

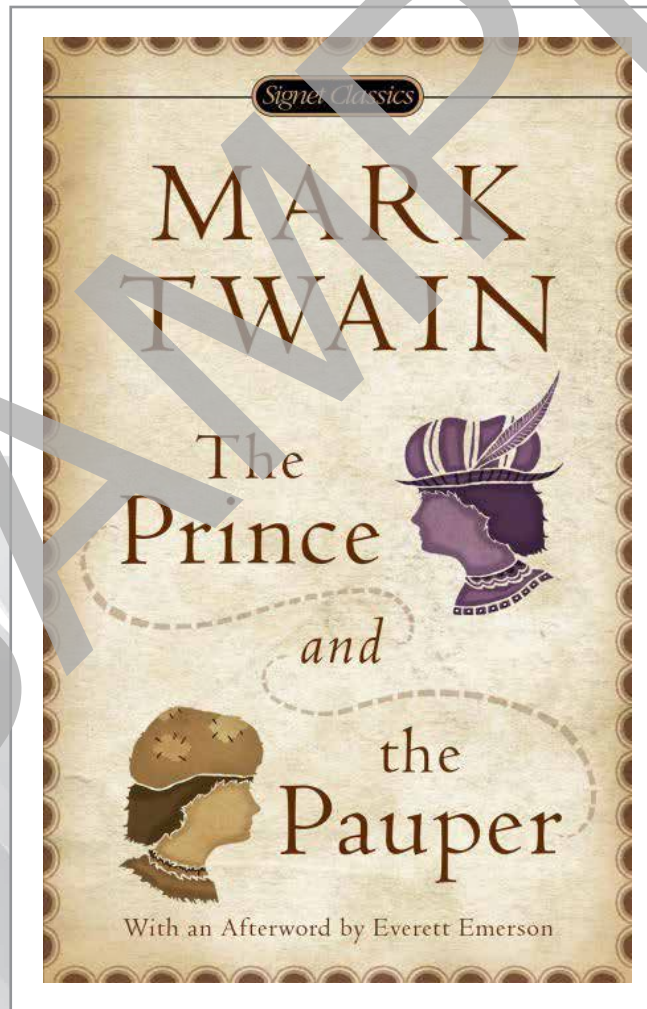


STUDENT PACKET

GRADES 6-8

The Prince and the Pauper

Mark Twain



READ, WRITE, THINK, DISCUSS AND CONNECT

The Prince and the Pauper

Mark Twain

STUDENT PACKET

NOTE:

The trade book edition of the novel used to prepare this guide is found in the Novel Units catalog and on the Novel Units website. Using other editions may have varied page references.

Please note: We have assigned Interest Levels based on our knowledge of the themes and ideas of the books included in the Novel Units sets, however, please assess the appropriateness of this novel or trade book for the age level and maturity of your students prior to reading with them. You know your students best!

ISBN 978-1-50204-892-9

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Name _____

The Prince and the Pauper
Activity #2 • Anticipation Guide
Use Before and After Reading

Directions: Rate each of the following statements before you read the novel and discuss your ratings with a partner. After you have completed the novel, rate and discuss the statements again.

1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____
strongly agree strongly disagree

Before **After**

- | | | |
|--|-------|-------|
| 1. It is easier to adjust to sudden wealth than to sudden poverty. | _____ | _____ |
| 2. Prestige and/or money make people more sensitive to others' needs | _____ | _____ |
| 3. You can survive anything if you have one good friend. | _____ | _____ |
| 4. We can control our own destiny. | _____ | _____ |
| 5. Fate controls the destiny of each person. | _____ | _____ |
| 6. Fantasies rarely develop into reality. | _____ | _____ |
| 7. We pay too much attention to a person's outward appearance. | _____ | _____ |
| 8. Children always imitate their parents' lifestyle. | _____ | _____ |
| 9. Poor people have no ambition. | _____ | _____ |
| 10. A child can never overcome a poor environment. | _____ | _____ |
| 11. A child accepts his/her home life as the normal way to live. | _____ | _____ |
| 12. Enough money will solve all of our problems. | _____ | _____ |

Name _____

rue (108)
epithets (119)
kine (126)
judiciously (134)
complaisance (142)

truculent (110)
Providence (121)
comely (127)
patriarchs (136)
copse (142)

blasphemy (113)
uncanny (122)
sagacity (130)
archangel (136)
mortification (147)

ironical (116)
pungent (123)
magnanimous (131)
impotent (141)
infamous (149)

Directions: When you are trying to understand the meaning of a new word, it is helpful to have an example to which you can personally relate. For the word “rue” (p. 108), you might use the example, “the way I feel when I’ve said something to hurt someone’s feelings.” For the following words, list a synonym and a personal example to help you remember the word’s meaning. The example can be from your own experience or from your imagination.

Word	Synonym	Example
1. truculent (110)	_____	_____
2. blasphemy (113)	_____	_____
3. ironical (116)	_____	_____
4. epithets (119)	_____	_____
5. Providence (121)	_____	_____
6. uncanny (122)	_____	_____
7. pungent (123)	_____	_____
8. kine (126)	_____	_____
9. comely (127)	_____	_____
10. sagacity (130)	_____	_____
11. magnanimous (131)	_____	_____
12. judiciously (134)	_____	_____
13. patriarchs (136)	_____	_____
14. archangel (136)	_____	_____
15. impotent (141)	_____	_____
16. complaisance (142)	_____	_____
17. copse (143)	_____	_____
18. mortification (147)	_____	_____
19. infamous (149)	_____	_____

Name _____

Directions: Answer the following questions on separate paper. The starred questions indicate thought or opinion or an activity. Use the answers in class discussions, for writing assignments, and to review for tests.

Chapters 1–3, pp. 1-15

1. Identify Tom Canty and Edward Tudor and explain the circumstances of their births and where they now live.
2. *Describe the members of Tom’s family and explain how they interact with Tom. Who do you think is most important to him? Why?
3. Who is Father Andrew? Why is he important to Tom?
4. *How does Tom view his life? How would you view your life in similar circumstances?
5. What is Tom’s recurrent desire and dream? What effect does this have on him?
6. How do Tom and Edward first meet? How does Tom get to go inside the palace?
7. *What are Tom’s and Edward’s “princely titles”? Explain why you think these are or are not appropriate.
8. What does Tom tell Edward about his life? What does Edward tell Tom?
9. Why do Edward and Tom exchange clothes? What happens after this?
10. *Prediction: What will happen to Tom? to Edward?
11. *Activity: Write bio-poems for Tom and Edward. Add to these as you learn more about the two boys. Pattern—Line 1: Name; Line 2: Lives (place)...; Line 3: Four descriptive words; Line 4: Relationships, i.e., Son of, Brother of, Friend of...; Line 5: Likes to...; Line 6: Feels...; Line 7: Needs...; Line 8: Gives...; Line 9: Fears...; Line 10: Would like to...; Line 11: Becomes...

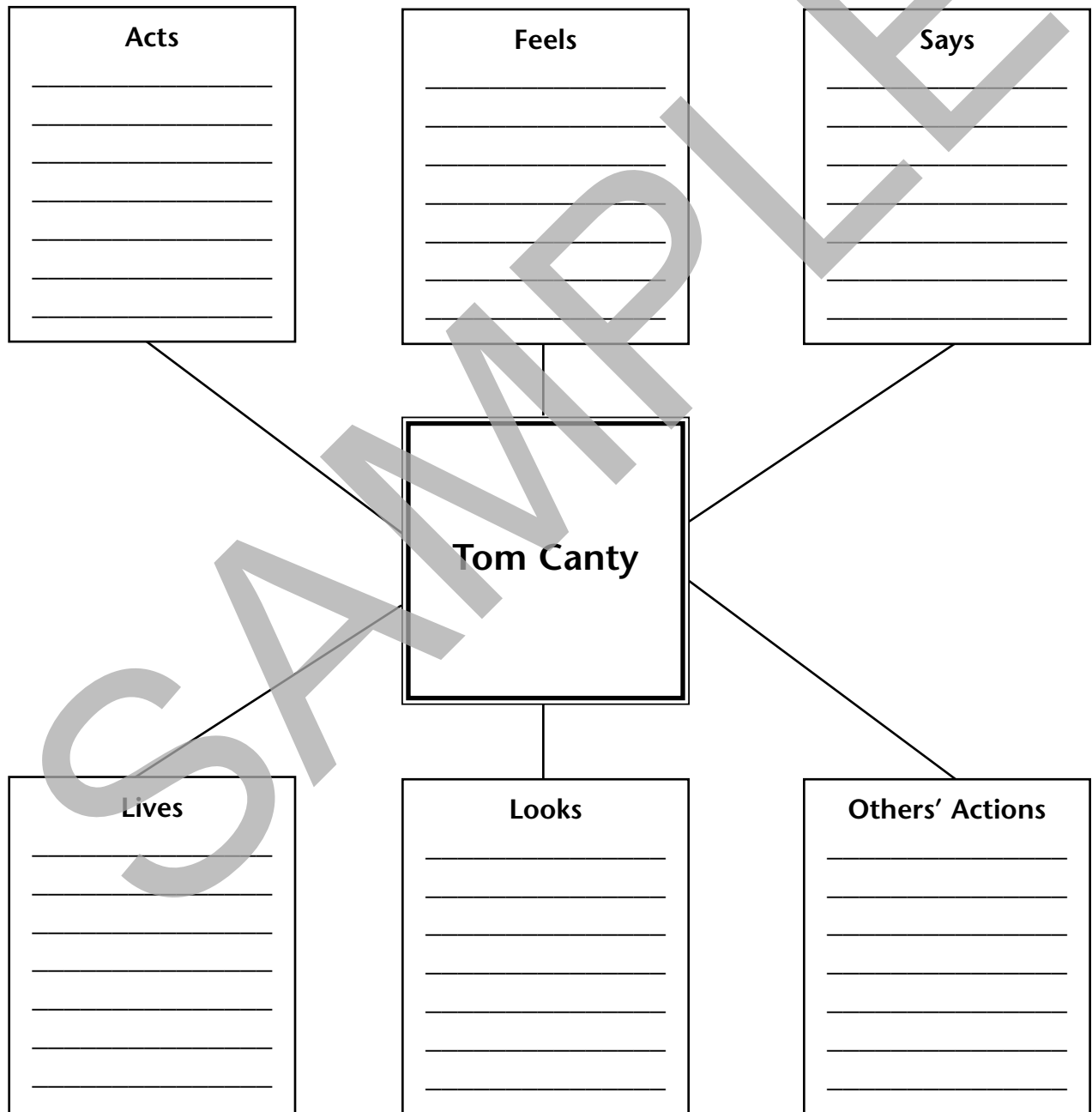
Chapters 4–6, pp. 16-35

1. How is Edward treated at Christ’s Church? What does he resolve to do as a result of this?
2. *What does John Canty do when he finds Edward? What do you think Edward will do when he gets to the Canty’s home?
3. What happens when “Tom” tries to reveal his true identity to John Canty?
4. *How does King Henry VIII treat “Edward”? What do you think this reveals about the king?
5. Identify the Earl of Hertford and Lord St. John. Why are they important to Tom?
6. *How do Elizabeth and Jane Grey treat Tom? Which one do you think shows the most compassion? Why?

Name _____

Attribute Web

Directions: Trace the following web and use in two ways: to show what Tom Canty is like as the pauper and what he is like as the prince. Fill in the blanks with words and phrases which tell how he acts and looks, where he lives, what he says and feels, and others' actions toward him.



Name _____

Sorting Characters

Directions: Similarities among characters are sometimes a clue to themes in the story. Place the book's characters in one or more of the groups below.

Victims	Victimizers	Fighters
Heroes	Cruel Ones	Helpful Ones