

The Prince and the Pauper and Tom Sawyer
Communication Arts – Unit Plan
Mark Twain Teachers Workshop – Mark Twain Museum
July 2007 – Hannibal, Missouri
Developed by:
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Overview of the Unit:

This unit on *The Prince and the Pauper* and *The Adventures of Tom Sawyer* is designed for 8th grade students but could easily be modified for other grade levels.



Grade level 8th grade Communication Arts

Unit on *The Prince and the Pauper* and *The Adventures of Tom Sawyer*

3 weeks – Lesson plans are approximately 45 minutes each (can be extended as needed)

NOTE: Although no objectives are presented, there are many communication/language arts standards covered in these books. It is expected that the teacher will facilitate daily discussions with students about their reading. Teachers are encouraged to launch the reading of the books together as a class and provide necessary background information.

Prince and the Pauper Lessons

Day 1: *PRE-READING*: KWL about Mark Twain. Then research Mark Twain – have students go on the Mark Twain Museum site and find answers to research questions.

Homework: Read chapters 1-3 (Birth of the Prince and the Pauper, Tom's Early Life, Tom's Meeting with the Prince)

Day 2: Students will discuss how poverty is portrayed in the book in relation to what they know about poverty today. Students will compare/contrast Tom and Edward.

Homework: Read chapters 4-5 (The Prince's Troubles Begin, Tom as Royalty)

Day 3: Students will discuss what they know of royalty and how it is similar to what's in the story. Students will write a character analysis of Tom and Edward. Student will research the reign of Henry the 8th.

Homework: Read chapters 6-7 (Tom Receives Instructions, Tom's First Royal Dinner)

Day 4: Students will compare/contrast their lives to the lives of the boys. Students will identify 10 vocab words that they do not know from chapters 1-7 and create flashcards to help them learn the words including: the definitions, writing the sentences in which they were found, and a picture that will help them remember the definition

Homework: Finish flashcards and read chapters 8-10 (The Question of the Seal, The River Pageant, The Prince in Offal Court)

Day 5: In their groups, each student will choose two questions from the teacher provided list (no repeats) that they will answer on their own about the story. They will then read the questions and their answers and discuss their answers with their groups, adding on any additional input from the other members

Homework: Read chapters 11-13 (At Guildhall, The King and His Deliverer, The King's Disappearance)

Day 6: Students will research Mark Twain, specifically for 5 quotes. They will explain what the quotes mean and why they are important.

OR Students can choose five symbols that they believe represent one of the characters. They will draw and label the symbols and give an explanation for why the symbols are important/represent the character.

Homework: Read chapters 14-15 (Royal Routine, English Law)

Day 7: Students can begin their group projects - they will have 5 days in class to complete these (they will choose to do two of the following):

- Choose one scene and present to the class (w/scripts & props) – (may choose to do two of these, one from the first half and one from the second half of the book, only w/teacher approval)
- Create a timeline of at least the book's most important events (including at least 10 important events from the story – 5 events from the first half and 5 events
- Create and perform a song about the book or character
- Choose one scene from the novel and create a model
- Choose one theme from the story to explain and present to the class (how it is important to the story and still relevant today – right vs. wrong, poverty vs. wealth, identity (stereotypes), heroes)

Homework: Read chapters 16-18 (State Dinner, Foo-Foo the First, The King with the Vagrants)

Day 8: Continue projects

Homework: Read chapters 19-21 (The King with the Peasants, The King and the Hermit, Hendon to the Rescue)

Day 9: Continue projects

Homework: Read chapters 22-24 (A Victim of Treachery, The King as a Prisoner, The Escape)

Day 10: Continue projects

Homework: Read chapters 25-27 (Hendon Hall, Disowned, In Prison)

Day 11: Continue Projects

Homework: Read chapters 28-31 (The Sacrifice, To London, Tom's Progress, The Recognition Procession)

Day 12: Continue Projects

Homework: Finish book – read chapters 32-34 (Coronation Day, Edward as King, Justice and Punishment)

Day 13: Present projects to the class

Homework: Identify the ways Henry the 8th's real life is incorporated into the story. Choose at least 5 people, places, or events were incorporated, and explain how they were the same or different compared to the facts.

Day 14: Present projects to the class

Homework: Decide on their topics for their comp/cont essays.

- 1) Compare/cont your life w/the author's
- 2) Compare/cont your life w/a character
- 3) Compare/cont two characters from the book
- 4) Compare/cont a hero from the book to a real-life hero
- 5) Comp/cont gangs back then to gangs of today

Days 15-19: ASSESSMENT: Write essays, do for homework if behind (should be typed).
(NOTE: A scoring rubric for essays should be provided to the students.)

Extension activities or extra credit:

Students write a brochure that "sells" the book to another student, encouraging them to read it. It should include a picture of the book, a summary, one way that students can relate to it (a theme), and why it's recommended.

Students can watch one version of the movie and comp/cont it to the book.

Students can write an alternate ending to the book. It should be at least 2 pages typed and make sense. It should have a short paragraph at the beginning explaining where the story left off (the alternate ending does not have to start at the very end of the book, but it may).

Complete a Mark Twain webquest. Some available webquests are:

<http://www.geocities.com/Athens/Styx/9444/TwainWQ.html>

<http://fayette.k12.in.us/~cbeard/twain/>

<http://www.kn.att.com/wired/fil/pages/scrapmarktwasu.html>

Tom Sawyer Lessons

Day 1: PRE-READING: KWL about Mark Twain. Then research Mark Twain – have students go on the Mark Twain Museum site and find answers to questions provided by me

Homework: Read chapters 1-3

Day 2: Students will identify 10 vocab words that they do not know from chapters 1-7 and create flashcards to help them learn the words including: the definitions, writing the sentences in which they were found, and a picture that will help them remember the definition

Homework: Finish flashcards and read chapters 4-5

Day 3: Students will write a character analysis of Tom and Huck. Students will compare/contrast their lives to the lives of two of the characters.

Homework: Read chapters 6-7

Day 4: In their groups, each student will choose two questions from the teacher provided list (no repeats) that they will answer on their own about the story. They will then read the questions and their answers and discuss their answers with their groups, adding on any additional input from the other members

Homework: Read chapters 8-9

Day 5: Identify the major themes in the story (good vs. evil, heroes, right vs. wrong, identity (stereotypes), first love). Students will choose one theme and write a paragraph explaining its relevance to the story.

Homework: Read chapters 10-12

Day 6: Students will research Mark Twain, specifically for 5 quotes. They will explain what the quotes mean and why they are important. **OR** Students can choose five symbols that they believe represent one of the characters. They will draw and label the symbols and give an explanation for why the symbols are important/represent the character.

Homework: Read chapters 13-15

Day 7: Students can begin their group projects - they will have 5 days in class to complete these (they will choose to do two of the following):

- Choose one scene and present to the class (w/scripts & props) – (may choose to do two of these, one from the first half and one from the second half of the book, only w/teacher approval)
- Create a timeline of at least the book's most important events (including at least 10 important events from the story – 5 events from the first half and 5 events
- Create and perform a song about the book or character
- Choose one scene from the novel and create a model
- Choose one theme from the story to explain and present to the class (how it is important to the story and still relevant today – right vs. wrong, poverty vs. wealth, identity (stereotypes), heroes)

Homework: Read chapters 16-18

Day 8: Continue projects

Homework: Read chapters 19-21

Day 9: Continue projects

Homework: Read chapters 22-24

Day 10: Continue projects

Homework: Read chapters 25-27

Day 11: Continue Projects

Homework: Read chapters 28-30

Day 12: Continue Projects

Homework: Finish book – read chapters 31-33 + conclusion

Day 13: Present projects to the class

Homework: Write a paragraph that explains how/why Tom is the hero of the story.

Day 14: Present projects to the class

Homework: Decide on their topics for their comp/cont essays:

- 1) Compare/cont your life w/the author's
- 2) Compare/cont your life w/a character
- 3) Compare/cont two characters from the book
- 4) Compare/cont a hero from the book to a real-life hero
- 5) Comp/cont what it meant to be an outsider in the story vs. what it means to be an outsider today

Days 15-19: ASSESSMENT: Write essays, do for homework if behind (should be typed).

(NOTE: A scoring rubric for essays should be provided to the students.)

Extension activities or extra credit:

Students write a brochure that "sells" the book to another student, encouraging them to read it. It should include a picture of the book, a summary, one way that students can relate to it (a theme), and why it's recommended.

Students can watch one version of the movie and comp/cont it to the book.

Students can write an alternate ending to the book. It should be at least 2 pages typed and make sense. It should have a short paragraph at the beginning explaining where the story left off (the alternate ending does not have to start at the very end of the book, but it may).

Complete a Mark Twain webquest. Some available webquests are:

<http://www.geocities.com/Athens/Styx/9444/TwainWQ.html>

<http://fayette.k12.in.us/~cbeard/twain/>

<http://www.kn.att.com/wired/fil/pages/scrapmarktwasu.html>

Name: _____

Character Analysis

Character:

Looks:

Thinks:

Feels:

Does:

Says:

Name: _____

Mark Twain Background Info

Use the Internet (www.marktwainmuseum.org or other sites as needed) and answer the questions below:

1. What is Mark Twain's real name? _____

2. When was he born? _____

When and how did he die? _____

3. Did Mark finish school? Why or why not?

4. List at least 3 famous books that he wrote:

a) _____

b) _____

c) _____

5. What does his pen name mean? _____

6. He received an honorary degree from which educational institution? _____

7. Who were his siblings? _____

8. Mark Twain had several other pen names. What was one of them? _____

9. Does Mark have any living relatives? _____

10. Mark Twain was not just a novelist. Provide at least three other things he is considered to be: _____

11. Mark Twain had a particular fondness for which animal?

12. He was also an inventor. List two of his inventions:

13. A space-related event occurred during the year he was born and the year he died – what was it? _____

14. Mark was married to Olivia Langdon. In what year did she die and what was her ailment?

Year: _____

Ailment: _____

15. Olivia and Mark had children. What were their names?

16. The famous characters of Tom Sawyer, Huckleberry Finn, and Becky Thatcher are loosely based on which people?

Tom - _____

Huck - _____

Becky - _____

Name: _____ ANSWER KEY _____

Mark Twain Background Info

Use the Internet (www.marktwainmuseum.org or other sites as needed) and answer the questions below:

1. What is Mark Twain's real name? Samuel Langhorne Clemens
2. When was he born? November 30, 1835

When and how did he die? April 21, 1910 (heart failure)

3. Did Mark finish school? Why or why not? No, his father died so he quit school and began work as an apprentice printer

4. List at least 3 famous books that he wrote:

- a) _____
- b) _____
- c) _____

5. What does his pen name mean? A measure of depth (12 ft)

6. He received an honorary degree from which educational institution? Oxford

7. Who were his siblings? Orion, Henry, Pamela, Margaret, Benjamin, Pleasant

8. Mark Twain had several other pen names. What was one of them? Thomas Jefferson Snodgrass, Rambler, Sergeant Fathom, and W. Epaminondas Adrastus Blab

9. Does Mark have any living relatives? no

10. Mark Twain was not just a novelist. Provide at least three other things he is considered to be: humorist, essayist, journalist, literary critic

11. Mark Twain had a particular fondness for which animal? cats

12. He was also an inventor. List two of his inventions:

Three of his inventions were patented: an automatically self-adjusting vest strap, a history game meant for improving memory, and a self-pasting scrapbook--the only one ever to make him any money.

13. A space-related event occurred during the year he was born and the year he died – what was it? Halley's Comet

14. Mark was married to Olivia Langdon. In what year did she die and what was her ailment?

Year: 1904

Ailment: heart failure/poor health

15. Olivia and Mark had children. What were their names? Langdon (died in infancy), Susan, Clara and Jean

16. The famous characters of Tom Sawyer, Huckleberry Finn, and Becky Thatcher and loosely based on which people?

Tom - Mark Twain

Huck – Tom Blankenship

Becky – Laura Hawkins