Prince and the Pauper
(A video study)
By Mark Twain (Samuel Clemens)

Objectives:

- Enjoyment of a good story in literary terms.

- Literary concepts:
  - Theme (social injustice and effects on individual behaviours)
  - Point of View (of characters and author)
  - Time period and setting (London, mid-1500’s)
  - Character studies (changing roles)
  - Climax points (focus on main characters and Miles Hendon)
  - Plot development

- Historical novel as a literary form and mirror of life.

- Motivate reading of historical fiction.

- A springboard to discussion of human values and nature of justice in Tudor Times and now.

- Increase vocabulary

- Impetus to related Language Arts activities (art and drama).

I hope you enjoy this classic!

Mr. Rasmussen
Scott Creek Middle
Unit Outline

The video is divided into eight segments. (Approx. 15 minutes each) Each segment includes pre and post activities to be completed in a 1-inch binder.

Prior to all episodes, students need to complete the pre-activities (Prediction, reaction, plot, Life during Tudor Times, and a feeling’s graph).

During each episode, students need to take rough notes on: plot, feelings of Tom and Edward, Life during Tudor Times, and characters.

After each episode, students need to write their reaction to what they enjoyed or disliked about the episode and respond to the questions in the ‘discussion questions’ section. You should also make your prediction for the next episode.

Episodes

Episode one – End this episode when Edward talks to the King and receives the “Great Seal of England”.

Episode two – End this episode when Edward retrieves his dog after he closes the door.

Episode three – End this episode when the two villains try to figure out if Edward and Tom switched roles.

Episode four – End this episode when Edward says, “my dad is dead”.

Episode five – End this episode when Rushden gives Edward’s Uncle his execution papers.

Episode six – End this episode when the Captain is about to kill Edward.

Episode seven – End this episode when Tom lies on the floor before the priest at the Coronation.

Episode eight – View to the end.
The binder must be divided into nine sections.

- **Prediction**
  Students make a prediction of what will occur in the next episode.

- **Reactions**
  Students write why they liked or disliked the episode.

- **Plot**
  Students summarize each episode

- **Life During Tudor Times**
  Students use visual cues or library books to describe life during the mid-1500s. (Entertainment, clothing, music, food, architecture, games, language, and way of life).

- **Character Studies**
  Students must complete character studies on Tom, Edward, and two other significant characters in the story.

- **Vocabulary**
  Students complete definitions for each word listed.

- **Class Discussion**
  Students complete all questions/activities listed in the discussion section. (Students should also take notes during discussion periods).

- **Theme**
  Students need to describe what the story was really about. (What is the message)?

- **Feeling’s Graph (Extension-optinal)**
  After each episode, students need to describe Tom and Edward’s feelings. You must graph the results for each episode and character. (Separate page)
Vocabulary

Define each word in the context that it was used in the episode.

**Episode one:**
Malice, pauper, subjects (to the throne), dynasty, gratitude, appoint, highness, betray, paradox.

**Episode two:**
Conscience, desperate, contrary, patriotism.

**Episode three:**
Deprive, proclaim, treason, sane, fate, conceal, succeed, designate.

**Episode four:**
Deny, expelled, syntax, mourn, addressing, reside, disclaim, joust, gratify.

**Episode five:**
Seize, whim, behold, intention, alternative, execute.

**Episode six:**
Confer, coronation, acquaintance, offensive, indulge, cloak.

**Episode seven:**
Bound,, merciful, humble, mediator/mediate, grant, liberties, anoint, lash.

**Episode eight:**
Undermine, fortnight, generosity, theme, social injustice, abolish, dismiss.

Character Study

You must describe Tom, Edward and two of the following characters for your study:

Rushden, Miles Hendon, Father Andrew, Mr. Canty, Edward’s “Uncle” (The Duke of Norfolk) or the King.

Questions to consider for your character study:

1. Consider their families. What kind of people were the members of the family?
2. Why did Tom refuse to beg?
3. Why is the priest an important character?
4. Why did Mr. Canty resent the priest?
5. What are Edward and Tom learning about themselves?
Discussion Questions

Episodes one/two
1.) What year was the book published? (Search internet) What clues lead you to conclude the book was not written in modern times?
2.) Match the vocabulary word in the following list with the proper definition below - revelers, pauper, rabble, fiends, mendicancy, fickle, boisterous, gibbet, ruffian. Write each word and then its proper meaning out in your notebook.
   - gallows;
   - a very poor person;
   - noisily cheerful; violent or rough;
   - the act of begging;
   - a disorderly crowd; the lowest class of people;
   - people who indulge excessively in some habit or practice; very cruel, wicked people
   - likely to change without reason; ever-changing;
   - people who are merry-making or noisily enjoying a party;
   - a rough, brutal, or cruel person;
3.) Why didn’t Tom become a thief like his father?
4.) Tom Canty’s life wasn’t an easy one, yet he managed to cope and keep his spirits up. How?
5.) Why does Prince Edward decide to switch clothes with Tom Canty?
6.) What do they notice when they look into the mirror? Who is the first person to be fooled?

Episodes two/three
1.) Match the vocabulary word in the following list with the proper definition below - sumptuous, antechamber, courtiers, malady, giddy, buskins, vagaries, inarticulate, wenches. Write each word and then its proper meaning out in your notebook.
   - rarely or never serious;
   - odd fancies; extravagant notions or ideas;
   - costly; magnificent; rich;
   - a court attendant; people who try to win the favour of another by flattery;
   - young girls or women;
   - a boot reaching to the calf or knee;
   - a sickness, disease, or any unwholesome condition;
   - unable to speak in words;
   - a small room leading into a larger room; a waiting room;
2.) What starts the rumour that the prince had gone mad?
3.) When the prince (Tom) is brought before the king, he orders a “trial” to see if other parts of the prince’s mind have been affected by the madness. How do they “test” Tom?
4.) The king needs the Royal Seal to make the order for the beheading of the Duke of Norfolk “official”. Where is the Great Seal (stamp) of England?
5.) What happens to the real prince after John Canty drags him home to Offal Court?

**Episodes four/five**
1.) Does Miles believe that Edward is really the king? What does he ask for when Edward asks him to “name his wish”?
2.) Match the vocabulary word in the following list with the proper definition below - **sublime, bedraggled, inane, suborned, ransack, calamity, abhor.** Write each word and then its proper meaning out in your notebook.
   - silly or foolish; empty of meaning;
   - lofty; noble; majestic; exalted;
   - feel disgust or loathing for; detest;
   - search thoroughly through; plunder or rob;
   - soiled by being dragged in the dirt;
   - an event causing great misery or destruction;
   - persuaded by bribery or other means to do something illegal - especially to give false testimony;
3.) What happened to Father Andrew?

**Episodes five/six**
1.) Match the vocabulary word in the following list with the proper definition below - **brazen, brimstone, vagrants, paltry, petrified, forlorn, whetstone.** Write each word and then its proper meaning out in your notebook.
   - a stone for sharpening knives;
   - shameless; impudent;
   - left alone; neglected; deserted;
   - sulphur;
   - paralyzed with fear, horror, or surprise;
   - those who go from place to place without a regular residence, often living by begging;
   - almost worthless;
2.) In these episodes, John Canty tells the motley crew in the barn that he had “accidentally” killed a priest; what was the crowd’s reaction? Why did they react this way?
3.) What punishment could you expect in those days if you were caught begging? What might happen to you if you were accused of being a witch?
Episodes six/seven
1.) In your opinion, does Edward realize that Miles does not really believe he is king?
2.) Using the crossword making site in the Language Arts section of your class webpage, design a crossword puzzle about this book using the names of the characters and other vocabulary words (minimum - 15 clues). Print it out (with a solutions page), and attach it in your notebook.

Episodes seven/eight
1.) In this episode, it seems that Tom Canty is enjoying his role as mock king. What happens to make Tom Canty wish he could go back to his old life again?
2.) When Edward interrupts the coronation ceremony, the Lord Protector, the Duke of Sumerset, tries to determine if the newcomer is actually who he says he is by asking him a series of questions. The king manages to answer them all, but the Lord Protector remains unconvinced. What final proof does the king offer to show he is really Edward VI? Why couldn’t they find this “evidence” at first?
3.) What happens to Tom Canty after Edward becomes king? Why does the king treat him this way?
4.) Did Edward’s “adventure” as a pauper affect (influence) the way he ruled as king? Can you supply some evidence to prove this?
5.) Did you like this story? Why or why not? Was it difficult to understand? If you were asked to describe your most favourite part of this video, what would it be? Why? What was the part that you least liked?