



*Finishing the Huck Finn Paper*

# Using Quotations

- No naked quotes!  
Craft interesting, specific, fluent lead-ins.  
Vary how you frame or integrate quotations; use commas or colons, or integrate fully.
- Make sure that you use **TRANSITIONS**, particularly in the concession paragraph.
- Source Variety: Vary sources in each paragraph (at least 2) & make Huck Finn a primary source



# Persuasive Impact

- Reinforce thesis throughout – esp. in body thesis & concluding sentences
  - Deal with required reading in each body thesis, and throughout the paragraph.
  - Use “students” instead of “readers” to reinforce your message.
  - Apply the critics’ ideas and examples to Issaquah High School – use your knowledge to make it relevant.
- Make sure Body Thesis statements clearly flow from the method – they should be more specific than the phrases from the method



# The Body Paragraphs

- Commentaries can be as many sentences as needed; deal with one concept thoroughly
  - Concession: 1. concede the point/explain its perspective; 2. refute the concept/explain your perspective
  - Rest of Essay: 1. explain the key ideas from the cd – DO NOT paraphrase; 2. connect the idea to the body thesis – apply to students and the book's advantages or disadvantages and/or IHS
- Vague and General vs. Specific
  - Historical Accuracy: Give examples from novel
  - Satire: Give examples from novel
  - Life Lessons/Benefits: Provide specific benefits & lessons



# The Body Paragraphs

- Consistently make connections to the topic of students and required reading. Figure out what benefits or effects they would be receiving, and deal with it **CONSTANTLY**
- **BE SPECIFIC.** Most of the commentaries have been incredibly vague.
  - If a critic says the book allows us to talk about racism, don't just agree, and say the book invites conversation into the classroom.
  - Tell me how this would work, what the conversation is like, why our students need it; what it would involve; etc.
  - If the critic says Jim is stereotyped, give me an example (NOT from the critic) of when this happens in the novel - that is your commentary. This is not something quoted from Twain – it is your analysis of the novel. Figure out where the critic's idea is supported.



# Other Issues

- Throughout, focus on *required reading*, *students*, and *Issaquah High School*
- “more than 200 times” → needs to be cited
- Language - “Negro” and “colored” are not appropriate – use “epithet.” Avoid “quote” or “quotation”
- Write a full essay (introduction with hook, transition, thesis & method; conclusion discussing significance.)



# Style & Formatting

- Use transitions throughout the concession paragraph to build connections between the ideas.
- Follow MLA page layout guidelines.
- Review in-text citations – whatever you put in the lead-in to the quote, **DO NOT** repeat in the citation.
- Double-check Works Cited sources vs. sources actually used in the essay, particularly if you delete or add any quotes at the last minute.



