

***The Prince and the Pauper* Character Development Lesson Plan**
Mark Twain Teachers Workshop ~ Mark Twain Museum
July 9-13, 2007 ~ Hannibal, Missouri
Developed by:
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Grade Level: 2nd

Objective: Student will describe how events or experiences change a person's character supplying two supporting details.

Time: 1 week

Materials: Letter to families describing activities & goals written in Old English
Music from time period - "God Save the Queen" for example
The Prince and the Pauper, by Mark Twain
Great Illustrated Classics version of *The Prince and the Pauper*
Maps of Old London
Movie of *The Prince and the Pauper*

Procedures:

- . Discuss "character" and list examples and non-examples. (kind/tall)
Build background through discussion
Invite guest speaker from England to compare and contrast everyday life and some common words that are different.
Read aloud, stopping to check for comprehension in Chapters 1 through 3.

Vocabulary: King, Prince, royalty, London. Coronation, pauper, peasant, servants, anguish, farthing

Assessment: Draw or find a picture of either Tom's or Edward's home and write a paragraph describing the picture.
Vocabulary matching game

Final Assessment Options:

- Reader's Theatre with students creating a scene and performing.
- Write 3 paragraphs describing events and changes to one character.
- Venn diagram showing differences and similarities of Tom and Edward

Examples of Extending the Lesson:

- Literature: Continue reading, checking for comprehension. Stop before the last two chapters from Great Illustrated Classic's version to predict, in groups, alternate endings.
- Scholastic.com: Word Search with vocabulary words
Maze - Lost in Cave
- Drama: Act out scenes
- Art: Draw pictures of contrasting settings/clothing/housing
Reconstruct housing from description on pages 3 – 7.
Invent Personal Seal using 4 icons/words
Create flag with 4 pictures to portray student's personality
- Discuss: Customs of America and England – Utilize Venn Diagram to compare and contrast.
- Vocabulary Bingo: 10 vocabulary words above as well as commendation, contemplated, utterance, manikin, venomous, tinker, pathetic, persecution, turret, mangy, divan, coronet, malignant, exquisite, inconspicuous.
- Humanistic: Discuss what characteristics students value and why. Discuss how these values are expressed. What could you do to develop and improve these qualities in yourself.
- Listening Skills/
Kinesthetic: TV Game show – Raise flag/stand/shout out when life changing event in the story, or “word of the day” is read and recognized
- Resources: Google Earth:
[Buckingham Palace](#)