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 **Prestwick House**  
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*Literature Made Fun!*



***The Prince and the Pauper***

BY MARK TWAIN

  
**Prestwick House**

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## Table of Contents

<b>Pre-Reading</b>	
Making Predictions.....	6
Opinions on Themes and Ideas.....	10
Translating a Letter into Modern English.....	12
<b>During Reading</b>	
Character Web.....	16
<b>Chapters I – II</b>	
Journal Entry.....	20
<b>Chapter II</b>	
Humor and Verbal Irony.....	22
<b>Chapter III</b>	
Venn Diagram/Examining Foil.....	26
<b>Chapters IV – V</b>	
Letter Writing.....	30
<b>Chapter VI</b>	
Writing a Play.....	34
<b>Chapter VII</b>	
Invitation and Guest List.....	36
<b>Chapter VIII</b>	
Designing a Royal Seal.....	38
<b>Chapter IX</b>	
Imagery.....	40
<b>Chapter X</b>	
Tests for Mrs. Canty.....	44
<b>Chapter XI</b>	
Newspaper Article.....	46
<b>Chapters XI – XIII</b>	
Characterization.....	50
<b>Chapter XIV</b>	
Examining Satire.....	56
Dream Interpretation.....	58

<b>Chapter XV</b>	
Sound Judgment and Just Punishments .....	60
<b>Chapter XVII</b>	
Special Report.....	62
<b>Chapter XVIII</b>	
Writing a Suspenseful Story .....	64
<b>Chapters XVI – XIX</b>	
Analyzing Literary Devices.....	68
Creating Literary Devices .....	74
<b>Chapters XX – XXI</b>	
The History of the Hermit .....	80
<b>Chapter XXII</b>	
Conflict Resolution.....	82
<b>Chapters XXII – XXIII</b>	
The Judge’s Record .....	84
Crossword Puzzle .....	86
<b>Chapter XXIV</b>	
Letter to the Editor .....	88
<b>Chapter XXV</b>	
Mapping Hendon’s Village.....	90
<b>Chapters XXVI – XXVII</b>	
Identifying Irony.....	92
<b>Chapter XXVIII</b>	
Protesting Miles’s Punishment.....	96
<b>Chapters XXVIII – XXX</b>	
Found Poem .....	98
<b>Chapter XXXI</b>	
Apology Letter .....	100
<b>Chapter XXXII</b>	
Comic Strip.....	102
<b>Chapter XXXIII</b>	
Lost Poster .....	104
Speech Writing .....	106

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Pre-Reading**

**Making Predictions**

**Objective:** Making predictions about events and themes in the novel based on historical information

**Activity**

Although *The Prince and the Pauper* was written by American author Mark Twain in the post-Civil War period, the story takes place in England during the reign of King Henry VIII (r. 1509 – 1547). Unless the reader is familiar with some of the events that occurred during this time period, he or she may not understand key references in the novel or fully appreciate the text.

After reading the brief summary on the back of the book (or from another source) and the following historical information, make some predictions about ten events that might occur in the novel.

**HISTORICAL INFORMATION**

Around the time the story takes place:

w w .

political, and social upheavals.

w

the head of the Church in England.

w

w  
and torture are common occurrences for even trivial crimes.

w

w

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**During Reading****Character Web****Objective:** Recalling and analyzing character relationships**Activity**

There are many characters in *The Prince and the Pauper*, and it might be difficult to keep track of them. As you read the novel, make a web of some of the more important characters. Write each character's name in a box. Then, draw arrows pointing to other characters with whom that person has a relationship or had an interaction.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Chapters IV – V****Letter Writing**

**Objectives:** Writing a letter from one character to another  
Recalling and analyzing events in the novel

**Activity**

When Tom and Edward trade roles, they discover that each other's life isn't what they expected. After exchanging clothes and lives, each boy suffers hardships that he couldn't have conceived. Although they initially perceived each other's lives to be ideal, Tom and Edward realize that things aren't always what they appear to be.

Imagine that Tom and Edward have written letters to each other describing their first day living as the other person. Choose either Tom or Edward and write the letter. Make sure you not only reference the events of the day, but also analyze and explain them.

write in Standard English.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Chapter VIII

### Designing a Royal Seal

Objective:

Activity

The royal seal has great importance in the history of England, as well as in other countries. It is not merely a stamp that the monarch uses to sign official documents, but it is also proof that the order came from or was approved by him or her. Without the royal seal, certain orders cannot be enforced. In the story, for instance, since Henry VIII cannot find the seal, he cannot order the execution of the Duke of Norfolk.

For this activity, design and draw a royal seal. The seal must contain at least five symbols that you believe represent the monarchy. For example, the lion, which is considered the bravest and noblest of animals, is frequently used to represent a king. When you have completed your drawing, write a paragraph or two explaining the different images and what they symbolize.



Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Chapters XI – XIII**

**Characterization**

**Objective:** Determining how physical descriptions of a character determine his or her personality traits

**Activity**

There are many ways a writer develops characters and gives them depth. It is not sufficient for the writer  
 characters are through the use of dialogue and description. w w

Consider the character of Miles Hendon, who is introduced in Chapter XI. Twain does not immediately tell

Read the physical descriptions of Miles in Chapter XI. In the chart that follows, record four descriptions of Miles's physical appearance, followed by explanations of what the traits may indicate about Miles's character. When you have finished, write what assumptions you can make about Miles based on the descriptions. We have provided an example.

Next, read the exchange between Miles and John Canty in Chapter XII, followed by Miles's thoughts concerning the Prince. In the second chart, record four quotes from Miles, followed by explanations of what they may indicate about his character. When you have finished, write what assumptions you can make about Miles based on what he says. We have provided an example.

After completing the assignment, answer the following two questions:

himself in Chapter XII? w

w w  
 the ideas you've formed about Miles's character?

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Chapters XVI – XIX**

**Creating Literary Devices**

**Objective:** Applying an understanding of literary devices to create original examples

**Activity**

Authors can use rhetorical devices to create a variety of effects. For instance, the devices may serve to emphasize a deeper theme or message, or they could sustain a reader's interest in the story.

Complete the chart that follows. Read the passage from the text that is included in the first column. The type of device is already identified for you. In the second column, rewrite that example as another device.

of that device that is completely unrelated to the story. All of the devices should be used at least once.

Literary Device Key	
Metaphor Simile Personification	Metonymy Rhetorical Question Anaphora