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- 25** The soldier that had mistreated Tom obeyed promptly. As the prince burst through the portal with royal wrath, the soldier fetched him and sent him whirling to the roadway. He said, "Take that, thou beggar's spawn, for what thou got'st me from his Highness!" The crowd roared with laughter. The prince picked himself out of the mud and made fiercely at the sentry, shouting, "I am the Prince of Wales, my person is sacred; thou shalt pay for laying thy hand upon me!"
- 26** The soldier saluted and said mockingly, "All hail your gracious Highness." Then angrily, "Be off, thou crazy rubbish!"
- 27** The jeering crowd closed round the poor little prince and hustled him far down the road, hooting and shouting, "Make way for his Royal Highness! Make way for the Prince of Wales!"



EXTENDED READING COMPREHENSION QUESTIONS:
THE PRINCE and the PAUPER

Answer the following questions about the adapted excerpt from *The Prince and the Pauper*.

- Based on the excerpt, which statement best expresses a theme of the story?
 - It is only through hard work and perseverance that one can achieve great things in life.
 - When you look hard enough, it is possible to see good in all people.
 - It is wrong to judge people by their outward appearances and perceived social status.
 - When someone mistreats you, it is best to turn the other cheek and ignore it.
- Reread the summary at the start of the passage, and then read the historical background information below before answering the question that follows.

King Henry VIII of England was the second monarch of the House of Tudor. Henry longed for a male heir who would inherit the throne from him as he had inherited it from his own father in 1509. After years of trying, Henry finally had a son with his third wife, Jane Seymour, in 1537. That son was Edward Tudor. The little prince's birth caused much rejoicing throughout all of England. In 1547, Prince Edward became King Edward VI at the age of nine.

Describe how Twain uses and/or changes history to establish the setting in this fictional novel.

Mark Twain sets the opening of the novel in the time and place of a real event, the celebrated birth of Prince Edward in the 1500s. He adds the same-day, fictional birth of a nearly identical boy born into much less privileged circumstances, setting up the fictional storyline in which the two boys meet.

EXTENDED READING COMPREHENSION QUESTIONS:
THE PRINCE and the PAUPER

Keep going. Answer the following questions about adapted excerpt from *The Prince and the Pauper*.

3. Choose **two** adjectives from the options below that best describe Prince Edward's character as revealed by his behavior in paragraphs 3–5. Explain your choices, citing specific text evidence for each chosen adjective.

compassionate

humble

cruel

commanding

loyal

humorous

Adjective 1: **compassionate**

He came to Tom's defense when Tom was mistreated and invited him into the palace.

Adjective 2: **commanding**

He demanded that the guard stop mistreating Tom and open the gates to let him in.

4. Read the excerpt from paragraph 4.

*"The little **Prince of Poverty** passed in, in his fluttering rags, to join hands with the **Prince of Limitless Plenty**."*

What effect does the author's word choice have on the reader's understanding of the characters and the story?

By calling both of the boys princes, the author draws a comparison between them, but the choice of "Poverty" and "Limitless Plenty" shows the reality of their extremely different circumstances.

5. Review the conversation between Tom and the prince in paragraphs 6–20. What does the dialogue reveal about both characters' points of view? Select all that apply.

- A.** Both boys desire to experience the other's life, even if just for a day.
 B. Both boys are very unhappy with the circumstances into which they were born.
 C. Both boys wish that they could permanently switch their identities.
 D. Both boys think that Tom's life is a pleasant one in many ways.
 E. Both boys are angry about the way Tom had been treated by the guard.

6. **Part A:** Write a synonym for the word "raiment" as it is used in paragraph 18: **apparel, attire, clothing**

Part B: Describe what context clues helped you understand the meaning of the word "raiment."

Both the prince and Tom say, "If only I could clothe me..." like the other, and then they don each other's clothing so that the prince is robed in Tom's rags and Tom is tricked out in the fancy clothes that the prince had been wearing.

EXTENDED READING COMPREHENSION QUESTIONS:
THE PRINCE and the PAUPER

Keep going. Answer the following questions about adapted excerpt from *The Prince and the Pauper*.

Read the short passage about historical sumptuary laws before answering questions 7 through 9.

Sumptuary laws are rules that restrict what types of goods—such as food, furniture, and clothing—people can possess, based on their social status. During the reign of the Tudor monarch King Henry VIII, there were laws about the materials and colors that people of specific ranks could wear. For example, only the king and his immediate family could wear purple silk or gold. Only people above a certain status could wear satin, velvet, imported wool, or the colors crimson or blue. Such rules kept people in their place and made their social status easily identifiable.

7. In paragraph 2, how does Tom know—just by looking—that the boy on the other side of the gates is a prince? Cite specific evidence from the story and the above passage about sumptuary laws to support your answer.

Tom knows that the other boy must be a prince because of the way that he is dressed.

The boy is wearing magnificent, colorful clothes adorned with jewels. He is wearing silk and satin, and his hat is crimson; these materials and colors were reserved at that time for people of high rank, such as members of the royal family.

8. Review paragraphs 25–27. Based on the information in the text and the historical context provided above, why are the soldier at the gate and the people watching unafraid to mistreat the prince?

When the prince is no longer wearing his royal garb, the guards and the people do not recognize him as the prince, so they treat him the way they would treat a pauper.

9. How does Twain use historical facts about sumptuary laws to develop the theme in the story?

He sets the story in a historical time and place in which sumptuary laws governed how people could dress based on their social status, which sets the stage for developing the theme that judging people by appearances and social status is wrong.

10. Which of the following plotlines are used in the novel? Choose **two**, and then provide evidence to support your choices.

Rags to Riches

Overcoming a Monster

Mistaken Identity

Death and Rebirth

Plotline 1: Rags to Riches

Tom takes off his rags and dons the magnificent, rich clothing of Prince Edward.

Plotline 2: Mistaken Identity

Because he is dressed in Tom's rags, Prince Edward is mistaken for Tom.