

Illuminating Literature:

When Worlds Collide

Teacher's Guide

For Christian
High Schools and
Homeschools

Sharon Watson

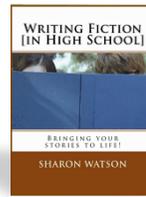
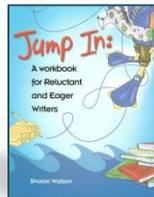
Meet the author **Sharon Watson**



Sharon Watson is the author of *Jump In*, Apologia's easy-to-use middle school writing curriculum, which appears in Cathy Duffy's *102 Top Picks for Homeschool Curriculum*. She was forced to retire from homeschooling after 18 years when she ran out of her own children but still teaches writing and literature courses in her local area. Her popular course *The Power in Your Hands: Writing Nonfiction in High School* is based on her sought-after writing classes and is the sequel to *Jump In*.

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The Text and Context lesson is taken from [The Power in Your Hands: Writing Nonfiction in High School](#).

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About This Course: Welcome, Teacher!

Welcome to a wonderful year of illuminating literature!

The book you hold in your hands is called a “guide” because it is more than just an answer key. It contains outlines and explanations of what your students are learning, along with notes to you.

You'll find important information on these first pages before the answer key. Please take a few moments to read them.

Your students will become more discerning readers and more powerful fiction writers with this course. You hold in your hands a course that makes a literature class possible and makes difficult concepts easy for students to understand.

This year's theme, *When Worlds Collide*, will guide your students through literary classics and one recent memoir. Each book below was selected for its colliding worlds, its literary value, and for its potential to give students a better chance to make discerning moral, ethical, spiritual, and life choices from a godly perspective.

While *Illuminating Literature: When Worlds Collide* is written from a Christian perspective and respects the Bible as the ultimate source of truth, the individual authors of this year's list of books may or may not be self-described Christians. The material found in the individual books will reflect the authors' worldviews and may occasionally contain words, characters, or events that may be offensive to some readers. However, your students will learn this year how to analyze stories to sort the wheat from the chaff.

The Books

Below is the list of books your students will be reading, along with the suggested publisher and the ISBN. It is highly recommended that your students use the suggested version of each book. All page numbers in this teacher's guide and in the student's textbook are from those versions.

Many of these books are very inexpensive and can be found on www.amazon.com. In fact, four of them are under \$3.00. You can save on shipping costs and order them at the beginning of the year or order each singly before it comes up in the textbook.

<u>Title and Author</u>	<u>(Publisher)</u>	<u>ISBN</u>
<i>Pudd'nhead Wilson</i> by Mark Twain	(Dover Publications)	0-486-40885-X
<i>The War of the Worlds</i> by H. G. Wells	(Dover Publications)	0-486-29506-0
<i>The Friendly Persuasion</i> by Jessamyn West	(Harcourt, Inc.)	0-15-602909-X or 0-15-633606-5
<i>Peter Pan</i> by Sir James Barrie	(Dover Publications)	0-486-40783-7
<i>Warriors Don't Cry</i> by Melba Patillo Beals	(Washington Square Press/Pocket Books)	0-671-86639-7
<i>A Tale of Two Cities</i> by Charles Dickens	(Dover Publications)	0-486-40651-2
<i>Fahrenheit 451</i> by Ray Bradbury	(Simon & Schuster)	978-1-4516-7331-9
<i>The Screwtape Letters</i> by C. S. Lewis	(HarperCollins)	978-0-06-065293-7

Note: Students using the free download will study only *Pudd'nhead Wilson*.

Note: There is a cheaper version of *Warriors Don't Cry* with a red border and a photo of some of the students moving from the school to the station wagon, with soldiers in the

background. This version, however, is abridged and will not match the official version of this course.

At the time of this printing, the total cost for the books in the above list is approximately \$50.00.

The one deviation from the list that I allow in my literature classes is when a student uses Kindle, NOOK, or some other reading device that has a search function that the student knows how to use. Students using these devices and the search function keep up in class and can understand the written material in the textbook.

Warning: Avoid this potential disaster.

I've taught literature classes where some of the students did not have the suggested version of each book, and the result was chaotic. Students who used books from the library or from home were lost as we turned to specific pages and passages because the material in their books did not appear on the same pages as in our books. They spent so much time trying to keep up that they became frustrated and learned less than their peers did.

Grades

Grading will be easy for you this year. In fact, some of it will be done for you online as your students complete quizzes at <http://WritingWithSharonWatson.com/illuminating-literature-when-worlds-collide-gateway/> or <http://writingwithsharonwatson.com/illuminating-literature-free-download/> (for students using these two sample chapters. Grades will be based on the following:

- Online "Yes, I read it" quiz, graded online (1-10 points)
- Online literature term quiz, graded online (1-10 points)
- Participation in opinion questions online (1-10 points)
- Quality of participation in discussions (1-20 points)
- Successful completion of lessons and assignments (1-20 points)
- Successful completion of activities (1-10 points)
- Completion of each book on the book list (1-20 points)

You'll find a grading grid on the next page. This grid is also placed at the end of each chapter and labeled with the current book's title. It is marked for a possible 100 points per book. Please feel free to adjust it to your needs and expectations.

You have permission to copy the grading grid as many times as needed for your own class, co-op, reading group, book-of-the-month club, or family.

If you prefer that students take the quizzes without going online, turn to the section at the end of this book titled Online Quizzes and Questions to find the questions and answers to all the quizzes for *Pudd'nhead Wilson*. The opinion survey has no correct answers; students are graded on participation. Their answers to the opinion survey may help you develop a strategy for your discussion time.

Grading Grid

Online "Yes, I read it" quiz, graded online. 1-10 points	
Online literature term quiz, graded online. 1-10 points	
Participation in opinion questions online. 1-10 points	
Quality of participation in discussions. 1-20 points	
Successful completion of lessons and assignments. 1-20 points	
Successful completion of activity. 1-10 points	
Finished reading the book. 1-20 points.	
Total grade for current book	



Objectives

Objectives for each chapter appear in that chapter's answer key. Objectives for the whole course are as follows:

Skills

- To teach literary terms and writers' devices.
- To teach story elements such as setting, characterization, and point of view.
- To improve vocabulary by giving Vocabulary Quizzolas.
- To give students a chance to prove they read each book by completing the online multiple-choice "Yes, I read it" quiz.
- To reinforce facts and terms with online quizzes.
- To develop powerful fiction writers through writing exercises.
- To help students understand conflict in books and, therefore, in life.
- To develop discerning and savvy readers.
- To understand what the author does to mold their hearts.

Attitude

- To engender a love of fine literature.
- To make it possible for those who do not like reading or might not have participated in literature classes to be successful and thrive in one.
- To delight students who already love literature classes by showing them the beauties of the novels and of the English language.
- To avoid sucking the life out of the class by wringing out each novel until it begs for mercy.

Course

- To provide a two-semester literature class for language arts requirements.
- To provide a safe place where students can discuss the grand themes and spiritual, ethical, moral, cultural, and personal topics in these novels.
- To give students a chance to participate in group activities.
- To allow students to express their opinions and interpretations in non-graded multiple-choice questions online.
- To interpret these novels from a balanced perspective, not just from a socio-economic, political, racial, or gender-based perspective.
- To provide activities that fit a number of learning styles.
- To view literature through the lens of the truths found in the Bible.
- To prepare students for college-level literature courses.

Alone or in a Group?

This course can be completed by the self-guided homeschool student with very little input from the teacher. It can also be used in a co-op, a reading group you develop for your students, or a classroom setting. Students will benefit the most from the discussions and group activities if they have a group to participate with, of course.

The course is developed from reading groups I called Book-of-the-Month Clubs in which students read a book of the month and then discussed it. You may do the same, if you wish, or devise your own method of meeting as a group.

Beginning at the bottom of this page, you'll find a suggested schedule for conducting a once-a-month class.

Whether you choose to meet weekly, every other week, or monthly, you'll be giving your students a lasting gift of a love for fine literature and an understanding of some of the grander themes of human existence. And they'll have a much clearer understanding of how the author molds their heart!

Facebook Group

If you lead a group, you may want to make a private Facebook group for only your students and their parents. This way, you can discuss issues or ask questions of the students on the weeks you don't meet. In each chapter, I'll include specific questions and links I've used in my Facebook group.

The Novel Notebook

Your students will need an empty notebook that we'll call the Novel Notebook. This notebook can be spiral bound, loose papers in a three-ring binder, or a file on their computer. They will be instructed to look for certain things in the novels and make a note of them in their Novel Notebook. They'll also be looking for especially well-written or poorly written passages so they can learn from those. After they've read the novel, they will use their Novel Notebook to answer some questions. Make sure they have one at the beginning of the course.

If you prefer, class members can e-mail their answers to you on a dedicated e-mail address.

FREE Novel Notebook download: Would you like a Novel Notebook with the questions and journal entries already in it for the first two chapters of *Illuminating Literature: When Worlds Collide*? Then download free Novel Notebooks for students here: <http://writingwithsharonwatson.com/illuminating-literature-when-worlds-collide-gateway/> .

Suggested Teaching Schedule for a Book-of-the-Month Club

When I conduct a book-of-the-month club, our very first meeting includes fun icebreakers and a few minutes on how the club is going to work. Then I address literature and conflict. After our break, I set up the first book for them, talking about what to look for, who the author is, and any literary terms or writers' devices they should know about ahead of time.

In subsequent meetings, I use the first and largest time slot (1 and ½ hours) to follow up on the book students have just read. We talk about its themes, issues, and so forth. Then I use the next time slot (1 hour) to set up the next book so they know what to look for and are not going into the book cold.

The sections below correspond to the headings and subheadings found in the student's textbook for chapters 0-1.

Month 1

Start Here (1 hour) Welcome • What Is Literature? • This Course's Philosophy • Bilbo Against . . . Well, Everyone • Two More Ways of Looking at Conflict • Evaluate! (if there's time)

BREAK

Pudd'nhead Wilson: Set up (1 ½ hours) Suggested Reading and Homework Plan: Preview (explain the schedule and what is due at what times) • Imitate! (explain what it is and when it is due) • Text and Context • Conflicts • Literary Terms: Foreshadowing and Irony • Your Novel Notebook • Too Good to Forget • Setting and Year of Publication • Read "A Whisper to the Reader" • Your Choice of Activities (explain)

Anything not listed in the above schedule or not finished in class is left for students to complete at home.

Month 2

Pudd'nhead Wilson: Follow up (1 ½ hours) Five-Star Report • Vocabulary Quizzola • Colliding Worlds • Conflicts • The Curse of Ham • Questions for Discussion

BREAK with York Peppermint Patties or white chocolate/dark chocolate candies

The War of the Worlds: Set up (1 hour) Suggested Reading and Homework Plan: Preview (explain the schedule and what is due at what times) • Imitate! (explain what it is and when it is due) • The Genre • Writers' Device: Reaction • Literary Terms: Alliteration and Allusion • Your Choice of Activities (explain)

Anything not listed in the above schedule or not finished in class is left for students to complete at home.

If you are meeting weekly, adjust the lessons to your own schedule.

ANSWER KEY AND GUIDE FOR TEACHERS

Chapter 0: Start Here

Teacher, this chapter is an introduction to literature and this year's theme of conflict, When Worlds Collide. Students will begin reading *Pudd'nhead Wilson* in the next chapter.

The bold-face headings you see below (except for "Objectives") coordinate with the headings in the student textbook. This is true throughout this guide.

Objectives

Objectives for this chapter are as follows (Revise or add to this list, as desired):

- To introduce the topic of literature in a nonthreatening manner.
- To help students understand the terms *literature* and *literary classics*.
- To encourage students to think about why people read literature.
- To encourage students to think about what they want to learn in this course.
- To discuss questions about literature.
- To learn the literary terms *conflict*, *antagonist*, and *protagonist*.
- To understand the five kinds of conflict present in any well-written story by reviewing each conflict in the light of the character Bilbo Baggins from J. R. R. Tolkien's *The Hobbit*.
- To look at conflict from the writer's perspective.
- To evaluate a story of the student's choice based on its conflicts and to draw conclusions about which conflict is most important to that story.

Welcome!

Teacher, these questions are asked in the Welcome! section of the lesson:

Which books in this year's list do you think will be your favorites? If you have already read some of them, what did you think of them? *Let students weigh in on these questions and let them express their ideas of the books.*

Lesson 1

What Is Literature?

What is literature? Good question. Experts do not agree on a definition, so feel free to join the controversy.

Generally speaking, though, there are a few criteria that can be applied to books (and poetry, plays, and so forth) to see if they measure up to the exalted label of *literature*. Here goes:

- Literature has some artistic value. Its language is lyrical, descriptive, poetic, or vibrant; it has a beauty or starkness that matches its story; it uses synonyms, metaphors, irony, symbols, and other devices to build its theme. Basically, it's not just *what* is written but *how* it is written that counts.
- Literature addresses themes and issues about life, humanity, and society. It shines a mirror on who we are, who we could be, or who we shouldn't become.
- Literature expresses grand ideas and themes. For example, Herman Melville's *Moby-Dick* might ask, "Is the attainment of happiness possible?" or "Will revenge make me happy?" Joseph Conrad's *Heart of Darkness* might attempt to answer this question: "Just how dark is the human heart when it is separated from the rest of humanity?"
- Literature is generally of universal interest: a young boy learning about life during hunting seasons with his elders in William Faulkner's *The Bear*, a young woman facing the possibility of losing the man she loves because of a scandal in her family in Jane Austen's *Pride and Prejudice*, or a young man dealing with bitter betrayal in George Eliot's *Silas Marner*.
- Literature can sometimes be experimental in nature. For example, James Joyce, in *Ulysses*, writes using a stream of consciousness, a type of writing that follows the stream of what a character is thinking, ping-ponging from this subject to that with no transition. This often makes the writing difficult to follow and would not be tolerated in popular fiction.
- Literature will be read again and again because it delights, enriches, or intrigues the reader on some level.

The terms *literary classics* or *the classics* refer to stories, poems, and plays that have not been written recently but have stood the test of time. In your opinion, what book written recently will be a literary classic in fifty years? Write your answer below: *Answers will vary.*

Why are older books so boring? (Substitute your own word for *boring* such as *dull* or *slow*, if desired.) *A suggested list of reasons appears on pages 6-7 of the textbook sample. Students are to add their own reason why they or other readers may find older books dull or difficult to read.*

Why should I read and study literature anyway? Isn't it good enough that I read lots of popular novels, sci-fi, historical romance, and so forth, on my own? *Students have a variety of boxes to check on pages 7-8 of the textbook sample. In addition, students will add one reason to study literature.*

What do I want to learn from this course? *Students have a variety of boxes to check on pages 8-9. In addition, students will add one item to the list.* Now it's your turn. Finish this sentence: From this course, I want to learn . . . *Student opinion.*

Grades

Students are learning what they will be graded on. See your Grading Grid on page 7 of this guide.

Your Novel Notebook

Students are learning that they need to obtain and use an extra notebook for this course. Or, if you wish, you may download a Novel Notebook to correspond with these first two chapters here: <http://writingwithsharonwatson.com/illuminating-literature-free-download/>

This Course's Philosophy

Teacher, these questions are suggested in this section in the student textbook:

Why do some people have such an emotional attachment to classics? Why do they have an emotional attachment to any book or movie? *Possible reasons appear on page 10 in the student's textbook. You may want to tell a story about a book of literature that is meaningful to you.*

What's the difference between *revering* and *respecting* these books? *Student opinion, but basically, if people revere certain books, they believe that not one word can be changed in the books and that the author was perfectly correct in all he or she wrote and how it was written.*

Lesson 2

Colliding Worlds?

Teacher, these questions are suggested in this section and can be used for discussion, if you wish:

What conflicts did the pigs experience in "The Three Little Pigs"? *Against another character (the wolf's threats and his huffing and puffing), against nature (the building materials), and against themselves (Can they come up with a solution each time they are threatened?)*

What do you think a female hero should be called? *Student opinion*

Teacher, this is only an outline of what your students are learning. You may want to peruse the student text to get all the details.

- The troubles or problems the main characters experience are called **conflicts**. Other words for conflict include these: troubles, struggles, issues, difficulties, problems, stresses, attacks, situations, tension, hostilities, resistance, obstacles, or battles. Some of these words are high-energy trouble, and some are just problems. *See the lists below for specific types of conflicts.*
- The main character is most often the **protagonist**. *For this course, the words protagonist, main character, lead, and hero/heroine will be used interchangeably.*
- What's keeping the protagonist from reaching his or her goal? The **antagonist**: a person, group of people, mindset, bad habit, unfair rules, force of nature, or anything else that keeps the protagonist struggling through the story.

Conflicts:

1. The character against himself or herself
2. The character against another character
3. The character against society
4. The character against nature
5. The character against God/the gods/fate
6. The character against technology/biotechnology

Students are learning that this list used to be expressed as “Man against himself,” “Man against man,” and so on. In our gender-neutral language, we’ve lost the importance of this original list—that is, the main characters represent mankind (or humankind) on some level. They are standing in for us. It’s not just “character against character,” which feels very impersonal; on a very real level, these characters represent us and the struggles we encounter.

Small, nit-picky point: You don’t find *people* in stories. You find *characters*. Yes, the characters may remind you of real people or be based on real people, but the correct term for those guys and gals is *character*. So when you are discussing a book, you’ll answer questions like “Why do you think this *character* intentionally broke his arm?” instead of “Why do you think this *person* intentionally broke his arm?”

Bilbo Against . . . Well, Everyone

These conflicts (“the character against . . .”) are fleshed out in the textbook in the life of Bilbo Baggins from J. R. R. Tolkien’s *The Hobbit*. Each conflict in the list is explained with examples from Bilbo’s life.

Two More Ways of Looking at Conflict

A second way of looking at conflict in a literature class is to categorize the forces of antagonism like this:

- ✓ *Internal* (doubts, fears, moral laziness, being a loner, and things of that nature)
- ✓ *External* (a gossiping friend, a system of harmful rules, or an attack of vampire zombies).

A third way of examining conflict is taught in fiction-writing classes:

- ✓ What are the lead’s (main character’s) **goals** and who or what is keeping him from them? For instance, if his goal is to find the buried treasure, characters from the story and other forces of antagonism are going to try to keep him from getting it.
- ✓ What is the lead’s **deep desire**? For example, is he seeking this buried treasure because his dad is a famous treasure hunter and he wants to earn his father’s respect? Does he know he has this deep yearning? How is he sabotaging himself concerning this desire?

Evaluate!

Every novel, short story, play, TV show, movie, and comic book has a conflict. Even most songs contain conflicts: "I love him, but he doesn't even know I exist," for example. Think of a story you have read or a movie you've seen lately and evaluate the main character's conflicts. Then list them under the appropriate headings below.

Note: Not every story will contain all the conflicts. *Students have room in the textbook on pages 19-20 to write their answers after each category. Answers will vary based on book selected.*

Title of book or story: _____

1. The character against himself or herself
2. The character against another character
3. The character against society
4. The character against nature
5. The character against God/the gods/fate
6. The character against technology/biotechnology

In your opinion, which one of the above types of conflict is the strongest or the most important conflict in the story you chose? Answer in the space below and then answer the next two questions: *Answers will vary according to the selected book.*

What is the lead's main goal? *Answers will vary.*

What is the lead's deep desire? *Answers will vary.*

Teacher, you may want to use this exercise as a discussion starter by asking students to report what they found or to make sure they understand the material.

Chapter 1: *Pudd'nhead Wilson*

Objectives

The objectives for this chapter appear under their specific lesson headings.

Facebook Posts

If your group or co-op meets monthly, you may want to keep in touch with the students and keep them interested in the novels by creating a secret Facebook group for them and their parents. Below are the questions I've asked my Facebook group. Feel free to devise your own questions or find your own links to interesting material.

What is the absolutely worst fiction book you've ever read? Tell us why it was so awful.

Talk about irony . . . Mark Twain never liked his daughter Clara's choice of husband, and the two men never got along. But guess where both men are buried. Yes, they are buried in the family plot in Elmira, New York. But it gets worse than that. Clara had a monument erected that is two fathoms tall (the "mark twain" of Sam Clemens' steamboat days) and that features two medallions, each with a profile of the two most important men in her life: her dad and her husband—two men who disliked each other but are memorialized together forever on the monument.

What is ironic in your life? Or what have you seen in your friends' lives or in the world in general that is ironic?

Pudd'nhead (David) Wilson is from Upstate New York. Why do you think Twain uses a Northern character to be in a book about a Southern issue?

Here's a link to a short, short bio of Mark Twain on YouTube:

<https://www.youtube.com/watch?v=vuQMBWjmlHk> . Watch it and tell us what you think.

If you could sit down with Mark Twain (or Samuel Clemens) today, what would you ask him?

Tom Driscoll (Roxy's real son Chambers) was raised with every advantage, yet his character, which Roxy attributed to his drop of black blood, kept tripping him up. Is a person's life determined by how he is raised or by what he is born with?

Mark Twain enjoyed keeping scrapbooks filled with souvenirs, reviews of his books, photographs, and so forth. He even invented a self-pasting scrapbook that actually made him some money. You can read more about his scrapbooks here: <https://www.pbs.org/marktwain/scrapbook/index.html> . If you were to keep a scrapbook of your life, what would you put in it? You can be as general or specific as you like.

Before You Read the Book

Teacher, before students begin reading *Pudd'nhead Wilson*, they will read and complete three self-guided lessons. Adjust these lessons to your teaching schedule and class needs.

You may want to plan on distributing a small reward to students who complete reading *Pudd'nhead Wilson*. Let the reward refer to something in the book, and let students guess what it refers to. For example, you can distribute black and white pencils, black licorice, some candy that is available in milk and white chocolate, York Peppermint Patties, or boxes of Good & Plenty to highlight the theme of prejudice based on skin color. I'm always surprised to learn how much the students look forward to this small reward and how much they enjoy figuring out the sometimes silly tie-in to the novel, no matter how big a groaner the tie-in is!

Suggested Reading and Homework Plan: Preview

Teacher, below is the schedule your students are following. Please let them know if you expect them to use another schedule and tell them when the activity is due. If you are conducting a class, students can email their Imitate! paragraph to you.

Week 1:

- Hand in your Imitate! paragraph (see the next page) a week from now, at noon.
- Read lessons 1-3.

Week 2:

- Read chapters I – XII of *Pudd'nhead Wilson*.

Week 3:

- Read chapters XIII – XXI of *Pudd'nhead Wilson*.

Week 4:

- Decide on one activity and begin work on it. You'll find the list of activities at the end of this chapter. **Your teacher will tell you when this is due.**
- Complete the online *Pudd'nhead Wilson* "Yes, I read the book" Quiz.
- Complete the online *Pudd'nhead Wilson* Literary Terms Quiz.
- Complete the online, ungraded *Pudd'nhead Wilson* Opinion Survey.
- Complete the Vocabulary Quizzola in your book.
- Unscramble your brains after all those quizzes.
- Read lesson 4.
- Discuss selected discussion questions with your teacher, reading group, or class.
- Hand in your activity and breathe a sigh of relief.

Begin your Week 1 work now.

Imitate!

As an example of something written well, turn to the chapter “The Nymph Revealed” and read the paragraph that begins like this: “A gigantic eruption, like that of Krakatoa a few years ago, . . .” The paragraph is comparing a life-altering revelation and its effects on Tom to a huge volcanic explosion and eruption.

Most likely, you have had something cataclysmic happen to you, too, or you have watched a friend go through something catastrophic.

Choose a natural disaster and write a paragraph to compare your personal upheaval or your friend's upheaval with the natural disaster.

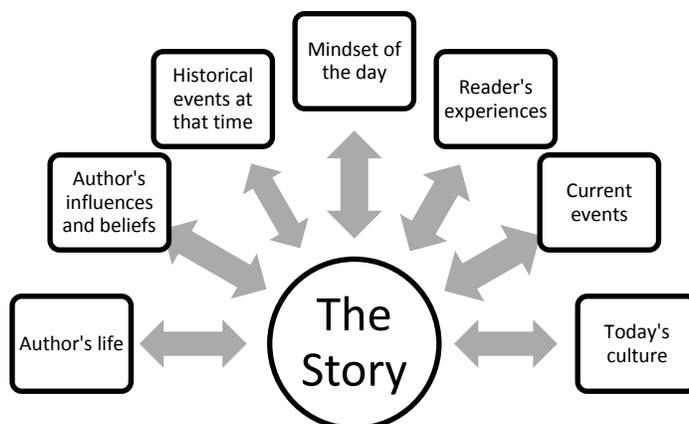
Lesson 1**Text and Context**

Objectives:

- To learn the terms *text* and *context* as they apply to reading novels.
- To understand how a novel's context can affect the novel's interpretation and meaning.

Students are learning about text and context. The novel or short story is the primary source or what is called the **text**. The word *text* simply refers to the story you are reading.

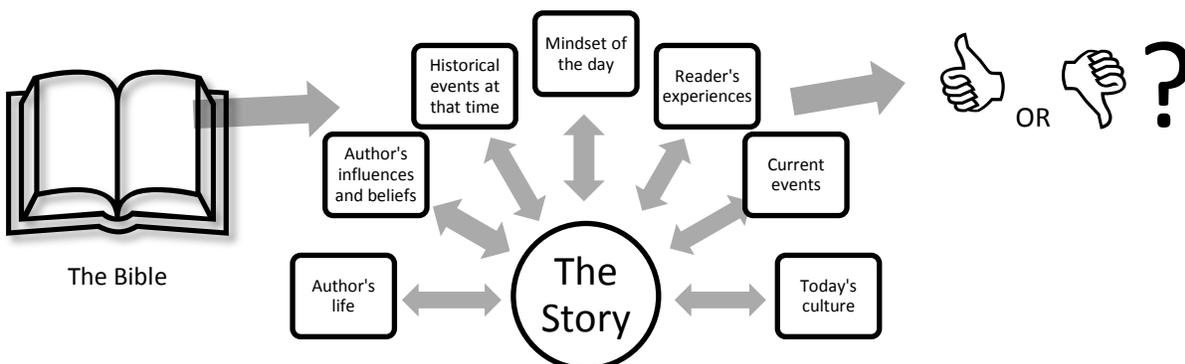
The **context** is all the stuff outside the story that may color it and put it in a different light: the author's upbringing; events that were shaping the author and the world at the time; the moral, spiritual, or ethical temperature of those first readers; and so forth. In the figure below, the story is the *text*, and the squares are the *context* through which it is viewed or interpreted.



Here are some questions to help you place any story in its proper context:

- What historical or political events were occurring when the author wrote this book? How do they affect the story?
- What historical or political events, that may or may not have been mentioned, were occurring during the story's setting? How do they affect the story?
- When was this book first published?
- How did readers and critics view the book when it was originally published?
- Is it the first book of its kind? In what way?
- Did this author try something that had never been tried in a story before or was considered questionable at the time?
- Is there anything notable or unusual in the text: use of the present tense, use of second-person point of view, the shape of the plot, and so forth?
- Consider the author's life. How is the author's life reflected in her novel?
- Consider the author's times. How might these have shaped the author's views, beliefs, or subject matter?
- Charles Lutwidge Dodgson, author of *Alice's Adventures in Wonderland*, used the **nom de plume** (pen name) Lewis Carroll. Does your author use a nom de plume? If so, why?
- Who were the author's influences?
- To what genre does your story belong (adventure, mystery, historical fiction, science-fiction, literary, and so forth)?
- Compare the reactions of today's readers with those first readers. How are the reactions different? And why? How would our culture view some events and characters differently from those first readers?
- What personal life experiences and beliefs color the way you view the book?

Christian readers will read the text and want to understand the context, but they also will want to evaluate everything they read through the filter of the truths in the Bible. It will look something like this to those readers. This is a simplification of the process and result, but you get the idea:



Meet Mr. Twain—or Is it Samuel Clemens?

Objective: To get to know Mark Twain better and to discover how much of his life experiences and beliefs influence *Pudd'nhead Wilson*.

Students are reading about Mark Twain's life.

Write two things about his life that you find interesting: *Answers will vary.*

Lesson 2**Conflicts**

Students are filling in the list of conflicts as a means of review.

1. Character against *himself or herself*
2. Character against *another character*
3. Character against *society*
4. Character against *nature*
5. Character against *God/the gods/fate*
6. Character against *technology/biotechnology*

Pseudonym

Students are learning that Mark Twain's given name is Samuel Langhorne Clemens and that he chose "Mark Twain" as his pseudonym after trying out other pseudonyms. Other words for pseudonym ("false name") are pen name and *nom de plume*.

If you wrote with a pseudonym, what one would you choose? Why would you choose that one? *Answers will vary.*

Fun Fact

Students are learning Twain's fascination with twins and pairs of people. One such story he wrote is *Those Extraordinary Twins*, which used to be part of *Pudd'nhead Wilson* before Twain expunged it from the story. Students can read or hear *Those Extraordinary Twins* at <http://www.gutenberg.org>. Read Twain's fascinating Author's Note to *Those Extraordinary Twins* at <http://www.classicbookshelf.com/library/mark-twain/the-tragedy-of-pudd-nhead-wilson/23/>.

Literary Terms: Foreshadowing and Irony

Objective: To learn the literary terms *foreshadowing* and *irony* so students can look for them in the story.

Foreshadowing When an author gives a hint that something interesting, traumatic, or suspenseful will be coming later in the story. Foreshadowing can be achieved by a line of dialog, like this: "If I had only known what would happen next!" Or the narrator may tell

readers something like this: "But it was not to be." The author might mention a particular item early in the story like a gun or a knife (hint, hint) or a particular habit a character has (wink, wink), or he may mention a curse or a prophecy. Even foul weather can foreshadow turbulent times ahead.

If foreshadowing is done well, the effect on the reader can be a heightened sense of excitement or foreboding.

Irony When there is a significant difference between what is said and what is meant (verbal irony), or between what is done and what is meant, especially when the action is looked at in the context of the story events. A dramatic or tragic irony occurs when the audience understands the dialog, actions, or events of the story but the characters themselves do not, as when readers know that Long John Silver is a scoundrel long before Jim Hawkins knows it in *Treasure Island*.

You'll soon read the description of Dawson's Landing in the beginning of chapter 1, "Pudd'nhead Wins His Name." It sounds like a lovely place to live—flowers in the gardens, trees along the thoroughfares, the little shops on the main street. It is ironic, however, that this idyllic town setting hides characters who treat their black population as though they are not humans and who hide dark secrets that will be revealed in the story. The irony is in the difference between what the town looks like on the outside and townsfolk harbor in their hearts.

Irony can be expressed in a line of dialog, such as "Yes, Mother, I can't wait to clean the garage for you on Saturday!" There is a significant difference between what is said and what is meant! (Sarcasm is a kind of verbal irony.) Descriptions are a source of irony, as noted above. Situations, especially in *Pudd'nhead Wilson*, can be laden with irony. Even the name "Pudd'nhead" is ironic because this man is no dunce; he's very intelligent. The irony is in the name but also in the fact that the townsfolk believe this man to be a fool—when they're the fools for taking his joke literally instead of figuratively. They are the real pudd'nheads. And, of course, there's always this: Irony is when someone writes, "Your an idiot". (The two mistakes in that quote are intentional.)

Lesson 3

Your Novel Notebook

Objectives:

- To identify instances of foreshadowing, irony, and prejudice.
- To practice reading with intent to glean insight.

Teacher, below is the list of items your students will be compiling in their Novel Notebooks. You may want to discuss these with your students during the after-book discussion or simply ask to see their notebooks to make sure they compiled the lists. Adjust this list to your needs. For students who like workbooks, feel free to download a Novel Notebook for these first two chapters here:

<http://writingwithsharonwatson.com/illuminating-literature-free-download/>

Answers to these questions appear in the section Questions for Discussion after the book is read.

1. Any of Mr. Wilson's witty sayings that you especially like.
2. Two examples of prejudice.
3. At least one place where Mark Twain uses foreshadowing.
4. Something ironic.
5. Any ideas about why *The Tragedy of Pudd'nhead Wilson* is, well, a tragedy for Pudd'nhead Wilson.

Too Good to Forget

Objective:

- To copy passages they like or don't like so they can learn from them.
- To learn to write well by imitating effective writing.

Setting and Year of Publication

Dawson's Landing was about fifty years old in 1830, and it was a growing river town in a slave state.

Year of publication: 1894.

Teacher, this question is asked in the textbook to spur discussion: Are there any people or people groups in the United States or in the world today who are not considered human? *A few possibilities might be Jews in some countries, unborn babies, Christians being persecuted, children or adults with birth defects, and so on. For instance, nine out of ten unborn babies are aborted when it's found they have Down Syndrome. Source: <http://www.sba-list.org/suzy-b-blog/lifenews-90-down-syndrome-children-aborted-survivors-bring-joy>*

Read "A Whisper to the Reader"

The first long sentence contains 179 words; the second contains 141. The name of the man William Hicks is boarding with in Italy is Macaroni Vermicelli, a name made up of two pastas.

This preface is Twain's humorous way of saying, "Don't blame me if the court scenes aren't right," but he also mentions Dante and Beatrice. This allusion to Dante puts in mind Dante's *Inferno*, part of his *The Divine Comedy* trilogy about trying to journey from hell to heaven. Beatrice is the woman he loved but never had, and she becomes an important part of some of the trilogy. In fact, she is one reason he presses on toward heaven. Twain's use of their names makes us understand that while he is being humorous at times, the story really is tragic and sad. Part of the inscription over Dante's gate of hell, "Abandon all hope, ye who enter here," has meaning in *Pudd'nhead Wilson*, as well.

Stuff You Might Want to Know

This section contains a dialect dictionary to define some of the words Twain uses. It also contains helpful bits of information to make the reading easier to understand. You may want to be aware that the word "nigger" is used often, apparently in the manner it was used historically.

Suggested Reading and Homework Plan

Week 1:

- Hand in your Imitate! paragraph.
- Read lessons 1-3. If you've been working along, you are through with the tasks for Week 1. If not, please complete them now.

Week 2:

- Read chapters I – XII of *Pudd'nhead Wilson*.

Week 3:

- Read chapters XIII – XXI of *Pudd'nhead Wilson*.

Week 4:

- Decide on one activity and begin work on it. You'll find the list of activities at the end of this chapter. **Your teacher will tell you when this is due.**
- Complete the online quiz "Yes, I read the book."
- Complete the online Literary Terms quiz.
- Complete the online, ungraded Opinion Survey.
- Complete the Vocabulary Quizzola in your book.
- Unscramble your brains after all those quizzes.
- Read lesson 4.
- Discuss selected discussion questions with your teacher, reading group, or class.
- Hand in your activity and breathe a sigh of relief.

After You've Read the Book

Five-Star Report

Teacher, students are filling out a grid to rate *Pudd'nhead Wilson* based on how they feel about the story. They are using this scale: 1 is "Couldn't stand it" and 5 is "Loved it."

Reward: Now would be a good time to distribute the small reward to each student who finished reading *Pudd'nhead Wilson*, like a candy with both milk and white chocolate to tie in to the racial theme of black and white. I use York Peppermint Patties to allude to the black/white issues in this book and also because the judge who is the stepfather to Tom is York Driscoll. And, yes, it always gets a groan from the students.

Complete the Online Quizzes and Survey

Objectives:

- To complete a short fact quiz online for a grade.
- To reinforce the terms they've learned so far in this text: conflict, protagonist, antagonist, text, context, foreshadowing, irony, and pseudonym.
- To complete questions online to express opinions, interpret events in *Pudd'nhead Wilson*, and ponder what they would do in similar circumstances

Teacher, students are instructed to go to <http://writingwithsharonwatson.com/illuminating-literature-free-download/> or <http://writingwithsharonwatson.com/illuminating-literature-when-worlds-collide-gateway/> to get links to complete the following:

- *Pudd'nhead Wilson* "Yes, I read it" Quiz—graded online for you
- *Pudd'nhead Wilson* Literary Terms Quiz—graded online for you
- *Pudd'nhead Wilson* Opinion Survey—no grade, but answers to the opinion questions may help you develop a strategy for your discussion time.

Password for all online quizzes and the survey for *Pudd'nhead Wilson*: TWAIN.

Students will need to **enter their email address** to begin each quiz. After they have finished each quiz, a report with the questions, their answers, and the correct answers will be sent to that email address.

If you prefer that students take the test without going online, refer to the end of this free download to find all the questions and answers to the quizzes. Opinion questions have no correct answer; students are graded on participation. Their answers to the opinion questions may help you develop a strategy for your discussion time.

Students should review these terms for the literary terms quiz: conflict, protagonist, antagonist, text, context, foreshadowing, irony, and pseudonym.

Vocabulary Quizzola for *Pudd'nhead Wilson*

Objectives:

- To reinforce good vocabulary habits and awareness.
- To gain a grade.

Directions: Match the meaning in the right column to the correct word in the left column. The numbers after the words indicate page numbers where the words can be found in the Dover Thrift Edition of *Pudd'nhead Wilson*. Ask your teacher if this is an open-book test.

M__1. Indolent, 22	A. a mark of disgrace
K__2. Usurpation, 16	B. deep in thought
F__3. Sycophancy, 41	C. to scout out
E__4. Gibe, 81	D. property
D__5. Chattel, 47	E. to taunt; a taunt
A__6. Stigma, 84	F. flattery in order to gain something
O__7. Calaboose, 66	G. a mongrel dog (insulting to be called this)
L__8. Perdition, 57	H. apparent, but usually fake
P__9. Atrophied, 100	I. one who talks sheer nonsense
R__10. Grenadier, 40	J. generosity
I__11. Blatherskite, 42	K. taking someone else's place
N__12. Skiff, 61	L. a state of being lost; hell
T__13. Benefactor, 101	M. lazy
S__14. Teetotaler, 57	N. a small rowboat or sailboat
J__15. Magnanimity, 55	O. slang for <i>jail</i>
B__16. Pensive, 68	P. wasted away, not strong
H__17. Ostensible, 47	Q. done by stealth, sneaky
C__18. Reconnoiter, 49	R. a soldier
Q__19. Surreptitious, 51	S. one who abstains from alcoholic drinks
G__20. Cur, 62	T. one who does good for others

Total number correct _____

Vertical word encoded in your correct answers: PRINTS

Lesson 4

Colliding Worlds

Teacher, below are some suggestions. Your student may think of other worlds that are colliding in *Pudd'nhead Wilson*.

1. *Slave vs. Free*
2. *Slavery vs. Freedom*
3. *Black vs. White*
4. *Poor vs. Rich*
5. *Wise vs. Foolish*
6. *Industry vs. Laziness*
7. *Science vs. Narrow-mindedness*
8. *Honor vs. Dishonor*

Teacher, here are three questions in the textbook:

- What happens when these worlds collide? *There are a few answers in the textbook, but students will think of others.*
- Choose one conflict from *Pudd'nhead Wilson*. How could it have been prevented? Write your answer below: *Answers will vary.*
- If you were on a fact-finding mission and found *Pudd'nhead Wilson* in the corner of some dilapidated brick building, what would you surmise about their culture? What wisdom would you bring back to make life better today? Write your answer below: *(This question is based on Job 8:8-9 NIV: "Ask the former generations and find out what their fathers learned, for we were born only yesterday and know nothing, and our days on earth are but a shadow.") Answers will vary.*

Conflicts

Teacher, below are some possibilities for the conflict lists for Pudd'nhead Wilson, Roxy, and Tom (the real Chambers).

Pudd'nhead Wilson

1. Pudd'nhead Wilson vs. himself: *He begins to doubt the existence of the knife and, therefore, his plan to catch its thief.*
2. Pudd'nhead Wilson vs. a person: *At the trial, he is working against the true murderer, Tom Driscoll (the real Valet de Chambre or "Chambers").*
3. Pudd'nhead Wilson vs. society: *His joke about the dog falls on humorless ears, and the town brands him as stupid for years. He is unable to practice law in that town because of their small-mindedness.*
4. Pudd'nhead Wilson vs. nature: *He struggles for days trying to find a match for the fingerprint on the knife, using his extensive collection of villagers' prints.*
5. Pudd'nhead Wilson vs. God/the gods/fate: *He belongs to the Society of Free-thinkers, a common type of society in that era for talking about and believing in ideas that often ran contrary to those in the Bible. Religion is viewed negatively, and logic, facts, and*

science in a positive light. The two, religion and science, are viewed as mutually exclusive. But it doesn't show up as a conflict in this book.

Roxy

1. Roxy vs. herself: *She thinks about suicide and is an enemy to herself the way she fawns on the new Tom Driscoll and helps to spoil him.*
2. Roxy vs. a person: *Percy Driscoll when he accuses the slaves of thievery and almost sells Roxy; Tom Driscoll as he often treats her cruelly and finally sells her down the river. She fears Pudd'nhead Wilson would see through her deception with the babies.*
3. Roxy vs. society: *The whole idea that she is considered black and therefore a slave even though she looks white and is only one-sixteenth black. The fact that she is a slave at all pits society against her.*
4. Roxy vs. nature: *Develops arthritis in her arms and is no longer able to work on the steamboats to support herself.*
5. Roxy vs. God/the gods/fate: *A statement she makes on page 11 about God, and from her point of view, it is a good question: "God was good to you [the original Tom Driscoll]; why warn't he good to him [her slave child]?" She blames God for the meanness of men.*

Tom Driscoll (the real Chambers)

1. Tom vs. himself: *a gambler, a spoiled rich boy who lords it over everyone. Fights briefly—very briefly—with himself about selling his own mother down the river. Hard hearted (p. 95). Kills his adoptive uncle for money. He is his own worst enemy.*
2. Tom vs. a person: *The man to whom he owes money gives him trouble. Roxy threatens to tell who he really is if he doesn't straighten up. He is constantly at odds with his uncle over behavior, money, and the will.*
3. Tom vs. society: *The secret workings of the silent fingerprints threaten his life and promise to throw him into a black world of slavery. He is finally made a slave and sold down the river.*
4. Tom vs. nature: *His own fingerprints are against him. He struggles with himself and his behavior but blames his "black" blood for it.*
5. Tom vs. God/the gods/fate: *No overt struggle with God from Tom's point of view except that he believes the "curse of Ham" is upon him. He does struggle with his idea of fate as seen through his "one drop" of black blood. Is he destined to be a failure because of this? He wrestles with this briefly. From the reader's point of view, we see him constantly choose the wrong path when he has the opportunity to choose the right one.*

Which character in *Pudd'nhead Wilson* has the strongest goals, is working the hardest toward them, and has the most plans to achieve them? Which character has the deepest desires, the most heart-felt yearnings, and moves those yearnings from internal to external by doing something about them? Which one has the strongest forces of antagonism against him or her because of those goals or desires?

This character is the true protagonist of *Pudd'nhead Wilson*. Write the name of the character below: *Roxy*

The Curse of Ham

Objective: To straighten out wrong thinking about the curse of Ham, its origins, and its implications as it pertains to "permission" for slavery.

On page 47 of *Pudd'nhead Wilson*, you will find this sentence: "He said to himself that the curse of Ham was upon him." Who is saying this to himself? Write your answer here: *Tom Driscoll (the real Chambers)*

- Who was Ham? *Noah's youngest son*
- Whom did Noah curse? *Canaan, a son of Ham*
- What was the curse? *That Canaan would be a slave to his brothers, which was fulfilled in part when the "ites" of the land of Canaan became the slaves of the Israelites.*

This is the end of Lesson 4.

Questions for Discussion

Objectives:

- To give students a chance to ask the teacher questions about the book.
- To give students a chance to discuss important topics brought up by the book such as slavery, fate, nurture versus nature, adoption, suicide, and so forth.

Teacher, there is no way you can discuss all these questions with your students. Choose the questions that are appropriate to your class and the topics you want to discuss. Some of the answers are labeled "Answers will vary" or "Student opinion." While some of the answers to these discussion questions really are "Student opinion," you can guide the discussion and facilitate a better understanding of godly thinking and actions through many of these questions, especially when they have moral or ethical implications.

Before delving into the discussion questions, please ask students these questions:

1. What questions do you have about *Pudd'nhead Wilson*?
2. What aspects of this book appealed to you?
3. What is your impression of this book?

These preliminary questions will help to clear up any misunderstandings or miscomprehensions from the books, and they'll get students talking during the discussion session because they are open-ended questions. Students can answer other students' questions, too. This pre-discussion time may also serve to answer some of the questions printed below or can be a springboard to any of the aspects of the book you want to focus on.

The first five questions are not really questions but the lists students were compiling in their Novel Notebooks.

1. Any of Mr. Wilson's witty sayings that you especially like. *Answers will vary.*
2. Two examples of prejudice. *Prejudice against David Wilson who is from the North and who tells jokes the locals can't understand; Roxy's ironic prejudice against Jasper, who is darker than she; prejudice for the twins at first because they are so likeable and such a novelty and then against the twins for being foreigners from Italy; prejudice against slaves; prejudice against blacks; prejudice against anyone with "one drop" of black blood in them; Tom's prejudice against Pudd'nhead because Tom believes him to be an idiot who couldn't possibly figure out the truth; Tom's prejudice against Judge Driscoll for having money when Tom doesn't; Judge Driscoll's prejudice against anyone who doesn't have what he perceives as "honor"; and so forth.*
3. At least one place where Mark Twain uses foreshadowing. *The fact that Roxy switched the boys with each other promises trouble ahead. The introduction of the fingerprint hobby and the twins' knife (55) are clever use of the foreshadowing device. Roxy declares that she can tell the two boys apart but Percy (the father of one of them) can't. Tom's gambling: "It would not do to gamble where his uncle could hear of it; he knew that quite well" (23). If someone has a vice in the beginning of the story, it should get him into trouble later (and it does). Of Tom: "He was getting into deep waters. He was taking chances, privately, which might get him into trouble some day—in fact, did" (23). Tom: "I've struck bottom this time; there's nothing lower.' But that was a hasty conclusion" (41). When Pudd'nhead picks up Tom's hand to read the palm, he sees something, and Tom pulls his hand away (56). The judge's prophecy about the knife and an assassination (90).*
4. Something ironic. *Students have many options with this because there's plenty of irony in this story! Roxy appears white but is considered black, which is accentuated in reverse when Wilson hears her speak outside his window and assumes she is black. It is ironic that Roxy considers Jasper too dark for her, even though the town would consider them as equals. Wilson is intelligent but is considered a dunce by townsfolk who are the real dunces. It's ironic that Wilson belongs to a society that call themselves "Free-thinkers," yet they do not think freely about the slave issue but believe the culture's values on slavery and blacks. Tom, a "white" in disguise and who as Roxy says is only "imitation white," chooses yet another disguise when he steals (dressing as a young woman and an old black woman). Verbal irony when Tom says, "A man's own hand is his deadliest enemy!" (54) when referring to palm reading; his hand does become his deadliest enemy when he uses it to kill the judge. The Judge's verbal irony occurs when he says, "Do you mean to tell me that blood of my race" went to court instead of challenging Luigi to a duel (62); also, it is ironic when he declares, "A coward in my family! A Driscoll a coward!" (63) because Tom is not in his family and is not a Driscoll. It's ironic that when the Judge sets up the duel with Luigi, he calls the twin "a darling" and means it, even though he is an enemy in this duel (71). Tom says his uncle is going to "patch up the family honor" (74), knowing full well he does not belong to the judge's family. It's ironic that Roxy gets some of her chutzpah and regality from her belief that the white people Captain Smith and Pocahontas are in her lineage instead of getting it from her black ancestry (76). Tom hates Luigi "for kicking him" (80) but then turns right around and "kicks" the local constable ("You have a good reputation—for a country detective") and Wilson, jabbing them in their most*

tender spots while appearing innocent of hurtful speech; Twain couches the verbal attack in physical terms: "The constable hadn't anything handy to hit back with" (82). It's ironic that Roxy is transported to her life of slavery downriver in a steamboat, the same kind she'd worked on as a free woman (88). It's ironic that Tom thinks his mother is "dead to all motherly instincts" (94) when he is in trouble because, really, motherliness has been at the heart of Roxy the whole story and she's already sacrificed her freedom to get him out of trouble. Perhaps the final irony is that Tom (the real Chambers) is pardoned from the murder so he can be sold to pay for the debts of a man who died eight years ago, as Tom had not been listed on the original inventory of the estate (121). The title is ironic: Pudd'nhead ends up better off in the end of the story, and most of the other characters end up tragically worse off.

5. Any ideas about why Mark Twain's original title for this book is *The Tragedy of Pudd'nhead Wilson*. Answers will vary. Some possibilities: Wilson was disregarded for years because of prejudice; Wilson was unable to help Roxy in the courtroom, thus helping to bring her son's demise and her collapse; although he was from a Northern state that did not have slaves, he was unable to change anyone's thinking about slavery (and really did not try to); and so forth.

Questions to get the facts straight:

1. How does Tom Driscoll's father differentiate the babies from one another? *By the difference in their clothing (12-13).*
2. What happens on September 4 to scare Roxy into changing the babies around? *Percy Driscoll sold most of his slaves because he suspected them of thievery. Roxy didn't want to be sold or separated from her son through a slave sale. (8-9)*
3. Who is the biological father of Roxy's child? *Colonel Cecil Burleigh Essex, a First Family of Virginia member, white and now dead (3, 44).*
4. Who is the girl Pudd'nhead Wilson saw in Tom's bedroom? *Tom dressing as a girl so he could steal things and not get caught (49).*
5. How does Tom pay his gambling debts? *By stealing (49) and by selling his mother into slavery (87-88).*

Questions on the topics of abortion and suicide:

1. When Sam Clemens was a young reporter in San Francisco, he lost his job, was broke, and then put in jail for drunkenness. Shortly afterward, he put a gun to his head and almost pulled the trigger. Unbeknownst to him, his newest short story was a wild hit back East. In *Pudd'nhead Wilson*, Roxy almost commits suicide three times. What could you tell Sam or Roxy to convince either of them not to commit suicide? *Answers will vary. Lead the students to understand that events, situations, and circumstances change. What may be true today might not be true for a person tomorrow. Help them understand they have a reason for being on this earth, that they are precious, and that they will not always be this sad, lonely, or negative about themselves.*

2. In "Roxy Plays a Shrewd Trick," Roxy is in terror of her infant son growing up and being sold down the river, so she declares to him that she has "to kill you to save you, honey." Compare her statement with this question some abortion counselors ask their clients: "Can you see abortion as a 'loving act' toward your children and yourself?"¹ *Lead students to understand that abortion is not a "loving act" toward the baby, despite the circumstances of the mother, especially as there are other alternatives such as adoption available to today's unwilling mothers. Help them see that killing a child is not saving it. You may want to discuss abortion procedures, pain to the baby during abortion, or other topics to help them understand the negative nature of abortion and infanticide. Guide students to understand that both slavery and abortion/infanticide break the most precious mother-child bond by tearing them apart. None is a "loving act." None will "save" the child.*

Questions on the topic of how we view ourselves and others:

1. Why is Roxy treated so poorly at the plantation? *The plain-looking wife of the plantation owner is envious of Roxy's good looks, so she makes her a field slave instead of a house slave. This question also ties in to the topic of prejudice because the plantation owner's wife was envious of Roxy and so treated her with prejudice.*
2. The electioneering in "The Judge Utters Dire Prophecy" is conducted with bribery, innuendo, scoffing, derision, lies, using facts out of context, impugning the twins' characters and leveling ridicule against them. Facts were not used properly. Give an example from everyday life when people use any of the negative strategies listed above to harm someone or to sway others. *Student opinion*
3. Apply the following quotations to any of the characters in *Pudd'nhead Wilson*. The second quotation is spoken by Schmendrick, a magician who is still learning his trade and is viewed as a bungler. *Answers will vary.*

The eyes of others our prisons; their thoughts our cages. (Virginia Woolf)

"It's a rare man who is taken for what he truly is," [Schmendrick] said.

"There is much misjudgment in the world. Now I knew you for a unicorn when I first saw you, and I know that I am your friend. Yet you take me for a clown, or a clod, or a betrayer, and so must I be if you see me so. The magic on you is only magic and will vanish as soon as you are free, but the enchantment of error that you put on me I must wear forever in your eyes." (*The Last Unicorn* by Peter S. Beagle)

4. When Judge Driscoll hears from a friend that Tom didn't challenge Luigi to a duel, the judge faints. At home, he yells at Tom and calls him a coward. Later, Tom lies and explains that he didn't challenge Luigi to a duel because he thought it would be

dishonorable to challenge an admitted killer to a duel, to which Judge Driscoll agrees. This “massaging the story” happens all the time in news reports and in real life. How is it that *when* you hear a story and *how* you hear it affects your perception of it? *Answers will vary.*

5. If you can't tell a person's race by the color of his or her skin, what does race matter? Is outer appearance an artificial line? *Answers will vary. Though different people groups enjoy varying cultures, the biblical view of man is that we are all one race descended from Adam and then from Noah.*
6. What role does fate play in our lives? What role does ancestry play? What role does environment play? What role does personal choice play? *Answers will vary.*
7. Tom Driscoll (Roxy's real son Chambers) was raised with every advantage, yet his character, which Roxy attributed to his drop of black blood, kept tripping him up. Is a person's life determined by how he is raised or by what he is born with? *Answers will vary.*
8. What are ways that people can sell each other downriver? In what ways do you sell someone downriver, metaphorically speaking? *Answers will vary.*
9. Have you ever felt out of place somewhere? When is this a good thing? When is it a bad thing? *It's a good thing to feel out of place when people are asking you to do things you know or suspect are wrong, as in I Peter 4:4. Students' answers will vary when it comes to a bad thing to feel out of place.*
10. Who or what do you want to be? How much of it is what you've been born with or been given? How much is what you do to make it happen? *Answers will vary. Hopefully, students will realize they can affect change and overcome negative aspects of their characters, personalities, bodies (handicaps or perceived ugliness), and family situations.*

Teacher: Here are extra questions not in the students' textbook. They are included here so you can choose any you wish, if you have the time:

1. *Pudd'nhead Wilson* begins with Wilson and then veers off to Roxanne and the twins. Which of these characters is the book really about—Pudd'nhead Wilson, Roxy, or Tom Driscoll? What do you think? *Student opinion.*
2. In your opinion, why did Twain set the story in 1830 instead of the year it was first published (1894)? *Student opinion.*
3. Cite two ways Roxy fools people into believing which baby is which. *She switches clothing, treats each switched baby like the original, smears jam around their mouths and makes them laugh so no one can get a good look at them (12-15).*
4. What kind of a boy is Chambers who is now called Tom? Cite two examples. *Mean and selfish. He treats Roxy meanly, beats up Chambers, is envious of Chambers' build and skills, knifes a boy, and so forth.*
5. Choose three words to describe the new Tom. *Mean, capricious, bad-tempered, vicious, envious, hateful, ungrateful, surly, brusque, indolent, sneaky, drinker, gambler, troublemaker, selfish.*

6. Choose three words to describe the new Chambers. *Docile, strong, good looking, physically skilled, humble, meek, loyal.*
7. Why is Tom so cruel to Chambers in their youth? *"Native [inborn] viciousness" and envy (19)*
8. Do you think Tom (the original "Chambers") would have been rotten if he had grown up as Roxy's child? Or was he mean because, as Roxy says on page 75, "Yes, it's de nigger in you!" Or is there some other reason for his meanness? What's your opinion? *Student opinion*
9. When Roxy tells Tom who he really is, why does he "know it" already? *Student opinion*
10. Why had Luigi killed a man? *To defend his brother Angelo from an attack on his life (55).*
11. Contrast Judge Driscoll's attitude toward personal injury cases against today's attitude toward them. *Student opinion (60-4)*
12. In the duel, Judge Driscoll and Count Luigi stood fifteen yards from each other and then shot. Stand fifteen yards from someone, face them, and then try to hit them with a wadded-up paper ball or an eraser. How does this affect your view of the duel? *Student opinion (72)*
13. What is Judge Driscoll's prophecy that comes true? *That the owner of the knife "would know where to find it whenever he should have occasion to assassinate somebody" (90).*
14. What kindness does Chambers do for Roxy after he finds out he is really the white heir to Judge Driscoll's estate? What would you have done if you had been wronged as much as he had been? *He gives her an allowance of thirty-five dollars a month (121)*

If You Liked this Book

If you liked *Pudd'nhead Wilson*, you might like some of these other books:

The Adventures of Tom Sawyer by Mark Twain

The Adventures of Huckleberry Finn by Mark Twain

The Prince and the Pauper by Mark Twain (switched identities)

Kingsblood Royal by Sinclair Lewis (a drop of "black" blood in a "white" man)

The Importance of Being Earnest by Oscar Wilde (double identities)

A Midsummer-Night's Dream by Shakespeare (mistaken identities)

The Man in the Iron Mask by Alexandre Dumas (brothers separated at birth. Dumas was of mixed races: His father was a French general and his mother was a native Haitian.)

To Kill a Mockingbird by Harper Lee (racial tensions in the South in the 1930's)

Uncle Tom's Cabin by Harriet Beecher Stowe (a novel of slavery)

The Autobiography of an Ex-Colored Man by James Weldon Johnson (a biracial man has to choose between living as black or as white)

Can you think of any others that share similarities with *Pudd'nhead Wilson* that you would like to add to the list? Write them here: *Answers will vary.*

Can't Get Enough of Mark Twain?

For more information on Mark Twain, try these three Web sites:

- <http://www.marktwainmuseum.org>
- [http://www.elmira.edu/academics/Academic Resources/Library/Collections/Mark Twain Archive.html](http://www.elmira.edu/academics/Academic%20Resources/Library/Collections/Mark%20Twain%20Archive.html)
- <http://www.pbs.org/marktwain>

The first one will give you information about his life in Hannibal, Missouri, including pictures of his old house and how he developed some of his characters from people he knew. The second one will give you information of his adult life and his summers at the Quarry Farm on the outskirts of Elmira, New York, where he wrote much of *The Adventures of Tom Sawyer* and other famous books.

The actual Quarry Farm summerhouse still exists but is in a new location. You can visit it on the campus of Elmira College in Elmira, New York. You can also visit a small museum there and view some first editions of his books, foreign language editions of his more famous books, and two of his patented, self-pasting scrapbooks. He is buried in the Woodlawn Cemetery, 1200 Walnut Street in Elmira, under both of his names. There you will see not only his headstone but those of his wife, his three daughters, his son, and various Langdon family members (Livy's family).

If you are traveling through Hannibal, Missouri, or Hartford, Connecticut, be sure to stop in and see the museums located there, too.

Your library will be an invaluable source of information. Many biographies of Mark Twain exist, as does his autobiography. And don't forget to view the video *Mark Twain*, directed by Ken Burns. It contains wonderful pictures and biographical information, a short film of Twain, and fascinating quotations by and about Twain.

Your Choice of Activities

Objectives:

- To choose and complete one activity and share the results with the class, group, or interested party.
- To be an active, not passive, participant in the world of the book.

Choose only one of the following activities. Read all of them carefully before you make your decision. Below you will find a short explanation of each activity. **Your teacher will tell you when this is due.**

- A Calendar—Create witty sayings for your own calendar.
- The Artist in You—Paint or draw a scene or character from the book.
- Find Your Roots—Research your genealogy.
- With a Friend—Interview someone of a different ethnic background than yours.
- I'll Watch the Movie—Compare book to movie and give a movie review.

- You Are the Expert—Research and write a short essay on fingerprinting, twins, conjoined twins, or blood.
- Sometimes I Feel like a Motherless Child—Explore the musical world of spirituals.
- Double the Trouble—Write a short story about twins or other topic of interest.
- Unrelated—Write a short story using five unrelated props and a twist.
- Black Is Beautiful—Investigate famous African Americans or international blacks.
- History Buff—Create a timeline of major events in African American history or research another topic concerning race, racism, modern slavery, and so forth.

A Calendar

The calendar in *Pudd'nhead Wilson* was similar to Benjamin Franklin's *Poor Richard's Almanac* into which Franklin inserted plenty of original quips and sayings. Even today many people like to buy a tear-off calendar that includes a word of the day, a comic strip, or a witty saying for each day.

Design your own calendar. Include pictures and plenty of aphorisms.

The Artist in You

The Mark Twain Boyhood Home & Museum in Hannibal, Missouri, boasts a fascinating model for a projected sculpture that never was completed. It is comprised of characters from four of Twain's books, standing or sitting, artfully arranged. Draw or paint your own picture of an exciting event or person in *Pudd'nhead Wilson*. Include a caption for your picture. Or create a diorama (a creative miniaturization) of a critical scene or sculpt something or someone from the book.

Find Your Roots

The famous black poet Langston Hughes writes this in his memoir:

“You see, unfortunately, I am not black. There are lots of different kinds of blood in our family. But here in the United States, the word 'Negro' is used to mean anyone who has any Negro blood at all in his veins. In Africa, the word is more pure. It means all Negro, therefore black. I am brown.”

Henry Louis Gates Jr. is the scholar who hosts the PBS *African American Lives* and *Faces of America*, in which he uses historical documents and DNA to trace the genealogies of famous African Americans. Gates reveals that “the average African American is 77 percent black and 20 percent white.”²

What are you?

Research your family history and/or genealogy. Record your findings and share them in a report or oral presentation.

With a Friend

Find an older member of a minority group and interview him or her. It is important to choose an older person who has had many decades of experiences. With your friend, develop a list of questions to ask that will help you decide if your community is less prejudiced of this people group than it was years ago.

What if you don't know anyone of a different ethnic culture or race than yours? Many cities have ethnic groups that your library can help you find. You may also want to check the phone book for local churches whose membership is composed of a race or nationality different from yours. Visit a restaurant with an international flavor—Chinese, Thai, or Indian—and ask a worker to introduce you to someone of that nationality.

After you have done your interview, report your findings to an interested listener. Hopefully, you will have made a new friend of a different culture, too.

I'll Watch the Movie

Pudd'nhead Wilson was made into a movie in 1983. It starred Ken Howard as Pudd'nhead. The scriptwriter moved some plot points around and omitted others. View the movie and note the differences. Determine which you like better—the movie or the book. Decide whether the changes make the story better. Give a movie review in which you reveal the movie's merits and flaws but not the ending!

Another movie you may want to add to this list is *Pinky*, a 1949 film about a light-skinned young woman with a black heritage. Try to view the movie as those first movie-goers might have. Give a movie review in writing or on video.

Or try the 1927, 1929, 1936, or 1951 version of *Show Boat*, all based on Edna Ferber's bestselling book *Show Boat*. The book and the movies address racial prejudice in the 1880s along the Mississippi River. Write a review of any of them or make a video review.

You Are the Expert

Research one of the following subjects and write a short report (400-1,000 words) on it:

- Fingerprinting—history, techniques, patterns, uses, etc.
- Twins—ones that have grown up together or have been separated at a young age; include an interview with a twin or a set of twins, if possible
- Conjoined twins—formerly called “Siamese twins”
- Blood—find the differences, if any, between the bloods of different races

Sometimes I Feel like a Motherless Child

Negro spirituals (or just “spirituals”) are powerful songs that express deep feelings about life's events and troubles. Research these songs, learn some, and perform them for your class. Or perhaps you would like to write one of your own and perform it for the class. Here are two sites to get you started: <http://www.negrospirituals.com> and <http://thenegrospiritualinc.com>.

Double the Trouble

Sam Clemens had an interest in twins and changelings, and it appears in his books. But he isn't the only one interested in switched or dual personalities. The movie *Freaky Friday* is based on the switched personalities of a mother and daughter. Oscar Wilde's *The Importance of Being Earnest* plays with the idea of a man using one persona in the city and one in the country. These are interesting ways to look at what happens when people switch places with each other or create double personalities (as Sam Clemens did when he created the persona of Mark Twain).

Write a short story or play in which twins or other people switch places for a while. What trouble will they encounter? Will they get back to normal?

Unrelated

Sam Clemens' three daughters often asked him to make up stories for them, and he liked to oblige. One way in which he created stories was to look at the items on the mantelpiece and incorporate each piece, from left to right, into the story. His daughters were delighted with this method and would not let him deviate from the order of the items. I wonder how many stories he told using those same five or six items (a vase, a picture frame, a candlestick, etc.).

Your mission is to collect five totally unrelated items and place them in front of you. If it would be more interesting to have someone else gather the items and surprise you, then by all means, ask them to.

The next part of the mission is to write a short story using all of those items. Incorporate them into the story in any way you like and use them in any order. Your story might be easier to write if you try to write it for a child, or you may have fun writing it for someone your own age.

If you are feeling brave, write the story with your non-dominant hand, just as Mark Twain taught himself to do when he developed arthritis. In other words, if you are right handed, write with your left.

Black Is Beautiful

Investigate famous African Americans or international blacks. Create a list of three African Americans and their accomplishments and report your findings to an interested listener. Or create a list of three blacks from any country and their accomplishments and report your findings to an interested listener.

History Buff

Research the history of blacks in America and create a timeline. These might get you started: the Supreme Court's 1857 Dred Scott decision, the Missouri Compromise, the Thirteenth and Fourteenth Amendments, *Brown v. the Board of Education of Topeka* (1954), and the Voting Rights Act of 1965. The *Brown v. the Board of Education of Topeka* case has particular interest to this year of literature because the Supreme Court's decision in this case was the major factor in the book you will read soon, *Warriors Don't Cry*.

If you do not live in America or would rather research another topic, try racism, the origin of races, the differences in human blood, modern-day slavery, or the link between racism and Planned Parenthood. Below are some resources to start you out:

"The Ascent of Racism" by Paul Humber
<http://www.icr.org/article/ascent-racism/>

"Where Did the Races Come From?" by John D. Morris
<http://www.icr.org/article/1062/>

"It's not just Black and White" by Ken Ham, an article about the origin of the races and about multicolored twins

<http://www.answersingenesis.org/articles/am/v3/n2/twins-black-and-white>

Maafa 21: Black Genocide in 21st Century America, a documentary on black genocide and Planned Parenthood

<http://maafa21.com/>

Modern-day slavery

<http://www.infoplease.com/spot/slavery1.html>

Teacher, the grading grid for *Pudd'nhead Wilson* is on the next page. The grid is marked for a possible 100 points per book. Please feel free to adjust it to your needs and expectations. You have permission to copy it as many times as needed for your own class, co-op, reading group, book-of-the-month club, or family.

Online "Yes, I read it" quiz, graded online.
1-10 points

Online literature term quiz, graded online.
1-10 points

Participation in opinion questions online.
1-10 points

Quality of participation in discussions.
1-20 points

Successful completion of lessons and
assignments.
1-20 points

Successful completion of activity.
1-10 points

Finished reading the book.
1-20 points.

**Total grade for
*Pudd'nhead Wilson***



Online Quizzes and Opinion Questions

Links to these quizzes and opinion questions can be found online at <http://writingwithsharonwatson.com/illuminating-literature-free-download/> or <http://writingwithsharonwatson.com/illuminating-literature-when-worlds-collide-gateway/> . The quizzes and opinion survey are included here for your convenience.

Students should receive a report from the quiz site ProProfs after completing the quizzes online. The report will contain the questions, their answers, and the correct answers and will be sent to the email address your student uses to sign in.

***Pudd'nhead Wilson* "Yes, I read it" Quiz**

1. How does David Wilson gets his nickname Pudd'nhead Wilson? Choose one answer.
 - A. He introduces the town this pudding, a new dessert to them.
 - B. He tells a joke and is misunderstood.
 - C. He is not a very good lawyer.
 - D. The town gives every newcomer a nickname.
2. When Percy Driscoll sets Roxy free, what does she become? Choose one answer.
 - A. A vagabond who lives in the town's haunted house.
 - B. A servant of his brother Judge Driscoll.
 - C. A maid on a Mississippi river boat.
 - D. A thief in St. Louis.
3. What are the names of the exotic foreign twins? Choose one answer.
 - A. Luigi and Antonio.
 - B. Antonio and Lucas.
 - C. Alberto and Carlo.
 - D. Luigi and Angelo.
4. What information does Judge Driscoll receive that makes him faint in his fishing boat? Choose one answer.
 - A. His nephew Tom kicked Count Luigi in public.
 - B. His nephew Tom went to trial over a personal-assault case against Count Luigi instead of challenging him to a duel.
 - C. His nephew Tom challenged Count Luigi to a duel instead of settling the case in a civilized manner in court.
 - D. Count Luigi kicked Tom in public and challenged him to a duel.
5. What makes Judge Driscoll write another will in favor of Tom after tearing up the last one? Choose one answer.
 - A. Tom has pleased him by taking Luigi to court.
 - B. Tom has pleased him by challenging Luigi to a duel.

- C. Judge Driscoll tore up the last will only to scare Tom; he never intended to leave Tom out of his will.
 - D. Judge Driscoll is about to participate in a duel and doesn't know if he'll live through it.
6. To what town does Tom go for gambling and loose living? Choose one answer.
- A. Dawson's Landing
 - B. Dawson's Creek
 - C. St. Louis
 - D. Hannibal
7. What is the plan Roxy hatches after Tom's satchel of stolen goods is stolen from him? Choose one answer.
- A. Tom is to sell her as a slave up the river to gain the money from the sale.
 - B. Tom will dress up as a young girl and steal items of value from homes.
 - C. Roxy will dress up as an old black woman and steal items of value from homes.
 - D. Tom is to find employment on a river boat and save up enough money to get himself out of debt.
8. What does Tom actually end up doing after his satchel of stolen goods is stolen from him? Choose one answer.
- A. He does just as Roxy planned and sells her up the river.
 - B. He sells Roxy down the river into slavery.
 - C. He goes back home and starts stealing again.
 - D. He shoots her in the nose.
9. Where do the Italian twins go after the trial? Choose one answer.
- A. Back to Europe.
 - B. To St. Louis.
 - C. On a river boat cruise up the Mississippi.
 - D. On a tour to see more of the United States.
10. What happens to Tom (the real Chambers) at the end of the book? Choose one answer.
- A. He dies in prison.
 - B. He reforms and takes care of his true mother Roxy.
 - C. He is hung.
 - D. He is sold down the river to pay off some of Percy Driscoll's debts.

***Pudd'nhead Wilson* Literary Terms Quiz : conflict, protagonist, antagonist, text, context, foreshadowing, irony, pseudonym**

1. When David Wilson is labeled a pudd'nhead and is unable to practice law in town because the townsfolk misunderstand his joke about half a dog, what kind of conflict is this? Choose one.
 - A. Character against himself
 - B. Character against another character
 - C. Character against society
 - D. Character against nature
 - E. Character against God/the gods/fate
2. *Silas Marner* was written by George Eliot, but—surprise!—this is not George's real name. In fact, George is really a woman named Mary Ann Evans. When an author uses an assumed name, she is using what term below? Choose one.
 - A. A protagonist
 - B. An antagonist
 - C. Text
 - D. Context
 - E. Foreshadowing
 - F. Irony
 - G. Pseudonym
3. When you read a book, short story, poem, or play, you are reading the _____. Choose the term that best fits in the blank.
 - A. Protagonist
 - B. Antagonist
 - C. Text
 - D. Context
 - E. Foreshadowing
 - F. Irony
 - G. Pseudonym
4. When you read about the author's life and times, you are reading the _____ of the book. Choose the term that best fits in the blank.
 - A. Protagonist
 - B. Antagonist
 - C. Text
 - D. Context
 - E. Foreshadowing
 - F. Irony
 - G. Pseudonym

5. Judge Driscoll cries out to Tom, whom he believes is his nephew but who is really the son of the slave woman Roxy, "A coward in my family! A Driscoll a coward!" This is an example of what term below?
- A. Protagonist
 - B. Antagonist
 - C. Text
 - D. Context
 - E. Foreshadowing
 - F. Irony
 - G. Pseudonym
6. The main character of a work of fiction is called which term below?
- A. Protagonist
 - B. Antagonist
 - C. Text
 - D. Context
 - E. Foreshadowing
 - F. Irony
 - G. Pseudonym
7. In "Tom Practises Sycophancy," Tom believes he's hit bottom and that things can't get any worse for him. And then the narration states, "But that was a hasty conclusion." This is an example of which term below?
- A. Protagonist
 - B. Antagonist
 - C. Text
 - D. Context
 - E. Foreshadowing
 - F. Irony
 - G. Pseudonym
8. Pudd'nhead Wilson becomes a strong _____ against Tom in the courtroom during the trial. What term below best fits in the blank?
- A. Protagonist
 - B. Antagonist
 - C. Text
 - D. Context
 - E. Foreshadowing
 - F. Irony
 - G. Pseudonym

9. Below is a list of ironies found in *Pudd'nhead Wilson*. Match the irony with the character it describes. The names of the characters appear after the list of ironies.
- A. Disguises himself as a girl and an old black woman even though he already is not who he says he is.
 - B. Has a very set view of honor and lineage but has unknowingly named a slave as his heir.
 - C. Is thought to be extremely stupid but is one of the brighter lights in town.
 - D. Declares it's "an honor as well as a pleasure" to have a duel with the man who publically kicked his son.
 - E. Humbly accepts poor treatment from his master even though he is the real master.
 - F. Is sent downriver as a slave on the same kind of boat he/she worked on as while free.
 - G. Values the white heredity of his/her lineage and denigrates his/her black blood.
 - H. Is vindicated by his own weapon.
 - I. Is so convinced his/her crime won't be found out that he/she goads on the character investigating the case.
 - J. Thrives and grows strong even though he is fed poorly.
 - K. Assumes the name of a murdered man but becomes a murderer.
 - L. Dotes on the character who will murder him.
 - M. Is white enough in appearance to pass as white but not white enough to be free.

List of names for question 9:

Pudd'nhead

Roxy

Luigi

Judge Driscoll

Tom Driscoll

Chambers

***Pudd'nhead Wilson* Opinion Survey**

1. In your opinion, who or what is the strongest force of antagonism against Roxy? Check one.
 - A. A culture that allows enslavement and views blacks as less than human.
 - B. The part of her that is one-sixteenth black.
 - C. Her son Chambers, who appears as Tom Driscoll in this story.
 - D. Her inability to see Tom's weak character.
 - E. Her strong need to be loved by her son.
 - F. Pudd'nhead Wilson at the trial as he shows who really killed Judge Driscoll.

2. Which character do you identify with the most? Check one.
 - A. Pudd'nhead Wilson when he was misunderstood and then labeled.
 - B. Roxy because she sacrificed so much for someone who didn't appreciate it.
 - C. The original Chambers (called "Tom" for most of the book) because he continued to live a lie even after he knew the truth about himself.

- D. The original Tom Driscoll (called "Chambers" for most of the book) because he was cheated out of his rightful place in the family and in life.
 - E. The twins Luigi and Angelo when they were popular because of their novelty and talents.
 - F. Pudd'nhead Wilson when his hobby of fingerprinting and his true intelligence finally paid off.
 - G. Roxy because she was shrewd and clever.
 - H. The original Chambers when he was adopted as "Tom" by the childless Judge Driscoll and his wife.
 - I. The original Tom when, at the end of the book, he is forced to leave a life he is used to and enter a life he had no means of coping with.
 - J. The twins Luigi and Angelo when no one liked them because Judge Driscoll and Tom spread information about them taken out of context.
 - K. Other.
3. Which character do you feel the most sorry for? Check one.
- A. Pudd'nhead because he was misunderstood for over 20 years.
 - B. Roxy because, even though she planned cleverly, her plans all fell through and she ended up broken and alone.
 - C. The original Chambers (called "Tom" for most of the book) because he kept making awful life decisions and was eventually sold down the river.
 - D. The original Tom (called "Chambers for most of the book) because he was robbed of his true life.
 - E. The twins Luigi and Angelo because the whole town turned on them.
 - F. Other.
4. In your opinion, why is Roxy not successful in saving her son? Check the one that seems the most important to you.
- A. She has good ideas, but they aren't good enough
 - B. The racial cards are stacked against her.
 - C. Tom's Negro blood taints him and fates him to fail.
 - D. She does not take into account Tom's selfish nature.
 - E. The truth would come out sooner or later.
 - F. Other.
5. Why do you think Twain makes Roxy a broken figure at the end of the story? Check the one that seems the most important to you.
- A. To emphasize the plight of the enslaved blacks.
 - B. To make the story match the title *The Tragedy of Pudd'nhead Wilson*.
 - C. To show how harmful prejudice is.
 - D. To show how devastating it is to trust the wrong people.
 - E. Other

6. At what point in the story did you know or suspect that Tom was not going to change? Check one.
- A. When he reverts to his old ways of stealing and gambling even after finding out he is Roxy's son.
 - B. When he snatches his hand away before Pudd'nhead can read his palm.
 - C. When he publically kicks Count Luigi.
 - D. When he lies to Judge Driscoll about why he didn't challenge Count Luigi to a duel.
 - E. When he sells his mother into slavery down the river.
 - F. When he thinks only of himself when Roxy escapes slavery and shows up in his apartment in St. Louis.
 - G. Other
7. Pudd'nhead Wilson is from the North. Why do you think Twain created a Northern character for this book about a Southern issue? Check one.
- A. He had to get his characters from somewhere, didn't he?
 - B. Pudd'nhead is from "the interior of the state of New York," where Twain sometimes lived. He was simply writing something familiar to him.
 - C. Because it's not a "Southern issue." Prejudice exists everywhere.
 - D. Twain wanted to show yet another type of prejudice.
8. Forensic science involves building a case from observable facts and making decisions based on the burden of proof. In this way, a person can be convicted even if no one physically saw him commit a crime or if no one has a video recording of the event. How do you gather facts to build a case for your faith so you can apply them to your life or to problems?
- A. I listen in church, sometimes.
 - B. I read the Bible.
 - C. I study the Bible.
 - D. I really don't gather any facts about my faith.
 - E. I like to study websites that have solid, scientific facts about matters of faith such as creation and biblical archaeology.
 - F. I attend workshops and conventions where I can learn more about my faith.
 - G. I participate in a Bible study to learn more about my faith.
 - H. I talk to friends who know more than I do.
 - I. Other.

9. Even if the facts are leading one way, what is the strongest reason why you might not believe them? Check one.
- A. I have an emotional attachment to my own belief.
 - B. My belief has become my identity.
 - C. I have a negative opinion of people who believe the way the facts are leading.
 - D. I put much thought and effort into developing my beliefs and am not yet willing to let them go.
 - E. I value something else above facts.
 - F. The facts are new to me and I'm not yet accustomed to the facts or the way they were presented.
10. Halley Berry's mother is black; her father is white. She considers herself black. The father of her daughter Nahla is white. According to abcnews.go.com, Berry invoked the "one-drop" rule, claiming that her daughter is black. "One-drop" laws popped up in the early 1900s and asserted that if a person had "one drop" of black blood in them, they were not white and could not act as though they were. Even though these state laws were declared unconstitutional by the United States Supreme Court in 1967, Berry believes the "one drop" idea should apply to her daughter, at least in matters of identity. What do you think about Halley Berry and Nahla?
- A. Nahla should choose to be identified as black because that culture is stronger than the white culture, which is a conglomeration of many cultures.
 - B. Nahla should identify with the black culture because her mother considers herself black.
 - C. Halley Berry should allow Nahla to choose which race she wants to identify with when she gets old enough to become interested in her heritage.
 - D. Race shouldn't be an issue to her because we all belong to the human race.
 - E. Because Nahla will most likely appear white, she will not fit in with the black community.
 - F. Nahla should choose to identify with her father's race because she has more white than black in her.
 - G. Other.
11. When Moses told the Israelites that God was going to free them, extract them from Egypt, give them their true inheritance in their own land, and be their God, they did not believe him: "Moses reported this to the Israelites, but they did not listen to him because of their discouragement and cruel bondage" (Exodus 6:9). Just like Tom, it is easy to let life experiences form your ideas, even in the face of an opposing fact that states otherwise. What is your basis for evaluating life experiences? Choose all that apply.
- A. I listen to my friends' opinions about what just happened.
 - B. I look at what happens to my friends and judge my experiences according to theirs.
 - C. I have an older mentor who helps me sort out things.
 - D. My parents really help me make sense of life events.
 - E. When something bad happens to me and I start thinking that God is mean, I remember that the devil is the father of lies and I read the Bible to find the real truth about God.

- F. I tell someone who understands me, and then I listen to their ideas about what just happened to me.
- G. I get my ideas about life from books and movies.
- H. I do what the guy in Psalm 73 did when he was complaining about life being unfair—I go to church to be reminded of the truth.
- I. If someone in a book or movie has a similar experience to mine, I tend to react the same way they do.
- J. I try to think things through by myself.
- K. Other.

12. If you were to give a new title to *Pudd'nhead Wilson*, what would it be?

Answers to online quizzes

Pudd'nhead Wilson "Yes, I read it" quiz

- 1. B
- 2. C
- 3. D
- 4. B
- 5. D
- 6. C
- 7. A
- 8. B
- 9. A
- 10. D

Literary terms quiz

- 1. C
- 2. G
- 3. C
- 4. D
- 5. F
- 6. A
- 7. E
- 8. B
- 9. A—Tom Driscoll
B—Judge Driscoll
C—Pudd'nhead
D—Judge Driscoll
E—Chambers
F—Roxy
G—Roxy
H—Luigi
I—Tom Driscoll
J—Chambers
K—Tom Driscoll
L—Judge Driscoll
M—Roxy

¹ Chuck Colson, "Pretty Stones and Dead Babies," *BreakPoint*, 1 Oct. 2003, 31 Jan. 2013, <http://www.breakpoint.org/bpcommentaries/entry/13/11555>.

² Lindsey Ziliak, "Finding your roots," *Kokomo Tribune* (Kokomo, IN) Jan. 26, 2013.