

# ***The Prince and the Pauper* by Mark Twain**

**Grade Level or Special Area:** 6<sup>th</sup> Grade

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**Length of Unit:** Eleven lessons (50 minute periods, approximately four weeks)

## **I. ABSTRACT**

In this unit, students will read, discuss, analyze, think and write critically in response to Mark Twain's *The Prince and the Pauper*. Through oral reading of the story, creative projects focusing on plot, main characters, prediction, and viewing the motion picture of the story, students will develop an understanding and an appreciation for classic literature, specifically, Mark Twain's *The Prince and the Pauper*. Students will also understand this work as a historical record and draw upon their knowledge of 16<sup>th</sup> century England to further appreciate and think critically about this book.

## **II. OVERVIEW**

### **A. Concept Objectives**

1. The students will develop an awareness of the plots and major characters of selected classic fiction, folktales, and poetry.
2. The students will understand how to develop the ability to apply thinking skills to their reading, writing, speaking, listening, and viewing. {classic literature and language styles} (Colorado State Standard (CSS) Reading and Writing 4)
3. The students will develop an awareness of literature as a record of human experience. (CSS Reading and Writing 6)

### **B. Content from the *Core Knowledge Sequence***

1. English: Fiction and Drama: Stories: *The Prince and the Pauper* (Mark Twain) (p. 136)

### **C. Skill Objectives**

1. Students will use background knowledge of subject and historical background to make predictions of content and purpose of the text.
2. Students will use the chapters they have read to create new chapter titles for *The Prince and the Pauper*.
3. Students will use the chapters they have read to answer a series of comprehension questions.
4. Students will read and respond to the literature through making connections between cause and effect.
5. Students will read and respond to the literature through sequencing a series of events.
6. Students will read and respond to the literature through giving explanations for a character's behavior.
7. Students will identify characters by the character descriptions given.
8. Students will read and respond to the literature through completing a Venn diagram as part of a character analysis activity.
9. Students will read and respond to the literature through a creative arts activity.
10. Students will read and respond to the literature through applying what they have read to a present-day concept.
11. Students will read and respond to the literature through a writing activity.
12. Students will read and respond to the literature through applying what they have learned to higher-level thinking.
13. Students will read and respond to the literature through making predictions.
14. Students will read and respond to the literature through group discussion time.

### III. BACKGROUND KNOWLEDGE

- A. For Teachers
  - 1. *The Prince and the Pauper* by Mark Twain
  - 2. [www.awerty.com/princeandthepauper2.html](http://www.awerty.com/princeandthepauper2.html)
  - 3. [www.penguinputnam.com](http://www.penguinputnam.com) (this site has wonderful higher-level thinking questions, along with chapter summaries and historical notes)
- B. For Students
  - 1. England in the Golden Age – *Core Knowledge Sequence*, Grade 5, page 114

### IV. RESOURCES

- A. *The Prince and the Pauper* by Mark Twain (Lessons Two-Eleven)
- B. Video: Disney's *The Prince and the Pauper* (Culminating Activity)

### V. LESSONS

#### **Lesson One: Mark Twain and the Historical Context of *The Prince and the Pauper* (one day: one day = 50 minutes)**

- A. *Daily Objectives*
  - 1. Concept Objective(s)
    - a. The students will develop an awareness of literature as a record of human experience.
  - 2. Lesson Content
    - a. English: Fiction and Drama: Stories: *The Prince and the Pauper* (Mark Twain) (p. 136)
  - 3. Skill Objective(s)
    - a. Students will use background knowledge of subject and historical background to make predictions of content and purpose of the text.
- B. *Materials*
  - 1. *The Prince and the Pauper* historical background information (for teacher's use) (Appendix A)
  - 2. Mark Twain background information (for teacher's use) (Appendix B)
  - 3. Teacher's lecture notes (Appendix C)
  - 4. Appendix D (one per student)
  - 5. Lecture notes with blanks (Appendix D, page 1)
  - 6. Pens for students
- C. *Key Vocabulary*
  - 1. Hereditary: adj. – genetically passes or passable from parent to offspring; passing by inheritance; having title or possession through inheritance
- D. *Procedures/Activities*
  - 1. This lesson will focus on a biographical overview of Mark Twain, a review of King Henry VIII, and his reign (see Appendix C).
  - 2. To begin, distribute Appendix D to each student. Provide a brief lecture (20 – 25 minutes) (Appendix C) on the historical background of the book and the life of Mark Twain. Their lecture notes are comprised of answering blanks on the first worksheet in their packet (Appendix D, pages 1-3).
  - 3. Ask students key questions to encourage repeating dates and important events. Ask the students to make predictions about the content of the book and the importance of the background information.
- E. *Assessment/Evaluation*
  - 1. Participation and discussion during and after the lecture.
  - 2. Completion of Lecture Notes (Appendix D, pages 1-3).

**Lesson Two: *The Prince and the Pauper* Chapters 1 – 4 (two days: one day = 50 minutes)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. The students will understand how to develop the ability to apply thinking skills to their reading, writing, speaking, listening, and viewing {classical literature and poetry}.
2. Lesson Content
  - a. English: Fiction and Drama: Stories: *The Prince and the Pauper* (Mark Twain) (p. 136)
3. Skill Objective(s)
  - a. Students will read and respond to the literature through making connections between cause and effect.
  - b. Students will use the chapters they have read to create new chapter titles for *The Prince and the Pauper*.
  - c. Students will use the chapters they have read to answer a series of comprehension questions.

B. *Materials*

1. *The Prince and the Pauper* by Mark Twain (one per student) (*note: this unit is intended to be used with modifications for differentiation on the text; one suggested version is The Prince and the Pauper published by Puffin Classics*)
2. Appendix D (students should have received this as a packet at the beginning of the unit)
3. Pens for students

C. *Key Vocabulary*

1. Pauper: n – a person without means of support except from charity
2. Mendicant: n – beggar
3. Stringent: adj. – marked by rigor, strictness, or severity
4. Obeisance: n – a bow made to show respect or submission
5. Sordid: adj. – marked by baseness or grossness: vile
6. Raiment: n – clothing
7. Lament: v – to mourn aloud; wail; to express sorrow or regret for
8. Forlorn: adj. – sad and lonely because of isolation or desertion; wretched; nearly hopeless

D. *Procedures/Activities*

1. This lesson will cover chapters 1 – 4 and may take two days to complete. Read chapters 1 – 4 aloud as a class. Check frequently for understanding and comprehension. Some questions that could be asked would be:
  - a. Who are the main characters that have been introduced so far? (Tom, Edward, Tom’s family, Edward’s family)
  - b. What do you think will happen in the next chapter? (answers will vary)  
Encourage students to ask questions when necessary to increase understanding and involvement in the text.
2. *Note: Historical notes to keep in mind (or mention to the class) as you are reading chapters 1 – 4 adapted from [www.penguinputnam.com](http://www.penguinputnam.com):*
  - a. *Both Pudding Lane and Offal Court have to do with entrails.*
  - b. *Pudding Lane is a factual place in London, the starting point of the Great Fire of London in 1666.*
  - c. *Begging licenses were given only to the sick and elderly during the reign of Henry VIII.*
  - d. *A gibbet is a gallows that has a post with a “projecting arm” on which the bodies of those executed are hung for display.*

3. After completing the reading for the day, guide the students in renaming the chapters they have read so far (using Appendix D, pages 4-5). This is an opportunity for them to use their creativity to make the chapter titles more interesting and appealing to them as readers, as well as giving the teacher an opportunity to see the perspective from which the students are summarizing their reading in the form of a chapter title.
  4. The Cause and Effect activity sheet is designed to be completed by the students individually. The students should connect each cause and effect from the options given. This activity will be discussed at the beginning of the next day's lesson.
  5. Day 1 - Assign the chapter renaming activity for the chapters completed and the comprehension questions for the chapters completed (Appendix D, page 6). Also assign the Cause and Effect activity sheet (Appendix D, page 7).  
Day 2 – Assign the chapter renaming activity for the chapters completed and the comprehension questions for the chapters completed (Appendix D, pages 4-5).
- E. *Assessment/Evaluation*
1. The teacher will monitor class participation in discussion of reading.
  2. Comprehension questions for chapters 1-4 (Appendix D, page 6)
  3. Completion of the Cause/Effect activity sheet (Appendix D, page 7) (Answer Key – Appendix M, page 2).
  4. Renaming of chapter titles (Appendix D, pages 4-5)

**Lesson Three: *The Prince and the Pauper* Chapters 5 – 10 (two days: one day = 50 minutes)**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. The students will understand how to develop the ability to apply thinking skills to their reading, writing, speaking, listening, and viewing. {classic literature and language styles} (CSS Reading and Writing 4)
    - b. The students will develop an awareness of literature as a record of human experience. (CSS Reading and Writing 6)
  2. Lesson Content
    - a. English: Fiction and Drama: Stories: *The Prince and the Pauper* (Mark Twain) (p.136)
  3. Skill Objective(s)
    - a. Students will read and respond to the literature through sequencing a series of events.
    - b. Students will use the chapters they have read to create new chapter titles for *The Prince and the Pauper*.
    - c. Students will use the chapters they have read to answer a series of comprehension questions.
- B. *Materials*
1. *The Prince and the Pauper* by Mark Twain (one per student)
  2. Appendix D (students should have received this as a packet at the beginning of the unit)
  3. Quiz #1 (one per student) (Appendix E)
  4. Answer Key for Quiz # 1 Appendix N
  5. Pens for students
  6. Colored pencils, crayons, or markers for students
- C. *Key Vocabulary*
1. Besmirched: v – soil
  2. Ruffian: n – a brutal person
  3. Giddy: adj. – dizzy; causing dizziness; not serious, frivolous, silly

4. Vigilant: adj. – alertly watchful especially to avoid danger
5. Vagary: n – an odd or eccentric idea or action; whim
6. Sumptuous: adj. – lavish, luxurious
7. Malady: n – a disease or disorder of body or mind
8. Cudgel: n – a short heavy club

D. *Procedures/Activities*

1. Hand out Quiz #1 (Appendix E) and give the students time to complete it (10 minutes). This will be handed in and graded by the teacher.
2. This lesson will cover chapters 5 – 10 and may take two days to complete. Read chapters 5 – 10 aloud as a class. Check frequently for understanding and comprehension by asking questions that clarify the text or predict what will happen next. Sample Questions:
  - a. How would you be feeling right now if you were Tom or Edward? (nervous, happy, scared, excited)
  - b. What do you think will happen in the next chapter? (answers will vary)
3. After completing the reading for the day, guide the students in renaming the chapters they have read so far (using Appendix D, pages 4-5). This is an opportunity for them to use their creativity to make the chapter titles more interesting and appealing to them as readers, as well as giving the teacher an opportunity to see the perspective from which the students are summarizing their reading in the form of a chapter title.
4. The king’s seal was a symbol or picture that represented him. This symbol was recognizable to any who saw it as the king’s official signature. On the second day (or after chapter eight has been read) the students will design their own seal. The students’ seals should be a picture or symbol that represents them (what they like to do, a characteristic trait, etc.). This may be completed in colored pencil, crayon, marker, or simply black and white.
5. The students will complete the sequencing activity individually and it will be discussed as a class at the beginning of the next day’s lesson. The students will use the word bank given and place the events in the order in which they appear in the book. This activity will be discussed as a whole group at the beginning of the next day’s lesson.
6. Day 1 – Assign the chapter renaming activity for the chapters completed and the comprehension questions for the chapters completed (Appendix D, pages 8-9). Day 2 – Assign the chapter renaming activity for the chapters completed and the comprehension questions for the chapters completed. Also have the students create their personal seal (Appendix D, page 10).

E. *Assessment/Evaluation*

1. Quiz #1 (Appendix E) (Answer Key – Appendix N)
2. Teacher will monitor class participation in discussion of reading.
3. Comprehension questions for chapters 5-10 (Appendix D, pages 8-9)
4. Completion of the Sequencing activity sheet (Appendix D, page 11) (Answer Key – Appendix M, page 3)
5. Personal Seal (Appendix D, page 10)
6. Renaming of chapter titles (Appendix D, pages 4-5)

**Lesson Four: *The Prince and the Pauper* Chapters 11 – 14 (two days: one day = 50 minutes)**

**A. Daily Objectives**

1. Concept Objective(s)
  - a. The students will develop an awareness of the plots and major characters of selected classic fiction, folktales, and poetry.
  - b. The students will understand how to develop the ability to apply thinking skills to their reading, writing, speaking, listening, and viewing {classic literature and language styles}. (CSS Reading and Writing 4)
  - c. The students will develop an awareness of literature as a record of human experience. (CSS Reading and Writing 6)
2. Lesson Content
  - a. English: Fiction and Drama: Stories: *The Prince and the Pauper* (Mark Twain) (p.136)
3. Skill Objective(s)
  - a. Students will read and respond to the literature through giving explanations for a character's behaviors.
  - b. Students will use the chapters they have read to create new chapter titles for *The Prince and the Pauper*.
  - c. Students will use the chapters that they have read to answer a series of comprehension questions.
  - d. Students will identify characters by the character descriptions given.

**B. Materials**

1. *The Prince and the Pauper* by Mark Twain (one per student)
2. Appendix D (students should have received this as a packet at the beginning of the unit)
3. Quiz #2 (one per student) (Appendix F)
4. Answer Key for Quiz # 2 (Appendix O)
5. Pens for students

**C. Key Vocabulary**

1. Goad: n – a pointed rod used to urge on an animal; something or someone that urges
2. Soliloquizing: v – to talk to oneself, utter a soliloquy
3. Perplexity: n – mental disturbance, confusing
4. Plebian: n – one of the common people
5. Asunder: adv or adj. – into separate pieces; separated in position from each other
6. Aggrandizement: n – something made great or greater
7. Peradventure: adv – perhaps – n – doubt
8. Alacrity: n – cheerful readiness, briskness

**D. Procedures/Activities**

1. Distribute Quiz #2 (Appendix F) and give the students time to complete it (10 minutes). This will be collected and graded by the teacher (using Appendix O).
2. This lesson will cover chapters 11 – 14 and may take two days to complete. Read chapters 11 – 14 aloud as a class. Check frequently for understanding and comprehension using questions that will help clarify difficult passages or promote prediction. Sample questions:
  - a. How did Edward find out about the death of his father? (by a crowd in the street)
  - b. Why did Edward treat Miles Hendon the way he did? (out of habit, he was used to ordering people about and doing what he wanted)
  - c. Why do you think Edward ran away from Miles? (answers will vary)

- d. What do you think is going to happen in the next chapter? (answers will vary)
  3. *Note: Historical notes to keep in mind (or mention to the class) as you are reading chapters 11 – 14 adapted from [www.penguinputnam.com](http://www.penguinputnam.com):*
    - a. *The practice of displaying the severed heads of those convicted of treason on London Bridge began in the late 14<sup>th</sup> century and was not abolished until the late 17<sup>th</sup> century.*
    - b. *The position of Lord Protector is the most powerful man in the kingdom.*
  4. After completing the reading for the day, guide the students in renaming the chapters they have read so far (using Appendix D, pages 4-5). This is an opportunity for them to use their creativity to make the chapter titles more interesting and appealing to them as readers, as well as giving the teacher an opportunity to see the perspective from which the students are summarizing their reading in the form of a chapter title.
  5. The students will complete a Behavior/Explanation activity sheet (Appendix D, page 14). This may be done with a partner (no more than two in a group). Beginning on page 87, the students need to read and record Edward's behavior toward Miles. Then record Miles' explanation for said behavior. This will be discussed as a group at the beginning of the next day's lesson.
  6. Day 1 – Assign the chapter renaming activity for the chapters completed and the comprehension questions for the chapters completed (Appendix D, pages 12-13).
  7. Day 2 – Assign the chapter renaming activity for the chapters completed and the comprehension questions for the chapters completed. Also assign the Behavior/Explanation activity sheet (Appendix D, page 14).
- E. *Assessment/Evaluation*
1. Quiz # 2 (Answer Key – Appendix O)
  2. Teacher will monitor participation in discussion of reading.
  3. Completion of Behavior/Explanation activity sheet (Appendix D, page 14) (Answer Key – Appendix M, page 4)
  4. Renaming of chapter titles (Appendix D, pages 4-5)
  5. Comprehension questions for chapters 11-14 (Appendix D, pages 12-13)

**Lesson Five: *The Prince and the Pauper* Chapters 15 – 17 (two days: one day = 50 minutes)**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. The students will understand how to develop the ability to apply thinking skills to their reading, writing, speaking, listening, and viewing {classic literature and language styles}. (CSS Reading and Writing 4)
  2. Lesson Content
    - a. English: Fiction and Drama: Stories: *The Prince and the Pauper* (Mark Twain) (p.136)
  3. Skill Objective(s)
    - a. Students will read and respond to the literature through completing a Venn diagram as part of a character analysis activity.
    - b. Students will use the chapters they have read to create new chapter titles for *The Prince and the Pauper*.
    - c. Students will use the chapters they have read to answer a series of comprehension questions.
- B. *Materials*
1. *The Prince and the Pauper* by Mark Twain (one per student)

2. Appendix D (students should have received this as a packet at the beginning of the unit)
  3. Pens for students
- C. *Key Vocabulary*
1. Fetter: n – a chain or shackle for the feet; something that confines; restraint
  2. Indecorum: n – the fact of being inappropriate; an action that is inappropriate
  3. Cataclysm: n – a violent change or upheaval
  4. Peals: v – resound; to give out a loud sound or succession of sounds
  5. Blithe: adj. – happily lighthearted
  6. Formidable: adj. – exciting fear, dread, or awe; imposing serious difficulties
- D. *Procedures/Activities*
1. This lesson will cover chapters 15 – 17 and may take two days to complete. Read chapters 15 – 17 aloud as a class. Check frequently for understanding and comprehension through questioning and/or answering any questions the students may have. Sample Questions:
    - a. What are Tom’s feelings toward being king? (apprehensive)
    - b. What do you think will happen in the next chapter? (answers will vary)
    - c. How are the characters developing and growing as people? (answers will vary)
  2. *Note: Historical notes to keep in mind (or mention to the class) as you are reading chapters 15 – 17 adapted from [www.penguinputnam.com](http://www.penguinputnam.com).*
    - a. *Henry VIII passed a law that made the professions of the barber and the surgeon into one position. This was done to better regulate both professions and to prevent surgeons from accidentally infecting their barbering customers after contact with seriously ill people.*
    - b. *“Dick Dot-and-Go-One,” is a nickname for people who have one leg shorter than the other and tend to waddle.*
  3. After completing the reading for the day, guide the students in renaming the chapters they have read so far (using Appendix D, pages 4-5). This is an opportunity for them to use their creativity to make the chapter titles more exciting and appealing to them as readers, as well as giving the teacher an opportunity to see the perspective from which the students are summarizing their reading in the form of a chapter title.
  4. Day 1 – Assign the chapter renaming activity for the chapters completed, the comprehension questions for the chapters completed (Appendix D, page 15), and the Venn Diagram (Appendix D, page 16).  
Day 2 – Assign the chapter renaming activity for the chapters completed, the comprehension questions for the chapters completed, and completion of the Venn Diagram. *Note: A Venn diagram is used to compare and contrast two things. For the Venn diagram in this lesson: one circle is for Edward – write the differences his character has from Tom’s; one circle is for Tom – write the differences his character has from Edward’s; where the circles intersect, write any similarities between Tom and Edward.*
- E. *Assessment/Evaluation*
1. Teacher will monitor class participation in discussion of reading.
  2. Completion of the Venn Diagram activity sheet (Appendix D, page 16) (Answer Key – Appendix M, page 5)
  3. Renaming of chapter titles (Appendix D, pages 4-5)
  4. Comprehension questions for chapters 15-17 (Appendix D, pages 15)

**Lesson Six: *The Prince and the Pauper* Chapters 18 – 21 (two days: one day = 50 minutes)**

**A. Daily Objectives**

1. Concept Objective(s)
  - a. The students will develop an awareness of the plots and major characters of selected classic fiction, folktales, and poetry.
  - b. The students will understand how to develop the ability to apply thinking skills to their reading, writing, speaking, listening and viewing {classic literature}. (CSS Reading and Writing 4)
  - c. The students will develop an awareness of literature as a record of human experience. (CSS Reading and Writing 6)
2. Lesson Content
  - a. English: Fiction and Drama: Stories: *The Prince and the Pauper* (Mark Twain) (p.136)
3. Skill Objective(s)
  - a. Students will read and respond to the literature through a creative arts activity.
  - b. Students will use the chapters they have read to create new chapter titles for *The Prince and the Pauper*.
  - c. Students will use the chapters they have read to answer a series of comprehension questions.

**B. Materials**

1. *The Prince and the Pauper* by Mark Twain (one per student)
2. Appendix D (students should have received this as a packet at the beginning of the unit)
3. Paper grocery bags (one large bag for every two students)
4. Markers, crayons, or colored pencils for students
5. Pens for students

**C. Key Vocabulary**

1. Petulant: adj. – marked by capricious ill humor
2. Demented: adj. – mad, insane
3. Sagacity: n – derived from the adjective, sagacious, meaning keen mind, shrewd
4. Brazen: adj. – sounding harsh and loud; marked by boldness
5. Hovel: n – a small, wretched, and often dirty house; hut
6. Vagrant: n – a person who has no job and wanders from place to place
7. Whetstone: n – a stone used for sharpening blades

**D. Procedures/Activities**

1. This lesson will cover chapters 18 – 21 and may take two days to complete. Read chapters 18 – 21 aloud as a class. Check frequently for understanding and comprehension using questions that will help clarify difficult passages or promote prediction. Sample questions:
  - a. Why did Hugo become angry with Edward? (Edward wouldn't help him beg and he told the person who stopped that Hugo was a thief)
  - b. How did Edward feel when the peasant children believed who he was? (he was grateful that he was finally with someone who didn't make fun of him)
  - c. What do you think will happen in the next chapter? (answers will vary)
2. After completing the reading for the day, guide the students in renaming the chapters they have read so far (using Appendix D, pages 4-5). This is an opportunity for them to use their creativity to make the chapter titles more entertaining and appealing to them as readers, as well as giving the teacher the

opportunity to see the perspective from which the students are summarizing their reading in the form of a chapter title.

3. The students are going to make “Wanted” posters for Canty/”Hobbs”, the Ruffler, Hugo, or any of the other gang members. In Appendix D, page 18, the students will write the name of the criminal they are going to make the “Wanted” poster about. They will also make a list of the person’s crimes (factual or fiction). After they have done this they will receive a portion of a brown paper grocery bag. Each student should receive the large portion of the bag (the side panels may be thrown away or recycled). On the brown bag they should make the “Wanted” poster, remembering to include a picture of the criminal as well as a list of his crimes. (Activity adapted from [www.penguinputnam.com](http://www.penguinputnam.com).) The finished posters will be hung around the room or in the hallway for the remainder of the unit. Use Appendix G to grade posters.
4. Day 1 – Assign the chapter renaming activity for the chapters completed and the comprehension questions for the chapters completed (Appendix D, page 17). Also assign the “Wanted” poster activity (students will have both days to complete this).  
Day 2 – Assign the chapter renaming activity for the chapters completed and the comprehension questions for the chapters completed (Appendix D, page 17). Complete “Wanted” posters.

E. *Assessment/Evaluation*

1. The teacher will monitor participation in discussion or reading.
2. Completion of “Wanted” posters (see Appendix G for rubric).
3. Renaming of chapter titles (Appendix D, pages 4-5)
4. Comprehension questions for chapters 18-21 (Appendix D, pages 17)

**Lesson Seven: *The Prince and the Pauper* Chapters 22 – 24 (three days: one day = 50 minutes)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. The students will understand how to develop the ability to apply thinking skills to their reading, writing, speaking, listening and viewing {classic literature and language styles}. (CSS Reading and Writing 4)
  - b. The students will develop an awareness of literature as a record of human experience. (CSS Reading and Writing 6)
2. Lesson Content
  - a. English: Fiction and Drama: Stories: *The Prince and the Pauper* (Mark Twain) (p.136)
3. Skill Objective(s)
  - a. Students will read and respond to the literature through applying what they have read to a present-day concept.
  - b. Students will use the chapters they have read to create new chapter titles for *The Prince and the Pauper*.
  - c. Students will use the chapters they have read to answer a series of comprehension questions.

B. *Materials*

1. *The Prince and the Pauper* by Mark Twain (one per student)
2. Appendix D (students should have received this as a packet at the beginning of the unit)
3. Notebook paper for the students
4. Pens for the students

5. “Trading Places” rubric (Appendix H) (one per student)
- C. *Key Vocabulary*
1. Stealthily: adv – derived from the adjective, stealthy, meaning furtive, sly
  2. Pilfering: v – to steal in small quantities
  3. Tirade: n – prolonged speech of abuse or condemnation
  4. Paltry: adj. – trashy; mean, despicable; trivial; meager, measly
  5. Abate: v – to put an end to; to decrease in amount, number, or degree
  6. Consternation: n – amazed dismay and confusion
  7. Indifferent: adj. – unbiased, unprejudiced; of no importance one way or the other; marked by no special liking for or dislike of something; being neither excessive nor inadequate; passable, mediocre; being neither right nor wrong.
- D. *Procedures/Activities*
1. This lesson will cover chapters 22 – 24 and may take two days to complete. Read chapters 22 – 24 aloud as a class. Check frequently for understanding and comprehension using questions that will help clarify difficult passages or promote prediction. Sample questions:
    - a. What did Hugo do to Edward to get him back for not begging with him? (he set Edward up to look like Edward had committed a crime)
    - b. What was Edward sentenced to? (jail time and flogging)
    - c. What do you think will happen in the next chapter? (answers will vary)
  2. After completing the reading for the day, guide the students in renaming the chapters they have read so far (using Appendix D, pages 4-5). This is an opportunity for them to use their creativity to make the chapter titles more entertaining and appealing to them as readers, as well as giving the teacher an opportunity to see the perspective from which the students are summarizing their reading in the form of a chapter title.
  3. The students will be writing their own “trading places” stories (using Appendix D, page 19). Each student will select a famous person (dead or alive and not necessarily associated with this story or time period) with whom they will trade places. The students need to include in their story: where and how the “trade” took place, the good and bad parts about being famous, how the student returned to his old life, and what the student learned from his or her imaginary experience. A rubric will be given to each child in which the expectations will be given. They will use Appendix D, page 19 to outline/brainstorm/rough draft their story. Use Appendix H to grade.
  4. Day 1 – Assign the chapter renaming activity for the chapters completed and the comprehension questions for the chapters completed (Appendix D, page 20). Also assign the “trading places” story and hand out the accompanying rubric. This day should be used to choose and do brief research on the famous person with which they will “trade.”  
Day 2 – Assign the chapter renaming activity for the chapters completed and the comprehension questions for the chapters completed (Appendix D, page 20). Continue working on the “trading places” story. This day should be used to outline or write a rough draft for their story.  
Day 3 – This day is to be given to proofreading/editing and finishing their story.
- E. *Assessment/Evaluation*
1. The teacher will monitor participation in discussion and reading.
  2. Completed “Trading Places” story (see rubric in Appendix H).
  3. Renaming of chapter titles (Appendix D, pages 4-5)
  5. Comprehension questions for chapters 22-24 (Appendix D, pages 20)

**Lesson Eight: *The Prince and the Pauper* Chapters 25 – 27 (two days: one day = 50 minutes)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. The students will develop an awareness of the plots and major characters of selected classic fiction, folktales, and poetry.
  - b. The students will understand how to develop the ability to apply thinking skills to their reading, writing, speaking, listening, and viewing {classic literature and language styles}.
2. Lesson Content
  - a. English: Fiction and Drama: Stories: *The Prince and the Pauper* (Mark Twain) (p.136)
3. Skill Objective(s)
  - a. Students will read and respond to the literature through a writing activity.
  - b. Students will use the chapters they have read to create new chapter titles for *The Prince and the Pauper*.
  - c. Students will use the chapters they have read to answer a series of comprehension questions.

B. *Materials*

1. *The Prince and the Pauper* by Mark Twain (one per student)
2. Appendix D (students should have received this as a packet at the beginning of the unit)
3. Quiz #3 (one per student) (Appendix I)
4. Rubric for assignment (Appendix J) (one per student)
5. Pens for students
6. Notebook paper for students
7. Sealing Wax (available at stationary shops)
8. Seal (available at stationary shops)

C. *Key Vocabulary*

1. Dissent: v – to withhold assent; to differ in opinion
2. Fervency: adv – with intensity of feeling or expression
3. Compulsion: n – an act of compelling; a force that compels; an irresistible impulse
4. Tinge: v – to color slightly; to affect or modify especially with a slight odor or taste
5. Perchance: adv – perhaps
6. Taciturn: adj. – disinclined to talk
7. Carouse: n – a drunken revel
8. Repudiate: v – to cast off, disown; to refuse to have anything to do with, refuse to acknowledge, accept, or pay

D. *Procedures/Activities*

1. Distribute Quiz #3 (Appendix I) and give the students time to complete it (ten minutes). This will be handed in and graded by the teacher.
2. This lesson will cover chapters 25 – 27 and may take two days to complete. Read chapters 25 – 27 aloud as a class. Check frequently for understanding and comprehension by asking questions that clarify the text or predict what will happen next. Sample questions:
  - a. What did Miles' brother do when they arrived at Hendon Hall? (he denied that Miles was alive)
  - b. Edward wrote a letter to his uncle in what languages? (Latin, Greek, and French)

- c. There were two women in prison with Edward and Miles who became their friends, why were the women in prison? (they were Baptists)
  - d. What will happen in the next chapter? (answers will vary)
  - 3. After completing the reading for the day, guide the students in renaming the chapters they have read so far (using Appendix D, pages 4-5). This is an opportunity for them to use their creativity to make the chapter titles more interesting and appealing to them as readers, as well as giving the teacher an opportunity to see the perspective from which the students are summarizing their reading in the form of a chapter title.
  - 4. The students will be writing the letter that Edward wrote to his uncle. This letter is not written out in the book. Each student will write a letter that gives Edward's uncle the information he needs to know that Tom is not the real king and that Edward needs to be rescued and given his rightful place on the throne. The students should do their best to use dialogue similar to that in the story. The students may not have a strong grasp on 16<sup>th</sup> century dialect, and they may use their books to find the proper language style for the letter. Each student should receive a rubric that outlines expectations (Appendix J).
  - 5. Once the letter is completed they may use the wax and seal to seal their letter in much the same way that Edward would have sealed his letter.
  - 6. Day 1 – Assign the chapter renaming activity for the chapters completed and the comprehension questions for the chapters completed (Appendix D). Also assign the rough draft of the letter.  
Day 2 – Assign the chapter renaming activity for the chapters completed and the comprehension questions for the chapters completed (Appendix D). Also assign the final draft of the letter.
- E. *Assessment/Evaluation*
- 1. The teacher will monitor participation in discussion and reading.
  - 2. Quiz # 3
  - 3. Completed letter (Rubric – Appendix J)
  - 4. Renaming of chapter titles (Appendix D, pages 4-5)
  - 5. Comprehension questions for chapters 25-27 (Appendix D, page 21)

**Lesson Nine: *The Prince and the Pauper* Chapters 28 – 30 (two days: one day = 50 minutes)**

A. *Daily Objectives*

- 1. Concept Objective(s)
  - a. The students will develop an awareness of the plots and major characters of selected classic fiction, folktales, and poetry.
  - b. The students will understand how to develop the ability to apply thinking skills to their reading, writing, speaking, listening, and viewing {classic literature and language styles}. (CSS Reading and Writing 4)
  - c. The students will develop an awareness of literature as a record of human experience. (CSS Reading and Writing 6)
- 2. Lesson Content
  - a. English: Fiction and Drama: Stories: *The Prince and the Pauper* (Mark Twain) (p.136)
- 3. Skill Objective(s)
  - a. Students will read and respond to the literature through applying what they have learned to higher-level thinking.
  - b. Students will use the chapters they have read to create new chapter titles for *The Prince and the Pauper*.

- c. Students will use the chapters they have read to answer a series of comprehension questions.
- B. *Materials*
- 1. *The Prince and the Pauper* by Mark Twain (one per student)
  - 2. Appendix D (students should have received this as a packet at the beginning of the unit)
  - 3. Pens for students
- C. *Key Vocabulary*
- 1. Sardonic: adj. – disdainfully or skeptically humorous, derisively mocking
  - 2. Magnanimous: adj. – showing or suggesting a lofty and courageous spirit; noble, generous
  - 3. Scourge: n – lash, whip; punishment; to punish severely
  - 4. Gibe: v – to utter taunting words; sneer
  - 5. Derided: v – to laugh at scornfully, ridicule
  - 6. Salaaming: v – an obeisance performed by bowing very low and placing the right palm on the forehead
  - 7. Zeal: n – eager and ardent interest in the pursuit of something; fervor
  - 8. Penury: n – extreme poverty; extreme frugality
- D. *Procedures/Activities*
- 1. This lesson will cover chapters 28 – 30 and may take two days to complete. Read chapters 28 – 30 aloud as a class. Check frequently for understanding and comprehension using questions that will help clarify difficult passages or promote prediction. Sample questions:
    - a. Miles takes Edward’s place in what kind of punishment? (flogging and time in the stocks)
    - b. Do you think that Tom will become king? (answers will vary)
  - 2. After completing the reading for the day, guide the students in renaming the chapters they have read so far (using Appendix D, pages 4-5). This is an opportunity for them to use their creativity to make the chapter titles more entertaining and appealing to them as readers, as well as giving the teacher an opportunity to see the perspective from which the students are summarizing their reading in the form of a chapter title.
  - 3. Day 1 – Assign the chapter renaming activity for the chapters completed and the comprehension questions for the chapters completed (Appendix D, page 22). Day 2 – Assign the chapter renaming activity for the chapters completed and the comprehension questions for the chapters completed (Appendix D, page 22).
- E. *Assessment/Evaluation*
- 1. The teacher will monitor participation in discussion and reading.
  - 2. The teacher will circulate around the room and check for completed comprehension questions (Appendix D, page 22) for chapters 28-30 (Answer Key – Appendix M, pages 1 – 5).
  - 3. Renaming of chapter titles (Appendix D, pages 4-5)

**Lesson Ten: *The Prince and the Pauper* Chapters 31 – 33 (two days: one day = 50 minutes)**

- A. *Daily Objectives*
- 1. Concept Objective(s)
    - a. The students will develop an awareness of the plots and major characters of selected classic fiction, folktales, and poetry.

- b. The students will understand how to develop the ability to apply thinking skills to reading, writing, speaking, listening, and viewing {classic literature and language styles}. (CSS Reading and Writing 4)
      - c. The students will develop an awareness of literature as a record of human experience. (CSS Reading and Writing 6)
    - 2. Lesson Content
      - a. English: Fiction and Drama: Stories: *The Prince and the Pauper* (Mark Twain) (p.136)
    - 3. Skill Objective(s)
      - a. Students will read and respond to the literature through making predictions.
      - b. Students will use the chapters they have read to create new chapter titles for *The Prince and the Pauper*.
      - c. Students will use the chapters they have read to answer a series of comprehension questions.
  - B. *Materials*
    - 1. *The Prince and the Pauper* by Mark Twain (one per student)
    - 2. Appendix D (students should have received this as a packet at the beginning of the unit)
    - 3. Pens for the students
    - 4. Notebook paper for students
  - C. *Key Vocabulary*
    - 1. Thither: adv – to that place
    - 2. Venerable: adj. – deserving to be venerated often used as a religious title; made sacred by association
    - 3. Largess: n – liberal giving; a generous gift
    - 4. Fealty: n – loyalty, allegiance
    - 5. Varlet: n – attendant; scoundrel, knave
  - D. *Procedures/Activities*
    - 1. Prior to reading chapters 31 – 33, the students will make predictions as to how they believe the story will end. On a clean piece of notebook paper, the students will write their prediction of the ending. They need to include what they believe will happen to the main characters (Tom, Edward, and Miles), who will become king, and what the king’s decision will be when dealing with the other characters.
    - 2. This lesson will cover chapters 31 – 33 and may take two days to complete. Read chapters 31 – 33 aloud as a class. Check frequently for understanding and comprehension using questions that will help clarify difficult passages or promote prediction. Sample questions:
      - a. Has Tom started to enjoy being dressed by several servants? (yes)
      - b. What event put Tom in poor spirits by the end of the procession? (he denied that his mother was who she said she was)
      - c. Was Tom relieved when Edward entered the hall? (yes)
    - 3. After completing the reading for the day, guide the students in renaming the chapters they have read so far (using Appendix D, pages 4-5). This is an opportunity for them to use their creativity to make the chapter titles more entertaining and appealing to them as readers, as well as giving the teacher an opportunity to see the perspective from which the students are summarizing their reading in the form of a chapter title.
    - 4. The students will answer the comprehension questions in Appendix D along with a final prediction/conclusion question.
    - 5. Day 1 – Assign the prediction writing activity (Rubric – Appendix L).

Day 2 – Assign the chapter renaming activity for the chapters completed and the comprehension questions for the chapters completed (Appendix D, page 23) (Answer Key – Appendix M, pages 1-5).

- E. *Assessment/Evaluation*
1. The teacher will monitor participation in discussion and reading.
  2. The teacher will circulate as the students work.
  3. Prediction writing activity (Rubric – Appendix L)
  4. Renaming of chapter titles (Appendix D, pages 4-5)
  5. Comprehension questions for chapters 31-33 (Appendix D, page 23)

**Lesson Eleven: *The Prince and the Pauper* Chapter 34/Summary (one day: one day = 50 minutes)**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. The students will understand how to develop the ability to apply thinking skills to their reading, writing, speaking, listening, and viewing {classic literature and language styles}. (CSS Reading and Writing 4)
    - b. The students will develop an awareness of literature as a record of human experience. (CSS Reading and Writing 6)
  2. Lesson Content
    - a. English: Fiction and Drama: Stories: *The Prince and the Pauper* (Mark Twain) (p.136)
  3. Skill Objective(s)
    - a. Students will read and respond to the literature through group discussion time.
    - b. Students will use the chapters they have read to create new chapter titles for *The Prince and the Pauper*.
    - c. Students will use the chapters they have read to answer a series of comprehension questions.
- B. *Materials*
1. *The Prince and the Pauper* by Mark Twain (one per student)
  2. Appendix D (students should have received this as a packet at the beginning of the unit)
  3. Quiz # 4 (one per student)
  4. Answer Key for Quiz # 4 (Appendix P)
  5. Pens for students
- C. *Key Vocabulary*
1. Relict: n – widow
- D. *Procedures/Activities*
1. This lesson will cover the final chapter and should take only one day to complete. Read the last chapter aloud as a class. Discuss the ending. Sample questions:
    - a. Did the story end the way you thought it would? (answers will vary)
    - b. Are you pleased with the ending? (answers will vary)
    - c. Did Edward and Tom change for the better? (answers will vary)
  2. After completing the reading for the day, guide the students in renaming the chapter they read (using Appendix D, pages 4-5). This is an opportunity for them to use their creativity to make the chapter titles more entertaining and appealing to them as readers, as well as giving the teacher an opportunity to see the perspective from which the students are summarizing their reading in the form of a chapter title.

3. Give the students an opportunity to form groups of three. This is their chance to discuss the book, their likes and dislikes (concerning the story), and think of any questions they may want to ask.
  4. Assign the remaining comprehension questions (Appendix D, page 24) and the chapter renaming activity to be finished by the end of the period.
  5. Distribute Quiz #4 and give the students ample time to complete it (20 minutes). This will be collected and graded by the teacher.
- E. *Assessment/Evaluation*
1. The teacher will monitor participation in discussion and reading.
  2. Quiz # 4
  3. Renaming of chapter titles (Appendix D, pages 4-5)
  4. Comprehension questions for chapter 34 (Appendix D, page 24)

## VI. CULMINATING ACTIVITY

- A. The class will watch *The Prince and the Pauper* (Disney, 1962). (93 minutes, color)
- B. Write a paragraph that gives three reasons the student liked the book and two ways in which the movie was different from the book (Appendix D, page 23).

## VII. HANDOUTS/WORKSHEETS

- A. Appendix A: *The Prince and the Pauper* – Historical Background Information
- B. Appendix B: Mark Twain – Background Information
- C. Appendix C: Lecture Notes – Historical Background and Information on Mark Twain
- D. Appendix D: Pages 1 – 24: Worksheet packet for students to use throughout the unit
- E. Appendix E: Quiz # 1
- F. Appendix F: Quiz # 2
- G. Appendix G: Rubric for “Wanted” poster
- H. Appendix H: Rubric for “Trading Places”
- I. Appendix I: Quiz # 3
- J. Appendix J: Rubric for Edward’s Letter
- K. Appendix K: Quiz # 4
- L. Appendix L: Rubric for Prediction Writing Activity
- M. Appendix M: Pages 1 – 5: Answer Key for Appendix D Pages 1 – 24
- N. Appendix N: Answer Key for Quiz # 1
- O. Appendix O: Answer Key for Quiz # 2
- P. Appendix P: Answer Key for Quiz # 4

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## ***The Prince and the Pauper* – Historical Background Information**

### **Henry VIII**

Henry was a popular king as a young man, but later in his life his reign became one of arrogance and tyranny. Henry married Catherine, who had Mary. Henry thought that England would not accept a reigning queen, so he decided to divorce Catherine. The Catholic Church would not allow the divorce. Henry started the Church of England, divorced Catherine, and declared himself the head of the Church of England.

Henry is most famous for his six wives. After divorcing Catherine, Henry married Anne Boleyn, who bore Elizabeth. Anne was arrested and charged with treason (a false charge), found guilty and beheaded. Henry's third wife, Jane Seymour, did the one thing his other wives had failed to do, which was to provide Henry with a male heir, Edward VI. Unfortunately, Jane died twelve days after Edward's birth. Henry married three more times and beheaded two more of his wives.

### **Lady Jane Grey**

Lady Jane Grey was the niece of Henry VIII. She entered the castle as an attendant to one of Henry's wives. Prior to Edward's death an attempt was made to name her successor to the throne, but was overthrown by Mary and convicted of treason and beheaded.

### **Hereditary Positions**

Kings often needed to reward nobles and gentry who helped them win battles, uncover plots, and pay for expensive wars. When land was not available to be given away the king would elevate a helpful lord to a higher office. The noble titles could be passed onto heirs. Some of the nobles had specific tasks, or privileges for their position. The types of situations described in *The Prince and the Pauper* actually occurred, but the author exaggerated them to show the elaborate customs governing royal behavior.

### **The Great Seal of England**

The Great Seal was used to authorize documents coming from the king. There was often an official whose responsibility was to keep the Seal. In an age when most people could not read, the Seal was a simple way for everyone to know that the king had officially approved an action. The Seal was used to imprint hot, melted wax on folded documents, as a sign of their authority.

### **Pageants as Entertainment**

There were 95 official holidays in England at this time, but these holidays were not as widely celebrated in London as they were in other European cities of the time. London shops were only closed on Christmas and Easter, and business traffic would therefore complicate parades and celebrations.

The mostly uneducated people of London would have greatly enjoyed public parades and celebrations as a way of escaping the dreariness, long hours, and hard work of their lives. In particular, the royal coronation would draw thousands of people into the city in hopes of catching a glimpse of the new king. If the king had a long reign, a coronation could be a once-in-a-lifetime event.

### **London Bridge**

London Bridge was built in 1209, and was the only bridge across the Thames River as it flowed through London. It had houses and shops on both sides, and in places the street was only nine feet wide. Some of the buildings were as much as seven stories high. At the north end of the bridge was an arched tunnel through which all foot traffic had to pass to cross the bridge. At the south end of the bridge, the several heads of executed enemies of the king were displayed until they rotted away.

### **English Laws in the 16<sup>th</sup> Century**

The English people in the 16<sup>th</sup> century were not considered as citizens, but as servants of the king. They had few rights, if any, and if a person was accused, even for murder, the trial usually took about ten minutes. There was no defense and few witnesses called.

Many crimes, in addition to murder, were punishable by death. Any time a person stole something worth more than twelve shillings, the death penalty was given. The most common executions were hanging, being burned to death, or being pressed to death.

## Appendix B

### **Mark Twain – Background Information**

Mark Twain's actual name was Samuel Langhorne Clemens. He lived most of his life in Hannibal, Missouri. His father died when Twain was twelve years old. Twain worked as an assistant for the newspaper his brother published. While working at the newspaper, he contributed poems, reports, and humorous articles to the paper.

Twain had always wanted to be a riverboat pilot on the Mississippi River. When piloting a riverboat someone would shout, "mark twain." Mark twain was the safety point for any decent-sized vessel. When Samuel Clemens quit piloting riverboats, and began writing professionally, he used to pen name Mark Twain in honor of his days as a steamboat pilot.

## Lecture Notes - Historical Background and Information on Mark Twain

- A. Henry VIII
  - 1. Henry was a very popular king as a young man. However, the longer he reigned, he became a king of arrogance and tyranny.
  - 2. Henry's first wife was Catherine. She gave birth to a daughter named Mary.
    - a. Henry did not want a wife that could not give him an heir (because certainly England would never want a queen on the throne). Henry decided to divorce Catherine.
    - b. Divorce was not allowed in the Catholic Church (the official church of England at the time).
    - c. Henry decided to start his own church and he named himself the head of the Church of England. The Church of England became the official church for England.
    - d. Henry made divorce legal and promptly divorced Catherine.
  - 3. Henry's second wife was Anne Boleyn. Anne also had a girl.
    - a. Henry was once again displeased with the gender of his child. Henry charged Anne with treason.
    - b. Anne was convicted (even though she wasn't guilty) and sentenced to death by beheading.
  - 4. Henry's third wife was Jane Seymour. She gave birth to a boy, whom they named Edward VI.
    - a. Jane died only twelve days after the birth of Henry's son.
  - 5. Henry married three more times after the death of his third wife. Henry is most famous for his six wives.
    - a. Henry beheaded two more wives as he had Anne Boleyn.
- B. Lady Jane Grey
  - 1. Lady Jane Grey was the niece of Henry VIII. She entered the castle as an attendant to one of Henry's wives.
  - 2. Prior to Edward's death, an attempt was made to name her successor to the throne, but was overthrown by Mary. Lady Jane was convicted of treason and beheaded.
- C. Hereditary Positions
  - 1. Kings often needed to reward nobles and gentry who helped them win battles, uncover plots, and pay for expensive wars. When land was not available to be given away, the king would elevate a helpful lord to a higher title or office.
  - 2. Situations in *The Prince and the Pauper* actually occurred. However, they were exaggerated by the author for the sake of showing the elaborate customs governing royal behavior.

## Appendix C, page 2

- D. The Great Seal of England
1. The Great Seal was used to authorize documents coming from the king.
  2. There was often an official whose responsibility was to keep the Seal.
  3. Most people could not read, and the Seal provided proof that the king had officially approved an action.
- E. Pageants as Entertainment
1. There were 95 official holidays in England at this time. London shops were only closed on Christmas and Easter, and business traffic would complicate parades and celebrations.
  2. Mostly the uneducated people of London would have enjoyed public parades and celebrations as an escape from their dreary lives.
  3. In particular, the royal coronation would draw thousands in hopes of catching a glimpse of the new king. If the king had a long reign, a coronation could be a once-in-a-lifetime event.
- F. London Bridge
1. The London Bridge was built in 1209.
    - a. The London Bridge was the only bridge across the Thames River as it flowed through London.
    - b. There were houses and shops on both sides and in places the street was only nine feet wide. Some of the buildings were as much as seven stories high.
  2. At the north end of the bridge was a tunnel through which all foot traffic had to pass to cross the bridge. At the south end were several heads of executed enemies of the king. These heads were displayed until they rotted away.
- G. English Laws in the 16<sup>th</sup> Century
1. The English people were not considered to be citizens, but as servants to the king.
  2. They had very few rights and the average trial would last only ten minutes.
  3. Many crimes were punishable by death. The most common executions were:
    - a. hanging,
    - b. burning to death, and
    - c. being pressed to death.
- H. Mark Twain
1. Mark Twain's actual name was Samuel Langhorne Clemens.
  2. He lived most of his life in Hannibal, Missouri.
    - a. Twain worked as an assistant for his brother's newspaper and contributed poems, reports, and humorous articles to the paper.
  3. Twain had always wanted to pilot a riverboat on the Mississippi River.
    - a. When piloting a riverboat the signal shouted to let the pilot know he was in safe water was "mark twain."
    - b. Twain later used this as his pen name in honor of his days as a steamboat pilot.

## Student Packet for *The Prince and the Pauper*

### Lecture Notes for Historical Background and Mark Twain Biographical Information

#### A. Henry VIII

1. Henry was a popular king as a young man, but became a king of \_\_\_\_\_ and \_\_\_\_\_.
2. Henry's first wife gave birth to a \_\_\_\_\_ child.
  - a. Henry decided to \_\_\_\_\_ Catherine.
  - b. This was not allowed in the \_\_\_\_\_ church.
  - c. Henry started and became the head of the \_\_\_\_\_ of \_\_\_\_\_.
3. Henry's second wife also had a \_\_\_\_\_ child.
  - a. Henry charged Anne with \_\_\_\_\_.
  - b. Anne was convicted and sentenced to death by \_\_\_\_\_.
4. Henry's third wife gave birth to a boy named \_\_\_\_\_.
  - a. This wife \_\_\_\_\_ twelve days after the child's birth.
5. Henry is most famous for his \_\_\_\_\_ wives.

#### B. Lady Jane Grey

1. Lady Jane Grey was Henry's \_\_\_\_\_.

#### C. Hereditary Positions

1. King's awarded nobles and gentry by increasing their \_\_\_\_\_.

## Appendix D, page 2

2. Situations in *The Prince and the Pauper* actually occurred, but were \_\_\_\_\_ to show the elaborate customs governing royal behavior.

### D. The Great Seal of England

1. The Great Seal was used to \_\_\_\_\_ documents coming from the \_\_\_\_\_.
2. In an age when most people could not \_\_\_\_\_, the Seal was a simple way for everyone to know that the king had officially \_\_\_\_\_ an action.

### E. Pageants of Entertainment

1. There were \_\_\_\_\_ official holidays in England at the time of the 16<sup>th</sup> century.
2. Mostly the \_\_\_\_\_ people of London would have greatly enjoyed parades.
3. A royal coronation may be a \_\_\_\_\_ opportunity if the reign of any one ruler is especially long.

### F. London Bridge

1. London Bridge was built in \_\_\_\_\_.
  - a. It was the only bridge across the \_\_\_\_\_ River as it flowed through London.
  - b. It had \_\_\_\_\_ and \_\_\_\_\_ on both sides.

**Appendix D, page 3**

c. In some places the street was only \_\_\_\_\_ feet wide.

2. The north end of the bridge held a \_\_\_\_\_.

3. The south end of the bridge displayed the severed \_\_\_\_\_  
of enemies of the king.

**G. English Laws in the 16<sup>th</sup> Century**

1. The English people in the 16<sup>th</sup> century were not citizens but  
\_\_\_\_\_ of the king.

2. The average trial took \_\_\_\_\_ minutes.

3. The most common executions were:

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

**H. Mark Twain**

1. Mark Twain's actual name was \_\_\_\_\_  
\_\_\_\_\_.

a. He lived most of his life in \_\_\_\_\_, Missouri.

b. Twain worked at a \_\_\_\_\_ as an assistant.

2. Twain had always wanted to become a \_\_\_\_\_  
pilot on the \_\_\_\_\_ River.

3. "\_\_\_\_\_ " was the  
signal shouted when they reached a safety point in the river.

4. Twain used the \_\_\_\_\_ name Mark twain in honor of  
his days as a steamboat pilot.

Appendix D, page 4  
*The Prince and the Pauper*  
Title Names

Chapter 1: \_\_\_\_\_

Chapter 2: \_\_\_\_\_

Chapter 3: \_\_\_\_\_

Chapter 4: \_\_\_\_\_

Chapter 5: \_\_\_\_\_

Chapter 6: \_\_\_\_\_

Chapter 7: \_\_\_\_\_

Chapter 8: \_\_\_\_\_

Chapter 9: \_\_\_\_\_

Chapter 10: \_\_\_\_\_

Chapter 11: \_\_\_\_\_

Chapter 12: \_\_\_\_\_

Chapter 13: \_\_\_\_\_

Chapter 14: \_\_\_\_\_

Chapter 15: \_\_\_\_\_

Chapter 16: \_\_\_\_\_

Chapter 17: \_\_\_\_\_

Chapter 18: \_\_\_\_\_

Chapter 19: \_\_\_\_\_

Chapter 20: \_\_\_\_\_

Chapter 21: \_\_\_\_\_

**Appendix D, page 5**

Chapter 22: \_\_\_\_\_

Chapter 23: \_\_\_\_\_

Chapter 24: \_\_\_\_\_

Chapter 25: \_\_\_\_\_

Chapter 26: \_\_\_\_\_

Chapter 27: \_\_\_\_\_

Chapter 28: \_\_\_\_\_

Chapter 29: \_\_\_\_\_

Chapter 30: \_\_\_\_\_

Chapter 31: \_\_\_\_\_

Chapter 32: \_\_\_\_\_

Chapter 33: \_\_\_\_\_

Chapter 34: \_\_\_\_\_

## Comprehension Questions Chapters 1 – 4

1. Why didn't the Canty children become thieves as their father wanted?

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---

2. Tom did not have an easy life, but he managed to keep his spirits up. How? What kept things bearable for him?

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3. What did Tom wish for more than anything else?

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4. What did Tom and Edward notice when they looked into the mirror?

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---

5. Mr. Canty doesn't believe that Edward is who he says he is. What do you think will happen to Edward when John Canty gets him back to Offal Court?

---

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Adapted from [www.occdsb.on.ca/~proj1615/pauper](http://www.occdsb.on.ca/~proj1615/pauper)

Appendix D, page 7

***The Prince and the Pauper-Cause and Effect, Chapters 1 – 4***

Connect each cause and effect listed below by writing the effect's letter next to its cause. Page numbers are listed. The correct combinations should form logical sentences. All answers are used only once.

**Causes**

**Effects**

- |  |   |
|--|---|
| 1. _____ Tom's dream world people were so fine, he wished...   | a. didn't know why no one knew he was the prince (14) |
| 2. _____ A soldier forced Tom away from the gate but...        | b. Tom began to act and talk like a prince (6)        |
| 3. _____ Edward claimed not to be the man's son so...          | c. saw the real prince behind the gate (9)            |
| 4. _____ When Tom told how his grandmother beat him...         | d. the boys laughed at him (17)                       |
| 5. _____ Tom's family was poor, which meant they...            | e. the man thought Edward was crazy (19)              |
| 6. _____ Edward forgot he was dressed like Tom, so he...       | f. he could be clean and have better clothes (5)      |
| 7. _____ Tom and Edward looked in the mirror to discover...    | g. they looked exactly alike (13-14)                  |
| 8. _____ The boys had no education in proper behavior so...    | h. lived in a miserable place (3)                     |
| 9. _____ Edward told the boys he was the Prince of Wales so... | i. Edward wanted to put her in the Tower (11)         |
| 10. _____ Tom wandered to Westminster Palace where he...       | j. they treated Edward without respect (18)           |
| 11. _____ He dreamed so much about being a prince that...      | k. Edward brought Tom inside the palace (10)          |

Appendix D, page 8  
*The Prince and the Pauper*

**Comprehension Questions – Chapters 5 – 10**

1. Define **vigilant** and use it correctly in a sentence.

Vigilant - \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Define **malady** and use it correctly in a sentence.

Malady - \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. How do appearances affect the way both Edward and Tom are treated? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

4. Why does Tom insist that he is not the prince? What does this show about his character?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. How do you think Tom felt when the servants were dressing him for dinner? Explain.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Appendix D, page 9  
*The Prince and the Pauper*  
**Comprehension Questions – Chapters 5 – 10**

1. What is the Great Seal? What is its purpose?

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2. What happened to Father Andrew?

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3. What happened to Edward after he was dragged by John Canty into the apartment on Offal Court?

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4. When Edward realized that Tom had taken his place as the Prince of Wales, what did he want to do to Tom?

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5. If you had been in Edward's position, would you continue to tell people that you were the Prince of Wales even though no one had believed you up to this point? Why or Why not?

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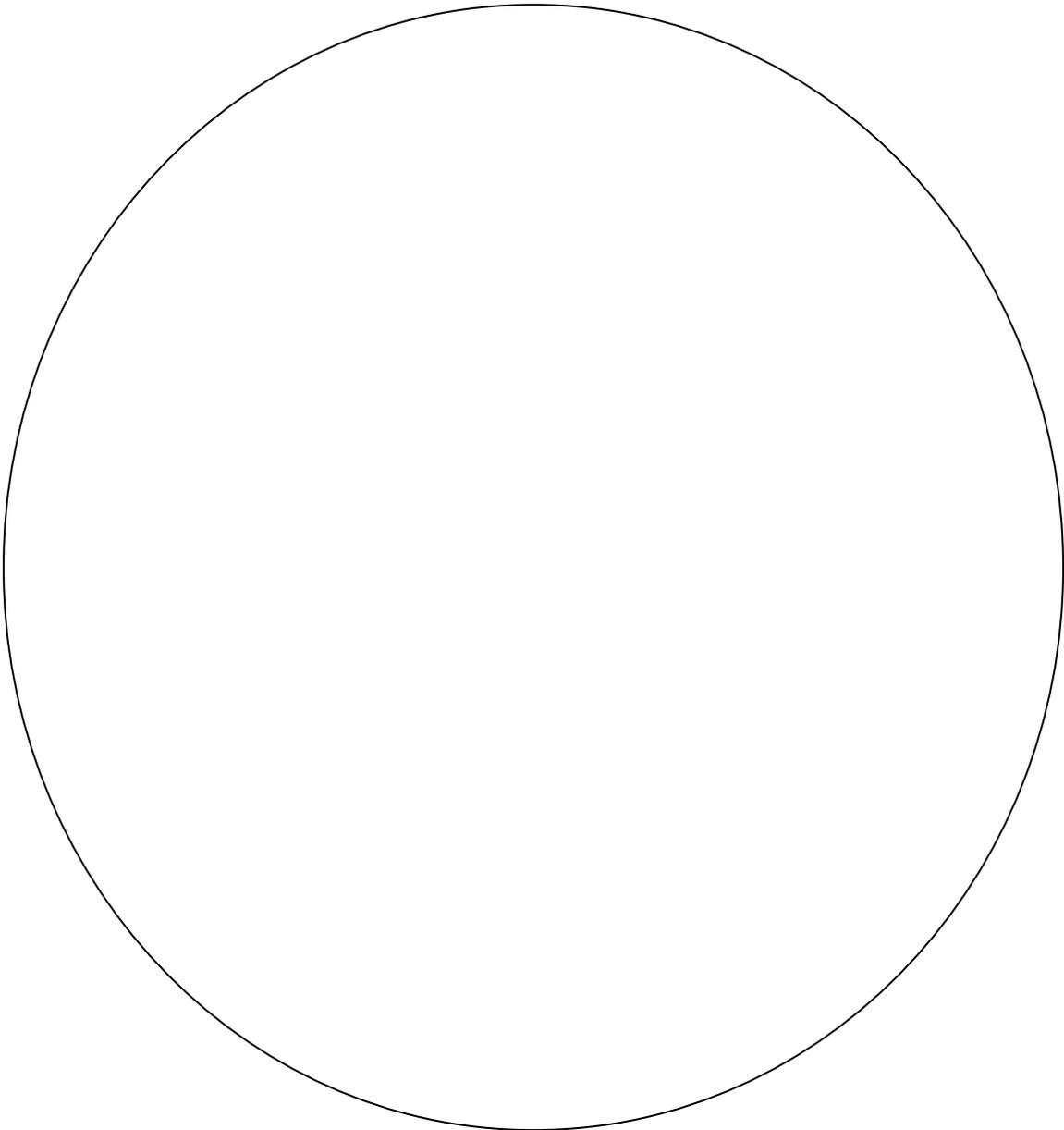
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Portions adapted from [www.penguinputnam.com](http://www.penguinputnam.com)

## *The Prince and the Pauper*

### **Personal Seal**

*The Great Seal was a symbol or picture that represented the king. It may have had the Latin word for king on it also, but it was usually a symbol or picture. In the space below, draw your personal seal. Questions to ask yourself as you design your seal: What picture or symbol could be best used to represent me? Would my classmates know something was from me, simply by seeing my seal?*



## *The Prince and the Pauper* Sequence of Events

*Put the major events below in order from first to last. You may use chapters 1 – 10 to help you complete the activity.*

Tom is born	Tom meets King Henry	Edward meets the Cantys
Tom's first royal dinner	Edward is lost in the city	Edward is born
Tom's early years	Tom goes to the banquet	Tom and Edward switch clothes
Tom and Edward meet	Edward escapes from John Canty	

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_

*The Prince and the Pauper*

**Comprehension Questions – Chapters 11 – 14**

1. How does Tom’s first act as king reflect his character?

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2. Today is your first day as President of the United States. What would you do? Why?

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---

3. Why does Edward expect to be waited on? \_\_\_\_\_

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4. Why does Miles ask to sit in the presence of the king? Why is that such a huge privilege?

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---

5. Why is Canty so determined to get “Tom” back?

---

---

Portions adapted from [www.penguinputnam.com](http://www.penguinputnam.com)

*The Prince and the Pauper*  
**Comprehension Questions – Chapters 11 – 14**

6. What is the purpose of a whipping boy? \_\_\_\_\_

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7. How does Tom use the whipping boy to his advantage? \_\_\_\_\_

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*The Prince and the Pauper*  
**Behavior/Explanation Activity Sheet**

*Starting on page 86 of your book, look at and record how Edward expects to be treated by Hendon under the **Behavior** column. Then record Hendon's explanations for Edward's behavior under the **Explanation** column.*

**Behavior**

**Explanation**

*The Prince and the Pauper*  
**Comprehension Questions – Chapters 15 – 17**

1. Why does Twain frequently take the reader “behind the scenes” in this book? Do you think it gives you a better understanding of what is going on in the story? Why or why not? \_\_\_\_\_

2. What is the purpose of the royal taster? Why would you **not** want that job?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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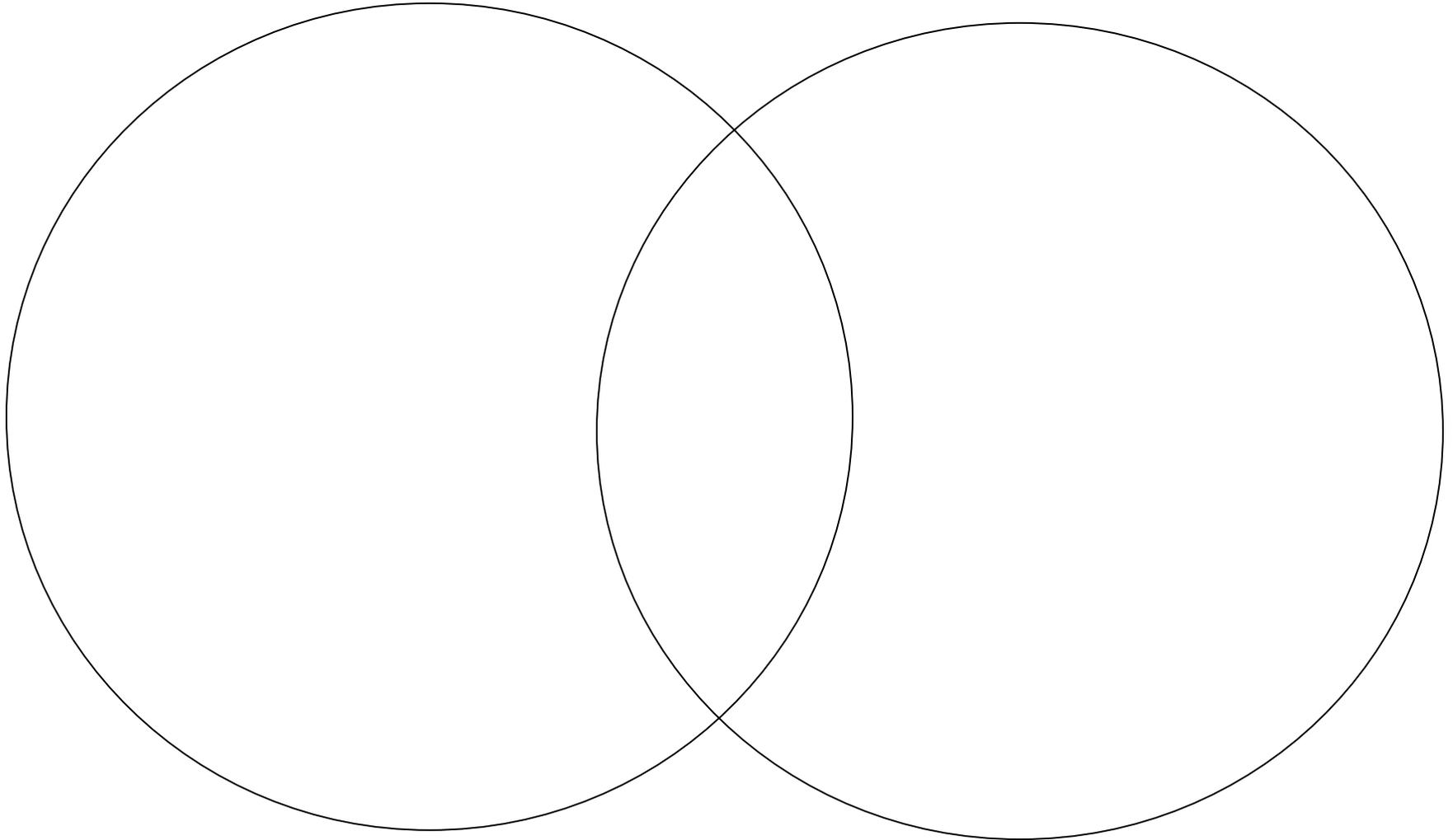
Define the words **fetter** and **blithe** and use them correctly in a sentence.

3. **Fetter:**  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. **Blithe:**  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Portions adapted from [www.penguinputnam.com](http://www.penguinputnam.com)

Appendix D, page 16  
*The Prince and the Pauper*  
**Venn Diagram – Edward and Tom**



*The Prince and the Pauper*  
**Comprehension Questions – Chapters 18 – 21**

Define **demented** and use it correctly in a sentence.

1. **Demented:**

---

---

---

2. What did Edward do to Hugo to make Hugo so angry?

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---

3. Why does Edward feel so content and peaceful with the calf?

---

---

4. What did Prissy and Margery's mother think Edward has been doing for a living?

---

---

5. Edward met a hermit that believed himself to be an archangel. How did Edward react to this information? Did his feelings for the hermit change once they had talked for a while? If so, how? \_\_\_\_\_

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6. Why was Edward grateful to see John Canty and Hugo at the hermit's hut? \_\_\_\_\_

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## *The Prince and the Pauper* “Wanted” Poster Activity

*In this activity you should choose one of the gang members to make a “Wanted” poster for. You may choose from Canty/”Hobbs”, the Ruffler, Hugo, or any of the other gang members. You also need to list the crimes the character has committed. These crimes may be factual crimes from the book and crimes you think they have committed prior to “meeting” them in the text. When you have completed the following page, you **MUST** show it to the teacher before moving on to the next part of the activity.*

**“Wanted” Character:** \_\_\_\_\_

**Crimes:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

*The Prince and the Pauper*  
**Trading Places – Brainstorm/Outline/Rough draft**

*Use the space below to brainstorm/outline/rough draft your story.*

*The Prince and the Pauper*  
**Comprehension Questions – Chapters 22 – 24**

1. Why is Hugo so determined to destroy Edward?

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2. What does it mean to be flogged?

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*The Prince and the Pauper*

**Comprehension Questions – Chapters 25 – 27**

1. Define **fervency** and use it correctly in a sentence.

**Fervency:**

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---

2. Define **perchance** and use it correctly in a sentence.

**Perchance:**

---

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---

3. Did Miles deliver Edward’s letter?

---

4. What happened to the two women Edward became friends with in prison?

---

---

---

5. Do you think Edward was changed after prison? Why or why not?

---

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---

---

*The Prince and the Pauper*

**Comprehension Questions – Chapters 28 – 30**

1. Is Edward grateful to Miles for taking Edward’s punishment? If so, how does he show his gratitude?

---

---

2. Tom has begun to enjoy his royal status. Did he become arrogant and a tyrant like the king before him? If not, how would you describe his character in one word?

---

---

3. What do you think will happen in the last few chapters of the book?

---

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*The Prince and the Pauper*  
**Comprehension Questions – Chapters 31 – 33**

1. If you were Edward, would you have treated Tom as well as he did? Why or why not?

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2. Tom denied that his mother was who she said she was. Would you have stood up for her if you had been in Tom's position? Why or why not?

---

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**Appendix E**  
***The Prince and the Pauper***  
**Quiz #1**

*For each sentence below, choose the best answer by circling the correct letter.*

1. The boys at Christ's Church didn't believe Edward was the prince so they
  - a. punched him and made him cry
  - b. touched him and let the dogs chase him
  - c. sent him to the mental hospital
  - d. threw him in the river
  
2. Tom was so busy thinking about his dreams of royalty that he found himself
  - a. wandering around London
  - b. getting lost
  - c. getting arrested
  - d. back at home
  
3. Everyone in London took a holiday because
  - a. Tom was born
  - b. Henry died
  - c. it was July 4<sup>th</sup>
  - d. Edward was born
  
4. Father Andrew taught reading, writing, and Latin to poor children because he
  - a. was bored and lonely
  - b. hated King Henry
  - c. used to teach children before being turned out of his home
  - d. was a schoolmaster
  
5. After Tom had listened to so many of Father Andrew's tales, he began to have a desire to
  - a. run away from home
  - b. see a real prince
  - c. become rich and famous
  - d. train as an apprentice
  
6. Tom awoke from his dreams to his real life and
  - a. got mad at his father
  - b. began to cry
  - c. decided to become the best thief ever
  - d. went back to sleep
  
7. The two boys envied each other's life so they
  - a. went on a tour of the palace
  - b. talked about the Great Seal
  - c. traded clothes
  - d. went their separate ways

**Appendix F**  
***The Prince and the Pauper***  
**Quiz # 2**

*From the list of characters, write the correct name(s) on the blank next to each description below.*

<b>Tom Canty</b>	<b>Miles Hendon</b>	<b>Nan and Bet</b>	<b>John Canty</b>
<b>Edward Tudor</b>	<b>King Henry</b>	<b>Lady Elizabeth</b>	<b>Lady Jane</b>
<b>Lord Hertford</b>	<b>Father</b>	<b>Andrew</b>	

1. \_\_\_\_\_ Twin sisters, unable to read, kind to Tom, dressed in rags.
2. \_\_\_\_\_ Old, made homeless by the king, killed by Tom's father in a street fight.
3. \_\_\_\_\_ Old, angry, in poor health, cruel to most people except his son.
4. \_\_\_\_\_ Knight, recently back from wars, prince's protector.
5. \_\_\_\_\_ Thought the king was mad, the prince was crazy, and England was in trouble.
6. \_\_\_\_\_ Tactful, careful to protect the prince's reputation, his half-sister.
7. \_\_\_\_\_ Often drunk, outlaw, poor, cruel to his family.
8. \_\_\_\_\_ Heir to throne, pampered, many servants, fluent in Latin, Greek, and French.
9. \_\_\_\_\_ Poorly educated, daydreams about royal life, beggar.
10. \_\_\_\_\_ Kind, worried about the prince, innocent, prince's cousin.

Appendix G

**Rubric for “Wanted” Poster**

Student Name: \_\_\_\_\_

<b>CATEGORY</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>
<b>Required Elements</b>	The poster includes all required elements as well as additional information.	All required elements are included on the poster.	All but one of the required elements are included on the poster.	Several required elements were missing.
<b>Attractiveness</b>	The poster is exceptionally attractive in terms of design and neatness.	The poster is attractive in terms of design and neatness.	The poster is acceptably attractive though it may be a bit messy.	The poster is distractingly messy or very poorly designed.
<b>Use of Class Time</b>	Used time well during each class period. Focused on getting the project done. Never distracted others.	Used time well during each class period. Usually focused on getting the project done and never distracted others.	Used some of the time well during each class period. There was some focus on getting the project done but occasionally distracted others.	Did not use class time to focus on the project OR often distracted others.

Appendix H

**Rubric – Trading Places**

Student Name: \_\_\_\_\_

CATEGORY	5	4	3	2
<b>Writing Process</b>	Student devotes a lot of time and effort to the writing process (prewriting, drafting, reviewing, and editing).	Student devotes sufficient time and effort to the writing process (prewriting, drafting, reviewing, and editing).	Student devotes some time and effort to the writing process but was not very thorough.	Student devotes little time and effort to the writing process.
<b>Focus on Assigned Topic</b>	The entire story is related to the assigned topic and allows the reader to understand and enjoy the story.	Most of the story is related to the assigned topic. The story wanders off at one point, but the reader can still understand the story.	Some of the story is related to the assigned topic, but it does not stay on track.	Little attempt has been made to relate the story to the assigned topic.
<b>Creativity</b>	The story contains many creative details and/or descriptions that contribute to the reader's enjoyment. The author has really used his imagination.	The story contains a few creative details and/or descriptions that contribute to the reader's enjoyment. The author has used his imagination.	The story contains a few creative details and/or descriptions, but they distract from the story.	There is little evidence of creativity in the story.
<b>Spelling and Punctuation</b>	There are zero to one spelling or punctuation errors in the final draft. Character and place names that the author used are spelled consistently throughout.	There are two to three spelling or punctuation errors in the final draft.	There are three to four spelling and punctuation errors in the final draft.	The final draft has five or more spelling and punctuation errors.
<b>Title</b>	Title is creative, sparks interest and is related to the story and topic.	Title is related to the story and topic.	Title is present, but does not appear to be related to the story and topic.	No title.

Appendix I

*The Prince and the Pauper*  
**Quiz # 3**

*List seven main characters that have been read about up to this point. You may list an eighth character for a bonus point.*

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_

BONUS: \_\_\_\_\_

Appendix J

Rubric – Letter

Student Name: \_\_\_\_\_

CATEGORY	5	4	3	2
<b>Salutation and Closing</b>	Salutation and closing have no errors in capitalization and punctuation.	Salutation and closing have one-two errors in capitalization and punctuation.	Salutation and closing have three or more errors in capitalization and punctuation.	Salutation and/or closing are missing.
<b>Sentences and Paragraphs</b>	Sentences and paragraphs are complete, well-constructed and of varied structure.	All sentences are complete and well-constructed (no fragments, no run-ons). Paragraphing is generally done well.	Most sentences are complete and well-constructed. Paragraphing needs some work.	Many sentence fragments or run-on sentences OR paragraphing needs lots of work.
<b>Grammar and Spelling (Conventions)</b>	Writer makes no errors in grammar or spelling.	Writer makes one-two errors in grammar and/or spelling.	Writer makes three-four errors in grammar and/or spelling	Writer makes more than four errors in grammar and/or spelling.
<b>Neatness</b>	Letter is hand written in script, clean, not wrinkled, and is easy to read with no distracting error corrections.	Letter is neatly hand-written, clean, not wrinkled, and is easy to read with no distracting error corrections.	Letter is hand written and is crumpled or slightly stained. It may have one-two distracting error corrections. It was done with some care.	Letter is hand written and looks like it had been shoved in a pocket or backpack. It may have several distracting error corrections. It looks like it was done in a hurry or stored improperly.

## Appendix K Quiz # 4

Match the conflicts with their resolutions by writing the correct resolution for each conflict in the blank. Not every resolution choice will be used.

<b>Conflicts</b>	<b>Resolutions</b>
1. Edward vs. Miles Hendon	_____
2. Edward vs. Hugo and the Ruffler	_____
3. Tom vs. Lord Hertford	_____
4. Miles Hendon vs. Hugh Hendon	_____
5. Hugh Hendon vs. Lady Elizabeth	_____
6. Constable vs. Miles Hendon	_____
7. Tom vs. his conscience	_____
8. Edward vs. John Canty/Hobbs	_____
9. Miles vs. his memory	_____
10. Edward vs. the archangel	_____

### Resolution Choices

- |  |  |
|--|--|
| a. Edward's crown restored, John disappeared | b. Tom returned to his life, Hertford higher |
| c. Edward escaped, separated from outlaws    | d. Miles learned who Edward really was       |
| e. Edward crowned king, accepted             | f. Miles restored, Hugh exiled to continent  |
| g. Edward escaped, no word on archangel      | h. Edward changed the laws                   |
| i. Hugh imprisoned, Edith marries Miles      | j. Helped Edward regain his throne           |
| k. Miles had remembered correctly            | l. Developed compassions for the poor        |
| m. Miles imprisoned, Hugh restored           | n. Miles fought Hugh, Edith married winner   |

Appendix L

**Prediction Writing Activity Rubric**

Student Name: \_\_\_\_\_

<b>CATEGORY</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Focus on Topic (Content)</b>	There is one clear, well-focused topic. Main idea stands out and is supported by detailed information.	Main idea is clear but the supporting information is general.	Main idea is somewhat clear but there is a need for more supporting information.	The main idea is not clear. There is a seemingly random collection of information.
<b>Introduction (Organization)</b>	The introduction is inviting, states the main topic and previews the structure of the writing activity.	The introduction clearly states the main topic and previews the structure of the writing activity, but is not particularly inviting to the reader.	The introduction states the main topic, but does not adequately preview the structure of the paper nor is it particularly inviting to the reader.	There is no clear introduction of the main topic or structure of the paper.
<b>Flow and Rhythm (Sentence Fluency)</b>	All sentences sound natural and are easy-on-the-ear when read aloud. Each sentence is clear.	Almost all sentences sound natural and are easy-on-the-ear when read aloud, but one or two are stiff and awkward or difficult to understand.	Most sentences sound natural and are easy-on-the-ear when read aloud, but several are stiff and awkward or are difficult to understand.	The sentences are difficult to read aloud because they sound awkward, are distractingly repetitive, or difficult to understand.
<b>Grammar and Spelling (Conventions)</b>	Writer makes zero to one error(s) in grammar or spelling that distract the reader from the content.	Writer makes two to three errors in grammar or spelling that distract the reader from the content.	Writer makes four to five errors in grammar or spelling that distract the reader from the content.	Writer makes more than five errors in grammar or spelling that distract the reader from the content.

Appendix M, page 1

**Key – Lecture Notes (Appendix D, pages 1 – 3)**

*Answers are listed in the order they appear on the student outline. However, they are not in outline form.*

- |                        |                              |
|------------------------|------------------------------|
| 1. arrogance           | 28. 9                        |
| 2. tyranny             | 29. tunnel                   |
| 3. female              | 30. heads                    |
| 4. divorce             | 31. servants                 |
| 5. Catholic            | 32. 10                       |
| 6. church              | 33. hanging                  |
| 7. England             | 34. burning to death         |
| 8. female              | 35. pressed to death         |
| 9. treason             | 36. Samuel Langhorne Clemens |
| 10. beheading          | 37. Hannibal                 |
| 11. Edward VI          | 38. newspaper                |
| 12. died               | 39. riverboat                |
| 13. six                | 40. Mississippi              |
| 14. niece              | 41. mark twain               |
| 15. title              | 42. pen                      |
| 16. exaggerated        |                              |
| 17. authorize          |                              |
| 18. king               |                              |
| 19. read               |                              |
| 20. approved           |                              |
| 21. 95                 |                              |
| 22. uneducated         |                              |
| 23. once-in-a-lifetime |                              |
| 24. 1209               |                              |
| 25. Thames             |                              |
| 26. houses             |                              |
| 27. shops              |                              |

Appendix M, page 2

**Key – Comprehension Questions Appendix D, page 6**

1. They did not want to end up like their father.
2. Daydreaming about being royal. He had a pretend royal court.
3. To meet a real prince.
4. They looked alike.
5. Answers will vary

**Key – Cause and Effect Appendix D, page 7**

1. F
2. K
3. E
4. I
5. H
6. A
7. G
8. J
9. D
10. C
11. B

**Key – Comprehension Questions Appendix D, page 8**

1. Vigilant – adj – alertly watchful, especially to avoid danger (sentences will vary)
2. Malady – n – a disease or disorder of the body or mind (sentences will vary)
3. Tom is treated better, while Edward is treated worse.
4. He doesn't want to get into trouble. He is honest and has integrity.
5. Strange, uncomfortable; he's never experienced anything like it.

Appendix M, page 3

**Key – Comprehension Questions Appendix D, page 9**

1. The seal was used to authorize documents by the king.
2. He was killed by John Canty.
3. He was defended by Tom's mother, and beaten by Tom's father and grandmother.
4. He wanted to have Tom charged with treason and killed.
5. Answers will vary

**Key – Sequencing Activity Appendix D, page 11**

1. Tom is born
2. Edward is born
3. Tom's early years
4. Tom and Edward meet
5. Tom and Edward switch clothes
6. Edward is lost in the city
7. Tom meets King Henry
8. Tom's first royal dinner
9. Edward meets the Cantys
10. Tom goes to the banquet
11. Edward escapes from Canty

**Key – Comprehension Questions Appendix D, page 12**

1. He is kind, giving, honest – answers will vary
2. Answers will vary
3. Because he was raised that way and has never waited on himself
4. No one sits in the presence of the king, Miles didn't think it would matter what he asked for because he didn't believe Edward was king.
5. Because "Tom" knew he had killed Father Andrew
6. To take any punishment that should have been given to the prince
7. He uses him to get information and learn what he should do as a prince

Appendix M, page 4

**Key – Behavior/Explanation Activity Appendix D, page 14**

Behavior

- Edward expects Miles to undress him

Explanation

- Miles doesn't have an explanation

Behavior

- Edward orders Miles to sleep in front of the door

Explanation

- Miles thinks Edward is playing his "part" very well

Behavior

- Edward runs away

Explanation

- Miles believes Edward must have been coerced away

**Key – Comprehension Questions Appendix D, page 15**

1. Answers will vary
2. To taste the food for poison – Answers will vary
3. Fetter – n – a chain or shackle for the feet; something which confines; restraint – sentences will vary
4. Blithe – adj. – happily lighthearted – sentences will vary

## Key – Venn Diagram (Appendix D, page 16)

*These are not the only answers! These are merely suggested answers.*

Edward

- rich
- prince
- arrogant
- demanding

Tom

- poor
- pauper
- giving
- humble
- kind

Both

- scared
- confused
- frustrated
- taken care of

## Key – Comprehension Questions Appendix D, page 17

1. Demented – adj. – mad, insane – sentences will vary
2. He didn't help Hugo beg and told the person who stopped that Hugo wasn't sick, but a thief
3. He was glad for the company, he was warmed by the calf
4. Helped in a kitchen
5. At first he didn't want to stay with the madman, once he started listening to him he became intrigued and enjoyed talking to him.
6. The hermit was going to kill him

### **Key – Comprehension Questions Appendix D, page 20**

1. Because he called him a thief and ruined his begging scheme
2. To be whipped

### **Key – Comprehension Questions Appendix D, page 21**

1. Fervency – adj. – with intensity of feeling or expression – sentences will vary
2. Perchance – perhaps – sentences will vary
3. No
4. They were burned at the stake
5. Yes, answers will vary

### **Key – Comprehension Questions Appendix D, page 22**

1. Yes, he makes him a knight
2. No, answers will vary
3. Answers will vary

### **Key – Comprehension Questions Appendix D, page 23**

1. Yes/No, answers will vary
2. Yes/No, answers will vary

Appendix N

**Key – Quiz # 1 (Appendix E)**

1. A
2. A
3. B
4. C
5. B
6. B
7. C

Appendix O

**Key – Quiz # 2 (Appendix F)**

1. Nan and Bet
2. Father Andrew
3. Henry
4. Miles Hendon
5. Lord Hertford
6. Lady Elizabeth
7. John Canty
8. Edward
9. Tom
10. Lady Jane

Appendix P

**Key – Quiz # 4 (Appendix K)**

1. D – Miles learned who Edward really was
2. C – Edward escaped, separated from outlaws
3. B – Tom returned to his life, Hertford title
4. F – Miles restored, Hugh exiled to the continent
5. I – Hugh imprisoned, Edith marries Miles
6. M – Miles imprisoned, Hugh restored
7. J – Helped Edward regain his throne
8. A – Edward’s crown restored, John disappeared
9. K – Miles had remembered correctly
10. G – Edward escaped, no word on archangel