

Huck, Jim, and Jim Crow

3 days

Subject: High School Language Arts

DESIRED RESULTS:

What are the “big ideas” that drive this lesson?

- Literature can reveal truths about human existence and the social context of the time period in which the literary work was written.

What are the “essential questions” that students must answer in order to understand the “big ideas”?

- How can great literature help us understand universal themes and help us understand our own lives?
- What moral lessons can we learn from challenges encouraged by fictional characters?

CORE UNDERSTANDINGS:

Students will need to know that *Adventures of Huckleberry Finn* reveals universal truths about pride, honor, and hypocrisy during the time of slavery.

- Students will need to be able to identify ways that irony, satire and symbolism highlight themes in Huck Finn and Mark Twain’s social criticism.

SUGGESTED ASSESSMENTS:

- Students will use technology, including the Internet, to create a graphic vignette which represents an interpretation of the themes/social criticism in chapter 18 of Huck Finn (the Grangerford-Shepherdson feud). Using metaphorical images, students should capture the attention of the audience and make a strong visual impact and statement through the use of composition, color, and text.
- Students will write an argument to explain the graphic analysis and to draw a conclusion using valid reasoning and providing relevant and sufficient evidence from the text. The author’s point of view should be explained as well as the literary techniques that were used to advance the author’s point of view.
- Student should be able to insert photos and text, format them, proportionally resize the images, and create special effects to support the thematic analysis.

LEARNING EXPERIENCES:

1. Day One: Introduce the graphic novel *The Arrival* by Shaun Tan. Discuss the genre, its history, purpose and useful terminology necessary to understand the genre. Turn to the picture which shows the new immigrant arriving in a new land for the first time. Students should break into groups to analyze the picture and the effective creative techniques used by the artist/author. Each group should report to the class. Continue with a class discussion about the advantages and challenges of telling a story through pictures. Homework: Review chapter 18 of *Huck Finn* (the Grangerford-Shepherdson feud) and write an analysis of Twain’s point of view and the literary devices he uses to advance that view.

2. Day Two: Use the computer to create a graphic representation of the thematic content of chapter 18 based on the written analysis completed for homework. Use the tabloid size (11”X17”) for the “poster” (if this will be used for a larger unit depicting the entire unit, determine if all posters should be done in portrait or landscape format). Homework: Revise the first draft of the written assignment.
3. Day Three: Edit the poster and email it to Staples to be printed on photo-quality paper.

“COMMON CORE” CONNECTIONS:

- CCSS.ELA-Literacy.CCRA.W.6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- CCSS.ELA-Literacy.CCRA.W.1: Write arguments to support claims in an analysis of substantive topics or texts using valid reason and relevant and sufficient evidence.

SUGGESTED LESSON EXTENSION:

- Students will create a graphic vignette of one other scene in the novel; students will create a graphic vignette of the novel as whole (share with entire class).

