

***The Prince and the Pauper* Character Analysis**
Mark Twain Teachers Workshop ~ Mark Twain Museum
July 9-13, 2007 ~ Hannibal, Missouri
Developed by: Tricia Sayre, Marceline R-V School District

Subject/Grade Level: 6th Grade Reading

Time Frame: 4 activities plus a final activity that includes an assessment

Vocabulary: pauper, hermit, archangel, coronation, reverence, gibbet, aileth, merciful, boisterous, homage, supplicating

Materials: *The Prince and the Pauper* movie (several versions available)
The Prince and the *Pauper* by Mark Twain (Puffin Classic, 2004 edition)
Handout - attached

Missouri Standards: CA 1:2, 1:4, 1:6 SS 1:6

Objectives:

Student will analyze three aspects of character by describing at least five examples of personality, appearance, or emotions.

Student will describe how characters are affected by a particular event in the story.

Background Knowledge This mini-unit is part of a larger unit on Literary Terms. Students have previously completed activities in which they describe a character's personality, appearance, and emotions.

These activities will also be presented in the spring around the time of our Middle Ages and Renaissance units.

Activities:

Pre-reading activity –

Students are asked to bring a photo/picture to class of someone they admire.

Activity one – (30 minutes)

Students share pictures of someone they admire, sharing their reason for looking up to this person.

Teacher reviews aspects of character analysis by selecting a widely known choice of students and brainstorming that persons' personality, appearance, and emotions he/she may feel.

at least 5 circles describing personality, emotions, and appearance of their character in the chapter.

	4	3	2	1	0
Character Traits	Web contains at least five character traits that explicitly describe the character	Web contains four or five character traits that describe the character	Web contains at least three character traits that vaguely describe the character	Web contains less than three traits and vague character information	No evidence of student work
Relationship To events	Precise, clear, accurate information is provided, showing connection between events and character traits	Clear and accurate information is provided, showing connection between events and character traits	Information provided is somewhat clear or lacks connection between events and character traits	Information is vague or inaccurate and lacks a connection between events and character traits	No evidence of student work
Mechanics	Exemplary web with no grammatical, spelling, or punctuation errors	Properly designed web with almost no grammatical, spelling, or punctuation errors	Improper web design or a few grammatical, spelling, or punctuation errors	Improper web design with many grammatical, spelling or punctuation errors	No evidence of student work

Scoring Guide

The Prince and the Pauper

Enrichment/Remediation - other character elements to explore

Have students return to their famous person to brainstorm problems they may face if they traded places with that person.

Consider what would have happened in history if the two characters were unable to change back to their original lifestyles.

Students draw/make/bring to class an item either Tom or Edward could have used to help them in the story. Explain to the class how the item would have changed the story.

Have students create a skit in which they are Tom or Edward and are trying to convince others your appearance doesn't go along with who you really are. How would you convince the people?

Change a quote from *The Prince and the Pauper* to an email message that conveys the same emotion.

Tom and Edward were both labeled as insane. If you were one of these characters in the story, how would you convince others you weren't insane?

How do the other characters treat the Prince? Pauper? What effect do they have on the main characters?

What qualities do you admire most in Tom and Edward? Who do you know that has these qualities? Write a poem about this person and how they show their personality.

The Prince and the Pauper

Name _____

Read the following quotes from *The Prince and the Pauper*. As you read summarize noteworthy events in the middle column. In the right column write emotions you think the characters may have been feeling at the time.

1. In Chapter 4 Edward has met up with the crowd of peasants

Notes

Reflection

“Poor Edward drew himself up proudly and said;

‘I am the prince; and it ill beseemeth you that feed upon the king my father’s bounty to use me so.’

This was vastly enjoyed, as the laughter testified. The youth who had first spoken, shouted to his comrades:

‘Ho, swine, slaves, pensioners of his grace’s princely father, where be your manners? Down on your marrow bones, all of ye, and do reverence to his kingly port and royal rags!’

With boisterous mirth they dropped upon their knees and did mock homage to their prey. The prince spurned the nearest boy with his foot, and said fiercely:

‘Take thou that, till the morrow come and I build thee a gibbet!’

Notes

Reflection

2. In Chapter 5, Tom first sees people in the castle:

“He walked up and down the floor, filled with nameless fears, listening, starting at every trifling sound. Presently the door swung open, and a silken page said:

‘The Lady Jane Grey.’

The door closed, and a sweet young girl, richly clad, bounded toward him. But she stopped suddenly, and said in a distressed voice:

‘ Oh, what aileth thee, my lord?’

Tom’s breath was nearly failing him; but he made shift to stammer out:

‘Ah, be merciful, thou! In sooth I am no lord, but only poor Tom Canty of Offal Court in the city. Prithee let me see the prince, and he will of his grace restore to me my rags, and let me hence unhurt. Oh be thou merciful, and save me!’

By this time the boy was on his knees, and supplicating with his eyes and uplifted hands as well as with his tongue. The young girl seemed horror-stricken. She cried out:

‘Oh, my lord, on the knees? – and to me!’

They she fled away in fright; and Tom, smitten with despair, sank down, murmuring:

‘ There is no help, there is no hope. Now will they come and take me.’