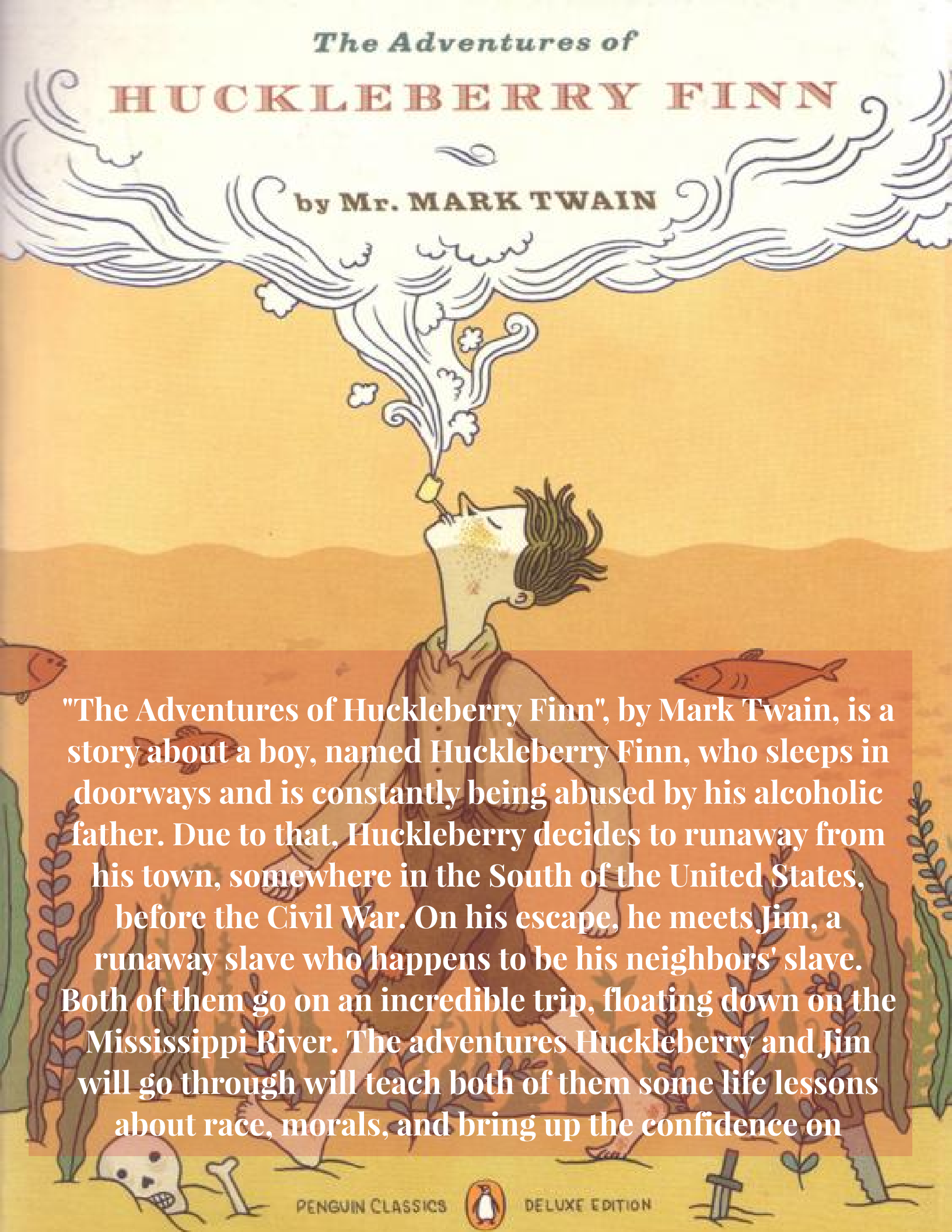


The Adventures of
HUCKLEBERRY FINN

by Mr. MARK TWAIN



"The Adventures of Huckleberry Finn", by Mark Twain, is a story about a boy, named Huckleberry Finn, who sleeps in doorways and is constantly being abused by his alcoholic father. Due to that, Huckleberry decides to runaway from his town, somewhere in the South of the United States, before the Civil War. On his escape, he meets Jim, a runaway slave who happens to be his neighbors' slave. Both of them go on an incredible trip, floating down on the Mississippi River. The adventures Huckleberry and Jim will go through will teach both of them some life lessons about race, morals, and bring up the confidence on



ELEMENT 1: LONG TITLES

WHAT'S THIS ELEMENT?

The author, Mark Twain, was not a conventional book author. He loved long titles for books and chapters. As an example, Twain wrote for Chapter two this title: "The boys Escape Jim- Tom Sawyer's Gang- Deep-laid Plans". The reason why he used this style of long titles is to help out the reader by giving a brief summary of what to expect in every chapter. The words separated by dashes are a short and practical way to guide the reader.



WHY DOES IT MATTER?

Chapter titles can help give readers a general idea of what is going to happen in the chapter. To add on, the different words in the chapter title, are in sequence order. For example, the title in chapter two - "The boys Escape Jim- Tom Sawyer's Gang- Deep-laid Plans". describe events which will happen chronologically in the chapter. With very little effort, the reader can infer that "the boys," Huck and Tom, will abandon slave Jim. Then, Tom will make a gang and, that the gang will make their foolish plans- what later on, the reader will discover is a plan to kill someone.

WHAT'S THE IMPACT ON THE READER?

While reading this book I've realized that long titles, such the ones Mark Twain presents in his book, are like movie trailers for contemporary people. Their role is to help readers to become engaged with the book and create an interest on what would happen next. This works beautifully because it triggers the reader about what would be next. That is a intriguing tool that will keep the reader engaged.



ELEMENT 2: LONG SENTENCES

WHAT'S THIS ELEMENT?

Mark Twain wrote his book using long descriptive sentences which would allow him to introduce a new character or, most frequently, when he would present a character's perspective. For example, on the first quote, "Here was a boy that was respectable and well bring up; and had a character to lose; and folks at home that had characters; and he was bright and not leather-headed; and knowing and not ignorant; and not mean, but kind; and yet here he was, without any more pride, or rightness, or feeling, than to stoop to this business, and make himself a shame, and his family a shame, before everybody." (chapter 34), we can know about Huck's perspective towards Tom Sawyer.

WHY DOES IT MATTER?

These long sentence allow the author to give more information about characters or situations, making it easier for the readers. For example in the quote above, Huck is describing how is his opinion about Tom Sawyer. Thanks to these long sentences, the reader can almost feel and visualize Huck's point of view. When I read this quote, I thought Huck admires Tom Sawyer. If you have read the book, you would know that Tom Sawyer has every thing that Huck doesn't, such as a pride, intelligence, or knowledge about the world around them.

WHAT'S THE IMPACT ON THE READER?

Thanks to these descriptive sentences, the reader gets to know so much about the characters with very little effort.

The information is presented in a way that the reader visualizes the ideas, beliefs and feelings as presented in the book.



ELEMENT 3: COMMAS

WHAT'S THIS ELEMENT?

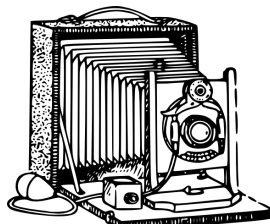
Mark Twain is using lots of commas to describe events in the book. Using long sentences, the commas help to describe each scene in bits which helps the reader to absorb the information. For example, in this quote, "He had the whitest shirt on you ever see, too, and the shiniest hat; and there ain't a man in that town that's got as fine clothes as what he had; and he had a gold watch and chain, and a silver-headed cane - the awfulest old gray-headed nabob in the state." (27), the words in between the commas allow the reader to paint a picture in their heads about how the scene looks like.

WHY DOES IT MATTER?

I believe long sentences and lots of commas are related. There is the need for commas when we read long sentences. The commas break the information in short pieces, helping the reader for getting lost, or bored. In addition to this, when describing, an author will need to give specific details, using many adjectives. That's when commas play their helpful role.

WHAT'S THE IMPACT ON THE READER?

As I said before, using lots of commas is related with long sentences; therefore, my impact and defense will be similar. Mark Twain uses commas to make long informative sentences more readable- so the reader won't get bored. We usually see the use of lots of commas in a text when the author wants to describe someone or something- a person, an animal, a place, a thing. Thanks to Mark Twain's use of commas, he was able to describe the freeman that came from Ohio (quote at "What's this element?").



POPPED EARS- SPEAKERS TURNING ON- THE LOW VOICE OF THE CAPTAIN- A NEW WORLD

This was the part that my mother, my sister, and I hated the most- a mix of fast heart beating, stomachache, popped ears, and closed eyes were all taking place in just a few minutes. We decided to hold our hands. As I was sitting between my sister and my mom, it was easy for me to hold both their hands. I was extremely excited and nervous.

“Passengers be ready, we are proceeding to descend! We will be landing at the Philadelphia airport, the weather is sunny and the temperature is 68F. Please remain seated and keep your belts fastened”, the airline stewardess said over the speakers.

She repeated her long message, first in English, then in Spanish, which made me happy because I didn’t quite get what she said at the beginning; in Madrid, my hometown, my sister and I went to a bilingual school. We used to spend half of the day in Spanish, the other half in English, but my proficiency wasn’t as good as to understand her strong American accent.

“Descending,” said the captain with a professional and low voice that made think he was probably tired too, after piloting an airplane for a long eight hours without a rest.

My sister managed to tighten her grip on my hand, with her last bit of energy. Her face scrunched in fear. I thought she was going to faint. I knew she had decided not to sleep in the last twenty-seven hours since we left Spain, our family, and life. She never likes sleeping in a transportation system, car, train or plane. Maybe because she is always too scared we could crash, maybe because she didn’t like sleeping, maybe because she liked to look at how we were leaving the clouds behind us, mile after mile, crossing the Atlantic Ocean.

A loud, heavy, persistent noise accompanied the whole plane passengers for the next ten seconds, what made me think that we may have landed.

Approving this thought, the speakers turned on for the last time and we heard, “Passengers we have arrived at the United States of America, please exit the plane at a moderate speed.”

Just as the message ended, my mom held my sister’s and my hand; I looked at them with a big, tired, but emotional smile on my face, they replied with a similar expression, a couple minutes passed, we looked at each other and hugged.

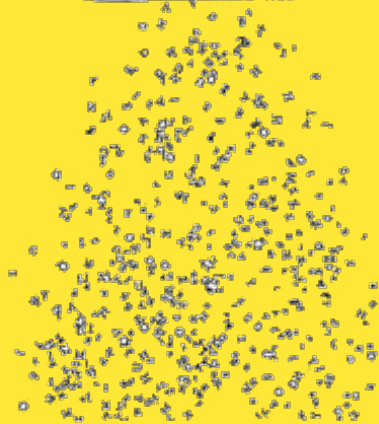
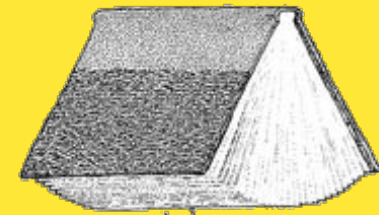
We all said, “We made it,” with salty water in our eyes.



ANNOTATIONS

ELEMENT 1: LONG TITLES

I hope using long titles, “Popped Ears -- Speakers Turning On -- The Low Voice of the Captain -- A New World” just as Mark Twain did with “The Adventures of Huckleberry Finn,” sparked an interest my readers, and hopefully made them want to discover what my story is about.



ELEMENT 2: LONG SENTENCES

I hope using long sentences, just as Mark Twain did, gave the reader enough information to clearly understand what was going on, and hopefully paint a picture in their heads. For example in the quote, “The stewardess made sure to repeat the long message in three different languages: first in English, then Spanish, and to finish German, which made me happy because I didn’t quite get what she said at the beginning- in Spain, my sister and I went to a bilingual school-- half of the day in Spanish, half in English-- but the level wasn’t as good to understand an American girl with a strong accent.” I hope the readers understood my frustration about trying to understand a message in a foreign language, English.

ELEMENT 3: COMMAS

I hope using a lot of commas made the long sentences easier to digest and understand. The commas helped me, the author, incorporate descriptive language, such as adjectives, that hopefully helped the reader paint a picture in the reader’s head and thanks to that, follow the story without doubts.



ABOUT THE AUTHORS



MARK TWAIN

Samuel Langhorne Clemens, better known by Mark Twain, was an American writer, entrepreneur, publisher and lecturer born November 30, 1835, Florida, MO; and passed away on April 21, 1910, at Redding, CT. He wrote over fifty books during his whole life, being "The adventures of Tom Sawyer," and "The adventures of Huckleberry Finn," two of his most famous ones.

JACOBO PASTOR

Jacobo Pastor is a current student at Science Leadership Academy. He was born in Madrid, Spain, in 2001, and he is currently living in Philadelphia, PA. For his first quarter Benchmark for his Language Arts Class (English) he emulated Mark Twain's style of writing in one of his most famous book, "The adventures of Huckleberry Finn."

