**Names: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_**

**PRINCE AND PAUPER UNIT**

The Prince and the Pauper by Mark Twain is a famous book that has been referenced, copied, and parodied countless times. To fully experience these versions, our Prince and the Pauper mini-unit will consist of looking at many versions and then creating your own!

**RUBRIC**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **LT** | **Advanced (4)** | **Proficient (3)** | **Partially Proficient (2)** | **Unsatisfactory (1)** |
| **LT1: Collaborative Discussions** | I can effectively lead in collaborative discussions, coming prepared & providing leadership to group discussions while also sharing my own ideas. | I can engage effectively in collaborative discussions through coming prepared & contributing appropriately to group discussions/ideas. | I can SOMEWHAT engage effectively in collaborative discussions through coming prepared & contributing appropriately to group discussions/ideas. | I can RARELY/NEVER engage effectively in collaborative discussions through coming prepared & contributing appropriately to group discussions/ideas. |
| **LT2: Interpreting Information** | I can accurately interpret HIGHER LEVEL information presented through different media. | I can accurately interpret information presented through different media. | I can SOMEWHAT interpret information presented through different media. | I can RARELY/NEVER interpret information presented through different media. |
| **LT3: Presenting Ideas Clearly** | I can present ideas in a logical order and using relevant descriptions, facts, and details to show main ideas or themes. I show passion and excitement, generating a high level of interest from the audience; I adapt eye contact, volume, and speech to the context of the situation. | I can present ideas in a logical order and using relevant descriptions, facts, and details to show main ideas or themes.I use appropriate eye contact, adequate volume, and clear pronunciation. | I can SOMEWHAT present ideas in a logical order and using relevant descriptions, facts, and details to show main ideas or themes, using appropriate eye contact, adequate volume, and clear pronunciation. | I can RARELY/NEVER present ideas in a logical order and using relevant descriptions, facts, and details to show main ideas or themes, using appropriate eye contact, adequate volume, and clear pronunciation. |
| **LT4: Multimedia** | I can include UNIQUE multimedia (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. | I can include multimedia (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. | I can SOMEWHAT include multimedia (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. | I can RARELY/NEVER include multimedia (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. |

**Trading Places Collaborative Project**

**Literary Adaptation**: The adapting of a [novel](http://en.wikipedia.org/wiki/Novel), [short story](http://en.wikipedia.org/wiki/Short_story) or [poem](http://en.wikipedia.org/wiki/Poem) to another [genre](http://en.wikipedia.org/wiki/Genre) or

[medium](http://en.wikipedia.org/wiki/Mass_media), such as a video/[film](http://en.wikipedia.org/wiki/Film), a [stage play](http://en.wikipedia.org/wiki/Stage_play), or even a [video game](http://en.wikipedia.org/wiki/Video_game). It can also involve staying in the same [genre](http://en.wikipedia.org/wiki/Genre) or medium, but changing the story for different purposes, such as to work with a smaller [cast](http://en.wikipedia.org/wiki/Casting_%28performing_arts%29), to add a plot twist, or to appeal to a different [audience](http://en.wikipedia.org/wiki/Demographic_group) (such as adapting a [story](http://en.wikipedia.org/wiki/Narrative) for children).

**Phase One:** Watch different adaptations of Mark Twain’s The Prince and the Pauper. While watching, keep notes on: plot, characters, theme, settings, POV, audience in your Prince and the Pauper packet.

**Phase Two**: Working in your collaborative group, decide on your own adaptation of the story, “Trading Places,” incorporating \_\_ # of the story elements.

* Brainstorm a list of possible **ADAPTATIONS** for the story *Prince & The Pauper* and select the **BEST** one. (**CIRCLE it.**)

**Phase Three:** Plan your adaptation. Record notes here. Let your English teacher know what materials you think you’ll need.

* Which story elements will you keep the same in your adaptation?
1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* What theme or themes will you keep in your adaptation?
1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* What will the setting be? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Who are your characters?
1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Who is your audience? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* What point of view will your story be told from? Circle your choice.

1st person 2nd person 3rd person limited 3rd person omniscient

* What are the plot details for your adaptation?
	+ Exposition: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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* + Inciting Incident: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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* + Rising Action: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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* + Climax: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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* + Falling Action: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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* + Resolution: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Phase Four:** Create adaptation.

What kind of presentation are you creating? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Phase Five**: Present your adaptation to the class.