



Here's what we did in our March 2016 Master Class on *The Adventures of Huckleberry Finn*, followed by the state standards covered (three pages total):

Literary Analysis

- Compared different ways of “mapping out” the novel’s narrative arc
- Analyzed the narrative arc in relation to character, symbolism, structure
- Defined and explored themes, motifs, symbols, foreshadowing
- Defined terms of literary analysis (satire, voice, foil, persuasion)
- Analyzed river as it symbolizes emotional and psychological journey
- Connected the characters in the novel with what they represent in that days’ society
- Identified characters as simple or complex, positive or negative (or both)
- Compared the characters of Huck and Jim in purpose and significance
- Discussed themes of moral conflict, race, identity, slavery & freedom, religion & superstition, society & hypocrisy
- Discussed the significance of events happening when they do to Twain’s themes
- Classified characters by their purpose within the novel

Literary Connections

- Discussed author’s religious & cultural references as part of his satirical strategy
- Used a map of the US to follow the journey of Huck & Jim; discussed the literal importance and symbolism of such geographical movement in story
- Heard what other famous authors had to say about *Huck Finn*
- Read, summarized and discussed three critical perspectives on the novel

Historical & Cultural Connections

- Placed the novel in the cultural context of post-Civil War America (“Jim Crow,” attitudes towards African Americans in both Northern and Southern states, Mark Twain’s attitudes towards slavery and black Americans)
- Evaluated how Twain’s portrayal of Jim either advances or counters the social stereotypes and conventions of that day
- Compared Mark Twain and Frederick Douglas
- Critically considered usage of “the N-word” in the novel and throughout modern American history, esp. in respect to concepts like “white privilege,” cultural appropriation (use in rap & hip hop, for example), cultural sensitivity & political correctness
- Evaluated the novel in light of controversy surrounding it (since its publication a frequently banned or challenged book), and its continued appropriateness in modern classrooms -

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Writing & Critical Thinking

- Discussed steps to understanding requirements of multi-faceted assignment prompt
- Creative writing exercise— Listened to a pivotal passage read aloud and then wrote in response (freewriting)
- Practiced prewriting-brainstorming
- Worked collaboratively and individually in understanding, summarizing, responding to, and sharing their views on three pieces of literary criticism
- Practiced note-taking during discussion
- Questioned what we know about an author when evaluating voice and argument

Reading Standards for Literature 7-12

<u>Grades 7-8</u>		<u>Grades 9-10</u>		<u>Grades 11-12</u>	
RL 7-8.1	RL 7-8.2	RL 9-10.1	RL 9-10.2	RL 11-12.1	RL 11-12.2
RL 7-8.3	RL 7-8.4	RL 9-10.3	RL 9-10.4	RL 11-12.3	RL 11-12.4
RL 7.6	RL 7-8.10	RL 9-10.5	RL 9-10.10	RL 11-12.5	RL 11-12.6
				RL 11-12.9	RL 11-12.10

Writing Standards for 7-12

<u>Grades 7-8</u>		<u>Grades 9-10</u>	<u>Grades 11-12</u>
W 7-8.4	W 7.9a	W 9-10.4	W 11-12.4
W 8.9	W 7-8.10	W 9-10.9	W 11-12.9
		W 9-10.10	W 11-12.9.a
			W 11-12.10

Speaking and Listening Standards for 7-12

<u>Grades 7-8</u>		<u>Grades 9-10</u>		<u>Grades 11-12</u>	
SL 7-8.1a	SL 7-8.1b	SL 9-10.1a	SL 9-10.1b	SL 11-12.1a	SL 11-12.1b
SL 7-8.1c	SL 7-8.1d	SL 9-10.1c	SL 9-10.d	SL 11-12.1c	SL 11-12.d
SL 7-8.4	SL 7-8.6	SL 9-10.4	SL 9-10.6	SL 11-12.4	SL 11-12.6

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Language Standards for 7-12

<u>Grades 7-8</u>		<u>Grades 9-10</u>		<u>Grades 11-12</u>	
L 7-8.1	L 7-8.3	L 9-10.3	L 9-10.4a	L 11-12.1a	L 11-12.3
L 7-8.4	L 7-8.5	L 9-10.5	L 9-10.6	L 11-12.4a	L 11-12.5
L 7.5a	L 7-8.5b			L 11-12.6	
L 7-8.6					

Writing Standards for Literacy in History/Social Sciences

<u>Grades 7-8</u>	<u>Grades 9-10</u>	<u>Grades 11-12</u>
WHST 7-8.1	WHST 9-10.1	WHST 11-12.1
WHST 7-8.4	WHST 9-10.4	WHST 11-12.4

Reading Standards for Literacy in History/Social Sciences

<u>Grades 7-8</u>	<u>Grades 9-10</u>	<u>Grades 11-12</u>
RH 7-8.9	RH 9-10.9	RH 11-12.9
RH 7-8.10	RH 9-10.10	RH 11-12.10

Reading Standards for Informational Text

<u>Grades 7-8</u>		<u>Grades 9-10</u>	<u>Grades 11-12</u>
RI 7-8.1	RI 7-8.2	RI 9-10.1	RI 11-12.1
RI 8.3	RI 7-8.6	RI 9-10.2	RI 11-12.2
RI 7-8.9	RI 7-8.10	RI 9-10.10	RI 11-12.10

(The fine arts component of our LitWits Master Classes is eligible for Ocean Grove high school credit; parents, talk with your ES to determine its place in your student's course list.)

For correlating details about each of these standards, please visit The California Common Core State Standards website at <http://www.cde.ca.gov/be/st/ss/documents/finalelaccsstandards.pdf>.