

Západočeská univerzita v Plzni
Fakulta pedagogická
Katedra anglického jazyka

Studium v oblasti pedagogických věd zaměřených na rozšíření odborné kvalifikace
Rozšiřující studium – obor Učitelství anglického jazyka pro SŠ

‘Civilizace’ Huckleberryho Finna

Plzeň 2011

Eva Jindrová

**University of West Bohemia
Faculty of Education
English Department**

The ‘Sivilization’ of Huckleberry Finn

Plzeň 2011

Eva Jindrová

Prohlašuji, že jsem práci vypracovala samostatně s použitím uvedené literatury a zdrojů informací.

V Plzni dne 1.12. 2011

.....

Jméno Příjmení

ABSTRACT

Jindrová, Eva. University of West Bohemia. December, 2011. The ‘Sivilization’ of Huckleberry Finn. Supervisor: Brad Vice.

The thesis deals with the theme of civilization in the novel *The Adventures of Huckleberry Finn*. First of all, it briefly introduces the author, Mark Twain, and the novel in general. Secondly, it concerns with the theme of civilization in deeper aspect. Finally, it provides a source for teaching different aspects, such as teaching the author, history, literature itself and critical thinking. It is considered that the novel is introduced at secondary schools where English language is taught as a second language.

TABLE OF CONTENTS

1. Introduction.....	5
2. The ‘Sivilization’ of Huckleberry Finn.....	6
Mark Twain & Huckleberry Finn.....	6
‘Civilization’ in Huckleberry Finn.....	8
Tom vs. Huck.....	12
Teaching Huckleberry Finn.....	14
Pre-reading Activities.....	14
Reading Activities.....	15
After Reading Activities.....	17
3. Conclusion.....	19
Works cited.....	20
Summary in Czech.....	21

1. INTRODUCTION

The publication of the novel *The Adventures of Huckleberry Finn* is considered the peak of Mark Twain's career. The book portrays pre-Civil War time on the Mississippi. The novel has a more serious character than his previous books; it is focused mainly on the institution of slavery and the South. *The Adventures of Huckleberry Finn* does not provide readers only with significance as a novel but it also explores the racial and moral world of its time and the controversies of the era in American South. The thesis is dedicated to the theme of civilization in the novel; it is divided into three parts: the first part concerns with Mark Twain's life and the novel in general, the second part concentrates on the theme of civilization in the novel and last part provides a possible use for teaching *The Adventures of Huckleberry Finn*.

The first part *Mark Twain & Huckleberry Finn* briefly introduces Mark Twain's life and his works and briefly describes his masterpiece. The part provides the outline of the author life from his birth to his death and shows the connections between his life and the book.

The second part concentrates deeper on the novel and analyzes it in view of civilization in the book. It is possible to see the controversies of the world of the era and the different characters who demonstrates the morality in American South. The main characters of the book, Huck, Jim and Tom, are analyzed from different aspects and Huck and Tom are in contrast.

The last part is dedicated to teaching *The Adventures of Huckleberry Finn* and it is divided into three parts: Pre-reading, Reading and After-reading Activities. The aim of these activities is to support critical thinking and introduce the life and moral and racial issues in 19th century in American South.

2. THE 'SIVILIZATION' OF HUCKLEBERRY FINN

The theme of civilization and its contrast to essential morality seems to be one of the most important themes in the novel *The Adventures of Huckleberry Finn*. This part of the thesis is dedicated to this theme and analyze it from different points of view.

Mark Twain & Huckleberry Finn

Mark Twain was born as Samuel Langhorne Clemens in Florida, Missouri, in 1835. Most of his boyhood he spent in Hannibal, Missouri, on the Mississippi, within slave-holding territory. When he was twelve, his father died. He left Hannibal at the age of seventeen and he started to work as a printer's assistant. He held this job in New York, Pennsylvania and Iowa. Later, when he was twenty-one he returned to the Mississippi and he learned to be a river boat pilot on the Mississippi. He enlisted in the Confederate Army during the Civil War but finally he did not join it because his division deserted. He went to his brother in Carson City, Nevada. He started to write humorous sketches and tall tales for the local newspapers. When he started contributing to *The Territorial Enterprise*, he began using the pen name 'Mark Twain'. The story called 'The Celebrated Jumping Frog of Calaveras County', was published in *The New York Saturday Press* in 1865, can be considered his first national success. In the nineteenth century he was mainly considered to be a humorist. He traveled a lot and experiences from his journeys are often reflected in his works, e.g. as a result of his journey to the Holy Land he published *The Innocents Abroad* (1869). In 1870 he married Olivia Langdon. They moved to Hartford and he started his professional writing career. He produced for example *Roughing It* (1872), *The Gilded Age* (1873), *Tom Sawyer* (1876), *A Tramp Abroad* (1880), *The Prince and the Pauper* (1882), *Life on the Mississippi* (1883), and *Huckleberry Finn* (1885). During that time he also started a successful career as a lecturer. He told humorous stories and read from his books. Although he did not receive formal education, his varied career interests provided him with an informal education. These rich experiences were brought to life in his writing. In most of his works it is possible to find the tension between formal and informal education.

In his later years Mark Twain became increasingly pessimistic and this pessimism can be found for example in *The Man Who Corrupted Hadleyburg*, *The Mysterious Stranger*. *A Connecticut Yankee in King Arthur's Court* (1889) and *Pudd'nhead Wilson* (1894). According to Moore, a scholar of American literature, these are considered his most famous later works (Moore 615). Though his work was always ironic, he seems to have begun his

writing in valuing innocence and idealism but during his life the author became pessimistic. He died at the age of seventy-five in 1910.

The book *Huckleberry Finn* is often considered his masterpiece. In this book he portrayed pre-Civil War time on the Mississippi. Twain was the first who wrote an American novel in the American vernacular. According to Geoffrey Moore 'The novel is a great advance over the 'playacting' boys' book, *Tom Sawyer*. For most of *Huckleberry Finn*, Huck, the empirical moralist and spirit of frontier America, triumphs over Tom, who imports fancy and 'civilized' Eastern notions into frontier life' (615). The book starts with these humorous warnings : 'Persons attempting to find a motive in this narrative will be prosecuted; persons attempting to find a moral place in it will be banished; persons attempting to find a plot in it will be shot.' (Twain 184) But in fact it is possible to find serious moral issues in it. The warning seems to be ironic because, apparently, the novel has a motive, a moral and a plot. The moral of the novel seems to be that people should be suspicious of morals. The novel centers around a journey down the Mississippi River. Huck and Jim encounter different kinds of people who reflect American society in general.

‘Civilization’ in Huckleberry Finn

Each nation seems to have its own ideal hero of conduct and behaviour. According to Bruce King, a former lecturer in English at the University of Bristol, Huckleberry Finn could be considered an American hero because he is ‘unhampered by any prejudice, experiences life fully, and lives by a personal code of conduct, without reference to the judgments of society’ (69). Huckleberry Finn can be characterized as a person who believes in the equality of man and does not trust society which tends to pose a threat for ‘the free movement of the spirit’ (King 69).

The main themes of the book are the equality of man, which is represented by his acceptance of Jim as an equal person, and his indifference to what opinion of him the society has.

I went to sleep, and Jim didn’t call me when it was my turn. He often done that. When I waked up, just at daybreak, he was setting there with his head down betwixt his knees, moaning and mourning to himself. I didn’t take notice, nor let on. I knowed what it was about. He was thinking about his wife and his children, away up yonder, and he was low and homesick; because he hadn’t ever been away from home before in his life; and I do believe he cared just as much for his people as white folks does for ther’n. It don’t seem natural, but I reckon it’s so. (Twain 318)

According to King the character of Huckleberry Finn has its origin in regional American folk humour. The novel is unique for its combination of ‘spiritual autobiography with the comic strategies of the American tall tale.’ (King 70) According to A. Robert Lee, an American critic, *The Adventures of Huckleberry Finn* does not refer only to history and the nineteenth century South, slavery and Puritanism, ‘but itself serves as an experience of history’ (30).

The journey down the river in Huckleberry Finn as King suggests could be considered equivalent of the journey which is often used in European literature (70). In general, the journey in literature represents the pilgrimage of the soul through the world. In the European literature this task is often fulfilled by an orphan or foundling; in this novel the author uses a character who has no social roots. Huckleberry Finn runs away from society; socially, he travels downward but it is considered necessary for his spiritual experience. According to Professor Boris Ford ‘Huck is Twain’s moral imagination at work hoping against knowledge, in 1885, that a white child might contain an aboriginal power to recognize the parental system for what it is: destructive to the point of cannibalism, with Christianity at its malign core’(169). The spiritual growth is seen differently in English or European literature and

Huckleberry Finn. The character of European novels often becomes mature and finds his place in society but it is in contrast with Huckleberry Finn who does not find his place in society and does not feel spiritually fulfilled by church going.

I says to myself, if a body can get anything they pray for, why don't Deacon Winn get back the money he lost on pork? Why can't the widow get back her silver snuffbox that was stole? Why can't Miss Watson fat up? No, I says to myself, there ain't nothing in it. (Twain 193)

King supposes 'Huck must reject society if he is to avoid the infringements upon the spirit found in those who are 'civilized'' (72). It does not seem to be possible to find a place in society for the boy who is morally innocent and lacks concern for the status. Huck does not want to be 'civilized' because he can see that in civilization the sense of justice is not right; there is a lack of logic. 'But I reckon I got to light out for the Territory ahead of the rest, because Aunt Sally she's going to adopt me and civilize me, and I can't stand it. I been there before' (Twain 435).

Huck speaks of going west which could be considered a rejection of the interference of Europe into America. In America, the West was considered 'a mythic place in which to replay the escape story, which was one of the games the settlers played in puritan New Canaan in the seventeenth century, in the hope of reconstituting a harmonious life within God's Covenant.' (Ford 169) West in this context represents 'a desire to find a new Eden, a state of innocence which the Pilgrim Fathers had sought in the New World' (King 73). Civilization represents the effort to rebuild the New World into Europe. Europe is symbolized also by the King and the Duke who represent a parallel to the conventional social and religious values of Miss Watson and Aunt Sally. King supposes that the rejection of society 'can best be seen in the language of Huckleberry Finn' (75). The author uses spelling errors, regional idioms, and poor grammar. This style seems to involve a rejection of fine English writing.

Civilization, which is represented by church going, book-learning and certain social manners, symbolizes the obstacle for free spirit, as it is showed in the following Huck's words.

The widow she cried over me, and called me a poor lost lamb, and she called me a lot of other names, too, but she never meant no harm by it. She put me in them new clothes again, and I couldn't do nothing but sweat and sweat, and feel all ramped up.

Well, then, the old thing commenced again. The widow rung a bell for supper, and you had to come to time. When you got to the table you couldn't go right to eating, but you had to wait for the widow to tuck down her head and grumble a little over the victuals, though there warn't really anything the matter with them. (Twain 185-186)

Clear parallel can be found between Jim's and Huck's attitude to civilization. Both are considered outcasts; neither of them have social roots. Both wish to be free. As Myra Jehlen, an American critic, in her article *Adventures of Huckleberry Finn and Classic American literature*, suggests the difference between the two is that 'Huck strikes out for an absolute freedom, while Jim requires, in order to gain his own freedom, that Huck qualify his freedom by entering into pursuit of Jim's' (1). Slavery is shown as the main contrast to natural freedom. Civilization, represented by class, money, race and social conduct, seems to destroy natural feeling and love of others. Civilization lacks tolerance and charity towards others. Slavery illustrates how civilization is morally corrupt due to the fact that it is capable of selling human beings.

'Well, you see, it 'uz dis way. Ole Missus – dat's Miss Watson – she pecks on me all de time, en treats me pooty rough, but she awluz said she wouldn' sell me down to Orleans. But I noticed dey wuz a nigger trader roun' de place considerable, lately, en I begin to git oneasy. Well, one night I creeps to de do', pooty late, en de do' warn't quite shet, en I hear ole missus tell the widder she gwyne to sell me down to Orleans, but she didn't want to, but she could git eight hund'd dollars for me, en it 'uz sich a big stack o' money she couldn' resis'. (Twain 221)

Civilization seems to be cruel to others, 'whether to inculcate manners, to establish one's dignity, for financial gain, or simply from malice.' (King 71) In Chapter 18, Huck who is staying with the backwoods family the Grangefords, is told by Buck what a feud is. It demonstrates how cruel civilized people can be even though they have no serious reason for it.

'Well,' says Buck, 'a feud is this way. A man has a quarrel with another man, and kills him; then that other man's brother kills him; then the other brothers, on both sides, goes for one another; then the cousins chip in – and by and by everybody's killed off, and there ain't no more feud. (Twain 277)

Huckleberry Finn avoids things that limit his freedom and threaten his free life. These facts are the main reasons why he hates the civilized life of Widow Douglas.

The Mississippi and life on the raft represents the contrast to civilization. Civilization is cruel and corrupted and ties people down while the raft and the river offers freedom.

Sometimes we'd have that whole river all to ourselves for the longest time. Yonder was the banks and the islands, across the water; and maybe a spark – which was a candle in a cabin window – and sometimes on the water you could see a spark or two – on a raft or a scow, you know; and maybe you could hear a fiddle or a song coming over from one of them crafts. It's lovely to live on a raft. (Twain 286)

Lee suggests that 'the Mississippi reflects a genuine standard for life, the enhancement of being human' (35). For Huck and Jim the raft becomes the place which is not influenced by social conduct and restraint. Huck considers the raft his home. Tamotsu Sato, an critic of American Literature, supposes that even though the raft is a small thing, Huck feels best in it and it emphasizes the fact that Huck 'can have all the peace and freedom he can hope to' in nature and without civilization (90). In Chapter 18, Huck says how free and safe he feels on the raft when he and Jim sail down the Mississippi. He seems to be happy to escape from the civilization, away from its cruelty and absurdity.

I was powerful glad to get away from the feuds, and so was Jim to get a way from the swamp. We said there warn't no home like a raft, after all. Other places do seem so cramped up and smothery, but a raft don't. You feel mighty free and easy and comfortable on a raft. (Twain 284)

Lee considers that Twain directs us towards 'the moral centre of his novel and inevitably the focus has to do with slavery' (37). Through innocent and uncivilized Huck's eyes we can see in his interior monologues how devastated the shore world is and how, as Lee offers 'a Biblebelt American Christianity cynically inverted to make slavery a form of ethical right behaviour, and abolition of a kind with drink and fornication, the sure and certain route to damnation' (38). Even though Huck really believes he will go to hell, he is prepared to help Jim and so in this way he breaks the social conduct of that era. In Chapter 31, Huck writes a letter to Miss Watson, at first he feels 'good and all washed clean of sin for the first time I had ever felt so in my life' (Twain 367). But when he thinks of Jim and his return to Miss Watson,

the rightful owner, he is on the horns of a dilemma and he must choose between two things – heart and conscience, his own feelings and social conduct. In the end, ‘he opts for life over death, brotherhood against ownership, the true civilization of the heart’ (Lee 39).

It was a close place. I took it up, and held it in my hand. I was a –trembling, because I’d got to decide, for ever, betwixt two things, and I knowed it. I studied a minute, sort of holding my breath, and then says to myself:

‘All right then, I’ll go to hell’ – and tore it up. (Twain 367-368)

Tom vs. Huck

Sato supposes that ‘Tom - who is trained and permeated by the civilization and society – is a well-to-do, cunning, and overconfident boy’ (82). Tom has been brought up in relatively comfortable background. His beliefs are influenced by what he has learned from the world around him and from reading adventurous books. Tom acknowledges keeping on the right side of law as correct. As he is raised in the society of that time through his character a reader learns how self-centredly and dominantly a young wealthy white man can behave. He seems to be naïve and cruel. As Ford suggests he is ‘a boy trained to obey and arrogantly maintain the parental status quo, and live by unexamined regulation and book-fetishism, willing to sacrifice a man for the adventure of it’(Ford 172). His escapades seem to be funny but at the same time they show how cruel society can be.

‘Stuff! Stealing cattle and such things ain’t robbery, it’s burglary,’ says Tom Sawyer.

‘We ain’t burglars. That ain’t no sort of style. We are highwaymen. We stop stages and carriages on the road, with masks on, and kill the people and take their watches and money.’

‘Must we always kill the people?’

‘Oh, certainly. It’s best. Some authorities think different, but mostly it’s considered best to kill them. Except some that you bring to the cave here and keep them till they’re ransomed.’(Twain 191)

He speaks of murder and kidnapping without seeing their moral implications, ‘he has somehow ceased to be to be wholly a part of the St. Petersburg style’ (Lee 32). On the other hand, Huck is a boy who does not observe the social rules and civilization created by man.

From the beginning of the book, a reader knows that Huck is a boy who comes from the lowest level of society. The Widow Douglas tries to change Huck but he tends to oppose the change and maintains his independent way of life. Huck's different point of view of society makes him very skeptical of civilization around him. He thinks deeply about the issues which have been taught by society and the Widow Douglas. Even though helping Jim seems to be against rules of society, he helps him because it seems to be the right thing for him; 'his untutored and instinctual humane morality contradicts his training.... Training is broken by essential mutuality and this leads to Huck's breaking of the law' (Ford 172). He tends to apply his own rules than the rules of society. He could be characterized as naturally intelligent, thinking and feeling human being and this is what makes him so different from civilized people, thinking of which is influenced by rules which are in contrast with logic and nature. Huck represents the contrast to Tom. As distinct from Huck, who seems to be an introvert and listens to what his intuition tells him, Tom is an extrovert who behaves according to formal and social rules. Huck and Tom symbolize two different worlds, two ways of life. Tom represents civilization while Huck seems to represent nature. Sato offers the idea that Huck is an example of 'Puritan ethic as it is found in the New World, with its sense of isolation, desire for self-sufficiency and emphasis on personal moral choice' (King 73).

Teaching *Huckleberry Finn*

The book *Huckleberry Finn* prompts readers to think about social constraint and freedom, right and wrong, social responsibility and inhumanity. The novel shows the pre-Civil War era, with its controversy over slavery. Huck and Jim undertake the journey towards freedom. Thanks to *Huckleberry Finn*'s voice – poor, uneducated and honest – readers find themselves in a place of several controversies.

Even though the book does not seem to be easy for students for whom English language is a foreign language, it is worth trying to teach it and make them read and think about it. The novel could be used for teaching a lot of different aspects, such as following: the author, literature, language and history. The process should be divided into three main parts: Pre-reading, Reading and After-reading.

Pre-reading Activities

Pre-reading activities should be concentrated on understanding the context and building the background knowledge. Students should become aware of historical context. They should understand the controversy of the pre-Civil War slavery, free and slave states, and the Mississippi River's division of east from West and North from South. Students should be able to find location on a map. According to the map from 1830's, they should find out which states were free and which states were slave. Except for this historical awareness, students should understand wider historical context; they could become aware of 19th century reforms in the United States, such as following: abolition, women's suffrage, utopian societies, prison and asylum reform, educational, and political reform. Another aim of Pre-reading part should be to understand literary context and author's background. Students should familiarize themselves with various dialects which are possible to be found in America.

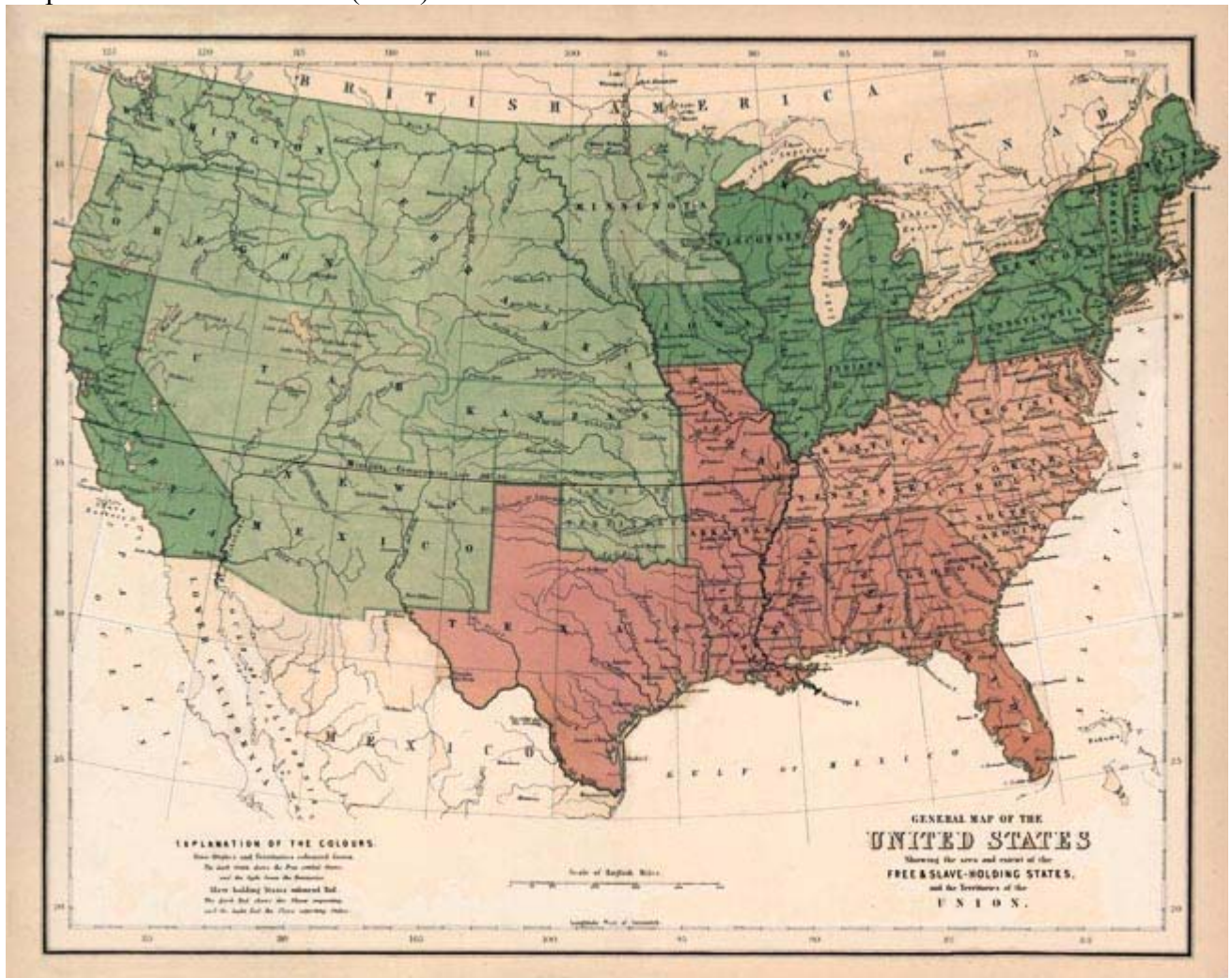
Procedure (2 lessons)

1st lesson:

1. Students will watch a short video summary of the novel *Huckleberry Finn* to have a slight notion what the book is about. Video available at <http://youtube.com/watch?v=8sBQg4fZ-ho> (10 min)
2. Students will get an empty copy of a map of the United States. According to a map, they should find out and write down into their maps free and slave states. They should

show off the Mississippi River and according to the video chart the journey of Huck and Jim down the river. (10 min)

Map of free and slave states (1857)



<http://www.sonofthesouth.net/slavery/slave-maps/map-free-slave-states.htm>

3. Students will work in groups of four; each student will get a piece of paper with certain 19th century reform. At first, students will read it for themselves and then they will try to explain the reform to the rest of the students in their group. (20 min)
4. Assigning homework – students have to read individually Mark Twain's biography and prepare a brief timeline of his life.(5 min)

2nd lesson:

1. Students will work in pairs and they will retell the life of Mark Twain according to their timelines and they will have to discuss connections between his life and the book *Huckleberry Finn*. (10 min)

2. Students will work in groups of three. Each student will be given a copy with a description of one of three main American dialects. In groups, they will explain to each other their dialect and present some examples and they will compare and contrast the dialects. (15 min)
3. Students will work in groups of four. They will be given a part of a text from Chapter One from Huckleberry Finn written in a dialect and their task will be to try to rewrite it in Standard English and discuss it in groups of four. (15 min)
4. Assigning homework – students have to read first five chapters. (5 min)

Reading Activities

During reading the novel, students will be supposed to fulfil assignments, such as summaries, discussion questions and essays which should continue encouraging deeper analysis of ideas already considered in Pre-reading part. It is possible to use quotations for writing or discussion. Students will be supposed to read a certain amount of chapters every week. Reading the novel is divided into five weeks and every week one lesson will be dedicated to the part of the novel which students have been supposed to have read. Students will go over some of the parts of the novel again in the lessons to support their ideas in the discussions. Each lesson will be divided into two parts, discussion part and reading extracts (30 min) and writing part (15 min). The main goal of discussions and essay writing is to make students think deeper about the book and themes.

Procedure (5 lessons):

1st lesson (Chapters 1-5)

First five chapters introduce Huck Finn and people who surround him.

Questions for discussion:

1. What do we learn about Huck's character?
2. What does he like and dislike?
3. What does he does not like about his life now?

Question for writing essay:

1. What does the Widow Douglas and her sister, Miss Watson, want to teach Huck and change about him?

2nd lesson (Chapters 6-11)

In these chapters, Huck is kidnapped by his father; but he runs away and meets Jim. In this part, Huck starts to explore himself.

Questions for discussion:

1. Does Huck get along with his father? Support your opinion.
2. How does Huck feel on the river?
3. What is Huck's relationship with Jim?

Question for writing essay:

1. What are the different reasons for Huck's and Jim's escape? Support your ideas.

3rd lesson (Chapters 12-18)

In these chapters, Huck and Jim's friendship is portrayed as a contrast with people who are on land. Huck and Jim meet the Grangerfords and the Sheperdsons who hate and kill each other without any sense.

Questions for discussion:

1. What have we learned about the families of the Grangerfords and the Sheperdsons?
2. How would you explain feud?
3. What is frontier justice like?

Quotation for writing an essay:

“Well then, says I, what's the use you learning to do right when it's troublesome to do right and ain't no trouble to do wrong, and the wages is just the same?”

Explain and support your ideas.

4th lesson (Chapters 19-31)

These chapters mainly concentrate on the Duke and the King.

Questions for discussion:

1. Who are the Duke and the King?
2. How would you characterize them?
3. What does Jim think about them?

Quotation for writing an essay:

“What was the use to tell Jim these warn't real kings and dukes? It wouldn't 'a' done no good, and besides, it was just as I said: you couldn't tell them from the real kind”.

Explain and support you ideas.

5th lesson (Chapters 32-43)

The final part of the novel is dedicated to a rescue of Jim from the Phelps family farm. In the chapters, realism opposes romanticism and reality is in contrast with imagination. Huck's perception of the situation is in defiance of Tom's one.

Questions for discussion:

1. What is the difference between Huck's and Tom's ideas on Jim's rescue?
2. How does Huck perceive Jim? What does he mean for him?
3. How has Huck become a better person after spending time with Jim?

Quotation for writing an essay:

“But I reckon I got to light out for the territory ahead of the rest, because Aunt Sally she's going to adopt me and sivilize me, and I can't stand it. I been there before.”

Explain and support your ideas.

After Reading Activities

After reading, students should be encouraged to do a deeper research on the novel. They should be able to create a research project and make connections between the novel and the world. After reading part will be divided into two lessons, one of them will contain some activities to refresh what the book was about and one lesson will be dedicated to a presentation of projects.

Procedure (2 lessons):

1st lesson

1. Revision of themes in the novel. Students will work in groups; they will get set of word flash cards with themes. Their task is to put the themes in the order for the most important for them to the least important one. They will have to support their choice (discussion). (10 min)
2. Students will be in groups and they will list the most important situations (according to them) from the book. They will have to support their ideas. (10 min)
3. Students will work in groups and act out a scene from the novel. Groups cannot have the same scene. (10 min- preparation, 15 min presentation)
4. Homework 1: Students have to write an essay which responds to the author's notice in the preface of the book.
5. Homework 2: Project - students divided into three groups prepare projects 1) Huck and Jim's journey down the Mississippi River, 2) Life in the American South in

Huck's days 3) American Dialects used in *The Adventures of Huckleberry Finn*
(mentioned in the preface of the book)

2nd lesson

Presentation of the projects

The aim of teaching *The Adventures of Huckleberry Finn*

The Adventures of Huckleberry Finn seems to be a book which is not easy to read and teach. Firstly, students must be aware what role the irony has in literature in general and in the book. Secondly, they must be able to place the novel in a larger historical and literary context.

The Pre-reading part concentrates on understanding the context and building the background knowledge. Students should become aware of the 19th century American history and literature. They should be able to define which states were slave and which free. This part is divided into 2 lessons. During them the students are introduced a short video summary of the book; they are provided a map with free and slave states and they must chart Huck and Jim's journey down the river. They also become familiar with American dialects.

During reading students should notice that Huck is too innocent to understand what is wrong and what is right with the society, but through his eyes students should be able to make their own judgments about the society. They should realize Huck's moral developing moral awareness. Even though the slaves were considered property, Huck is the only one in the book who defies the moral norms of his society; he believes that it will cause his eternal damnation, nevertheless, contrary to what society supposes his behaviour is right. The people who surround him failed to judge evil as evil and they are convinced they are doing good. The book should prompt students to reexamine definition of civilization and freedom, right and wrong and social responsibility and inhumanity. Students should recognize that Huck choose the way of friendship, kindness, love and freedom. They should think more about prejudice and racism, conformity, autonomy, authority, slavery and freedom, but also language and some varieties of it. Students should become aware of all these facts through discussions and writing assignments.

The last part addresses themes and critical thinking skills. Students must recall the most important situations from the book and the main themes. Through drama activity which gives them the real experience of the book they are reminded of the most important scenes from the book.

3. CONCLUSION

Mark Twain is an author of many books, but undisputedly the novel *The Adventures of Huckleberry Finn* represents his masterpiece. Mark Twain grew up on the Mississippi and his life and the world around him is reflected in the book. It shows us the life in American South where slavery and cruelty to each other were part of daily life.

The civilization, equality of man and indifference of society to slavery seem to be the main themes of the novel. The Huck and Jim's journey down the Mississippi represents the runaway from society and search for real moral values. Civilization which is cruel to others seems to be the main obstacle for free spirit and finding these values while the Mississippi River symbolizes world not influenced by social conduct and restraint. Huck himself represents the nature and genuine moral values.

The book may serve as a teaching material, through which many aspects can be taught. It prompts readers to think about social constraint and freedom, right and wrong, social responsibility and inhumanity. However, it may serve also as a material which reflects history, literature, life of the author and language.

WORKS CITED

- Ford, Boris. *The New Pelican Guide to English Literature. 9. American Literature*, London: Penguin Books, 1988. Print.
- Jehlen, Myra. 'Banned in Concord.' *The Cambridge Companion to Mark Twain*. Ed. Forrest G. Robinson. Cambridge University Press, 1995. Web. 16 Oct. 2011.
- King, Bruce. 'Huckleberry Finn.' *Ariel: A Review of international English Literature*. University of Calgary, 1971: 69-77. Web. 16 Oct. 2011
- Lee, A. Robert. 'Getting Uncivilised: Huckleberry Finn as Moral Experience.' *Atlantis*. 1984: 29-43. Web. 16 Oct. 2011.
- Moore, Geoffrey. *A Representative Anthology of American Writing from Colonial Times to the Present*, Glasgow: Faber and Faber, 1964. Print.
- Sato, Tamotsu. 'A Study of Huckleberry Finn -From the Viewpoint of Huck's Humanity.' *Research reports of Kanagawa Institute of Technology*. 1989: 81-92. Web. 16 Oct. 2011
- Twain, Mark. *Tom Sawyer and Huckleberry Finn*, London: Clays Ltd, 1992.

SUMMARY IN CZECH

Závěrečná práce se zabývá tématem civilizace v románu *Dobrodružství Huckleberryho Finna*. Nejdříve je pozornost věnována autorovi, Marku Twainu, a obecnému povědomí o knize. V druhé části je hlouběji analyzováno téma civilizace. Poslední část se zaměřuje na použití této knihy ve výuce, s jejíž pomocí je možné vyučovat různé aspekty jako například autora samotného, historický kontext, literaturu a kritické myšlení. Předpokladem je, že tato kniha je využita na středních školách, kde je anglický jazyk vyučován jako cizí jazyk.