

Float Along with Huck and Jim

Created by: Sue Milligan

West High School – Waterloo Community Schools

Grade Level (Req.): 11th	Content Area (Req.): English/American Literature	Unit (Opt.): Huck Finn
Connections to Other Disciplines (Opt.):		
<ul style="list-style-type: none"> • Geography • Technology 		
Time Frame (Req.): one week (3 lab days and 2 days to present)	Goal (Req.): Students will make connections between the characters' actions and their location.	
	Objective (Req.): Students will map the trip Huck and Jim take on the Mississippi and mark key plot points with a picture of the area, geographic fact about the area, and a question about the characters' actions that can be answered with a geographic and/or cultural fact .	
Materials Needed (Req.):	New Vocabulary (Opt.):	
<ul style="list-style-type: none"> • Internet access • Promethean board • Huck Finn books • Paper • Writing utensils • Map of Mississippi area • Google Earth 	<ul style="list-style-type: none"> • • • • • 	
Anticipatory Set/Introduction [Inquiry Question is required] (Req.): How did Huck and Jim's locations determine their actions? Show the students the aerial picture of the Mississippi River near Cairo where Huck and Jim get lost in the fog. Point out the maze of water and trees. Ask: What did Jim, Huck, and the other boaters do to avoid crashing in the fog? (They banged on pots and pans to alert others to their locations)		
Instructional Sequence/Procedure (Req.):		
<ol style="list-style-type: none"> 1. Hand out maps of the Mississippi area 2. Instruct students to use their Huck Finn books and study guides to list at least 8 key plot events and mark each event on its specific location on the map 3. Students take books and maps to computer lab 4. Check out laptops to students 5. Using Promethean board, show students how to map a trip using Google Earth 6. Tell students to use Google Earth to map the trip Huck and Jim made on the Mississippi – include starting and stopping points 7. Instruct students to find pictures to put on their map that show the geographic features and/or culture of the area 8. For each stopping point, students must write 1-2 questions about the character's actions at that point (must have at least 12 questions) 9. Remind students to keep track of all of their sources using their EasyBib account 		

- 12.
- 13.
- 14.
- 15.
- 16.
- 17.
- 18.
- 19.
- 20.

Formative Evaluation (Req.): Students mark a minimum of 8 places on the Mississippi map that correspond to key plot points in the novel

Assessment (Req.): Students present their maps with pictures and questions as a review for the Huck Finn test (graded using presentation rubric)

Iowa Core Curriculum Standards Used (Req.):

- GE 5., Grades 9-12: Understand how human actions modify the environment and how the environment affects humans
- Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- GE 1., Grades 9-12: Understand the use of geographic tools to locate and analyze information about people, places, and environments.
-
-
-
-

Common Core Curriculum Standards Used (Opt.):

-
-
-
-
-

NGS Standards Used (Req.):

- 1. How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.
- 2. How to use mental maps to organize information about people, places, and environments in a spatial context.
- 15. How physical systems affect human systems.
-
-
-

<ul style="list-style-type: none">••••	
Five Themes of Geography Used (Req.): <ul style="list-style-type: none">• Place• Human-Environment Interaction• Location••	School District Standards and Benchmarks (Opt.): <ul style="list-style-type: none">•••
21 st Century Universal Constructs (Opt.):	
Other Disciplinary Standards (Opt.): <ul style="list-style-type: none">•••••	
Other Essential Information (Opt.):	
Other Resources (Opt.): <ul style="list-style-type: none">••••	