

***The Prince and the Pauper* Adapted for Young Readers
Mark Twain Teachers Workshop ~ Mark Twain Museum
July 9-13, 2007 ~ Hannibal, Missouri
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Lesson Focus:

Activities to Build Reading Comprehension in First Grade Students using Mark Twain's,
The Prince and the Pauper

Unit Objectives:

Use oral communication to activate understanding of the story.

Make predictions and check predictions.

Materials Needed

Books:

- Twain, Mark. *The Prince and the Pauper*, Adapted for Young Readers. New York: Dover Publications, Inc., 1997.
- Anderson, William. *River Boy: The Story of Mark Twain*. China: Harper-Collins, 2003.

Chart paper, markers, paper, crayons, picture or poster of Mark Twain, items listed in pre reading activity #3 (see below).

Do not share book title until you have done pre-reading activities 1 -4.

Pre-reading Activities:

Pre-reading Activity #1

Introduce students to the Author Mark Twain by reading the book *River Boy: The Story of Mark Twain*, by William Anderson.

Display a poster of Mark Twain in the room.

Pre-reading Activity #2

Evaluate attributes of a home. Discuss the types of homes the students currently live in and ask them to describe some items they have in their home. Explain that these items are attributes of their home. List items discussed on chart paper. When you have completed Chapter 2, review the list and determine if the attributes were present for Tom Canty and then Prince Edward.

Example of Attribute Chart

<u>Before Reading</u>	<u>After Reading</u>	
The attributes of a home:	Present in the story (+ or -):	
	Tom	Prince Edward
A shelter	+	+
Has a bed	-	+
Is safe	-	+
Has people who care	+	+
Has plenty of food	-	+

Pre-reading Activity #3

Mystery items- Analyzing and Making Predictions

This activity will support Bodily-kinesthetic Intelligence.

Suggested Items:

Rags, straw, crown, gold material, jewels, toy horse, toy castle, scepter, seal, scrolls with a seal stamp, small toy sword, dagger, a cap with plumes, two identical dolls, one dirty and in rags, one clean and in formal clothes. Let students use the seal on Play-doh.

Place items that represent components of the story around the room for students to look at and manipulate. After students have walked around the room have them share their predictions about the story elements: characters, setting, and plot. Record student predictions on chart paper to refer to later. The teacher will stimulate discussion, but not lead students to anything but their own predictions.

Pre-reading Activity #4

Talk about opposites. Say several words and ask the students what the opposite of that word would be. Ex.: hot- *cold*, in-*out*, up-*down*, etc.

Suggested conversation: The book we are going to read is called, *The Prince and the Pauper*. What do you know about a prince? Let students share while you record responses on chart paper. Then indicate that a pauper is the opposite of a prince. Have students share what they think some attributes of a pauper might be and record responses on a chart for referral after you read the first few chapters.

Pre-reading Activity #5

Share Twain's intended audience for the book.

Mark Twain wrote this book for his two daughters, Susy and Clara in 1881. That is more than one hundred years ago. Susy was 9 years old and Clara was 7. They loved hearing their daddy share the story with them as he worked on it. They couldn't wait for the next chapter. Mark Twain loved writing this story for his daughters and he published it because he thought other little children would love it too.

Chapters 1-2:

Setting: London- Locate London on a map. Share that ancient London was ruled by a king and that many people were very poor.

Vocabulary: ancient, beggar, thief

Making Predictions: Stop on page 11 right after the two boys trade clothes and realize they both look alike. Have students stop and think about what might happen next. Have students share their predictions with their neighbor.

Read to the end of page 12 and check predictions.

Refer to attribute chart of a home and check items Tom had and the items Prince Edward had in their homes.

Activity: Visualization

Have students draw a picture of Tom Canty on one half of a piece of paper and a picture of the Prince on the other half of the paper. Students may label pictures or include descriptive words. Have students share their pictures with the class.

Start a character chart and add main characters as they appear in the story.

Chapters 3-4:

Chapter 3:

Vocabulary: mock, fury

Read to the top of page 15- "Down on your knees, all of you, and give respect to his kingly rags."

Have students think and predict how the boys may respond to the Prince. Have them share their thoughts with a neighbor.

Continue reading the next 4 paragraphs and check predictions.

Chapter 4:

Vocabulary: confused, reign, gallows

Read the chapter title and have students share with their neighbor how Tom might be feeling as he is dressed in the Princes clothes.

Read chapter 4

Activity: Discuss how the boys were treated by their fathers. Have the students draw a picture of how Tom's father treated him when he saw "Tom." Draw a picture of how the King treated "Edward" when he saw him. Have the students label their pictures, add dialogue to their pictures in speech bubbles, or write about what is happening in their pictures. Have students share their work with the class.

Chapter 5:

Vocabulary: morsel, appetite, imposter

Discuss London Bridge as it might have looked back in the 1500's.
The following link provides background information on the London Bridge of the 1600's.

<http://midtown.net/dragonwing/col9802.htm>

Read to page 38 and stop after you read the words: "In surprise, John Canty let go his grip on the prince for a second ..."

Have students predict what might happen next. Share predictions with a neighbor.

Continue reading to the end of page 39 and stop to discuss after the words, "The king is dead!"

Discuss what the king's death means for the Prince. Explain that Edward is now the King of England.

At the end of Chapter 5 review the characters in the story and add Miles Hendon as a new character.

Have students draw a picture of Miles and have them predict whether they think Miles will help Edward or not. Have students share their pictures and ideas.

Chapter 6:

Vocabulary: desert, exhausted, cloak

Read to page 50- "Which way did they go?" and discuss who may have come for Edward.

Question and discuss how Miles might feel and what Miles might do.

Have students share their thoughts.

Read the rest of page 50.

Have students work in pairs and act out being Miles and Edward getting ready to eat. Students can take turns being Miles and Edward. Ask students to compare how Edward expects to be treated when eating and how they have their meals at home.

Chapter 7:

Vocabulary: captive, muttered

Discuss the setting for this chapter, which is with Tom in the castle.

Discuss the use of a Whipping Boy. Would the students like to have another person take the punishment for their own misbehavior?

Discuss whether students should be punished for making mistakes on their school work.

Discuss rules that are fair. Discuss class and school rules.

Make a chart of rules that are fair and rules that would not be fair.

Chapter 8:

Vocabulary: vanished, provoke

Prepare students for a change in the setting.

Discuss the stories told by the vagrants on pages 65-67. Ask students to predict what Edward might do about the "unfair" punishments that people have suffered if he is able to get back to the castle and become the King.

Chapter 9:

Vocabulary: thrust, constable

Read to page 77, ... "just then a sword flashed in the air and, flat-side down, knocked the man's arm." Question the students: Who might this person be?

Read to page 85, "Miles sank into a chair, and covered his face with his hands.: Discuss how Miles and Edward are alike in their situations. Both are claiming to be someone and no one believes them.

Miles and the Edward are separated at the end of the chapter. Have students draw or write what they predict will happen next. Share with the class.

Chapters 10 & 11:

Vocabulary: resemblance, hesitating, insulted

Read to page 95, "I forbid you to set the crown of England upon that head. I am the king!"

Discuss what was read earlier in the chapter. Tom enjoyed his life in the castle and was acting as a kind and gentle ruler. He also denied knowing his own mother who had loved him and gave him food while she remained hungry. Will Tom be truthful and let the royal court know that he is not really the Prince?

Have students write or draw a picture of what they predict Tom will do and share predictions with the class.

Continue reading page 95- 99, "Let the small rascal be stripped and flung into the Tower."

Question the students: Will Edward allow Tom to be punished? Why or why not?

Before reading Chapter 11, have students discuss what they think King Edward will do for Miles, Tom, Tom's father, mother, etc.

On completion of the book, have students write or draw about what they would do if they were King.