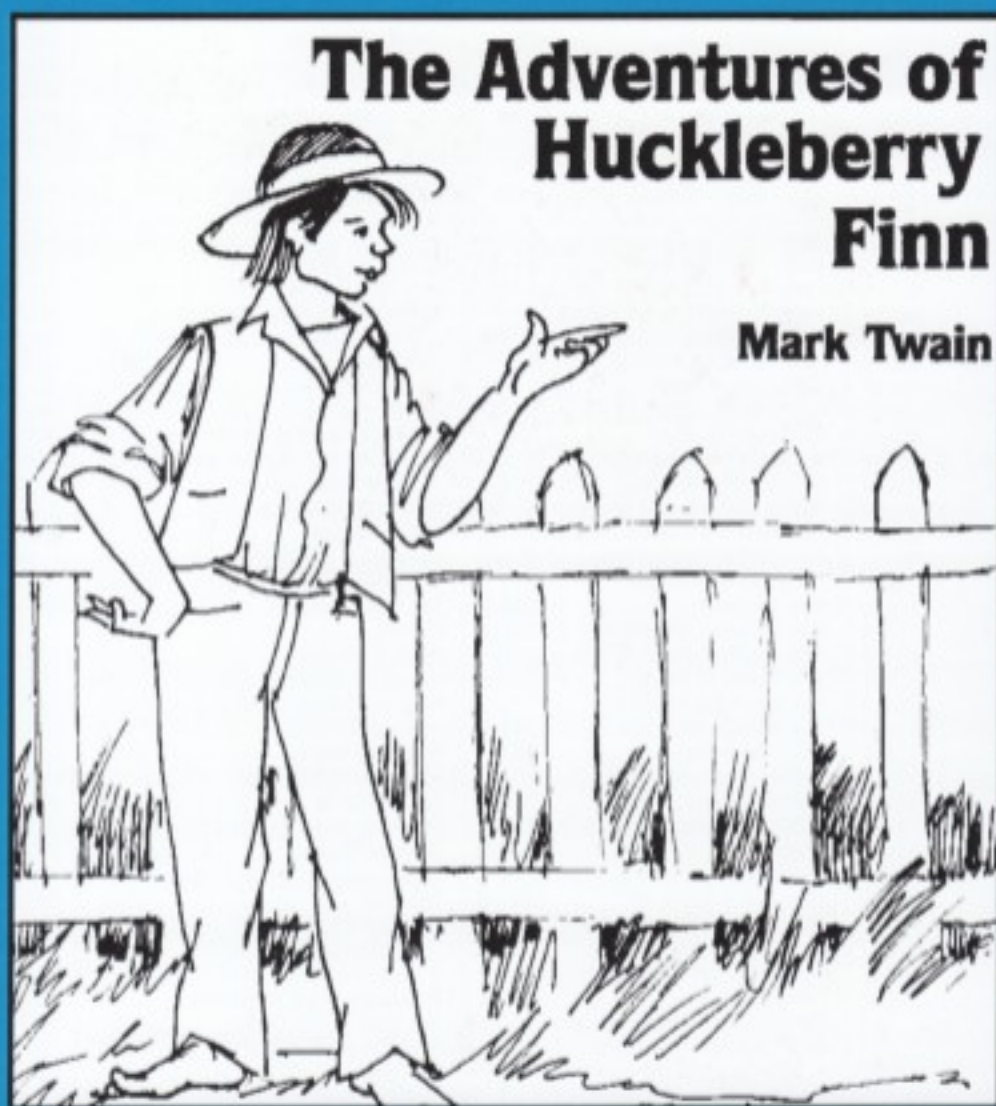


## Novel·Ties



### A Study Guide

Written By Joy Leavitt and Barbara Reeves

Edited by Joyce Friedland and Rikki Kessler

## CHAPTERS 1 – 11

**Vocabulary:** Draw a line from each word on the left to its definition on the right. Then use the numbered words to fill in the blanks in the sentences below.

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|------------------|---|
| 1. hogshead      | a. having a mean disposition              |
| 2. victuals      | b. lie or falsehood                       |
| 3. ornery        | c. animal fat used in soap and candles    |
| 4. temperance    | d. large cask or barrel                   |
| 5. brash         | e. food, especially at a meal             |
| 6. tallow        | f. abstinence from alcoholic drinks       |
| 7. reticule      | g. small net bag used to hold small items |
| 8. prevarication | h. reckless and impulsive                 |

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- At the back of the old inn we saw an empty \_\_\_\_\_ that once held cider.
- When the \_\_\_\_\_ were on the table, we said a blessing and sat down to eat.
- The dog got a reputation of being \_\_\_\_\_ after it had bitten two people.
- During the Prohibition years in this country, everyone was required to practice \_\_\_\_\_.
- The boy's behavior was so bold and \_\_\_\_\_ that he often got into trouble.
- In Colonial days, women saved \_\_\_\_\_ to make their own soap.
- The woman carried a small comb, a mirror, and a lace handkerchief in her \_\_\_\_\_.
- Accused of \_\_\_\_\_ by his teacher, Jim had to convince her that he really had lost his homework.

**Chapters 1 – 11 (cont.)****Language Study: Dialect**

Read the explanatory note written by Mark Twain that appears at the beginning of the novel. Then read the examples below and notice the use of dialect and nonstandard English. Rewrite each example in standard English. Then compare your responses with those of your classmates who are reading the same book.

1. I never seen anybody but lied one time or another, without it was Aunt Polly, or the widow, or maybe Mary.

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2. Why, blame it all, we've *got* to do it. Don't I tell you it's in the books?

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3. Looky here—mind how you talk to me; I'm a-standing about all I can stand now—so don't gimme no sass.

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4. Doan' hurt me—don't! I hain't ever done no harm to a ghos'. I alwuz like dead people, en done all I could for 'em.

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5. Set down and stay where you are. I ain't going to hurt you, and I ain't going to tell on you, nuther.

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**Questions:**

1. Read the notice at the beginning of the novel. Why do you think Twain chose to include this note in his novel? Who is "G.G., Chief of Ordinance"?
2. How would you compare the way the Widow Douglas treats Huck to the way her sister, Miss Watson, treats him?



**Chapters 1 – 11 (cont.)**

3. In what ways are Tom Sawyer's ideas of fun and excitement different from those of Huck? How does Huck view Tom's adventure games?
4. Why does Huck decide to sign over his money to Judge Thatcher?
5. How does Huck's "pap" feel about his son bettering himself through schooling and a refined life?
6. How does Huck fake his own murder? Why does he want people to think that he is dead?
7. Whom does Huck meet on Jackson's Island? Why do those two make good traveling companions?
8. What kind of "bad luck" occurs after Huck touches the snake skin?
9. Why does Huck dress up as a girl and go into town? How does the woman Huck visits discover that he isn't really a girl?

**Questions for Discussion:**

1. In these chapters, Twain gives several examples of superstitions of the times. What are some of those superstitions? How would you compare them with superstitions that people hold today? Do you believe in any of these superstitions?
2. When Huck uses the highly objectionable term "nigger" to refer to African Americans, he is accurately reflecting speech in the pre-Civil War era. Do you think Twain was justified in using this word to make his novel authentic? Do you find the term "nigger" offensive in this context?

**Writing Activity:**

Imagine that you are Tom Sawyer. Based on the information you gained from the novel, write a description of Huckleberry Finn as Tom might have written it. Write the description in the first person using words such as *I*, *me*, and *my*. Use some words and expressions that Tom might have used, but do not try to write entirely in dialect.

## Chapters 1 – 11 (cont.)

### Literary Element: Style

Mark Twain is a master storyteller whose words spring to life when read aloud. With a small group of classmates, take turns reading aloud the passages from *The Adventures of Huckleberry Finn* cited below. Read the passages expressively, as if you were Huck himself. In what ways does Huck's personality come alive when his words are read aloud? Is it easier or more difficult for you to understand the dialogue in the novel when you read it aloud? Discuss your thoughts and ideas with your classmates.

### Passages to Read Aloud:

- Chapter 1, Paragraphs 1 and 2  
*Note the storytelling style of the opening paragraph. Readers know immediately that Huck's personality is a dominant feature in this novel.*
- Chapter 2, Paragraph 6  
*Huck's descriptive technique and his sense of humor are evident in this paragraph.*
- Chapter 3, Paragraph 2  
*Readers are made to feel as if they are Huck's close friends as he relates his feelings about important issues such as religion.*
- Chapter 4, Huck's conversation with the judge; last two paragraphs  
*Notice the way in which Huck, as the narrator, imitates the speech patterns of the characters he is discussing.*
- Chapter 5, from "The judge and the widow" to end of chapter  
*This book is full of "small stories" that help to propel the main story along and make it more interesting and realistic. The book echoes real-life conversations between people as it relates stories in order to make a point.*

## CHAPTERS 12 – 16

**Vocabulary:** These chapters are filled with terms that describe the river and the boats that traveled there. Read the following passages from the novel. Then draw a line from each term to its correct meaning below.

- When the first streak of day began to show we tied up to a towhead in a big bend on the Illinois side, and hacked off cottonwood branches with the hatchet, and covered up the raft with them so she looked like there had been a cave-in in the bank there.
- “And besides,” I says, “we might borrow something worth having out of the captain’s stateroom.”
- We had mountains on the Missouri shore and heavy timber on the Illinois side, and the channel was down the Missouri shore at that place . . .
- But before they got in I was up in the upper berth, cornered, and sorry I come. Then they stood there, with their hands on the ledge of the berth, and talked.
- When we got pretty close to the cross-hall door there was the skiff, sure enough! I could just barely see her. I felt ever so thankful. In another second I would’a been aboard of her, but just then the door opened.
- We went gliding swift along, dead silent, past the tip of the paddle-box, and past the stern; then in a second or two more we was a hundred yards below the wreck . . .
- It was kind of solemn drifting down the big, still river, laying on our backs looking up at the stars, and we didn’t ever feel like talking loud . . .

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|--------------|------------------------------------|
| 1. towhead   | a. rear end of a boat              |
| 2. stateroom | b. small, light boat               |
| 3. timber    | c. serious; grave                  |
| 4. berth     | d. bed on a boat                   |
| 5. skiff     | e. private room or cabin on a boat |
| 6. stern     | f. low island or shoal in a river  |
| 7. solemn    | g. growing trees                   |



## Chapters 12 – 16 (cont.)

### Questions:

1. How does Huck use his resourcefulness to get himself out of tight situations? Give examples from the novel.
2. What is pap's philosophy about "borrowing" things? What compromise do Huck and Jim reach concerning their own "borrowing"? What does this tell you about the characters?
3. What incident in Chapter 13 reveals that Huck has a conscience?
4. What is Jim's opinion of King Solomon? How does Huck respond?
5. How does Jim feel about people speaking different languages? Does his reasoning make sense to you? Why or why not?
6. What trick does Huck play on Jim in Chapter 15? How does this trick ultimately strengthen the bond of understanding between Jim and Huck?
7. How does Huck save Jim from the bounty hunters on the river?
8. What does Huck mean by this statement: ". . . a body that don't get *started* right when he's little ain't got no show—when the pinch comes there ain't nothing to back him up and keep him to his work and so he gets beat." Do you agree with this statement? Why or why not?

### Questions for Discussion:

1. What are some of the various plot elements of the novel that result in Huck and Jim escaping downriver on the raft? How does Twain intertwine those events so that the fate of the two characters is dependent on each other? Why does Jim need Huck? Why does Huck need Jim?
2. Do you think Huck has a sense of humor? Why or why not? Give examples from the novel to support your opinion. Then discuss why Twain presented Huck as he did.
3. Do you think Huck is a good representative of a thirteen or fourteen-year-old boy? Why or why not? What incidents from the novel support your answer?

**Chapters 12 – 16 (cont.)****Literary Device: Symbolism**

A symbol in literature refers to an object, a character, or an event that represents an idea or a set of ideas. Think about the symbolism of the river in *The Adventures of Huckleberry Finn* and answer the following questions:

1. In what ways is the river a symbol of freedom for Huck and Jim?

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2. What else might the river symbolize in the novel?

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3. In your opinion, what does life on shore symbolize to both characters?

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**Social Studies Connection:**

Do some research to learn about the different types of steamboats that moved along the rivers of America during the early 1800s. Then write a report on those riverboats.

Address questions such as:

- How were steamboats developed?
- What was the appearance of these boats?
- For what purposes were steamboats used?
- During what period of time were steamboats used?

Include pictures and diagrams of the boats in your report.

**Writing Activity:**

Write about a time when you, or someone you know, had to use wit and resourcefulness to get through a tricky or dangerous situation. Describe the plan of action and the outcome.