Humor in *The Princess Bride*
1. Question & Research Task

The 1973 novel, *The Princess Bride*, has become well-loved in large part because of its ability to appeal to wide range of readers. It has it all– action, adventure, revenge, love, and most importantly, humor.

Goldman wrote his novel as a satire of the stereotypical fantasy story. Over the course of this inquiry project, you will focus on how Goldman created a comical adaptation and fresh approach to the princess-finds-her-happily ever-after storyline.

Select the image to show the trailer for the movie, *The Princess Bride*
Video Source: YouTube

In this Slam Dunk, you will conduct brief, focused research to respond to the inquiry question:

How does the author employ literary elements in
The Princess Bride in order to create humor?

2. Information Sources

Choose one literary element and use the information sources listed here to complete the Student Activity on Slide 3. Use the graphic organizer linked for your chosen literary element to gather notes.
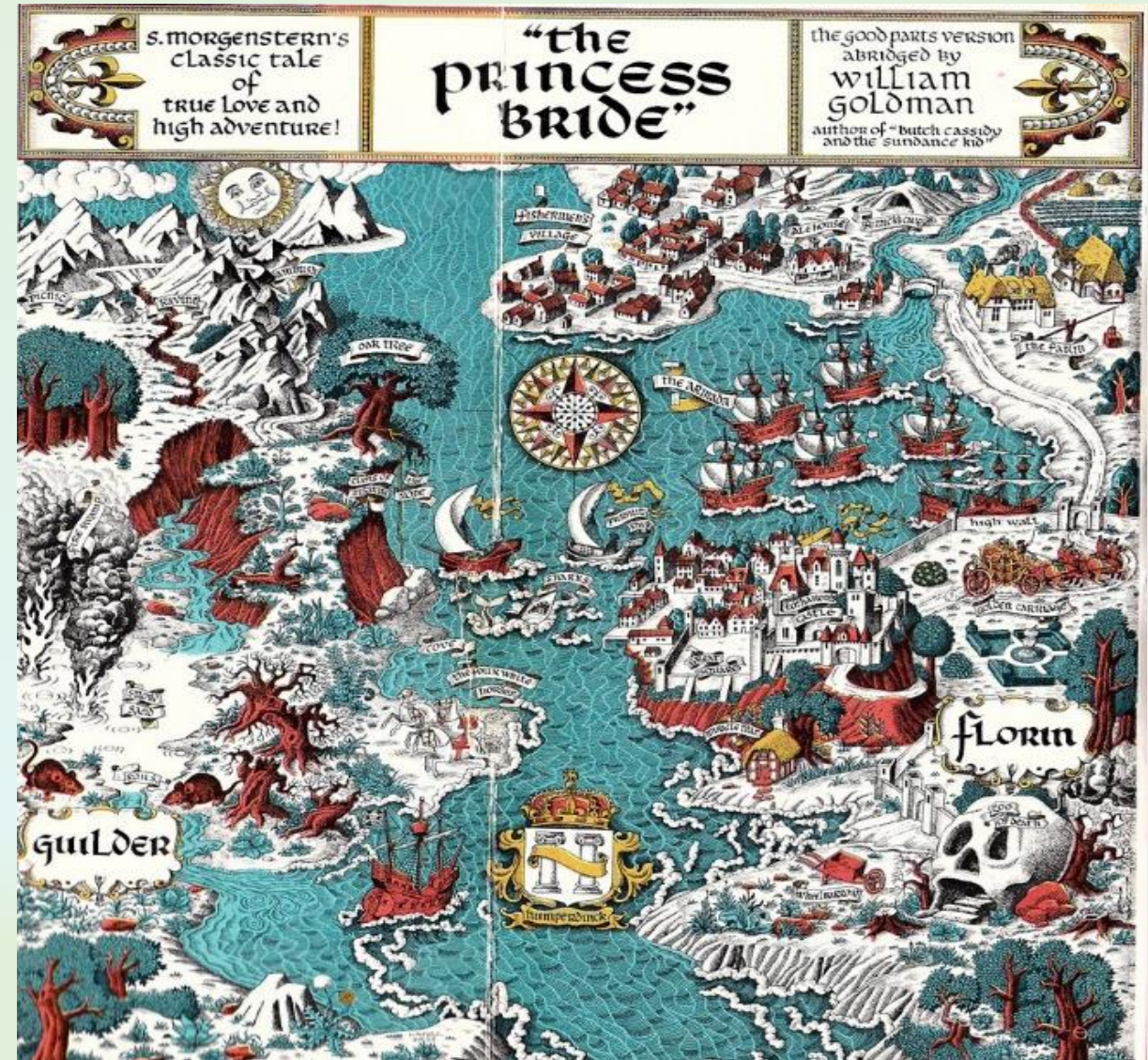
Satire	Point of View and Structure	Setting	People	Fairy Tale Elements
• *The Princess Bride* • The Four Elements of Satire • Satire definition (GALE)	• Definition of a frame story • Princess Bride as a Frame Story • Narrative Intrusion	• Setting • Florin • Places of Interest • A Map of Guilder (see graphic on slide 3)	• William Goldman • S. Morgenstern • Unreliable Narrator	• Elements of Fantasy • Style (scroll to the "Parody" section) • The Fantasy Novel (scroll down to "Historical Context")

3. Student Activity

Use the information resources on Slide 2 to complete the graphic organizer for your chosen literary element.

Make sure to fully answer each question in each box of your graphic organizer. You will be using this graphic organizer to help you complete the Assessment Activity on Slide 4.

Keep in mind that *The Princess Bride* uses the elements on the previous slide to create humor.

A map of Guilder and Florin.
Image Source: Flickr
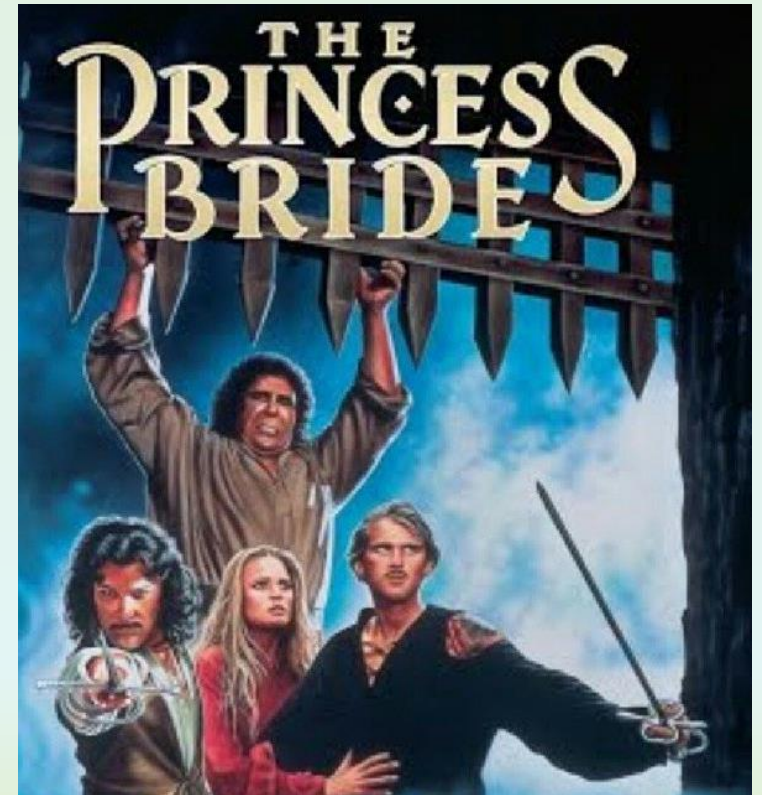
4. Assessment Activity

> How does the author employ literary elements in *The Princess Bride* in order to create humor?

You will use evidence from your research to explain how William Goldman employed one literary device in *The Princess Bride* in order to create humor.

Create a poster to share your new knowledge with classmates; you may use Discovery Ed Studio/Board Builder, poster paper, or tool approved by your teacher. Make sure to use textual evidence from your research and the novel in order to provide clear reasoning to support your ideas.

Refer to the success criteria on this rubric as you work.

Your teacher may have you do a gallery walk or "jigsaw" to share information with students who researched other literary elements.

The Princess Bride
Image Source: Flickr

5. Enrichment Activities

YOU KEEP USING THAT WORD ...
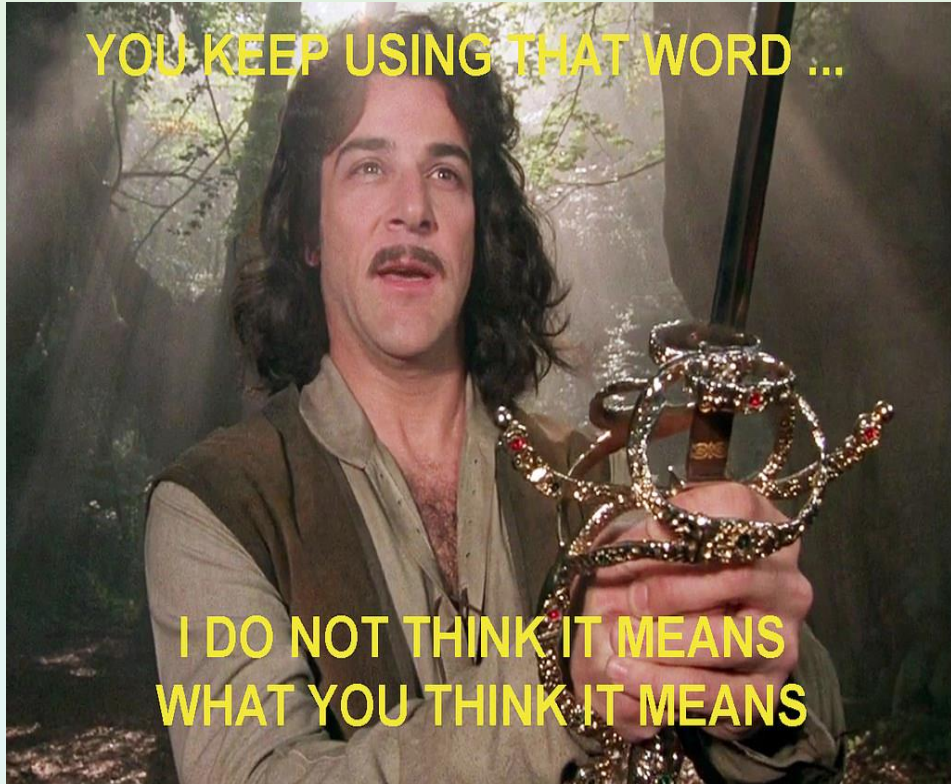
I DO NOT THINK IT MEANS WHAT YOU THINK IT MEANS

Image Source: Flickr

Lack of communication in this novel sets Buttercup and Westley up for a series of comical events. In the medieval times there was no easy way to communicate with those that were not in close proximity. Sharing important news was not as easy as sending a quick text or posting an update on social media. People had to rely on messengers that might take weeks to deliver important messages to their intended recipients.

Create a social media page for one of the characters from the novel that tracks their journey. Provide posts or updates for any major events in the novel but stay true to their personalities and the plot of the novel.

Use Google Slides or another digital tool suggested by your teacher to complete this activity.

6. Teacher Resources

Learning Standards Alignment

Content Learning Standards

[Common Core State Standards for English Language Arts & Literacy](#)

Reading: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Writing: 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

[AASL Standards Framework for Learners](#) Inquire: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

Think: Learners display curiosity and initiative by:

  I.A.2 Recalling prior and background knowledge as context for new meaning.

Create: Learners engage with new knowledge by following a process that includes:

  I.B.1 Using evidence to investigate questions. I.B.3 Generating products that illustrate learning.

Share: Learners adapt, communicate, and exchange learning products with others in a cycle that includes:

  I.C.1 Interacting with content presented by others.

Grow: Learners participate in an ongoing inquiry-based process by:

  I.D.2 Engaging in sustained inquiry.

[P21 Framework: 21st Century Student Outcomes](#)
3. Information, Media & Technology Skills: Information Literacy: Access information efficiently and effectively; Use information accurately and creatively for the issue or problem at hand.
ICT Literacy: Use technology as a tool to research, organize, evaluate and communicate information.

Grade 8 Unit 2

Time Frame: One 90-minute class period

Differentiation strategies for this lesson:
- Have students use learning supports provided in BCPS Digital Content found in the [Apps Portal.](#) Refer to [Digital Content Snapshot/Support pages](#) as needed.

Notes to the teacher:
- Collaborate with your school library media specialist to plan and implement this lesson.

- Provide students with login information as needed to authenticate BCPS Digital Content. Login information is available on the **BCPS Digital Content** page found via the [Apps Portal](#)

- The topic of satire involves having intimate knowledge of the events of the novel to complete. Make sure students have completed their reading of the book before beginning their research.