



Teaching Three Great Books with Dr. Flora Armetta

Lesson 3: Huckleberry Finn, Part Two

Outline:

Geography (see 2003 Penguin edition for maps/resources)

- Character's lives are defined by the river.
- Suggestions for tracking geography in *Huckleberry Finn*:
 - Count watercraft mentioned in novel (**these details build meaning**).
 - Trace Huck and Jim's movements on the map while reading.
 - Look at how rivers divide slave and free areas, what directions the rivers flow, etc.

Moments to Consider: what moments demonstrate how Jim should be seen as a black man and as a man? What moments demonstrate Huck's realization that Jim is his equal (or better)?

- Chap. 6 - Pap's rant
 - Author's POV is not always represented by all characters.
 - List details that show how Twain wants readers to perceive Pap.
 - Discuss ways that Pap is morally wrong and what this portrayal of him says about Twain.
- Chap. 23 - Jim's relationship with daughter
 - Compare Jim's nature to Pap's.
 - Only chapter that ends with Jim's words; Jim treated as viable, independent being for first time (Twain (and Huck) give Jim control of the narrative).
- Chap. 42 - News that Jim has been free for 2 months; Huck's Pap has been dead
 - Both Tom and Jim has secret information, revealing it at the same time; what was Twain's purpose for this?

Getting Started - Day One of Discussion

- Analyze and critique setting, characterization, tone, vocabulary, and dialect
- Discuss title page and map.
- Read first pages aloud together.
- **Be sure to notice:**
 - Autobiographical elements
 - 1st person POV and its reasons/effects
 - Trustworthiness of Huck as a narrator, how story would be different if told by different author, different POV, etc.
 - Huck's dialect, reasons for it, and its effect



- What do we know about Huck from the descriptions of his attitudes, actions, and words?
- References to *Tom Sawyer*
 - Differences between *Tom Sawyer* and *Huckleberry Finn*: Why mention Tom Sawyer at the beginning and end of the novel?