**Host Teacher:** James Mott **Student Teacher:** Emily Heyden **Unit**: Huck Finn **Lesson Number**:4 **Topic**: Meting Jim **Date**: 3/1/13 and 3/4/13 **Grade level**:11 lab **Room Number**: 218 **Period**: 4a and 4b

**Context**

Students have read the first 8 full chapters in the novel.

**Objectives**

Short-term Learning Objectives:

Students will be able to determine events and language that is omitted from one text to another version of that text

Students will be able to discuss the importance of language and how it effects and is affected by the reader

Students will be able to analyze how language links to dialect in the novel

Students will be able to make cultural connections with historical context through the novel

Long- term Learning Objectives:

Students will be able to discuss the importance of dialect in a text.

Students will be able to analyze the relationship between Jim and Huck as it develops over the narrative

Students will be able to analyze the themes of slavery, journeys and formal education versus informal education in the novel *The Adventures of Huckleberry Finn.*

Students will be able to define the importance of travel and the character of the Mississippi River in the novel

**Rationale**

1. Administrators- While the original text can be controversial, students often react and respond to scandalous topics. They are in the process of assessing their language and what it does for them. By giving them a side by side view on one text students will be able to look at how language can be manipulated and what that means
2. Students- Who doesn’t like reading something that they have been told not to? Students will be given the chance to explore their language and see how it has changed since the publication of this novel to today.

**Background Knowledge and Skills**

Students already know the historical context of the novel and how it was written to showcase what life on the Mississippi River was like.

**Standards**

NYS ELA Common Core Reading standard 6Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power and persuasiveness

NYS ELA Common Core Reading Standard 2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text

NYS ELA Common Core Reading standard 4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text

**Summary**

We will begin class by reviewing what we have last class. We will then begin reading the unabridged original text. They will be asked to pull out what they noticed as different between the two. We are going to spend time working through how language was used and why it was significant. We will then move on to read some more of the text.

**Procedure**

**Anticipatory set**

What is censorship? How is it used?

**Instruction**

We will begin reading the unabridged original text. We already know the important plot points of this section of text and will therefore be looking at the languages used. How is it similar with the language in the text we have been using? How is it different? Why would parents agree more with the abridged version over the original?

**Guided Practice**

I will begin by reading the text to them. Then I will ask them how they felt about that text. What was it like hearing the word “nigger” used in a classroom in the context of the story? Why is it important to read this text at some points and the unabridged version at other times? How are the representations of dialect in the original version different from the one that we have been reading?

**Independent Practice**

After our discussion students will be asked which text they would like to read from, and then we will continue reading the plot. Each student will read aloud about 2-3 paragraphs.

**Closure**

Why would people want this novel out of the classroom? What are the pros and cons of reading this novel?

**Materials and Resources needed**

Class set of the original and abridged versions of the novel *The Adventures of Huckleberry Finn*

**Assessment of Student Learning**

Students will be assessed on the discussion that they hold based on language and how it is used in the text vs. how it can be viewed by society