

Standards: 2, 5, 6, 7

Task: ***Huck Finn* Reading Guide**

Now that you've become proficient in *answering* questions about Huck Finn, you are going to start *asking* questions. For each chapter grouping (listed below), you will write a total of ten questions. Five of the questions must be either recall or comprehension, and the other five must fall under analysis and evaluation. (See back side for descriptions and examples of each type of question.) In addition to writing the questions, you will, of course, answer the questions thoroughly and thoughtfully.

Follow these guidelines for formatting:

- include a proper LT heading, header, and center the chapter grouping title
- type your questions in bold
- Include subheadings to differentiate between the two sets of question types (recall/comprehension vs. analysis/evaluation)
- you may single space the answers, but don't bold the answers
- answer the questions in complete sentences

The chapter groupings are the following:

- 19-22
- 23-25
- 26-27
- 28-33
- 34-37
- 38-“The Last”

## Levels of Questioning

### **Recall**

The simplest and probably most frequently asked questions are at the RECALL level. These are questions that have a simple answer which the student is expected to know. Recall questions are used to determine the student's knowledge about factual information.

Example: What is Huck's disguise when he returns to St. Petersburg?

### **Comprehension**

Questions that ask the student to explain, interpret, give examples, or summarize concepts in his or her own words are at the comprehension level. These kinds of questions are designed to indicate the student's understanding of a subject. This is also called convergent thinking because it leads the student to think more deeply on a subject about which he or she already has some knowledge.

Example: Explain the impact of Huck's visit to Mrs. Loftus.

### **Analysis**

Analysis questions require students to apply principles in new settings. This could also be called divergent thinking because it takes the student into new territory--it requires the student to take existing knowledge and synthesize new knowledge. Problem solving and decision-making require this kind of thinking. Analysis questions can also be used to get at the student's underlying assumptions and beliefs about a topic.

Example: How is Jim becoming a father figure to Huck?

### **Evaluation**

Evaluation questions require students to make a value judgment, to express opinions, to provide a criticism, or to raise their own questions. They require the highest form of thinking.

Example: In what ways do the weaknesses of humankind Twain satirizes still exist today?

**Rubric:**

	Weight	3	2	1-0
Text Support	X2	All answers are backed up with examples from the text. Specific examples are cited. Different examples are used throughout the guide.	All statements are backed up with examples from the text. Some specific examples are cited. A few different examples are used.	Most statements are backed up with examples from text. Few specific examples are cited. Examples used are repetitive incidents.
Overall Understanding of Chapter	X2	Student demonstrates a clear understanding of the entire text.	Student demonstrates a clear understanding of most of the text.	Student demonstrates a clear understanding of less than 70% of the text.
Comprehension and Recall Questions	X1	Created 5 insightful questions of this type	Created 4 insightful questions of this type	Created fewer than 4 insightful questions of this type
Analysis and Evaluation Questions	X1	Created 5 insightful questions of this type	Created 4 insightful questions of this type	Created fewer than 4 insightful questions of this type
Formatting Elements	X1	Student has all required elements	Student is missing one required element, and has partly worked to the best of his/her ability.	Student is missing two or more required elements. Work does not demonstrate this student's best effort.