

**Heroes – *The Prince and the Pauper* Unit**  
**Mark Twain Teachers Workshop ~ Mark Twain Museum**  
**July 9-13, 2007 ~ Hannibal, Missouri**  
**Developed by: Roger Burdette, Mary Feldkamp, and Judi Hinch**



Overview: This unit focuses on the concept of “hero” and is appropriate for intermediate grade levels. It can be modified for other grades.

**Objectives for *The Prince and the Pauper***

- The students will analyze and classify the characteristics of a hero.
- The students will apply the concepts to their lives to identify times when they or someone they knew acted in a heroic manner.
- The students will analyze how choices lead to heroic behaviors.
- The students will identify components of the etymology of language and use it to decode terms in the text.

**Materials Needed For The Unit:**

Student copies of *The Prince and The Pauper*

Short Story “Thank you, Ma’am” by Langston Hughes

Current newspaper or magazine articles about heroes

Index cards for the word wall

Quia.com game program

Rubrics for:

The Switch

The Scene

The End of Unit Essay (all provided here)

Thesaurus

Dictionary

## **Alabama State Standards addressed in this unit**

- Construct, interpret, and evaluate meaning by applying appropriate strategies to materials across the curriculum.
- Exhibit the habit of reading for substantial amount of time daily, including assigned and self-selected materials at their independent and instructional levels.
- Appreciate the characteristics, literary elements, and cultural influences of literary works representative of various eras.
- Identify components of the etymology of language.
- Refine general listening behaviors.
- Use study processes to manage information.
- Respond with understanding and empathy to information read, viewed, and heard.
- Develop and use an extended vocabulary through reading, listening, viewing, writing, speaking, and presenting.
- Present literature and personal composition effectively.
- Identify ways the power of language evokes emotion; expands thinking; and influences problem solving, decision making, and action.
- Demonstrate effective listening and speaking behaviors for varied situations and purposes.
- Exhibit proficiency in the use of the writing process.
- Know and apply principles of grammar and usage in writing, speaking, and presenting and apply mechanics in writing.
- Use self-monitoring and feedback from peers and teachers to evaluate reading, writing, listening, viewing, studying, and research skills.

## Day 1

(15 minutes)

WARMUP/START: In class, write a paragraph that addresses the issue: "What is a hero?"

Instruct students to use the following template:

To me, a hero is ...

One example of a hero is ... because ...

I once exhibited heroic characteristics when I ...

Allow/encourage a few volunteers to share their paragraphs.

(25 minutes)

READ ALOUD: In class, read "Thank you, Ma'am," by Langston Hughes (short story located in class text book). Use a reading and questioning technique to encourage the students to think critically, especially analyzing the woman (protagonist) in the story.

End with class discussion focusing on the woman. Share ideas about why she is – or is not – "heroic."

(5 minutes)

ASSIGN HOMEWORK: Write up to one page analyzing the woman in the story. Respond to the following question: "Why is the woman – or why is she not – heroic?"

## Day 2

(5 minutes)

WARMUP/START: Encourage/allow a few volunteers to read their homework assignment (describing why the woman in “Thank you, “Ma’m” is – or is not – heroic.

(20 minutes)

NEWSPAPER ARTICLE/SILENT READING/CLASS DISCUSSION:

1. Pass out copy of newspaper/magazine article about a “hero”.
2. Direct students to silently read the article. (Students may mark on/take notes on article.)
3. Lead verbal discussion of heroic attributes students identified in article. List attributes on board

(15 minutes)

INTRODUCE *THE PRINCE AND THE PAUPER*

1. Provide background about Mark Twain
2. Ask:
  - a. “What’s a Prince?”
  - b. “What’s a Pauper?”
  - c. “What are modern American equivalents to princes and paupers?”
  - d. “Identify some ways that ‘princes’ and ‘paupers’ co-exist in modern society? (NOTE: Most likely, students won’t be able to identify many – if any – examples for this question, which will help establish context for *The Prince and the Pauper*.)
  - e. Give basic preview of story, offering select excerpts (“hook” students).
  - f. Ask students: “Predict how you think this story might develop”.
3. READ ALOUD: In class, read as much of first chapters as possible in time remaining. (Note: Depending on students’ reading ability, read aloud together as a class as much as possible. Be sure to pause and discuss as needed.)

(5 minutes)

ASSIGN HOMEWORK:

1. Read chapters 1-5 by next class meeting
2. As you read, watch for words that you perceive as 1) unfamiliar, 2) interesting, or 3) challenging.
3. Bring back AT LEAST 3 such words.
  - a. Write the word on a sheet of paper
  - b. Attempt to define the words, as well (either use a dictionary or context clues)

### **Day 3**

(5 minutes)

**INTRODUCE VOCABULARY** (word wall)

(8 minutes)

**READING REVIEW**

1. Direct students to write a summary of last night's reading (30 words or less)
2. Encourage volunteers to read their summaries
3. Use classroom discussion to ensure comprehension of story line up to this point

(30 minutes)

**JIGSAW READING**

1. Divide students into six groups
2. Assign chapters 6-11 to a group (one chapter per group)
3. Explain to students that each group is responsible for reading, comprehending and explaining their chapter to the rest of the class. (Note: all students will read all chapters; however, each group will become an "expert" on their assigned chapters)
4. Allow 15 minutes for students to read, and 15 to explain their assigned chapters

(2 minutes)

**EXIT TICKET**

Require students to turn in a written identification of an example of heroism from today's reading (from any of the chapters).

## Day 4

(14 minutes)

### CNN HEROES SEGMENTS

1. Show two “CNN Heroes” segments
2. After each segment, lead classroom discussion. Ask, “What makes those people ‘heroes’? Do you agree or disagree with that characterization? Why?”

(9 minutes)

### EXPOUND ON YESTERDAY’S EXIT TICKET ASSIGNMENT

Share ideas from yesterday’s exit ticket writing assignment in which students identified a hero from yesterday’s reading. Ask them to defend their responses; encourage classroom discussion to clarify choices.

(10 minutes)

### DISCUSS *PRINCE AND PAUPER* TO THIS POINT

1. Ask students to verbally summarize story through chapter 11.
2. Ask students to identify problems/conflicts present in the story (write on board)
3. Ask students to predict what will happen next
4. Ask students to identify heroic characters identified in story so far (and explain why).
5. Ask students to identify ANTI-heroes.

(2 minutes)

### ASSIGN HOMEWORK

Write half a page describing their views of the discussion above.

(9 minutes)

### VOCABULARY COMPETITION:

1. Divide students into two “teams”
2. Using Quia.com or other game format or program, play a game that reinforces vocabulary words from this unit. Use 20-30 words.

## **Day 5**

(5 minutes)

**WARM UP EXERCISE**

(40 minutes)

**SILENT READING**

Read as much of chapters 12-17 in class as possible. Pause for discussions.  
Finish reading through chapter 17 at home.

## Day 6

(10 minutes)

VOCABULARY WARMUP (Have students review word wall to review vocabulary from the book.)

(30 minutes)

The students will write an account of their “switch” with another person. The report must be at least one page in length. It must have a good beginning, middle, and ending.

The points to be discussed are:

1. Who did you choose?
2. What prompted your choice?
3. What problems would you have fitting into the person’s life?
4. How would it change your life?

Review rubric for this assignment.

### ACTIVITIES:

1. Prewrite
2. Turn in rough draft
3. Turn in final revision

(5 minutes)

### FORESHADOW TOMORROW’S ASSIGNMENT

We will be dividing into groups of 3-4 people and choosing a scene from the book to act out for your class. You are to update the language to today’s English.

# Switching Identities Rubric

Did you switch an identity? 10  
0

## Introduction

Does the introduction tell with whom you chose to switch? 10

Does it tell why you chose to switch? 10

## Body

List 3 positive outcomes of the switch

3 listed 30

2 listed 20

1 listed 10

0 listed 0

List 3 drawbacks of the switch

3 listed 30

2 listed 20

1 listed 10

0 listed 0

Explain how the change would affect the people around you? 10

## Conclusion

Would you really want to change places? 10

Supporting details

3 listed 30

2 listed 20

1 listed 10

0 listed 0

## **Day 7**

(15 minutes)

WARM-UP EXERCISE: Choose 5 words from the word wall. Find an antonym and a synonym for each word.

(30 minutes)

Divide students into small groups (3-4). Groups choose a scene from *The Prince and The Pauper*. They are to choose scene they can convert to modern English.  
. The scenes will be presented on Day 8.

The following rubric will be passed out and discussed.

## Play Rubric

<b>Did you perform a scene from the book?</b>	10
	0
<b>Give 3 reasons , from the story, for choosing the scene you chose</b>	
3 reasons given	30
2 reasons given	20
1 reason given	10
No reasons given	0
<b>Convert the scene in the book to modern English.</b>	
No major errors	30
Few major errors	20
Many errors	10
No attempt	0
<b>Listening Skills</b>	
Quiet, attentive	10
Respectful, valid criticism	10

## Day 8

(40 minutes)

Students will perform the scenes they chose for the class. After performing the scene they will explain why they choose that scene using information from the book to explain their scene choice. For example, "We chose the scene where the two youth first get to know each other since it sets the mood for the rest of the play. We see why it was easy for the switch to occur. It shows how the statement 'the clothes makes the man' could be true. If you look like a prince, people will believe you are one."

- If more than one group chooses the same scene:
- Discuss how each group interpreted the same scene.
- Why are books often different from the movie?
- How do different people see the same event?
- At a crime scene do all witnesses see the same thing or form the same conclusions from what they see?

(5 minutes)

HOMEWORK:

Read chapters 18-21. Tomorrow in class you will be doing a visualization of a scene you have chosen from these chapters. If you do not wish to draw you should bring illustrations from magazines to show what the scene is about.

## **Day 9**

(40 minutes)

### **VISUALIZATION EXERCISE:**

The students will illustrate scenes of their choosing and include a 2-3-sentence caption at the bottom of the page explaining the illustration. These are due at the end of the class period. If you finish ahead of schedule you may begin reading chapter 22-25.

(5 minutes)

### **HOMEWORK:**

Read chapters 22-25. Pay special attention to the character development of the following people in the story: Miles, his brother, Lady Edith, and the prince. We will be discussing how they feel as the story unfolds. We will also look at how their choices affected the other characters.

## Day 10

(5 minutes)

WARMUP/START: Discuss – when was a time you were accused of something you didn't do or a time you told the truth but weren't believed.

Empathize with Miles, Prince Edward, Lady Edith or Hugh.

(10 minutes)

INTRODUCE PRINCE AND THE PAUPER END OF THE UNIT PROJECT

Students will analyze heroic behavior with eight supporting details.

Students will write an essay about one of the following:

Describe a non-traditional hero

Describe a hero from the book.

Describe a time when you were heroic.

Hand out and discuss the grading rubric.

Other options: create a game, interview, comic strip, or other project that addresses the objective for this unit. Design your own rubric. The rubric will need to be approved by the teacher. Students may also suggest a final project, to be approved by the teacher.

(30 minutes)

ASSIGN READING: Read chapters 26 – 28. Using inference, take the point of view of a crowd member. Write a paragraph explaining why you changed your opinion of Miles during his time in the stocks.

EXTRA CREDIT: Create a Haiku about the warm up activity or a part of the book.

## End of unit essay

### Choose one of the following prompts.

Describe a non-traditional hero.

Describe a hero from the book.

Describe a time when you were heroic.

### Introduction

Define a hero.

Name the hero. 3

Reasons for your choice 3

### Body

Characteristics or attributes of a hero

Eight given 10

Six to seven 7

Three to five 5

One to two 3

No reasons 0

Why the action was heroic

3 examples 10

2 examples 6

1 example 3

0 examples 0

How those around you were affected 3

### Conclusion

Choose one of the following

Compare & contrast hero with anti-hero

3 examples 10

2 examples 6

1 example 3

0 examples 0

Would you make the same choice again?

3 examples 10

2 examples 6

1 example 3

0 examples 0

## **Day 11**

(10 minutes)

**WARMUP/START:** Ask for volunteers to share their inference paper or Haiku from yesterday.

Collect assignments and extra credit.

(35 minutes)

**ASSIGN READING:** Read chapters 29 – Conclusion. Any reading that is not completed during class should be finished as homework.

## **Day 12**

(10 minutes)

WARMUP/START: Review the vocabulary from the book by using the word wall.

(15 minutes)

Discuss the end of the book.

(20 minutes)

Brainstorm ideas for the end of the book project and work on the rough draft.

## **DAYS 13-15**

Complete final project