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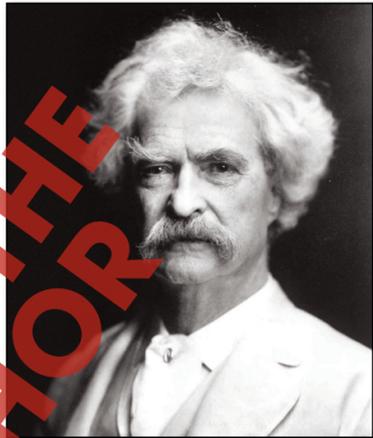


**FREE!**



# Mark Twain (Samuel Longhorne Clemens)

**S**amuel Longhorne Clemens was born on Nov. 30, 1835 and rose to prominence under his pen name Mark Twain. Twain was born in Florida, Missouri but predominantly raised in the small town of Hannibal, which sits along the banks of the Mississippi River. His experiences there would later influence much of his writing. The sixth child of John and Jane Clemens, a 12-year-old Twain was forced to leave school to find work when his father died. The young Twain found work as an apprentice printer at the *Hannibal Courier*, which paid him in food.



At the age of 15, Twain landed a position as a printer with the *Hannibal Western Union* - a newspaper owned by his brother Orion. Here, Twain was given the occasional opportunity to write and edit. In 1857 Twain left the printing business to learn to pilot steamboats along the Mississippi River.

Two years later, Twain was licensed to pilot the steamboats, but in 1861 the American Civil War began, ending that career. Twain opted to join the Confederate Army, but that too was short-lived as his volunteer unit was broken up. From there Twain returned to the familiarity of the newsroom and took up his pen name. In 1865 Twain's "The Celebrated Jumping Frog of Calaveras County" was published across the United States and in 1869 his humorous travel book *The Innocents Abroad* became a best-seller and helped cement him as one of the country's most famous writers.

In 1883 Twain published *Life on the Mississippi* and in 1885 published *The Adventures of Huckleberry Finn*, which would bring him international recognition as one of America's foremost literary talents. Twain died in Redding, Connecticut on April 21, 1910 at the age of 74. His later years had been plagued by grief and debt and his later work is noted for its pessimism and bitter outlook.

**Did You Know?** • "Mark Twain" is steamboat pilot slang for two fathoms or 12 feet of water, which indicated a safe depth.

- Twain's brother Henry died in a steamboat boiler explosion on June 21, 1858, his place on the ship having been secured by Twain.
- Twain published a historical science fiction novel titled *A Connecticut Yankee in King Arthur's Court* in 1889. The book was inspired by a dream in which Twain was a knight.



# Chapters Twenty-Two to Twenty-Five

Answer the questions in complete sentences.

- The title of the next chapter is "Why the lynching bee failed." Predict why the lynching bee fails and whether Huck has a role in it.  
\_\_\_\_\_
- In the previous chapters, a man who was well-known to the community was killed. What actions do you believe Huck should take, if any? Why or why not?  
\_\_\_\_\_

### Vocabulary

Complete each sentence with a word from the list.

histrionic bones	disturbance ransacked	stiffness imitation	healing providence	yawl hogwash
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- Children were \_\_\_\_\_ if ahead of the mob.
- The \_\_\_\_\_ was awful creepy and uncomfortable.
- The ringmaster hoped there wouldn't be a \_\_\_\_\_.
- The Duke said, leave him alone for that; he had played a deaf and dumb person on the \_\_\_\_\_ boards.
- About two dozen men flocked down when they see the \_\_\_\_\_ a-comin.
- Then we lit up and had a supper, and the King and Duke fairly laughed their \_\_\_\_\_ loose.
- King says: "Thish yer comes of trust'n to \_\_\_\_\_.
- Huck says King's speech was full of soul-butter and \_\_\_\_\_.
- They worried over that a while, and \_\_\_\_\_ all around for it.
- "It's the worst \_\_\_\_\_ I ever heard."



# Chapters Twenty-Two to Twenty-Five

1. Circle **T** if the statement is TRUE or **F** if it is FALSE

- T F a) Duke recites a soliloquy from Richard III.
- T F b) Duke lists Pudding Lane as the location of the Shakespeare revival's theatre.
- T F c) Boggs shoots first.
- T F d) Jim is disguised as a "sick cherub".
- T F e) Mary Jane has red hair.
- T F f) Duke and King give the \$6,000 to Huck to hide.

2. Number the events from **1** to **6** in the order they occurred in these chapters.

- a) Boggs is shot by Sherburn.
- b) Duke recites a soliloquy.
- c) King and Duke decide to perform a tragedy.
- d) Sherburn calls everyone cowards.
- e) Huck is disgusted by the King's and Duke's deception.
- f) Duke and King grift the town's residents for hundreds of dollars.



# Chapters Twenty-Two to Twenty-Five

Answer each question with a complete sentence.

- Do you believe the author is trying to say something with Sherburn's address to the mob? If so, what?  
\_\_\_\_\_
- Who wasn't permitted to see Duke's tragedy show?  
\_\_\_\_\_
- How much money do the Duke and King make on their tragedy performance?  
\_\_\_\_\_
- What is the significance of Huck's comment that Jim "cared just as much for his people as white folks does for their'n" when juxtaposed with Jim's story about his daughter?  
\_\_\_\_\_
- Why do King and Duke try to give the money back to the girls? Use evidence to support your theory.  
\_\_\_\_\_
- Who is the only person who sees through the King's scam?  
\_\_\_\_\_



### Journaling Prompt

Think back and examine Huck's experiences so far. In a journal entry, discuss some of the situations he has found himself in and their relevance in the present day? Would many of these situations be considered normal or acceptable today? Do you see any of these experiences happening in your own community? How have these experiences affected Huck, did he learn from them? Dedicate at least a paragraph to each of the above questions.



## Chapters 1 to 7

### Newspaper Article

Early in the novel, Huck fakes his own murder to escape his Pap. Imagine you are the newspaper reporter who has been tasked with covering the story. Include as many details from the novel as possible, including the location of the cabin and approximate time of Huck's murder. The finished product should be no less than 500 words.

Be sure to include interviews with Pap, Judge Thatcher, the Widow Douglas, and Miss Watson. Comment on any police or resident suspicions as to who could have committed the murder. The first sentence and first paragraph of your piece should provide the who, what, when, where, why, and how of the article.



## Chapters 8 to 10

### Superstitions

Throughout the novel, many characters express their belief in what we know to be superstitions. Research some superstitions that would have been prevalent at the time and location of the novel. In a few paragraphs describe a few and why they were especially predominant before the 20th century. Do any superstitions or similar beliefs persist today?

Be sure to include a comparison between how superstitions of that time compare with some superstitions of today.

How are superstitions different or similar to religion?

Does a person's belief in superstition make them gullible or unintelligent? Explain why or why not. Is there any truth to any of the superstitions you found?

Your finished product should be at least 600 words.



## Word Search Puzzle

Find the following words from the story. The words are written horizontally, vertically, diagonally, and some are written backwards.

afire	druther	horseshoe	sentimenting
aristocracy	evasion	licking	spauldicks
bullyragged	flapdoodle	mudcat	stretchers
bulrushers	foxfire	muggins	tolerable
confound	fretted	procession	vittles
considerable	frocks	providence	wigwam
cubby	hitched	salable	
deviltry	hogwash	scolded	

r	e	h	t	u	r	d	f	i	o	e	c	n	e	d	i	v	o	r	p	n	v	c	a	
n	n	o	i	f	i	n	e	m	e	r	p	z	f	a	b	y	y	r	k	i	n	r		
s	t	r	e	t	c	h	e	r	s	n	e	l	c	h	c	l	s	o	s	t	g	i		
e	a	n	b	o	d	z	a	n	p	p	t	a	s	o	h	h	e	c	a	t	o	s		
n	a	l	f	l	a	p	d	o	o	d	e	t	p	r	i	s	n	e	v	l	i	t		
t	f	r	a	r	j	k	s	z	n	l	e	y	d	s	f	i	g	s	g	e	h	o		
i	a	r	g	b	h	z	x	l	d	h	i	l	c	h	e	d	u	n	s	n	s	g	c	
m	r	a	c	t	l	o	u	s	u	n	i	t	t	o	s	e	g	i	i	o	r	u	r	
e	e	y	f	l	a	e	a	o	l	a	y	n	o	v	h	r	s	k	o	i	l	p	a	
n	p	m	v	g	f	o	x	f	i	n	e	m	n	u	o	o	r	c	n	s	g	a	c	
t	e	e	r	n	c	y	v	t	o	d	a	y	d	o	e	b	s	i	b	a	s	h	y	
e	n	n	y	u	a	r	n	r	k	l	l	r	i	b	l	e	t	l	i	v	n	o	c	
r	t	s	b	l	i	t	t	o	s	e	f	i	w	d	f	r	e	t	t	e	d	g	n	
i	b	b	t	r	m	l	r	t	r	d	e	h	l	n	g	r	e	v	l	c	n	w	a	
n	y	t	a	i	o	i	a	n	w	l	o	i	b	w	g	m	u	i	o	v	u	a	s	
g	a	t	n	h	n	v	e	s	b	u	l	r	u	s	h	e	r	s	u	r	o	s	y	
b	n	g	f	w	o	e	n	a	a	m	g	t	l	o	p	p	r	e	s	s	f	h	e	
l	r	z	r	c	a	d	r	l	p	a	f	m	l	r	h	s	d	y	i	e	n	a	d	
a	e	d	o	f	y	e	y	o	t	w	e	i	y	n	l	s	n	a	o	l	o	d	t	
s	l	a	c	c	d	r	i	a	f	i	r	e	r	o	n	e	t	m	g	u	c	b	a	
p	n	o	k	i	b	u	k	e	t	o	b	e	a	i	a	n	g	u	a	e	r	x	f	
h	m	d	s	c	o	l	d	e	d	i	d	l	g	e	t	i	b	d	f	w	i	n	u	
e	u	n	b	y	p	v	t	i	d	e	g	g	g	i	v	i	r	c	r	e	g	n	u	
t	o	l	e	r	a	b	l	e	b	a	u	o	e	o	i	t	a	u	l	u	i	g		
c	e	b	g	d	x	s	r	v	p	m	n	l	d	r	d	e	m	t	a	i	t	o	w	



## Comprehension Quiz

Answer each question in a complete sentence.

- Where is the novel set and why is it significant to the story?  
\_\_\_\_\_
- Throughout the novel there are many instances of hypocrisy in the society presented. Describe one of those instances and why it's hypocritical.  
\_\_\_\_\_
- How does Huck fake his death?  
\_\_\_\_\_
- What are two major themes in *The Adventures of Huckleberry Finn*?  
\_\_\_\_\_
- What other work by Mark Twain is closely associated with the novel? Aside from Huck, name two characters featured in both.  
\_\_\_\_\_
- What trick is played on Jim early in the novel that demonstrates his belief in witches? Who plays the trick on him?  
\_\_\_\_\_
- Who is found in the "house of death" that Jim and Huck find floating down the river? How do we find out who it is?  
\_\_\_\_\_

SUBTOTAL: /18

## Character Influences

Pick five characters from the novel and make sure they have a fairly significant role that you can discuss. Society plays a large part in the novel and influences the actions and perceptions of many characters. For example, Huck is surprised that someone of Tom's middle class upbringing would help free a slave, because "he should know better." Take your five characters and name at least two actions or comments from each in the novel that you believe could have been influenced by society.

CHARACTER	ACTION/COMMENT	SOCIETAL INFLUENCE

NAME: \_\_\_\_\_

After You Read 



# Chapters Twenty-Six to Thirty

Answer each question with a complete sentence.

- How does Huck bide time to come up with another lie during his supper with Joanna?  
\_\_\_\_\_
- Do you agree with Huck's logic that stealing the girls' money back from King and Duke is the best course of action? Use evidence from the text to explain your opinion.  
\_\_\_\_\_  
\_\_\_\_\_
- Why was the dog making so much noise during the funeral?  
\_\_\_\_\_  
\_\_\_\_\_
- What reversal of philosophy does Huck display when speaking with Mary Jane? Use evidence from the text to support your answer.  
\_\_\_\_\_  
\_\_\_\_\_
- What did the men who tended to Peter Wilks for burying see tattooed on his chest?  
\_\_\_\_\_  
\_\_\_\_\_
- What is the most common pattern you see throughout Huck's time with King and Duke so far? What does it say about the time period and how things may be different today?  
\_\_\_\_\_  
\_\_\_\_\_



### Journaling Prompt

Do a bit of research on currency fluctuations and inflation. Why can \$6,000 buy fewer things today than it would have at the time the book was written? Why do products cost so much more today? Taking what you've learned, write approximately 600 words to explain what that amount of money would have meant to a family or individual at the time compared with today. Be sure to use your research to illustrate your points.

**1.**  
Huck fakes choking on a chicken bone to bide time to make up another lie.

**2.**  
Answers will vary.

**3.**  
The undertaker says the dog was barking because: "He had a rat!"

**4.**  
While Huck often resorts to lying to get out of various situations, this marks the first time in the novel we see him tell the truth. "I'm blest if it don't look to me like the truth is better and actually safer than a lie."

**5.**  
The two men explain they didn't see any tattoos at all. King said it was a blue arrow while Harvey said it was P-B-W.

**6.**  
The most common motifs shared by Huck, King, and Duke so far are lies and deception. The King and Duke will use lies any way they can to make money and can do so because news and information traveled much more slowly than it would today with television and the Internet.

**1.**  
Answers will vary.

**2.**  
Huck first sees the river as escape and peace, but it has increasingly shown its dangerous side.

**Vocabulary**  
Answers will vary.

**1.**  
a) temperance  
b) drunk

c) dancing-school  
d) kangaroo  
e) prance  
f) yellocution  
g) cussing  
h) desperate

**2.**  
a)  B b)  D

c)  A d)  C

e)  D f)  B



**1.**  
Answers will vary, but may include: Huck had opportunities to separate from Duke and King, but felt it would put him and Jim in danger. Early on Huck says: "I hadn't no objections long as it would keep peace in the family." Despite knowing the dangers of associating with the con men, he made the best choice he could for him and Jim.

**2.**  
While both King and Duke were shown as frauds from the start, these actions show the extent of their lack of morals, especially when considering that Huck and Jim were kind to them. King shows he's callous and cares only for himself.

**3.**  
Answers will vary, but may include: Huck says he gave up the notion because he would have been ridiculed for helping a runaway slave. It shows the extent of racism in their culture and how many small towns can be closed-minded.

**4.**  
Aunt Sally mistakes Huck for her nephew Tom Sawyer.

**5.**  
Tom Sawyer pretends to be a stranger from Hicksville, Ohio.

**6.**  
Tom and Huck plan to dig Jim out through the dirt floor of the cabin where he's being held. Tom says it will take a week.

## The Adventures of Huckleberry Finn

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- **RSL.9-10.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RSL.9-10.2** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- **RSL.9-10.3** Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- **RSL.9-10.4** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.
- **RSL.9-10.7** Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.
- **RSL.9-10.10** By the end of grade 9 read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.
- **RSL.11-12.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- **RSL.11-12.2** Determine two or more themes or 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 produce a complex account; provide an objective summary of the text.
- **RSL.11-12.3** Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama.
- **RSL.11-12.4** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
- **RSL.11-12.7** Analyze multiple interpretations of a story, drama, or poem, evaluating how each version interprets the source text.
- **RSL.11-12.10** By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.
- **WS.9-10.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- **WS.9-10.2** 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.
- **WS.9-10.3** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- **WS.9-10.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WS.9-10.7** Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- **WS.9-10.8** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- **WS.9-10.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.
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