The Adventures of Huckleberry Finn

The Satiric Sounds of Mark Twain

Target Age Group:

- High School Language Arts
- Grades 11-12

Objectives: Students will...

- Demonstrate reading comprehension
- Demonstrate understanding of literary structure and tone
- Use close textual analysis
- Practice digital literacy skills
- Learn to recognize satire
- Enhance a text using sounds and music
- Practice interpersonal skills
- Practice presentation skills
- Practice verbal communication skills
- Publish writing for an audience
- Use digital tools to enhance writing
- Engage in the writing process

Common Core Standards:

- CCSS.ELA-LITERACY.RL.11-12.1
- CCSS.ELA-LITERACY.RL.11-12.3
- CCSS.ELA-LITERACY.RL.11-12.9
- CCSS.ELA-LITERACY.RL.11-12.10
- CCSS.ELA-LITERACY.W.11-12.2
- CCSS.ELA-LITERACY.W.11-12.4
- CCSS.ELA-LITERACY.W.11-12.6
- CCSS.ELA-LITERACY.W.11-12.9
- CCSS.ELA-LITERACY.W.11-12.10
- CCSS.ELA-LITERACY.SL.11-12.1
- CCSS.ELA-LITERACY.SL.11-12.4
- CCSS.ELA-LITERACY.SL.11-12.5

Timeline:

- 3-6 class periods

Texts:

- *The Adventures of Huckleberry Finn by Mark Twain*
- Booktrack ID:

Activities:

1. **Anticipatory Set:** Before reading

   a. Students are to define the word SATIRE and create a list of contemporary texts, movies and shows which use satire.

      i. Satire: the use of humor, irony, exaggeration, or ridicule to expose and criticize people's stupidity or vices, particularly in the context of contemporary politics and other topical issues

      ii. Examples of satire:

         1. TV Shows, movies

         2. Political cartoons, Memes

   b. Satirical movies, texts, or shows take a familiar story or genre and make fun of it by imitating it. Satire is a staple of comedy and can also provide powerful social commentary when done well.

2. **Direct Instruction:** During Reading

   a. Review the structure of *The Adventures of Huckleberry Finn* and discuss Twain's writing style.

   b. Students are to read using the Booktrack version or another provided copy of the text, and answer comprehension questions.

3. **Guided Practice:** After Reading

   a. Review the format of a script and the purpose of a laugh-track. Discuss how sound effects add to the comedy of a scene.

   b. Students are to confer with their other group members and select a scene from the novel to transform into a script. Students work in groups to type up a script version of their chosen scene on Google Docs or using http://www.plotbot.com/.

   c. Each group uploads the script to Booktrack and adds music and sound effects as applicable to create a comedic effect. Students should choose sounds that appropriately reflect the tone and mood of the episode, and connect to specific characters and events.

4. **Assessment:**

   a. Students play their created Booktracks for the class and each group explains the rationale for sounds chosen for scene. The teacher assesses the students using a scoring rubric (see below).

   b. After all groups have presented, the class discusses the artistic choices the groups made for their outlines and note any commonalities. The class also discusses if the group was successful in creating a comedic effect. It is expected that students will recognize a pattern to the sounds chosen and that the sounds should align with the elements of comedy.

   c. The students complete self-evaluation reflection (see below).

Sample Script:

TITLE OF EPISODE

Setting: Written in complete sentences, this provides a description of the location of the scene.

Character Name: [stage directions are written in brackets] Dialogue is written out without quotation marks.

Character Name: [stage directions] Dialogue is written out without quotation marks.

Sentences that describe scene action or provide more detailed stage directions are written between character dialogue.

Character Name: [stage directions] Dialogue is written out without quotation marks.

Character Name: [stage directions] Dialogue is written out without quotation marks.

Character Name: [stage directions] Dialogue is written out without quotation marks.

Scoring Rubric:

Requirements	Needs Improvement	Satisfactory	Outstanding
Script	• Script does not follow consistent outline format. • Script lacks information and/or accuracy concerning the content of the episode. • There are numerous spelling and grammar errors.	• Script follows consistent outline format, but may have 1-3 minor errors. • Script provides sufficient accurate information concerning the content of the episode. • There are limited spelling and grammar errors.	• Script follows consistent outline format. • Script provides exceptional information concerning the content of the episode. • No spelling or grammar errors.
Booktrack enhancements	• No Booktrack enhancements. • Booktrack enhancements are inappropriate or do not align with the script.	• Some Booktrack enhancements present. • Includes ambient music and/or sound effects. • Demonstrates satisfactory use of Booktrack platform.	• Varied Booktrack enhancements. • Includes music and sound effects. • Music and sound effects greatly enhance the script.

			• Demonstrates masterful use of Booktrack platform.
Group Presentation	• One person speaks for the group. • Presentation lacks specific information. • No rationale given for sounds chosen.	• All group members speak during the presentation. • Sufficient rationale provided for sounds chosen.	• All group members speak in a dynamic manner. • Exceptional rationale provided for sounds chosen.
Completion of tasks	• Incomplete tasks. • Tasks are not completed on time. • Distracts other classmates.	• Completes tasks as per directed. • Works okay with others.	• Completes tasks ahead of schedule and/or with advanced proficiency. • Works well with others. • Helps struggling classmates.

Student-Writer(s) Self Reflection

Students are to answer the following questions reflecting on the activity.

1. What did you like best about working with your group?
2. What do you like least about working with your group?
3. What questions do you still have about satire?
4. If you could back in time, what would you have done differently?
5. How do you think you scored on the entire assignment? Why?