

Standards: 3, 6, 7

Task: ***Huck Finn/Civil Disobedience In-Class Essay***

Essay Due Dates:

Complete outline due: _____

Complete rough draft due: _____

Final draft due: _____ (100 points)

*You will complete a 2-5 page essay, following the guidelines for essay writing discussed in class, on the following essay prompt. You will be graded according to the rubric on the back of this page. **Please attach the rubric, with your name on it, as the cover sheet for your final paper.***

Prompt:

In *The Adventures of Huckleberry Finn*, Huck eventually decides to reject his society's views of property rights regarding slaves and risk his soul to save Jim. Throughout the book, Huck also rejects the cultural values of his time and place in less significant ways.

Was Huck demonstrating a conscious "civil disobedience" or was Huck simply showing individual loyalty to Jim?

Consider:

Can Huck's feelings for Jim be generalized to encompass his feelings for slaves in general?

What does Huck say/think about society's values and "civilization"?

Does Huck reject society's values because he disagrees with those values?

Why does Huck come to believe Jim should be free?

From where does Huck's sense of right and wrong come?

If the definition of civil disobedience is one's willingness to accept the consequences for it, do Huck's actions fit this definition?

Is Huck's behavior toward Jim likely to change minds? Whose minds? How?

Rubric:

A Demonstrates exemplary development and mature style governed by a clear understanding of audience and task. It is insightful and persuasive, using convincing examples, illustrations, or analogies and demonstrating a thoughtful awareness of rhetorical technique(s). Sophisticated word choice and sentence structure demonstrate the writer's clear and effective command of academic English, the mechanical conventions of which are observed here almost without exception.

B Demonstrates a sensible approach to the prompt governed by a clear awareness of the rhetorical task. It displays clear organization and logic and draws on appropriate examples, illustrations, or analogies. While less compelling than an 'A' response, a 'B' response nonetheless shows an awareness of audience and an ability to choose words and vary sentences accurately. The writer demonstrates a good grasp of academic English, the mechanical conventions of which are here generally observed.

C Satisfactory, although it is sometimes marginally so. It demonstrates an adequate response to the writing task, a reasonable sense of organization, and sufficient examples, illustrations, or analogies. While the style of a 'C' response will be less fluid and its development less thoughtful than that of a 'B', the writer will nonetheless demonstrate a reasonable ability to vary sentence structure and choose vocabulary appropriate to the context. The conventions of academic English will here be observed with no distracting patterns of error.

D Clearly unsatisfactory in one or more of the following ways: it may be illogical, simplistic, or lacking in structure and organization; it may lack appropriate development or sufficient examples, illustrations, or analogies; it may reflect a significant misunderstanding of audience or rhetorical task. It will frequently display poor word choice, little sentence variety, occasional major errors in syntax, and a pervasive pattern of minor mechanical errors.

F Suggests serious difficulty in conceiving a position and presenting it in conventional academic English. It may be incoherent, fragmented, profoundly simplistic, lacking any sense of the demands of the task, or inappropriately brief. It will often be characterized by pervasive patterns of syntactical and mechanical error.