| Allusions Lesson Overview |
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| **Resources*** Allusions Network with audience nodes and some example nodes pre-loaded
* Text of pre-selected popular songs (nominated by students)
* *A Midsummer Night’s Dream*
* [Allusions student handout](https://indiana.sharepoint.com/%3Ai%3A/r/sites/O365-VFOIITEST/Shared%20Documents/General/Data/2024%20Fall%20and%202025%20Spring%20Data%20Collection/ELA%208th%20Gr/ELA%208%20Upload/Allusions%20Handout.jpg?csf=1&web=1&e=CrltoE)
 | **Learning Target/Goal*** I can identify allusions, their audience, and what concept they illuminate.
* I can analyze a network visualization to determine relationships among allusions in different types of texts.
 | **Standards*** 8.4 Analyze the use of literary devices,including simile, metaphor, personification, onomatopoeia,hyperbole, imagery, tone, symbolism, irony, mood, and **allusions**, to support interpretations of literary texts, using textual evidence to support the analysis.
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| **Lesson Background:** Prior to this lesson students will have learned about different types of allusions and have experience identifying allusions. Students will also have already read portions of *A Midsummer Night’s Dream*. In this lesson, students will analyze a popular song for allusions and enter those allusions into a network, making connections to who that allusion is relevant to and what type of concept that allusion illuminates. After analyzing the networks and how these allusions connect, students will repeat the process with allusions from *A Midsummer Night’s Dream*. Students will then analyze the network and make comparisons between the allusions in popular music and allusions in Shakespeare. The students will use features of NetCreate (filter, tables, etc.) to support their analysis. |
| Lesson Plan |
| **Before** | * Pre-select popular song lyrics
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| **Activity 1** | * Introduce data visualizations if students are not yet familiar with Net.Create.
* Provide access to a Net.Create network with node types and edges related to allusions.
* In groups, students analyze a popular song and identify allusions, allusion type (popular culture, historical, artistic, mythological, religious, literary), what the allusions is an example of, and who would “get” the allusion
* Groups add allusions and allusion details to Net.Create
* Students comment on each other’s entries
* Discussion
	+ What do you notice about the Allusions network? What information about our data is readily visible in the network view?
		- Largest nodes? Heaviest edge weights? What does this tell us about allusions found in popular music?
		- Smallest nodes? Fewest edges? What does this tell us about allusions in popular music?
	+ Encourage students to use these Net.Create features to analyze the network:
		- Using the table view (including sorting columns)
		- Using filters (including fading) - try filtering by edge types, or weights
		- Ask students: How do the different ways of looking at this data (graph, tables, individual data points) change what we see?
		- What’s missing from this network?
	+ Predict - how might this network look differently when we add allusions from *A Midsummer Night’s Dream*?
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| **Activity 2** | * Model adding an allusion from Midsummer Night’s Dream
* In groups, students analyze a portion of A Midsummer Night’s Dream and identify allusions, allusion type, what the allusion is an example of, and who would “get” this allusion
* Groups add allusions and allusion details to Net.Create
* Students comment on each other’s entries
* Discussion: What do you notice about the Allusions network now? What new information about our data is readily visible in the network view?
	+ Largest nodes? Heaviest edge weights? What does this tell us about allusions found in popular music and in Shakespeare?
	+ Smallest nodes? Fewest edges? What does this tell us about allusions in popular music and in Shakespeare?
	+ Are you noticing anything that surprises you? Reinforces something you already thought?
* Encourage students to use these Net.Create features to analyze the network:
	+ Using the table view (including sorting columns)
	+ Using filters (including fading) - try filtering by edge types, or weights
	+ Ask students: How do the different ways of looking at this data (graph, tables, individual data points) change what we see?
	+ What’s missing from this network?
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| **After** | * Exit ticket:
	+ What are some take-aways you have about allusions from using Net.Create?
	+ How did the network help you understand allusions better? (If at all)
	+ If you could add more information to the Allusions network, what would you add and why?
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