



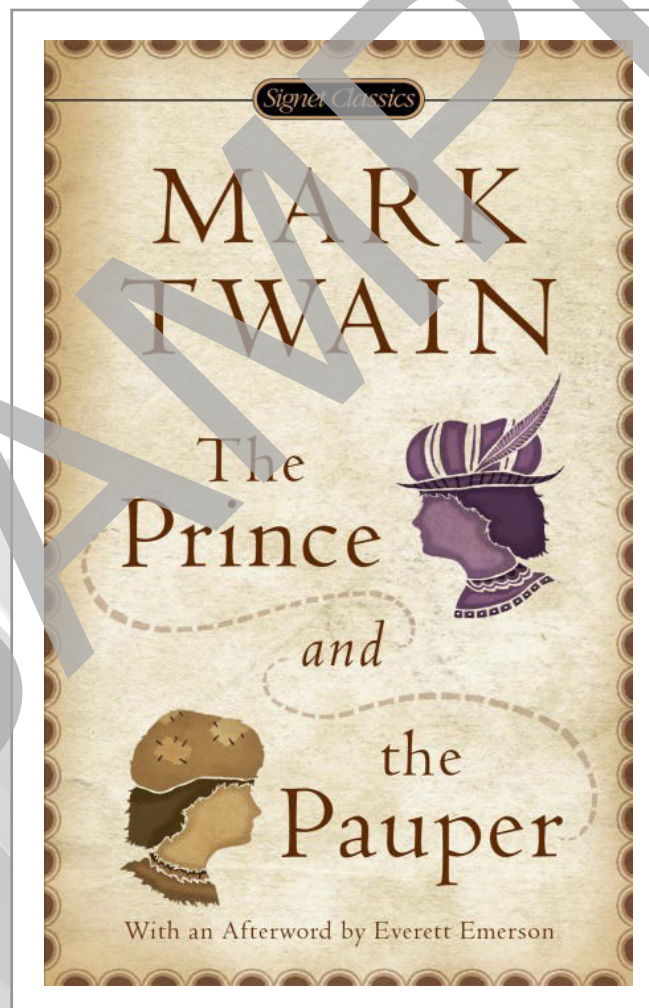
**TEACHER GUIDE**

**GRADES 6-8**

COMPREHENSIVE CURRICULUM BASED LESSON PLANS

# **The Prince and the Pauper**

Mark Twain



**READ, WRITE, THINK, DISCUSS AND CONNECT**

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## Skills and Strategies

### Thinking

Compare/contrast, analysis,  
brainstorming

### Writing

Poetry, eulogy, letter,  
characterization, TV script

### Listening/Speaking

Discussion, oral reports

### Comprehension

Cause/effect, predictions,  
analysis, application

### Vocabulary

Target words, definitions

### Literary Elements

Characterization, simile,  
metaphor, plot  
development, setting,  
theme, irony, genre

### Across the Curriculum

Music—folk tune,  
appropriate background  
music; Art—caricature,  
drawing, montage

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**Genre:** fiction; satire

**Setting:** England, 1547

**Date:** first published in 1881

**Point of View:** third-person omniscient

**Themes:** loyalty, monarchy vs. democracy, mistaken identity

**Protagonists:** Tom Canty; Edward Tudor

**Antagonists:** established English customs; society's class system; abusive father

**Style:** narrative

## Summary

A young beggar, Tom Canty, and the Prince of Wales, Edward Tudor, accidentally discover they are identical except for their clothes. On a sudden whim, they exchange clothes, and each is plunged into a world for which he is not prepared: Tom as the pampered future King of England; Edward as the mistreated son of a thief. When no one will believe Tom when he tries to explain what has happened, he is forced to adapt to the protocol of court life in the role of the Prince of Wales. No one believes Edward's protests that he is the king's son, and he struggles to survive in London's dark world of evil. After King Henry VIII dies, the destiny of each of the boys hinges on whether or not they can convince someone to believe the truth. Their experiences in these assumed roles will forever change their lives.

## About the Author

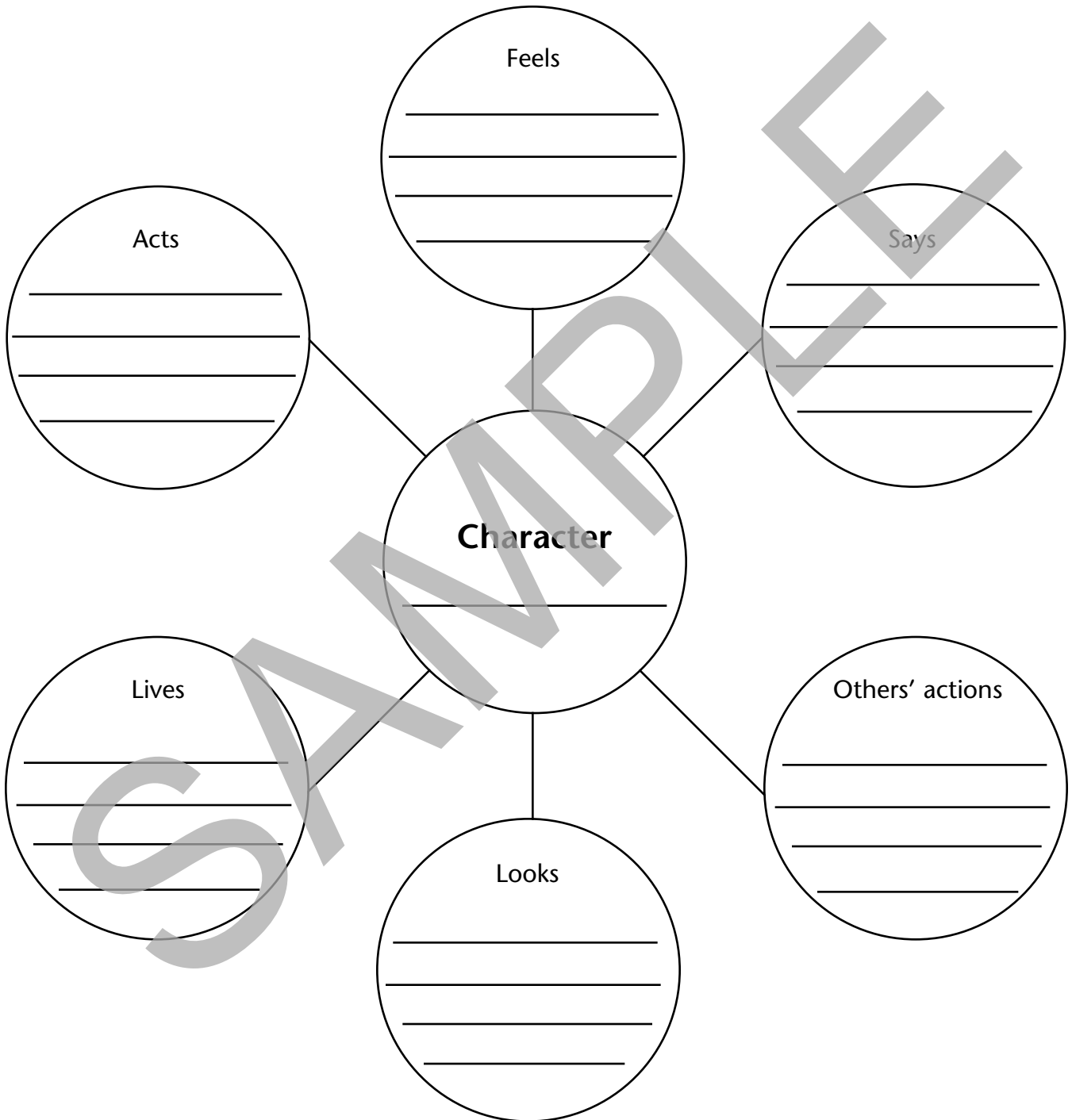
**Personal:** Samuel Langhorne Clemens (Mark Twain) was born November 30, 1835, in Florida, Missouri. In 1839, the family moved to Hannibal, a town on the Mississippi River. Twain took his first job, a printer's apprentice for a newspaper and printing firm, after his father died in 1847, leaving unpaid debts. In 1852, he assisted his older brother, Orion, at the Hannibal *Journal*. He later traveled extensively and worked at a variety of occupations, including typesetter, apprenticed steamboat pilot, prospector, and journalist. In his later years, he traveled extensively as a lecturer. He married Olivia "Livy" Langdon in 1870. Of their four children, Langdon, Susy, Clara, and Jean, only Clara outlived him. He died of heart disease on April 21, 1910.

**Writing Career:** Clemens first used the pen name Mark Twain in 1863. In 1865, his first story, "The Celebrated Jumping Frog of Calaveras County," was published. The publication of *The Innocents Abroad* (1868) began a long period of literary acclaim and financial prosperity. In addition to *The Prince and the Pauper* (1881), other noted works include *Roughing It* (1872), *The Gilded Age* (1873),

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## Character Attribute Web

**Directions:** Complete the attribute web for a character in *The Prince and the Pauper*.



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6. Discuss what Tom and Edward reveal to each other. *(Tom tells Edward about his mistreatment at the hands of his father and his grandmother. Edward tells Tom that his father can be angry and strike others, but he spares Edward physical blows, sometimes lashing him with his tongue. Tom reveals that his mother and his twin sisters are good and never bring him pain. Edward reveals that his sister, Elizabeth, and his cousin, Jane Grey, are happy and gracious, but that his sister Mary is gloomy and won't let her servants smile. Edward learns that Tom has no servants and his family has only one garment each. Tom tells Edward that Father Andrew teaches him. pp. 9-12)*
  7. Discuss the circumstances that lead to the reversal of the roles of Tom and Edward. Elicit student response as to the plausibility of this happening. *(Tom tells Edward about life in Offal Court. He makes the entertainment, e.g., Punch and Judy shows, the boys' fights, and wading and swimming in the canals and river sound so enticing that Edward expresses the desire to enjoy Tom's life just once. Tom expresses his desire to be clothed like a prince just once. The boys decide to exchange clothes. Looking at themselves in the mirror, they discover they look and speak exactly alike. Edward notices a bruise on Tom's hand and rushes out the palace gates to reprimand the guard. Thinking it is Tom, the guard hustles him away. The crowd follows him. pp. 13-15)*
  8. **Prediction:** What will happen to Tom? to Edward?

### Supplementary Activities

1. Have students begin individual bio-poems for Tom and Edward. Add to these as more facts emerge. 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...
2. Note the literary devices: **Metaphor**—man-at-arms: living statue (p. 9) **Simile**—They stopped stock-still where they were, like...statues (p. 10).

### Chapters 4–6, pp. 16-35

Edward and Tom begin life under their assumed identities. Each tries unsuccessfully to convince other people that there has been a mix-up.

### Vocabulary

prodigious (16)

plebeian (18)

patrician (20)

menial (21)

palter (29)

distemper (31)

stripling (32)

### Discussion Questions

1. Discuss Edward's first night as "Tom" and why no one will believe his true identity. *(He finally escapes the crowd but realizes he doesn't know where he is. He recognizes Christ's Church, a refuge for poor, forsaken children, and believes he can find help there. When he announces that he is the Prince of Wales, the boys ridicule and mock him because, although he speaks like a prince, he is dressed like a beggar. The boys begin to hit him and call the dogs to chase him. Bruised, bleeding, and muddy, he searches for and finally finds Offal Court. John Canty grabs Edward and thinks he's gone crazy when he announces that he is the Prince of Wales. He drags the boy home, promising a beating when they get there. pp. 16-19)*

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2. Discuss Edward's resolution after his mistreatment by the boys at Christ's Church. Have students refer to note 2 at the end of the book. (*He vows that when he is king, the boys will not only have food and shelter but that they will also have teachers so they can learn from books the things they need to fill their minds and hearts. Note 2: Christ's Hospital was originally founded to shelter, feed, and clothe children from the streets, not as a school. pp. 18, 223*)
  3. Discuss Tom's first experience as "Edward." (*When Edward doesn't return, Tom becomes afraid that someone will catch him in the prince's clothes. He thinks the servants are mocking him when they bow to him. He kneels before Jane Gray and tries to convince her of his true identity, but she runs away in fear. The servants decide he has gone mad or lost his memory but resolve to tell no one. He is escorted to Edward's father, King Henry VIII, who also fails to detect that this is not Edward. pp. 19-22*)
  4. Examine Tom's meeting with Henry VIII. Discuss why the king doesn't believe Tom's tale and how he diagnoses Tom's "ailment." (*The king speaks gently to Tom and assures him of his love. Tom reacts in fear, which leads the king to conclude that his son is not well. Tom tries to convince the king that he is not Edward, and the king devises a test to prove his child's identity. He asks Tom a question in Latin; Tom responds. When the king asks him a question in French, Tom cannot respond, and the king declares that his son is mad, but it is not permanent. He rationalizes that "Edward's" malady comes from too much study and confinement. He orders them to do away with books and teachers and to encourage Edward in sports until he becomes healthy again. Anyone who spreads a tale about Edward's madness will be hanged. pp. 22-26*)
  5. Discuss the help Tom receives as he adapts to Edward's life. (*The Earl of Hertford and Lord St. John become Tom's guardians. They guide him to give the right responses to questions. Princess Elizabeth comforts him and tells him his problems are the result of his ailment. She acts as a buffer between Tom and Jane. pp. 28-32*)
  6. Analyze the Earl of Hertford and Lord St. John's assessment of Tom and their conclusions. (*They are afraid "Edward" has gone mad. St. John speaks of differences in "Edward" and wonders if he really is the prince. The Earl declares that St. John must never voice this treason and assures him this is the true prince because there couldn't possibly be two identical boys in the kingdom. pp. 33-35*)

### Supplementary Activities

1. Note John Canty's statement that Tom is as mad as any at Bedlam. Have students research Bedlam and participate in an oral discussion of treatment for the mentally ill in 16th century England.
2. Have students sketch a portrayal of the metaphor, "The castle was a gilded cage" (p. 26).
3. Literary devices: **Metaphors**—houses in Offal Court: swarming hives of poverty and misery (p. 19); people in the streets: human vermin (p. 19) **Simile**—servants and pages clothed like butterflies (p. 21)