

# The Prince and the Pauper

**Grade Level:** 6<sup>th</sup> Grade

**Presenter:** Katy Lyons, Twin Peaks Charter Academy, Longmont, CO

**Unit Length:** 4-6 weeks

## I. ABSTRACT

This sixth grade unit will have students read, comprehend, discuss, and respond to the novel *The Prince and the Pauper* by Mark Twain.

## II. OVERVIEW

### A. Concept Objectives

1. Students will read the unabridged novel for comprehension of its plot, characters, setting, conflicts, and resolution.
2. Students will understand and respond to the social issues raised by the novel, as well as its historical context.

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

1. Students will read the novel *The Prince and the Pauper* by Mark Twain, in the 6<sup>th</sup> grade literature and language arts section of the *Core Knowledge Sequence*, 1999 Revised Edition, page 136.

### C. Skill Objectives

1. Students can identify, describe, and give reasons for actions of the major characters in the novel.
2. Students will be able to summarize main events in the story.
3. Students will compare and contrast major characters, relationships, and settings in the story.
4. Students will properly sequence various major events from the book.
5. Students can relate cause and effect to selected plot and character elements.
6. Students will debate controversial social issues raised by the story.
7. Students will correctly use new vocabulary words in sentences.
8. Students will explain historical references in the novel.
9. Students can discuss the author's purpose and point of view.
10. Students will practice dictionary, note taking, study, and research skills.
11. Students will choose a topic for the extension project.
12. Students will plan for and meet interim deadlines on the project.
13. Students are able to identify the major events and their significance in a reading block.
14. Students will create an extension project as a culminating activity.

## III. BACKGROUND INFORMATION

### A. For Teachers

1. Supplementary material included in the Tor Classic edition of *The Prince and the Pauper*: "The Life of Mark Twain", Introduction, Preface, Notes and Afterword.
2. See teacher-made Background Information, Appendix C

### B. For Students

1. Students should have prior knowledge of Renaissance Europe from 4<sup>th</sup> grade Core Knowledge, as well as knights and feudal Europe. They also should be somewhat familiar with customs of royalty and royal succession in Europe. Much of this novel deals with the customs and realities of this time period, and time would be well spent developing this prior knowledge before reading the book. An overview of these topics is provided in the notes packet, and depending on student familiarity with these concepts, the teacher might want to introduce or review them in the introduction.

#### IV. RESOURCES

- A. *The Prince and the Pauper* by Mark Twain, Tor edition, copyright 1988, ISBN # 0-812-50477-1 (unabridged version). Special needs students might read the Great Illustrated Classics version of *The Prince and the Pauper*. This unit is based on the unabridged novel.
- B. *The Writer's Guide to Everyday Life in Renaissance England*, by Kathy Lynn Emerson, copyright 1996, Writer's Digest Books, ISBN # 0-89879-752-7.
- C. *The Pageant of Early Tudor England*, by Elizabeth Burton, copyright 1976, Charles Scribner's Sons, ISBN # 0-684-14917-6.
- D. Teacher-made activity pages, Appendix B.
- E. Teacher-made Background Information, Appendix C.

#### V. LESSONS

**Lesson One: Introduction and Overview** (one or two class periods, depending on students' prior knowledge)

- A. *Daily Objectives*
  - 1. Concept Objectives
    - a. Students will read the unabridged novel for comprehension of its plot, characters, setting, conflicts, and resolution.
    - b. Students will understand and respond to the social issues raised by the novel, as well as its historical context.
  - 2. Lesson Content
    - a. Introduction, overview, vocabulary for Chapters 1-2
  - 3. Skill Objectives
    - a. Students will understand the social and political climate of England in the 16<sup>th</sup> century.
    - b. Students will become familiar with vocabulary and setting for Chapters 1 and 2.
- B. *Materials*
  - 1. Student copy of novel
  - 2. Student vocabulary packet (vocabulary list—see Appendix A, distribute and have students keep in folders)
  - 3. Prince and Pauper folder
  - 4. Pencil and paper
  - 5. Dictionaries
- C. *Key Vocabulary*  
See Appendix A, Vocabulary, Chapters 1-2
- D. *Procedures/Activities*
  - 1. Read introduction aloud or with partners, and discuss.
  - 2. Preview vocabulary for Chapters 1-2.
  - 3. Students read Chapters 1-2, in class if time permits, or for homework.
- E. *Assessment/Evaluation*
  - 1. Students will be able to discuss information included in the introduction lesson(s).

**Lesson Two: Main Characters—Tom Canty and Edward Tudor**

- A. *Daily Objectives*
  - 1. Concept Objectives
    - a. Students will read the unabridged novel for comprehension of its plot, characters, setting, conflicts, and resolution.
    - b. Students will understand and respond to the social issues raised by the novel, as well as its historical context.

2. Lesson Content
    - a. Chapters 1-2
  3. Skill Objectives
    - a. Students will describe Tom's and Edward's lives and homes.
    - b. Students will compare and contrast Tom and Edward's lives.
- B. *Materials*
1. Novel
  2. Student vocabulary packet
  3. Prince and Pauper folder
  4. Pencil and paper
  5. Dictionaries
- C. *Key Vocabulary*  
See Appendix A, Vocabulary, Chapters 1-2
- D. *Procedures/Activities*
1. Chalkboard Venn diagram of Tom and Edward and have a student discussion.
  2. Preview vocabulary for chapters 3-4.
  3. Students read chapters 3-4 either in class or for homework.
- E. *Assessment/Evaluation*
1. Students will take notes on character discussion and keep notes in folder.

### **Lesson Three: The Switch**

- A. *Daily Objectives*
1. Concept Objectives
    - a. Students will read the unabridged novel for comprehension of its plot, characters, setting, conflicts, and resolution.
    - b. Students will understand and respond to the social issues raised by the novel, as well as its historical context.
  2. Lesson Content
    - a. Chapters 3-4
  3. Skill Objectives
    - a. Students need to know how, when, and why Edward and Tom switched places.
    - b. Students will be able to identify cause and effect with pairs of events in Chapters 1-4.
- B. *Materials*
1. Novel
  2. Student vocabulary packet
  3. Prince and Pauper folder
  4. Pencil and paper
  5. Dictionary
  6. Activity Page 1, Cause and Effect, Appendix B
- C. *Key Vocabulary*  
See Appendix A, Vocabulary, Chapters 3-4
- D. *Procedures/Activities*
1. Have students summarize events leading up to and following Tom and Edward's switching places.
  2. List events in chapters 1-4 on board, and identify each as cause or effect, linking in pairs.
  3. Predict how these events may affect others in each boy's life.
  4. Distribute Activity Page 1, to be finished for homework.
  5. Preview vocabulary for Chapters 5-6, and read these two chapters for classwork or homework.

E. *Assessment/Evaluation*

1. Activity Page 1 (Appendix B) on cause and effect will be checked in class the following day.

**Lesson Four: The Prince Must Be Crazy!**

A. *Daily Objectives*

1. Concept Objectives
  - a. Students will read the unabridged novel for comprehension of its plot, characters, setting, conflicts, and resolution.
  - b. Students will understand and respond to the social issues raised by the novel, as well as its historical context.
2. Lesson Content
  - a. Chapters 5-6
3. Skill Objectives
  - a. Students will discuss the implications of Tom's "madness," and explain the actions and statements of the various characters.
  - b. Students will understand historical elements in these chapters relating to English royal customs and the political climate of England in the 16<sup>th</sup> century.

B. *Materials*

1. Novel
2. Student vocabulary packet
3. Prince and Pauper folder
4. Pencil and paper
5. Checking pen
6. Dictionaries
7. Activity Page 1 (Appendix B) completed

C. *Key Vocabulary*

See Appendix A, Vocabulary, Chapters 5-6

D. *Procedures/Activities*

1. Check Activity 1 with students trading papers.
2. Call on volunteers to summarize chapters 5-6, as students take notes.
3. Students read historical notes from Appendix C about Henry VIII and Lady Jane Grey with a partner.
4. With the same partner, have students explore options that Tom might use to "escape" his dilemma (within constraints of the story).
5. List all suggested options on board, and have students explain why these options would be unsuccessful (to understand how trapped Tom is in this new life).
6. Preview vocabulary for Chapters 7-8, and read these two chapters for classwork or homework.

E. *Assessment/Evaluation*

1. Partner and class discussion will help students understand characters and events in the story.

**Lesson Five: Who are all these people—and what is the Seal, anyway?**

A. *Daily Objectives*

1. Concept Objectives
  - a. Students will read the unabridged novel for comprehension of its plot, characters, setting, conflicts, and resolution.
  - b. Students will understand and respond to the social issues raised by the novel, as well as its historical context.

2. Lesson Content
    - a. Chapters 7-8
  3. Skill Objectives
    - a. Students will understand that the prince had many servants, assistants, and obligations, and also understand the importance of the Great Seal.
    - b. Students will be able to list characters and events, and explain their importance to the story.
- B. *Materials*
1. Novel
  2. Student vocabulary packet
  3. Prince and Pauper folder
  4. Pencil and paper
  5. Dictionaries
- C. *Key Vocabulary*  
See Appendix A, Vocabulary, Chapters 7-8
- D. *Procedures/Activities*
1. Students, in groups of four, will write or draw a sequence or time line for Chapters 7-8.
  2. The group will list any questions they cannot answer.
  3. Hand out background notes to each group, and allow them to research their questions and explain the answers to the class.
  4. Preview vocabulary for Chapters 9-10, and read these two chapters for classwork or homework.
- E. *Assessment/Evaluation*
1. Small groups encourage students to explore and improve their understanding of the importance of hereditary positions and the Great Seal to the story.

### **Lesson Six: A Pauper's Life**

- A. *Daily Objectives*
1. Concept Objectives
    - a. Students will read the unabridged novel for comprehension of its plot, characters, setting, conflicts, and resolution.
    - b. Students will understand and respond to the social issues raised by the novel, as well as its historical context.
  2. Lesson Content
    - a. Chapters 9-10
  3. Skill Objectives
    - a. Students will be able to identify characteristics of Tom's life as seen through Edward's experiences.
    - b. Students will contrast the home and family life of a prince with that of a pauper.
- B. *Materials*
1. Novel
  2. Student vocabulary packet
  3. Prince and Pauper folder
  4. Pencil and paper
  5. Dictionaries
- C. *Key Vocabulary*  
See Appendix A, Vocabulary, Chapters 9-10
- D. *Procedures/Activities*
1. Individual students make a list of conditions of Tom's life, and then make a list of conditions in Edward's life (Chapters 5 and 7).

2. Create a Venn diagram on board with similarities and differences in the two boys' lives, and have students use their list to put a similar diagram in their folders.
  3. Preview vocabulary for Chapters 11-12, and read these two chapters for classwork or homework.
- E. *Assessment/Evaluation*
1. Students will be able to create a Venn diagram to compare similarities and differences in the two boys' lives.

### **Lesson Seven: The Prince's Rescuer**

- A. *Daily Objectives*
1. Concept Objectives
    - a. Students will read the unabridged novel for comprehension of its plot, characters, setting, conflicts, and resolution.
    - b. Students will understand and respond to the social issues raised by the novel, as well as its historical context.
  2. Lesson Content
    - a. Chapters 11-12
  3. Skill Objectives
    - a. Students will be able to describe the appearance and behavior of each of the major characters from Chapters 1-12.
    - b. Students will be able to identify major characters in the novel from the characters' descriptions.
- B. *Materials*
1. Novel
  2. Student vocabulary packet
  3. Prince and Pauper folder
  4. Pencil and paper
  5. Dictionaries
  6. Activity Page 2, Character Descriptions, Appendix B
- C. *Key Vocabulary*
- See Appendix A, Vocabulary, Chapters 11-12
- D. *Procedures/Activities*
1. Discuss Chapter 11, with focus on the role of pageants as entertainment in 16<sup>th</sup> century England, London Bridge, and the introduction of the character of Miles Hendon.
  2. Students will find and list examples of Edward's "royal" behavior towards Hendon, and on the other side of the two-column notes list Hendon's explanations for the boy's actions.
  3. Students will review and discuss other major characters in the novel, adding to notes.
  4. Preview vocabulary for Chapters 13-14, and read these two chapters for classwork or homework.
  5. Students will complete Activity 2 to be graded during the next class period.
- E. *Assessment/Evaluation*
1. Students will complete notes and Activity 2 to demonstrate and review their knowledge of the major characters in Chapters 1-12.

### **Lesson Eight: Edward is Missing, and Tom Makes a Friend**

- A. *Daily Objectives*
1. Concept Objectives
    - a. Students will read the unabridged novel for comprehension of its plot, characters, setting, conflicts, and resolution.

- b. Students will understand and respond to the social issues raised by the novel, as well as its historical context.
  - 2. Lesson Content
    - a. Chapters 11-12
  - 3. Skill Objectives
    - a. Students will describe or explain outline events in Chapters 13-14.
    - b. Students will sequence events in Chapters 13-14.
- B. *Materials*
  - 1. Novel
  - 2. Student vocabulary packet
  - 3. Prince and Pauper folder
  - 4. Pencil and paper
  - 5. Checking pen
  - 6. Dictionaries
- C. *Key Vocabulary*  
See Appendix A, Vocabulary, Chapters 13-14
- D. *Procedures/Activities*
  - 1. Check Activity 2 in class.
  - 2. Divide class into groups of four, and assign each group one section of reading block:
    - a. Chapter 13(all)
    - b. Chapter 14, pg. 79-82
    - c. Chapter 14, pg. 85-90
  - 3. Have groups list items in sequence in three columns on board, one column for each reading block.
  - 4. Students should copy three-column notes into their folders.
  - 5. Preview vocabulary for Chapters 15-16, and read these two chapters for classwork or homework.
- E. *Assessment/Evaluation*
  - 1. Students will have notes of plot sequence in Chapters 13-14.

**Lesson Nine: Tom's Life as King**

- A. *Daily Objectives*
  - 1. Concept Objectives
    - a. Students will read the unabridged novel for comprehension of its plot, characters, setting, conflicts, and resolution.
    - b. Students will understand and respond to the social issues raised by the novel, as well as its historical context.
  - 2. Lesson Content
    - a. Chapters 15-16
  - 3. Skill Objectives
    - a. Students will understand the social issues raised in Chapter 15.
    - b. Students will be able to outline and discuss social issues in this chapter.
- B. *Materials*
  - 1. Novel
  - 2. Student vocabulary packet
  - 3. Prince and Pauper folder
  - 4. Pencil and paper
  - 5. Dictionaries
- C. *Key Vocabulary*  
See Appendix A, Vocabulary, Chapters 15-16

- D. *Procedures/Activities*
1. Have a class discussion about the two cases presented to Tom, pg. 95-98, and pg. 98-102.
  2. Students take two-column notes about these two cases, listing charges and “evidence” against the accused.
  3. Have students choose a position—defending the accused, or defending the laws, in each of the two cases.
  4. Students add to their notes during the debates.
  5. Preview vocabulary for Chapters 17-18, and read these two chapters for classwork or homework.
- E. *Assessment/Evaluation*
1. Students will demonstrate through classroom participation and notes their understanding of the legal problems faced by the common people in 16<sup>th</sup> century England.

### **Lesson Ten: The Prince Among Thieves**

- A. *Daily Objectives*
1. Concept Objectives
    - a. Students will read the unabridged novel for comprehension of its plot, characters, setting, conflicts, and resolution.
    - b. Students will understand and respond to the social issues raised by the novel, as well as its historical context.
  2. Lesson Content
    - a. Chapters 17-18
  3. Skill Objectives
    - a. Students will understand what happens to Edward while he is with the gang, and after he escapes.
    - b. Students will identify and describe important characters in the gang.
- B. *Materials*
1. Novel
  2. Student vocabulary packet
  3. Prince and Pauper folder
  4. Pencil and paper
  5. Highlighters or markers
  6. Dictionaries
  7. Vocabulary review worksheet, Appendix B
- C. *Key Vocabulary*  
See Appendix A, Vocabulary, Chapters 17-18
- D. *Procedures/Activities*
1. Students will individually make a list of all the new characters in Chapter 17.
  2. Students will make a character web with a partner.
  3. Students will classify these characters into at least two groups, and mark the groups in different colors, also making a key.
  4. Working with the same partner, students will make a timeline of Chapter 18, highlighting causes in one color, effects in another color.
  5. Distribute copies of vocabulary review worksheet, Appendix B, for vocabulary review, to be completed for homework and checked in class next time.
  6. Preview vocabulary for Chapters 19-20, and read these two chapters for classwork or homework.
- E. *Assessment/Evaluation*
1. Student folders and classroom discussion will demonstrate understanding of characters, relationships, and events in Chapters 17-18.

## **Lesson Eleven: Edward and the Common People**

### **A. *Daily Objectives***

1. Concept Objectives
  - a. Students will read the unabridged novel for comprehension of its plot, characters, setting, conflicts, and resolution.
  - b. Students will understand and respond to the social issues raised by the novel, as well as its historical context.
2. Lesson Content
  - a. Chapters 19-20
3. Skill Objectives
  - a. Students will understand the different characters and settings in Chapters 19-20.
  - b. Students will compare and contrast characters and settings in this reading block.

### **B. *Materials***

1. Novel
2. Student vocabulary packet
3. Prince and Pauper folder
4. Pencil and paper
5. Checking pen
6. Dictionaries
7. Vocabulary Review worksheet, Appendix B

### **C. *Key Vocabulary***

See Appendix A, Vocabulary, Chapters 19-20

### **D. *Procedures/Activities***

1. Check vocabulary review worksheet in class.
2. Groups of four students will list all the named characters in Chapters 19-20 in folders.
3. List these characters on board, making sure students have all names.
4. After each group chooses one chapter's characters, list similarities and differences in a chart, and add information to board.
5. Students should make sure all information is in their folders.
6. Distribute Writing Sentences review worksheet, to be completed in class or for homework, to check orally during next class.
7. There will be no reading assignment for next class.

### **E. *Assessment/Evaluation***

1. Small group research, notes, and discussion will exhibit student understanding of comparing and contrasting characters.

## **Lesson Twelve: Project Assignment and Review**

### **A. *Daily Objectives***

1. Concept Objectives
  - a. Students will read the unabridged novel for comprehension of its plot, characters, setting, conflicts, and resolution.
  - b. Students will understand and respond to the social issues raised by the novel, as well as its historical context.
2. Lesson Content
  - a. Project assignment and vocabulary review
3. Skill Objectives
  - a. Students will be given the extension project assignment, and review for a test on Chapters 1-18.
  - b. Students will choose a topic for the project, and discuss review and study strategies for a test during the next class period.

- B. *Materials*
  - 1. Novel
  - 2. Student vocabulary packet
  - 3. Prince and Pauper folder
  - 4. Pencil and paper
  - 5. Vocabulary Quiz for Chapters 1-18, Appendix B
- C. *Key Vocabulary*  
See Appendix A, Vocabulary, Chapters 1-18
- D. *Procedures/Activities*
  - 1. Hand out Prince and Pauper project sheet, Appendix D.
  - 2. Read and discuss the project assignment, and have students fill in due dates.
  - 3. Answer questions about projects and due dates.
  - 4. Review student sentences from Writing Sentences worksheet, providing feedback.
  - 5. Distribute quiz to students, and allow time to complete the quiz.
- E. *Assessment/Evaluation*
  - 1. The teacher will grade quizzes.

### **Lesson Thirteen: Edward's Freedom and Recapture**

- A. *Daily Objectives*
  - 1. Concept Objectives
    - a. Students will read the unabridged novel for comprehension of its plot, characters, setting, conflicts, and resolution.
    - b. Students will understand and respond to the social issues raised by the novel, as well as its historical context.
  - 2. Lesson Content
    - a. Chapters 21-22
  - 3. Skill Objectives
    - a. Students will describe events in these two chapters.
    - b. Students will be able to summarize the reading block.
- B. *Materials*
  - 1. Novel
  - 2. Student vocabulary packet
  - 3. Prince and Pauper folder
  - 4. Pencil and paper
  - 5. Dictionaries
  - 6. Activity Page 3, Appendix B
- C. *Key Vocabulary*  
See Appendix A, Vocabulary, Chapters 21-22
- D. *Procedures/Activities*
  - 1. Return graded quizzes.
  - 2. Students take notes on Chapters 21-22.
  - 3. Students will practice writing summaries which include the information in their notes.
  - 4. Students will edit their partner's summary, and then read their own aloud to the class.
  - 5. Preview vocabulary for Chapters 23-25, and read these three chapters for classwork or homework.
- E. *Assessment/Evaluation*
  - 1. Students will read and edit their own and others' summaries.

## **Lesson Fourteen: The Prince, the Judge, and Hendon Hall**

- A. *Daily Objectives*
  - 1. Concept Objectives
    - a. Students will read the unabridged novel for comprehension of its plot, characters, setting, conflicts, and resolution.
    - b. Students will understand and respond to the social issues raised by the novel, as well as its historical context.
  - 2. Lesson Content
    - a. Chapters 23-25
  - 3. Skill Objectives
    - a. Students will list characteristics of the main characters in Chapters 23-25.
    - b. Students will compare and contrast some of the main characters in the reading block.
- B. *Materials*
  - 1. Novel
  - 2. Student vocabulary packet
  - 3. Prince and Pauper folder
  - 4. Pencil and paper
  - 5. Dictionaries
- C. *Key Vocabulary*

See Appendix A, Vocabulary, Chapters 23-25
- D. *Procedures/Activities*
  - 1. Pairs of students will make a list of at least three qualities of at least five different characters in the reading block.
  - 2. Students will choose a similarity between two of their characters.
  - 3. Students will choose a difference between two of their characters.
  - 4. Class will compare these lists of similarities and differences, and add to their notes.
  - 5. Preview vocabulary for Chapters 26-27, and read these chapters for classwork or homework.
- E. *Assessment/Evaluation*
  - 1. Class discussion and student notes will demonstrate student understanding of similarities and differences between characters.

## **Lesson Fifteen: Hendon's Disgrace**

- A. *Daily Objectives*
  - 1. Concept Objectives
    - a. Students will read the unabridged novel for comprehension of its plot, characters, setting, conflicts, and resolution.
    - b. Students will understand and respond to the social issues raised by the novel, as well as its historical context.
  - 2. Lesson Content
    - a. Chapters 26-27
  - 3. Skill Objectives
    - a. Students will understand and describe the conflicts and their resolution in the reading block.
    - b. Students will relate conflicts and resolutions to cause and effect relationships.
- B. *Materials*
  - 1. Novel
  - 2. Student vocabulary packet
  - 3. Prince and Pauper folder
  - 4. Pencil and paper

5. Dictionaries
- C. *Key Vocabulary*  
See Appendix A, Vocabulary, Chapters 26-27
- D. *Procedures/Activities*
  1. Students will suggest conflicts from the reading block to be listed on the board.
  2. Class will decide resolution of each conflict, if it has been resolved, and list.
  3. Students will take two-column notes from the board.
  4. Students will determine if conflict/resolution could also be cause and effect, for each set of items listed.
  5. Preview vocabulary for Chapters 28-31, and read these chapters for classwork or homework.
- E. *Assessment/Evaluation*
  1. Student notes and discussion will show student understanding of conflict/resolution and cause/effect.

**Lesson Sixteen: Hendon's Punished, but Tom's Cool!**

- A. *Daily Objectives*
  1. Concept Objectives
    - a. Students will read the unabridged novel for comprehension of its plot, characters, setting, conflicts, and resolution.
    - b. Students will understand and respond to the social issues raised by the novel, as well as its historical context.
  2. Lesson Content
    - a. Chapters 28-31
  3. Skill Objectives
    - a. Students will describe and explain various characters in the reading block.
    - b. Students will be able to give reasons for the actions of the characters in the reading block.
- B. *Materials*
  1. Novel
  2. Student vocabulary packet
  3. Prince and Pauper folder
  4. Pencil and paper
  5. Dictionaries
- C. *Key Vocabulary*  
See Appendix A, Vocabulary, Chapters 28-31
- D. *Procedures/Activities*
  1. With a partner, each student will make three-column notes with at least 3 facts for each named character in the reading block.
  2. Each partner will try to explain the reasons why one of the listed characters acts as the author describes.
  3. Each partnership will report at least one of its characters' motivations to the class, to be written on board.
  4. Partners may be asked by other students to defend their statements from the reading block (or elsewhere in the novel).
  5. Students should have at least three examples of characters and their reasons in their notes.
  6. Preview vocabulary for Chapters 32-33, and read these chapters for classwork or homework.

E. *Assessment/Evaluation*

1. Student notes and class discussion will show student understanding of finding character motivation.

**Lesson Seventeen: Everyone's Back Where He Belongs**

A. *Daily Objectives*

1. Concept Objectives
  - a. Students will read the unabridged novel for comprehension of its plot, characters, setting, conflicts, and resolution.
  - b. Students will understand and respond to the social issues raised by the novel, as well as its historical context.
2. Lesson Content
  - a. Chapters 32-33 and Conclusion
3. Skill Objectives
  - a. Students will identify conflicts and resolutions.
  - b. Students will connect conflicts to their resolutions.

B. *Materials*

1. Novel
2. Student vocabulary packet
3. Prince and Pauper folder
4. Pencil and paper
5. Activity Page 3, Conflicts and Resolutions, Appendix B

C. *Key Vocabulary*

See Appendix A, Vocabulary, Chapters 32-33

D. *Procedures/Activities*

1. Have students review all the conflicts from the story.
2. Have students connect a resolution to each conflict.
3. Students make two-column notes on the story's conflicts and resolutions.
4. Students should review their notes and discuss study methods for the final test.
5. Students should be prepared to work on their projects in class for the remainder of the unit's time period (estimate about one week, depending on student progress toward deadline).
6. Set date for final test, due date for folders (if checking them for a grade), and review project due date.

E. *Assessment/Evaluation*

None

**Lesson Eighteen: Novel Overview and Response**

A. *Daily Objectives*

1. Concept Objectives
  - a. Students will read the unabridged novel for comprehension of its plot, characters, setting, conflicts, and resolution.
  - b. Students will understand and respond to the social issues raised by the novel, as well as its historical context.
2. Lesson Content
  - a. Novel overview
3. Skill Objectives
  - a. Students will discuss and respond to the novel as a whole.
  - b. Students will discuss the author's purpose and point of view.

B. *Materials*

1. Novel

2. Student vocabulary packet
  3. Prince and Pauper folder
  4. Pencil and paper
  5. Crossword puzzle, Vocabulary review, Chapters 19-33, Appendix B
- C. *Key Vocabulary*  
See Appendix A, Vocabulary, Chapters 19-33
- D. *Procedures/Activities*
1. Teacher explains concepts of author's purpose and point of view.
  2. Divide class into groups of four.
  3. Groups suggest options for author's purpose, and decide which character(s), if any, represent author's point of view.
  4. Groups choose a purpose and point of view.
  5. Poll groups for their consensus on purpose and point of view, and list on board.
  6. Distribute Crossword Puzzle, Vocabulary review, to be completed for homework and checked in next class.
- E. *Assessment/Evaluation*
1. Student discussion will illustrate student understanding of author's purpose and point of view.

### **Lesson Nineteen: Wrapping Up the Novel**

- A. *Daily Objectives*
1. Concept Objectives
    - a. Students will read the unabridged novel for comprehension of its plot, characters, setting, conflicts, and resolution.
    - b. Students will understand and respond to the social issues raised by the novel, as well as its historical context.
  2. Lesson Content
    - a. Chapters 19-33 review
  3. Skill Objectives
    - a. Students will review vocabulary for Chapters 19-33.
    - b. Students will write new sentences using vocabulary from Chapters 19-33.
- B. *Materials*
1. Novel
  2. Student vocabulary packet
  3. Prince and Pauper folder
  4. Pencil and paper
  5. Checking pen
  6. Writing Sentences worksheet, vocabulary review, Appendix B
- C. *Key Vocabulary*  
See Appendix A, Vocabulary, Chapters 19-33
- D. *Procedures/Activities*
1. Check Crossword Puzzle worksheet in class.
  2. Distribute Writing Sentences worksheet to be completed for homework, to be turned in next class, and graded by teacher.
  3. Students may use any remaining class time to work on projects.
  4. Remind students of project due dates, and answer any questions.
- E. *Assessment/Evaluation*
1. Students will demonstrate understanding of new vocabulary by writing their own sentences.

### **Lesson Twenty: Final Prince and Pauper Project**

Students work in class on projects until due date, when projects are turned in and graded.

**Final Note: This unit's time schedule is very ambitious. Unless your students are all reading well above grade level, they will undoubtedly need more time for most of the reading assignments in this challenging novel. Unless you have a language block that offers more time than most middle school schedules provide, you may need to allow an extra day between class activities for many of the lessons, for student reading and/or discussion time. An alternative may be extra parent help at home.**

### **VI. CULMINATING ACTIVITY**

See Appendix D – Project Assignment

### **VII. HANDOUTS/STUDENT WORKSHEETS**

- A. Appendix A – Vocabulary List
- B. Appendix B – Activity Sheets
- C. Appendix C – Background Information
- D. Appendix D – Project Assignment

### **VIII. BIBLIOGRAPHY**

- A. Twain, Mark. *The Prince and the Pauper*. New York, New York: Tor Books (soft cover), 1988. ISBN 0-812-50477-1.
- B. Emerson, Kathy Lynn. *The Writer's Guide to Everyday Life in Renaissance England*. Cincinnati, Ohio: Writer's Digest Books, 1996. ISBN 0-89879-752-7.
- C. Burton, Elizabeth. *The Pageant of Early Tudor England*. New York, New York: Charles Scribner's Sons, 1976. ISBN 0-684-14917-6.

## Appendix A

### *The Prince and the Pauper* Vocabulary

#### Chapter 1

1. pageant = elaborate parade or spectacle \*
2. reveler(s) = person who celebrates
3. pauper = person without means, beggar \*

#### Chapter 2

4. fiend(s) = very wicked or cruel person
5. farthing(s) = old English coin worth a quarter of a penny \*
6. mendicancy = begging, living solely on alms
7. obeisance = bow, curtsy, gesture to show respect
8. sordidness = filthiness, corruption

#### Chapter 3

9. comely = good-looking, handsome
10. buskins = a laced half-boot
11. halberd(s) = a weapon with a pike and battle ax on a long handle
12. mien = a person's look or bearing \*

#### Chapter 4

13. sally = a witty remark or retort
14. gibbet = gallows
15. plebeian = one of the common people
16. homage = acknowledgement of superiority, respect \*
17. ruffian = violent, lawless person

#### Chapter 5

18. antechamber = small room leading to a main room
19. menial = a domestic servant
20. taint = trace of corruption or dishonor
21. Parliament = the legislature of England \*
22. liege = a feudal superior
23. courtiers = person who attends a royal court

#### Chapter 6

24. semblance = image, likeness
25. palter = to trifle with or change without authority
26. chafe = irritate, vex
27. deft = quick and precise in action
28. acquit = to conduct oneself well \*
29. salver = a small serving tray

#### Chapter 7

30. evince = indicate or make evident
31. eccentricity = deviating from the usual pattern \*
32. panoply = a full suit of armor
33. greave(s) = armor for the leg below the knees
34. gauntlet(s) = a protective glove \*

## Appendix A, continued

### Chapter 8

- 35. ashen = deadly pale
- 36. pallor = paleness \*
- 37. miter = a headdress worn by bishops and abbots

### Chapter 9

- 38. gilt = gold-colored \*
- 39. tender = boat carrying passengers or freight to a larger ship
- 40. liveries = a special uniform worn by servants of a wealthy household
- 41. deputation = delegation, representatives
- 42. ermine = white fur of the winter weasel

### Chapter 10

- 43. indignant = angered by something unjust
- 44. joviality = marked by good humor
- 45. canker = a spreading sore
- 46. leal = loyal
- 47. spurious = not genuine, false
- 48. usurper = one who seizes power by force \*

### Chapter 11

- 49. limpid = clear, transparent
- 50. scimitar(s) = curved sword used by an Arab
- 51. goad = something that urges \*
- 52. doublet = a man's close-fitting jacket
- 53. rapier = a straight, two-edged sword with a narrow pointed blade

### Chapter 12

- 54. waif = a stray or homeless child
- 55. livid = furiously angry \*
- 56. offal = refuse or waste stuff
- 57. hilt = a handle of a sword or dagger
- 58. rheums = a watery discharge from the eyes or nose
- 59. alacrity = cheerful readiness, briskness
- 60. accolade = recognition or award

### Chapter 13

- 61. scrivener = scribe, writer, author
- 62. prating = to talk idly or chatter foolishly \*

### Chapter 14

- 63. deign = condescend
- 64. obsequies = funeral or burial services
- 65. august = marked by majesty or grandeur \*
- 66. wroth = filled with anger
- 67. slovenly = lazy or carelessly done

### Chapter 15

- 68. blithely = light-heartedly

## Appendix A, continued

- 69. boon = benefit, blessing
- 70. cataclysm = a violent change or upheaval \*

### Chapter 16

- 71. garret = attic \*
- 72. scepter = a king's staff or symbol of authority

### Chapter 17

- 73. yeomen = attendant or officer in a noble household \*
- 74. palmistry = reading a person's character or fortune from palm markings

### Chapter 18

- 75. petulant = irritable \*
- 76. ribald = coarse or indecent in language
- 77. larder = place for keeping food or meat
- 78. kine = archaic plural word for "cow"

### Chapter 19

- 79. sagacity = of keen mind \*
- 80. victuals = food for humans
- 81. ostensible = shown outwardly or professed

### Chapter 20

- 82. fagot = a bundle of sticks or twigs used for a fire
- 83. archangel = an angel of the highest rank
- 84. whet = to sharpen \*
- 85. repine = to feel discontent or rejection

### Chapter 21

- 86. blenched = to become pale
- 87. complaisance = trying to please
- 88. usury = lending money at an illegal rate of interest \*

### Chapter 22

- 88. cudgel = a short, thick stick used as a weapon
- 89. stalwart = stout, strong \*

### Chapter 23

- 90. constable = a peace officer or policeman \*
- 91. consternation = amazed dismay and confusion
- 92. flogging = to beat severely with a whip or lash

### Chapter 24

- 93. wrest = tear away from a person's grasp \*
- 94. commutation = substitution of less severe penalty for another which was more severe

### Chapter 25

- 95. prodigal = returning from wandering or being lost

## Appendix A, continued

96. paltry = worthless, contemptible \*

### Chapter 26

97. musing = to become absorbed in thought \*

98. miscreant = one who behaves criminally or viciously

### Chapter 27

99. taciturn = saying little, uncommunicative

100. repudiate = disown, refuse to recognize or obey

101. perplexed = puzzled, bewildered \*

102. dauntless = fearless, bold

### Chapter 28

103. scourging = whipping, beating

104. sardonic = bitterly mocking or cynical

105. fortitude = courage in pain or struggles \*

106. specter = ghost, phantom

### Chapter 29

107. relinquish = surrender \*

108. evanescent = quickly fading appearance

### Chapter 30

109. adulation = excessive flattery

110. penury = poverty \*

111. despicable = vile, contemptible

### Chapter 31

112. venerable = entitled to respect due to age

113. celerity = in haste, speedily

114. largess = gift, money

115. effigy = sculpture or model of a person \*

116. abatement = to lessen

### Chapter 32

117. resplendent = brilliant, dazzling \*

118. anthem = solemn hymn of praise

119. despondency = in low spirits, depressed

120. apparition = ghost

121. resemblance = to look similar to

122. assemblage = gathered into a group

123. sumptuous = rich, costly

### Chapter 33

124. squalid = filthy, poor

125. mesmerize(s) = hypnotize, fascinate \*

126. derisive = scoffing, scornful

## APPENDIX B – Activity Sheets

Name \_\_\_\_\_

### *The Prince and the Pauper* Activity 1 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 sentences that make sense.

#### 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. the boys traded clothes (13)                       |
| 3. ____ Edward claimed not to be the man's son, so....          | c. Edward ran out to discipline the guard (14)        |
| 4. ____ When Tom told how his grandmother beat him...           | d. Tom began to act and talk like a prince (6)        |
| 5. ____ Tom's family was poor, which meant they....             | e. saw the real prince behind the gate (9)            |
| 6. ____ Edward forgot he was dressed like Tom, so he....        | f. Edward promised them clothes and servants (12)     |
| 7. ____ Tom and Edward looked in the mirror to discover....     | g. the boys laughed at him (17)                       |
| 8. ____ The boys had no education in proper behavior so....     | h. the man thought Edward was crazy (19)              |
| 9. ____ Edward told the boys he was the Prince of Wales, so.... | i. he began to cry (7)                                |
| 10. ____ Tom wandered to Westminster Palace, where he....       | j. he could be clean and have better clothes (5)      |
| 11. ____ He dreamed so much about being a prince that....       | k. they looked exactly like each other (13-14)        |
| 12. ____ Tom awoke from his dreams to his real life, and....    | l. lived in a miserable place (3)                     |
| 13. ____ The two boys envied each other's life, so ....         | m. Edward wanted to put her in the Tower (11)         |
| 14. ____ Edward saw Tom's bruise from the guard, so ....        | n. they treated Edward without respect (18)           |
| 15. ____ Tom and his sisters had no extra clothes, but ....     | o. Edward brought Tom inside the palace (10)          |

## Appendix B, continued

*For each sentence below, choose the best answer by circling the correct letter. The page number for each is listed.*

16. The boys at Christ's Church didn't believe Edward was the prince, so they (18)  
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
17. Tom was so busy thinking about his dreams of royalty that he found himself (8)  
a. wandering around London                      b. getting lost                      c. getting arrested                      d. back at home
18. Everyone in London took a holiday because (1)  
a. Tom was born                      b. Henry died                      c. it was July 4<sup>th</sup>                      d. Edward was born
19. Father Andrew taught reading, writing, and Latin to poor children because he (4)  
a. was bored and lonely                      b. hated King Henry  
c. used to teach children before being                      d. was a schoolmaster  
turned out of his home
20. After Tom had listened to so many of Father Andrew's tales, he began to have a desire to (5)  
a. run away from home                      b. see a real prince  
c. become rich and famous                      d. train as an apprentice

## Appendix B, continued

### *The Prince and the Pauper* Activity 1, Cause and Effect KEY

1. j
2. o
3. h
4. m
5. l
6. a
7. k
8. n
9. g
10. e
11. d
12. i
13. b
14. c
15. f
  
16. b
17. a
18. d
19. c
20. b

**Appendix B, continued**

Name \_\_\_\_\_

*The Prince and the Pauper* Activity 2  
Character Descriptions, Chapters 1-12

*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>Lord Hertford</b>	<b>Lady Jane</b>
<b>Andrew</b>			<b>Father</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, French.
9. \_\_\_\_\_ Poorly educated, daydreams about royal life, beggar.
10. \_\_\_\_\_ Kind, worried about the prince, innocent, prince's cousin.

## Appendix B, continued

### *The Prince and the Pauper* Activity 2, Character Descriptions KEY

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

## Appendix B, continued

### Review Sheet - The Prince and the Pauper Vocabulary, Chapters 1-18

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

Write your own sentence using the underlined words.

1. gauntlet A gauntlet is a protective glove.

---

---

2. gilt Something which is gilt is gold-colored.

---

---

3. pauper A pauper is a person without means, or a beggar.

---

---

4. acquit To acquit is to conduct oneself well, or be found innocent.

---

---

5. goad A goad would be something that urges one to go forward.

---

---

6. eccentricity Deviating from the usual pattern is an eccentricity.

---

---

7. homage To give homage means to pay respect or acknowledge another's superiority.

---

---



8. **petulant** If a person is petulant, he or she is irritable.

---

---

9. **usurper** A usurper is one who seizes power by force.

---

---

10. **Parliament** Parliament is the legislature of England.

---

---

11. **farthing** An old English coin worth one-fourth of a penny is a farthing.

---

---

12. **garret** A garret is an attic.

---

---

13. **mien** A person's mien is his or her look or bearing.

---

---

14. **pageant** A pageant is an elaborate parade or spectacle.

---

---

15. **pallor** A person who has a pallor is extremely pale.

---

---

---

**yeomen**     The yeomen of a king would be his attendants or officers.

---

---

**cataclysm**     A cataclysm     violent change     upheaval.

---

---

**livid**     To be livid is     be furiously angry

---

---

19. **august**     something to be marked by majesty     grandeur is for     be august.

---

---

20 **prating**     Someone who **is** prating about something is talking foolishly or idly

---

---

**Appendix B, continued**

Name \_\_\_\_\_

*The Prince and the Pauper* Activity 4  
Conflicts and Resolutions, Chapters 1-33

Match the conflicts with their resolutions by writing the correct resolution for each conflict in the blank.

**Conflicts**

**Resolutions**

- 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 Edith \_\_\_\_\_
- 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 elevated
- c. Edward escaped, separated from outlaws
- d. Miles learned who Edward really was
- e. Edward crowned king, accepted
- f. Miles restored, Hugh exiled to the continent
- g. Edward escaped, no word on archangel
- h. Edward changed the laws
- i. Hugh imprisoned, Edith married Miles
- j. Helped Edward regain his throne
- k. Miles had remembered correctly
- l. Developed compassion for the poor
- m. Miles imprisoned, Hugh restored
- n. Miles fought Hugh, Edith married winner

**For one of the resolutions above, find the passage in the story where this resolution is mentioned, write the page number, and copy the passage.**

---



---



---



---



---

## Appendix C

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

#### **Henry VIII**

Henry Tudor was born on June 28, 1491. His father was King Henry VII, and his mother was Elizabeth of York. He had two sisters, Margaret and Mary, and his brother, Arthur, was heir to the throne of England. Arthur was married to Catherine of Aragon, daughter of King Ferdinand and Queen Isabella of Spain, but only five months after the wedding she was a widow when Arthur died unexpectedly.

Catherine claimed that Arthur had been too sick to act as her husband, and she was given permission by the Pope to be married to Arthur's younger brother instead. She and Henry married on June 11, 1509, and she was five years older than he was.

As the second son, Henry was never trained to be a king. His father may have wished him to become the Archbishop of Canterbury, and it did seem that his most intensive training was in religion. But after his brother died, he was hurriedly prepared to be king. Henry and Catherine were crowned on June 24, 1509, and the city of London began a huge celebration.

Henry was a popular king as a young man, but later in life his natural confidence seemed to turn to arrogance and tyranny. Catherine had numerous pregnancies, and bore six children, but Mary was the only one of her children to survive into adulthood. Henry thought that England would not accept a reigning queen, so he wanted to divorce Catherine in order to produce a male heir with another wife. The Church would not allow this divorce, so Henry finally broke away from the Catholic Church, and started the Church of England, divorced Catherine, and declared himself the Supreme Head of the Church of England.

In 1532, the holdings of the Catholic Church were dissolved, and the clergy were forced to submit to the new Church, or be punished. This displaced many priests, monks, and nuns from their homes, and destroyed their livelihood. It also allowed Henry to confiscate much of the property and wealth of the Catholic Church for the crown. This move was not unpopular among most of England's people, since they had never had much love for the power of the far-away pope, and often distrusted the motives of church leaders in England.

Despite all this, Henry is most famous for his six wives. After he divorced Catherine, he married Anne Boleyn, who was crowned in June of 1533, in her early thirties. Anne's only surviving child was Elizabeth, born in 1533. In May of 1536, Anne was arrested and charged with treason (for having affairs with other men). The charges were false, but she was convicted and sentenced to death. On May 19, 1536, she was beheaded.

Henry's third wife, Jane Seymour, was quiet and gentle. She did the one thing no other of his wives managed to do, which was to provide him with a son, Edward, in October of 1537. Unfortunately, she died twelve days later, and the child grew up carefully watched and groomed to be king from his birth, but without his mother's influence.

After Jane's death, Henry began looking for another wife, and he hoped to make a politically sound marriage. His counselors arranged a marriage with a German princess, Anne of Cleves. Henry was so unhappy with her that he had the minister who arranged the match, Thomas Cromwell, beheaded. They married in January of 1540, but Henry wanted out, and Anne agreed to have the marriage annulled. She remained in England, and never remarried. He gave her property and money, and treated her more like a sister than a wife for the remainder of his life. She outlived him, and was the most fortunate of his wives.

Less than twenty days after his marriage to Anne of Cleves ended, Henry married his fifth wife. Catherine Howard was only 15 or 16 when she married Henry. In spite of her youth, however, she had been previously (romantically) involved with her music teacher, and she resumed this relationship as queen. Eventually, this was discovered, and she was arrested for treason. She was beheaded in February of 1542.

Catherine Parr was Henry's last wife, and she had been married twice before, but had outlived both her husbands. Although she was in love with Jane Seymour's brother Thomas, she

## **Appendix C, continued**

didn't dare refuse the king, and they were married in July of 1543. By this time, Henry was old and sick, and Catherine was as much a nurse to him as a wife. She was good to his children, and helped him repair his relationship with his daughter Mary. She married Seymour soon after the king's death, but died following childbirth on September 7, 1548.

Henry VIII died on January 28, 1547. He had been ill for some time, but the exact cause of his death is unknown. He left large debts, inflation, and a church unsure of its theology. His son, Edward, became king at the age of nine, and his short rule was controlled by his two advisers, John Dudley, Earl of Warwick and later Duke of Northumberland, and Edward Seymour, Earl of Hertford and later Duke of Somerset (and Edward's uncle).

### **Lady Jane Grey**

Jane Grey was born in October 1537. She was the daughter of Henry Grey, duke of Suffolk, and Frances Brandon, niece of Henry VIII. She entered Henry VIII's household at the age of nine as an attendant of Catherine Parr. After the queen died, her husband Thomas Seymour and Jane's father tried to arrange a marriage between Edward VI (the Edward of the story), when both children were eleven years of age. This plan failed, and Jane returned to her father's home. She was educated there, and learned to read and write Greek, Latin, Italian, French, and was learning Hebrew by the age of 15.

When Edward began to show signs of fatal tuberculosis in 1553, she was married to Guildford Dudley, son of the Duke of Northumberland. The duke had persuaded Edward to name Jane his successor instead of Edward's sister Mary. Edward died on July 6<sup>th</sup>, 1553, and Northumberland had Jane proclaimed queen on July 10. Nine days later, the scheme collapsed when England proclaimed Mary to be the queen.

Jane was imprisoned in the Tower of London, convicted of high treason. After her father joined an uprising against Queen Mary a few months later, the queen signed Jane's death warrant. Jane and her husband were beheaded in February of 1554. Jane had never wanted the crown, and this quiet, beautiful, and intelligent young woman was executed because of the actions of ambitious men in her life.

### **Hereditary Positions**

Kings often needed to reward those nobles and gentry who helped them win battles, uncover plots, and pay for expensive wars. There were only so many regions in England that could be given away, so kings found other rewards. A king could elevate a helpful lord to a higher office, or a commoner to a knighthood. The noble titles could be passed on to heirs, but a knighthood could not. There were also times when kings would sell these offices to raise money for wars or to pay debts, which would greatly increase the numbers of the nobility.

There were times when kings and queens had large numbers of attendants and servants in the royal residences. Often, the attendants were also of the nobility, and needed to have tasks to perform, but (as in the case of Lady Jane Grey), these individuals, because of their titles and positions, could not do tasks that belonged to common people and laborers.

Some of these individuals had specific tasks, given to them as rewards, or as privileges for their position. Clearly, many of the positions in the novel were created by artistic license, to emphasize the excesses of royal customs for the benefit of American readers. The types of situations described 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. Often, there was an official whose responsibility was to keep the Seal, called the Lord Chancellor, and this man

## **Appendix C, continued**

was also the Speaker of the House of Lords, and head of the law courts. 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 authenticity.

### **Pageants as Entertainment**

There were 95 official holidays in England at this time, but these holidays were less widely celebrated in London than in other European cities of the time. London shops only closed on Christmas and Easter, so on other holidays, the business of the city would go on even during holidays. Undoubtedly, this business traffic would complicate parades and celebrations.

Plays were not allowed to be of a religious nature, and English law had strict rules governing street theater and games in the streets. Of course, the laws did not always prevent illegal activities, and the farther away from the king's palace and government offices, the less these laws tended to be enforced.

The mostly uneducated people of London would have greatly enjoyed public parades, plays, and celebrations as a way of escaping the dreariness, long hours, and hard work of their lives. People from outside London, which was a very large and crowded city for its day, would have been even more impressed than Londoners by the spectacle they might see on a special holiday. In particular, a 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, the coronation might be a once-in-a-lifetime event. In addition, all the pageantry, jewelry, and fine costumes might only be used for such an important event as a coronation or royal wedding. Given the English respect for and loyalty to the royal family, the common people were content to wait a long time to see their new king, since the king did not travel among the people. It would have been a great honor to even see the king or queen, much less all the pageantry that surrounded such a great event.

### **London Bridge**

London Bridge, made of stone and built in 1209, 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 these buildings were as much as seven stories high. There had been a working drawbridge in earlier days, but by the time of the story, the drawbridge no longer was raised to let ships sail upriver.

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 severed heads of executed enemies of the king were displayed until they rotted away. Sometimes these heads were displayed for a period of years. The heads were boiled and dipped in tar to allow them to remain on display longer, before they decomposed and fell to the street below.

Since London Bridge was the only way to cross the Thames in London, it would have been busy all the time with traffic. During holidays and celebrations, it would be even more crowded than usual. With shops, inhabitants, travelers, and the usual business, it would become almost impassable with the additional crowds of a special event.

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

The English people in the 16<sup>th</sup> century were not considered to be citizens, but servants of their master the king. They had few if any rights, and if a person were accused, even a murder trial usually took about 10 minutes. There was no defense, and the accused in a felony or treason case was not entitled to representation. Witnesses for the defendant were assumed to be liars, and no one was sworn in as a witness. There were no rules of evidence, and women could be tried by a jury, but were not allowed to serve as jurors. The accused was allowed to cross-examine a

## Appendix C, continued

witness, but anyone who disputed the case against the accused was considered to be an enemy of the Crown. This was frowned upon, and verdicts were decided by common knowledge, not by actual evidence. Autopsies were thought to be barbaric, and so they were not performed. The coroner would often decide how the victim had died based on what he could see, or what any bystanders told him had happened.

Many crimes in addition to murder were punishable by death. The most common charge was theft, and most offenders were male. Any time a person stole something worth more than 12 shillings, the death penalty was assessed. It was not unusual for a judge to undervalue a stolen item, to avoid the execution of the accused. The type of execution for each offense was determined by law, and most executions were by hanging. The other most common executions were being burned to death, or being pressed to death.

If the accused could read a certain Bible verse properly, this was called “benefit of clergy”, and the accused was usually given a lesser sentence. During the 16<sup>th</sup> century, this diminished in importance. Women were not allowed to use the benefit of clergy unless they could prove they had been nuns before the monasteries had been dissolved. In addition, women who were convicted of murder of either a husband or a master were also considered guilty of petty treason, and so they were burned to death, instead of being hanged.

## Appendix D

Name \_\_\_\_\_

### The Prince and the Pauper Project Assignment

Each student is required to produce a project to demonstrate his/her comprehension of *The Prince and the Pauper*. This project will be due on \_\_\_\_\_, and may be turned in early if completed before the due date. This project will be worth \_\_\_\_\_ points. The student must meet partial deadlines, as listed below, and choose one project idea from the list below. If a student prefers to create his/her own project, that project idea must be approved and meet the same deadlines as students with a project from the list below.

#### *Project ideas*

1. Illustrate at least 8 scenes from the novel. These illustrations must be labeled and include a quote and page number from the story. Illustrations will be graded on neatness, language mechanics, color, labeling and appropriate quotations, creativity, and effort.
2. Act out a section from the book. The student(s) involved must have memorized the lines, and costumes or props of some kind are preferred. The skit may be paraphrased, but it must include the main events and characters of the selected chapter. Skits will be graded on accuracy, skit organization, memorization, creativity, and effort.
3. Research a topic raised by the story. This report must be 3-4 pages handwritten, or 2 pages computer-printed. Reports will be graded on organization, content accuracy, neatness, language mechanics, and effort.
4. Write a two-page handwritten essay, or one-page computer-printed, discussing an opinion about one of the social issues that the novel addresses, such as whether the laws against begging were fair, or if punishments for law-breaking were too severe, or if the system treated rich and poor equally, etc. Essays will be graded on organization, reasoning, neatness, language mechanics, the ability to persuade, and effort.
5. Write at least 10 journal entries from the point of view of one of the characters in the story. The journal needs to express that character's response to 10 or more different events in the story. Journals will be graded on content, character accuracy, point of view, neatness, language mechanics, and effort.
6. Write at least 4 half-page letters, two from each of two characters in the story. These letters should explain the two characters' response to at least 4 different events in the story. Letters will be graded on proper letter form, accuracy, reasoning, neatness, language mechanics, point of view, and effort.
7. Draw, label, and color a map of places in the story, indicating the sequence of at least 6 events. Maps will be graded on accuracy, neatness, effort, research, and creativity.
8. Student choice—must be approved in advance, and must be an equivalent amount of work as each of the choices above. This project will be graded in the same way as those listed above.

#### Project Due Dates

- A. Project idea due \_\_\_\_\_
- B. Project rough draft due \_\_\_\_\_
- C. Final project or performance due \_\_\_\_\_