8s	40 points
Class discussions	50 points

Reaction Papers

25 points each

You have five opportunities to write a 500-word response to your section of the novel. You can pick any aspect that shows your thoughts on the assigned reading outside of summaries. The topic can range from race issues, comparisons or contrasts, cause and effect, rhetorical devices, symbols, satire, etc. Part of the assignment is creating an interesting and original topic about which to write. You need only write four of the five papers. Pick a day that you'd like to skip the assignment.

Remember, while Huck Finn is the focus, you can go beyond that text with other texts that we are reading. Think about the Nunberg, Giovanni, and the Staples readings.

To begin the class discussion for the day, I will pick one student to read the paper aloud.

Keep in mind:

- Follow Showcase format
- 500 words
- Creative title
- Two hyphenated adjectives
- Vary sentences
- Use a minimum of three appositives (underline these)

Papers not following assignment criteria will be returned without a grade

Quick 8 Topics

40 points

8 x 5 points each

You'll work on a Quick 8 for each day for the first eight class periods. (Remember: you'll write for eight minutes at the start of each class). Below are the topics that you will write on. While all of these are due on Friday, 2/24, you may choose the order in which you complete them, as well as choosing which two to skip. **Be sure that the Quick 8 number, topic, and date are on each entry.** Please use a clean side for each journal.

Please write in ALL of these questions in your composition book at the start. This will ensure that the entries are in numeral order.

- #1: Define your understanding of race issues in America.
- #2: How is race portrayed in television, movies, and music today?
- #3: In your opinion, what types of books should be banned in schools? Have you read a book that you thought wasn't appropriate for school reading? (Please focus on offensive/disturbing, rather than "boring")
- #4: How is Jim stereotyped in the novel?

Topics 5-8 are quotations from Mark Twain. Write about the meaning of them and the connections you see to our world.

- #5: "Always do right. This will gratify some people, and astonish the rest."
- #6: "A classic is something that everybody wants to have read and nobody wants to read."
- #7: "It's impossible to maintain one's innocence in a corrupt world."
- #8: "Man is the only animal that blushes. Or needs to."
- #9: Free write. Use this entry to write on any subject that you like.
- #10: "Dear Mr. Coia." Write a letter to me. We are over halfway through the year. What are your thoughts on the class? Are we moving too quickly or slowly? Do you have ideas for a better class?

All work must be in your composition book

Name: _____ Paper Title: _____

Sentence Opening Sheet

from Stack the Deck Writing Program

On your paper, number your sentences from one to twenty. Fill out the appropriate columns.

Sentence #	First Four Words	Verbs Used	# of Words
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

Questions to consider:

First Four Words:

- Do all of my sentences begin with the same openings, e.g., I, The, And, Then, etc.?
- Can I combine and/or rearrange some of the sentences to make them more interesting?

Comments:

Verbs:

- Are all my verbs in the past tense?
- Did I repeat the same weak verbs over and over again?
- Could I make my sentences more interesting by using concrete verbs?

Comments:

Number of Words:

- Are any of my overly long sentences run-ons?
- Can I combine some short, choppy sentences to make them more interesting?
- Did I use short sentences to stress an idea?

Comments:

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Comments:

Appositives Work: Lesson One

Read the following paragraph.

Sunglasses (part 1)

Back in the 1920s, John Macready should have been famous. He flew nonstop across the Atlantic Ocean (in a blimp) six years before Charles Lindbergh; and he approached Bausch & Lomb about developing lenses to block the sun, Bausch & Lomb responded by making Ray-Ban aviator sunglasses. But it took the stars of Hollywood to make sunglasses into an item of fashion. Hollywood stars wore them for one reason. A few years back the popular Ray-Bans lost out to Wayfarers. There remains one thing I cannot understand about people who wear sunglasses.

Read this version of the paragraph. Underline any additions that have been made to the paragraph and be prepared to explain what effect these have.

Sunglasses (part 2)

Back in the 1920s, John Macready, an Army Air Corps lieutenant, should have been famous. He flew nonstop across the Atlantic Ocean (in a blimp) six years before Charles Lindbergh; and he approached Bausch & Lomb, the leading manufacturer of sunglasses, about developing lenses to block the sun, Bausch & Lomb responded by making Ray-Ban aviator sunglasses, the glasses made famous by General Douglas MacArthur. But it took the stars of Hollywood-Greta Garbo, Katherine Hepburn, Gary Cooper- to make sunglasses into an item of fashion. Hollywood stars wore them for one reason: to avoid having to look into the eyes of pestering fans. A few years back the popular Ray-Bans lost out to Wayfarers, the sunglasses made popular by Tom Cruise in the movie *Risky Business*. There remains one thing I cannot understand about people-mostly rock stars and actors-who wear sunglasses: why they wear them at night.

Appositives: Lesson Two

Each scrambled sentence has one or more appositives. Identify them. Then unscramble the sentence parts and write out the sentence, punctuating it correctly. Underline the appositive.

- 1a. struggled as usual
 - b. she
 - c. to maintain her calm, composed, friendly bearing
 - d. a sort of mask she wore all over her body
-

- 2a. an old, bowlegged fellow in a pale-blue sweater
 - b. the judge
 - c. and was reading over some notes he had taken
 - d. had stopped examining the animals
 - e. on the back of a dirty envelope
-

- 3a. the tyrannosaur
 - b. with huge flaring nostrils
 - c. a long snuffing inhalation that fluttered Baselton's trouser legs
 - d. gave Baselton a smell
-

- 4a. talked continually of political dilemmas
 - b. the son of a jeweler in Winesburg
 - c. one of them
 - d. a slender young man with white hands
-

- 5a. went over to Tom Willy's saloon
 - b. in the late afternoon
 - c. Will Henderson
 - d. and editor of the *Eagle*
 - e. owner
-

- 6a. and the jingle of trace chains
 - b. was louder
 - c. drag of brakes
 - d. the sound of the approaching grain teams
 - e. thud of big hooves on hard ground
-

- 7a. with the butt of a teamster's whip
 - b. once Enoch Bentley
 - c. old Tom Bentley
 - d. struck his father
 - e. and the old man seemed likely to die
 - f. the older one of the boys
-

Appositives Work: Lesson Three

Write your own sentence in which you mirror the structure of the appositive. Your sentences can be about any subject you choose. Underline your appositive.

1. Stephane Gripelli, *a world famous jazz violinist*, began his music career as a piano player for silent movies in the 1920s.

2. Throughout college I considered trading in my bike, *a rusted old bomb with half a handlebar, no seat, and no brakes*.

3. *An influential senator*, Charles Wilsonton fought to gain the prestige for the people of his state.

Three Types of Appositives

Sentence Openers

1. **One of eleven brothers and sisters**, Harriet was a moody, willful child.
2. **A balding, smooth-faced man**, he could have been anywhere between forty and sixty.

Subject-Verb Splits

3. A man, **a weary old pensioner with a bald dirty head and a stained brown corduroy waistcoat**, appeared at the door of a small gate lodge.
4. Van'ka, **a boy of nine who had been apprenticed to the shoemaker Alyakhin three months ago**, was staying up that Christmas Eve.

Sentence Closers

5. The boy looked at them, **big black ugly insects**.
6. He had the appearance of a man who had done a great thing, **something greater than any ordinary man would do**.

In-class exercise: Write two sentences for each type. The subject is *Huckleberry Finn*.

Sentence Openers

Subject-Verb Splits

Sentence Closers

Letter to School Board Assignment

Huck Finn unit

Mr. Coia

25 points

Due: Thursday, 3/2

Assignment: Let's imagine that Huckleberry Finn was being challenged in our school district. The board asked for letters stating opinions on the matter. Write a persuasive letter to the school board demanding that Huck Finn be removed from DoDDS's reading list, or, give reasons why it should remain in place. Attempt to persuade the board members with your rhetorical skills.

- Focus effort on writing clear and concise paragraphs, beginning with a strong topic sentence. Notice that the example give a topic sentence, then unpacks the meaning in the paragraph.
- Include an introduction and conclusion to your work.
- Use the proper business-letter format. See the example for assistance.
- You are graded on use of persuasive techniques, topic sentences, interesting writing, and business-letter format
- Keep the three appeals in mind. Employ them as needed.
- The letter is to be typed and a minimum of 400 words. Please use standard-sized fonts and margins.

14486 SE 122nd Ave
Clackamas, OR 97015

February 4, 2006

Ms. Carol Storment
Chair of School Board
North Clackamas School District #12
4444 SE Lake Road
Milwaukie OR 97222

Dear School Board Members,

As a teacher of Junior English at Clackamas High School, I am deeply concerned about *The Adventures of Huckleberry Finn's* placement on the approved reading list. I included the novel in my class this year, and the experience showed me the problems of such material. I am aware of both the controversy and the refutations of that controversy and tried to offer both in the classroom. Students, however, failed to grasp the meaning of Mark Twain's satirical pen—whether he was intentional or not—and the “deeper” meaning of the novel passed by. Students then were left with what they saw on the written page. Because of this experience, I have three main reasons why I believe the novel should not be taught.

The novel fails to measure up to the accepted standard of good literature. I understand that we all have different measures of what makes a good book, but I find it difficult to believe that Huck Finn fits anyone's definition. While it may be an exciting adventure of a boy escaping from “sivilization,” the novel is filled with flat characters with little development. Pap is the always-evil father without any human qualities. The King and the Duke, two men pivotal to the progress of the plot, are typical con men that we have seen countless times before. Huck Finn himself, the boy around whom controversy swells, is as distant to his readers as freedom is to him. These plain, flat characters make it difficult to see the noteworthiness of this novel.

The novel reinforces negative stereotypes of African-Americans. While I shudder to be lumped into the same category of countless others who have preceded me, I cannot sit silent on this matter. Huck Finn is filled with derogatory words, commentary, and characterization of blacks. I do welcome discussion of racial matters in my class, but the book does not provide for intelligent dialogue, or helpful discussions to develop ideas; rather, it encourages anger and arguments and hurt feelings. Twain's portrayal of Jim is nothing more than a minstrel buffoonery for the enjoyment of white audiences. Because of this, students cannot see past the author's comedy to feel the pain of the deeper message: that blacks were not treated as humans in the South.

Our school population does not reflect a diverse enough class to have proper discussions on racial matters. At this time, our school does not have the opportunity of a culturally-diverse population that would make discussions of race helpful. Our classes are filled with mostly white students who lack the experience and sensitivity to discuss what it is like to be the target of discrimination. Until this changes, a study of Huck Finn amounts to little more than simply watching an episode of “Roots” during a Civil Rights unit.

Please consider the matter that I have presented to you. I am willing to work with the District in selecting another choice to fill the void left if Huck Finn is removed. I believe that all students will benefit from this action.

Sincerely,

Ron Coia
Teacher, Language Arts

Huckleberry Finn Vocabulary Words

1. prov•i•dence n. 1. The care, guardianship, and control exercised by a deity; divine direction: "Some sought the key to history in the working of divine providence" 2. Providence God.
2. tem•per•ance n. 1. Moderation and self-restraint, as in behavior or expression. 2. Restraint in the use of or abstinence from alcoholic liquors.
3. ab•o•li•tion•ism n. 1. Advocacy of the abolition of slavery.
4. thrash v. tr. 1. To beat with or as if with a flail, especially as a punishment. 2. To swing or strike in a manner suggesting the action of a flail: The alligator thrashed its tail. 3. To move wildly or violently: thrashed about all night.
5. con•trived adj. 1. Obviously planned or calculated; not spontaneous; labored: a novel with a contrived ending.
6. skiff n. 1. A light, open boat propelled by oars, motor, or sail
7. rap•scal•lion n. 1. A rascal; a scamp.
8. gaud•y adj. 1. Showy in a tasteless or vulgar way.
9. pen•sive adj. 1. Deeply, often wistfully or dreamily thoughtful.
10. ar•is•toc•ra•cy n. 1. A hereditary ruling class; nobility. 2. a. Government by a ruling class.
11. phre•nol•o•gy n. Abbr. 1. The study of the shape and protuberances of the skull, based on the now discredited belief that they reveal character and mental capacity.
12. muse v. 1. To be absorbed in one's thoughts; engage in meditation. 2. To consider or say thoughtfully: mused that it might take longer to drive than walk.
13. ben•e•fac•tor n. 1. One that gives aid, especially financial aid.
14. pi•ous adj. 1. Having or exhibiting religious reverence; earnestly compliant in the observance of religion; devout. a pious and holy observation.
15. scoun•drel n. 1. A villain; a rogue.
16. in•gen•ious adj. 1. Marked by inventive skill and imagination. 2. Having or arising from an inventive or cunning mind; clever: an ingenious scheme.
17. dis•po•si•tion n. 1. One's usual mood; temperament: a sweet disposition. 2. a. A habitual inclination; a tendency: a disposition to disagree.
18. shirk v. 1. To avoid or neglect (a duty or responsibility). v. intr. 1. To avoid work or duty.
19. im•pu•dent adj. 1. Characterized by offensive boldness; insolent or impertinent.
20. in•sur•rec•tion n. 1. The act or an instance of open revolt against civil authority or a constituted government.