

Mark Twain Boyhood Home & Museum
 Lesson or Unit Plan for *Adventures of Huckleberry Finn*
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 Harmony, Minnesota
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 Hannibal, Missouri

“Allusion, Burlesque, and Parody in Huck Finn”

LESSON or UNIT PLAN for <i>Adventures of Huckleberry Finn</i>	
Concept or Topic: Twain’s use of allusion, parody, and burlesque in <i>Adventures of Huckleberry Finn</i>	Suggested Grade Level(s)/Course: English 12: Concurrent/dual credit course
Subject: Literature/Language Arts Dual/concurrent Credit	Suggested Time Frame: 3 days 44 minutes per day of instruction in a block class of 88 minutes 4 th day would be 88 minutes
Objective(s): 1. Students in English 12 will be able to match 28 references from Twain’s “To be” speech with the correct references in <i>Macbeth</i> and <i>Hamlet</i> from a list of 28 references with at least 80% accuracy. 2. Students in English 12 will explain Twain’s use of burlesque or parody in <i>Adventures of Huckleberry Finn</i> in an essay using at least four supporting details with at least 80% accuracy. Essays will follow the 6 traits of writing - ideas and content, organization, voice, word choice, sentence fluency, and conventions.	
Common Core State Standards: Common Core State Standards CCSS.ELA-LITERACY.L.11-12.6 Language Standards 11-12: Vocabulary and Acquisition and Use: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. CCSS.ELA-LITERACY.W.11-12.2.B Language Standards 11-12: Text Types and Purposes Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	
Assessments (at least two): <ul style="list-style-type: none"> • <i>Hamlet</i>- worksheet over the timeline of events/plot review – attached. • Quiz over the allusions and references in the “To Be” soliloquy. It will be given online using Schoology. A downloaded version is attached. • Essay evaluating another example of Twain’s use of burlesque, parody, and allusion. See attached rubric with the 6 traits for evaluation. 	

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Vocabulary:

Allusion	Conflate
Farce	Burlesque
Self-reference	Genre
Gullible	Reliability of Narrator
Parody	
Satire	

Subject Area Integration:

- History/Social Studies
- Language Arts
- Music and Video
- Technology

Background Information Required for Lesson:

- This unit covers four lessons in a unit that will obviously take more time for the students to complete. The first three lessons will be modeling the project that will follow. The fourth lesson will be guided practice as the students start working on their essays. Subsequent lessons would have the students evaluate other uses of the devices in Huck Finn. I would give them suggested passages that they would evaluate for use of parody, allusion, and burlesque. The unit would also include rough drafts and revisions of their essays.
- Students will need a great deal of prior knowledge before this unit.
- They will have read *Adventures of Huckleberry Finn*, *Macbeth*, and *Hamlet*.
- They will have written parodies of several poems and literary works including a parody of a character in the style of Chaucer using a modern-day profession and parodies of both “A Passionate Shepherd to His Love” and “The Nymph’s Reply to the Shepherd.”
- Students need to be familiar with the 6 traits of writing the rubric for evaluating the essay.
- Students need to know how to document sources and use in text citations using MLA format. They will have done this on prior assignments and in other courses. They still may need to review the format.

Possible Tools:

- Review *Adventures of Huckleberry Finn* using discussion of the plot and events using a quiz-like format. Possible options: Kahoot, Quizlet, Jeopardy
- Test over *Hamlet* and *Macbeth* quotes and soliloquies.
- Review of vocabulary terms and differentiate the use of allusion, parody and burlesque.
- Review of *Hamlet* using Kahoot – various quizzes available at Kahoot <https://play.kahoot.it/#/k/354624d2-5b8e-4a76-b80a-48629e1cf723>
- Review of *Macbeth* using Kahoot – various quizzes available at Kahoot <https://play.kahoot.it/#/k/950631ca-d8ac-41fa-9d3d-7df33d3e82fc>

Materials:

- *Adventures of Huckleberry Finn*
- *Hamlet*
- *Macbeth*
- examples of allusions in modern lyrics – student-generated will provide as a hook
- Link to allusions in song lyrics – using Quizlet [https://quizlet.com/198991868/allusion-song-lyrics- flash-cards/](https://quizlet.com/198991868/allusion-song-lyrics-flash-cards/)
- video clip of *Shrek* that includes some allusions to literary references – available on YouTube or on dvd
- Resource showing the lines and the references to the Shakespearean soliloquies that correspond to the Twain version. https://www.jstor.org/stable/41640866?seq=1#page_scan_tab_contents

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Materials continued:

- Resource showing the lines and the references to the Shakespearean soliloquies that correspond to the Twain version.
<http://jmohsen.weebly.com/shakespearean-allusions-in-huck-finn.html>
- Allusions in Twain's Huck Finn -
<https://www.enotes.com/homework-help/examples-allusions-adventures-huckleberry-finn-549780>
- Worksheet – “To Be or Not To Be” in Huck Finn – Parody or Burlesque? – attached
- YouTube Link to Mel Gibson as Hamlet – “To Be or not To Be” –
<https://www.youtube.com/watch?v=Vf2TpWsPvgI>
- Online audio version of Huck Finn's “To Be or Not to Be” speech available at Librivox.org Chapter 21:
http://ia800207.us.archive.org/34/items/huck_finn_librivox/huckfinn_21_twain_apc.mp3
- Rubric for essay evaluation using the 6 traits of writing.
- Online quiz posted in Schoology (downloaded version included here)
- Will Ferrell's Acceptance Speech - <https://www.youtube.com/watch?v=guc-8R1bYVg> – watch the first 6-7 minutes that relate to Twain's use of humor
- Purdue Owl Formatting guidelines:
https://owl.english.purdue.edu/owl/resource/747/01/?_ga=2.19623804.558179429.1522454400-1709346682.1522454400

Technology:

- Use iTunes and YouTube to play/listen to the songs with allusions
- Use Schoology post to list the terms needed for the unit.
- Internet/laptops for locating song clips
- Kahoot or Quizlet Quiz
- Word Cloud online program – Wordle, etc.

Related Twain Quotes/Passages:

- Allusions in Twain's Huck Finn -
<https://www.enotes.com/homework-help/examples-allusions-adventures-huckleberry-finn-549780>
- “A person who won't read has no advantage over one who can't read.”
- “It ain't those parts of the Bible that I can't understand that bother me, it is the parts that I do understand.”
- Worksheet that includes the “To Be” soliloquy from *Adventures of Huckleberry Finn*.
- Twain quotes – www.twainquotes.com

Lesson Sequence:

Day 1: (44 minutes)

Hook/Intro:

Play a clip from *Shrek* that has some allusions.

Ask students to think of examples of songs that feature allusions. (I would not let them use the internet for this! That makes it too easy!) I do start them out with a couple of examples.

Once they have thought of some examples, have them find the allusion and play the clip for the class. Encourage them to think of various genres. We will also discuss/explain the references. (10–15 minutes) Of course they will need the internet for this part!

Teaching of the Concept(s):

1. Have student groups select two song allusions and explain the references in each of the lyrics. The groups should play the song clips that have the allusions included. Have each group present the clip first and see if their classmates know the references. If not,

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each group should be prepared to explain the reference. Students will need some time to research the references in case they do not know the meanings.

2. Review the vocabulary words and definitions for each. Have students work in pairs to come up with working definitions for each word. Ask students to talk about what they know about each of the terms. For example, what do you remember about writing a parody? Use vocabulary worksheet – attached.

3. Tell students that as they read *Huck Finn* they should be watching for examples of allusion, parody, and burlesque. They should also be questioning: “What is Twain’s purpose for using each of these devices?” (20-25 minutes)

Suggested Questions:

- What song lyrics do you know that contain allusions?
- What songs do you know that are parodies of another song? Everything from Weird Al!
- Why does Twain use these literary devices – parody, allusion, burlesque?
- Can you understand the true meaning of the song if you don’t know the allusion?

Learning Activity:

- Students should find examples of two allusions in song lyrics and be ready to explain the allusion/reference. They should also find a clip of the songs on YouTube and be ready to share their clip with the rest of the class.
- Students should complete the vocabulary worksheet with a partner to get working definitions for the terms. They should be able to differentiate the terms.

Review/Closure:

- Go over the vocabulary terms/definitions with the students. Identify some of the song lyrics to identify parody, allusion, or burlesque. Discuss the differences. (10 minutes)

Day 2: (44 minutes)

Hook/Intro:

Play the Mel Gibson version of Hamlet’s “To Be or Not To Be” soliloquy.

Play an audio version of the Duke’s “To Be or Not to Be” speech from *Huck Finn*. (5-10 minutes)

Teaching of the Concept(s):

1. Review the events and soliloquies in *Hamlet* using the plot review sheets and the text. We could also use an online review like Kahoot or Quizlet for *Macbeth*.

2. Have students work through the lines of the Twain “To Be” speech and identify the play and the speaker for each of the unidentified quotes. The *Richard III* line has been completed because we did not read this work. **Students will not be allowed to use their computers because there are internet sources that show the references.** The speech appears in Chapter 21 of *Adventures of Huckleberry Finn* on page 179 in the text I am using.

3. Using your vocabulary definitions, determine whether Twain’s “To Be” speech is a parody or a burlesque? How does it qualify as an allusion? (30 minutes)

Suggested Questions:

- Was Twain intentional or random as he mashed these soliloquies together?
- Do Huck and Hamlet have any of the same tendencies? Personality traits?
- How are Huck and Hamlet the same? Different?
- What is Twain’s point in using these literary references? What is the purpose?

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Learning Activity:

Students complete the worksheet on Twain's "To Be" speech to match the lines with the correct play/character from *Hamlet* and *Macbeth*. They should use their texts and not their computers. They may work with a partner on the project.

Review/Closure/Homework:

Students should be thinking about other allusions, parodies, burlesque as they appear in *Huck Finn*. This will be helpful as they choose another example from *Huck Finn* to write about. The writing assignment will analyze and evaluate a passage for its use of these literary devices. (Students will be given a list of options!)

Day 3: (44 minutes)

Hook/Intro:

How did you do on the Shakespearean references in Twain? We will correct the worksheet to see how the students did on the worksheet. (5 minutes)

Teaching of the Concept(s):

1. Correct the worksheet and go over the allusions making sure each student understands the references. (10-15 minutes)
2. Guide the students in discussion about Twain's use of these references. What is his purpose? How does he use the literary elements to express his purpose? Discuss the terms on the vocabulary lists and discuss how each relates to Twain's use. Students should be able to defend their response – is it parody? Burlesque? Why? (30 minutes)

Suggested Questions:

- What is Twain's purpose for using allusion, parody, and burlesque?
- What societal issues is Twain satirizing? Critiquing?
- What viewpoint does he seem to express with the uses of these situations?
- Is his reworked soliloquy intentional? Deliberate? Random?
- Is it fair to take advantage of gullible people?
- What does Twain seem to feel about formal education? Uneducated people?
- What things seem relevant today?
- What are some similarities between Twain and Shakespeare?
- Do you think that Twain understood Shakespeare?
- Does understanding the meaning of the allusion change your understanding of the meaning?

Learning Activity:

Students will respond to the prompts on our Schoology share site after we have a class discussion about what Twain's purpose might be for using the allusions in his writing. Lead a group discussion about Twain's "To Be" speech. What is Twain's purpose? What aspects/institutions is he criticizing? Satirizing?

Review/Closure/ Homework:

Introduce the writing assignment on allusion, parody, and burlesque. Students will have to look over the options and choose which topic they will use for their writing assignment. Topics need to be selected for the next class period. Students should email their topics to me before the next class.

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Day 4: (88 minutes)

Hook/Intro:

Watch Will Ferrell's acceptance speech of the Mark Twain Comedy Award.

<https://www.youtube.com/watch?v=guc-8R1bYVg> - (first 6 minutes only!)

Discuss how/why Mark Twain became known for his use of humor and satire. (10-15 minutes)

Teaching of the Concept(s):

1. Students will share their topic ideas for their essay topics. We will discuss ways to start and begin working on their essays. We will review the 6 traits of writing and brainstorm ways to begin their essays.

2. Review the writing assignment directions worksheet and the grading rubric. Review documentation of sources using the Purdue Owl website for MLA.

https://owl.english.purdue.edu/owl/resource/747/01/?_ga=2.19623804.558179429.1522454400-1709346682.1522454400 (65 minutes)

Learning Activity:

Students will work on their essays.

Review/Closure:

Work with students to prepare an in text citation of one of their references following MLA documentation. Students will do paired review to make sure the documentation is in the correct format. (10 minutes)

Homework:

Students continue to prepare their rough drafts for the writing assignment.

Strategies for Exceptional Students (for the unit):

- Multimedia lessons using YouTube, GarageBand, and iTunes
- Examples of expectations for writing assignments.
- Paired Learning opportunities
- Review of concepts and vocabulary
- Close reading of the passage used for instruction
- Guided practice for the project
- Multisensory projects to appeal to a variety of learning styles
- Discussions and lectures in a group setting
- Individual instruction on editing and brainstorming

Suggested Follow-Up Activities (for the unit):

- Creative writing: Write a burlesque or parody of another Shakespearean soliloquy and make it apropos to a situation that Huckleberry Finn faces. Record your soliloquy using GarageBand or iMovie.
- Write a journal entry about a time that you have been gullible.
- Create a poster that illustrates one of the allusions from Huck Finn.
- Research one of the allusions/references found in Huck Finn.
- Write an editorial that expresses Twain's view about formal education.
- Write a ballad about the feud between the Shepherdsons and Grangerfords.
- Record a rant about a topic that makes you angry. Do this in the style of Pap's anti-government rant.
- Draw a political cartoon about one of Twain's subjects of satire.
- Create a word cloud using synonyms for three of the vocabulary words

Mark Twain includes a Shakespearean performance by the King and the Duke in *Adventures of Huckleberry Finn*. Review the passage that appears here and on page 179 in the text. For each reference, identify which play (either *Hamlet* or *Macbeth*) is being used and the character who speaks each line. For extra effort, write the Act, scene, and page number!

Soliloquy – presented by the Duke. Notice that the lines that are not in bold are added by Twain.

Line from Twain's Huck Finn (Chapter 21)	Play Referenced	Character Speaking
To be, or not to be;		
that is the bare bodkin		
That makes calamity of so long life;		
For who would fardels bear,		
till Birnam Wood do come to Dunsinane,		
But that the fear of something after death		
Murders the innocent sleep,		
Great nature's second course,		
And makes us rather sling the arrows of outrageous fortune		
Than fly to others that we know not of.		
There's the respect must give us pause:		
Wake Duncan with thy knocking! I would thou couldst;		
For who would bear the whips and scorns of time,		
The oppressor's wrong, the proud man's contumely,		
The law's delay, and the quietus which his pangs might take,		

In the dead waste and middle of the night,		
when chuchyards yawn		
In customary suits of solemn black,		
But that the undiscovered country from whose bourne no traveler returns,		
Breathes forth contagion on the world,		
And thus the native hue of resolution,		
like the poor cat i' the adage,		
Is sicklied o'er with care,		
And all the clouds that lowered o'er our housetops,	Richard III Act 1:1	Richard
With this regard their currents turn awry, And lose the name of action.		
'Tis a consummation devoutly to be wished.		
But soft you, the fair Ophelia:		
Ope not thy ponderous and marble jaws,		
But get thee to a nunnery- go!		

Is this soliloquy a parody? A burlesque? How does it qualify as an allusion?

Justify your answers with an explanation that shows how it exemplifies your choice. Discuss your answers with your partner.

Literary Analysis Essay:

Name: _____

Parody, Allusion, and Burlesque in *Adventures of Huckleberry Finn*

Stimulating Ideas and Logical Organization _____ 10 pts.

- presents interesting and valuable information
- maintains a clear, specific focus or purpose
- holds the reader's attention
- analyzes the literature rather than doing a plot summary

- includes a clear beginning, middle, ending
- contains specific details to support main ideas

Engaging Voice _____ 5 pts.

- writes in a sincere, natural way
- shows that the writer cares about the subject

Original Word Choices _____ 5 pts.

- contains, specific, clear words
- presents an appropriate level of language for audience
- uses third person point of view

Effective Sentence Style _____ 5 pts.

- essay flows smoothly from sentence to sentence
- varied sentence beginnings and lengths
- **uses quotes and analysis to support the points made and includes page #s**

Grammar/Mechanics/Usage _____ 5 pts.

- follows the rules of grammar, spelling, punctuation
- follows established formatting guidelines for documentation
- includes a works cited for all sources used

Total Points _____ 30 pts.

Comments:

Hamlet Review of the play -

Name: _____

Act I:

1. The guards convince Horatio to _____.
2. They see the ghost of _____.
3. Laertes returns to _____ but Hamlet is required to stay in _____.
4. Laertes warns his sister _____ to stay away from _____ so she won't get a broken _____.
5. The ghost of King Hamlet tells Hamlet _____.
6. The ghost of King Hamlet tells Hamlet to get revenge against _____ his brother but to leave _____ to her own guilt.

Act II:

7. Hamlet begins this scene by acting _____ like he told his _____ he was going to do.
8. Polonius sends _____ to spy on _____ and to give him some _____.
9. Claudius and Gertrude send for Hamlet's friends _____ & _____ to see if they can find out what is bothering Hamlet.
10. Voltemand and Cornelius return with _____.

Act III:

11. Polonius and Claudius spy on _____ & _____.
12. Polonius believes Hamlet is crazy because _____.
13. Claudius decides he must send Hamlet _____.
14. Hamlet talks to the Players and convinces them to perform _____.
15. After watching the play and Claudius' reactions _____ & _____ are convinced that the ghost really was telling Hamlet the truth about Claudius.
16. Hamlet decides not to kill Claudius when he has the chance because Claudius is _____.
17. Hamlet stabs _____ when he is hiding behind the curtain because he thinks it is _____ spying on them.

Act IV:

18. Gertrude tells Claudius that Hamlet is truly _____ because he killed _____ and took the body.
19. Hamlet hides the body of Polonius _____ and refuses to tell _____ & _____ where he hid it.
20. Claudius plans to send Hamlet to England and have him _____.
21. Hamlet compares his _____ to Fortinbras' actions.
22. Horatio gets the message that Hamlet is _____.

Act V:

23. Two grave diggers talk to Hamlet about _____.
24. Hamlet discovers that the grave is for _____.
25. Hamlet tells Horatio about _____ and how _____ & _____ will be executed when they get to England.
26. Laertes challenges _____ to a _____, but unbeknownst to Claudius and Laertes, Hamlet has been _____.
27. Hamlet scores two hits before Laertes stabs him with the poisoned _____.
28. Gertrude falls after _____.
29. In the scuffle, Hamlet and Laertes exchange rapiers and Hamlet stabs _____ with the poisoned tip. Laertes warns _____ that he has been poisoned and then Hamlet stabs _____ and forces him to _____.
30. Hamlet proclaims that _____ should inherit the throne and become the _____ of Denmark.
31. _____ is to tell the story to everyone so they will know the truth about Hamlet.

English 12:

Name: _____

Define the following terms and provide examples for each. Think about your prior knowledge as you put together your working definitions.

Allusion Dictionary definition: Working definition:	Examples:
Self-referenced Dictionary definition: Working definition:	Examples:
Parody Dictionary definition: Working definition:	Examples:
Satire Dictionary definition: Working definition:	Examples:
Burlesque Dictionary definition: Working definition:	Examples:

<p>Farce</p> <p>Dictionary definition:</p> <p>Working definition:</p>	<p>Examples:</p>
<p>Genre</p> <p>Dictionary definition:</p> <p>Working definition:</p>	<p>Examples:</p>
<p>Reliable Narrator</p> <p>Dictionary definition:</p> <p>Working definition:</p>	<p>Examples:</p>
<p>Gullible</p> <p>Dictionary definition:</p> <p>Working definition:</p>	<p>Examples:</p>
<p>Conflate</p> <p>Dictionary definition:</p> <p>Working definition:</p>	<p>Examples:</p>

Twain's "To Be" Speech References

Questions	Settings	Preview	Results	Comments
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Question 1 of 1 | Page 1 of 1

Question 1 (28 points)

For each reference, identify which play either Hamlet or Macbeth is being used and the character who speaks each line. Remember that each may be used more than once! Some may not be used!

Column A

1. _____ To be, or not to be;
2. _____ that is the bare bodkin
3. _____ That makes calamity of so long life;
4. _____ For who would fardels bear,
5. _____ But that the fear of something after death
6. _____ Murders the innocent sleep,
7. _____ Great nature's second course,
8. _____ And makes us rather sling the arrows of outrageous fortune
Than fly to others that we know not of.
9. _____ There's the respect must give us pause:
11. _____ Wake Duncan with thy knocking! I would thou couldst;
12. _____ For who would bear the whips and scorns of time,
13. _____ The oppressor's wrong, the proud man's contumely,
14. _____ The law's delay, and the quietus which his pangs might take,
15. _____ In the dead waste and middle of the night
16. _____ In customary suits of solemn black,
17. _____ But that the undiscovered country from whose bourne no traveler returns,
Breathes forth contagion on the world,
18. _____ And thus the native hue of resolution,
20. _____ like the poor cat i' the adage,
21. _____ Is sicklied o'er with care,
22. _____ With this regard their currents turn awry, And lose the name of action.
23. _____ 'Tis a consummation devoutly to be wished.
24. _____ But soft you, the fair Ophelia:
25. _____ Ope not thy ponderous and marble jaws,
26. _____ But get thee to a nunnery- go!
27. _____ When churchyards yawn,
28. _____ till Birnam Wood do come to Dunsinane,

Column B

- a. Banquo speaking in Macbeth
- b. Horatio speaking in Hamlet
- c. Lady Macbeth speaking in Macbeth
- d. Macbeth speaking in Macbeth
- e. Hamlet speaking in Hamlet
- f. Hamlet speaking in Macbeth
- g. Witches speaking in Macbeth
- h. Polonius speaking in Hamlet
- i. Ophelia speaking in Hamlet
- j. Claudius speaking in Hamlet

You are viewing this test/quiz in preview mode. Your answers will not be saved and cannot be reviewed.

Your assignment is to write an essay to analyze another example of allusion, parody, or burlesque in *Adventures of Huckleberry Finn*. You may choose one of the suggested topics or if you have another idea of your own get it pre-approved before beginning your work. **You must include specific references from the text in your essay. Include the page numbers to these references.**

Your essay should examine the reference and then analyze what you feel is Twain's purpose for using the literary devices. You should also explain whether the examples are parody or burlesque. You should also explain the source or sources of the reference made. How does he use these devices to satirize a societal problem?

Possible topics:

- **Pap's Anti-government rant – pg. 33**
- **Emmeline Grangerford's "Ode to Stephen Dowling Bots" pg. 139**
- **Jim and Huck's discussion about Solomon – pg. 95**
- **Tom's treatment of Jim in the last chapters – pgs. 324-342**
- **The decorations in the Grangerford's home – Chp. 17**
- **The feud between the Grangerfords and the Shepherdsons – Chp. 17**
- **Huck's experiences with the Duke and the King – Chps. 23-25**
- **Huck's discussion about his Pap – Chp. 6**
- **Other ideas? Get yours pre-approved before starting!**

You will be graded using the 6 traits of writing.

Your essay must include an explanation of the reference, specific examples from the text, and analysis of Twain's purpose in using the excerpt. Does this reference fit a parody? Burlesque? Explain your choice and defend it. What is he satirizing? What elements of society is he critiquing? Remember to include the page numbers of the specific quotes from the text.