The Adventures of Huckleberry Finn, written by Mark Twain, was published in 1885. In this scene, Huck, the narrator, watches a lynch mob confront Colonel Sherburn, who has just shot and killed a man for repeatedly insulting and harassing him.

They swarmed up in front of Sherburn's palings as thick as they could jam together, and you couldn't hear yourself think for the noise. It was a little twenty-foot yard. Some sung out "Tear down the fence! tear down the fence!" Then there was a racket of ripping and tearing and smashing, and down she goes, and the front wall of the crowd begins to roll in like a wave.

Just then Sherburn steps out on to the roof of his little front porch, with a double-barrel gun in his hand, and takes his stand, perfectly ca'm and deliberate, not saying a word. The racket stopped, and the wave sucked back.

Sherburn never said a word - just stood there, looking down. The stillness was awful creepy and uncomfortable. Sherburn run his eye slow along the crowd; and wherever it struck the people tried a little to out-gaze him, but they couldn't; they dropped their eyes and looked sneaky. Then pretty soon Sherburn sort of laughed; not the pleasant kind, but the kind that makes you feel like when you are eating bread that's got sand in it.

Then he says, slow and scornful:

"The idea of YOU lynching anybody! It's amusing. The idea of you thinking you had pluck enough to lynch a MAN! Because you're brave enough to tar and feather poor friendless cast-out women that come along here, did that make you think you had grit enough to lay your hands on a MAN? Why, a MAN'S safe in the hands of ten thousand of your kind - as long as it's daytime and you're not behind him.

"Do I know you? I know you clear through was born and raised in the South, and I've lived in the North; so I know the average all around. The average man's a coward. In the North he lets anybody walk over him that wants to, and goes home and prays for a humble spirit to bear it. In the South one man all by himself, has stopped a stage full of men in the daytime, and robbed the lot. Your newspapers call you a brave people so much that you think you are braver than any other people - whereas you're just AS brave, and no braver. Why don't your juries hang murderers? Because they're afraid the man's friends will shoot them in the back, in the dark - and it's just what they WOULD do.

"So they always acquit; and then a MAN goes in the night, with a hundred masked cowards at his back and lynches the rascal. Your mistake is, that you didn't bring a man with you; that's one mistake, and the other is that you didn't come in the dark and fetch your masks. You brought
PART of a man - Buck Harkness, there - and if you hadn't had him to start you, you'd a taken it out in blowing.

"You didn't want to come. The average man don't like trouble and danger. YOU don't like trouble and danger. But if only HALF a man - like Buck Harkness, there - shouts 'Lynch him! Lynch him!' you're afraid to back down - afraid you'll be found out to be what you are - COWARDS - and so you raise a yell, and hang yourselves on to that half-a-man's coat-tail, and come raging up here, swearing what big things you're going to do. The pitifullest thing out is a mob; that's what an army is - a mob; they don't fight with courage that's born in them, but with courage that's borrowed from their mass, and from their officers. But a mob without any MAN at the head of it is BENEATH pitifulness. Now the thing for YOU to do is to droop your tails and go home and crawl in a hole. If any real lynching's going to be done it will be done in the dark, Southern fashion; and when they come they'll bring their masks, and fetch a MAN along. Now LEAVE - and take your half-a-man with you" - tossing his gun up across his left arm and cocking it when he says this.

The crowd washed back sudden, and then broke all apart, and went tearing off every which way, and Buck Harkness he heeled it after them, looking tolerable cheap. I could a stayed if I wanted to, but I didn't want to.

**Vocabulary**

1. What are the meanings of these words and expressions in context? (Write the definition by the word. Use your own words—not the dictionary).
   a. Deliberate—intentional
   b. Scornful—with disgust
   c. Stage—short for stagecoach (a covered wagon used for travel)
   d. Lot—group
   e. Acquit—to not charge with a crime
   f. borrowed from—occurring because of being in a group
   g. heeled it—ran away
   h. tolerable cheap—very scared/chicken/like a sissy

2. What synonyms for courage does Sherburn use in the fifth paragraph?

**Comprehension**

3. Which statement below explains the real reason that the lynch mob doesn’t attack Colonel Sherburn?
   a. He is southern.
   b. He is a war hero.
   c. Because the mob is full of cowards.
   d. Because the mob has no real man in it
4. What is sentence is the best summary of this excerpt?
   a. Sherburn was a war hero and everyone respected him.
   b. Sherburn killed somebody who made fun of him.
   c. Sherburn was going to be lynched, and hid in his house.
   d. Sherburn stood up to the lynch mob and they ran away.

5. What is the theme or central idea of this excerpt?
   a. Don’t blindly follow a crowd.
   b. Always stand up for yourself.
   c. Violence is never the answer.
   d. Never try to argue with a Colonel.

6. According to Sherburn in the text, a man is “safe in the hands of ten-thousand of your kind”?
   Why?
   a. The mob is really full of cowards.
   b. A real man do anything he wants.
   c. The lynch mob can’t attack effectively.
   d. It is dark, and the lynch mob can’t really see him well.

7. In the last paragraph, Huckleberry Finn ends by saying, “I could ‘a’ stayed if I wanted to, but I didn’t want to.” How does this contribute to the theme of the scene?
   a. It showed that Huck also left, along with the lynch mob.
   b. It showed that Huck did not just follow the crowd, but made the choice to leave.
   c. It shows that Huck stood his ground.
   d. It shows that Huck was not afraid.

8. Using inference, what kind of person do you think Colonel Sherburn is?
   a. Compassionate
   b. Friendly
   c. Cowardly
   d. Intimidating

9. What is the point of view in the following passage from the story?:
   “The idea of you lynching anybody! It’s amusing. The idea of you thinking you had pluck enough to lynch a man!”
   a. First person
   b. Second person
   c. Third person limited
   d. Third person omniscient
10. What is the point of view in the following passage from the story?:

Just then Sherburn steps out on to the roof of his little front porch, with a double-barrel gun in his hand, and takes his stand, perfectly ca'm and deliberate, not saying a word. The racket stopped, and the wave sucked back.

a. First person  
b. Second person  
c. Third person limited  
d. Third person omniscient

11. What is the point of view in the following passage from the story?:

“I could ‘a’ stayed if I wanted to, but I didn’t want to.”

a. First person  
b. Second person  
c. Third person limited  
d. Third person omniscient

12. If Huckleberry Finn is the narrator in *The Adventures of Huckleberry Finn*, what point of view do you think the story is written in?

a. First person  
b. Second person  
c. Third person limited  
d. Third person omniscient

13. Compare the two different images below of Huckleberry Finn. What do the pictures reveal to you about the character?

a. Huckleberry Finn likes school.  
b. **Huckleberry Finn prefers to be outside.**  
c. Huckleberry Finn does not like people.  
d. None of the above.
Excerpt from the United States Constitution: The Bill of Rights
(http://www.ratical.org/co-globalize/BillOfRights.html)

Amendment I—Freedom of Speech, Press, Religion, and Petition
Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

Amendment II—Right to Keep and Bear Arms
A well regulated Militia, being necessary to the security of a free State, the right of the people to keep and bear Arms, shall not be infringed.

Amendment III—Conditions for Quarters of Soldiers
No Soldier shall, in time of peace be quartered in any house, without the consent of the Owner, nor in time of war, but in a manner to be prescribed by law.

Amendment IV—Right of Search and Seizure Regulated
The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no Warrants shall issue, but upon probable cause, supported by Oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

Amendment V—Provisions Concerning Prosecution
No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a Grand Jury, except in cases arising in the land or naval forces, or in the Militia, when in actual service in time of War or public danger; nor shall any person be subject for the same offence to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.

Amendment VI—Right to a Speedy Trial, Witnesses, etc.
In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the Assistance of Counsel for his defence.
Amendment VII—Right to Trial by Jury

In Suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury, shall be otherwise re-examined in any Court of the United States, than according to the rules of the common law.

Amendment VIII—Excessive Bail, Cruel Punishment

Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

Amendment IX—Rule of Construction of Constitution

The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people.

Amendment X—Rights of States under Constitution

The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.

14. On the lines below each of the Amendments (I-X), paraphrase what is being said in YOUR OWN WORDS. Do not just rewrite what it says. The phrases in bold print are paraphrases of the amendments. Anything along those lines is correct.

15. According to Amendment VII, based on what monetary amount can citizens ask for a trial by jury?

   a. Ten dollars
   b. Twenty dollars
   c. The text does not say.
   d. None of the above.

16. According to Amendment II, why are citizens allowed the right to bear arms?

   a. Because citizens want to.
   b. Because violence is never the answer.
   c. Because being able to protect oneself is necessary for security.
   d. None of the above.
17. Which Amendment states that a person cannot be tried twice for the same offense?
   a. Amendment V
   b. Amendment VI
   c. Amendment VII
   d. None of the above.

18. What is the central idea of the text?
   a. It establishes protection of individual rights against the government.
   b. It protects the government from being abused by the people.
   c. People can do whatever they want without regard to others.
   d. None of the above.

19. What does the word “quartered” mean in the excerpt (See Amendment III)?
   a. Money
   b. Divided into fourths
   c. Housed
   d. None of the above.

20. What does the word “impartial” mean as used in the text?
   a. Biased
   b. Unbiased
   c. Prejudiced
   d. None of the above.

21. What is the text structure of this passage?
   a. Cause and Effect
   b. Chronological Order
   c. Compare/Contrast
   d. Informational
Language

Formal vs. Informal Language:

- **Formal**: complete sentences, correct agreement, no abbreviations or contractions, formal vocabulary, USED FOR ESSAYS AND REPORTS
- **Informal**: sometimes uses sentence fragments, incorrect agreement, uses abbreviations and contractions
- **Slang**: playful, sometimes funny; uses metaphors/clichés (like “hit the road”); associated with a specific generation
- **Dialect**: usually restricted to a certain local area or population.

Identify the following sentences as formal, informal or slang. Rewrite the informal and slang sentences to be formal.

____F__22. The police investigated the possible robbery.

____I__23. They’ve lived in New York for a while.

____F__24. I am very interested in your current proposal.

____D__25. Y’all come over and stay at my house over yonder.

____I__26. Finished your work yet?

____I__27. I haven’t decided if I like my new T.V. or not.

____S__28. She freaked out when she saw his hot new car!

____S__29. Hit me up later, bruh.

____F__30. I am delighted that you will be able to attend the gathering.

Redundancy

Directions: Rewrite the following sentences so that they are no longer redundant.

31. Shayur’s alarm was set for 7 a.m. *in the morning.*

32. The burglar returned back to the scene *of the crime.*

33. At the end of the concert, the crowd *rose to its feet and* gave the musicians a standing ovation.

34. We all need to cooperate *together,* or we will never make any progress.

35. For most people, riding in a hot-air balloon is a *unique,* once-in-a-lifetime opportunity.
Part I: Identifying Subjects and Verbs

Directions: In each of the following sentences, underline the subject once and the verb twice. (Subjects red and verbs green for the key)

36. Shakespeare wrote the play Macbeth.
37. We saw the Lincoln Memorial in Washington.
38. Bob sang a solo in the Christmas pageant.
39. The dog looks very old and tired.
40. Doves flew over the city.

Part II: Recognizing Sentences

Directions: Read the items below. If the item is a sentence, write “sentence” in the blank. If it is not, write “fragment.”

41. We ate lunch along a cool stream. Sentence
42. Vincent painted that mural on the wall. Sentence
43. Our new library with so many books. Fragment
44. Walked in the door one hour late. Fragment
45. I missed my old job at the restaurant. Sentence

Part III: Identifying Subjects and Predicates

Directions: In the following sentences, underline the simple subject once and the simple predicate twice. (Subjects will be in red and simple predicates will be in green for the key)

46. We are learning about careers in forestry.
47. Roger’s room was filled with miniature soldiers.
48. The dentist worked in his office all day.
49. Bill created crossword puzzles for the newspaper.
50. The temperature hit 100 degrees on that July day.

Prepositional Phrases

Part IV: Recognizing Prepositional Phrases that act as adjectives. (Also called Adjective Phrases).

*Remember an ADJECTIVE PREPOSITIONAL PHRASE is a prepositional phrase that modifies a noun by telling WHAT KIND OR WHICH ONE.

Directions: Underline the adjective (prepositional) phrases in these sentences and circle the word each phrase modifies. (The modified word will be in red and the prepositional phrase will be in green for key)

Ex. The house on the corner was deserted.
51. Dad made a pitcher of orange juice.
52. Have you read Aesop’s fable about the fox and the grapes?
53. A thing of beauty is a joy forever.
54. I wrote an essay about my summer vacation.
55. The Bell of Amherst is a play about Emily Dickinson.

**Part V: Recognizing Prepositional Phrases that act as adverbs.** (Also called Adverb Phrases).

*Remember and ADVERB PREPOSITIONAL PHRASE is a prepositional phrase that modifies a VERB, ADJECTIVE, OR ADVERB. It will point out where, how, or to what extent.

Ex. He painted the boat with care. (Answers the question “how” he painted the boat.)

Directions: Underline the adverb (prepositional) phrases in these sentences and circle the word each phrase modifies. . (The modified word will be in red and the prepositional phrase will be in green for key)

56. Leave the radio in your room.
57. The French army retreated down the valley.
58. In a panic, she ran out.
59. The goalie stopped the ball in front of the net.
60. Bob always arrives late for work.

**Part VI: Recognizing Participles.**

*Remember a participle is a form of a verb that is used as an adjective. Present participles end in –ing. Past participles end in –ed.

Directions: Underline the participles in these sentences. Circle the words that the participles modify. . (The modified word will be in red and the participle will be in green for key)

Ex. This is a settled area of the state.

61. Silver City was an expanding community.
62. I ran my finger across the polished surface.
63. The harvested corn sat in the silo.
64. The convicted criminal received a life sentence.
65. A barking dog kept me awake.

**Part VII: Verb Phrases**—*Remember, a verb phrase includes all helping verbs and main verbs.

Directions: Underline the verb phrase in each sentence.

Ex. Todd might have won the race if he ran faster.

66. A gold coin had been buried in the sand.
67. Ashley was talking too much and got silent lunch.
68. The explorer had been exhausted by his journey, and he collapsed in the hospital.
69. The leopard was stalking its prey and advanced slowly.
70. Auburn might have been the winner of the Iron Bowl if Alabama was not a better team. :)

**Part VIII: Infinitive Phrases**

*Remember infinitive phrases are to + a verb.

Directions: Underline the infinitive phrases in each sentence.

71. A bird is able to control its feathers.
72. Humans learned to build aircraft by studying birds.
73. A bird sings to claim its territory.
74. To recognize the songs of different birds takes practice.
75. Eagles use their feet to catch small animals.

**Part IX: Gerund Phrases**

*Remember a gerund is a form of a verb acting as a noun.

Directions: Underline the gerunds in the sentences below.

76. Running is my favorite sport.
77. Washing the dishes is my daily chore.
78. Listening is something I do.
79. Singing gets on my nerves.
80. Painting is my hobby.

**Part X: Clauses**

*Remember that an independent clause expresses a complete thought and can stand alone. A dependent clause cannot stand alone and does not make sense by itself.

Directions: Label the clauses below as dependent or independent.

81. The movie theater that is being built on this site should open in the fall. Dependent (technically relative)
82. If Mother calls, please give her this message. Dependent
83. Did you scream when the monster was finally shown? Dependent
84. Algebra, which was already Cesar’s favorite class, was getting even more interesting. Independent
85. Jerri set the ball to Teresa, who slammed it down for a point. Independent
Part XI: Classifying Sentences by Structure

*Remember—simple sentences are made up of one independent clause. Compound sentences consist of two independent clauses and can be joined by a coordinating conjunction (FANBOY) or a semi-colon (;). Complex sentences are made up of one independent clause and one dependent (subordinate) clause.

Directions: Distinguish between simple, compound, and complex sentences. In the space beside the sentence, write whether it is simple, compound or complex.

86. Ancient Egyptians built pyramids for pharaohs. ______ Simple

87. Benjamin Franklin was a scientist; he was also an inventor. ______ Compound

88. John Adams and his son were both elected president. ______ Simple

89. While I was watching the parade, someone stole my wallet. ______ Complex

90. James must remember to bring the lantern, or we will have no light in the cabin. ______ Compound

Writing

Argument Writing

Parts of an argument. Know the definition and where in the essay they are located.

Thesis/Claim: States what your paper is about. Located in the introduction of the paper.

Premise:—this is similar to the claim. It is what you are proposing as evidence. (It is like the hypothesis in science. You are just basing your paper on a specific idea as opposed to completing an experiment).

Evidence/Data: Information that you find to support your claim.

Warrant: Explanation of how your data supports your claim.

Counterclaim: A statement that disproves your thesis (what the other side thinks).

Rebuttal: The conclusion of the argument. It disproves the counterclaim. It is the conclusion of the paper.

Expository/Informational Writing—(AOWs are an example of this)

Expository writing is to explain or inform. (ex. The essay you wrote on how seventh graders try to fit in and impress each other!)
It can be structured in a variety of ways. Main ideas and details, compare/contrast, cause/effect, problem/solution, chronological (time) order, are a few examples.

Remember, for expository writing you have an introduction, three main ideas with three supporting details, and a concluding paragraph.

**Transitional Words**— Transitions serve as a bridge between ideas. They provide connections between words, sentences, and paragraphs. ([www.sinclair.edu](http://www.sinclair.edu))

Directions: Circle the best transitions from the choices in parentheses.

91. I would like to see you tomorrow, *(so/ however/ again)* let’s have lunch together.

92. My sister loves to eat, *(finally/ moreover/ but)* I don’t care much about food.

93. That restaurant is awful. *Yesterday, (and/ for example/ however)*, I found a bug in my soup.

94. She felt exhausted; *(therefore/ nevertheless/ whereas)*, she took a nap.

95. He expected to do well on the test, *(and then/ in brief/ for)* he had studied diligently.

96. John eats five big meals a day; *(as a result/ despite this/ hence)*, he never gains weight.

97. Josephine ate too fast. *(Consequently/ Likewise/ In contrast)*, she had indigestion.

98. I was watching the game; *(furthermore/ meanwhile/ first)*, the soup boiled over.

99. The music’s too loud. *(Besides/ In fact/ Although)*, it’s making the windows rattle.

100. This morning, I will be in Calera. *(In effect/ Above all/ Later)*, I will be in Montevallo.

**Figurative Language**

*Simile*— a comparison using like or as. Example: He is as mean as a snake. He looks like a snake.

*Metaphor*— a comparison that does not use like or as. Example: He is a snake.

*Hyperbole*— an exaggeration for effect. Example: He is so mean, a nest of rattlesnakes does not even compare to him.

*Idiom*— figurative language in which the words literal meaning is different from the words figurative meaning. Example: He is a snake in the grass. (This means he is a mean person, but a snake in the grass literally does not have anything to do with being mean.) *Idioms are often also considered clichés— which are expressions that are overused to the point of being ineffective and annoying.*
Personification—giving human qualities to non-human things. Example: The snake screamed hateful things at the sweet girl.

Misplaced Modifiers, Concise Writing, Cliché Review

Rewrite the following sentences to revise it and make it clearer and eliminate misplaced modifiers.

101. Churning in the Atlantic Ocean, we anxiously watched the weather report on the hurricane.
    We anxiously watched the weather report on the hurricane churning in the ocean.

102. Raymond wore a fancy shirt to the interview, which was unfortunately stained with mustard.
    Raymond wore a fancy shirt which was unfortunately stained with mustard to the interview.

103. Professor Jones, who was late with another essay, waited for the slacker student.
    Professor Jones waited for the slacker student, who was late with another essay.

104. Flitting daintily, the football players watched the butterflies.
    The football players watched the butterflies flitting daintily.

105. The doorbell rang while taking a shower.
    The doorbell rang while I was taking a shower.

Rewrite the following sentences to be more concise and eliminate redundancy
(For the key, the redundant word will be marked through).

106. My mom gave me cash money to spend on shoes.

107. I think English is the best class, in my personal opinion.

108. I got a complimentary gift for free.

109. The tennis shoes were small in size.

110. The troops advanced forward toward the village.

Idioms/Cliches—explain what the following underlined expressions mean in your own words.

111. It is raining cats and dogs. (a lot)

112. He kicked the bucket. (died)

113. She hit the ceiling. (got angry)

114. He is as dead as a doornail. (completely dead)

115. The football game went down to the wire. (to the last second)

Capitalization and Punctuation Review

116. Pick the correctly capitalized sentence.
    a. I went to see the Teacher.
    b. I went to see the teacher.
    c. I went to see the teacher.
117. **Pick the correctly capitalized sentence.**
   a. Los Angeles is south of San Francisco.
   b. Los angeles is South of San Fransisco.
   c. Los Angeles is south of San Francisico.

118. **Choose the correct sentence.**
   A. Way to go! Shouted Harry.
   B. "Way to go!," shouted Harry.
   C. "Way to go!" shouted Harry.
   D. “Way to go”! shouted Harry.

119. **Choose the correct sentence.**
   A. Won't you stay pleaded Wynnie, "There will be refreshments and music later."
   B. Won't you stay pleaded Wynnie, "there will be refreshments and music later."
   C. "Won't you stay," pleaded Wynnie, "there will be refreshments and music later."
   D. "Won't you stay," pleaded Wynnie, "There will be refreshments and music later."

120. **Choose the correct sentence.**
   A. Elinor shouted, "We did it!"
   B. Elinor shouted, "we did it!"
   C. Elinor shouted we did it.
   D. Elinor shouted We did it.

**PREFIXES, SUFFIXES, AND ROOT WORDS REVIEW**

121. Using your knowledge of the prefix *re-* what is the meaning of *restore* in the following sentence?
   **When will the power company restore our electricity?**
   A. bring back
   B. take away
   C. cut down on
   D. increase

122. Using your knowledge of the prefix *in-* what is the meaning of *inadequate* in the following sentence?
   **Bob had an inadequate amount of food for his party guests.**
   A. more than enough
   B. just enough
   C. not any at all
   D. not enough

123. The prefix *in-* can mean either “not” or “in.” Which one of the following words uses the “not” meaning?
   A. interior
   B. inflexible
   C. internal
   D. inception
124. What is the meaning of the word formed by adding the suffix *-able* to the end of the word *notice*?
A. capable of being seen  
B. able to see in advance  
C. tending to see things  
D. not worthy of being seen

125. Using your knowledge of the suffix *-ness*, what is the meaning of the word *awkwardness* in the following sentence?
*We noticed his awkwardness on the dance floor, but his partner did not seem to mind.*
A. act causing embarrassment  
B. characterized by being difficult to manage  
C. condition of being clumsy  
D. relating to a lack of skill

**Great Job!! Look at all you have learned!!!**