

## **A YEAR WITH TWAIN**

### **THE PRINCE AND THE PAUPER BY MARK TWAIN**

**16 Lessons Developed by Dawn Taylor  
Mark Twain Teachers Workshop  
Mark Twain Museum-Hannibal, Missouri  
July 9-13, 2007**

**Grade Level: Grades 4<sup>th</sup> and 5<sup>th</sup> /Upper Elementary**

**Time Frame: I am going to follow a yearlong theme on Mark Twain. Since I only see the students once a week, this lesson will take me four months. If you see your students every day, then it would only take one month.**

#### **Objective:**

- 🔗 Students will become familiar with Mark Twain's works by having non-threatening lessons hearing "The Prince and the Pauper".**
- 🔗 Students will become familiar with the genre of historical fiction by hearing and doing activities with the "The Prince and the Pauper."**
- 🔗 Students will develop and apply skills and strategies to the reading process by developing vocabulary through text using the dictionary. CA 2, 3, 1.5, 1.6**
- 🔗 Students will develop and apply skills and strategies to the reading process by pre-reading strategies to aid comprehension with prior knowledge and prediction. CA 2, 3, 1.5, 1.6**
- 🔗 Students will develop and apply skills and strategies to the reading process by post-reading skills to comprehend and interpret text by reflecting and summarizing. CA 2, 3, 1.6, 3.5**
- 🔗 Students will develop and apply skills and strategies to the reading process by making a connection by comparing, contrasting and analyzing the text ideas by responding to literature that reflects a culture and historic time frame. CA 2, 3, 7, 1.5, 1.6, 1.9**
- 🔗 Students will develop and apply skills and strategies to comprehend, analyze and evaluate fiction from a variety of cultures and time using details from text to make inferences about setting, character traits, problem and solution, and story events. CA 2, 1.6, 2.4, 3.1, 3.4 3.5, 3.7**
- 🔗 Students will develop and apply effective listening skills and strategies and listen for enjoyment. CA 5 ,6 1.5, 1.6, 1.10**
- 🔗 Students will develop and apply effective research process skills to gather, analyze and evaluate information by locating and using various resources to acquire information to answer questions. CA 2,3, 1.2, 1.4, 1.7**

**All the students will receive a letter from Mark Twain that is from the workbook “Postcards from Twain”. The letter gives students a brief summary on “The Prince and the Pauper”.**

**Lesson One:**

**Who is Mark Twain?**

The students will have a discussion to see if they have heard of Mark Twain. We will write what we know on KWL chart. Students will discuss what they want to learn about Mark Twain. We will fill in the chart.

I will read the first page from “Great Names: Mark Twain” by Anna Carew-Miller and Andrea Di Gennaro. This page tells about the day Samuel Langhorne Clemens was born. It tells the date, where he was born, about the weather, and about Halley’s Comet. Students will fill in the chart with what we learned about Mark Twain. I will show students pictures of Samuel Clemens’s homes in Florida, Missouri and Hannibal, Missouri.

**Samuel Clemens’ Florida, Missouri Home**



## Lesson Two:

### Who are the Prince and the Pauper?

We will discuss what a prince is and if there are any today. We will discuss what a pauper is. I will have a dictionary, so we can look up the definition of prince and pauper. We will compare the two lists. We will locate on the map where London is.



Prince William  
Prince of Wales

I will read the preface and the first chapter from *The Prince and the Pauper* by Mark Twain adapted for young readers published by Dover. We will compare Tom Canty and Edward Tudor, Prince of Wales. Students will spend some time at [http://www.bbc.co.uk/history/british/tudors/launch\\_vt\\_londonbridge.shtml](http://www.bbc.co.uk/history/british/tudors/launch_vt_londonbridge.shtml) for a London Bridge virtual tour.

## Lesson Three:

### Who are you?

Students will begin creating a timeline of their own lives. I will show students my birth certificate. This birth certificate is a primary document. It was created when I was born. I can write on the timeline when I was born and locate on a map where I was born. What else happened when I was born? How would I find out? Where can I look? The day that I was born it was 84 F and rained.

The students will do a Web Quest on what happened the day they were born?

<http://www.union.k12.ia.us/ukhs/WebQuest/birthday.htm>

### Here is a good website for the weather on the day you were born:

<http://www.almanac.com/weatherhistory/>

Students can go home and ask what happened the day they were born. Students will check out my digital camera to take a picture of their childhood home.



#### Lesson Four:

##### What is your dream?

The pauper had a dream of seeing a prince. The story says that it became Tom's one passion to see a prince. Do you have something that you want to accomplish in your life? I would like you to write your desire on the gold paper that I pass out and add it to your "About me" poster/timeline. When I was younger, I had two main desires to be a mother and a teacher. I reached both of those desires, so I then wanted to get my Master's degree. I have accomplished receiving my Master's degree, so I have new desires. Some of my new desire is to go visit castles and get a degree in history. I will read chapter 2 from *The Prince and the Pauper*. Students will spend time writing about who they would like to change places.



#### Lesson Five:

**“Clothes make the man. Naked people have little or no influence in society.” – Mark Twain**

I will have this quote up for students to see. I will only have the first sentence visible. We will read the quote. What does it mean? What happened to the prince because of how he was dressed? Have you ever seen someone make fun of someone because how they look? I will tell them a story about a woman that I knew that had four million dollars, but she could not get a car salesman to wait on her because how she was dressed. We will talk how high school kids dress Goth. How does that make us feel? How do we feel when we see a bride dressed in a wedding gown? What type of image do you hope to portray about you? I will read chapter 3 from *The Prince and the Pauper*. Students will spend more time on who they would like to change places with story and/or what type of person they hope to be.



## **Lesson Six:**

### **What's for dinner?**

We will review what we covered so far in the first three chapters. What would you do if this mix-up happened to you? I will read chapter 4. Throughout this chapter I will have props to show. I have a statue of King Henry the VIII that I will show when I read about him. I will have some samples of the food Tom ate at the king's table. Do we have foods now that the wealthy have eaten, but not other people? Examples would be caviar, escargot, lobster, champagne, etc.

Students can go to this website to get a feel for what medieval times were like.

<http://www.medieval-period.com/medievalfood.html>



## **Lesson Seven:**

### **What is a hero?**

We will describe what a hero is. I will write the attributes of the students mention on the board. As I read the next chapter, I want students to look for heroes in this chapter. This chapter also has some of the saddest moments and the most heroic moments. I will read chapter 5. We will discuss who the heroes are and what the sad moments are. I want students to spend some time writing in their journal about who their hero is. They can also write their saddest memory. This journal can be kept private.



### **Lesson Eight:**

#### **How does it feel?**

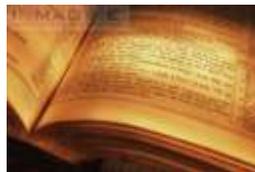
In this chapter, the Prince finds out his father is dead and that he is king. How would you feel to discover you are a king or queen? I will read chapter 6. Students will spend time in their journal on how they would feel to be a king or queen.



### **Lesson Nine:**

#### **What is wisdom?**

How do we know if we are making wise decisions? We will discuss decisions that they will have to make in their lifetime. The pauper is now the king and he has to make some wise decisions. Can a boy who has not had a proper education as the real king make wise decisions? I will read chapter 7. After I read this chapter, students will write on a sheet of paper some wise words that they would like for other people to know. *It is better to keep your mouth closed and let people think you are a fool than to open it and remove all doubt.* (by Mark Twain) They will hang the wisdom statement up in the hall.



### **Lesson Ten:**

#### **Safety and Health**

Over the years, I have taught my boys skills to keep them safe for when they are shooting, cooking, driving the 4-wheeler, and swimming. We learn many things to keep us safe. What are some safety skills that you have learned? As I read the next chapter, think about things the prince could have done to keep himself safe. I will read chapter 8. When I am done reading the chapter, we will talk about safety and health issues in England at that time.

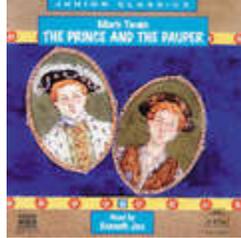


### **Lesson Eleven:**

#### **Who are you?**

People think Edward and Tom are crazy when they reveal who they really are. In this chapter, we discover that Hugh Hendon is told he is crazy also. We have sort of an identity crisis here. However, Edward, Tom, and Hugh all know who they really are. If you were describing to someone who you really are, how would you explain it?

I will read chapter 9. Students will write in their journal what they think might happen now that Hugh and Edward are separated again.



### **Lesson Twelve:**

#### **Seal the deal**

Chapter 10 is a very happy chapter indeed. In this chapter, Duke of Somerset wants the real king to tell him where the royal seal is to prove he is king. Do you know what a royal seal is? What was it used for? I will show the students various seals.

I will read chapter 10. Students will design their own seal.



### **Lesson Thirteen:**

#### **Happy Endings...**

I will read Chapter 11. This story has a happy ending. Today, I want you to spend some time writing in your journal your own happy ending.



**Lesson Fourteen:**

**Real or not real?**

*The Prince and the Pauper* is what is known as historical fiction. The story is not true, but some of the characters in the book were real. Let's look through the book and write down names and places that may have been real. You need to get in a group of two to four and pick one of the names or places that we have written down. I would like you to do research on the item that you picked. Next class you will do a small presentation about what you have found. It can be a small power point or print out on poster board.



King Edward VI

**Lesson Fifteen:**

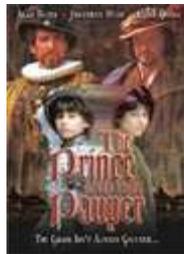
Students will present their topic today. It could be Henry VIII, Edward VI, London, etc.



Lady Jane Grey

**Lesson Sixteen:**

We will watch the movie "The Prince and the Pauper"



**Resources:**

**Carew-Miller, Anna and Andrea Di Gennaro. ((2001). *Great Name Mark Twain: Great American Fiction Writer*. Philadelphia: Mason Crest Publisher.**

**Parker, Christi and Wendy Conklin. *Postcards from TWAIN: Studying Mark Twain Using Thinking Skills*. Pieces of Learning.**

**Twain, Mark. (1997). *The Prince and the Pauper*. New York: Dover Publication, Inc.**