

Standards: 2, 3, 7, 10, 13

Task: ***Born to Trouble* Film Notes**

Celebrated and censored, revered and reviled, *Adventures of Huckleberry Finn* has fueled heated debate since it was first published in 1885, yet it remains one of America's most enduring literary classics.

More than a history lesson, *Born to Trouble* is storytelling at its best, probing important questions about race, class, censorship, and culture: Why does this universally admired book offend so many? How do we distinguish between a critique of a social problem and the perpetuation of the problem? Does the required reading of prior generations have relevance for today's students?

As you watch the film, you need to take detailed and clear notes using the Cornell Note-taking System. You will rely on these notes later for a writing assignment, so you will be given a score on your notes to ensure that you have enough information to complete the following assignments well.

Be sure to identify Ms. Monteiro's position (her specific objections) as well as the position of the various literary critics who are *Huck* advocates. These individuals include: David Bradley (African-American with big beard), Shelley Fisher Fishkin (blonde scholar), Jocelyn Chadwick-Joshua (African-American consultant), and Jim Miller (African-American scholar).

Rubric:

	5 Points	4 Points	3 Points	2-0 Points
Recording	Using the Cornell Note-taking system, is able to summarize, paraphrase, outline and show independent thought in note-form for all sides of argument	Using the Cornell note-taking system. Does not need to be guided, is beginning to develop personal strategies and show some signs of independent thought in note-form for most sides of argument	Using the Cornell note-taking system but only doesn't paraphrase or summarize information effectively for some sides of argument.	Little or no Cornell note-taking evident, no connection between notes taken and the core content of the movie.
Question Formulation and Generation	In-depth notes that demonstrate generation of open-ended research questions. Competency with all levels of questions and the use of the 5W's and H.	In-depth notes demonstrating generation of open-ended research. Some ability to use a variety of levels of questions and the 5W's and H.	Some evidence demonstrates the generation of open-ended research. Some ability to use a variety of levels of questions and the 5W's and H.	No demonstration of competency in variety of levels of questions or the 5W's and H.
Retention and Reporting	A fully developed personal note-taking style that can be used to both remember and report key ideas, concepts, and themes.	Student able to use notes to remember most key ideas, concepts, or themes introduced.	Student able to use notes to remember some key ideas and concepts or themes. Sub standard -- low effort.	Unable to use notes to remember and apply facts and ideas introduced.
Mechanics and Form	Meets or exceeds requirements for taking legible notes. Notes are legible enough for student's own reading and re-reading.	Notes are legible enough for students own reading and re-reading. Some signs of systematic note-taking methods.	Notes have some legibility issues. Minimal signs of systematic note-taking methods	Does not meet minimal standards for taking systematic notes; unreadable; many errors effecting understanding. No form used.