



Huckleberry Finn Amusing Allusions

Use this worksheet to explore how Mark Twain uses literary allusions to create humor in *The Adventures of Huckleberry Finn*. Find each quote in the text using the chapter number as a clue. Read the quote in context. Identify the literary allusion, using the Internet or other sources if necessary. Make notes to explain why the allusion adds humor to the text. Be prepared to discuss or write about your ideas.

Quote	Source of Allusion	Notes
After supper, she got out her book and learned me about Moses and the Bullrushers. (1)	Bible (Exodus 2:3–10)	Widow imagines she is a princess rescuing a hero.
He said if I warn't so ignorant, but had read a book called "Don Quixote," I would know without asking. He said it was all done by enchantment. (3)		
"Yit dey say Sollermun de wises' man dat ever live'. I doan' take no stock in dat. Bekase why would a wise man want to live in de mids' er sich a blimblammin' all de time? No—'deed he wouldn't." (14)		
To be, or not to be; that is the bare bodkin . . . (21)		
"My, you ought to seen old Henry the Eight when he was in bloom. He was a blossom. He used to marry a new wife every day, and chop off her head next morning." (23)		
"Why, look at one of them prisoners in the bottom dungeon of the Castle Deef, in the harbor of Marseilles, that dug himself out that way; how long was he at it, you reckon?" (35)		

RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

RL.11-12.6 Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11–12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.