

***The Prince and the Pauper* Lesson Plan ~ The Phases of a Character  
Mark Twain Teachers Workshop – Mark Twain Museum  
July 2007 – Hannibal, Missouri  
Developed by: Michaela Reynolds, Donna Luetkemeyer,  
Stephanie Laux, and Tracy Bauer**

**Overview of the Lesson:**

This lesson is designed for intermediate-age students but could easily be modified for other grade levels. The emphasis of this lesson is on examining how events impact a character's development using themes from *The Prince and the Pauper*.



**Objective:**

Students will describe how events or experiences change a person's character with three supporting details.

**Level:**

Intermediate

**Time:**

Two - three months

**Missouri Goals:**

1:2, 1:4, 1:6, 2:1, 2:5, 3:3, 3:5, 4:1, 4:3, 4:5, 4:6

**Missouri Standards:**

CA 1, 2, 6, 7, SS 6, FA 1, 5

**Material:**

Class set of *The Prince and the Pauper*  
Class set of *The Prince and the Pauper* play  
Word Association Game cards  
Costumes / Simple props (paper crowns, cloak of velvet or sheet, scepter, pencil shavings, coins, etc...)  
Scroll  
Paper  
Pencil

**Introduction:**

Teacher will enter classroom in prince/pauper attire. The classroom will be set up as a simple kingdom with a special chair decorated as a throne. Teacher can begin saying "Hear ye, hear ye" ... from a scroll to capture students' attention. Through this speech, the teacher will have the opportunity to introduce *The Prince and the Pauper* unit. The students will play a Word Association game, which will include nouns from the era ( and from the book).

**Explanation of Word Association game:**

The teacher will review parts of speech, more specifically what a noun is (person, place, thing, or idea). Some words associated with the story will be written on cards. One at a time, students will have one of the cards placed on his/her back. Asking yes/no questions, the students will try to determine the word. After asking a series of questions (number of questions to be determined by the teacher), the student may then ask for the definition and the letter the word begins with. At this time, another option would be to allow students in the class to act out the role-playing examples to assist with the guess. The student will need to analyze the variety of clues to determine what his/her word is. When the word is revealed, the word card will be placed on a word wall for future reference. This will be repeated with each student until all words are revealed and discussed. (List of words attached.)

**Directions for Activity (teacher oriented):**

**Step 1:** Inform the students that they will be learning about a classic piece of historical fiction called *The Prince and the Pauper*. Distribute the copies of the book to each student. Brainstorm with the class to predict what the book will be about, based on the Word Association game and the cover of the book.

**Step 2:** Read the beginning of the book, Chapters 1-3, to get a good introduction of Tom Canty. Explain to the students that the Character Sketch of Tom Canty will portray his changes throughout the book. Take time to complete the first stage of the Character Sketch on Tom Canty as a class to determine his personality and lifestyle. Get the brainstorming started by asking:

- *Do you believe that Tom is a happy boy?*
- *Who is a positive influence on Tom?*
- *How does Tom live his life?*

Determine if the students can relate to the story by asking questions:

- *Who influences you in your life?*
- *How do you live your life?*

**Step 3:** Continue reading the book until Chapter 15. This would be a good time to discuss the changes that Tom Canty has made. Continue filling in the Character Sketch. Have the students become more engaged by asking:

- *How has Tom Canty changed since he is now living in the kingdom?*
- *How have his views changed of people surrounding him?*
- *How have his views of laws and punishments changed?*
- *How have his views of a life of royalty changed?*
- *How does Tom's first act as king reflect his character?*

Again, have the students compare themselves along the lines of how they have changed in their lives and how their point of views might have changed by asking:

- *What events have happened in your life that caused changes for you?*
- *Have you ever thought one thing and then changed your point of view on something?*

**Step 4:** Finish reading the remainder of the book. At the end of the book, finish the Character Sketch of Tom Canty. By this point you should be able to see all the changes in personality and lifestyle that Tom has gone through. Continue brainstorming with the class on the changes of Tom by asking:

- *How important are events in shaping who you are?*
- *Do you think if different events occurred, would Tom have been a different person?*
- *How do you think Tom feels at the end of the book?*

Encourage the students to think about their personal life experiences by asking:

- *How have events changed you?*
- *What did you learn from those changes?*
- *How do you think you would have felt if the event had been different?*

### **Closure:**

As the book and the Character Sketch are wrapping up, reiterate the fact that this story shows the importance of events in the changing and shaping of people of all sorts. This story also is very effective in showing how Mark Twain's works are able to help people relate to history in a very fun and humorous fashion. After the book has been completed, the class will act out [\*The Prince and the Pauper play\*](#). This play will be used to help clarify any confusion that might exist among the students.

### **Assessment Options:**

Students will have the opportunity to choose any one of the following assessment options to complete. Each of the options will be worth a total of 25 points.

**Option 1: Character Sketch** – Students will sketch a character’s personality at the beginning, middle, and ending of the book. They will use props and acting skills to demonstrate the changing traits of their character.

**Option 2: Journal** – Students will write journal entries from the point of view of Tom Canty as he changes throughout the story. The journal entries will need to reflect the changes from a pauper to a prince to a King’s Ward.

**Option 3: Internal Monologue** – Students will need to perform either a written or oral monologue in narrative fashion internally reflecting how their character has changed because of events and actions throughout the story.

**Option 4: Letter** – Assuming the character of either Tom or Edward, students will write a one page friendly letter (in correct format) to the other character describing his experiences and how the experiences changed his specific views.

**Option 5: Designing Seal** – Students will design his/her own seal that will reflect their personality and slogan that will reflect their philosophies. Explain to the students the purpose of the seal in this period of time. Allow students to use drawing paper, modeling clay, or wax to create their seal. Then have the students write an explanation of the personal information they conveyed in their seal. Remind them that this seal and slogan must be reflective of them and the changes that they have made in their lives.

**Resources:**

*The Prince and the Pauper* by Mark Twain (Special Needs students can read the Great Illustrated Classic version of *The Prince and the Pauper*)

Play: [http://teacher.scholastic.com/lessonplans/scenes\\_pauper.pdf](http://teacher.scholastic.com/lessonplans/scenes_pauper.pdf)  
<http://faculty.millikin.edu/~moconner/twain>  
[www.toweroflondontour.com/kids/](http://www.toweroflondontour.com/kids/)

*The Prince and the Pauper* (video). Disney, 1962.

*The Prince and the Pauper* (video). Warner Brothers, 1937.

List of possible words for Word Association Game:

Prince  
Pauper  
King  
Father  
Grandmother  
London Bridge  
Beggar  
Guard  
Banquet  
Parliament  
Throne  
Fraud  
Mad  
Starvation  
Whipping boy  
Poverty  
Wealth  
Punishment  
England  
Sword  
Earl  
Servant  
Madness  
Seal  
Ruffian  
Royalty  
Witchcraft

## *The Prince and the Pauper* Activity Scoring Rubrics

### Option 1: Character Sketch

- Sketch will show a character's personality and lifestyle at the beginning of the story (7 points)
- Sketch will show character again with changes (8 points)
- Sketch will finally show changes in character witnessed at the end of the book (10 points)

Total: \_\_\_\_\_ out of 25 points

### Option 2: Journal

- Journal will be at least one page long (5 points)
- Journal will describe actions of Tom through three character changes (as Pauper, then Prince, then King) (15 points)
- Journal will organize ideas presented in a reflective manner (5 points)

Total: \_\_\_\_\_ out of 25 points

### Option 3: Internal Monologue

- Monologue will show at least three personality traits and reflect on each (10 points)
- Monologue will use students' original ideas (5 points)
- Monologue will express strong feelings and emotions to personalize the characters (10 points)

Total: \_\_\_\_\_ out of 25 points

### Option 4: Letter

- Letter will be at least one page long (7 points)
- Letter will be written from one character in the story to another (10 points)
- Letter will organize three ideas presented in a reflective manner (8 points)

Total: \_\_\_\_\_ out of 25 points

### Option 5: Designing Seal

- Seal will be decorated (10 points)
- Seal will have a personal reflection including three examples (5 points)
- Seal will include a slogan / mission of life (10 points)

Total: \_\_\_\_\_ out of 25 points

