

K-W-H-L for *The Adventures of Huckleberry Finn*

Topic: **Race Relations in the 1850s**

<p>What I Know</p> <p>There were a lot of slaves in the South</p> <p>There were some free slaves, but they weren't treated very well</p> <p>The country was divided between abolitionist and slaveholders</p> <p>People thought blacks were inferior</p>	<p>What I Want to Know</p> <p>How did slaves become free?</p> <p>Where did they go and what did they do once they were free?</p> <p>What were the laws for having slaves and for runaway slaves?</p> <p>Were there punishments for helping slaves run away?</p>
<p>How I Will Find Information</p> <p>See if <i>Huck Finn</i> talks about it</p> <p>Look in my History textbook</p> <p>Google it</p> <p>Ask Miss Scoresby</p>	<p>What I Learned</p> <p>Some slaves bought their freedom, others ran away—some used the Underground Railroad—others were freed by their masters after they worked for a long time.</p> <p>There were laws like The Fugitive Slave Law, which punished people for helping runaway slaves. They could go to jail or receive a \$1000 fine.</p>

<p style="text-align: center;"> K W L </p>	<p style="text-align: center;">Purpose</p> <p>The K-W-L or K-W-H-L is a strategy that involves before, during, and after strategies to connect learning. Determining what they already know about the topic helps students anticipate how the author will present information. Thinking about what they wish to know will help them pay attention as they read and look for answers to their questions. Summarizing what they learned forces them to pay attention to learning and is a form of repetition to ensure that the material is learned well. This particular activity I would use after reading the first few chapters when Jim is introduced.</p>
<p style="text-align: center;">Directions</p> <p>Begin by modeling the activity for students. Using an overhead transparency, ask "What do I know about this topic?" Then, say out loud things that come to mind and ask students for further suggestions. Then, come up with some questions about things you wish to know. Again, say them out loud so students can hear the types of things they should be looking for. Before reading, talk about what you will be looking for in the reading and how the author might organize the information.</p> <p>After the modeling, students are prepared to do the activity themselves. Help them as needed. When they are finished, they may discuss in groups or as a class. Their questions may be appropriate for further research projects.</p>	<p style="text-align: center;">Assessment</p> <p>Students may be uncomfortable doing this at first, but with guided practice, it should become more natural. This usefulness of the activity should be apparent in how students comprehend the material and how well they retain it. Teachers can check comprehension and retention of knowledge in quizzes, which they should do well on, or by asking good questions in class. They should also revisit material so students remember it.</p>