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About The EMC Masterpiece Series Access Editions

The EMC Masterpiece Series Access Editions have been designed to make great works of literature accessible to all levels of students. Each Access Edition contains a complete literary masterpiece as well as a unique integrated study apparatus crafted to guide the student page by page through the entire work. This feature does away with the inconvenience of switching between a literary work and a study guide, since both are included in each Access Edition.

Each EMC Masterpiece Series Access Edition contains the following materials:

- The complete literary work
- A historical introduction including an explanation of literary or philosophical trends relevant to the work
- A biographical introduction with a time line of the author's life
- Art, including explanatory illustrations, maps, genealogies, and plot diagrams, as appropriate to the text
- Study apparatus for each chapter or section, including Guided Reading Questions; Words for Everyday Use entries for point-of-use vocabulary development; footnotes; Responding to the Selection questions; Reviewing the Selection questions (including Recalling, Interpreting, and Synthesizing questions to ensure that your students conduct a close and accessible reading of the text); and Understanding Literature questions
- Source materials used by the author of the work (where appropriate)
- A list of topics for creative writing, critical writing, and research projects
- A handbook of literary terms

Guided Reading Questions guide students through the work by raising important issues in key passages

Footnotes explain obscure references, unusual usages, and terms meant to enter students’ passive vocabularies

Words for Everyday Use entries define and give pronunciations for difficult terms meant to enter students’ active vocabularies

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CHAPTER 1
1 Discover Moses and the Bulrushers

You don't know about me without you have read a book by the name of The Adventures of Tom Sawyer; but that ain't no matter. That book was made by Mr. Mark Twain, and he told the truth, mainly. There was things which he stretched, but mainly he told the truth. That is nothing. I never seen anybody but lied one time or another, without it was Aunt Polly, or the widow, or maybe Mary. Aunt Polly—Tom's Aunt Polly, she is—and Mary, and the Widow Douglas is all told about in that book, which is mostly a true book, with some stretchers, as I said before.

Now the way that the book winds up is this: Tom and me found the money that the robbers hid in the cave, and it made us rich. We got six thousand dollars apiece—all gold. It was an awful sight of money when it was piled up. Wll, Judge Thatcher he took it and put it out at interest, and it fetched us a dollar a day apiece all the year round—more than a body could tell what to do with. The Widow Douglas she took me for her son, and allowed she would civilize me; but it was rough living in the house all the time, considering how dismal regular and decent the widow was in all her ways; and so when I couldn't stand it no longer I lit out. I got into my old rags and my sugar-hogshead again, and was free and satisfied. But Tom Sawyer he hunted me up and said he was going to start a band of robbers, and I might join if I would go back to the widow and be respectable. So I went back. The widow she cried over me, and called me a poor lost lamb, and she called me a lot of other names, too, but she never meant no harm by it. She put me in them new clothes again, and I couldn't do nothing but sweat and sweat, and feel all cramped up. Wll, then, the old thing commenced again. The widow rung a bell for supper, and you had to come to time. When you got to the table you couldn't go 1. Moses... Bulrushers. From the Bible: Exodus 2:1-10. The infant Moses is discovered in a basket made of bulrushes (reeds) and adopted by the daughter of the Egyptian pharoah.
2. sugar-hogshead. Large barrel that once held sugar; Huck used to sleep in it.
Notes to the Teacher

Responding to the Selection is a reader response activity designed to connect the students emotionally to the literature and allow them to relate the work to their own lives.

Reviewing the Selection takes students through the work step by step, building from their individual responses a complete interpretation of the work.

Recalling questions address comprehension of key facts from the selection.

Interpreting questions evoke interpretations based on evidence from the selection.

Synthesizing questions tie together interpretations of parts of the selection and prompt students to make informed generalizations that relate the selection to larger themes or literary trends.

Understanding Literature questions provide study of literary movements, genres, and techniques as they relate to the literary work.

How the Assessment Manual Is Organized

This Assessment Manual is divided into five parts: the Access Edition answer key, which provides answers to the Reviewing the Selection and Understanding Literature questions in the text; a selection of activities that allow students to use graphic organizers to further their comprehension of the work; a vocabulary and literary terms review, which tests students’ knowledge of the Words for Everyday Use and literary terms defined in the work; the exam masters, which contain two full exams that test students’ overall comprehension of the work through both objective and essay questions; and evaluation forms for self-, peer, and teacher assessment of creative writing, critical writing, and research projects.

How to Use the Access Edition Answer Key

The answer key contains answers to the Reviewing the Selection and Understanding Literature questions included in the Access Edition. In some cases, where no specific answer is required, possible responses are given. You will notice that no answers are provided for the Guided Reading Questions found throughout the Access Edition. This is because the answers to the Guided Reading Questions can be easily found in the text in the passages marked by gray bars.
How to Use the Graphic Organizers

Graphic organizers enable students to represent in a visual way information about the plot or characters in a book. The activities in the second section of this manual ask students to use graphic organizers, such as gradient scales, cluster charts, Venn diagrams, sequence charts, story maps, and Freytag’s Pyramid, to examine certain aspects of the literary work.

You can use the graphic organizers in this book in a variety of ways to supplement your lesson plan. For your convenience, they are designed as blackline masters. They can be assigned for students to complete as they read the work as a way to promote active reading, after students have read the book as a way to explore the book in more depth, or as a study aid before the test as a way to review ideas presented in the book. These activities can also be incorporated into a midterm or final exam.

Vocabulary and Literary Terms Review

The vocabulary review tests students’ comprehension of the Words for Everyday Use defined in the Access Edition. Because active vocabulary is learned most effectively in context, the vocabulary review is conducted contextually; the review exercise involves sentence completion that draws from the Words for Everyday Use. A vocabulary section is also included as part of each objective and essay test. The literary terms review tests students’ comprehension of the literary terms defined in the Understanding Literature section of the Access edition. Students’ understanding of these terms is also tested in the exam in the Matching section.

How to Use the Exam Masters

The exam masters section contains two exams, one which tests students’ recall and interpretation of chapters 1–23 of the book, and one which tests them on chapters 24–43. These tests can be used respectively as a midterm and final exam, or they can be combined in any fashion you choose. You may decide to use multiple choice and/or matching as check tests in conjunction with discussion, for example. Or you may decide to incorporate vocabulary questions and graphic organizers into the exams.

Each test is worth 100 points and consists of objective questions in the form of multiple choice and matching, as well as short answer, short essay, and long essay questions. Answers, or possible responses, are given for all exam questions. Note: You can use ScanTron answer sheets to correct the objective part of the tests.

How to Use the Evaluation Forms

The Assessment Manual contains evaluation forms to help you assess student performance across the entire range of language arts skills. The forms include writing evaluation forms, a project evaluation form, and a revision and proofreading checklist that can be used for writing instruction.
Recalling and Interpreting

1. R: Huck tells the reader that he and Tom Sawyer were rich by the end of *The Adventures of Tom Sawyer*, and that the Widow Douglas tried to civilize Huck by taking him for her son. As this novel opens, Huck is still living with her because Tom Sawyer entices him to stay, saying that if he does, he can join Tom’s band of robbers.

2. I: The widow has tried to change Huck by giving him new clothes, holding him to a regular schedule and mealtime prayers, and reading the Bible to him. Huck clearly detests these changes and is uncomfortable and miserable as he tolerates such “improvements.”

3. R: Huck has a hard time accepting that he must wear new clothes, keep to a monotonous schedule, cannot smoke, must review his schoolwork with Miss Watson, and is not allowed to fidget.

4. I: Huck has a hard time in the widow's home because he is not used to anything so structured and rule-bound. Widow Douglas seems to understand this, and tries to ease Huck into things gently. Miss Watson is more forceful and less sympathetic, and her sister, the widow, must tell her when to “ease up.” Miss Watson’s unbending expectations make Huck most resent being “civilized.”

5. R: Tom calls Huck out of his room at midnight. Tom “steals” three candles from the widow's kitchen, paying for them by putting five cents on the table. Tom plays a joke on Jim by slipping his hat off his head and hanging it on a tree limb. This makes Jim “famous” since, mystified by the experience, he tells people that he has “seen the devil and been rode by witches.” He carries the five-cent piece that Tom left on the kitchen table as proof that he has visited with the devil.

6. I: The fact that Tom leaves money for candles demonstrates both his creativity and honesty. It seems more appropriate for Miss Watson than Widow Douglas to own a slave, since Miss Watson lacks compassion and is very strict and severe. Widow Douglas, with her kinder, gentler nature, is perhaps better able to see the humanity in Jim, while Miss Watson cannot.

7. R: Tom, Huck, and the other boys go to a cave, where “Tom Sawyer’s Gang” is organized. Tom gets most of his ideas from “pirate books and robber books” he has read. When part of the gang’s oath involves killing the families of “boys that told secrets,” Huck is nearly excluded because he has no family. The issue is resolved when he offers Miss Watson as a substitute.

8. I: Tom is the group leader because he is a natural leader, as well as the most imaginative and most well-read in how a gang works. Huck probably offers Miss Watson as the person to be killed instead of the Widow Douglas because he likes the widow. The boys’ reluctance to meet on a Sunday because they think it would be “wicked” shows that they are not completely serious about being robbers.
Synthesizing
Responses will vary. Possible responses are given.

9. Huck finds civilization difficult because this structured, clean, and well-ordered way of life completely opposes the kind of life he has lived until this point. We know that he has no family except for a father who usually can’t be found. Because of his unstructured, directionless life, Huck is greatly unprepared for life in the Widow’s home.

10. Huck and Tom seem similar in their love for adventure, concern about superstitions, and appreciation for each other’s exploits. They are different in that Tom is a leader and Huck is a follower; Tom comes from a good home while Huck does not; and Tom is creative and imaginative while Huck is more practical and lives more directly with the reality at hand.

Answers for Understanding Literature, page 16
Responses will vary. Possible responses are given.

1. Characterization. Twain uses all three literary techniques to create the character of Huck Finn. Students might observe that the story is told from Huck’s point of view and that Huck spends little time directly describing himself. Direct description is used when Huck describes his physical appearance: “I got into my old rags and sugar-hogshead again”; when he wears new clothes, he “couldn’t do nothing but sweat and sweat”; and “My new clothes was all greased up and clayey, and I was dog-tired.” Twain more easily uses description of behavior, again via Huck’s point of view: After a spider crawls on Huck’s shoulder and Huck accidentally causes it to land in a candle and burn, Huck vividly describes his resulting behavior: “I was so scared and most shook the clothes off of me. I got up and turned in my tracks three times and crossed my breast every time; and then I tied up a little lock of my hair with a thread to keep witches away.” Twain presents Huck’s thoughts in the scene in which Widow Douglas restricts him from smoking. Here his thoughts clearly show he is aware of her hypocrisy: “She said it was a mean practice and wasn’t clean, and I must not try to do it any more. That is just the way with some people. They get down on a thing when they don’t know nothing about it. Here she was a-bothering about Moses, which was no kin to her..., yet finding a power of fault for doing a thing that had some good in it. And she took snuff, too; of course that was all right, because she done it herself.” Later, Huck readily admits he is “so lonesome I wished I was dead” and that he “got so downhearted and scared I did wish I had some company.”

2. Narrator and Point of View. Examples of Huck’s style as a narrator include a casual, colloquial way of telling his story, such as when he says, “Miss Watson she kept pecking at me, and it got tiresome and lonesome.” He is forthright with his comments and naive understanding of such things as religion. When Miss Watson tells him to pray and he will get what he wants, he says, “But it warn’t so. I tried it. Once I got a fish line, but no hooks. It warn’t any good to me without hooks...I says to myself, if a body can get anything they pray for, why don’t Deacon Winn get back
the money he lost on pork? Why can’t the widow get back her silver snuffbox that was stole?” Because of his innocent, naive understanding of the “civilized” world, many comments Huck makes seem funny or strange: “The widow she cried over me, and called me a poor lost lamb, and she called me a lot of other names, too, but she never meant no harm by it.” When Widow Douglas reads the Bible story about Moses to Huck, he says, “I was in a sweat to find out all about him; but by and by she let it out that Moses had been dead a considerable long time; so then I didn’t care no more about him, because I didn’t take no stock in dead people.” In trying to adjust to civilized life, he observes that “if you are anywheres where it won’t do for you to scratch, why you will itch all over in upwards of a thousand places.”
Chapters 4–7

Answers for Reviewing the Selection, page 38

Recalling and Interpreting

1. **R:** Huck sees footprints that come up from the quarry and go around to the garden fence without coming any farther. When he examines the tracks, he sees that there is a “cross in the left boot-heel made with big nails, to keep off the devil.” He begs Judge Thatcher to take the money from him.

2. **I:** Huck seems to respect his father out of fear but disrespect him for the drunken, weak man that he is. While Huck admits that his father beats him, verbally abuses him, and keeps him from school, he also makes clear that he goes to school and does other things to improve himself out of spite for Pap. Huck realizes his father will probably steal his money, so he consults with Judge Thatcher to protect it. This reveals that Huck is practical and shrewd.

3. **R:** Huck and Pap finally meet at the Widow Douglas’s house, where Pap has snuck in and is waiting for Huck in his room. Pap criticizes Huck, saying that Huck is getting “too big” and meddling with “hifalut’n foolishness.” Pap wants Huck’s money for whisky.

4. **I:** Pap might feel threatened because Huck’s new lifestyle makes him feel inferior to his own son. He may also feel threatened in his ability as a father to provide such basics for Huck, but at the same time, he is clearly concerned about himself, not Huck. Students might say they know this because he does nothing to encourage or help Huck in his improved situation. Instead, he wants to take Huck’s money and squander it on drink.

5. **R:** Huck’s father tries to retain custody of Huck in order to get his wealth. The new judge does not know Pap and grants him custody, saying that families shouldn’t be separated.

6. **I:** Students will probably say that Pap is not truly concerned about being a good father. All he wants is Huck’s money, and when Judge Thatcher won’t give it to him, Pap takes him to court over custody of Huck. Having power over Huck is important to Pap—after Huck is back in his custody and Pap gets drunk and thrown in jail, he says that he is still satisfied since “he was boss of his son.”

7. **R:** Pap gets drunk at the new judge’s house, makes a mess of the guest room, and falls off the porch, breaking his arm. Pap locks Huck in a cabin so he won’t run away. Huck decides to escape when his father leaves him locked up for three days. He says he is lonesome and afraid that something will happen to his father so Huck will be unable to get out again.

8. **I:** Huck likes being “uncivilized”; he is happiest when he does not have to eat from a plate, comb his hair, or keep himself clean. He likes the unstructured life he leads with his father, where he can fish and does not have to study. He hates being beaten and being locked up for long periods of time.
Synthesizing

Responses will vary. Possible responses are given.

9. Neither the widow’s home nor living with Pap satisfy Huck’s need for personal freedom, which he seems to value above all else. Despite providing Huck with food, shelter, and care, life with the widow represents being “civilized” and all its restrictions: having to wear clean clothing, adhere to a structure, go to school, and practice religion. Life with Pap represents freedom from the widow’s rules and society’s expectations, but it also represents harsh verbal and physical abuse.

10. Huck accommodates Pap, at least enough to try to please him and ward off the physical abuse Pap inflicts. Inwardly, however, he relishes countering Pap’s orders by going to school to spite Pap. He plans to escape by cutting a hole through the back of the cabin, which no one will notice, and escaping to Jackson’s Island in a way that no one will find him. He not only wants to escape from Pap but to convince everyone that he has been murdered so they will not search for him.

Answers for Understanding Literature, page 39

Responses will vary. Possible responses are given.

1. Motivation. Pap’s foremost motive appears to be to gain control of Huck’s money so he can support his drinking habit. He also wants to show everyone that he is the boss of Huck, and he reminds Huck of this fact as well, abusing and punishing him. On occasion, he speaks to Huck, relating a newspaper story of how a man lost custody of his child, but it is uncertain whether his motivation is that he wants someone to talk to, or simply wants to assert control over Huck. Huck’s motive in planning his escape is to leave behind Pap’s abuses and the widow’s attempt to civilize him. He desires only his own freedom.

2. Motif. Huck and Jim believe many superstitions: Huck goes to Jim to consult his hairball oracle, which he says “knowed everything,” regarding where his father is and what he will do next. Jim tells Huck there are two angels, one black and one white, guiding his father’s actions, and two “gals,” one light and one dark, who will impact Huck’s life.
Recalling and Interpreting

1. R: Huck knows his escape is successful when he hears the cannons being fired into the water, “trying to make my carcass come to the top.” He also finds bread left from the loaves the search party has used to find the dead body.

2. I: Huck at first feels triumphant at escaping. When the steamboat leaves, he says, “I knewed I was all right now. Nobody else would come a-hunting after me.” At the same time, he admits feeling lonely, and tries to count stars and drift logs, finally going to bed because “there ain’t no better way to put in time when you are lonesome.”

3. R: Jim is an escaped slave trying to hide from his would-be captors. He arrived on the island the night after Huck was “killed.” He has run away after hearing Miss Watson plans to sell him. Huck promises Jim he won’t tell anyone of Jim’s whereabouts.

4. I: Huck says he “was ever so glad to see Jim,” adding that he is no longer lonesome. When Jim sees him, he begs Huck not to hurt him, believing Huck is a ghost. Huck is uncomfortable about his promise because he is concerned with being called a “low-down Abolitionist,” something his own father taught him to despise.

5. R: Huck and Jim set up camp in a cavern and spend their days paddling the flooded island in the canoe. They find such items floating on the river as rabbits, snakes, and turtles, a section of lumber raft, and a frame house. They find a dead man in the floating house.

6. I: Huck and Jim help each other enjoy island life by sharing stories, superstitions, and knowledge. Jim protects Huck in the floating house by not allowing Huck to see the body. He is very protective of Huck, covering the dead man with old rags so Huck will not see his face. Later, when Huck wants to talk about how the dead man was killed, Jim refuses to talk, saying it will bring bad luck.

7. R: When Huck leaves the island, he goes to the Illinois shore, disguised as a girl. Huck learns that Jim is being sought for his murder and that there is a $300 reward for Jim.

8. I: Huck is not successful in fooling the woman, since she recognizes he is not a girl. He is successful in learning what he needs to know about his own assumed death and the manhunt for Jim. People are really after only Jim, not Huck. Huck’s reaction shows how closely he considers himself to be united with Jim. Now that Jim is in trouble, he regards himself in trouble, too.

Synthesizing

Responses will vary. Possible responses are given.

9. Huck is coming to terms with his respect for Jim as a friend, as his feelings clash with what he has been taught. He has learned that white people have the right to own slaves and to treat them as less than human. Many people in Huck’s society would
consider his wish to hide Jim a criminal act. Huck holds to his decision because he sees Jim’s humanity and feels compassion for him. He may feel closer to Jim because, like him, Jim is an outcast, homeless, and disadvantaged.

10. Jim and Huck share a love of good stories, a belief in superstitions, and a love of being free. They differ in that, as a white person, Huck has never been a slave, while Jim has and has only known his freedom for a short time. Besides, Huck is truly free, and has rights that would probably protect him from further abuse by his father, if he chose to exercise those rights. Jim is a fugitive who has no rights, and risks jail or lynching. Their concern for each other grows as they check up on each other, make sure the other is all right, work together as a team to solve problems, and try to imagine what the other is thinking or experiencing.

Answers for Understanding Literature, page 65

Responses will vary. Possible responses are given.

1. **Irony of Situation.** It is ironic that people seem more concerned with Huck when they think he is dead than they were when he was alive and needed their help. It is ironic that the reward for capturing Jim is three hundred dollars, while the reward for finding Pap is two hundred, revealing that society despises the idea of an escaped slave more than a white murderer.

2. **Character.** Jim’s superstitions include the belief that seeing young birds fly short distances signals that it will soon rain; that counting the things you are going to cook for dinner or shaking a tablecloth after sundown will bring bad luck; that bees would not sting idiots. These superstitions are so specific that the reader can assume that something occurred once that led to these beliefs. For example, perhaps someone shook a tablecloth once after sundown, bad luck followed, and people believed that the two events were connected. There might be truth in the belief about bird flight patterns predicting rain; perhaps small birds only fly short distances if they sense impending bad weather. Jim’s response to Huck’s question about the lack of signs predicting good luck has its own peculiar logic: Jim asks why anyone would need to know when good luck is coming, since a person would only need to be warned about bad luck to prevent or prepare for it.

3. **Theme.** Huck means to play a harmless prank when he kills the rattlesnake and puts it on Jim’s blanket. However, he does not realize that another rattlesnake might come looking for its dead mate. When the rattlesnake bites Jim, Huck berates himself and vows that he will never hold a snakeskin again. He is embarrassed by his mistake and doesn’t want Jim to know he set the snake on Jim’s blanket. Huck’s regret signals his growing maturity and that he is learning that he should regard Jim as something more than a source of amusement.
Recalling and Interpreting

1. R: They build a snug wigwam, build up the floor to keep it dry, make it capable of having a fire, and make an extra steering-oar. The steamboat they discover has been shipwrecked on a rock. Huck takes the lead in exploring the steamboat.

2. I: During their first few nights of rafting, Jim and Huck feel great satisfaction. Huck says, “Take it all round, we lived pretty high.” Jim doesn’t want Huck to board the steamboat because he fears it will have a watchman who will discover them. With his capture threatening the loss of his freedom and his life, he has far more to lose than Huck.

3. R: Their escape from the three robbers is nearly hindered when they discover their raft is missing. They finally escape by stealing the robbers’ boat.

4. I: Huck doesn’t want to leave the men on the boat to die. He makes up his elaborate story to rescue the men, revealing that he has a conscience and a desire to do what is right. He reflects later that the widow would be proud of his actions.

5. R: The fog not only causes Huck to lose sight of Jim, but it causes him confusion as he tries to hear Jim’s location when Jim whoops to him. When he finally finds the raft, it is littered with branches and dirt, and one of the oars is smashed. He tries to fool Jim by pretending he never left the raft and that Jim merely dreamed it. When he sees Jim’s disappointment and realizes how worried Jim was about him, Huck apologizes and vows never to pull a prank on Jim again.

6. I: Jim is extremely relieved when he sees Huck. He is angry and disappointed in Huck for playing such a trick, and scolds Huck, saying that a such a person is either “trash” or should feel ashamed. Huck regrets his actions. It is clear that he takes Jim seriously when he apologizes and vows never to play a mean trick on Jim again.

7. R: Jim plans to save enough money to buy the freedom of his wife, after which time they will work together to buy the freedom of their children. Huck wants to go ashore to learn the right way to go to Cairo. Jim says Huck is the best friend he’s ever had. Huck tells the men he needs the raft towed “ashore where the light is.” He keeps them from investigating the raft by saying his father is aboard with smallpox.

8. I: Huck’s discomfort is caused by his worry that he should not aid a slave in reaching freedom. Jim’s parting words make him feel guilty since he has been debating whether to prevent Jim’s escape.

Synthesizing

Responses will vary. Possible responses are given.

9. Rather than providing him with a life of ease, the rafting trip is forcing Huck to make some difficult decisions. He must confront his own prejudices and the way he has been raised to regard issues of race and slavery. By trying to help the robbers and lying to the slave-hunters, he is learning to answer to a personal sense of morality and developing his own integrity.
10. Huck is clever and practical when he procures food for them to eat, either by buying or stealing it. He shows his clever side by making up stories and assuming false identity to obtain information he and Jim need. He is compassionate and mature when he recognizes he has wronged Jim and apologizes to him, and when he lies to the men looking for slaves in order to protect Jim.

**Answers for Understanding Literature, page 98**

*Responses will vary. Possible responses are given.*

1. **Symbol.** The river represents the journey Jim and Huck must take to freedom. The fog might symbolize the moral confusion Huck feels in his relationship with Jim: he does not know how to “see” Jim and becomes lost from him. The fog gradually clears and Huck finds Jim again, and gradually he works out what Jim is to him.

2. **Conflict.** Huck faces internal conflict in his moral dilemma over Jim. His society has taught him that harboring an escaped slave is wrong, and that, as property, Jim rightfully belongs to Miss Watson. On the other hand, he keeps seeing how true a friend Jim really is to him. As Huck struggles to see Jim more as a person than property, he tells himself he’ll ease his conscience by paddling the canoe to shore and “telling” on Jim in the morning. This is only a temporary solution. When Jim says how grateful he is to Huck, and how Huck is his best friend, he weakens, and by the time he reaches the slave-hunters, he lies to protect Jim instead.
Chapters 17–18

Answers for Reviewing the Selection, page 119

Recalling and Interpreting

1. **R:** Huck identifies himself as George Jackson and says that he only wants to go by, having fallen overboard off the steamboat.

2. **I:** Huck might feel in danger because of the presence of dogs and guns, and the highly suspicious nature of the people he has met.

3. **R:** Huck says he has never seen a “house in the country before that was so nice and had so much style.” Huck comments that the Grangerford house doesn’t even have a bed in the parlor.

4. **I:** Huck is impressed with the house, describing in detail its fine things, clearly enjoy its high style and the fine cooking. However, knowing how uncomfortable he was at Widow Douglas’s house, it is unlikely Huck could enjoy living with the Grangerfords once the novelty wore off.

5. **R:** Emmeline Grangerford, the Grangerfords’ daughter who died at a young age, fascinates Huck. He learns more about her by studying her crayon pictures, reading her poetry and scrapbook entries, and talking with her family.

6. **I:** Huck is fascinated by the eccentric and morbid life and work of Emmeline. He feels that he knows her, even if she is dead, and he is taken by her talent and ability to write any sort of verse, just as long as it is “sadful.” He regrets that she cannot finish her verse so much that he even attempts to “sweat out a verse or two” himself. Huck declares that he “liked all that family, dead ones and all, and warn’t going to let anything come between us.”

7. **R:** Sophia Grangerford has run off with Harney Shepherdson.

8. **I:** The feuding parties are so entrenched in their violent ways that only Huck questions the violence. He feels sick as he watches it unfold, and feels somewhat responsible, thinking that if he had told Sophia’s father about Harney’s note, Sophia would have been prevented from running off. He cries when he finds Buck dead in the edge of the water, saying that “he was mighty good to me.”

Synthesizing

*Responses will vary. Possible responses are given.*

9. Both the Shepherdson-Grangerford feud and the games played by Tom Sawyer’s gang are exciting, all-consuming, competitive, and reflect a certain level of boyishness and immaturity. The difference between them is that the feud involves violence that continues to kill its members, while Tom Sawyer and his friends are initially attracted to the idea of killing, they know when to stop and intentionally stop the game before it goes too far.

10. Huck is relieved to escape the violence and return to the freedom the raft represents. He is also glad to be with such a companion as Jim, with whom he can talk and have a good time. Huck realizes that other places seem “cramped up and smothery, but a raft don’t. You feel mighty free and easy and comfortable on a raft.”
Answers for Understanding Literature, page 120

Responses will vary. Possible responses are given.

**Satire.** Twain’s use of satire includes his description of the Grangerford house and its possessions (“there was a big outlandish parrot on each side of the clock”; a crockery basket has fruit “much redder and yellower and prettier than real ones is, but you could see where pieces had got chipped off and showed the white chalk”; and a medical book in the Grangerford house “told you all about what to do if a body was sick or dead.”) Emmeline’s obsession with and ability to sentimentalize death is satirized as well, in the titles of her cartoon pictures (“I Shall Never Hear Thy Sweet Chirrup More Alas”), in her greatest painting, left unfinished because she had given the young woman in her painting three pairs of arms, hoping to decide later which she liked best and to scratch out the rest. Twain satirizes the feuding families, pointing out that Buck cannot remember what started it and that the families don’t seem to mind the violence: “Pa’s got a few buckshot in him; but he don’t mind it ‘cuz he don’t weigh much, anyway...” In using satire, Twain is effectively able to criticize such things as senseless violence and a sentimental attitude toward death.
Chapters 19–23

Answers for Reviewing the Selection, page 158

Recalling and Interpreting

1. **R:** Huck and Jim spend their time rafting by night and tying up by day. They swim, fish, cook meals, and lazily enjoy their time together.

2. **I:** Huck and Jim seem content. The river might seem lonesome to Huck, especially after considering the chaos he experienced with the Grangerfords. He might also call the river lonesome to reflect his own state of mind.

3. **R:** Huck crosses to land to find more berries. When he sees the two men “tearing up the path,” he assumes they are after him or Jim.

4. **I:** Huck wants the men to first go up the creek and wade out to them in order to throw the dogs off the scent. Because Huck has been in similar situations himself, it is not in his character to question the men first before he helps them.

5. **R:** The two men are escaping from angry townspeople. One says he is being run out of town for selling tartar remover. The other says he has outstayed his welcome in leading a town revival. They act as if they have not met each other previously. One reveals that he is actually a duke, while the other says he is a dauphin, or king.

6. **I:** The duke and king have been a printer, seller of patent medicines, actor, teacher, lecturer, and have experimented with phrenology and mesmerism. They probably decide to call themselves duke and king to have fun with Jim and Huck, and also so they can take control of the situation and make the decisions on the raft. Huck knows the men are lying, but he says that the best way to get along with people “is to let them have their own way.” It is important to keep peace, so the men will not make trouble for Jim.

7. **R:** Boggs, a man who has a reputation for being drunk, quarrels with Colonel Sherburn, who says he will not tolerate any more of Boggs’ comments after one o’clock. When Boggs does not stop in time, Sherburn kills him.

8. **I:** Huck senses that there is going to be trouble. Only Boggs’s 16-year-old daughter seems outraged and upset by his death. The townspeople want to view the dead body, but only because they regard it as a spectacle. When the townspeople call for Sherburn’s lynching, it only seems motivated by a desire for more violence: the novelty of seeing Boggs has worn off and they seem to need something more satisfy their desire for bloodshed.

Synthesizing

*Responses will vary. Possible responses are given.*

9. The duke and king profit so well because they can identify what people want, and how to appeal to that. Their scams succeed because they are skilled at adapting their presentations to whatever people will buy.

10. Jim feels guilt as he relives the way he punished his daughter for not shutting a door. After his daughter contracted scarlet fever, Jim didn’t realize she was deaf and could not hear his command, so he hit her for not minding him. Jim’s guilt reveals
that, while he may not be a perfect father, he is a good one, able to feel remorse for such a mistake so deeply that he vows he will never forgive himself. Huck recognizes that Jim cares for his family as much as a white man would. Jim, in fact, is different from his own father in his compassion and love for his children, and demonstrates to Huck more than any other adult male what a good father should be.

Answers for Understanding Literature, page 159

Responses will vary. Possible responses are given.

1. Description. Sensory details include images that involve sight—a sunrise, which begins as “a pale place in the sky; then more paleness spreading around;” “you see the mist curl up off of the water, and the east reddens up;” the sight of a “galoot” chopping wood on a raft, with the axe flashing; sound—“not a sound anywheres;” “bullfrogs a-cluttering;” “a sweep cracking;” “song-birds just going at it;” a “steamboat coughing upstream;” the “k’chunk!” of the axe delayed as the sound traveled across the water; sound of beating tins, talking, laughing, and cussing reaching them through the fog; feel—the days themselves seem to swim and slide by; Jim and Huck “slid into the river and had a swim, so as to freshen and cool off;” “the nice breeze springs up, and comes fanning you from over there, so cool and fresh;” smell—the breeze is “sweet to smell on account of the woods and the flowers; but sometimes not that way, because they’ve left dead fish laying around;” taste—cooking a hot breakfast of fish.

2. Character, Characterization, and Satire. The duke and king reveal by their actions and words that they are conniving, out for profit, comical, colorful, and enjoy embellishing anything they do. When Huck and Jim first meet them, they pretend they’ve never met and try to outdo each other with stories about how they were run out of town. From there, they reveal that they are actually a duke and a king, and they clearly enjoy fooling Huck and Jim in building their stories. The duke even cries so much that, as Huck says, “me and Jim didn’t know hardly what to do, we was so sorry — and so glad and proud we’d got him with us, too.” It doesn’t take long for Huck to realize the duke and king are frauds, but he lets them have their way, simply to keep peace. Twain uses satire in his characterization of the duke and king in such ridiculous declarations as “I am the late Dauphin!” and the historical account which connects the king with Louis the Sixteenth, Marie Antoinette, and Charlemagne and makes him at least six hundred years old. Twain also uses satire in the mangled Shakespeare speech, which combines lines from Hamlet, Macbeth, and Richard the Third.
Chapters 24–30

Answers for Reviewing the Selection, page 207

Recalling and Interpreting

1. **R:** The young man tells them that Harvey Wilks and his deaf brother William are on their way to their brother Peter’s deathbed. This information changes the plans of the duke and king, who decide to impersonate the brothers.

2. **I:** The duke and king have taken over the situation by deciding what action they will do next. They expect Huck and Jim to follow their orders. Huck and Jim may have lost control of the situation by being intimidated by them. The duke and king are more experienced and clever than they are, especially in lies and manipulation. Also, Huck and Jim might fear that the duke and king will betray them and allow for Jim’s capture unless they accommodate their requests.

3. **R:** The duke and king intend to claim the inheritance.

4. **I:** At the funeral, no one but Huck questions the duke and king. Huck says he has never seen anything “so disgusting.” Later the doctor accuses the king of being a fraud. He calls the king’s English accent “the worst imitation I ever heard.”

5. **R:** Huck decides to take the stolen money and return it to Mary Jane. Huck gets the money and plans to hide it outside somewhere, but when he hears someone coming, he hides it in the coffin.

6. **I:** Huck finally tells Mary Jane that the duke and king are not her uncles but frauds. Her qualities of goodness, honesty, and innocence impress him.

7. **R:** The people begin to doubt the king and duke once the real brothers of Peter Wilk arrive. Someone recognizes the king as having been at the Pint the day before the funeral. The king and duke fail a handwriting test, and the people decide they will only know the truth after they unearth the corpse and see what tattoo is on the dead man’s chest. The king and duke only give up when the gold is discovered in the coffin with Peter Wilks. Then they, like Huck, make a quick escape.

8. **I:** The duke suggests that they could steal away with just the money, leaving the money from the estate to the girls, but the king wants everything. If they had taken the money earlier, they could probably have gotten away with it, but besides being motivated by greed, they enjoy engaging in high-risk ventures and being able to use their dramatic skills to pull off this scam. Cutting out early would clearly be anti-climactic for them.

Synthesizing

*Responses will vary. Possible responses are given.*

9. The duke and king have manipulated Huck and Jim to provide them with food, shelter, transportation, and assistance in pulling off their scheme. Huck realizes early on that the king and duke could be dangerous to him; he decides to be agreeable and not cause conflict. As the duke and king scheme to get not only Peter Wilks’s money but the profits from his estate and the sale of his slaves, Huck sees further how ruthless they really are. The townspeople would probably not consider Huck as guilty as the men. His honesty to Mary Jane most likely would have saved him.
10. Huck has stayed with the king and duke for so long because he doesn’t see any other choice. He fears for Jim’s safety and that, if aggravated, the men will tell on Jim or arrange for his capture. So he follows Pap’s advice that the best way to “get along with his kind of people is to let them have their own way.”

Answers for Understanding Literature, page 208
Responses will vary. Possible responses are given.

Suspense. Events involving Huck that create suspense include Huck hiding in Mary Jane’s closet in the duke and king’s room, Huck’s own impersonation as a boy from England failing, Huck’s lies failing and nearly giving the scheme away, Huck hiding the money in the coffin, Huck trying to keep the duke and king from learning he hid the money, Huck helping Mary Jane escape to Mr. Lothrop’s house after he tells her the truth, Huck being marched to the cemetery to find the tattoo marks on the corpse, Huck trying to escape from the townspeople as well as the duke and king, and Huck trying to save himself after the duke and king catch up to him on the raft. Students might have conflicting ideas about the real danger Huck is in. They may point out that Mary Jane would ultimately have protected him and say that the duke and king don’t appear to be violent like Pap. However, Jim stands to lose the most if Huck is detained from returning to the raft, or if the duke and king decide to retaliate. Students might say that they don’t feel much anxiety for the duke and king because they are merely comical characters, not people they genuinely care about.
Chapters 31–33

Answers for Reviewing the Selection, page 230

Recalling and Interpreting

1. **R:** The duke and king have talked secretly for hours, and Huck thinks he is finding a house to rob. Huck is straining to find a way to escape. The king is actually turning Jim in for forty dollars.

2. **I:** The king and duke are so difficult to get rid of because they use Jim and Huck to provide their shelter, food, and transportation. From a practical standpoint, the king and duke have provided nothing Jim and Huck couldn’t provide for themselves. They have been entertaining and have helped Huck confirm what he truly believes. Students might also point out that the duke and king’s presence in the novel keeps the story lively and heightens suspense.

3. **R:** Huck believes the right thing is to help Jim return to Miss Watson, his owner. He believes this is what his conscience is telling him, and that it would be wicked to want Jim to go free. He writes Miss Watson a note but tears it up, saying that he’ll go to hell instead of following his conscience.

4. **I:** Huck struggles against what he takes to be the teaching of God, Sunday school, and his society (to return Jim to his “rightful” owner) and his own personal sense of morality, or what he calls his “wickedness.” The choice is not really wicked, but the opposite. It is much harder to act on his own personal morality than to follow popular opinion regarding slavery.

5. **R:** The duke and king are tarred and feathered and run out of town on a rail.

6. **I:** Even after all they have done to him, Huck still doesn’t want to see the duke and king hurt. Such actions show the depth of feeling and compassion that is part of his character.

7. **R:** Huck says that the steamboat blew a cylinder-head. Aunt Sally reacts with alarm, asking if anyone was hurt, and Huck says, “No’m. Killed a nigger.”

8. **I:** Responses will vary. Huck might have said this to emphasize the gravity of the situation, but to let Aunt Sally know that it wasn’t anything she would consider too serious. Aunt Sally is not shocked because she considers a black person only property, not a person. Considering the way Huck has wrestled with his own conscience and decided to help Jim escape, even at risk of being eternally condemned, he is only playing a part here.

Synthesizing

*Responses will vary. Possible responses are given.*

9. Huck is baffled by the way the duke and king treat them. The duke and king betray Huck and Jim, conspiring to sell Jim. After the king agrees to sell Jim for forty dollars, he goes and spends the money in a tavern. Huck says, “After all we’d done for them scoundrels, here it was all come to nothing,...because they could have the heart to serve Jim such a trick as that...” Huck cannot understand such things because he himself is incapable of doing them.
10. Huck expects that Tom is more morally upright than a “wicked” person like himself, so he expects Tom will take the moral high road and refuse to help with Jim’s rescue. He believes that, with Tom has been raised to know better than to steal an escaped slave and help free him.

Answers for Understanding Literature, page 231

Responses will vary. Possible responses are given.

1. Character. The duke and king are one-dimensional characters. They never feel any remorse for their actions, except when they are caught and something does not benefit them. They are greedy, self-centered, and confident in their own ability to manipulate, scheme, and defraud others. Huck and Jim, on the other hand, are far more complex. They frequently discuss whether they are doing the right thing (such as stealing from farmers in order to eat), try to help each other, and admit their mistakes (such as when Jim tells Huck about punishing his deaf daughter, and when Huck knows he has treated Jim as less than human). In this section, Huck’s battle with his conscience strongly demonstrates the depth of his character.

2. Irony. As Huck struggles to do the right thing, the reader knows that the opposite of what Huck believes is true: he believes his “conscience” is telling him that slavery is acceptable, and that allowing Miss Watson’s property to escape is wrong. What Huck calls “wicked” and “a disgrace” is, in fact, the right thing to do, since the reader understands how wrong slavery was. In allowing Huck to struggle against conventional wisdom and emerge with his own sense of what is right — to free Jim — Twain is able to demonstrate that Huck is making a braver, more noble decision than if he were just following what everyone else held to be true.
Recalling and Interpreting

1. **R:** Jim is imprisoned in Silas Phelps’s hut by the ash-hopper. The Phelps family is waiting for him to be claimed by the plantation below New Orleans. If no one claims him, they will advertise Jim in the St. Louis and New Orleans papers and sell him.

2. **I:** Jim seems very resigned when the boys find him. He is euphoric when he sees Tom and Huck. Jim cooperates with the boys’ scheme. He knows from being with Huck long enough that it is best for him to accommodate even the most outlandish schemes. Jim has changed by adapting to new and unpredictable situations, something he probably would not have been able to do at the beginning of the book.

3. **R:** Tom thinks that Huck’s plan is too simple, mild, and not enough trouble. Tom’s plan is highly complicated, imaginative, and adventurous.

4. **I:** Tom favors a plan that will give people something to talk about afterwards. He loves the romance about what they are about to do. Huck may not argue against Tom’s impractical plan for several reasons. First, he might know that it is useless to try to change Tom’s mind. He always seems to allow Tom to be the leader and decision maker, while he is a follower. Last, he might be so impressed with Tom’s willingness to help him, and so determined to keep his friendship strong with Tom after being so lonely on the river, that he will accommodate any of Tom’s requests.

5. **R:** Tom realizes that digging Jim out with case knives won’t work because it will take too long. He says that they will have to use picks “and let on it’s case knives.” He lectures Huck about the principle of the thing, and won’t use a pick until Huck agrees to think of it as a case knife.

6. **I:** Tom operates under his principles without considering how his actions affect anyone else. He does not seem aware of the suffering he causes others or, if he does, he thinks the principle is still larger than the pain others might feel.

7. **R:** Tom leaves the family a note saying that a gang of cutthroats is going to try to steal Jim that night. The family takes the note seriously and gather a group of armed men for protection. Tom thinks it’s great that so many men have responded to the note.

8. **I:** Tom regards his plan as successful. Not only do they get Jim to freedom, but they do it with a full adventure that culminates in Tom getting shot in the calf. Even though he is in pain, nothing makes him feel more heroic. When Huck planned the escape, he wanted to get Jim to freedom with as little attention and time as possible. Tom’s primary goal was to have an adventure.

Synthesizing

*Responses will vary. Possible responses are given.*

9. That Jim is willing to sacrifice his own freedom to help Tom attests to the nobility of his character. Tom’s unwillingness to see a doctor shows how foolhardy Tom is; he will risk his own life to carry out his romantic ideas of adventure.
10. Huck has managed to evaluate what it means to be civilized, leaving behind the worst of its aspects, such as racism, animosity, and violence, and accepting its best aspects, such as friendship, compassion and nobility. He has learned to decide for himself what is morally right and wrong, and the values he should follow regarding himself and others.

Answers for Understanding Literature, page 289
Responses will vary. Possible responses are given.

1. Irony. The irony in Tom’s escape plan is that it was totally unnecessary, given that Tom has known all along that Miss Watson freed Jim in her will. In the same way, the entire river voyage is ironic, because Jim unknowingly was a free man all along. Likewise, Huck’s escape from his father was also ironic, since Pap was already dead in the floating house. Even with such irony, the rafting trip was important for Huck and Jim to take. It allowed Huck to grow beyond his racism to see Jim as a human being and true friend, and it allowed Jim to be able to nurture Huck and show him what Huck’s own father should have provided for him. At the same time, it allowed Jim to be a father figure again as he mourned the loss of his own children and his own unforgivable behavior toward his daughter. In providing a means for Huck and Jim to develop their friendship, the river voyage was critical to the growth of each character.

2. Character. At the beginning of the novel, Jim is a caricature of a black slave, seemingly obsessed with superstitions and not much else. At least, this is the way Huck regards him and how Twain initially portrays him. Throughout the novel, as Jim is able to demonstrate repeated acts of sacrifice for Huck and the ultimate sacrifice for Tom (giving up his freedom to save Tom’s life), Jim shows the human spirit at its best. He also demonstrates to Huck the sort of protection a father should really give his son. When he discovers Pap dead in the floating house, Jim protects Huck from this knowledge, not telling Huck until the end of the novel because the truth would be too difficult to bear. On the other hand, he is honest with Huck, scolding him for his pranks and for treating him with disrespect. Huck’s real father, on the other hand, was motivated only by what would benefit him, abusing his son verbally and physically to force Huck to serve his needs. Jim is the most honest, caring adult Huck has encountered, and this allows Huck to move beyond the racist, conventional morality he sees around him, to a higher moral integrity that is rooted in compassion.
Graphic Organizers
Chapters 1–23

Venn Diagram

Fill in the Venn diagram below in order to compare and contrast Huck and Tom. In each individual circle, fill in their differences. Where the circles overlap, write in their similarities. Then write a brief paragraph in which you identify which traits you would admire most in a friend, and why.

Huck

Tom
Sequence Chart

Make a sequence chart of the events that take place in Huck’s life from the time that Pap finds Huck through the conflict between Colonel Sherburn and Boggs. Continue with as many boxes and arrows as you need.

When you have completed the chart, write a paragraph about the event that you believe most strongly demonstrates Huck’s growth as a character. Be sure to explain why this event is so significant.
Gradient Scale

Create a gradient scale in which you show the least admirable to the most admirable characters in Huck’s world. Choose at least six characters, place them on a scale from 1 (least admirable) to 10 (most admirable), then write a paragraph justifying each choice. Choose at least six of the following characters: Miss Watson, Widow Douglas, Huck, Tom Sawyer, Colonel Grangerford, Boggs, Colonel Sherburn, the King, the Duke, Pap, and Jim.
Radiating Circle

This radiating circle will help you explore the false identities found in *Adventures of Huckleberry Finn*. Think of the different ways that the characters in the novel pretend they are someone else. Then draw a circle and a line connecting each reference you think of to the main circle. Be prepared to explain the reason for each false identity assumed. One example has been done for you.

Huck Finn pretends he is Jim’s owner.

False identities
Chapters 24–43

Cluster Chart

Fill in the cluster chart below to show the complexity of Jim’s captive life at the Phelps’ farm. Using “Captivity” as the center circle, expand outward to include companions, duties, activities and materials to create a complete picture of Jim’s environment.
In the Freytag’s Pyramid plot diagram below, chart the plot of *Adventures of Huckleberry Finn*. Briefly describe the key events that make up the exposition, inciting incident, rising action, climax, falling action, resolution, and dénouement.
Graphic Organizers Answer Key

The answers below are brief indications of what students might include in their graphic organizers. Give students credit for variations and creative insights within the bounds of the guidelines.

Chapters 1–23

Venn Diagram

Responses will vary. Students might list the following traits:
Huck—clever, practical, superstitious, skeptical, realistic, tender-hearted, inquisitive, resourceful, natural, and naïve
Tom—conventional, fun-loving, honest, idealistic, upright, romantic, and well-read
Huck and Tom—intelligent, adventurous, loyal, brave, dependable

Sequence Chart

Pap takes Huck and locks him in a cabin; Huck escapes to Jackson Island and meets Jim; Jim and Huck come across the floating house and find a dead man; they board the steamboat Walter Scott and Huck tries to rescue the scoundrels by lying to a ferryboat watchman; Huck is separated from Jim in the dog; Huck intends to turn Jim in but instead tells the slave hunter that the man on his raft is white; the raft gets run over by a steamboat and Huck swims ashore and meets the Grangerfords; Buck Grangerford is killed and Huck finds Jim waiting for him; the king and the duke come aboard; the king and the duke rehearse Shakespearean drama; Colonel Sherburn kills Boggs.

Gradient Scale

Responses will vary, but the student should provide a rationale for the choices he or she made in a brief paragraph. Students should include on the scale at least six of the listed characters. The paragraph they write should provide clear support for their choice of both the least and most admirable character on their scale.
The answers below are brief indications of what students might include in their graphic organizers. Give students credit for variations and creative insights within the bounds of the guidelines.

Chapters 24–43

Radiating Circle

Students might cite the following as examples of false identity:

Huck—People falsely assume that Huck is dead, so Huck realizes he is no longer Huck Finn in their eyes; Huck takes on the identity of Sarah Williams, George Jackson, Jim’s owner, a lost or endangered waif in many of his phony family stories, a servant of “Harvey and William Wilks,” and finally, Tom Sawyer.

Tom Sawyer—the leader of a gang of robbers, a character based on the books he reads, and Sid

The Grangerfords—pretend to be sophisticated aristocrats but are really tasteless murderers

Colonel Sherburn—pretends to be an aristocrat but is a thug in the way he takes the life of an innocent man

The king and duke—frauds who assume so many false identities that they have no real identity of their own, pretending instead to be actors, missionaries, and the brothers of Peter Wilks

Students might note that in this novel, deception and fraud are constant. Much of the success of these false pretenses comes to us through the dramatic irony of Huck’s innocent, straight-faced narration that is developed against our more sophisticated understanding.

Cluster Chart

Companions: spiders, rats, garter snakes with rattles tied on
Materials: sheets for rope ladder, grindstone, spoons, candles
Duties: keep journal, inscribe on grindstone
Activities: saw off bed-leg and eat sawdust, help dig hole

Plot Diagram
See pages 290-291 of the text for possible responses to this activity.
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## Vocabulary Review

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Exercise: Sentence Completion

Complete the sentences by filling in each blank with a word from the list below.

acknowledge    contritely    histrionic    plunder
acquit           dandy            imperative    shanty
benefactor       dissipate          limber    soliloquy
brash           felon                palaver    temperance

EX. Huck lived in a number of places that ranged from the Grangerfords’ affluent home to his father’s poor ______ shanty ______.

1. The fog will begin breaking up at sunrise and ______________ completely by noon.

2. Natasha was known for her dramatic flair; her ______________ outbursts could get her anything she wanted.

3. Marty was so ______________ that he would ask the most popular girls to dance, even if he had never met them.

4. After the lawyer demonstrated the woman’s innocence, the judge agreed to ______________ her of all charges.

5. The pirate was so greedy he would share his ______________ with no one.

6. Keisha likes yoga because it keeps her flexible and her body ______________.

7. The ______________ was indicted after he broke several federal laws.

8. It is ______________ that everyone take an entrance exam before being admitted to the university.

9. Because he enjoyed being the center of attention, Cameron stole the show when he played Hamlet and performed the famous ______________.

10. Jocelyn apologized repeatedly, but when she did not change her ways, I did not believe she was truly ______________.
Chapters 24–43

Exercise: Sentence Completion

Complete the sentences by filling in each blank with a word from the list below.

affront  evade  insurrection  scandalous
bogus    faculty  lunatic   shirk
disposition  fluster  ransack  stealthy
droning   impudent  sanctified  valid

EX. Ethan was so clever during the debate that he was able to ___ evade ___ the questions that would have undermined his position.

1. Because Olivia used such careful logic, her parents had to agree that her reasons for attending the concert were _____________.

2. “You cannot continue to ____________ your responsibilities,” Keisha’s father said when she announced she had forgotten to clean her bathroom for the third week in a row.

3. The judge considered the accusations a(n) ____________ to her character.

4. Everyone was put to sleep by the monotonous, ____________ voice of the announcer.

5. After Robert came back from church, he said he felt ____________ after hearing the pastor’s words and attending the communion service.

6. The archeological team threatened to stage a(n) ____________ if the director did not let them shower at least once a week.

7. Aunt Sally found Tom Sawyer disrespectful and ____________ when he staged Jim’s rescue.

8. The company promised the stain remover would really work, but angry customers found that claim completely ____________.

9. I wish I could improve my ____________ of memory.

10. Celine has such a pleasant ____________ that everyone enjoys talking to her.

Vocabulary Worksheet

Chapters 24–43

Exercise: Sentence Completion

Complete the sentences by filling in each blank with a word from the list below.

affront  evade  insurrection  scandalous
bogus    faculty  lunatic   shirk
disposition  fluster  ransack  stealthy
droning   impudent  sanctified  valid

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Exercise: Sentence Completion

Complete the sentences by filling in each blank with a word from the list below.

acknowledge  dandy  imperative  pious
aggravate  dissipate  impudent  ransack
benefactor  evade  limber  scandalous
contrite  histrionic  palaver  temperance

EX. Gus was so ___impudent___ to his coach we were sure he would get sent to the bench for the season.

1. The bartender offered my uncle a drink, but my uncle declined, saying that he believed in __________________.

2. Omar vowed to ________________ his room, digging through everything until he had found the valuable baseball card.

3. After Amy was caught eavesdropping, she was so ___________________ she said she would never spy again.

4. I waited for my boss to comment on my excellent work, but he did not even ________________ my presence.

5. The truth was so painful Masha wanted to ________________ it, but she chose to confront it and find a solution instead.

6. My youngest sister likes to ________________ us by whining that we should take her wherever we go.

7. When we acted out our favorite music videos, Kaitlin proved the most melodramatic and ________________.

8. The starving artist claimed he needed a ________________ to support his work.

9. LaToya declared it was absolutely ________________ that she get into performing arts school.

10. After the principal made the announcement, the crowds began to ________________ until the halls were empty once more.
Vocabulary

Vocabulary Worksheet, Chapters 1–23
1. dissipate
2. histrionic
3. brash
4. acquit
5. plunder
6. limber
7. felon
8. imperative
9. soliloquy
10. contrite

Vocabulary Worksheet, Chapters 24–43
1. valid
2. shirk
3. affront
4. droning
5. sanctified
6. insurrection
7. impudent
8. bogus
9. faculty
10. disposition

Cumulative Vocabulary Exam
1. temperance
2. ransack
3. contrite
4. acknowledge
5. evade
6. aggravate
7. histrionic
8. benefactor
9. imperative
10. dissipate
Literary Terms Review

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Exercise: Sentence Completion

Complete the sentences by filling in each blank with a word from the list below.

characterization  irony of situation  satire
conflict  motif  suspense
description  motivation  symbol
dramatic irony  one-dimensional  theme
external conflict  character  three-dimensional
internal conflict  point of view  character

EX. The use of literary techniques to create a character is called _____________.

1. Huck Finn, with all of his complexities, is an example of a(n) _____________.

2. Huck’s struggle over whether he should tell on Jim and help return Miss Watson’s property to her is an example of _____________.

3. The fact that Tom and Huck help Jim escape when he is already free is an example of _____________.

4. _____________ is humorous writing or speech intended to point out errors, falsehoods, or failings.

5. “Yonder was the banks and the islands, across the water; and maybe a spark—which was a candle in a cabin window; and sometimes on the water you could see a spark or two—on a raft or a scow, you know; and maybe you could hear a fiddle or a song coming over from one of them crafts” is an example of _____________.

6. The duke is an example of a(n) _____________.

7. Huck’s _____________ in sawing his way out of the cabin is to escape Pap’s abuse.

8. The raft trip on the river is a(n) _____________ of Huck’s inner journey.

9. Twain builds _____________ as Huck lies to the duke and king about the stolen money.

10. The value of freedom is one _____________ in the novel.
1. three-dimensional character
2. internal conflict
3. dramatic irony
4. Satire
5. description
6. one-dimensional character
7. motivation
8. symbol
9. suspense
10. theme
Multiple Choice (25 points)

On the line provided, write the letter of the best answer.

1. Huck has learned most of his values and behavior from _____.
   a. the Widow Douglas and Miss Watson
   b. friends in Tom Sawyer’s gang
   c. the frontier life with Pap
   d. school and Sunday school

2. In being civilized by the Widow Douglas, Huck dislikes _____.
   a. wearing new clothes
   b. having to say prayers before he eats
   c. listening to Bible stories about dead people
   d. eating foods that are cooked separately
   e. all the above

3. Huck can’t see any advantage in going to “the good place” because _____.
   a. Tom Sawyer isn’t going to be there
   b. they sing and play harps all day
   c. Miss Watson will be there
   d. all of the above
   e. a and b are true

4. Tom gets most of his adventurous ideas from _____.
   a. his imagination
   b. stories from riverboat pilots
   c. pirate and robber books
   d. his friend Ben Rogers

5. When Tom steals candles, he _____.
   a. leaves five cents on the table in payment
   b. takes only two so no one will miss them
   c. takes only broken ones
   d. says it’s not stealing because he needs them

6. Huck does not find prayer very useful because _____.
   a. Pap finds him anyway
   b. he gets fish line but no hooks
   c. it never did Miss Watson any good
   d. all of the above

7. Pap comes for Huck because _____.
   a. he wants to be a father to him
   b. he needs him to work for him on the river gathering logs to sell
   c. he has heard that Huck has a lot of money that he believes is rightfully his
   d. he wants to be sure the Widow and Miss Watson are providing for him properly
8. Pap’s drunkenness becomes dangerous to Huck when Pap _____.
   a. tries to drown him in the river
   b. leaves him tied in a cabin for several days without food
   c. tries to kill him with a knife
   d. while smoking accidentally sets fire to the cabin they are staying in

9. Huck’s method of escape from the cabin is to _____.
   a. wait until Pap is drunk, sneak past him, and take their dugout canoe down river
   b. pretend he is murdered and thrown in the river
   c. disguise himself as a girl and board a steamboat headed downstream
   d. send out animal calls so Tom Sawyer will hear and rescue him

10. Pap criticizes the government because it _____.
    a. offers handouts to the poor
    b. it allows a black man to vote in one state
    c. it can take a man’s son away from him
    d. a and b are true
    e. b and c are true

11. In the floating house, Jim and Huck make a “good haul” but also discover _____.
    a. a dead man shot in the back
    b. a map for a hidden treasure
    c. a diary of the woman who owned the house
    d. a telescope to view events on shore and ward off danger

12. All of the following prove to Mrs. Loftus that Huck isn’t Sarah Williams except _____.
    a. he forgets his name
    b. he almost hits a rat with a piece of lead
    c. he doesn’t pass her quiz about moss, cows, and horses
    d. he claps his knees together to catch the piece of lead
    e. he brings the needle to the thread to thread it.

13. Huck wants to board the Walter Scott steamboat because _____.
    a. there might be good things to borrow like cigars
    b. he wants to rescue anyone on board
    c. he has never been on a steamboat
    d. Tom Sawyer wouldn’t let such an opportunity pass
    e. a and d are true
14. Jim’s education may be lacking but he can win an argument with Huck about _____.
   a. living on a raft  
   b. Solomon  
   c. the way French people talk  
   d. Moses  
   e. b and c are true

15. Huck makes amends for his trickery after returning from the fog by _____.
   a. apologizing to Jim  
   b. taking Jim’s watch  
   c. giving Jim a dollar  
   d. all the above

16. Huck rescues the scoundrels on board the Walter Scott by _____.
   a. reporting them to the sheriff  
   b. telling a ferryboat watchman that his family is trapped on the sinking steamboat  
   c. shooting his rifle to draw attention to the ship  
   d. sending signals with a lantern he found in the skiff

17. After wrestling with his conscience, Huck decides that _____.
   a. it’s easier to do wrong and the consequences are the same  
   b. from now on he will do what is handiest  
   c. to turn Jim in is the right thing to do, but he can’t do that to his friend  
   d. whether he turned Jim in or not he would still feel bad  
   e. all the above

18. After studying the drawings of Emmeline Grangerford, Huck concludes that _____.
   a. she wasn’t a good artist  
   b. she was happier dead  
   c. she enjoyed music  
   d. all of the above

19. Buck startles Huck when he _____.
   a. tells him Sofia’s plan to marry Harney Shepherdson  
   b. shoots at Harney from behind a bush  
   c. kills a rattlesnake with one shot  
   d. sleeps with his rifle
20. The reason for the feud between the Grangerfords and the Shepherdsons is _____.
   a. that the Shepherdsons stole land from Buck’s grandfather
   b. that years ago a Grangerford eloped with a Shepherdson
   c. that the Grangerfords and Shepherdsons belong to opposing political parties that continue to fight over the slavery issue
   d. unclear; no one can remember

21. Huck determines that life on a raft is _____.
   a. dangerous but better than the feuds on shore
   b. lonesome but peaceful
   c. free, easy, and comfortable
   d. like home
   e. all of the above

22. In a short time after Huck rescues two men whom he brings aboard the raft, he discovers that they are _____.
   a. frauds
   b. a king and a duke who have suffered misfortune
   c. a printer and a missionary
   d. relatives of the Widow Douglas

23. The duke’s version of Hamlet’s soliloquy is a satire on _____.
   a. the ignorance of the king
   b. the poor acting of the king
   c. the gullibility of the townsmen
   d. Shakespeare’s language

24. The townspeople intend to lynch Sherburn until _____.
   a. he shoots into the crowd
   b. he calls them cowards and tells them to leave
   c. they tire of waiting for him to come out of his house
   d. Buck Harkness convinces them they should arrest Sherburn and put him on trial
   e. none of the above

25. The king and the duke set up a scam in which they pretend to be Shakespearean actors. Their act consists of _____.
   a. one scene from Romeo and Juliet and a soliloquy of Hamlet
   b. a series of simple magic tricks
   c. the king comes onstage on all fours, naked and painted
   d. nothing. As soon as the money is collected, they plan to close the doors and escape with the money
**Exam**

*Adventures of Huckleberry Finn, Chapters 1–23*

**Matching (10 points total)**

On the line provided, write the letter of the best answer.

1. satire  
2. Boggs  
3. Miss Watson  
4. theme  
5. irony of situation  
6. motivation  
7. Huck Finn  
8. recurring motif that involves the hairball oracle  
9. internal conflict  
10. Grangerford–Shepherdson feud

   a. Narrator of the novel  
   b. Huck’s growing maturity regarding Jim  
   c. Literary technique Twain uses regarding Emmeline Grangerford’s poetry  
   d. Person involved in external conflict with Colonel Sherburn  
   e. Pap’s desire for Huck’s money and the reason for his custody battle  
   f. Huck struggles over whether to turn Jim in  
   g. Event satirized because no one remembers why it started  
   h. Fails to motivate Huck to strive for the “good place”  
   i. The realization that the reward for an escaped slave is more than the reward for a white murderer  
   j. Superstition

**Vocabulary (5 points total)**

Complete the sentences by filling in each blank with a word from the list below. Do not use any word more than once.

- acquit  
- benefactor  
- contrite  
- dandy  
- dissipate  
- felon  
- histrionic  
- imperative  
- plunder  
- soliloquy  
- temperance  
- shanty

**EX.** My brother, a starving artist, is looking for a wealthy **benefactor**.

1. Masha was so ______________ about forgetting to visit her grandfather that she vowed she would call him every day after school.
Adventures of Huckleberry Finn, Chapters 1–23

2. My parents think it is ______________ for us to finish our homework before going to soccer practice.

3. After Tony opened the windows, the smoke in the room began to ______________ until it was possible for us to breathe without coughing.

4. Because Isabel thinks melodrama is an effective tool of persuasion, she tried to be as ______________ as possible to her parents to extend her curfew.

5. The lawyer vowed not only to prove her client’s innocence, but to convince the jury to ______________ him of all charges.

Quote Identification (2 points each)

For each quotation below, identify the speaker and briefly explain the significance of the passage.

1. “Well, Ben Rogers, if I was as ignorant as you I wouldn’t let on. Kill the women? No; nobody ever saw anything in the books like that. You fetch them to the cave, and you’re always as polite as pie to them; and by and by they fall in love with you, and never want to go home any more.”

2. “You’re educated, too, they say—can read and write. You think you’re better’n your father, now, don’t you, because he can’t? I’ll take it out of you.”

3. “People would call me a low-down Abolitionist and despise me for keeping mum—but that don’t make no difference. I ain’t a-going to tell, and I ain’t a-going back there, anyways.”

4. “Then list with tearful eye, / Whilst I his fate do tell. / His soul did from this cold world fly / By falling down a well.”
Exam

Adventures of Huckleberry Finn, Chapters 1–23

5. “Oh, Huck, I bust out a-cryin’ en grab her up in my arms, en say, ‘Oh, de po’ little thing! De Lord God Almighty forgive po’ ole Jim, kaze he never gwyne to fogive hisself as long’s he live!’”

Short Essay (10 points each)

On a separate sheet of paper, write a brief essay answering two of the following questions.

1. Explain why Huck might believe more in Jim’s superstitions than in Miss Watson’s religion.

2. Huck and Tom see the world with very different eyes. Explain the difference between Tom’s and Huck’s approach to the activities of the gang.

3. Give five observations of Twain’s shrewd observations in the novel. Consider for your choices his descriptions of the river, backwoods lore, and Mrs. Loftus’s clever tests to find out Huck’s identity.

Essay (30 points)

On a separate sheet of paper, write an essay answering one of the following questions.

1. Explain how Huck’s background with Pap for a father and Widow Douglas, Miss Watson, and Tom Sawyer as his models of social conventions influences Huck’s views of prayer, stealing and honor.

2. Examine the discrepancy between how Huck perceives the Grangerfords and what the reader knows them to be. Consider their decorating tastes, education, and sense of propriety and morality.

3. How important is money in the first half of the novel? What part does it play for various people, and what does its use say about its value?
Multiple Choice (25 points total)

1. c 6. b 11. a 16. b 21. e
2. e 7. c 12. c 17. e 22. a
3. d 8. c 13. e 18. b 23. c
5. a 10. e 15. a 20. d 25. c

Matching (10 points total)

1. c 3. h 5. i 7. a 9. f
2. d 4. b 6. e 8. j 10. g

Vocabulary (5 points total)

1. contrite 3. dissipate 5. acquit
2. imperative 4. histrionic

Quote Identification (2 points each)

1. Tom Sawyer is relating what he has learned from reading pirate books and robber books as he leads Huck Finn and other boys to form their own gang of robbers. The passage reflects Tom’s highly romantic and imaginative world.

2. Pap confronts Huck by sneaking into Huck’s room at Widow Douglas’s house. He has returned to get custody of Huck, motivated by his money and a desire to show everyone that he is really in charge of Huck.

3. Huck Finn tells Jim that he will not turn him in. They have just met on Jackson Island after both have escaped. Although Huck struggles with his conscience, he decides he won’t tell. The fact that he does not plan to return to civilization makes his decision easier.

4. Emmeline Grangerford, the poet and painter who died at a tragically young age, wrote several poems that demonstrated her fascination with death. This poem is about Stephen Dowling Bots, who fell down a well and was drowned.

5. Jim tells Huck about hitting his daughter, not realizing that she was deaf and could not hear him telling her to shut the door. Jim is beside himself with grief for the way he failed to be a good father.

Short Essay (10 points each)

Responses will vary. Possible responses are given.

1. Huck tests the beliefs and superstitions he encounters with his own experience. Miss Watson tells him to pray for what he wants, saying he will receive it. When he tries this, he gets fish line but no hooks. Jim’s superstition about handling a rattlesnake skin, however, brings the bad luck Jim says it will. Huck believes what he sees. Students might also note that Huck is more likely to believe someone he likes and respects. Miss Watson is strict, unyielding, and portrays heaven, or the “good
Adventures of Huckleberry Finn, Chapters 1–23

place,” in such an unattractive way that Huck is not compelled to believe in it. Because providence is a place where a person sings and plays the harp all day, and certainly would not include a friend like Tom Sawyer, Huck would find the belief system of Miss Watson uninviting. Jim, on the other hand, presents to Huck superstitions that are based on the natural world, which Huck finds very attractive. With the natural world, he can prove things based on observation, something he cannot do with Miss Watson’s beliefs.

2. Tom’s view regarding the gang is based on books he has read. Although he may seem imaginative, he follows what he has read in books exclusively, even though he doesn’t know what the books might mean. He seems like a rascal but he won’t violate the rules. His adventures are harmless play-acting that never cause him ethical distress. He even pays for the candles he borrows. Huck, on the other hand, is imaginative and practical. He makes up his own stories to get himself out of trouble. He invents rules to live by that suit his purpose. He can justify stealing when it’s necessary. He thinks of himself as a bad person with improper upbringing and an inability to do right, even if he desires it. With the gang, he looks to Tom as its and his leader. At the same time, he would rather identify a situation for what it is rather than pretend otherwise. To him, the Arabs are Sunday school children no matter what Tom says.

3. Students should identify five observations, which may include the following: moss grows on the north side of a tree; you can tell a snag by a line in the river; a cow gets up from the rear first and a horse gets up with the front end first; cows always eat facing the same direction; a dead man floats on his back, a woman on her stomach; a boy throws sidearm, a girl throws over her shoulder; a boy claps his knees together to catch something in his lap, while a girl spreads her legs to catch it in her skirt; a girl pushes the thread to the needle, while a boy pushes the needle to the thread.

Essay (30 points each)

Responses will vary. Possible responses are given.

1. As a father, Pap is a lawless drunk who lives on whatever he can beg, gamble, or steal. He seems to have no personal pride or care about the way others might regard him. He is resourceful on the river and in the woods, killing game, fishing, and catching logs to sell. Form him Huck learns how to look after himself. From the Widow Douglas and Miss Watson, Huck learns manners, cleanliness, schooling, and religion. While his skeptical nature prevents him from accepting all of their civilized ways, he comes to like the comfortable aspects of their life, as well as reading. He is not convinced that he can accept Miss Watson’s view of providence; neither does he think that the “good place” promised as a reward seems particularly inviting. He does not find prayer very useful, since he does not get the fish hooks he prays for. From Tom Sawyer Huck learns how to carry out adventure in a proper way. He wants to be like Tom but believes that he lacks the proper training. Pap teaches Huck to steal while Tom pays for the candles he borrows; this shows Huck how to
compromise and make it permissible to steal, or to rationalize a way to have a person’s needs met without causing significant harm to others. As far as honor goes, he knows that honesty and standing by his word is important; even Pap accuses Huck of lying to him, emphasizing the importance of the truth, and Widow Douglas and Miss Watson emphasize honor as well. Tom Sawyer best shows him how an adventurous boy can be honorable.

2. The Grangerfords appear, to Huck, to have exquisite taste far beyond anything he’s seen in the town of St. Petersburg. They have a clock with a picture of the town on the bottom and the sun in the middle that strikes 150 times; plaster and crockery parrots, cat, and dog; wild turkey-wing fans; crockery fruit; red and blue eagle painted on oilcloth; and a house with so many rooms they do not need to put a bed in the parlor.

As far as their education, the Grangerfords value the Bible, Pilgrim’s Progress, a Friendship Offering full of poetry; Henry Clay’s speeches; Dr. Gunn’s Family Medicine, and a hymnbook. Their home includes a picture of Washington and Lafayette and the “Signing of the Declaration of Independence,” and their daughters’ drawings and poetry, in which Emmeline Grangerford, now dead, wrote obsessively and sentimentally about death.

The Grangerfords demonstrate their piety and moral code by taking their rifles to church, where pigs are allowed to wander in and out; they and the Shepherdsons kill each other in a feud that has been going on so long and senselessly that no one can remember the reason it started. The love that Harney Shepherdson and Sophia Grangerford feel for each other is subverted by violence, which ultimately governs the Grangerfords’ entire moral code and perspective.

3. Money figures throughout the first half of the novel as an important motif. Early on, Huck gives $6,000, his share of the money he and Tom found, to Judge Thatcher in order to keep it from his father. Whatever money Pap gets he spends on liquor. Many of the characters in the novel are governed by money: Jim’s hairball won’t talk without money; Jim invests in moneymaking schemes; Jim needs money to buy the freedom of his wife and children; Huck and Jim board the Walter Scott to make a “haul”; Jim believes his hairy chest will make him rich; the Grangerfords display their wealth and social status; the king and the duke try to swindle people for money. Money is the motivation for much of the human activity and adventure in the novel.
Multiple Choice (25 points total)
On the line provided, write the letter of the best answer.

1. The new scheme the duke works up involves the Wilkses, who _____.
   a. expect Peter Wilks’s brothers from England to come and claim his inheritance
   b. have inherited a great deal of money and are looking for investment opportunities
   c. are planning an expensive funeral for Peter Wilks
   d. have collected a large sum of money to build a new church

2. Most of the information the king and the duke know about the Wilks family comes from _____.
   a. the king going into town to investigate possible schemes
   b. reading the obituary of Peter Wilks in the town newspaper
   c. learning the information from a young man heading up river to a farm
   d. meeting Harvey and William Wilks and giving them false directions that send them three days out of their way

3. The duke decides that the best course of action is to _____.
   a. take the money and run
   b. make up the difference from their pockets so that all $6,000 is accounted for
   c. take the extra unexpected money and leave the correct sum
   d. none of the above

4. One person suspects that the king and the duke are frauds: _____.
   a. Mary Jane
   b. Peter Wilks’s physician
   c. the lawyer
   d. the minister

5. To protect Peter Wilks’s daughters from fraud, Huck decides _____.
   a. to tell the town lawyer about the king and the duke’s plot
   b. to tell Mary Jane where he hid the money
   c. to steal the money and hide it
   d. all of the above
   e. b and c are true

6. When the king and the duke question Huck, Huck distracts them by saying that he saw some of the slaves come out of their room because _____.
   a. it doesn’t matter if he gets the slaves in trouble
   b. the slaves are sold and gone and no harm will come to them
   c. he knows they would have taken the money if they had had the chance
   d. he wants them to hide their money in a safer place next time
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7. Huck wants Mary Jane to go off to the Lothrops’ because _____.
   a. the king and duke could read her face like a book
   b. they can organize a posse to stop the king and the duke
   c. she will prepare a place for Huck to hide
   d. all of the above

8. Huck explains to Mary Jane’s sister that Mary Jane has gone to the Lothrops’ because _____.
   a. Hanner had the mumps
   b. Mrs. Lothrop needed help in the kitchen to prepare the funeral meal
   c. Mary Jane needed time to grieve
   d. Mary Jane needed to help them set up for the auction of their home

9. The lawyer suggests they dig up the coffin of Peter Wilks _____.
   a. to see if the money is there
   b. to see if there is a tattoo on Peter Wilks’s chest
   c. to locate a birthmark that looks like a bear on all fours
   d. none of the above

10. In swindling the Wilks family, the king and the duke _____.
    a. have gained $1,000 that they took from the $6,000 before it was stolen
    b. have neither gained nor lost any money
    c. have lost the $400 they added to the original sum to make it equal $6,000
    d. have the $800 they made on the sale of the slaves

11. One of the greatest moments in American fiction is when _____.
    a. Huck decides to write the letter to Miss Watson to tell her where Jim is
    b. Huck prays to make the right decision
    c. Huck persuades Tom Sawyer to help him free Jim
    d. Huck tears up his letter to Miss Watson and says he’ll go to hell

12. Huck tells a story to Sally Phelps about how the steamboat he was on blew a cylinder head and no one was hurt since only a “nigger” was killed. Aunt Sally’s response shows that _____.
    a. she doesn’t think of a black man as human
    b. she doesn’t hear very well
    c. she doesn’t want to scold her nephew on the first day of his arrival
    d. b and c are true

13. Huck is shocked when Tom Sawyer says _____.
    a. he knew all the time that Huck wasn’t dead
    b. Pap is dead
    c. he’ll help steal Jim out of slavery
    d. Widow Douglas died
Exam

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14. When Silas Phelps reveals that he and others are going to run the king and the duke out of town, Huck _____.
   a. is glad they’ll get what’s coming to them
   b. says he wants to help
   c. just wants to be rid of them
   d. knows they will escape as they always do

15. Huck’s ultimate conclusion about a person’s conscience is that _____.
   a. one should listen to it
   b. it doesn’t have any sense
   c. it distinguishes humans from animals
   d. it is the voice of providence

16. Tom’s plan is to _____.
   a. bribe a slave to free Jim
   b. create an elaborate escape plan such as those he has read about
   c. steal the key from Silas’s bedroom while he’s sleeping and unlock the shed door
   d. set the barn on fire as a distraction and rescue Jim during the commotion

17. Unlike Tom’s plan for freeing Jim, Huck’s plan is _____.
   a. simple and realistic
   b. risky and dangerous
   c. thoughtless and inconsiderate
   d. poorly planned and unworkable

18. Tom loses patience with Jim because _____.
   a. Jim doesn’t understand what Tom wants him to do
   b. Jim complains that being a prisoner is too much bother and worry
   c. Jim thinks that Tom is doing things all wrong
   d. all of the above

19. Tom believes that when it is time for Jim to escape, _____.
   a. it must be done in broad daylight
   b. they must send out misinformation via the slaves
   c. they must write anonymous letters telling when the escape is to take place
   d. none of the above

20. Tom is most pleased about the escape because _____.
   a. they got away just in time
   b. he has paid for everything he has stolen
   c. he has been shot in the calf
   d. Jim is free
21. After he escapes, Jim decides that_____.
   a. the three of them must untie the raft and float downstream to safety
   b. the escape plan is the most ridiculous scheme he’s been in yet
   c. he will risk being caught to get Tom to a doctor
   d. nothing can make him be a slave again

22. When Jim is caught, the captors decide not to hang him because _____.
   a. Jim’s owner would make them pay if they killed him
   b. the doctor says he risked his freedom to help Tom
   c. Jim is free
   d. he did not put up a fight
   e. a and b are true

23. When Tom learns that Jim has been captured once again and is living on bread and water, he _____.
   a. wants to apologize to Jim
   b. tries to get him freed because Jim saved his life
   c. tells Aunt Sally that Miss Watson died and freed Jim in her will
   d. felt bad that he had devised such a complicated scheme to free him

24. The reason Tom Sawyer was willing to help Huck free Jim is that _____.
   a. he knew Jim was already free
   b. he wanted the adventure
   c. he believed Jim would be sold into slavery again
   d. he was doing Huck a favor
   e. a and b are true

25. Irony of situation is demonstrated in the novel _____.
   a. when Jim learns he can return to his wife and children
   b. when Tom reveals Jim has been free all along
   c. when Jim tells Huck his father was the dead man in the floating house
   d. b and c are true
   e. all of the above
Exam

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Matching (10 points)

On the line provided, write the letter of the best answer.

____ 1. reverend and Peter Wilks’s brother  a. father figure for Huck
____ 2. tricked the king and the duke into giving a handwriting sample  b. Tom Sawyer
____ 3. sold Jim for forty dollars  c. trusted the king and duke to invest $6,000 for her
____ 4. pretended to be Harvey  d. Silas Phelps
____ 5. Mary Jane Wilks  e. Levi Bell, the lawyer
____ 6. pretended to be Sid  f. the king
____ 7. hid money in a coffin  g. Aunt Sally
____ 8. was confused over missing spoons  h. Harvey
____ 9. owned the farm where Jim was kept captive  i. Huck Finn
   ____ 10. Jim  j. the duke

Vocabulary (5 points total)

Complete the sentences by filling in each blank with a word from the list below. Do not use any word more than once.

affront  evade  ransack  stealthy
bogus  insurrection  shirk  valid

EX: The debate coach said that my faulty argument was not ______valid____.

1. My sister, who is a lawyer, called the company’s far-fetched claims completely ________________.
2. Jaime was so quiet and ________________ that he was able to sneak out of the house without waking anyone.
3. Tonia considered the insult a(n) ________________ to her dignity.
4. Victor is notorious for avoiding his chores and will ________________ any hint of work that does not appeal to him.
5. I had to ________________ my desk to find the missing keys.
Adventures of Huckleberry Finn, Chapters 24–43

Short Essay (10 points each)

On a separate sheet of paper, write a brief essay answering two of the following questions.

1. At the end of the novel, Huck says that he will “light out for the Territory ahead of the rest.” What does he mean by this? How does he regard wilderness as opposed to civilization?

2. What does the river mean to Huck? What does it symbolize and how does its meaning evolve?

3. Discuss the stages Huck goes through in deciding to steal the Wilks money from the king and the duke.

Essay (35 points)

On a separate sheet of paper, write an essay answering one of the following questions.

1. Explain the dramatic irony in the growing moral conflict that begins when Huck finds Jim on Jackson Island and reaches its climax in the chapter entitled, “You Can’t Pray a Lie.” Then explain how this conflict between what Huck calls his conscience and his own intuition and experience provide the major theme for the novel.

2. Throughout the novel, Huck is a boy without parents. Explore how the Widow Douglas, Miss Watson, Pap, and Jim fail and succeed as parents for Huck. In particular, how does Jim’s integrity compare to Pap’s, and what lessons does Jim impart to Huck?

3. Mark Twain has been criticized for lacking the ability to create a woman character of substance. Keeping in mind that Huck narrates the entire novel, examine the women he encounters and determine if their characterization is appropriate or poorly conceived. Be sure to include specific examples of female characters in your response.
Exam Answer Key

Adventures of Huckleberry Finn, Chapters 24–43

Multiple Choice (25 points total)
1. a  6. b  11. d  16. b  21. c
2. c  7. a  12. a  17. a  22. e
3. b  8. a  13. c  18. b  23. c
5. c  10. c  15. b  20. c  25. d

Matching (5 points)
1. h  3. f  5. c  7. i  9. d
2. e  4. j  6. b  8. g  10. a

Vocabulary (5 points)
1. bogus  4. shirk
2. stealthy  5. ransack
3. affront

Short Essay (5 points each)
Responses will vary. Possible responses are given.

1. Huck is always looking for new and uncharted territory, which consistently appeals to him more than “civilization.” Even when he enjoyed some comforts in the home of Widow Douglas and Miss Watson, he still chafed against them. Within “civilization,” he has witnessed cruelty and violence in the river towns, struggled to understand the feuding Grangerfords and Shepherdsons, and been disgusted by the scams of the king and the duke. Huck is most at ease on the river. When he talks about lighting out for new territory, it is clear he is ready to strike out on his own, even though Aunt Sally now seems next in line to civilize him. At his core he is a frontiersman, having gained this from Pap, but with a new conscience and maturity educated by his love and respect for Jim.

2. The river symbolizes the peace and solace of nature amid the chaos and cruelty of society. “It’s lovely to live on a raft,” Huck says. For him, the raft is a place of harmony and “mighty comfortable.” It’s a place where he can lie and listen to the “kerchunk” of an ax and discuss with Jim “how the stars was made.” It’s a kind of dream world, where the facts that Huck is an orphan and Jim a runaway slave have little meaning. It’s as ideal a world as Huck could dream. For many today it offers a nostalgic look at an innocent, simple past. Twain, however, interrupts Huck’s dream with fog that separates him from Jim, a steamboat that runs them over, and, of course, the king and the duke who completely subvert the natural world. With these disturbances, Huck has to confront the fact that even with river life, there is no paradise, and that he must make the best of the world as it presents itself to him.
Adventures of Huckleberry Finn, Chapters 24–43

3. Huck immediately feels disgust for the way the king and the duke carry on over their “dead brother” and it is clear that he does not approve of their scheme. He does not, however, know how to counteract it or how to aid Peter Wilks’s daughters. He begins to resolve to do something when he sees the total confidence that the girls have in the king and the duke and in him; he is impressed by Mary Jane’s generosity of spirit and her complete trust when she gives the $6,000 for the duke to invest for them. Huck is further appalled when the king insists on taking everything the girls own, and further chastened when Mary Jane tells her sister to apologize to Huck for accusing him of telling lies about England. It is finally the pure goodness of Mary Jane, as contrasted with the despicable lowliness of the king and the duke, that leads to Huck blurting out to her that the duke and the king are frauds.

Essay (35 points)

Responses will vary. Possible responses are given.

1. Huck’s upbringing—what he takes to be his conscience—has taught Huck that black people are different from white people and meant to be slaves, and that stealing a slave or assisting a slave to freedom is morally and legally wrong, because it involves the loss of a white person’s property. The conventions of Huck’s society do not consider a black person as human, and certainly not equal to a white person. This is strongly evidenced when the reward for Jim, whose only crime is escaping slavery, is worth more than the reward for Pap, who is thought to have murdered his son. Huck’s sense of what is right begins to be challenged when he finds Jim on Jackson Island and is so relieved to have a companion that he swears he won’t tell on Jim. What he does not realize is that he will come to love and respect Jim, ultimately helping him to escape rather than turn him in. Huck’s evolving maturity happens gradually. When Jim is bitten by a rattlesnake, Huck feels too bad to admit he was responsible. He listens to Jim’s reasoning about Solomon and the French with affection and appreciation. He is ashamed for the way he fooled Jim into believing he hadn’t been lost in the fog, and remorseful for Jim’s disappointment in him. Huck vows to turn Jim in before they get to Cairo, but he can’t get Jim’s voice out of his head that says he’s “the only true friend ol’ Jim ever had.” He listens when Jim weeps over the way he treated his deaf daughter, Elizabeth, and concludes that black folks seem to have as much feeling for their children as white folks. Finally, he tries to write a letter to Miss Watson to tell her where Jim is, but after struggling with his conscience and what he personally believes is right, he tears the letter up, declaring, “All right, I’ll go to hell.” At this point he doesn’t see Jim as a black man but as a friend for whom he must sacrifice even his immortal soul in order to free a friend.
2. The novel opens with Huck living in the home of Widow Douglas, who has set out to “civilize” Huck; Miss Watson is also living with the Widow. Both women give Huck new clothes and shoes, regular meals, a clean bed, and proper schooling and grounding in religion. Huck, however, chafes against their world, which is very foreign world to him. As soon as he can, he returns to his old rags and goes back to sleeping in his barrel. For a boy who never makes reference to his mother, the world of these two women is so alien to Huck that he cannot abide there. He doesn’t want to hurt Widow Douglas, especially since she has been kind and generous to him, but he sees her hypocrisy in not allowing him to smoke while she takes snuff, and the strained circumstances in which he is living. When Pap gains custody of Huck, Huck seems clearly to enjoy living a frontier life, which with Pap is free and uncivilized. The two of them hunt and fish together and Huck genuinely enjoys his unstructured time. However, Pap is a poor parent because of his drunkenness and violence. Huck watches everything he says and does, but nothing abates his father’s meanness. It is when he realizes his father actually threatens to kill him with a knife and locks him in a cabin for days without returning that Huck can take the abuse no longer. He plans his escape, doing so in a way that everyone will think Pap murdered him and threw his body in the river. Having now escaped from both the home of Widow Douglas and his life with Pap, Huck finds himself lonely and unable to have even the friendship he previously found in Tom Sawyer. Unexpectedly, Huck finds Jim, who shows Huck what a caring friend and father should really be like. Jim is a man who loves his wife and children enough to steal or buy their freedom, who mourns his irrational punishment of his daughter, who cries with joy when he discovers that Huck isn’t drowned, who honors Huck’s faithfulness and friendship, who is rightfully disgusted at Huck’s disrespect, who humors the play of Huck and Tom even when his escape is so precarious, and who ultimately sacrifices his freedom for Tom’s life. In all of these ways, Jim becomes for Huck a parent that not only understands him (as the Widow and Miss Watson were unable to do) but who, unlike Pap, supports him while showing him what it is like to live with integrity and compassion.

3. Responses will vary, but students should support their reasoning with specific examples involving female characters in the novel. Readers who believe that Twain was incapable of creating a real, believable female character argue that the mature women in his work are stereotyped, sexless matrons that have no function other than making young boys mind. The Widow Douglas, for example, and Miss Watson are flat characters who predictably lecture Huck on manners and religion. It is difficult to envision what Widow Douglas and Miss Watson are really like, because they are only stereotyped characters, not the complex people that might have a real impact on Huck. He seems surprised by Mrs. Loftus’s perceptions of the different behaviors of boys and girls, but she is only a minor character and appears only in
Adventures of Huckleberry Finn, Chapters 24–43

one scene. Huck seems to be affected most by younger women like Emmeline Grangerford, Boggs’s daughter, and Mary Ann Wilks, but these characters are all prepubescent, sentimental girls who are sweet and innocent and wear their hearts on their sleeves. Those who are less critical of Twain’s women argue that he was narrating his story through the eyes of a young boy and needed to stay within those parameters. These readers would argue that Huck, raised without a mother’s influence, would naturally see mature women as inhibiting monitors of his behavior and morals, and young girls as strange, unknown territory with whom he should venture cautiously, if at all.
Evaluation
Forms
### Writing Process

#### Prewriting

In prewriting I used
- [ ] freewriting
- [ ] imagining or role playing
- [ ] interviewing
- [ ] research
- [ ] graphic devices
- [ ] discussion
- [ ] asking questions
- [ ] observing and recalling
- [ ] other (explain)

(Comments) ____________________________________________________________

The prewriting technique that was most successful for me was _______________________

Other prewriting techniques that I would like to try are ____________________________

The prewriting technique that I would like to improve is ____________________________

#### Planning

In planning I
- [ ] made an outline
- [ ] decided on a specific audience
- [ ] decided on a specific purpose
- [ ] decided on a specific topic
- [ ] revised my initial writing plan
- [ ] decided on a mode of writing

(Comments) ____________________________________________________________

The planning technique that was most successful for me was ________________________

Other planning techniques that I would like to try are ____________________________

#### Drafting

In drafting I worked on
- [ ] writing topic sentences
- [ ] writing a thesis statement
- [ ] achieving unity
- [ ] writing a conclusion
- [ ] writing transitions
- [ ] using supporting details
- [ ] other (explain)

(Comments) ____________________________________________________________

The drafting skill that was most successful for me was ____________________________

Other drafting skills that I would like to try are _________________________________

The drafting skill that I would like to improve is _________________________________

#### Editing

In editing my draft I worked on
- [ ] writing or revising an introduction
- [ ] proofreading
- [ ] using vivid words and details
- [ ] writing or revising a conclusion
- [ ] revising for clarity
- [ ] revising for unity
- [ ] revising for coherence
- [ ] other (explain)

(Comments) ____________________________________________________________

The editing skill that was most successful for me was ____________________________

Other editing skills that I would like to try are _________________________________

The editing skill that I would like to improve is _________________________________
# Writing Plan

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<th>Mode</th>
<th>The writing makes use of appropriate modes (narration, dialogue, description, and various kinds of exposition such as analysis or comparison and contrast), and the writer has handled these modes well.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>COMMENTS:</strong> <em>Enter your comments here.</em></td>
</tr>
<tr>
<td></td>
<td><em>1</em></td>
</tr>
<tr>
<td></td>
<td><em>2</em></td>
</tr>
<tr>
<td></td>
<td><em>3</em></td>
</tr>
<tr>
<td></td>
<td><em>4</em></td>
</tr>
<tr>
<td></td>
<td><strong>× 5 = ____</strong></td>
</tr>
</tbody>
</table>

**Total**

**Key:**

1 = needs substantial improvement  
2 = needs improvement  
3 = good  
4 = outstanding

**Student’s Signature**

**Peer Evaluator’s Signature**

**Teacher’s Signature**
# Evaluation Form

## Writing Summary

<table>
<thead>
<tr>
<th><strong>Title</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Purpose or aim of writing</strong></td>
<td></td>
</tr>
<tr>
<td>I chose this topic because</td>
<td></td>
</tr>
<tr>
<td><strong>The form of the writing is</strong></td>
<td></td>
</tr>
<tr>
<td>I chose this form because</td>
<td></td>
</tr>
<tr>
<td><strong>My thesis or theme is</strong></td>
<td></td>
</tr>
<tr>
<td>My intended audience is</td>
<td></td>
</tr>
<tr>
<td><strong>The principle of organization that I used is</strong></td>
<td></td>
</tr>
<tr>
<td>The type of support or evidence that I used is</td>
<td></td>
</tr>
<tr>
<td>The type of introduction that I used is</td>
<td></td>
</tr>
<tr>
<td>The type of conclusion that I used is</td>
<td></td>
</tr>
</tbody>
</table>
Compositions/Reports

Assign a score from 1 to 10, 1 being the worst and 10 being the best.

<table>
<thead>
<tr>
<th>EVALUATION CRITERIA</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. The paper contains an introduction that grabs the attention of the reader.</td>
<td></td>
</tr>
<tr>
<td>B. The paper contains an introduction that presents the main idea or thesis of the paper.</td>
<td></td>
</tr>
<tr>
<td>C. The body of the paper contains paragraphs that support and develop the main idea.</td>
<td></td>
</tr>
<tr>
<td>D. Each paragraph develops a single main idea or serves a single main function.</td>
<td></td>
</tr>
<tr>
<td>E. The writer has used transitions effectively to connect the paragraphs of the paper.</td>
<td></td>
</tr>
<tr>
<td>F. The writer has used transitions effectively to connect ideas within paragraphs.</td>
<td></td>
</tr>
<tr>
<td>G. The paragraphs in the body of the paper are organized in a logical manner.</td>
<td></td>
</tr>
<tr>
<td>H. The paper contains a conclusion that gives the reader a satisfactory sense of an ending by summarizing the main points of the paper or by some other means.</td>
<td></td>
</tr>
<tr>
<td>I. Source materials used in the paper have been clearly documented to avoid plagiarism.</td>
<td></td>
</tr>
<tr>
<td>J. The writer has prepared the paper using proper manuscript form.</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
</tr>
</tbody>
</table>
## Evaluation Form

### Analytic Scale

<table>
<thead>
<tr>
<th>CONTENT/UNITY</th>
<th>CIRCLE ONE</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Develops a single main idea or creates a single dominant effect</td>
<td>1 2 3 4 × 4 =</td>
</tr>
<tr>
<td>COMMENTS:</td>
<td></td>
</tr>
<tr>
<td>B. Contains only necessary or relevant ideas or information</td>
<td>1 2 3 4 × 4 =</td>
</tr>
<tr>
<td>COMMENTS:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ORGANIZATION/COHERENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>C. Is organized in a logical or sensible manner</td>
</tr>
<tr>
<td>COMMENTS:</td>
</tr>
<tr>
<td>D. Uses transitions effectively to connect ideas</td>
</tr>
<tr>
<td>COMMENTS:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LANGUAGE/STYLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>E. Uses language appropriate to the audience and occasion</td>
</tr>
<tr>
<td>COMMENTS:</td>
</tr>
<tr>
<td>F. Uses vivid, precise nouns, verbs, and modifiers</td>
</tr>
<tr>
<td>COMMENTS:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CONVENTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>G. Avoids spelling errors</td>
</tr>
<tr>
<td>COMMENTS:</td>
</tr>
<tr>
<td>H. Avoids grammar errors</td>
</tr>
<tr>
<td>COMMENTS:</td>
</tr>
<tr>
<td>I. Avoids usage errors</td>
</tr>
<tr>
<td>COMMENTS:</td>
</tr>
<tr>
<td>J. Avoids punctuation and capitalization errors</td>
</tr>
<tr>
<td>COMMENTS:</td>
</tr>
<tr>
<td>K. Avoids errors in manuscript form</td>
</tr>
<tr>
<td>COMMENTS:</td>
</tr>
</tbody>
</table>

### TOTAL

**Key:**

1 = needs substantial improvement  
2 = needs improvement  
3 = good  
4 = outstanding

---

**STUDENT’S SIGNATURE**

**PEER EVALUATOR’S SIGNATURE**

**TEACHER’S SIGNATURE**
# Holistic Response

## Content and Coherence

<table>
<thead>
<tr>
<th>The writing</th>
<th>(Circle one.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• does not develop a single main idea or create a single dominant effect</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
</tr>
<tr>
<td>• contains irrelevant ideas</td>
<td>\times 7 = _____</td>
</tr>
<tr>
<td>• is not organized logically</td>
<td></td>
</tr>
<tr>
<td>• does not use transitions effectively</td>
<td></td>
</tr>
<tr>
<td>• uses language inappropriate for the audience and occasion</td>
<td></td>
</tr>
<tr>
<td>• does not use vivid, precise nouns, verbs, and modifiers</td>
<td></td>
</tr>
<tr>
<td>The writing</td>
<td></td>
</tr>
<tr>
<td>• develops a single main idea or creates a single dominant effect</td>
<td></td>
</tr>
<tr>
<td>• contains only relevant ideas</td>
<td></td>
</tr>
<tr>
<td>• is organized logically</td>
<td></td>
</tr>
<tr>
<td>• uses transitions effectively</td>
<td></td>
</tr>
<tr>
<td>• uses language appropriate to the audience and occasion</td>
<td></td>
</tr>
<tr>
<td>• uses vivid, precise nouns, verbs, and modifiers</td>
<td></td>
</tr>
</tbody>
</table>

## Conventions

<table>
<thead>
<tr>
<th>The writing</th>
<th>(Circle one.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• makes errors in spelling</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
</tr>
<tr>
<td>• makes errors in grammar</td>
<td>\times 3 = _____</td>
</tr>
<tr>
<td>• makes errors in usage</td>
<td></td>
</tr>
<tr>
<td>• makes errors in punctuation</td>
<td></td>
</tr>
<tr>
<td>• does not follow proper manuscript form</td>
<td></td>
</tr>
<tr>
<td>The writing</td>
<td></td>
</tr>
<tr>
<td>• uses proper spelling</td>
<td></td>
</tr>
<tr>
<td>• uses good grammar</td>
<td></td>
</tr>
<tr>
<td>• avoids errors in usage</td>
<td></td>
</tr>
<tr>
<td>• uses proper punctuation and capitalization</td>
<td></td>
</tr>
<tr>
<td>• follows proper manuscript form</td>
<td></td>
</tr>
</tbody>
</table>

**CONTENT AND COHERENCE**

**CONVENTIONS**

**TOTAL**

What I like most about this work is

________________________________________________________________________

What I like least about this work is

________________________________________________________________________

What I would do to improve this work is

________________________________________________________________________

---

STUDENT’S SIGNATURE __________________________

PEER EVALUATOR’S SIGNATURE __________________________

TEACHER’S SIGNATURE __________________________
Evaluation Form

Writing: Revising and Proofreading Checklists

**Revision Checklist: Content and Unity**

1. Does the writing achieve its purpose?
2. Are the main ideas related to the thesis statement?
3. Are the main ideas clearly stated and supported by details?

**Revision Checklist: Organization and Coherence**

1. Are the ideas arranged in a logical order?
2. Do transitions connect ideas to one another both within and between paragraphs?

**Revision Checklist: Voice and Style**

1. Is the voice—the tone, word choice, and perspective of the writing—authentic? Is it consistent?
2. Is the level of language appropriate to the audience and purpose?
3. Is the mood appropriate to the purpose and form of the writing?

**Proofreading Checklist**

| Spelling | • Are all words, including names, spelled correctly? |
| Grammar | • Does each verb agree in number with its subject?  |
|         | • Are verb tenses consistent and correct?           |
|         | • Are irregular verbs formed correctly?             |
|         | • Is the referent of each pronoun clear?            |
|         | • Does every pronoun agree with its antecedent?     |
|         | • Are subject and object forms of pronouns used correctly? |
|         | • Are there any sentence fragments or run-ons?     |
|         | • Have double negatives been avoided?               |
| Usage   | • Have frequently confused words, such as affect and effect, been used correctly? |
| Mechanics | • Does every sentence end with an end mark?        |
|         | • Are commas, semicolons, hyphens, and dashes used correctly? |
|         | • Do all proper nouns and proper adjectives begin with capital letters? |
|         | • Has proper manuscript form been used?             |
# Discussion

## Participation

<table>
<thead>
<tr>
<th>Activity</th>
<th>Nearly Always</th>
<th>Often</th>
<th>Sometimes</th>
<th>Rarely</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shares personal experience</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contributes relevant ideas</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supports statements with evidence</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Responds to others respectfully</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tries to understand others’ views</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shows willingness to change views when appropriate</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shows willingness to clarify and defend views</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Allows others to speak</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maintains focus on discussion</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The student’s participation has been valuable to the group in the following ways:

________________________________________________________________________

________________________________________________________________________

The student’s participation could be more valuable if she or he would

________________________________________________________________________

________________________________________________________________________

## Leadership

<table>
<thead>
<tr>
<th>Activity</th>
<th>Nearly Always</th>
<th>Often</th>
<th>Sometimes</th>
<th>Rarely</th>
</tr>
</thead>
<tbody>
<tr>
<td>Helps the group keep on track</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Helps ensure that everyone gets a chance to speak</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Helps the group reach closure</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The student’s leadership has been valuable to the group in the following ways:

________________________________________________________________________

________________________________________________________________________

The student’s leadership could be more valuable if she or he would

________________________________________________________________________

________________________________________________________________________

## Record Keeping

<table>
<thead>
<tr>
<th>Activity</th>
<th>Nearly Always</th>
<th>Often</th>
<th>Sometimes</th>
<th>Rarely</th>
</tr>
</thead>
<tbody>
<tr>
<td>Keeps accurate records of the discussion</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(comments) ____________________________________________________________________

________________________________________________________________________
Evaluation Form

Project

1. Describe the goal of the project. ______________________________________

Was the goal met satisfactorily? (Rate the overall success of the project on a scale from 1 to 5.)

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>not met satisfactorily</td>
<td>met satisfactorily</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Was the project an individual or a group effort? ____ individual ____ group

(If the project was a group effort, rate the effectiveness of the group in each of the following areas on a scale from 1 to 5.)

a. Cooperation among group members
   | 1 | 2 | 3 | 4 | 5 |
   | not at all cooperative | very cooperative |

b. Leadership
   | 1 | 2 | 3 | 4 | 5 |
   | not effective | very effective |

c. Division of tasks
   | 1 | 2 | 3 | 4 | 5 |
   | unfair | fair |

d. Project organization
   | 1 | 2 | 3 | 4 | 5 |
   | unorganized | organized |

(If the project was an individual effort, rate the effectiveness of the effort in each of the following areas on a scale from 1 to 5.)

a. Effort
   | 1 | 2 | 3 | 4 | 5 |
   | very little effort shown | much effort shown |

b. Creativity
   | 1 | 2 | 3 | 4 | 5 |
   | very little creativity shown | much creativity shown |

c. Attention to goals
   | 1 | 2 | 3 | 4 | 5 |
   | little attention to goals | much attention to goals |

3. Rate the overall group or individual performance on a scale of 1 to 5 with regard to the criteria given above.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>very poor performance</td>
<td>outstanding performance</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(comments) ______________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________