***The Adventures of Huckleberry Finn***

**Unit Syllabus- American Studies**

Monday, January 3

Introduction to Twain

Ken Burns’s *Mark Twain* part 1, response questions

Read Chapter 1 in class

Classwork questions

CAD lab, MLK project

Wednesday, January 5

**Homework Due: Read Chapters 2-7, answer reading questions**

**Prepare group discussion questions**

Burns’s *Mark Twain,* part 9, response questions

Group discussions in class

CAD lab, MLK project

Friday, January 7

**Homework Due: Read Chapters 8-11, answer reading questions**

Burns’s *Mark Twain,* part 10, response questions

Tuesday, January 11

**Homework Due: Read Chapters 12-16, answer reading questions**

Burns’s *Mark Twain,* part 11

Thursday, January 13

**Homework Due: Read Chapters 19, 23, 30-31, answer reading**

**questions**

Tuesday, January 18

**Homework Due: Read Chapters 32-33, 39-43, answer reading**

**questions**

Mid-Term Exam review

Wednesday, January 19

**Martin Luther King Jr. Day Celebration, 6:30 p.m.**

Thursday, January 20

Mid-term exam

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| **Twain on Huck:**  “A book of mine where a sound heart and a deformed conscience come into collision and conscience suffers defeat.”  “When people let Huck Finn alone he goes peacefully along, damaging a few children here and there and yonder, but there will be plenty of children in heaven without those, so it is no great matter. It is only when well-meaning people expose him that he gets his real chance to do harm. Temporarily, then, he spreads havoc all around in the nurseries and no doubt does prodigious harm while he has his chance. By and by, let us hope, people that really have the best interests of the rising generation at heart will become wise and not stir Huck up.”  **Introduction:** (fill in the blanks):  List four genres in which Twain wrote:  Twain was born in \_\_\_\_\_\_\_\_\_\_ when Halley’s Comet was visible.  He was born in the town of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, in the state of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  Twain’s real name was \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  His family later moved to the town of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  He would remember that he never saw his father \_\_\_\_\_\_\_\_\_\_\_\_\_.  List three activities Twain did as a child with his friends:  P.S. Sam Clemens was an aficionado of new technologies and new ways of presenting fiction. He claimed to be the first author to submit a typewritten manuscript for publication. Thus he would surely have encouraged you to download audio files of *The Adventures of Huckleberry Finn* to listen to on your digital device:  http://www.loudlit.org/works/hfinn.htm  **Chapters 1-7: Huck and Pap**  ***Reading questions:***   1. What does Jim think happened to him as a result of the trick that Tom plays on him? 2. How does Huck know that the drowned body that is found is not his Pap? 3. How does Huck know that his father has returned? 4. How does Huck escape his father? 5. The story is told by a fourteen-year-old Huck, who admits to elaborate lies and fabrications. Can we trust him? Can we accept his version of things, or must we read between his lines?   ***Discussion questions:***  You and your group will present a discussion on **one** of the following questions to the class.  **Setting:** The combination of place, historical time, and social situation that provides the general background from the characters and plot of a literary work is the story’s setting. Discuss the elements of the setting you believe will be important to understanding the novel.  **Characterization:** Characterization is the use of literary techniques to create a character. The main purpose of the first three chapters of is to begin to characterize Huck Finn. How does Twain establish as a mischievous rascal?. In what ways is Huck different from the other boys in the gang?  **Narrator and Point of View:** A narrator is one who tells a story. Point of view is the vantage point from which a story is told. What can the reader expect in a story told from first-person point of view? Huck’s way of describing the events in his life contributes to the humor of the novel. He is rather innocent in his dealings with people and reports things directly as he sees them. He is also often unaware when he has said something insightful. Give examples from the novel of Huck’s style as a narrator. How does Twain incorporate humor through point of view in these chapters?    **Dialect:** A dialect is a regional variation of an otherwise common language. Why is dialect important to Twain? What effect do the southern and negro dialects have on the experience of reading?  **Motif:** A motif is any element that recurs in one or more works of literature or art.  Superstition is an example. Throughout the novel, readers will see characters turning to superstitious beliefs. What is Huck’s reaction to the footprints, and what could the reader infer about the future plot of the story using his reaction as evidence? What are some other superstitions that Huck and Jim believe?  Chapters 8-11: Huck and Jim on Jackson’s Island  Chapters 12-16: Huck and Jim on the river  Chapters 19, 23, 30-31: The Duke and the King  Chapters 32-33, 39-43: Huck, Tom, and Jim at the Phelps’s place   |  |  |  | | --- | --- | --- | | |  |  | | --- | --- | | |  | | --- | | **THEME OPENERS**   1. **Role Playing.** Have students discuss or role-play one of the situations that follow:    * A friend tells you in strictest confidence that he is going to run away from what you both consider an intolerable situation. You know that runaways are often preyed upon by criminals and other unscrupulous people. What do you do?    * Imagine that a law is passed requiring any adult without a high school diploma to work as a servant for those who are more educated. How will you respond to this law? 2. **Linking to Today: Political Refugees.**  Discuss with students the contemporary situations in which governments mistreat people. Bring up real-life instances in which people break the law for what they believe is a higher good. For instance, in the 1980s, human-rights groups helped political refugees from El Salvador escape their oppressive situation by traveling illegally through the U.S. to Canada. What do students think they would do, given a chance to help? What are their reasons?   **CROSSCURRICULAR ACTIVITIES**   1. **Where the Slaves Were.** It may be difficult for students to get a feeling for how common slavery was during the first half of the 19th century. Have students research how many slaves were in the slave-holding states, compare that number to the number of free people in each state, and display the information in a chart. 2. **Abolitionists.** The abolitionists, mentioned with such horror by Huck, were a group of antislavery activists who wanted the slaves freed. Many gave fiery speeches in aid of their cause. Students can write speeches to persuade people to free the slaves, and then perform them.   **RESEARCH ASSIGNMENTS**   1. **The Movement.**  Have students research the antislavery movement. What sorts of pressures were on the abolitionists? Instruct them to write a description of a day in the life of an abolitionist. 2. **A Book of Slavery.** Slavery has such emotional connotations that one good way to think about it is to collect and create impressions that can help people understand the subject. Invite your students to create a book about slavery—a compendium of thoughts, artistic impressions, and reminiscences about one of the most painful experiences in our nation's collective memory. Another option is to make the book primarily visual, recording students' drawings, etc., in response to the topic.   **Suggested Procedure:**   * Slavery has had such an impact on American life that it appears often in art. First have students research the history of the practice in this country. Then have them look for different ways that artists and writers express their views on slavery. They can look at African-American poetry, slave narratives, and slave songs, comments from those who were there (both slaves and slave holders), histories from abolitionists and the lives of people such as the freed slave Sojourner Truth, paintings and other art commenting on the subject (students can look in anthologies of African-American art). * Once students have done their research, have them discuss what they found. They can decide how to present the information they gathered. They could include some excerpts from accounts of the day, art and poetry they have collected, and then create their own responses through writing and art. Encourage them to think about the book's organization-do they want a random series of impressions, or to organize the work so it follows a particular order? The book could be chronological, or organized by subject or media. * Have them assemble their book and introduce it in a presentation. | | | |
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Part 11:

Part 3:

Clemens became a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

“The source of all humor is not laughter, but \_\_\_\_\_\_\_\_\_\_\_\_\_.”

What stopped all traffic on the Mississippi River?

Clemens left for the state of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Part 9:

After he wrote, Clemens would read his work to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Clemens referred to *The Adventures of Tom Sawyer* as a \_\_\_\_\_\_\_\_\_.

The book \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ was based on his years as a steamboat captain.

“The difference between the right word and almost the right word is like the difference between the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Conventional critics loved *The Prince and the Pauper* because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Part 10:

It took Twain \_\_\_\_\_\_\_ years to write this novel.

He put it aside for \_\_\_\_\_ years.

What was happening in the South when Twain started writing the book?

Twain \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ *Tom Sawyer.* He let’s \_\_\_\_\_\_\_\_\_\_\_ tell the story in this novel.

Langston Hughes said of Jim: “This is the first time we have had a realistic depiction of an unlettered \_\_\_\_\_\_\_\_\_\_\_\_\_\_ clinging to the hope of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.”

The Adventures of Huckleberry Finn is considered by scholars to be the first truly American novel for the following reasons:

American themes:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

American language:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

American setting:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

This novel is a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ novel. A \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is a rogue or an adventurer. There is no real plot. The novel’s structure is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, or a series of episodes or events. Some people say that HF is an \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of the Civil War, and there are places where this claim is clearly evident. The novel is also \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ when Twain makes fun of certain things like the progressive notion that people can be “fixed” (when Judge Thatcher tries to reform Pap Finn) and Romantic literature (Sir Walter Scott).

**Comprehension & Discussion Questions**

Chapters 1-3

3. Foreshadowing: The technique of introducing into a narrative material that prepares the

reader or audience for future events, actions, or revelations is called foreshadowing. It often

involves the creation of a mood or atmosphere that suggests an eventual outcome; the

introduction of objects, facts, events, or characters that hint at a developing situation or

conflict; or the exposition of significant character traits allowing the reader or audience to

anticipate that character’s actions or fate. What example of foreshadowing does Twain use in

Chapter 4? How does the foreshadowing in Chapter 4 come into play at the beginning of Chapter 6?

4. Theme: Theme is the central idea of a literary work. It is not simply the subject of a literary work, but rather a statement (the statement can be moral, or even a lesson) that the text seems to be making about that subject. How does Twain begin to question the morality of slavery in Chapter 6?

5. Suspense: Suspense is a feeling of expectation, anxiousness, or curiosity created by

questions raised in the mind of a reader. How is suspense created in Ch. 7?

6. Imagery: A term used to refer to (1) the actual language that a writer uses to convey a visual picture using an appeal to the senses and (2) the use of figures of speech, often to express abstract ideas in a vivid and innovative way. Describe the examples of imagery used at the end

of Ch. 7.

Chapters 4-7

1. Situational Irony: In irony of situation, an event occurs that violates the expectations or the

characters, the reader, or the audience. Mark Twain’s writing often depicts irony in human

behavior. What is ironic about the fact that, although nobody went to Pap’s cabin to rescue

Huck, a crowd of people gathered on the steamboat to search for his remains? In another

instance, what is ironic about the fact that there is a three hundred dollar reward being

offered for the capture of Jim, but only a two hundred dollar reward being offered for the

capture of Pap, a man believed to have murdered his son? What does this fact reveal about

society’s view of Jim, and the weight given to Jim’s “crime”?

2. Figurative Language: Language that employs one or more figures of speech to supplement and

even modify the literal, denotative meanings of words with additional connotations and richness

is known as figurative language. Identify the figurative language devices used in the paragraph

from Ch. 9 below.

“We spread the blankets inside for a carpet, and eat our dinner in there. We put all the other

things handy at the back of the cavern. Pretty soon it darkened up, and begun to thunder and

lighten; so the birds was right about it. Directly it begun to rain, and it rained like all fury, too,

and I never see the wind blow so. It was one of these regular summer storms. It would get so

dark that it looked all blue-black outside, and lovely; and the rain would thrash along by so thick

that the trees off a little ways looked dim and spider-webby; and here would come a blast of wind

that would bend the trees down and turn up the pale underside of the leaves; and then a perfect

ripper of a gust would follow along and set the branches to tossing their arms as if they was just

wild; and next, when it was just about the bluest and blackest-fst! It was as bright as glory, and

you’d have a little glimpse of tree-tops a-plunging about away off yonder in the storm, hundreds

of yards further than you could see before; dark as sin again in a second, and now you’d hear the

thunder let go with an awful crash, and then go rumbling, grumbling, tumbling, down the sky

towards the under side of the world, like rolling empty barrels down-stairs—where it’s long stairs

and they bounce a good deal, you know. “

3. Theme: In chapters 7-11, an important theme of the novel is raised-Huck’s growing sense of

compassion for other human beings, especially for Jim. Refer to the prank with the dead snake

Huck plays on Jim in chapter 10. What is Huck’s intent when he plays the prank? What is the

unfortunate result of his prank? How does Huck feel when he realizes his mistake? What do his

feelings reveal about his growing maturity and his feelings for Jim? What theme is Twain

building in Ch. 11 when Huck chooses not to turn Jim in for the reward money (you might

consider the significance of the chapter’s title, “They’re After Us!”)?

4. Satire: Satire is humorous writing or speech intended to point out errors, falsehoods, foibles,

or failings. It is written for the purpose of reforming human behavior or human institutions.

What satire about religion does Huck offer in Ch. 8?

5. Motif: Many of Jim’s actions are deeply rooted in seemingly odd superstitions. A careful

reader, however, can see that many of Jim’s superstitions are grounded in practical knowledge

and knowledge of the natural world. Describe some of Jim’s superstitions concerning birds and

Chapters 8-11

stormy weather and about tampering with snakes. In what way is his advice, based on these

beliefs, correct? When Huck asks Jim why only bad luck can be predicted in his “signs,” what is

logical about Jim’s response? Explain the significance of the Mississippi Valley’s caves and

caverns in the story thus far.

6. Foil: A character who, by his contrast with the main character (protagonist) or other

character, serves to accentuate that character’s distinctive qualities or characteristics is

known as a foil . In what ways does Jim assume a father-like role to Huck establishing him as a

foil to Pap.

1. Symbol: A symbol is a thing that stands for or represents both itself and something else.

What does the river represent to Huck and Jim? Of what might the fog be symbolic?

2. Conflict: A conflict is a struggle between two forces in a literary work. A struggle that takes

place between a character and some outside force is called an external conflict. A struggle that

takes place within a character is called an internal conflict. What internal conflicts does Huck

face, especially in Ch. 16? How does Huck resolve this moral conflict, at least temporarily, in

this chapter?

3. Figurative Language: A hyperbole (sometimes referred to as an overstatement) is a figure of

speech that uses deliberate exaggeration to achieve an effect. Identify the hyperbole in the

first paragraph of Ch. 13 and explain why it is used. Identify and interpret the figurative

language example in the last line of Ch. 13.

4. Characterization: What do the events in these chapters suggest about Huck’s personal

development? How does Twain continue to portray Huck Finn as a boy of quick wits? What does

Huck do at the end of Ch. 15 that was surprising in the historical and social context of the

book? Why is this a turning point for Huck and Jim’s friendship?

Chapters 12-16

1. Satire: What instances of satire can you find in chapters 17 and 18? What could be the

author’s intention in satirizing feuding families or the poetic Emmeline?

2. Foil: Describe how Buck Grangerford could be a foil to Huck Finn.

3. Frame Story: A story that contains another story or stories is known as a frame story.

Identify the example in Ch. 18.

4. Situational Irony: What is ironic about the Grangerfords’ and Sheperdsons’ attending church

and the sermon that is delivered?

5. Narrator and Point of View: Explain how the first person point of view naturally omits a main

character from the majority of these chapters. How does this affect the reader’s

interpretation of the novel?

Chapters 17-18

1. Imagery: What images are used to create the description at the beginning of chapter 19?

Explain the intent and effect of this imagery appealing to all five senses.

2. Characterization: What do you learn about the attitudes, beliefs, and personal qualities of

the duke and the king from their words and actions? In what way is the characterization of the

duke and the king satiric? Consider their claims about their lineage, their acting, and the faulty

historical and literary allusions they make. What is Twain suggesting by having the king and the

duke pull their first “con” at a religious revival? Use evidence to explain how Twain

characterizes the Arkansas townspeople. What is the author’s purpose in portraying them as he

does? How is the success of the duke’s and king’s second advertised play Twain’s final jab at the

town?

3. Motif: How does Twain again use weather to emphasize the mood and rising action of a

conflict in Ch. 20?

4. Theme: What epiphany does Huck have in Ch. 23 that advances his inner conflict? What

theme is Twain addressing?

5. Pathos: A quality in a work or a portion thereof that makes the reader experience pity,

sorrow, or tenderness is called pathos. Generally the character is pathetic, helpless, and/or an

innocent victim suffering through no fault of their own. Identify and explain an example of

pathos in Ch. 23.

Chapters 19-23

1. Suspense: Find examples of suspense in chapters 24-30. What events cause you to feel

anxious for Huck? Do you think he is ever in genuine danger? Do you ever feel any anxiety for

the duke and the king? Why, or why not?

2. Foreshadowing: What does the king’s conversation on the steamboat foreshadow?

3. Dramatic Irony: A situation that involves a discrepancy between a character’s perception and

what the reader or audience know to be true is dramatic irony. Identify and explain an example

of dramatic irony in Ch. 26.

4. Theme: How does Twain continue to question the morality of slavery in these chapters?

5. Bildungsroman: A bildungsroman novel recounts the development (psychological and sometimes

spiritual) of an individual from childhood to maturity, to the point at which the protagonist

recognizes his or her place and role in the world. How do these chapters illustrate growth on

Huck’s part?

6. Motif: How does the weather in the graveyard scene in Ch. 29 contribute to the mood?

Chapters 24-30

1. Character: A one-dimensional character, or flat character, is one who exhibits a single

dominant quality. A three-dimensional character, or round character, is one who exhibits the

complexity of traits associated with actual human beings. Would you call the king and the duke

flat or round? To formulate your response, think about the following questions: Do the king and

the duke ever feel any remorse for their actions? What traits do they exhibit? How do they

compare with characters like Huck and Jim, who are round? Explain your response.

2. Dramatic Irony: How is Huck’s crisis of conscience and the decision he makes about Jim an

example of dramatic irony? Consider how he describes his decision to help Jim: “a lowdown

thing,” “wicked,” and “a disgrace.” What about his statement, “All right, then, I’ll go to hell”?

How do you think Twain intended the reader to regard Huck’s decisions? What does the reader

know that Huck does not know? Does Huck’s belief that his actions and his decision to follow his

heart are wrong make his decision braver? more noble? Explain.

3. Conflict: What does the king and duke selling Jim signify? How does this event advance

Huck’s moral conflict? What is the outcome of this conflict?

4. Theme: Part of Twain’s artistry is to attack something while not appearing to be attacking it.

Explain how he does this in Ch. 31. What white attitude of the time does Twain attack in Huck’s

conversation with Aunt Sally in Ch, 32? What theme does this reinforce?

Chapters 31-33

1. Irony: Verbal Irony is characterized by a discrepancy between what a speaker or writer says

and what he or she believes to be true. A speaker or writer using verbal irony will say the

opposite of what he or she actually means. Explain the verbal irony in Huck’s statement in Ch.

40: “We was all glad as we could be, but Tom was the gladdest of all because he had a bullet in the calf

of his leg.” What is the irony in Tom’s escape plan for Jim? In the same way, how might you say

that the entire voyage down the river is ironic? In what way is the escape of Huck from his

father and Jim from slavery similarly ironic to Tom’s elaborate release of Jim from his

imprisonment? Was the voyage necessary for Jim or for Huck? In what ways was it necessary

for their growth as characters?

2. Characterization: Using evidence from Ch. 34, contrast Tom’s and Huck’s ideas of social

morality. How does this contribute to the characterization of these two? Analyze the change in

Huck’s character with the re-entry of Tom Sawyer into the story. Compare and contrast the

character of Nat to Jim. What was Twain’s purpose in introducing Nat to the story at this

point? Describe the character of Jim and his relationship with Huck throughout the novel.

When he learned earlier in the novel that Pap was the dead man in the floating house, why did

he keep this information from Huck? Compare his concern for Huck to Pap’s relationship with

Huck. In what way is Jim the most honest, caring adult Huck has encountered?

3. Tone: Tone is the attitude of the author toward the reader or the subject matter. It may be

serious, playful, mocking, angry, commanding, apologetic, and so forth. How does the return of

Tom to the story in these last chapters result in a shift of tone and mood?

4. Theme: How has the entire episode of attempting to free Jim contributed to the idea of

moral ambiguity? What starling revelation does Huck come to regarding Jim after Tom has been

shot in Ch. 40? To what theme does this contribute? How does Tom’s revealed knowledge of

Miss Watson’s will complete the idea of moral ambiguity?

5. Symbolism: Throughout the story, what does the river represent? The towns? In the last

paragraph of the novel, where does Huck say is preferable? What is Twain’s purpose for this?

1. Why did Twain include the "Notice" on the opening page?   
  
2. Can the book's 43 chapters be grouped according to distinct action sequences? Are there correspondences among chapters or groups of chapters?   
  
3. Each stage of Huck's moral growth culminates in a crisis of conscience and a decision to assist Jim (as when Huck tells the two slave hunters that there is "only one" man on the raft and that "He's white"); and each decision is more consequential than the previous. What are these stages and decisions; when do they occur; and what are their consequences?   
  
4. What are the consequences of Huck's and Jim's going past the mouth of the Ohio River in the fog? (Chapter XV)   
  
5. Among the novel's great ironies is that Huck's and Jim's quest for freedom takes them farther and farther into the deep South, the heart of slavery. How and why does this happen? What are the implications?   
  
6. The primary movement of Huck's and Jim's journey and of the novel is linear, from north to south. A back-and-forth pattern of movement between river and shore also occurs. How is this pattern important in terms of plot? How is it related to the north-to-south movement? Does it reflect any other kind of movement experienced by Huck or Jim?   
  
7. How do the king and the duke impact Huck's and Jim's life on the raft, their quest for freedom, and the novel's movement?   
  
8. What are the parallels between the king's and duke's treatment of Jim in Chapter XXIV and Tom Sawyer's treatment of him in the final chapters?   
  
9. The cemetery passage in Chapter XXIX is one of the few times when Huck is in immediate danger of actual harm or death. What are some similar incidents? What threatens his safety and well-being in each instance--other people or forces of nature? How does he escape in each instance?   
  
10. Do the final chapters, beginning with Huck's arrival at the Phelps farm, rely too much on coincidence? Do Tom Sawyer's elaborate escape stratagems indicate that Jim's and Huck's goals are unobtainable?   
  
11. Is there any justice in the fact that only Tom is wounded in the final chase through the swamp?

**What Did Hemingway Mean?**   
Once students are deep into*Huckleberry Finn*or after they have finished reading, ask them to interpret what Ernest Hemingway may have meant when he said, “All modern American literature comes from one book by Mark Twain called*Huckleberry Finn.*”  
   
Here are questions that should move a discussion forward:

1. The literary critic Lionel Trilling has been credited with saying that when Hemingway made his comment he had in mind Twain’s ability to use common speech in great literature. Do you agree or disagree with Trilling? Why?
2. In what ways—theme? style?—might a 20th-century American novel that students have read be said to descend from*The Adventures of Huckleberry Finn*?
3. What makes literature modern?

each section.

***Chapters 1-14***

5. Why has Jim run away from Miss Watson?

6. What prank does Huck play on Jim, and how does it backfire?

7. How does Mrs. Loftus figure out that Huck is not a girl?

8. Whom do Huck and Jim discover on the wrecked steamboat?

9. Why can’t Huck and Jim escape from the boat? How do they finally get away?

10. Where does Huck get his information about dukes and kings?

***Chapters 15-23***

11. What is Jim doing when Huck rejoins him after they are lost in the fog?

12. What is Jim’s response to Huck’s trick?

13. How do Huck and Jim know that they have passed Cairo? Why is this important?

14. After Huck forgets his name, how does he trick Buck into revealing it?

15. How does Huck rediscover Jim?

16. Why does Huck feel responsible for the carnage following Sophia’s elopement?

17. What had the king and the duke been doing before they met Huck?

18. How does the duke arrange for them to float by day?

19. What is the people’s response to the “Royal Nonesuch”?

20. What does Jim tell Huck about his daughter Elizabeth?

***Chapters 24-end***

21. How does the king learn about the Wilks family?

22. Why is the king worried that the gold is $415 short? How do they solve the problem?

23. What makes Huck determined to steal the gold back from the duke and the king?

24. What is Levi Bell’s plan for deciding who the real Harvey and William Wilks are?

25. Who sells Jim out?

26. Who does Mrs. Phelps think Huck is?

27. Describe how Tom shocks Aunt Sally?

28. Who does Tom pretend to be?

29. Describe what Tom does when he can’t climb the lightning rod.

30. What does Tom want Jim to water his plant with?

31. How does Tom get hurt?

32. Who clarifies the identities of Tom and Huck?

33. What has happened to Huck’s father?

34. Why is Jim now a free man?

35. Where does Huck say he will go now?