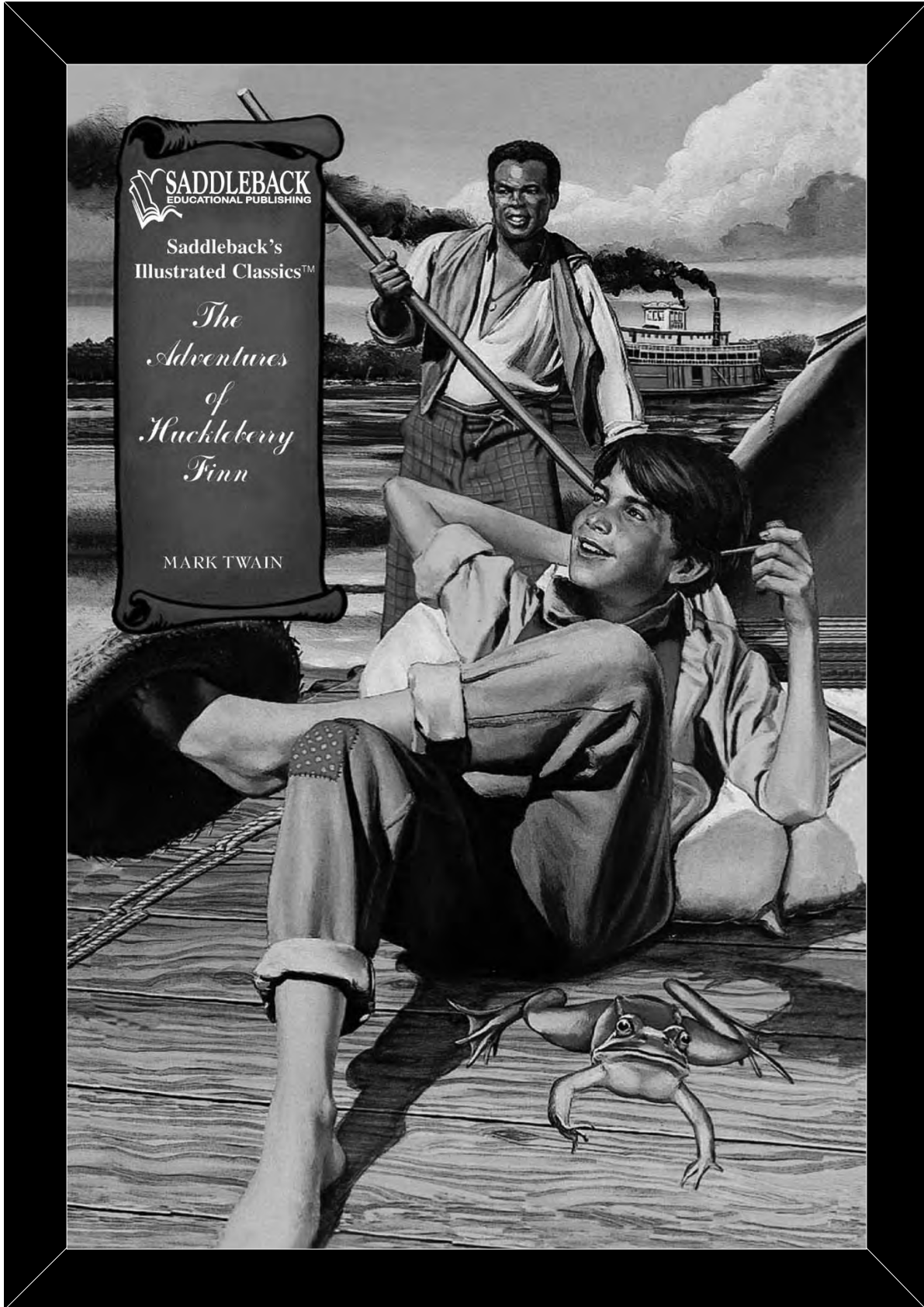


STUDY GUIDE



THE ADVENTURES OF HUCKLEBERRY FINN

CONTENTS

Notes to the Teacher	3	7 Word Study: Synonyms and Antonyms	12
Answer Key	5	8 Skills Focus: Cause and Effect	13
Exercises:		9 Sequence of Events	14
1 Previewing the Story	6	10 Language Study: Compound Words	15
2 About the Author	7	11 Improving Your Reading Skills	16
3 Interpreting Visual Clues	8		
4 Vocabulary	9		
5 Character Study	10		
6 Comprehension Check	11		

NOTES TO THE TEACHER

SADDLEBACK'S ILLUSTRATED CLASSICS™ SERIES

What better way could there be to motivate struggling readers? Here are 45 of the world's all-time greatest stories—in the form of full-color graphic novels, no less! (Check the copyright page in this guide for a complete list of titles.)

THE REPRODUCIBLE EXERCISES

The eleven reproducible exercises that support each Illustrated Classics title are ideal for use in the academically diverse classroom. All written at a sub-5.0 reading level, they are designed to be “moderately challenging” for all learners—be they on-level recreational readers, older, struggling readers in need of skills reinforcement, or native speakers of other languages who are working to improve their command of language structure.

As a whole, the exercises focus on developing the traditional skillsets that underpin reading competence. The overall goal is to reinforce and extend basic reading comprehension while using the text as a springboard for acquisition of important language arts competencies. Specific skills and concepts targeted in the exercises include: following directions, vocabulary development, recall, cause and effect, recognizing details, generalization, inference, interpreting figurative language, understanding idioms and multiple-meaning words, etc.

All students—regardless of their range of exceptionalities and markedly different experiential backgrounds—can benefit from, and even enjoy, the experience of successfully “showing what they know” via the reproducible exercises.

DIFFERENTIATING INSTRUCTION: OPTIONS AND OPPORTUNITIES

Responsive teachers have always used a variety of methods and strategies to tailor instruction to the needs of specific students. To this end, the reproducible exercises lend themselves to a variety of presentation modes. Following are some suggestions for varying your approach:

- ▶ **Pre-reading:** Before students begin to read the story, hand out copies of the *Previewing the Story* and *About the Author* exercises. You, or student volunteers, might read them aloud before eliciting answers from the class. The *Interpreting Visual Clues* exercise also lends itself to introducing the story through class discussion.
- ▶ **Assign reading buddies or small reading groups.** Students not yet able to work independently can be paired off as reading buddies who consult with and reinforce each other as they answer questions or solve the puzzles. Small groups can also be formed to cooperatively complete the exercises. If appropriate, groups can compete as teams. (“Winners” might finish first or have the most correct answers.)
- ▶ **When possible, give your students a choice of response modes.** As an alternative to working independently, allowing students to respond orally to the exercise questions may give some students a better chance to demonstrate their grasp of the material. Many students can greatly benefit by “listening to how other people think” as they explain their answers. Choice also increases the struggling student’s sense of autonomy and engagement—which in turn enhances his or her sense of competence and self-esteem.
- ▶ **Native speakers of other languages** will especially benefit from the combination of the pictorial representations in the book and the follow-up printed matter in the exercises. While maintaining different performance expectations for students at different levels, use the vocabulary exercises to help these students add to their stock of English words and phrases. Students at the intermediate to advanced levels are ideal candidates for the *Word Study* and *Language Study* exercises that deal with idioms, figures of speech, and multiple-meaning words.
- ▶ **Suggestions for lesson extensions:**
 - Write a paragraph about your favorite character.
 - Do Internet research on the author or the story’s setting.
 - Write a three-paragraph book report.
 - Use the vocabulary words as the basis for a spelling test.
 - Have students rewrite lines of dialogue in their own words.
 - Ask students to write a new title for the book.



THE ADVENTURES OF HUCKLEBERRY FINN
PREVIEWING THE STORY

1

What's the story about? Read the summary before answering the questions.
 Hint: There are no right or wrong answers. Use your imagination!



Do you ever get tired of having to obey so many rules? Instead, wouldn't you rather do just as you please whenever you pleased? Huck Finn, the main character in this story, made it a point to never obey rules. That is, until the Widow Douglas took him home in order to "civilize" him! As you might guess, it didn't take long for Huck to run away with his friend, Jim, an escaped slave. The two of them have many adventures as they float down the Mississippi River on Huck's raft.

1. *The Adventures of Huckleberry Finn* was published about 125 years ago. At that time, traveling downriver by steamboat was a grand adventure. Today, what means of travel might a young fellow like Huck dream about? Explain your reasoning.

2. One thing the Widow Douglas tried to teach Huck was manners. Do you think it's important for young people to behave politely? Do you believe that a person's manners have much influence on his or her success in life? Explain why or why not.

3. Huck was a poor, white, country boy with no family to take care of him. Jim was a young black slave who was afraid of being caught. Neither of them were educated. In spite of their differences, name one or two attitudes that they probably shared.

4. The author set this story in a small town on the Mississippi River—much like the town of his own childhood. If you were writing a story about the life of a young boy today, what setting would you choose? (Describe some details of a place you know very well.)



THE ADVENTURES OF HUCKLEBERRY FINN

2**ABOUT THE AUTHOR**

A. Read about the life of the author on the page before the story starts. Think about what you have read as you study the statements below. Then write **T** for *true*, **F** for *false*, or **NM** for *not mentioned* next to each statement.

1. ____ Samuel Clemens was born in the state of Florida.
2. ____ When he died, Samuel Clemens was seventy-five years old.
3. ____ *The Adventures of Huckleberry Finn* was the first book the author wrote.
4. ____ Clemens was better known by his birth name than by his pen name.
5. ____ A *fathom* is a water depth of about four yards.
6. ____ The village of Hannibal is located on the Missouri River.
7. ____ America's Civil War forced Clemens to leave the printing business.
8. ____ Clemens worked hard to end the practice of slavery in America.
9. ____ Clemens chose to write about the rich and powerful rather than about ordinary people.
10. ____ Audiences loved Clemens's dramatic readings from his books.

B. Circle a letter to correctly complete each sentence.

- | | |
|---|--|
| <p>1. Commercial boat traffic means boats used</p> <ol style="list-style-type: none">a. to go fishing with your friends.b. as a business to make a profitc. to make a TV commercial. | <p>3. The work of a writer described as a humorist</p> <ol style="list-style-type: none">a. makes people laugh.b. contains many jokes.c. has funny illustrations. |
| <p>2. An author might use a pen name to</p> <ol style="list-style-type: none">a. avoid paying taxes.b. trick a publisher.c. preserve his or her privacy. | <p>4. A sequel is a book or movie that</p> <ol style="list-style-type: none">a. introduces the first chapters of a long story.b. establishes an author's reputation.c. continues a story begun in an earlier book or movie. |



THE ADVENTURES OF HUCKLEBERRY FINN
INTERPRETING VISUAL CLUES

3

Studying the pictures in graphic novels can give you as much information as reading the words of the story. The pictures can show when and where the story takes place and how the characters lived.

In your book, turn to the referenced page and look closely at the picture. Then circle a letter to answer the question or complete the sentence.

1. **Page 9—bottom righthand side.**
Notice the details. You can tell that it is nighttime because Tom is holding a candle. How can you tell that the story takes place before there were bathrooms in houses?
 - a. There's no bathroom in the drawing.
 - b. There's a water pump out in the yard.
 - c. There's a pitcher and a wash bowl on the table.
2. **Page 8—middle of page.** Details in this picture show how Huck was living at that time. What details tell you that the widow and Huck were *not* poor?
 - a. the nice clothing and the food on the table
 - b. They're saying grace before dinner.
 - c. Huck looks very happy and contented.
3. **Page 17.** Look closely at all the picture's of Pap's home. What details tell you that Pap and Huck are poor?
 - a. Pap is drinking and Huck is scared.
 - b. the rough furniture and the walls made of logs
 - c. Pap's haircut and beard
4. **Page 19—top lefthand side.**
The expression on Huck's face suggests that
 - a. he's getting very tired and hungry.
 - b. he wishes he was back at the widow's.
 - c. he is dreaming up a plan of escape.
5. **Page 25—top of page.** Details in the drawing suggest that
 - a. an airplane had just flown overhead.
 - b. the birds meant something to Jim.
 - c. Jim and Huck enjoyed being outdoors.
6. **Page 32—bottom righthand side.**
The color of the picture represents
 - a. a blinding blanket of fog.
 - b. a wildfire on the island.
 - c. Huck's fear of being captured.
7. **Page 38—top of page.**
The relative size of the raft and the steamboat tells you that
 - a. a collision would wreck the steamboat.
 - b. a collision would wreck the raft.
 - c. rafts probably cost more than steamboats.