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## ABSTRACT

This study guide covers the new television version of one of Mark Twain's most popular stories, "The Prince and the Pauper," the classic tale of two boys whose curiosity about each other's lives leads them to switch places and, in the process, learn valuable lessons about outward appearances and true compassion. The guide summarizes the story, gives a short biography of Mark Twain, and provides discussion questions and student activities for Grades 4-6 and Grades 7-9. It also proposes educational objectives, gives tips for summer reading, suggests summer reading activities, explains how students can meet many standards for English and language arts as well as media literacy, and lists additional resources--books, videos, and websites. (NKA)

Odyssey Celebrates the Legacy of Mark Twain with  
"The Prince and the Pauper." Guide for Educators.

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*Odyssey celebrates the legacy  
of Mark Twain with*

# THE PRINCE AND THE PAUPER

Premiering **JUNE 22** at 9 p.m. ET/PT



The nineteenth century writer and humorist changed the face of American literature and culture and continues to enlighten people of all ages through his classic stories and quotable bits of wisdom. Join ODYSSEY for this presentation of one of Mark Twain's most popular and delightful stories.

In 1537, all of England welcomes Edward, Prince of Wales, son of Henry VIII, and heir to the throne. In that same year, and on that same day, Tom Canty is also born, and none but his mother rejoices in his birth. His father John, a drunken thief, beggar, and murderer, abuses Tom and Tom's mother and sisters. The family lives in a wretched, filthy tenement on Pudding Lane in Offal Court.

Twelve years later, Tom enjoys playing pretend royalty with friends, while fighting duels with stick swords. Prince Edward enjoys the pampered life of the privileged, prepared to rule all of England, but deprived of childhood companions and play.

One day Tom stumbles into the path of Prince Edward's carriage. The prince sneaks Tom into the palace for a decent meal. They confess their mutual fascination with each other's lives. When they exchange clothes, the boys discover that they are nearly identical. Prince Edward, in Tom's rags, races out to enjoy his first moment of freedom. Tom, in the prince's finery, enjoys his first feast. Having exchanged clothing, they inadvertently exchange identities because the prince is unable to get back into the palace.

Tom's confession of his true identity is taken in the palace to be "temporary illness," which the ailing king begs him to conceal. Only Lord Hertford, Edward's uncle and the future Lord Protector, comes to believe Tom's story. Later, he uses it to manipulate Tom. Hertford persuades Tom to sign tax laws that will further impoverish the people by threatening to harm Tom's mother and sisters.

The locked-out prince proudly and loudly proclaims his heritage, and is soundly beaten and abused for it. Luckily for the prince, he meets Miles Hendon, who is returning from Spain to claim his inheritance and his bride. Hendon becomes Edward's protector and savior in a harsh world. Edward witnesses burnings and brandings, and he learns of the brutality, cruelty, and inhumanity of his own father's rule.

Through Hendon's bravery and humor and Tom's help, Edward is finally restored to his rightful place and crowned Edward VI. His friends are duly rewarded, and John Canty and Lord Hertford are imprisoned. The king's experiences as a pauper make him a wise and merciful monarch.

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"LEARNING SOFTENETH THE HEART AND  
BREEDETH GENTLENESS AND CHARITY."

from *The Prince and the Pauper* by Mark Twain

ODYSSEY presents "*The Prince and the Pauper*," the classic tale of two boys whose curiosity about each other's lives leads them to switch places and, in the process, learn valuable lessons about outward appearances and true compassion.

Premiere: Friday, June 22, 2001, 9-11 p.m.

Additional Airings: Saturday, June 23, 2001, 12-2 p.m. and 7-9 p.m. and Sunday, June 24, 2001, 4-6 p.m.

### DISCUSSION QUESTIONS *Grades 4-6*

Language Arts & Literature

1. Who adapts better to his new circumstances—Tom or Edward? Why? What does that tell you about Tom's and Edward's personalities?
2. How are John Canty and Lord Hertford alike? How are they different? What character traits do Miles and Edward share? [Note: Teachers may want to use Venn diagrams to compare and contrast each pair of characters.]
3. What does Edward discover about his father's reign, and how does the revelation affect the type of king he will become?

Media Literacy

1. The use of color and light affects how an audience reacts to a movie. The range of colors and degree of light used in each scene help "color" the mood. In "*The Prince and the Pauper*," how are color and light used to separate the world inside the palace from the one outside it?
2. How does the music, or score, add to the mood of the movie? What other elements separate the film version from the book? How is the picture of the world that Mark Twain was creating any different in the film than the world presented in the book?

### STUDENT ACTIVITIES *Grades 4-6*

Language Arts & Literature

1. Imagine you are Tom Canty, trapped in the palace, and Edward has not returned. You cannot leave, but you are able to send a letter out of the palace. To whom would you write? What would you say? Write the letter and break up into small groups to share.
2. Write a newspaper or magazine interview with Edward after he assumes the throne. Organize your ideas by making a list of questions and notes on the king's responses before you write the article.

Media Literacy

1. With a partner, read Twain's description of Tom Canty's home and family in chapter 2 of *The Prince and the Pauper*. Chart the differences between the description in the book and the depiction in the movie.
2. How does the movie illustrate the differences between the lifestyles of the poor and of the prince? Give specific examples. Read the description of Tom getting dressed at the palace in chapter 14 and compare it with the same scene in the movie.

### DISCUSSION QUESTIONS *Grades 7-9*

Language Arts & Literature

1. How do the adages, "The grass is always greener on the other side of the fence" and "The clothes make the man" apply to Twain's story? How do they still apply today? Give examples from your own experiences.
2. Compare and contrast the following pairs of characters: Tom and Edward, John Canty and Hertford, and Edward and Miles. Twain enjoyed wordplay. Look up definitions for puns, alliteration,

and metaphors and find examples of these language tools in the book and the movie. Discuss their significance. What affect do they have on the reader or viewer?

Media Literacy

1. What roles do women have in the movie? How do they differ from women's roles in the book? What could the screenwriter have done to provide more important roles for women? Explain your suggestions.
2. Compare chapter 11 in the book, in which Edward meets Miles, with their first meeting in the film. Break into small groups and imagine your group is producing the film. Discuss how your group would change the way the two characters meet and why. Convene as a class and choose a member of each group to discuss the group's ideas.

### STUDENT ACTIVITIES *Grades 7-9*

Language Arts & Literature

1. Imagine you are given the opportunity to switch places with one person, real or imagined. Write two sets of imaginary journal entries: one written by you as you live in the life of that person; one written by that person as he or she lives your life.
2. *The Prince and the Pauper* is set in 16th century England and Mark Twain wrote in 19th century America. Choose one or more aspects of life in each period of history (such as politics, education, class systems, judicial systems, everyday dress, art, entertainment, and so on). Research the aspect or aspects that you choose on the Internet and in the library, and create a chart listing facts that you find in your research. Examine the differences. How did the story, although set in a different time and place, relate to the time and place of Mark Twain? How does the story relate to modern times?
3. Use the library or Internet to learn more about the real Henry VIII and Edward VI of England. How did Twain adapt them to fit his fictional story? Choose a well-known individual from history or from contemporary times and place him or her as a character in a fictional story that you write, using both historical facts and imaginary characters and events in your story.

Media Literacy

1. Select a character from the movie and compare the way he or she is portrayed in the movie with the character Twain originally created. Write notes for the actor, director, or screenwriter on how to enhance or improve the performance.
2. Work with a partner to outline a modern film version of Twain's book. What roles in contemporary society would you choose to represent the prince and the pauper in your version? Where would you set your version? Summarize each scene and write a sample scene to submit to producers with your outline. If you wish, include a list of suggested actors for the roles, sketches of costume designs, and location ideas or sketches of scenery.



## ABOUT THE AUTHOR: Mark Twain

Born Samuel Langhorne Clemens on November 30, 1835, in Florida, Missouri, he became Mark Twain, the world's most famous humorist and one of the foremost American philosophers of his day. He was America's chief man of letters, and its best known and best loved citizen. Twain developed a uniquely American style of writing. His realistic prose style, dialects, and dialogue made his characters pop off the page. He used comic exaggeration, parody, irony, and satire to illustrate the human, political, and moral conditions he witnessed.

Ernest Hemingway said, "All modern American literature comes from ... Huckleberry Finn."

Clemens grew up in Hannibal, Missouri, along the Mississippi River. Like most children of his time, he had little formal education. In 1847, the twelve-year-old went to work after his father died. Sam followed his older brother, Orion, into printing. In time, they ran a small newspaper, the *Hannibal Journal*, from home. Clemens' first published works for the *Journal* were poems, reports, and humorous sketches.

Clemens left Hannibal in 1853 to travel. A desire to see South America changed his life and eventually provided him with a pen name. On a riverboat to New Orleans, he met pilot Horace Bixby. Clemens never went to South America. Instead, he became a riverboat pilot. For two and a half years, Clemens was one of the best pilots on the river. The pen name Mark Twain comes from the riverboat term for a depth of two fathoms, 12 feet, or 3.7 meters.

The Civil War broke out in 1861. Clemens joined the Confederate Army, resigned after two weeks, and moved to Nevada with his brother, Orion. *Roughing It* (1872) is the story of their travels and their foray into gold mining. As an unsuccessful miner, he wrote sketches for the Virginia City *Enterprise*, and became the paper's editor. The pen name "Mark Twain" first appeared in the *Enterprise*.

Twain's writing career leapt forward with the publication of *The Celebrated Jumping Frog of Calaveras County* in the November 18, 1865, issue of the New York *Saturday Press*. It was printed and reprinted, and translated into foreign languages.

Itching to travel again, Twain sailed to Europe and to the Holy Land. His letters to newspapers in San Francisco and New York during these travels were collected in *The Innocents Abroad*, published in 1869. Twain returned to the United States to find himself famous.

With his publishing future secure, Twain courted and married Olivia Langdon, from Elmira, New York. "Livy" became his editor, a position that she held until her death in 1904. They had four children. A son, Langdon, born in 1871, died in 1872. Three daughters, Susy, Clara, and Jean, were born between 1872 and 1880. In 1871, the Twain family moved to Hartford, Connecticut. Twain produced most of his best work in the following 20 years.

Twain died on April 23, 1910, having survived his wife and all but one of his children. In his lifetime, Twain was awarded literary degrees from Yale, the University of Missouri, and Oxford University in England.

### Other Works by Mark Twain

The Gilded Age (1873)  
The Adventures of Tom Sawyer (1876)  
A Tramp Abroad (1880)  
The Prince and the Pauper (1882)  
Life on the Mississippi (1883)  
Adventures of Huckleberry Finn (1884)  
A Connecticut Yankee in King Arthur's Court (1889)  
The Tragedy of Pudd'nhead Wilson (1894)

## Teaching with "The Prince and the Pauper"

Grades: 4-9

Curriculum Areas: English and Language Arts, Literature, Media Literacy

Educational Objectives:

- ◆ To help students appreciate and enjoy one of America's literary classics
- ◆ To encourage summer reading and home discussion, as well as discussion and activities in the classroom
- ◆ To help students identify setting, plot, and character details, as well as understand cause-and-effect relationships and draw conclusions based on story elements
- ◆ To foster media literacy in students by having them compare and contrast the story's print and film versions



## Tips for Summer Reading

Extend your study of Mark Twain and *The Prince and the Pauper* by encouraging summer reading.

- ◆ Assign *The Prince and the Pauper* for summer reading
- ◆ Alert students and parents to the program on Odyssey and encourage them to tune in
- ◆ Videotape the presentation of "The Prince and the Pauper" for classroom viewing in the fall
- ◆ Copy this page and send home with students to encourage reflection, discussion, and further reading at home
- ◆ Assign one or more of the activities below along with the summer reading
- ◆ After showing the movie, use the Discussion Questions and Student Activities sections in this guide and review the Summer Reading Activities in class to inspire reflection and enhance the viewing experience for students

## Summer Reading Activities

- ◆ Think about what Edward VI accomplishes as king. Consider who his advisors are and write one or two more scenes between Edward and his advisors. Include director's notes, location, costume, and other notes as needed.
- ◆ Pretend you are Bet, Nan, Edward's cousin Lady Jane, or the kitchen boy with whom Tom played. Write a journal entry telling how your life has changed now that Edward VI is king.
- ◆ What laws do you think Edward would have enacted during the first week he was king? Write one or more of these laws. Try to use the language and tone that you read in the book or heard in the movie.

In addition to enhancing classroom learning, this guide may be used to inspire discussion and encourage literacy in a variety of ways during summer activities such as recreation and youth programs, and library summer reading and literacy initiatives.

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## RESOURCES

Consult the following resources to gain more information about "The Prince and the Pauper." Teachers are encouraged to review resources before classroom use.

### Books

Cox, Clinton. *Mark Twain: America's Humorist, Dreamer, Prophet*. Scholastic, 1999.

Mason, Miriam E. *Mark Twain: Young Writer*. ("The Childhood of Famous Americans" series). Aladdin Paperbacks, 1991.

Paine, Albert Bigalow. *Mark Twain's Letters*. Harper & Brothers, 1917.

Twain, Mark. *The Prince and the Pauper*. Bantam Classic, 1991. (Unabridged, with notes, for accomplished readers)

Twain, Mark. *The Prince and the Pauper*. Children's Thrift Classics, 1997. (Abridged, for readers ages 9-12)

### Videos

"Mark Twain." (A&E Biography, 1995)

"Mark Twain's America." (Narrated by Howard Lindsay, 1960)

"The Prince and the Pauper." (Starring Oliver Reed and Raquel Welch, 1977)

"The Prince and the Pauper." (Starring Errol Flynn and Claude Rains, 1937)

### Web Sites

#### BoondocksNet

<http://www.boondocksnet.com>

Comprehensive resource with information on Twain, his work, his life, and the historical, political, and cultural context of Twain's times. Includes digital reproductions of political cartoons, posters, photographs, and other images.

#### Mark Twain House

<http://www.marktwainhouse.org>

Web site for the mansion in Hartford, Connecticut where Mark Twain and his family lived from 1874 to 1891, which is now a national historic landmark.

#### Mark Twain On-Line

[http://www.geocities.com/marktwain\\_online](http://www.geocities.com/marktwain_online)

General reference site with book summaries, excerpts, biography, and photos. Includes essays, newspaper articles, speeches, and quotes.

#### Mark Twain in His Times

<http://text.lib.virginia.edu/wrailton/index2.html>

Electronic archive and exhibit dedicated to educating about the relationship between Twain and the times in which he lived. Includes texts, articles, original photos and graphics, and interactive images.



## Standards for English and Language Arts

By studying *The Prince and the Pauper* in its print and televised forms and using the suggested activities in this *Guide for Educators*, students can meet many standards developed by the National Council of Teachers of English and by the International Reading Association. Within those standards, students are expected to do the following:

- ◆ Read a wide range of print and nonprint texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world, while achieving personal fulfillment
- ◆ Apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts
- ◆ Conduct research, and use a variety of technological and informational resources to gather and communicate information
- ◆ Use a range of strategies to write and communicate with different audiences for a variety of purposes
- ◆ Apply spoken, written, and visual language to express

their ideas and to aid in their development as knowledgeable, reflective, creative, and critical members of society

Visit [www.ncte.org/standards](http://www.ncte.org/standards) for more information.

## Standards for Media Literacy

Viewing "The Prince and the Pauper" and using this guide can help students understand ideas that fall within the two main standards for media literacy, developed by the Mid-continent Research for Education and Learning. The two main standards are:

- ◆ Viewing: Students use viewing skills and strategies to understand and interpret visual media, and to understand that visual media use a variety of conventions to convey messages.
- ◆ Media: Students understand the characteristics and components of the media and how they affect the messages that are conveyed. Students learn how to evaluate the many conventions used in production in order to intelligently access those messages.

Visit [www.mcrel.org/standards](http://www.mcrel.org/standards) for more information.

## CREDITS

This study guide was made possible by Odyssey and was written by Liane Onish for KIDSNET, a national clearinghouse for children's media in Washington, DC. Consult the KIDSNET monthly Media Guide for information about other educational programming for children in preschool through high school. The KIDSNET Web site at [www.KIDSNET.org](http://www.KIDSNET.org) contains Media Guide listings, Media Alerts, and other information about educational programming. For Media Guide subscription information, write to: KIDSNET, 6856 Eastern Ave., NW, Suite 208, Washington, DC 20012 or visit the Web site.

"The Prince and the Pauper" *Guide for Educators* may be downloaded from the official Odyssey Network Web site at [odysseychannel.com](http://odysseychannel.com). This guide will be permanently archived at [www.KIDSNET.org](http://www.KIDSNET.org).

Odyssey Network is a 24-hour cable television network that provides high-quality family entertainment programming. The channel is distributed through 1,500 cable systems, Direct TV (channel 312), Echostar Dish (channel 185), direct-to-home satellite service, and C-Band dish owners across the country. Check local newspaper listings for the Odyssey channel in your area. If you do not get Odyssey in your area, call your local cable operator to request it.

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### Cable in the Classroom

Odyssey's presentation of "The Prince and the Pauper" is an important part of Odyssey's commitment to Cable in the Classroom, the industry-wide effort to offer commercial-free, curriculum-based programming for school use. Teachers may record this program and retain the tape for one year for use in the classroom for instructional purposes only.



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