

Lesson Plan: *The Prince and the Pauper*
Mark Twain Teachers Workshop – Mark Twain Museum
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Developed by:

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Lesson Emphasis: Setting

Grade Level: 3-4

Timeframe: 2-3 Weeks, 30-45 minutes per day

Materials: Handouts, computers with Internet access, digital camera, glue, scissors, cardstock, markers/colored pencils/crayons, crowns, tablecloths, CDs of *London Bridge* by Fergie and the traditional *London Bridge* song, pictures of London Bridge, pictures of Westminster

Technology:

Virtual Renaissance: www.twingroves.district96.k12.il.us/Renaissance/Town/Town.html
Google images

Objectives: Students will gain a better understanding of the setting of *The Prince and the Pauper* by researching and identifying 4 characteristics of life in 16th century London including clothing, food, language, living conditions, and social classes. This will be assessed through multimedia group presentations at the end of the project. (See rubric)

The Hook: Before beginning this book, the teacher should play a bit of *London Bridge* by Fergie and then follow with the traditional *London Bridge* song. The teacher should then ask what students know about London Bridge letting students brainstorm. After students share, the teacher should display pictures of London Bridge to show that it is more than a typical bridge and explain that it is important to the story they are about to read.

Activities:

Living Conditions

Early in the reading of *The Prince and the Pauper*, the teacher should read the description of Offal Court from Chapter 2 (page 3 of Puffin Classics 2004 edition) to the students. This description should also be provided to students. Students should draw Offal Court from the description. After drawing Offal Court, students should draw their idea of a palace.

Later in the reading, students will research the types of homes through Virtual Renaissance and Google, and then create a pop-up display of each home using the handout.

Social Classes

Students will partner up and role-play for two days. Each person in the pair will be royalty for one day and a servant for the other. The teacher should prepare by sending a letter home prior to this activity and having paper crowns for each student. Students receive a guideline handout before the activity and follow up with a response page.

The following activities may be used as individual learning stations while the teacher works with smaller literature groups reading *The Prince and the Pauper*. Computers should have a direct link to Virtual Renaissance, and students should be familiar with school Internet policies and how to use the Internet.

Clothing

In order to complete this activity, each student will need two small (about quarter-sized) face photographs. Students will read about and research clothing on Virtual Renaissance. They will then use their photographs to make themselves into royalty and commoners. Students will print appropriate clothing for each and complete the clothing handout.

Food

Students will read about and research food on Virtual Renaissance. They will then complete a menu of appropriate foods for royalty and commoners using the food handout.

Language

Students will read about and research Old English on Virtual Renaissance. They will then complete the handout on Old English language. The teacher should also choose a day during the course of the book when students should speak only in Old English style.

Assessment

Students will work in pairs to create a presentation (which will be given during the royal feast) covering each of the researched topics -- living conditions, social class, clothing, food, and language. Presentations must contain at least four characteristics of each topic, address both royalty and commoners, and contain visual aids. Possible ideas for the presentations include power points, display boards, actual artifacts, models and so forth. Students should be working on this when not in literature groups or at work stations and at home. See the presentation handout and scoring guide.

Culminating activity: Students will invite parents to a carry-in royal feast and coronation ceremony. At this feast, students will give their presentations after which they will be crowned, speak only in Old English, and listen to music from the 16th century.

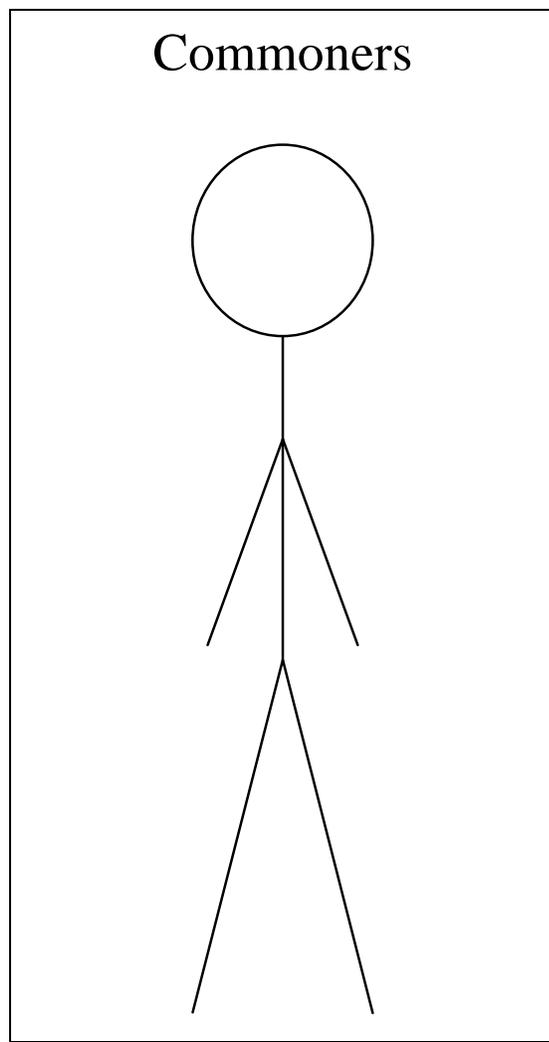
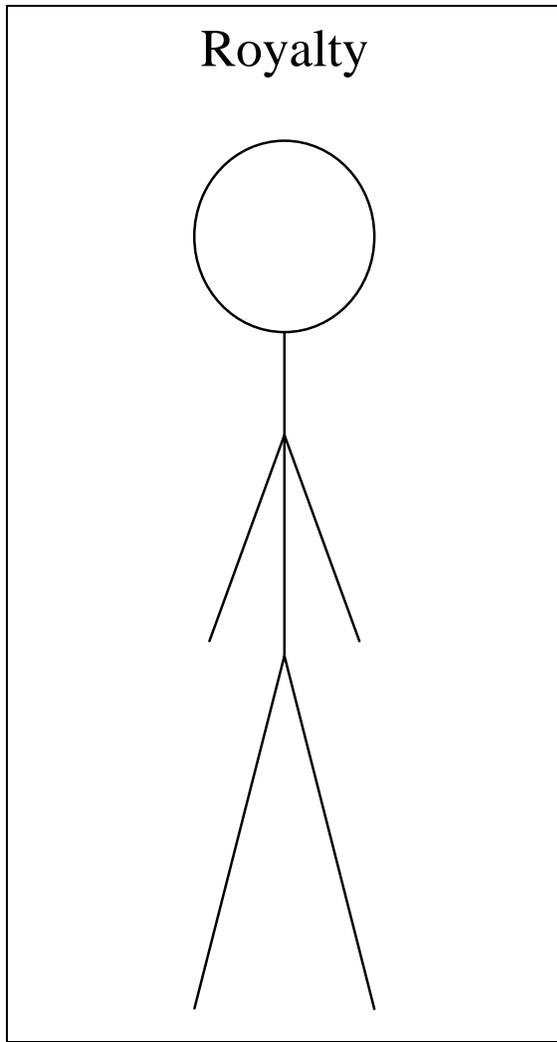
Name _____

16th Century Clothing

In *The Prince and the Pauper*, Prince Edward and Tom Canty exchanged clothing, and people could not tell them apart. Visit the Clothing Shoppe of Virtual Renaissance to learn about 16th century clothing. Feel free to browse the clothing.

Now it is time to dress your prince or princess and pauper.

1. Glue your face picture on the head of each body.
2. Use Google images to look up pictures of 16th century clothing. It may help to look up Renaissance royalty and Renaissance peasants.
3. Find pictures of appropriate clothing you like and print them, one for royalty and one for commoners or peasants. (You may need to adjust the size of your pictures.)
4. Cut out your clothing pictures and glue them onto your bodies.



Name _____

16th Century Foods

Think about everything you ate today. What was it?

Where did your food come from?



Now go to Virtual Renaissance and visit Food Table and the Tavern to learn about 16th century foods. After your visit, create 2 meals, one for royalty and one for a commoner.

Royalty

Who would have prepared your food?

Who would have served your food?

Commoner

Who would have prepared your food?

Who would have served your food?

Housing Activity Description of London

Taken from Chapter 2, page 2 of Puffin 2004 edition of *The Prince and the Pauper*

The streets were very narrow, and crooked, and dirty, especially in the part where Tom Canty lived, which was not far from London Bridge. The houses were of wood, with the second storey projecting over the first, and the third sticking its elbows out beyond the second. The higher the houses grew, the broader they grew. They were skeletons of strong crisscross beams, with solid material between, coated with plaster. The beams were painted red or blue or black, according to the owner's taste, and this gave the houses a very picturesque look. The windows were small, glazed with little diamond-shaped panes, and they opened outward, on hinges, like doors.

The Kingdom: Draw a detailed picture of a palace.

A Common Home: Using the description of London from *The Prince and the Pauper*, draw a typical lower class home.

Name _____

16th Century Language

As you are reading *The Prince and the Pauper*, you will notice that some of the English language is different than what we use today. Spend some time visiting the school and the schoolyard at Virtual Renaissance to learn about the language.



Now translate the phrases below into Old English.

I'll see you later. _____

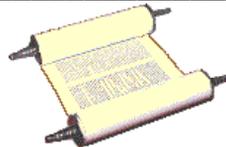
Maybe I will go out to recess. _____

Why is the sky blue? _____

Translate these Old English phrases into Standard English.

Wherefore art thou bothering me? _____

Prithee go aroint. _____

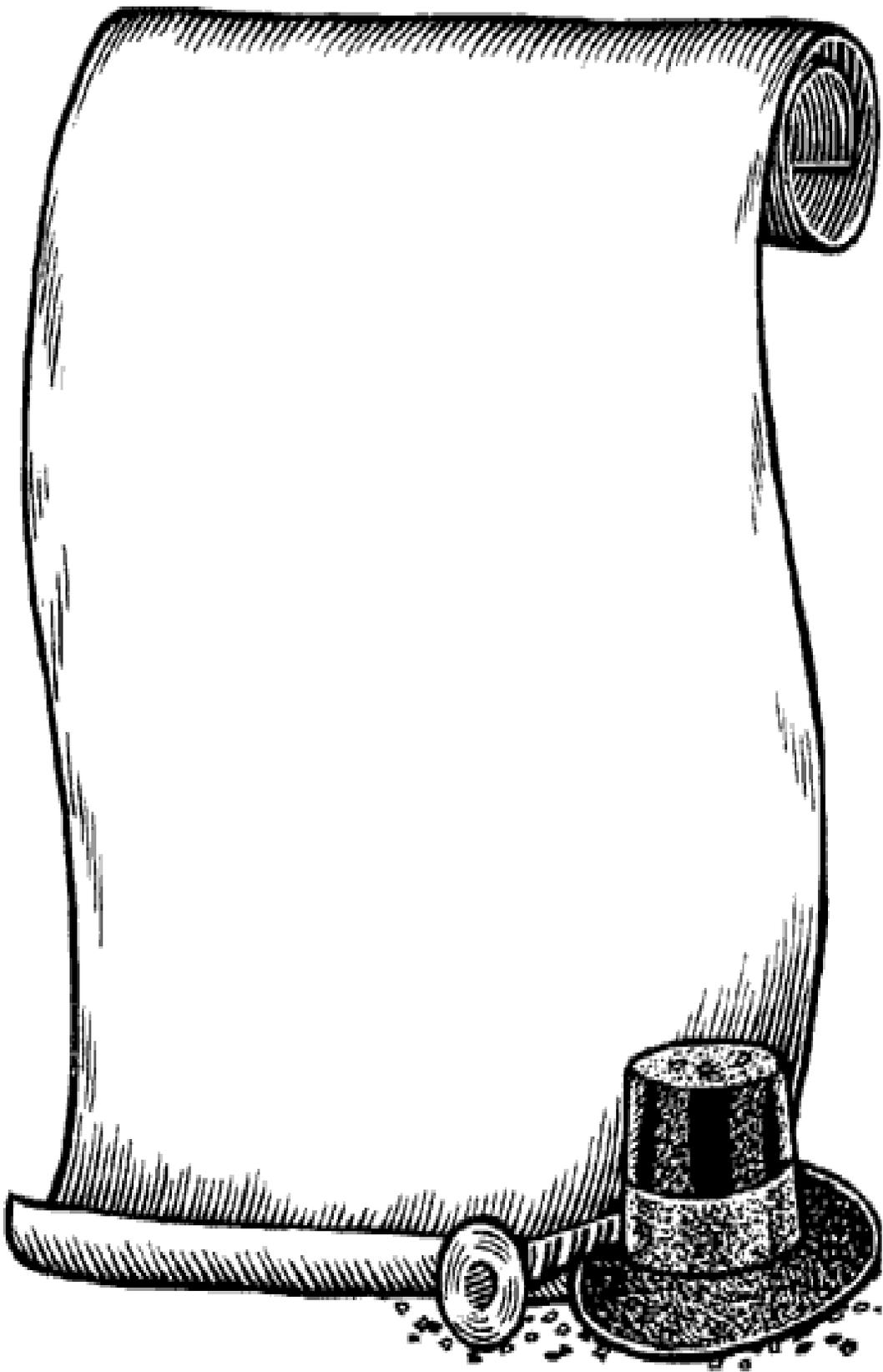


Try writing an Elizabethan insult. (Imagine you are talking to your pesky brother or sister.)

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Finally, on the next page, write a letter in Old English to your best friend. Remember to use correct friendly letter format.



Name _____

Royalty and Servants Activity

For the next two days, you will work with a partner and role play throughout your school day. On one day, you will be royalty and your partner will be your servant. On the next day, you will be the servant and your partner will be royalty.

Which role do you think you will prefer? Why? _____

Here are some guidelines for each role:

As royalty you:

- ★ Must dress up nicely for school.
- ★ Will eat at the royalty section only during meals.
- ★ Will eat with the king and queen (principal and assistant principal).
- ★ Will be treated to special foods at meals.
- ★ Must sit up straight and properly and remain dignified.
- ★ May not play at recess. You may walk and observe the horseplay behavior that is "beneath you." You must set a good example.
- ★ Must avoid speaking with servants other than your own.
- ★ Can expect your servant to perform many tasks for you. (Sorry, you still have to do homework and class work.)

As a servant you:

- ★ May dress as you wish for school (within reason).
- ★ Must serve your royalty including:
 - ◆ Sharpening pencils
 - ◆ Holding the button on the water fountain
 - ◆ Carrying and emptying lunch trays
 - ◆ Opening lockers and doors
 - ◆ Carrying trash
 - ◆ Tying shoes
 - ◆ Helping put on and removing jackets
 - ◆ Turn to correct book pages
 - ◆ Carrying books and art supplies
- ★ Must eat in the servant section at meals.
- ★ May play as usual at recess.
- ★ May speak only if spoken to (unless it is a question for an adult).
- ★ Must stay behind your royalty when moving.
- ★ May not sit in the presence of royalty.

Name _____



Royalty and Servants Activity Response Sheet

What did you like and dislike about being royalty? _____

What did you like and dislike about being a servant? _____

In *The Prince and the Pauper* both Edward and Tom immediately tried to reveal their true identities to the people they encountered. If you were in a situation like theirs, would you immediately reveal your true identity? Why or why not? How hard would you fight to prove who you really are?

Lyrics to London Bridge

London Bridge is falling down,
Falling down, falling down.
London Bridge is falling down,
My fair lady!

Build it up with iron bars,
Iron bars, iron bars.
Build it up with iron bars,
My fair lady!

Iron bars will bend and break,
Bend and break, bend and break.
Iron bars will bend and break,
My fair lady!

Build it up with needles and pins,
Needles and pins, needles and pins.
Build it up with needles and pins,
My fair lady!

Pins and needles rust and bend,
Rust and bend, rust and bend.
Pins and needles rust and bend,
My fair lady!

Build it up with penny loaves,
Penny loaves, penny loaves.
Build it up with penny loaves,
My fair lady!

Penny loaves will tumble down,
Tumble down, tumble down.
Penny loaves will tumble down,
My fair lady!

Build it up with silver and gold,
Silver and gold, silver and gold.
Build it up with silver and gold,
My fair lady!

Gold and silver I've not got,
I've not got, I've not got.
Gold and silver I've not got,
My fair lady!

Here's a prisoner I have got,
I have got, I have got.
Here's a prisoner I have got,
My fair lady!

What's the prisoner done to you,
Done to you, done to you?
What's the prisoner done to you,
My fair lady!

Stole my watch and broke my chain,
Broke my chain, broke my chain.
Stole my watch and broke my chain,
My fair lady!

What'll you take to set him free,
Set him free, set him free?
What'll you take to set him free,
My fair lady!

One hundred pounds will set him free,
Set him free, set him free.
One hundred pounds will set him free,
My fair lady!

One hundred pounds we have not got,
Have not got, have not got.
One hundred pounds we have not got,
My fair lady!

Then off to prison he must go,
He must go, he must go.
Then off to prison he must go,
My fair lady!

Renaissance Unit Scoring Guide



Partners: _____

USING THE FOLLOWING RUBRIC, COMPLETE THE RENAISSANCE UNIT YOUR TEACHER HAS ASSIGNED. AS PARTNERS, COMPLETE EACH PACKET AND CREATE A MULTIMEDIA PRESENTATION INCLUDING INFORMATION LEARNED FROM EACH PACKET.

	4	3	2	1	POINTS
Renaissance Picture Worksheet (Clothing)	Completed task correctly and on time.	Completed task on time, but had several errors.	Did not complete task on time, but completed the task correctly.	Did not complete task on time, and had several errors.	_____
Renaissance Food Worksheet	Completed task correctly and on time.	Completed task on time, but had several errors.	Did not complete task on time, but completed the task correctly.	Did not complete task on time, and had several errors.	_____
Renaissance Language Worksheet	Completed task correctly and on time.	Completed task on time, but had several errors.	Did not complete task on time, but completed the task correctly.	Did not complete task on time, and had several errors.	_____
Renaissance House/Palace Worksheet	Completed task correctly and on time.	Completed task on time, but had several errors.	Did not complete task on time, but completed the task correctly.	Did not complete task on time, and had several errors.	_____
Renaissance Social Classes Worksheet	Completed task correctly and on time.	Completed task on time, but had several errors.	Did not complete task on time, but completed the task correctly.	Did not complete task on time, and had several errors.	_____
Renaissance Role Worksheet (Royalty Vs. Servant)	Completed task correctly and on time.	Completed task on time, but had several errors.	Did not complete task on time, but completed the task correctly.	Did not complete task on time, and had several errors.	_____
Renaissance Partner Work	Partners worked cooperatively together, were respectful of each other, and completed all tasks on time.	Partners worked well together, were respectful of each other, but did not complete all tasks on time.	Partners did not work cooperatively together, but completed all tasks on time	Partners did not work cooperatively together and did not complete all tasks on time.	
Presentation Content	All content in presentation was accurate, organized, and clear.	Most content in presentation was accurate, organized, and clear.	Some content in presentation was inaccurate, unorganized, or unclear.	Most content in presentation was inaccurate, unorganized, or unclear.	_____
		PERCENTAGE: _____	GRADE: _____		TOTAL POINTS: _____