Part B. Brief Overview/Introduction of the unit

Pride & Prejudice (P&P) is an extremely rich text. There are several different themes and life lessons that can be learned through teaching this text and we really wanted to explore the different avenues we could take to educate our students. Once we started to analyze the text a bit more, we realized that this text would probably be best implemented into an advanced placement classroom. This novel is commonly taught in college classrooms as well, and we felt that it would be a wonderful text to help students begin to think and analyze critically, which would better serve them once they stepped foot into a college level literature class. With that in mind, we also wanted to have a culminating assignment that would also help our students to become better prepared for their lives outside of high school. We settled on having our students write persuasive essays as their final project. Within the persuasive essay, students would pick a theme that correlates with one of our essential questions and use that as a basis for their argument.

Once again, this unit would be for an advanced placement class. The grade level could be either junior or senior, and it could also be for an English classroom or a more focused elective like an AP literature classroom. We chose Lincoln High School as our reference school because the class has a diverse group of students. The unit’s main focuses are gender equality, social class, and independence so we felt that having a diverse group of students to teach could strengthen the discussion and understanding because multiple students will be bringing in multiple perspectives.

As you read through this high school unit, you will also find that we have dug through the text to find the most meaningful elements that we felt best fit the time constraints for developing four weeks of lesson plans. We have listed a calendar that includes what we would have students working on during the weeks that fall between the four groups of lesson plans. This portion of our unit was also a concern while developing the unit. It was very difficult to figure out how we would move from one week to the next when we were skipping certain portions of the text. We wanted to have our students be able to relate what they were reading to what they would be producing at the end of the unit, but it was difficult to decide where we needed to or really wanted to implement certain aspects of our unit. It made it difficult to piece each individual part together when our portions of the text did not necessarily match up at all.
Another difficulty we faced was finding the direction we wanted to ultimately go with the text. As mentioned above, this text is very rich and has multiple directions that it can be taken. We did not know what we wanted our students to learn specifically when reading the novel, nor did we know exactly what we wanted them to show at the end that represented their understanding of the text. It proved to make our lesson progression and other aspects of the unit much more stressful because we had no clear end in sight to begin with.

Ultimately, we would like our students to become aware of changes they see around them. Not only would we like them to become aware, but we would also like them to work on accepting and promoting change in areas of their lives that they feel need to be justifiably changed. We want our students to leave this unit critically thinking about the world around them and how elements like gender and social class play into their views of others. Students should be able to form an opinion and be able to argue why they believe what they believe.

Prior to this unit, we envision our students finishing up a unit on persuasive speaking and the ways that their word choice and delivery can be used as a powerful tool. We will be looking at several different speakers throughout history and how their speeches promoted some sort of change. After this unit, we would like to have our students work on developing their persuasive essays into a persuasive speech of some kind. This way, students are learning to write to persuade an audience, but can also successfully argue their point through speaking and dialogue. With the knowledge that students will gain from studying persuasive speaking prior to writing a persuasive essay, it should be an easy transition for students to make to move from writing a persuasive essay into putting their essay into speech format.

**Part C. Understandings/Big Ideas (Long-Term Goals)**

The Central Understand/Big Idea we want to portray in this unit is recognizing, accepting, and promoting change. The two major State Standards the unit promotes are NE State Standards 12.1.4. and 12.1.5. State Standard 12.1.4 states, by the end of the twelfth grade, students will analyze literature to identify the stated or implied theme. This standard works closely with NE standard 12.1.5. stating, by the end of the twelfth grade, students will demonstrate the ability to analyze fiction through identifying and applying knowledge of elements and literary techniques. According to Smagorinsky, “the destination is the ultimate learning that you anticipate for students as a result of their experiences during the unit” (113). These state standards are the destinations we want our students to arrive at by the end of the unit. Once students are able to recognize and accept change, they will begin constructing their own opinions based on their feelings and thoughts obtained through analyzing *Pride & Prejudice*. An individual’s pride and prejudices affect how they see other people and the world around them. When students are able to understand and accept his/her individual prides and prejudices he/she can enact change. Enacting change about prides and prejudices, stems into the larger idea of social change, particularly with comparing/contrasting 19th century England with today.

In order to clearly articulate the comparisons students needed to see, *Pride & Prejudice* was divided into three different themes that related back to the big idea of recognizing, accepting, and promoting change: Pride, Prejudice, and First Impressions; Courtships, Marriage, and Relationships; and Civility, Manners, and Social Class. According to McTighe, “The best
questions point to and highlight the big ideas. They serve as doorways through which learners explore the key concepts, themes, theories, issues, and problems that reside within the content, perhaps as yet unseen; it is through the process of actively ‘interrogating’ the content through provocative questions that students deepen their understanding” (106). By breaking up the essential questions into three separate areas/themes, the meaning/ideas we wanted to portray to our students were more focused and distinct. The essential questions we decided to focus on were as follows:

1. Pride, Prejudice, & First Impressions
   - Do we misperceive/misjudge people--regardless of their status--and is that prejudice?
   - How do we work to overcome our pride and our prejudices? Is it necessary to discard our pride and prejudices in order to strive for equality?
   - How can we influence others to change their prejudices?

2. Courtship, Marriage & Relationships
   - How do the expectations of our gender influence our interactions with others?
   - What does it mean to be independent--as a woman/man? What does it mean to be successful as a woman/man? How has the definition of success changed over time?
   - Why is it important to have various types of relationships in our lives? How do our relationships with others affect our worth?

3. Civility, Manners, & Social Class
   - How do social class and financial expectations affect our judgments?
   - Have we been taught to classify people in society? In what ways? Why were we taught this? Is it productive to classify people in this way?
   - Why is it important to recognize the need for manners and civility in our interactions with others?

McTighe states, “Good questions spark meaningful connections with what we bring to the classroom from prior classes and our own life experience. They can and do recur with profit. They cause us to rethink what we thought we understood and to transfer an idea from one setting to others” (107). All the essential questions chosen for this lesson reflect Regency English with present day ideals and events. Connecting Pride & Prejudice with today helps students better relate with the characters of the novel. Also, focusing Pride and Prejudice on present day ideals makes helps take the focus of the feminist theme of the novel. The emphasis is taken off of feminism in order to heighten the interest level of the male students in the class. According to McTighe, “They (essential questions) should recur over the years to promote conceptual connections and curriculum coherence. All of the essential questions can be considered in present time, and they can be used throughout future curriculum.

Recognizing, accepting, and promoting change is an important understanding for secondary English students to develop because change is constant and never-ending. “A good education is grounded in such lifelong questions, even if we sometimes lose sight of them while focusing on content mastery. The big-idea questions signal that education is not just about learning ‘the answer’ but about learning how to learn” (McTighe 108). By learning about
change, students will be able to learn how time affects different aspects of society. Changing one’s ideas and prejudices based on analyzing the differences between Regency England and present day will help students understand what aspects go into change such as social class, gender, war, marriage, and religion. These thoughts will stimulate metacognition which is “an individual’s cognition about his/her cognition or ‘knowing about knowing’” (Moreno 214). When students are aware that they are learning, they will realize the meaning associated with a unit.

According to Jago, “Students also need books that act as windows. These stories offer readers access to other worlds, other times, other cultures” (5). *Pride & Prejudice* is classical text that can give students a view of their world before they or even their parents were born. Understanding why changes occurred in the past will help students prepare for change in the future and analyze why these changes occurred. Classical texts also help students build vocabulary. Classical Literature can inspire imagination and build background knowledge for students to build on and use in the future. *Pride & Prejudice* offers students a whole new perspective on class and marriage, two aspects that are ever-changing.

**Part D. Stage One: Enabling Knowledge and Skills (Short-Term Goals)**

In the development of our unit, we leaned heavily on the Nebraska State Standards when determining what our students will know and be able to do upon completion of *Pride & Prejudice* and its accompanying projects. We ultimately derived our short-term goals from the Nebraska State Standards for Language Arts and Writing. Though many of the standards would fit the lessons and projects of our unit, we decided to focus on only the most crucial and influential standards. Within the NE State Language Arts Standards/Writing, We decided to focus on *LA 12.2.1 Writing Process*: Using all parts of the writing process to play, draft, edit, and publish writing. Within LA 12.2.1, the sub-standards of we're placing a particular emphasis on LA 12.2.1.b (Generate a draft by constructing clearly worded and effectively placed thesis statements that convey a clear perspective on the subject) and LA 12.2.1.d (Provide oral, written, and/or electronic feedback to other writers). We feel that our unit reflects this group of standards well with the creative fiction essay, "Another Bennet Sister/Brother," the final persuasive essay, the wedding report, and the letter for social change. All of these projects will go through the writing process, including outlining, drafting, revising, and publishing, to insure that students are effectively constructing their writing with compelling stylistic measures.

In addition to LA 12.2.1, we also decided to focus on *LA 12.2.2 Writing Genres*: Students will write for a variety of purposes and audiences in multiple genres. Within this standard, we focused our efforts on two sub-standards, LA 12.2.2.b (Write considering typical characteristics of the selected genre) and LA 12.2.2.d (Analyze models and examples [own and others'] of various genres in order to create a similar piece). Throughout our unit, we are incorporating numerous pieces of writing that focus on a variety of genres, audiences, and purposes. The creative fiction essay, "Another Bennet Sister/Brother," is a vastly different piece than the final persuasive essay, as is the wedding report article and the letter for social change. However, by giving students experience with multiple genres, audiences, and purposes, students will acquire a unique set of writing skills that will benefit them in future English classes and on standardized
testing. Beyond the physical act of writing, LA 12.2.2 also provides opportunities for us to focus on other aspects of writing in greater detail through our in-context grammar lessons that focus on artful dialogue, word choice/imagery, sentential adverbs, the artfulness of prepositional and adjectival phrases. In addition, students will also gain experience using journalistic a style for the wedding write-up activity, in which they will be modeling a NY Times Lifestyle journalist and his descriptive style. This activity also fulfills the requirements of LA 12.2.2.d by analyzing models and examples of various genres in order to create a similar piece. In keeping with this standard, we will also be sing the in-context lesson on artful dialogue to model Austen's use of artful sentences and strategic dialogue in her novel, providing an excellent opportunity for students to use mentor texts in the betterment of their own writing.

Focusing on the NE Writing Standards, we felt the strongest about including 12.2.3 By the end of the twelfth grade, students will revise and edit persuasive compositions. As we chose a persuasive essay as our final assessment, including the proper revision and editing techniques was a given with the activity. Furthermore, the persuasive features of the essay lent themselves well to the big ideas and essential questions of our unit, offering a great feature essay for our assessment. For the grading rubric and the other various aspects of the persuasive essay, we leaned heavily on the inspiration from the 2007 Advanced Placement test persuasive essay rubric. We felt that the criteria, including thesis & main points, quote selection/integration, organization & style, development, and format/mechanics, matched the ideal standards we held for our fictional classroom. As an added bonus, by completing essays to the criteria of this rubric, students will also experience an A.P. test-like situation and provide insight as to how they could improve their writing before the actual test. In the culmination of these numerous qualities, we feel that our final assessment features fit well with the both the theme of the unit as well as the state writing standards.

Part E. Stage Two: Assessments, Collected Evidence, & Criteria

Section 1. The type of evidence that we will be collecting over the course of the unit is meant to assess students’ understanding in both an informal and formal way. Our formative assessments all serve as scaffolding means to hinge onto our big idea of “change.” This way, students are able to make connections through a multi-dimensional way and critically explore the idea of “change” for themselves. Ultimately, the formal and summative assessment has students exemplify to what degree they understand the idea of “change.”

Central Understanding of the Unit [see appendix for assignment sheets]:

- Persuasive Essay on social change
  - Students will write a persuasive essay on a need for change in order to exemplify that they understand the big idea of “accepting, recognizing, and promoting change.” Students will need to use critical thinking skills in order to make connections with the text and to society today. Students will use ethical thinking skills in order to determine if the change is necessary based on an ethical means. Students will use creative thinking while determining what to write about (their choice exemplifies creativity) and what the order of their facts/points does to their argument. This persuasive essay also meets this standard: LA Standard 12.2.3: By the end of the twelfth grade, students will revise and edit persuasive compositions.
Ciceronian essay

While not a feature of this unit on *Pride & Prejudice*, a potential lesson expansion could exist in the study of the ciceronian essay form. In this activity, students study and demonstrate the use of the ciceronian essay in order to explore different parts of persuasion. Students will write a need for change in order to exemplify that they understand the big idea of “accepting, recognizing, and promoting change.” Students will need to use critical thinking skills in order to make connections with the text and to society today. Also, the different parts of the ciceronian essay makes students think critically about each part they include and what its inclusion does to their argument. Students will also use ethical thinking skills in order to determine if the change is necessary based on an ethical means. Students will use creative thinking while determining what they include in each section of the essay and how the juxtapositions form an argument.

Comparison/contrast essay.

While not a feature of this unit on *Pride & Prejudice*, a potential lesson expansion could exist in the study of the comparison/contrast essay. Students could compare and contrast a change in Regency England to today. The compare/contrast naturally elicits critical thinking skills, but students also need to go beyond that use critical thinking skills to name why the changes have happened. Students use ethical thinking skills to determine if the need for change happened (from Regency England) on an ethical basis and if the need for change should happen on an ethical basis. Students will use creative thinking while determining what to write about (their choice exemplifies creativity) and what the order of their facts/points does to their argument.

Enabling Skills and Knowledge [see appendix for worksheets]:

- **LA 12.1.6.1:** Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.
  
  *Now/Then worksheet:*
  
  - Students will build and activate prior knowledge in order to clarify text, deepen understanding, and make connections while reading.
  
  *“Married as a Child”:*
  
  - Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.

- **LA Standard 12.2.1:** By the end of the twelfth grade, students will write using standard English (conventions) for sentence structure, usage, punctuation, capitalization, and spelling.
  
  *Students use their “Letter for Change” and turn it in a “Poem for Change” using correct sentence structure, usage, spelling, etc.*

  *Specifically for this unit, students work on using artful prepositional phrases,* the
specifics of dialogue, word choice/imagery, and sentential adverbs. Students will be exposed to a variety of sentence structure “tools” that will allow them to write artfully and more complex while using creative thinking skills. This will require students to use critical thinking skills in order to manipulate certain sentences into a poem.

• Students use weekly vocabulary words and are required to write sentences using their “grammar” function for the week.
  - Students will be required to use certain punctuation, usage, capitalization, spelling, and grammatical features (of the week) to exemplify understanding of the vocabulary words as well as the standard English conventions/grammatical feature.

● LA 12.2.2 Writing Genres: Students will write for a variety of purposes and audiences in multiple genres.
  • Students will complete a Facebook/Email Message about social change.
    - Students must be able to exemplify their understanding of the idea of “change” and be able to articulate their views on change and how it has an impact on society. This letter is meant to be a lower risk opportunity for students to make connections between the novel and their lives today, and it serves as a scaffolding means to move them towards the summative assessment (the persuasive essay). This message requires students to use critical thinking skills to relate their idea of change back to Pride and Prejudice. Students will also use ethical thinking skills to determine how ethical the problem stands right now—is there a big call for change? Students will also need to exemplify creative thinking skills in order to draft the actual letter message.
  • Students will create a wedding Write Up.
    - A Wedding Write Up for Mr. Collins and Charlotte Lucas’s wedding will challenge students to recognize the differences between the ideals of marriage today and during the 19th Century. Recognizing these changes will cause students to develop their own ideas about marriage as a society norm and decide if change is necessary in order to be content in society.
  • Students will complete the “Another Bennet” Activity.
    - Adding another Bennet to the novel will stimulate students to think critically about how changes affect a family’s reputations and ideals. The students will be encouraged to structure their characters views about marriage, love, and reputation using their own ideas about how these items have changed over time and the affects they have on different relationships in the novel.

● LA 12.2.2.b Write considering typical characteristics of the selected genre
  • Students write a persuasive essay on a call for change.
- Students should keep in mind pathos, logos, and ethos. Students also should focus on how their persuasion is logical and what possible counter arguments may arise.

- Students write a narrative.
  - Students write a narrative on a time that they experienced prejudices and why their needs to be change. This narrative must have students keep in mind storytelling elements and produce a product that ultimately “tells a story” that attracts the reader and has a purpose.

- **LA 12.2.2.d Analyze models and examples (own and others’) of various genres in order to create a similar piece**
  - Students analyze artful dialogue of Jane Austen.
    - Students will model Jane Austen’s writing style in order to understand how good writers write. They will then take this critical thinking analysis and write two paragraphs using artful dialogue and explaining the impact it has on their writing. This requires students to use creative and critical thinking skills.
  - Students analyze William Blake’s use of prepositional phrases in poetry.
    - Students use critical and creative thinking skills to analyze the artfulness of Blake’s prepositional phrases. Students then write their own poem while using these features in order to exemplify their transfer of knowledge—from Blake’s artfulness to their own.

- **LA Standard 12.2.4: By the end of the twelfth grade, students will use multiple forms to write for different audiences and purposes.**
  - Students will write a 3 page, double spaced essay where they state a clear thesis followed by an argument or rationale supporting their thesis. Their essay will show their understanding and analysis of *Pride and Prejudice*.

Possible Essay Questions:
A. Discuss the importance of social class in the novel, especially as it impacts the relationship between Elizabeth and Darcy.
B. Though Jane Austen satirizes snobs in her novels, some critics have accused her of being a snob herself. Giving special consideration to Mrs. Bennet and Mr. Collins, argue and defend one side of this issue.
C. *Pride and Prejudice* is a novel about women who feel they have to marry to be happy. Taking Charlotte Lucas as an example, do you think the author is making a social criticism of her era’s view of marriage?
D. Giving special attention to Wickham, Charlotte Lucas, and Elizabeth, compare and contrast male and female attitudes toward marriage in the novel.
E. Discuss the relationship between Mrs. Bennet and her children, especially Elizabeth and Lydia.

F. Compare and contrast the Bingley-Darcy relationship with the Jane-Elizabeth relationship.

G. Compare and contrast the roles of Lady Catherine de Bourgh and Mrs. Bennet.

-Essays are one of the most common forms of writing assigned in high school English classrooms. The ACTs also have a writing portion where the test taker must write a short essay about a topic, and the ACTs are often necessary to get into most universities and colleges in the U.S. Writing essays will also prepare students for college and give them a background how to articulate themselves through writing. This writing assignment fills the NE Writing State Standard 12.2.4. because it requires students to write using a standard form of writing while keeping in mind their audience.

•Jane Austen did not only write novels and prose; she also writes poetry. Although her poetry did not get as much attention as her novels, Austen used many of the same concepts of love, marriage, and pride in her poetry. Below is her poem “Happy the Lab’rer.” Students will analyze the poem keeping in mind the same themes seen in Pride and Prejudice. Then, the students will be assigned to write a poem about pride or someone who is proud. This poem can either be a positive poem about a time in their life when they or someone who is very close was proud, or the poem can take a more empathetic “darker” side and describe how pride can cause negativity or failure. The poem must be at least 20 lines long and contain different literary elements, artful sentence structure, and descriptive word choice. Students will then construct an author’s note describing what their poem means and why they chose to write about the topic they did. They also need to include the audience they were writing to whether that be to themselves, the teacher, or an outside source.

Happy the Lab'rer
Jane Austen
Happy the lab'rer in his Sunday clothes!
In light-drab coat, smart waistcoat, well-darn'd hose,
And hat upon his head, to church he goes;
As oft, with conscious pride, he downward throws
A glance upon the ample cabbage rose
That, stuck in button-hole, regales his nose,
He envies not the gayest London beaux.
In church he takes his seat among the rows,
Pays to the place the reverence he owes,
Likes best the prayers whose meaning least he knows,
Lists to the sermon in a softening doze,
And rouses joyous at the welcome close.

This writing activity fulfills NE State Standard 12.2.4. because students are using a different form of writing than they previously had been using to express their ideas. The students will need to keep in mind their audience and articulate what audience they chose and why. Poetry is a form of writing that allows more creative freedom than a more structured form of writing such as a narrative, essay, or persuasive piece.

- **NE State Writing Standard 12.2.5 By the end of twelfth grade, students will demonstrate the ability to use self-generated questions, note taking, summarizing, and outlining while learning.**
  - Students will complete “double entry journals.”
    - The double-entry journal format is an essential way for students to track important quotes in the novel and critically relating the quote’s meaning to the text, themselves, and other world connections. By using this metacognitive approach, students will be able to track and analyze their own thinking process while simultaneously retaining more textual information.
  - Students will complete the “First Impressions” activity
    - In this activity, students will be analyzing various judgments that they make based on the appearance of gender, economic status, and other social standards. Students will then be asked to critically analyze these judgments in order to uncover and examine any existing prejudices. This opening activity will allow students to become familiar with the term “prejudice” and its use in multiple contexts; many students may consider prejudice to stem primarily from racial differences, whereas in *Pride & Prejudice* the term is explored at length in contexts varying from social status to expectations of gender. After discovering their prejudices, students will create self-generated questions to facilitate the overcoming of their judgments and share them in a class discussion, solidifying the concept through metacognition and critical thinking.

**Section 2.** To assess the central understanding, we have chosen formative and summative assessments in order to give students multiple chances to prove their understanding of “accepting, recognizing, and promoting change” and for us teachers to assess how productive our teaching has been. Ultimately, between the ciceronian essay, persuasive essay, and compare/contrast essay, we chose the persuasive essay for this unit’s summative assessment because we feel it is age appropriate and it fits into our goal of having AP students craft an argument about change that is supported by evidence and that is connected to the novel. We also feel this persuasive essay assessment makes students socially aware of problems in their society that may need to be changed, while using *Pride and Prejudice* as the basis for this argument. The reading of *Pride and Prejudice* makes students understand the call for change in the novel and how change of perceptions does occur in society. Students must be able to demonstrate, and
most importantly, articulate this understanding with regards to the need for recognizing and promoting change in society today in their persuasive essay. A persuasive essay naturally requires students to actually understand the big idea to which they are writing about and support their thoughts with evidence collected from outside sources and from the novel; thus, this summative assessment is suitable to assess students’ ability to articulate their understanding of the big idea: change. The assessment allows for flexibility, creativity, and choice, which is essential to properly assess all students’ understanding.

According to McTighe and Wiggins, a student who truly understands the big idea “can explain, interpret, apply, see in perspective, demonstrate empathy, and reveal self-knowledge” (164-5). The persuasive essay requires students to be able to exemplify all of these areas. For example, the student must be able to explain the need for change; interpret data (critically and effectively, and meaningfully) from Pride and Prejudice as well as data that evolves from problems in society today that require a potential need for change; see his own argument in perspective and realize that opposing views may exist (which the student will need to defend); demonstrate empathy with the suppressed group that needs change and/or demonstrate an understanding of the oppressive group even if the student does not agree; and reveal self knowledge. McTighe and Wiggins argue, “Self-knowledge is a key facet of exemplifying understanding because it demands that we self-consciously question our ways of seeing the world if we are to become more understanding—better able to see beyond our selves” (102). Thus, this persuasive essay requires students to tap into their own self-knowledge and critically think about their views on society around them. It also requires them to take a stance on these views, which is a necessary component for acquiring understanding; in other words, exploration of thoughts and views are powerful for students’ self-knowledge and for their ability to articulate their understanding.

According to Lipman, this multi-dimensional thinking that arises from our assessments/major projects should “aim at a balance between the cognitive and the affective, between the perceptual and conceptual, between the physical and the mental, the rule-governed and the non-rule governed” (200). Thus, our assignments aim at targeting these areas on a continuum that allow for enriched thinking and learning. The knowledge and skills that we are targeting with our “major” projects are meant to scaffold students into the summative assessment. These skills should also be furthered progressed, transferred, and utilized in this unit and for subsequent units. For example, NE State Writing Standard 12.2.5 calls for: By the end of twelfth grade, students will demonstrate the ability to use self-generated questions, note taking, summarizing, and outlining while learning. To meet this skill, we are having students do “double entry journals.” This way, students can record important quotes in the novel and critically relate their meaning to the text and other world connections. This metacognitive approach requires students be able to track and analyze their own thinking process while simultaneously retaining more textual information. This skill will be used throughout the unit, but its use also transfers into the summative assessment and further critical thinking skill opportunities in real life. McTighe and Wiggins argue, “‘Content mastery’ is not the aim of
instruction, but a *means*” (59). Thus, these skills are embedded a means of relation to the big understanding: students will be able to master content, but they will do so through an inquiry-based means within the assignments.

McTighe and Wiggins also argue, “We can offer a guided discussion on what the author has said, but we must use other techniques, such as modeling, guide practice, and feedback, to teach the writing *process* (skill development). For assessment, we can use a multiple-choice format to test grammar knowledge, but we will need performance assessment—actual writing samples—to appropriately judge the overall effectiveness of the process” (60). Thus, through our major projects we aim at using these assignments to make sure students are able to exemplify their understanding in a valid, reliable way. By being able to perform a task, students will have proven that they have acquired the skills that segue into exemplifying their overall understanding of the big idea.

Specifically, the “Letter for Change” works towards helping students acquire specific skills of writing for multiple genres and helping them acquire critical thinking skills to make a connection today with society to the past. Thus, it does push students into thinking critically about the big idea of change while using ethical and creative thinking while articulating their thoughts. The letter serves as a low-stakes means of getting students to think about social change. The “Another Benet Family Member” is important because it requires students to think critically and creatively about how another Benet brother or sister would fit into a certain scene; thus, students are required to think about relationships, its impacts, and societal perceptions which ultimately ties back into our big idea of change, since these ideas have changed over time. In order to meet standard LA 12.1.6.1 which states “Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text,” students will work on the “Now/Then worksheet” because they it will help them build and activate prior knowledge in order to clarify text, deepen understanding, and make connections while reading. Ultimately, these skills are important for education settings but also real life circumstances. According to Smagorinsky, it is important that “students are engaged in integrated inquiry into topics that parallel their social development or that help to lead their development” (118). Thus, we want students’ acquired skills to be meaningful to them, so ultimately they can see how these skills connect to their ability to understand the big idea of change, while ultimately connecting it to their own lives.

**Section 3.** In order to evaluate students’ performance, we plan on using both formal and informal assessment to determine how well and to what extent our students have developed the knowledge, skills, and understandings that we want them to. However, it is best to articulate our formal assessment’s rationale in which we determine how we will know if and to what extent students understand the big idea of change within the summative assessment of the persuasive essay. We have chosen to evaluate students’ persuasive essays on five areas: thesis and main points, quote selection/integration, organization and style, development: incite and originality, and format/mechanics. We feel that all of these areas are necessary in order to create a coherent
persuasive piece that exemplifies their overall understanding of “change” and their ability to exemplify their acquired skills. Persuasive essays require students to have an understanding of the material and to use specific instances/research/evidence to back up their ideas. Ultimately, students need to exemplify that their use of research fits within their argument and supports it in a meaningful way. Students will be graded within these areas on a basis of 1 to 4 (unacceptable, needs improvement, proficient, and exemplary). This section of the evaluation has distinct guidelines to judge exactly to what extent students have learned the material, which essentially does two things: it allows us as teachers to gauge our effectiveness in teaching and scaffolding, and it allows us to actually see how well students have acquired the targeted skills in order to reach this big understanding. We also give students an opportunity to assess their own progress and understanding, which better helps the teacher understand the students’ thinking process and effort.

Section 4. These aforementioned criteria make sense because students are required to articulate their understanding of the big idea/essential questions in a way that promotes critical thinking, ethical thinking, and creative thinking. Therefore, with both knowledge and understanding that students have acquired through reading *Pride and Prejudice*, students should be able to articulate an understanding that as a human being/proactive citizen, we need to recognize, accept, and/or promote change. The persuasive essay requires students to persuade someone to change, or at the least challenge, their views on social class/equality/independence. Thus, the assessment takes into account students’ ability to take their acquired knowledge and defend, challenge, and/or qualify a stance about or a take on a specific topic. Students, while using critical thinking to evaluate the pros and cons of an argument, indicate why they find one position more persuasive than another, which ultimately adds to their overall understanding. Thus, our evaluation, again, makes sense because it requires students to demonstrate these areas in a way that shows their overall understanding of the big idea; thus, their skills are connected to their overall understanding.

According to McTighe and Wiggins, good assessment requires a “balance of techniques because each technique is limited and prone to error” (337). Thus, the reasoning we use this criteria because it gives students an opportunity to show off their strengths and weaknesses (creating a balance); this way, the assessment becomes valuable and reliable. It also works to enhance motivation and show their strengths (and weaknesses) in their understanding. By creating a balance, students are able to check for their own understanding and self-evaluate; the teacher is also able to gauge students’ understanding. According to McTighe and Wiggins, “Understanding is revealed in performance. Understanding is revealed as transferability of core ideas, knowledge, and skill, on challenging tasks a variety of contexts. Thus, assessment for understanding must be grounded in authentic performance-based tasks” (153). We know our assessment is authentic because it requires students to do a task rather than just recite, restate, or replicate information, which is one of McTighe and Wiggins’ requirements for authentic assessment. We also “assess the student’s ability to efficiently and effectively use a repertoire of
knowledge and skill to negotiate a complex and multistage task” (through the persuasive essay’s requirements/assessment of fully providing evidence and making an argument). We also “allow opportunities to rehearse, practice, consult results, and get feedback” (through multiple-drafting) (154). Overall, our assessment is authentic because it requires students to think critically, ethically, and creatively, and it is relates to their lives; thus, the criteria makes sense. Students are asked to prove their understanding is an active way where they are constantly making connections; our assessment exemplifies a balance that allows any teacher to properly assess students’ understanding within their essays.

**Part F. Stage Three: Planning for Learning**

**Section 1: Overview**

This unit is designed specifically for an AP literature classroom or a British literature classroom. In order to create, organize, and structure learning opportunities for our students, we have structured the lesson designing in a purposeful way so that the days build upon one another and so that students can understand the big idea of “recognizing, accepting, and promoting change” in a way that is meaningful and accurate. For example, as you will see below in the day-to-day calendar, the first week consists of setting students up with the historical context needed in order to understand the social customs and values of Regency England. We have picked four areas of the book that are more developed than other parts of the novel that allow for an enriched learning opportunity. In the first week, we also begin to scaffold students into thinking about change in a broad sense; we touch on all the essential questions in the first week just to get students thinking about the idea of pride, prejudice, and first impressions; courtship, marriage, and relationships; and civility, manners, and social class under the umbrella idea of “change.” As the weeks progress, students begin to delve into these areas associated with change and explore how they relate to the novel and to their own lives.

Students form a basic schema at the beginning so that they can explore more critically and meaningfully the text and the connections of present day society that are presented to them; thus, the context is necessary. The lesson plans are facilitated in a way that requires students to think for themselves and to slowly progress in a way that does not cause cognitive overload. As you will see in our lesson plans, we provided a foundation for students’ learning in the first week by providing background information. The first day of the lesson begins the generative process of making students think about first impressions—how do these impressions impact our perceptions of people? This learning does go beyond surface level information and challenges students to think critically, ethically, and creatively within the first week through discussion. As the week progresses, students are introduced to novel ideas with regards to Regency England and are provided a framework of thinking of this time period while ultimately tying it back into the big idea of “recognizing, accepting, and promoting change” and that connects to all of our essential questions. Students are more fully introduced to the idea of manner and civility within this week which bridges into the following week.

As the calendar exemplifies, the second week begins to build on the first week in the sense that students will use the foundation about family relationships, gender roles, and marriage to build an understanding how it has changed over time and how Austen is calling for a change in the way relationship roles impact the way society functions. These first two weeks establish the views of Regency England as the lesson unit begins to segue in a way that gets students to think about their own society and changes that have happened and/or need to happen. The third
week further builds on this idea of change, but it specifically does so on a micro-level that builds on the way pride and prejudices are affected by class. Students are required to make connections from the book and to modern day society. This type of learning is meant to build not only understanding, but it is also meant to motivate students. The fourth week, as you will see in our lesson plans, furthers students’ understanding of change through critically analyzing the text and building on their previous knowledge of relationships. Students are introduced to their summative assessment of the persuasive essay in this week, which has begun to be scaffolded in the previous week with the “Letter for Change.” Ultimately, every day is meant to further students’ understanding in “small steps” as the weeks progress so students can make meaningful connections, which alone serves as a scaffolding means for students.

The in-context grammar lessons implemented throughout the weeks, such as word choice, artful dialogue, and prepositional phrases are included so that students can observe the artfulness of Austen’s work and to critically analyze their function—how do they add to the credibility and validity of Austen’s work? These lessons serve as an enriching way to talk with students about grammar that is meaningful and purposeful for their own writing. Students are also provided bridging texts and vocabulary so that their learning experience is multi-dimensional, but the focus of the unit still lies within the novel. Overall, students are provided with a framework at the beginning of the unit that builds upon itself in order for students to see the idea of “recognizing, accepting, and promoting change” in a multi-dimensional way.

Section 2: Calendar—see appendix
Section 3. Assignment sheets—see appendix for full assignment sheets

• Students will complete “double entry journals.”
  - The double-entry journal format is an essential way for students to track important quotes in the novel and critically relating the quote’s meaning to the text, themselves, and other world connections. By using this metacognitive approach, students will be able to track and analyze their own thinking process while simultaneously retaining more textual information.

• Students will complete the “First Impressions” activity
  - In this activity, students will be analyzing various judgments that they make based on the appearance of gender, economic status, and other social standards. Students will then be asked to critically analyze these judgments in order to uncover and examine any existing prejudices. This opening activity will allow students to become familiar with the term “prejudice” and its use in multiple contexts; many students may consider prejudice to stem primarily from racial differences, where as in Pride & Prejudice the term is explored at length in contexts varying from social status to expectations of gender. After discovering their prejudices, students will create self-generated questions to facilitate the overcoming of their judgments and share them in a class discussion, solidifying the concept through metacognition and critical thinking.

• Students use their “Letter for Change” and turn it in a “Poem for Change” using correct sentence structure, usage, spelling, etc.
  - Specifically for this unit, students work on using artful prepositional phrases, the specifics of dialogue, word choice/imagery, and sentential adverbs. Students will be exposed to a variety of sentence structure “tools” that will allow them to write artfully and more complex while using creative thinking skills. This will require
students to use critical thinking skills in order to manipulate certain sentences into a poem.

-Students will complete a Now/Then worksheet focusing on connections between Austen’s time and today:
  -Students will build and activate prior knowledge in order to clarify text, deepen understanding, and make connections while reading.

- Students will complete a brief character analysis activity
  -Jane Austen did not only write novels and prose; she also write poetry. Although her poetry did not get as much attention as her novels, Austen used many of the same concepts of love, marriage, and pride in her poetry. Below is her poem “Happy the Lab’rer. Students will analyze the poem keeping in mind the same themes seen in Pride and Prejudice. Then, the students will be assigned to write a poem about pride or someone who is proud. This poem can either be a positive poem about a time in their life when they or someone who is very close was proud, or the poem can take a more empathetic “darker” side and describe how pride can cause negativity or failure. The poem must be at least 20 lines long and contain different literary elements, artful sentence structure, and descriptive word choice. Students will then construct an author’s note describing what their poem means and why they chose to write about the topic they did. They also need to include the audience they were writing to whether that be to themselves, the teacher, or an outside source.

Section 4: Bridging Texts

“Anne-Marie Hess and Dr. David Rabkin Wedding Article”--This article will be used as a bridge for students to write their Charlotte Lucas and Mr. Collins wedding write up.

"A Bennet Family Portrait"-- A bonus features from the Pride & Prejudice (2005) DVD:

This short documentary details the family dynamics of the Bennet's as well as the motivations behind various characters, particularly those of Mr. and Mrs. Bennet. While Pride & Prejudice (2005) paints Mr. and Mrs. Bennet to be humorous, caring figures compared to the often indifferent and obtrusive pair in Austen's novel, this brief film (6:01) addresses the rationale behind the character's actions in the film and would pose an interesting contrast to the novel.

Pride & Prejudice & Zombies by Seth Grahame-Smith (2009)

This is a parody novel that combines Austen’s world with modern zombie fiction. Grahame-Smith does credit Austen as a co-author. As the basic plot remains the same, excerpts from this novel would provide for excellent comparison to the original and would allow for discussion on how classic novels are still alive and being revamped for modern audiences.

“Rejecting Jane”

http://www.guardian.co.uk/uk/2007/jul/19/books.booksnews

In 2007, David Lassman, the director of the Jane Austen Festival in Bath speculated if Jane Austen could get published in today’s world of Internet self-publishing and dollar-store
book bins. To research his claim, he submitted the opening chapters from famous Austen books—with altered titles, character names, and locations—and submitted them to major publishers such as Bloomsbury and Penguin. His findings would pose for an interesting discussion about literary merits in the publishing world and Jane Austen’s celebrity today. The link above, which includes an interview with Lassman and quotes from both “his” and Austen’s books, is for a 2007 article written by The Guardian. The original article was published as “Rejecting Jane” by David Lassman in Jane Austen’s Regency World magazine (Issue 28 July/August 2007, pgs 6-10).

“The Lizzie Bennet Diaries”

These short youtube videos provide a modern spin on the classic novel. The Lizzie Bennet Diaries is a vlog set up by Elizabeth (Lizzie) and her best friend Charlotte. Lizzie also has two sisters, Jane and Lydia, who make appearances in the shorts. There is also a single man named Bing Lee who moves in next door. The videos are a modern day adaptation of the novel Pride & Prejudice.

Jerk Magazine article “Married as a Child.”

This article provides a modern-day look at arranged or short-engagement marriage. It is a way of incorporating 19th century marriage customs into the 21st century. Students will be able to critically think about the ways that the novel could possibly apply to their lives.

An Assembly Such as This by Pamela Aidan.

This book presents Fitzwilliam Darcy’s perspective on life in the novel. Darcy discusses his feelings about his friend Bingley as well as his growing attraction to Elizabeth. Providing excerpts from this text would pose an interesting contrast to the female perspective that we get from Elizabeth’s viewpoint in Pride & Prejudice.

“Boss Hogs.” http://www.youtube.com/watch?v=omOojQ3KOvU

This clip from the Ed Show depicts the 1% debate. This clip allows students to see how their lives are specifically impacted by social class within the media. Students should critically think how this connects with Pride and Prejudice.


This text serves as a means of getting students to see how class impacts their lives today. Students should be able to critically analyze how this piece connects with Pride and Prejudice.

Section 5: Speakers & Field Trips

*As speakers and field trips vary widely depending on availability and funding, we have designed lesson plans that can stand alone without the inclusion of some of these elements. In an ideal situation, their inclusion within our daily plans is listed below.

Speakers:

- To provide a secondary viewpoint on the time period and customs of Regency England, we would like to invite a professor from the University of Nebraska-Lincoln to speak to
the class towards the end of the first week of the unit. Bringing in a speaker at this point would allow students to have enough background knowledge to engage in a conversation with the speaker. Potential individuals would include:

- Dr. Laura White, whose specialization includes 19th century British literature and lists Jane Austen as an interest.
- Dr. Peter Capuano, whose specialization includes 19th century British literature and Victorian Literature and Culture.
- Dr. Michael Page, whose specialization includes 19th century British literature.
- Prof. Stacey Waite, who teaches gay and lesbian literature at UNL. A conversation with her would pose an interesting contrast to the 19th century beliefs on marriage.

- Later on in the unit, potentially around week 2 or 3, we would also like to invite students’ parents and grandparents for a “Generations Panel” to discuss the dynamics of gender roles and relationships and how they have changed throughout various generations.

Field Trips:

- To establish a visual context for life in Regency England, we propose a field trip to Omaha's Joslyn Art Museum to look at period European paintings. This trip would occur in the second week of the unit, when the descriptions of country life in 19th century England are especially vivid in Austen’s novel.
- *Pride & Prejudice* is a rich text that has been expanded into many formats over the year, including the stage. “Pride and Prejudice” the play ran in the Haymarket Theater in 2004 and was well-received by the community of Lincoln. Should an opportunity arise, we would propose a visit to “Pride and Prejudice” to talk to cast members, view the play, and write a comparison of the play with the novel.
- Gender expectations and the interactions between men and women are a central theme in *Pride & Prejudice*. To help students understand the dynamics of a group whose interactions with the opposite sex are restricted, we propose a tour of an all-female or all-male school (such Marion) to examine the gender roles and expectations in this modern-day context.

### Part F, Section 6: Daily Lesson Progressions

See below.

### Section 7: Rationale

The instructional plan for the unit and its organization mainly focus around our big/ideas which are constantly referred back to maintain coherency throughout the unit. Our essential questions help guide our individual days’ activities, grammar lessons, quizzes, assessments, and journaling assignments. According to Smagorinsky, “I strongly believe that literature and writing can serve as vehicles for people to reflect on and understand better the experiences of their lives” (134). Keeping this quote as a guide, we set up our assignments, activities, and assessments based on the idea of reflection and understanding.

We decided to focus the unit around AP Literature or British Literature classroom because we decided that higher level and ability students will be able to handle more context and outside of class activities. In the future, if we need to scale down our lessons for a lower level class, we have enough flexibility with the open weeks to move or add things. Day 0 is designed to peak students’ interest without giving too much context of the novel away. It was essential for students to have historical background before being given an introduction of the novel. The first
week is designed to act as a continuum of first impressions intertwined with historical background of Austen’s time and Regency England. Jago states, “Without question background knowledge facilitates reading comprehension” (10). Students need a foundation to build their ideas on. The first week also relates to big idea of recognizing, accepting, and promoting change with a focus on manner and civility.

The second week hinges on the first week with focuses on family relationships and marriage; these aspects connect to the idea of recognizing change overtime. Since the background on marriage and customs was set up in the first week, the teacher doesn’t have to provide the foundation almost a fourth of the way into the novel. The third depends on the first and second weeks for support in order to focus, in more detail, on the aspects of pride and prejudices. The second and third weeks also include micro-activities that are meant to motivate and engage students on the aspects of change. The weeks also help develop a comparison/contrasting picture of Regency England and present day which helps set the foundation for the persuasive essay at the end of the unit.

The fourth and final week incorporates other forms of texts which help bridge the gap between Regency England and modern day. This is set up in order to stimulate students using contemporary texts to make connections they might not have seen using only Pride & Prejudice. According to Smagorinsky, “How teachers manage the tension between their own love of classic literature and their students’ preference for other kinds of reading will influence the choices they make about the content of the literature curriculum” (136). Since students are given a bigger perspective on the idea of change they are more likely to make judgments and opinions based on the conclusions they come to about recognizing, accepting, and promoting change. Smagorinsky helps support this idea by stating, “Unless your topic is restricted to an author who specializes in a particular medium, or that focuses on reading particular types of literature, you should look at what is available in short story, novel, poetry, drama, film, music, fable, sacred story, myth, essay, art, architecture, dance, and any other artistic form” (138). Many different forms of writing are introduced throughout the unit to give students a multi-dimensional experience.

The persuasive essay was designed as a final project to play on the idea of modern day connections and ideas. Smagorinsky states, “the material within them (culturally significant units) is worth engaging with because their themes are central to an understanding of a particular culture, whether national, local, or distant” (141). The persuasive essay challenges students to consider national events, local ideals, and past traditions when constructing their final opinions about a certain idea they decide to argue.

The whole unit interweaves the big idea of recognizing, accepting, and promoting change. Each week is dependent upon the previous for foundation and support, and the final assessment is dependent on all four of the weeks as a whole for support for their argument.

**Part G: Accommodations**

The cognitive demands of the classroom begin with a daily journal time, where students will be expected to write on a given journal prompt for 10 minutes of uninterrupted quiet time. Other daily assignments that constitute a cognitive demand include daily work with vocabulary words from the text, daily work with grammar, weekly quizzes on vocab words and grammar, and daily note taking from lectures and class discussions. This class of seniors is also challenged with reading Jane Austen’s *Pride & Prejudice*, a rich text with high vocabulary and vivid imagery. Additional cognitive demands of this classroom include prior knowledge about English
society in the Regency era, quietly watching film clips for up to 10 minutes without interruption, and completing various worksheets/assignment.

The social demands of the classroom include interacting with the teacher, including listening to teacher lecture for up to 15 minutes, and participating in both large and small group discussion. Students will also be expected to collaborate with their peers on in-class and out of class work.

The physical classroom demands include students being seated in their assigned seat, and taking notes on classroom lectures and discussions as well as other various forms of writing including quizzes, journaling/reflections, essays, drafts, and outlines.

_Potential accommodations and modifications necessary to meet these cognitive, social, and physical demands:_

_For reading tasks—_
- Allow students with disabilities more time to read the novel, any bridging texts (for any texts read in class, provide a copy the night before), and any in-class assignments or quizzes. A paraprofessional may be necessary to read quizzes or assignments out loud to the student.
- Provide an audio book copy of _Pride & Prejudice_ so students with disabilities can listen to the novel and follow along in his book. While reading with the audio book, we would assign larger chunks of text (assuming one can accomplish roughly 40 pages in 1 hour; the daily assignment expectation for the class is ~20 pages/night, so he will be able to accomplish a couple of day’s reading homework within 1 evening). Students reading the book via an audio book would be responsible for finishing a certain block of text by a predetermined date in order to be “up to date” and ready for a classroom discussion.
- Provide bridging texts such as “Pride & Prejudice” the play. Using a condensed version of the text would still allow students to focus on the main ideas of the novel without the overwhelming bulk of the full text.
- Include students with disabilities in whole-class activities by reading aloud in class to all students or listening to the audio book during class time. The teacher could also pair any students with difficulties reading the text with good readers for any in-class group work; these students will help by modeling good reading strategies.
- Provide reading guides for every chapter so students can track the plot, fill in details as they listens/reads, and check comprehension with guided questioning. These guides would have fill-in-the-blank and multiple choice or true/false questions. In addition, the teacher would provide students with chapter outlines/summaries and highlight any key concepts in his copy of the novel to insure that students are aware of the main points. For any assignment guidelines, students with disabilities would receive a copy ahead of time so they can get a head start on the assignments.

_For writing tasks—_
- Students with disabilities can type up drafts in every stage of the writing process and write his papers orally (by reciting their thoughts to the teacher or other professional, to parents, etc.). Depending on the student, they may have shortened length requirements but would still be held to the same level for quality of ideas and state standards.
- For journaling—students with disabilities would be allowed to use whatever method best fits their needs, such as typing journals and allow him to use spell check, completing the journal entries orally while the teacher types, using a personal recording device, etc.
- For note-taking—provide students with lecture notes and photocopy another student’s discussion notes so that students with writing disabilities can focus on the content of the lecture.

For assessments—
- The formal assessment for the *Pride & Prejudice* unit will be to write an extensive persuasive essay. For larger essays, students with disabilities would have extensions on due dates, and shortened essay length requirements (without lowering content standards and expectations).
- The teacher can also adapt the final assessment to include more work in an area that is more successful for the student. For example, students could do more work in discussions, such as facilitating a Socratic circle discussion, and include less formal writing in a final assessment.
- If larger essay writing was still too difficult and would not be an accurate assessment for certain students, the teacher could propose an alternate activity, such as paraphrasing chapter readings or creating a class *Pride & Prejudice* newsletter with a collection of smaller pieces of writing, so that students can be assessed based on their strengths, not their weaknesses.
- The class will take weekly quizzes focusing on grammar and vocabulary. Modified quizzes would be multiple choice/true false questions instead of open-ended essays. For example, the teacher would write out the grammar rule the class is studying and have students choose a correct example. The teacher or a paraprofessional could also read the quiz to the student and record the answers to help lessen the burden of decoding the words on the quiz. Students may also need to be allotted more time to read texts or take quizzes.
- The vocabulary of *Pride & Prejudice* is quite elevated and will take a significant amount of scaffolding for all students, but especially for students with a disability. The rest of the class will be working on continuous vocabulary list every week of finding two new words within the text and internalizing them throughout the week. For exceptional learners, the teacher would pre-teach the vocab and provide them with a highlighted copy of the text with the words they need to look out for. On the weekly vocab quiz, students with a disability would have a multiple-choice definition instead of writing the vocab words in a sentence.

Other—
- To help students with class discussions, the teacher could use graphic organizers or other visual representations of knowledge—for example, creating Venn diagram worksheets for class discussion comparing/contrasting the novel to today (an activity we do frequently).
- The teacher could also help students prepare discussion topics and have them facilitate group discussions. This would allow students to get points for being a discussion leader where other kids would get points for writing or reading assignments.
Part F, Section 6: Daily Lesson Progressions:

Day 0--Introduction to Jane Austen’s *Pride & Prejudice*

- **Big Ideas:** Prejudices guide our perceptions of other people, often with a greater force than we’re comfortable with.
- **Rationale:** This opening activity will allow students to become familiar with the term “prejudice” and its use in multiple contexts; many students may consider prejudice to stem primarily from racial differences, whereas in *Pride & Prejudice* the term is explored at length in contexts varying from social status to expectations of gender. After discovering their prejudices, students will create self-generated questions to facilitate the overcoming of their judgments and share them in a class discussion, solidifying the concept through metacognition and critical thinking.
- **Day EQs:** Are prejudices obvious to others/to ourselves? How do prejudices and judgments affect our perceptions?

*Bell work (10 minutes): Individual Journal Activity- First Impressions*

- If someone was meeting you for the first time, what would they think about you? Would their impression be accurate?

Independently, students will journal about the above prompt based on past experiences and individual feelings. This activity will be used as a bridge for the following lesson about first impressions and judgment based on physical association.

*Lesson Progression:*

*First Impressions (10 minutes): See assignment sheet for further details*

In small groups of 3-4, students will be handed a picture of a person. The pictures will have individuals of different race, gender, social status, physical traits, hair color, clothing, etc. Then, students will write the first word that comes to mind when they look at the picture of the person in front of them. Students will then pass the pictures to the person on their left. After all of the pictures have been passed around, the teacher will collect the pictures and, one-by-one, ask
students what single words they chose to describe the person in the picture. The teacher will make a list of the words used by students on the board.

As a class, students will discuss why they chose to use these words and judge these people based on their pictures. Where their judgments justified? Why? The teacher will then reveal to the students the true identities of the people in each of the pictures. This activity demonstrates how important expectations are to our perceptions and how important first impressions are to forming those expectations. Students will be able to grasp how they form their own prejudices and judgments and carry these impressions with them into the reading of the novel.

“First Impressions” candidates:

*Gender*
- Jenna Talackova (aspiring Miss Canada transgendered female)
- Chaz Bono (transgendered male)
- young Michael Jackson (racial difference early vs. later life)

*Class*
- Susan Boyle (Britain’s Got Talent 2009 contestant)
- Ben Nelson (NE Senator)

*Economic Status*
- Bill Gates
- Photograph of Morgan Freeman posing as a homeless man in *Bruce Almighty* (2003)

**Thinking Critically (15 minutes)**

Students will stay in their small groups of 3-4 students and develop questions using critical thinking skills. Reflecting on their experience viewing the photographs and determining their first impressions, students will develop a list of 3-5 questions centering on their thinking process during the activity and determining why they made the judgments that they did.

Some guiding thoughts:

What factors drove you towards your first impressions?
How did you feel when the true identities of the people in the photographs were revealed?
Are prejudices obvious to others? To ourselves?
How do prejudices and judgments affect our perceptions?
How do our perceptions change over time?

After about 5-10 minutes of collaboration, students will then pick one question to pose to the group. After a discussion of 5-10 minutes, students will have the opportunity to expand on their thoughts from this activity in an informal reflection paper detailed below and further explained on the assignment sheet.

**Intro to novel (10 minutes):**

Teacher gives handout to students of timeline of Jane Austen’s life.
Students watch Part 3 of BBC *Jane Austen Documentary.*
This section of the BBC documentary looks specifically into Austen’s life as a writer, but it also shows students how Austen, even in her own life, did not want to adhere to the strict social norms of marriage. Thus, this documentary serves as not only a context of Regency England, but it opens up the idea for changes that were appearing. [7 mins]

Students should record any questions, anything they notice, or anything they appreciate as they watch the documentary.

Students discuss documentary and the timeline they were given—teacher should ask students if they have any questions about Austen as a writer? What does the documentary say about Pride and Prejudice? The video comments that Pride and Prejudice is one of the most “beloved” novels of all time; why do they suppose that is so? How can a text so distant from our time still have important implications today? [3 mins]

Closure (5 minutes): Make a prediction: How will you handle your prejudices as you read Pride & Prejudice?

Homework: Write a 1 page reflection of the “first impression” judgments made in class today. Students will focus on the content of their ideas while still maintaining good grammar, sentence structure, and organization. This brief reflection will be handed in for completion points. Some questions to cover in the reflection: What factors drove you towards your first impressions? How did you feel when the true identities of the people in the photographs were revealed? Are prejudices obvious to others? To ourselves? How do prejudices and judgments affect our perceptions? How do our perceptions change over time?

Week 1, Day 1: Jane Austen & Her Time

- **Big Ideas:** The social norms of 19th century English society drive the action in Austen’s novel.
- **Rationale:** A key element to understanding Austen’s literature is understanding the lives of the characters in her novels. Critics of Austen’s work often say that the novel’s themes, setting, and plot are outdated. In order to bring the setting of Pride & Prejudice alive, we will begin by tapping prior knowledge and establishing a baseline for life in 19th century England. Then, we will watch the opening scene of the BBC documentary of Pride & Prejudice in order to help students visualize the setting and characters in Austen’s novel. This is done before students read Chapter 1 to facilitate a clear image in students’ mind about the life they are to imagine in the novel.
- **Day EQs:** How do social and economic factors affect our judgments? Why is it important to recognize the need for manners and civility in our interactions with others?
Anticipatory Set: Yesterday, we laid the foundations for recognizing and acknowledging prejudices and judgments within ourselves. Today, we’re going to begin our exploration into Jane Austen’s world before we begin reading the novel tonight.

Bell Work (10 minutes): Vocab Pretest
Students will receive a test (see appendix) of 8 words with scrambled definitions, and must match the definition to the correct word. They will have 5 minutes to work on the pretest before the teacher will put up the correct answers. Then, students will select two words to learn and internalize throughout the week both in various assignments and in everyday use. They will be tested on their selected words in a quiz at the end of the week.

*After the pretest, students will use any remaining time to create a bookmark for collecting vocabulary words. Using providing cardstock, students will cut out and personalize a bookmark on which to keep a running list of unfamiliar words that they encounter within the text. Students will then be able to suggest vocabulary words to the teacher for use in weekly vocab and grammar quizzes.

Lesson Progression:
Tapping Prior Knowledge: English Society (10 minutes)
Invite students to work with partners or in small groups to share what they know about English society at the beginning of the 19th century. Ask them to consider topics such as the class system, the position of women, and moral standards. Students will work together in small groups (2-4 students) for a couple minutes, and then come together as a class to report their discussion. Record their information and impressions on the board.

Cue students to other important information regarding English society that will be pertinent for the reading of Pride & Prejudice:
- “Calling” is similar to the American custom of “visiting.” Ladies did not call on gentlemen, except on business.
  - Tie to P&P--why was Mrs. Bennet scandalized when Mr. Bennet suggested she or the girls visit Mr. Bingley without him?
- Dancing--Men were expected to be extremely active in the ballroom to make up for the total passivity required of ladies; who could not ask gentlemen to dance, and who could not even be seen to cross the dance floor unescorted. A gentleman would convey Ladies to their station, and there they would wait until another gentleman came to speak to them. Ladies and gentleman could not dance unless they had been introduced, so the hosts and escort spent much of the evening rushing about making introductions.
  - Tie to P&P--why were the Bennet women outraged when Mr. Darcy refused to dance with members outside his own party?
  - Source: “Introduction to 19th Century Etiquette”
• Touch on information about marriage/courtship, but students will cover this topic with more depth on Day 3. Supplementary information about Regency England courtship and marriage rituals can be found in the lesson progressions for Day 3.

*Watch a clip of Pride and Prejudice (BBC, 1995) [00:00-11:40] (20 minutes)*
Watching a visual representation of Austen’s novel will help students tonight as they begin reading the first three chapters of *Pride & Prejudice*. The character models, as well as the scenery, used in the film will be beneficial as students begin the novel and attempt to visualise 19th century English society. Stop after crucial sections to stress the social customs being displayed (social customs concerning visitation, importance of marriage, dynamics of the Bennet family, ~7:00 and ~9:50).

**Closure (5 minutes):** How is life in Regency England different from ours today? What do we do if we want to go visit someone new? What do we do if we want to start a new friendship--or a new relationship?

*Homework: Read chapters 1-3*

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**Week 1, Day 2: Austen Econ 101**

- **Big Ideas:** The economic status of 19th century English characters drive the action in Austen’s novel.  
- **Rationale:** A key element to understanding Austen’s literature is understanding the lives of the characters in her novels. Placing a similar importance on the previous day’s understanding of context and setting of 19th century English society, students will now need to explore the financial situation of various *Pride & Prejudice* characters and how to translate their wealth into modern-day value.  
- **Day EQs:** How do social and economic factors affect our judgments? How important is financial security to today’s society?

*Anticipatory Set:* After reading chapters 1-3, we will begin to explore various aspects of 19th century England throughout the remainder of the week in order to provide students with the historical context necessary to fully engage with the text. Yesterday, we laid the foundation for English civility and manners. Today, we’re looking at the economic situation both historically and textually in the novel.

*Bell Work (10 minutes):* Study *Pride & Prejudice*’s opening sentence,  
- “It is a truth universally acknowledged, that a single man in possession of a good fortune, must be in want of a wife.”

Independently, students will perform an informal analysis of the novel’s opening sentence for grammatical devices.  
- Ask students: What do you notice about the punctuation? What about the word choice?
  - Grammatically: Commas usage
○ Rhetorically: Irony--according to the first few chapters, who really is in want of a wife--men or women?

And meaning
- What does it say about the book’s theme?
- This sentence reveals the novel’s central subject of marriage & the financial considerations usually involved in it. What did we see from chapters 1-3 that supports this statement?

Lesson Progression:
Pride & Prejudice Economics: How rich is Mr. Bingley, anyway? (20 minutes)

“A single man of large fortune; four or five thousand a year. What a fine thing for our girls!”
-Mrs. Bennet on Mr. Bingley’s income, Pride and Prejudice, Volume One, Chapter One

The economic realities of the times often confuse new Austen readers. What do her numbers mean in modern terms? What was the standard of living during the regency era? Jane Austen once wrote, “Sense and Sensibility has brought me £140. May I not be proud of that?” How can we translate that sentence so that it would hold some meaning for us?

Begin by establishing an estimate for the cost of living today. Ask if any students have their own part-time jobs—if they are comfortable sharing their earnings, use their salary as a model. Ask if they know how much it costs for rent/house payments, utilities, food, and spending money for 1 month of living in Lincoln in 2012.

- Example: Family of four living in Lincoln
  ○ $600--Rent for 3 bedroom apartment near Lincoln High
  ○ $100—utilities (without cable—cable is a luxury, not a necessity!)
  ○ $300/month—food
  ○ $??—how much do you think you need for spending money/month?
  ○ TOTAL: $???

Cue students to other important information regarding 19th century England income:

*See appendix for a Jane Austen income chart (also found here: http://janeaustensworld.wordpress.com/2008/02/10/the-economics-of-pride-and-prejudice-or-why-a-single-man-with-a-fortune-of-4000-per-year-is-a-desirable-husband/)

The Bennet’s family’s financial situation:
- “The average annual income for an English laborer or farmer in 1800 was around 15-20 pounds. To live comfortably, an English gentleman like Mr. Bennet, would require around 300 pounds per year per individual, or over fifteen times the amount for a working man who supported his family. As you can see from the figures, as long as Mr. Bennet lived, his family was comfortably off. But the situation would change drastically the moment he died. After that unhappy event, Mrs. Bennet would be expected to live off the 4% interest of her £5,000 marriage settlement, or £200 per year. No wonder she became shrill every time she thought of her unmarried daughters, for Mr. Bennet’s entire
yearly £2,000 income and his house were entailed to Mr. Collins. After Mrs. Bennet’s
death, Lizzy would receive just 1/5 of her mother’s marriage portion, and she would
bring to her marriage only 40 pounds per year.”

- Posted by Vic @ Jane Austen’s World, “Pride and Prejudice Economics, Or Why
  a Single Man with a Fortune of 4000 per year is a Desirable Husband”

Pull up the currency converter on the British National Archives website to convert £ from a
given year into today’s money. Use the numbers from *Pride & Prejudice* (Using both Mr.
Bennet’s and Mr. Bingley’s fortune of (£4000) for this lesson, although repeating this activity
after learning of Darcy’s expansive fortune would be also beneficial) to compare the annual
income of the Bennet’s time to the estimated cost of living today.

- [http://www.nationalarchives.gov.uk/currency/default0.asp#mid](http://www.nationalarchives.gov.uk/currency/default0.asp#mid)

**Discussion: The (financial) Situation (10 minutes)**
Discuss the importance of money in 19th century English society, particularly in relationship to
marriage.

- Why is Mrs. Bennet so concerned with finding husbands for all of her five daughters?
- What would happen to the Bennet women should they not find a husband?
- What would happen to Mrs. Bennet if Mr. Bennet were to die? What would happen to his
  unmarried children?
- Discuss the business of the Bennet family home’s entailment. What does this mean? Who
  will control the estate should Mr. Bennet die? Is this fair/ not fair?

**Closure (5 minutes):** How important is money to you? Would you base a friendship or
relationship solely on the other party’s finances?

**Homework:** read chapters 4 & 5

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**Week 1, Day 3: Linking to Today—Marriage**

- **Big Ideas:** The social norms of 19th century English society drive the action in Austen’s
  novel.
- **Rationale:** A key theme in the novel is recognizing changing perceptions of marriage
  rituals and customs, particularly those of Elizabeth Bennet’s character. In order to
  understand the rationale behind Elizabeth’s choices, students must gain an accurate
  understanding of typical courtship and marriage rituals of 19th century England.
  Students will begin by accessing their prior knowledge about modern marriage
  expectations and analyze the purpose of marriage today. Then, students will draw back
into the text to analyze the context for marriage in the 19th century, thus completing the self-text-world continuum.

- **Day EQs:** What does it mean to be independent—as a woman/man? What does it mean to be successful as a woman/man? How has the definition of success changed over time?

**Anticipatory Set:** Students will be continuing the journey of establishing the foundation for 19th century England historical context. After learning about the financial situation of men and women yesterday, students will apply their knowledge in today’s project of defining the importance of marriage and independence/independence. Understanding the financial situation of the characters in the novel is crucial to understanding the importance of marriage, which is another key theme in Austen’s work.

**Bell Work (10 minutes): Vocab Search Game**
Have students write the two vocab words that they did NOT choose to focus on and internalize this week on separate 4 x 6 index cards. Have them write the word on the front and the definitions on the back. To begin playing the game, tell students to hold one of their cards so that the word faces outward and the definition is facing them. At the go signal, they will search the room to find someone with one of the choice vocab words they ARE trying to internalize this week and give the definition for their partner's word. Holding onto their cards, students then continue on in search of a new partner who has their remaining choice vocab word and will provide the definition. At the end of the game, students will have made contact with two different partners who hold their words and two people will have contacted them to provide definitions for the two words in their hands. Play for only 3 minutes or so and encourage kids to seek out as many partners as possible.

**Lesson Progression:**
*Tapping Prior Knowledge: Ideas about Marriage (5 minutes)*
Have students discuss as a class or in small groups their ideas about marriage. What factors do they think help make a good marriage? How important do they feel marriage will be in their lives? What are some social or political issues concerning marriage that have developed in recent years?

*Celebrity Marriage: The Contemporary Model (5 minutes)*
To view a contemporary model of dating and marriage, examine recent celebrity relationship trends. Ask students to develop a list as a class. Celebrity relationships will obviously change with time, but some applicable to the students in Spring 2012 would be:
- Ashton Kutcher & Demi Moore (age difference, length of relationship, breakup, how each person handled it)
- Kim Kardashian’s 72-day marriage (the fanfare of the wedding compared to the actual length of the marriage model the Regency England engagements quite well), cite reasons why she called it quits. As an extension, students could view a clip from their wedding special that aired on TV in 2011 (available online), in which pre-wedding doubts were already expressed by Kim.
Angelina Jolie & Brad Pitt—Angelina adopted children before she was married, and Brad left his then-wife Jennifer Aniston to begin a relationship with Angelina. They have been together since 2005 and have six children together (3 biological, 3 adopted, 4 of which were adopted/conceived together). They refused to marry until everyone in the US was granted the same right. In April 2012, Angelina and Brad announced that they were engaged.

Tie it in today: (5 minutes)
Examine recent census data regarding marriage and divorce in modern times:

Teacher reference: Articles about the recent marriage trends:
- “Census: Married couples staying married longer” by Matthew Clark (2011)
  - [http://www.time.com/time/magazine/article/0,9171,1989124,00.html](http://www.time.com/time/magazine/article/0,9171,1989124,00.html)
- CDC National Marriage and Divorce Rate Trends
  - [http://www.cdc.gov/nchs/nvss/marriage_divorce_tables.htm](http://www.cdc.gov/nchs/nvss/marriage_divorce_tables.htm)
- Census: Divorce rates decline but 7-year-itch persists, AP (2011)

Living arrangements of married/unmarried couples:
- In 2011, of the 67.8 million opposite sex couples who lived together, 89 percent were married couples, while the remaining 11 percent were unmarried.
- In 2011, married couples with children made up 20 percent of all households, half what they were in 1970 (40 percent).
- In 2011, there were about 7.6 million unmarried couples living together.
- Source: Census Bureau reports

Young people living at home:
- Between 2005 and 2011, the proportion of young adults living in their parents' home increased, according to the U.S. Census Bureau. The percentage of men age 25 to 34 living in the home of their parents rose from 14 percent in 2005 to 19 percent in 2011 and from 8 percent to 10 percent over the period for women.
- Source: Census Bureau reports

Connection: Regency England Courtship (different than dating!) and Marriage. (10 minutes)
After establishing modern dating and marriage rituals, students will now connect themselves to the text by taking a close look at Regency England courtship rituals
Cue students to other important information regarding 19th century England marriage and courtship rituals:

**Regency England courtship:**
- Men and women looking to marry entered into a courtship—“dating” with intent to marry. There were no casual relationships beforehand—Ask students: How is this different from what happens today? How do you feel about courting vs. dating? (Refer back to the celebrity models and student’s personal experiences with family and friends)
- Courting couples were required to:
  - Use formal means of address—Ask students: How do the Bennet’s refer to the residents of Netherfield? (sir, lady, Mr. Darcy, Miss Bingley, etc.)
  - Discreet conversation
  - No intimate touching, including holding hands—except during dancing
  - No correspondence—Ask students: Who writes to Jane, Mr. Bingley or his sisters? (answer: his sisters)
  - No gift-giving

**Regency England marriage:**
- Persons wanting to be married needed parental consent if under the age of 21 (note how many characters in P&P are under 21).
- As a person must be 21 to enter into a legal contract, if either party was underage and did not have consent of their father or legal guardian the contract was null and void. Parents did not want to void a marriage contract, even if their daughter ran off without their consent and as underage, because the bride could never recover her reputation after being with a man before marriage. In the case of elopement, most fathers grudgingly accepted the marriage rather than be stuck with a ruined daughter.
- Couples could travel to Gretna Green in Scotland, where they could elope (i.e. a couple could be married without parental consent)
  - Common Regency Errors (http://www.eclectics.com/allisonlane/common_regency_errors.html)

Have students search through the first five chapters of *Pride & Prejudice* to search for quotes that exemplify Regency England courtship and dating standards. Each student must find 3 quotes that pertain to the interactions between men and women, the rituals of courtship, or the attitudes towards marriage. Students will work independently for 5 minutes, and then the teacher will call for examples to be shared for the class.

**Introducing: The Double-Entry Journal (10 minutes)**

Students will be utilizing double-entry journals throughout the reading of Pride and Prejudice.

Rationalization: The double-entry journal format is an essential way for students to track important quotes in the novel and critically relating the quote’s meaning to the text, themselves, and other world connections. By using this metacognitive approach, students will be able to
track and analyze their own thinking process while simultaneously retaining more textual information.

Using the three quotes generated from the previous activity, students will create double-entry journals in the back of their notebooks (space at the front of the notebook will be for class notes/journaling/idea generating, and starting at the back of the notebook and moving forward students will create their double-entry journal). Have students write the three quotes they found on the left-hand side of the page and then crease their notebook paper down middle (the long way, the hotdog way, whatever way gets it top to bottom!) to create two columns. On the right-hand side, explain that students will use the space to reflect on a quote’s meaning to the plot or any connections that they see—to their own life, to pop culture, to other novels/authors/films/poems/songs/etc. Students will be required to locate, record, and reflect on a minimum of 10 quotes per week.

The teacher will use several of the generated quotes to model the right-hand reflection column, making connections between the text, the self, and the world. Students will use remaining time to reflect on the remaining quotes pulled from earlier in the lesson. For homework, students will finish reflecting on the three quotes and find an additional two quotes to record and reflect on, bringing the total to five.

Closure (5 minutes): In what ways does Pride & Prejudice connect to our lives today? How does a double-entry journal help us see these connections?

Homework: read chapters 6-7, complete five (total) entries in double-entry journal

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Week 1, Day 4: My Fair Lady

- **Big Ideas:** The economic norms of 19th century English society drive the action in Austen’s novel.
- **Rationale:** A key theme in the novel is recognizing changing perceptions of marriage rituals and customs, particularly those of Elizabeth Bennet’s character. In order to understand the rationale behind the character’s beliefs and actions, students must gain an accurate understanding of the typical expectations placed on women in 19th century England.
- **Day EQs:** What does it mean to be independent--as a woman/man? How has this definition changed over time?

*Anticipatory Set:* After establishing the context for the financial and marital situations alive in the 19th century on Days 2 and 3, students will now begin to explore independence and dependence in greater detail with today’s lesson on social class.

*Bell Work (10 minutes): Journal prompt on the classic WWII Rosie the Riveter Poster--”We can do it!”*
● Look at the poster. What does this image say about women in the 1950s?
● What does this poster say about women today?
● What does this poster mean to women in Jane Austen’s time? What did it mean to be an “accomplished” woman in *Pride & Prejudice*?
  ○ Lesson expansion: Present this satirical engraving as a contrast--

In addition to journaling, students will use this time to ask questions about the double-entry journals and work through any issues.

*Background: Class structure of 19th century England (10 minutes)*
Teacher will present a brief lecture on class structure of 19th century England, including the class position of country gentlemen like Mr. Bennet and city gentlemen like Mr. Darcy, as well as the position of women. After viewing the following diagram of social class structure in the 19th century, students will orally place each character from *Pride & Prejudice* in the various class brackets. Then, the class will move on to a brief lecture/discussion on the place of women in the 19th century and in the novel:

*See appendix for a Map of English Society in 1814 with a diagram of social classes, taken from [http://janeaustensworld.wordpress.com/2008/01/20/social-classes-in-england-1814/](http://janeaustensworld.wordpress.com/2008/01/20/social-classes-in-england-1814/)

The place of women--accomplishments:
● Access prior knowledge: Review what we learned about women’s place in courtship/interactions with men. Infer what that might mean for daily interactions with acquaintances--not just with potential husbands.
● Women and school:
  ○ Of course, women were not allowed to attend “public" schools such as Eton and the universities (Oxford and Cambridge). The prime symbol of academic knowledge, and more-or-less exclusively masculine educational attainments, was the Classical languages Greek and Latin, to which a great deal of time was devoted in "genteel" boys' education, but which few women studied. For example, Jane Austen never refers to Classical literature in her novels. Since women did not usually have careers as such, and were not "citizens" in the sense of being directly involved in politics, there was little generally-perceived need for such higher education for them, and most writers on the subject of "female education" preferred that women receive a practical (and religious) training for their domestic role.
    ○ Source: [http://www.pemberley.com/janeinfo/pptopic2.html](http://www.pemberley.com/janeinfo/pptopic2.html)
● For women of the "genteel" classes the goal of non-domestic education was thus often the acquisition of "accomplishments", such as the ability to draw, sing, play music, or speak modern (i.e. non-Classical) languages (generally French and Italian). Though it was not usually stated with such open cynicism, the purpose of such accomplishments was often only to attract a husband; so that these skills then tended to be neglected after marriage. In *Pride and Prejudice*, Elizabeth Bennet displays her relatively detached attitude towards...
the more trivial aspects of this conventional game by adopting a somewhat careless attitude towards her "accomplishment" of playing the piano, and not practicing it diligently.

○ Source: http://www.pemberley.com/janeinfo/pptopic2.html

- A list of Pride & Prejudice passages concerning a woman’s “accomplishments”: http://www.pemberley.com/janeinfo/pptopic2.html#accompllis

Women and property rights:
- The property rights of women during most of the nineteenth century were dependent upon their marital status. The property women took into a marriage, or acquired subsequently, were legally absorbed by their husbands. Furthermore, married women could not make wills or dispose of any property without their husbands' consent. Marital separation, whether initiated by the husband or wife, usually left the women economically destitute, as the law offered them no rights to marital property. Once married, the only legal avenue through which women could reclaim property was widowhood. Women who never married maintained control over all their property, including their inheritance. These women could own freehold land and had complete control of property disposal.


Entailment:
- Entailed property is usually inherited by male primogeniture, in more or less the same way as are some titles of nobility -- i.e. by the nearest male-line descendant (son of son etc.) of the original owner of the estate or title, whose ancestry in each generation goes through the eldest son who has left living male-line descendants (thus the male-line descendants of the second son of an owner will not have a chance to inherit until all the male-line descendants of the eldest son have died out). So, for example, Mr. Collins is the heir to Longbourne in Pride & Prejudice as Mr. Bennet has no sons. Entailment also prevents a father from disinheriting his eldest son. Women generally inherit only if there are no male-line heirs left, and if there is more than one sister, then they are all equal co-heiresses, rather than only the eldest inheriting.

○ Source: http://www.pemberley.com/janeinfo/pptopic2.html

- Interesting discussion on the implications of the Mr. Bennet/Mr. Collins relationship:

○ http://www.pemberley.com/janeinfo/austen-1.html#collinsbennet

Watch *Pride & Prejudice* (Focus Features, 2005) (10 minutes) [~20:00-23:20]
[In this scene, Miss Bingley, Elizabeth, and Darcy are at Netherfield, discussing what constitutes an accomplished woman.]

*A possible alternative to this activity would be to listen to an audio recording of Chapter 8. The main idea is to watch or listen to this section of the book to emphasize its importance to the theme of the novel and bring the scene to the forefront of the students’ minds. Also, watching or listening to this section of the novel poses an interesting contrast to the individual reading that
students will have completed last night; viewing the scene with others will invite other viewpoints and allow for a vivid discussion on one of the novel’s most pivotal scenes.

Discuss: A woman's place in history (20 minutes)
After viewing the film, students will begin a discussion activity relating the film clip, their reading from the novel, and current perceptions of women in society. Begin by polling the class: On a separate piece of paper, ask students to write responses to ONE the following questions:

- What does Darcy expect from an “accomplished” woman?
- How does Elizabeth feel about being an “accomplished” woman?

After writing for 5 minutes, students will turn in their responses for the teacher to quickly compile and sort into groups--one student who reflected on each question will be in each group. Students will then discuss in their new groups the following questions:

- What does it mean to be an accomplished woman today?
- What does it mean to be an accomplished man today?

After 10 minutes of collaboration, the class will then come together. Each group will select a “reporter” who will give a brief summary of what the group discussed.

Homework: read chapters 8-9, find 5 more entries for the double-entry journal, to be handed in tomorrow.

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Week 1, Day 5: In-Context Grammar Lesson: Artful Dialogue

- **Big Idea:** Studying textual models and the artful style of established authors can help us gain knowledge and skills, not only to help us understand the text but also to help us improve our own writing.
- **Rationale:** The style of Austen’s writing is certainly elevated and rich, but her use of dialogue is particularly noteworthy for her unique method of delivery. The exchanges between her characters often remain very formal and public yet are simultaneously charged with passion and personal feeling. These conversations showcase the power of Austen’s text within historical and literary contexts. In addition, her distinctive and deliberate non-use of typical features of dialogue, including tags, also presents an interesting opportunity for students to use Austen’s writing as a model to play with creativity and style.
- **Day EQs:** How can we use a dialogue study to help us understand Austen’s novel? How can we use Austen’s writing to help us better understand artful dialogue writing? How can we use Austen’s writing as a model to help us improve our own writing?

*Anticipatory Set:* After spending the week focusing on the social customs, the economic situation, the marriage expectations, and the social class rigidities of 19th century England,
students will now develop their own dialogue discussion between two characters in the time period. Using Austen’s novel as a model for artful dialogue, students will attempt to use historically accurate details to develop a short piece of fiction. This creative writing exercise will benefit students when they create a longer, fully workshopped piece in Week 3 (“Yet Another Bennet Sister/Brother” activity).

Bell Work (10 minutes): Vocabulary Posttest/ Reading Quiz (see appendix)
*Students will also turn in their Double-Entry Journal at the beginning of class.

Lesson Progression:

Studying Austen’s artful dialogue (15 minutes):
Activate Prior Knowledge: What do we know about writing dialogue? What makes dialogue interesting? What are some tags used in writing we’ve read before?

Have students look through the novel and examine Austen’s use of dialogue. What do you notice about the exchanges between the characters? Do you see many tags in Austen’s writing? What are they?

Have students dig into the text to find examples of sentences from *Pride & Prejudice* that model artful dialogue without tags. What do we notice about these sentences? What clues us into the character’s purpose for speaking? How can we reword sentences to “absorb” the tags (including the information either in the dialogue or in the sentences preceding/following the dialogue)?

Practice: Writing our own efficient dialogue (20 minutes) (see assignment sheet in the appendix)
Students will create a 1 page fictional dialogue exchange between characters from *Pride & Prejudice*. The subject of the dialogue can be on gender and relationships, economic circumstances, or social class variations. Students may pick any two or more characters. Using information gained from class notes and discussions over the past week, students will create a dialogue between characters with insightful word choice that is in line with the customs and rituals of 19th century England that we have been studying. Keep in mind how Austen’s dialogue was formal and public and yet also charged with passion and feeling. Students must show examples of at least 7 absorbed tags within their dialogue.

Scaffold and Model:
Teacher will model the writing of artful dialogue--Examine page 2 of *Pride & Prejudice* (one of the initial exchanges between Mr. Bennet and Mrs. Bennet, detailing Mr. Bingley’s arrival at Netherfield) together as a class. The teacher will ask: How do we know the context of the exchange between Mr. and Mrs. Bennet? How do we know who is speaking? Now consider Austen’s use of tags within her writing. What are some creative ways we can use tags? Go beyond “he said”--what other words could we use here? As a class, make a “word bank” of creative ways to absorb tags within the dialogue.
Students will have the remaining time in class to continue work on developing their own dialogue (see assignment sheet in appendix)

Closure (5 minutes): How can we use a dialogue study to help us understand Austen’s novel? How can we use Austen’s writing to help us better understand artful dialogue writing? How can we use Austen’s writing as a model to help us improve our own writing?

Homework: read chapters 10-13, continue work on dialogue journal by adding at 3-5 quotes + reflection.

*Students will continue work on their dialogue over the weekend before another workshopping day on Week 1 Day 6. After a writing workshop consisting of work time and peer editing, students will turn in the first draft of their dialogue piece for teacher feedback at the beginning of Day 2 Week 1. A rough plan of the bridge between Week 1 and Week 2 would be:

Week 1 Day 6: Writing Workshop for dialogue piece.
Homework: Read 14-16, leading right into the beginning of Week 2 Day 1.

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**Week 2, Day 1**

- **Big Ideas:** Society and Judgment- Since the students have focused on the female ideals for most of novel so far, the teacher will start having them consider the male perspectives.
- **Rationale:** Even though females were heavily constrained during Jane Austen’s time, students also need to understand that males of the time period don’t have the same amount of social freedom they do today. By breaking down the characteristics of the men in the novel, students will realize how judgments are made based on physical or audible traits. Once students are able to recognize these judgments, they will see the importance of avoiding judgment in the future.
- **Day EQ:** Even though the males during the early 19th Century weren’t so constrained by society, are they still bound by others’ judgments? Do we still judge people the same today?

**Anticipatory Set:** Students will have read Chapters 15 and 16. They have also been given background on what it means to be an accomplished woman during Jane Austen’s time.

**Bell Work (5 min.):** Prompt for student discussion:
- What quotes or items did you find particular interesting in Chapters 15 and 16? Why?
- Was there anything in particular that shocked you?
- What are your opinions of Wickham so far?
**Vocabulary (5 min.):** Introduce eight major vocabulary words introduced in the Chapters for the week. Then, the students will pick two they find the most interesting or intriguing.

Vocabulary Options:

1. obsequiousness- obedient; dutiful
2. proprietor- a person who has the exclusive right or title to something; an owner, as of real property.
3. amiable- friendly; sociable
4. disinclination- reluctance; unwillingness
5. impertinent- intrusive or presumptuous, as persons or their actions; insolently rude; uncivil
6. vexation- irritation; annoyance
7. languor- lack of energy or vitality; sluggishness
8. quadrille- a square dance for four couples, consisting of five parts or movements, each complete in itself

**Lesson Progression (total time- 43 min.):**

The students will have been introduced to the four eligible bachelors in Pride and Prejudices so far: Mr. Bingley, Mr. Darcy, Mr. Collins, and Mr. Wickham. Earlier in the novel, the students discussed what an ideal woman’s qualities were of the time. Now, we are going to focus on the male aspect of the novel. Also, the activity will touch on the author’s use characteristics to form opinion of characters. The students will also be making future predictions based on the qualities of each character.

- **(Character analysis chart will be handed out) see appendix**
- Three columns- What characteristics make each character desirable, undesirable, and What do you think will happen to this character in the future based on their qualities? *(Scaffolding- have the chart on an overhead projector, write items down as students volunteer them) (15 min.)*

- Students will refer to the readings and opinions offered by other characters to make these distinctions.
- **Discussion (10 min.):**
  - Does Jane Austen particularly try to make characters undesirable? Why do you think she does this?
  - If these characters were set in today’s society, how would that affect how we see them?
  - Would an undesirable characteristic be more desirable in today’s society? Why?

- **Brainstorming (13 min.):**
  - What characteristics are seen as desirable or undesirable today? (Teacher will write two columns on the board with the current year written at the top; Columns are desirable and undesirable)
  - Have students go up to the board and add characteristics under each category that they fill fit the idea?
  - Discuss how things have changed over time and why they think they have changed.
**Closure (2 min.):** Keep in mind desirable and undesirable characteristics when reading the chapters for tomorrow. (The chapters assigned for tomorrow really play on the characters undesirable and desirable characters. Also, the students will create a character, and they will have to consider desirable and undesirable qualities they want to portray) Any remaining time is free time.

**Reading Homework:** Chapters 17, 18, 19

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**Week 2, Day 2**

- **Big Ideas:** Students will be prompted to consider and evaluate the relationships within the Bennet family. They will see how dependence and independence/Individuality plays into the way the family functions and the choices they make.

- **Rationalization:** Adding another Bennet to the novel will stimulate students to think critically about how changes affect a family’s reputations and ideals. The students will be encouraged to structure their characters views about marriage, love, and reputation using their own ideas about how these items have changed over time and the affects they have on different relationships in the novel.

- **Day EQ:** How does a person’s individuality affect a situation and the choices that are made?

**Anticipatory Set:** Students will have read to the end of Chapter 19 thus far. The previous day was focused on Society and Judgments based on the ideals of the single, male characters in the novel.

**Bell Work (5 min.):** Students will discuss the previous night’s reading with a partner.

**Lesson Progression (total time- 40 min.):**

*(Scaffolding 3 min.)* Teacher will start by showing a Youtube clip showing the relationships between the Bennet sisters. This will give the students a visual picture of how they relate and interact with each other. (*http://www.youtube.com/watch?v=VSMKvHRbHC8*)

- **Introduce Activity (15 min.):** The students will be asked to imagine a new character in the novel. For example, pretend that the Bennets' have yet another daughter/son very close in age with Jane, Elizabeth, Mary, Kitty, or Lydia. Then, they will be asked to jot down some notes or ideas on a sheet of paper considering this idea.
  - Some things to note (These items will be projected on an overhead for the students to refer to while writing notes): the new Bennet’s name, age, appearance (ex. more beautiful than Jane, or the ugliest Bennet), their attitudes about
marriage, their opinions of the Bingleys, Mr. Collins, Mr. Darcy, etc., how they
walk, are they intelligent like Elizabeth, or ditzy like Lydia and Kitty, and any
other opinions they believe their character should have.

- **Writing (25 min.):** Once the students have their basic notes down, the teacher will show
the YouTube clip again. The students will be asked to imagine their “new Bennet”
character in the scenario. Then, they will be asked to use their notes to rewrite a scenario
in the book including their “new Bennet” into the mix.

- **Requirements:**
Students will be told the three requirements for the piece. The piece will be taken ‘on day three’
as a completion grade of 3 possible points (One point for each requirement).
- At least one page in length (Front and Back of a piece of notebook paper)
- Includes a new character
- Shows the characters thoughts and feelings as well as their actions

-(Possible Extension/Option): The students can use themselves as the new Bennet. Instead of
thinking up an original character, they can have the “new Bennet” have the student’s personal
ideals.

**Closure (2 min.):** Students will be told that they can add and type up their piece at home if they
would like, but it is not necessary. They will also be expected to have the next two chapters read
for the next day.

**Reading Homework:** Chapters 20 and 21

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**Week 2, Day 3**

- **Big Ideas:** Word choice and Description- Students will evaluate Jane Austen’s writing
and word choice. They will use Austen as an example for their own writing and how to
make their sentences more descriptive and artful.

- **Rationale:** Focusing on word choice and imagery will allow students to push the
boundaries of boring writing. Imagery helps paint a picture for the reader, and it
solidifies the messages and themes the author is trying to portray. This activity will help
the students prepare for the final persuasive paper where it is essential for the author to
use word choice to argue a point successfully.

- **Day EQ:** How does word choice and imagery impact a reader? Why is this skill useful?

**Anticipatory Set:** Students will have previously explored artful dialogue and sentence structure.
They also read Collins’s proposal to Elizabeth in their assigned reading for today. (This
imagery/word choice lesson will help them better their week’s final project, and they will also
need this skill for their final persuasive paper).
**Bell Work (5 min):** Students will turn to their neighbor and discuss their reading for today. They will share opinions and aspects that they expected or shocked them.

**Side Work (3 min.):** The students will hand in their “Another Bennet” rewrites while the teacher writes the following quote on the board. “Like the sun in the sky—can accomplish many things: comfort or sunburn, thirst or relaxation. The words you choose to include in your writing have profound impact on your reader.” - High School English Teacher

**Lesson Progression (total time-39 min.):**

- **Discussion (7 min.)**
  - What are your thoughts about this quote?
  - Do you think its message is clear? Why or Why not?
  - What if the quote was, “The words you choose affect your reader”?
  - Would that have as big as an impact? Why or Why not?

- **(5 min.)** Find your favorite quote from your quote journal and write it on the board.

- **(10 min.)** The teacher will then pick two quotes that have beautiful word choice and ask who wrote the quote and why they picked it.
  - The teacher will then simplify the sentence and ask if it would still be their favorite.
  - Explain that word choice goes hand in hand with imagery.
  - Explain to the students that imagery in poetry, music, and prose can use language to represent any of our senses – visual (see), auditory (hear), olfactory (smell), gustatory (taste), tactile (touch), organic (internal sensation) and kinesthetic (movement).
  - It is most likely that students have already had experience with the five senses in writing, so the lesson will heavily focus on the organic and kinesthetic aspects of imagery.

- **(17 min.)** First, have the students split up a blank piece of paper into seven different columns. Next, they will write the headings see, hear, smell, taste, touch, internal sensation, and movement at the top of each column.
  - Prompt the students to pretend to be in the shoes of either Elizabeth or Mr. Collins during Collins’s proposal to Elizabeth.
  - Then, have them write different some appropriate items that the character would be seeing, hearing, smelling, tasting, touching, their internal sensations, and their movements.
  - Lastly, the teacher will have the students write three sentences describing the scene using the imagery items they came up with on their paper.

**Closure (3 min.):** The teacher will have the students share some of the sentences they wrote, and the reading homework for the next day is to read Chapters 22, 23, and 24.

**Reading Homework:** Chapters 22, 23, 24

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**Week 2, Day 4**
Big Ideas: Students will start analyzing how marriage has changed overtime and what values have stayed the same. They will analyze the reasons for marriage and how love and relationships don’t necessarily go hand in hand.

Rationale: Rationalization: A Wedding Write Up for Mr. Collins and Charlotte Lucas’s wedding will challenge students to recognize the differences between the ideals of marriage today and during the 19th Century. Recognizing these changes will cause students to develop their own ideas about marriage as a society norm and decide whether change is necessary in order to be content in society.

Day EQ: What values does marriage instill in others? Is love necessary for marriage?

Anticipatory Set: Students will have learned the customs of marriage early in the unit. They will also have background on the financial benefits of marriage. The students have also been exposed to comparisons between regency England marriage norms and modern day celebrity marriages.

Bell Work (12 min): First, the teacher will tell students to write down three things they want people to remember about their future wedding (ceremony or reception) and why? Then, the teacher will have students share some of the things they wrote. (The teacher will have a volunteer write down the different things on the board) Once the items are written, the teacher will ask the students which items on the board are material things and cross them out (such as dress, cake, dancing, etc.). It is likely that most of the items written on the board are material items.

Discussion Questions:
- What does this say about our perceptions of marriage and weddings?
- Do you think these ideas would have been similar in the early 19th Century? Why or Why not?

Lesson Progression (total time- 35 min.):
- Introducing Wedding Write Ups: A recent trend in newspaper stories about weddings is to describe not only the wedding and the participants but also the evolution of the newlyweds' relationship. These stories often include anecdotes and interviews with those who know the just-married very well.
- (10 min.) (Hand out Anne-Marie Hess and Dr. David Rabkin wedding article) The teacher will ask for a volunteer to read the write up to the class. Students will then be asked what their thoughts were about the article.
  - Would you want your future wedding to be printed in the New York Times? Why or Why not?
  - What aspects of the article did you find the most interesting? Why?
- Writing Activity (25 min.): The students will then write a similar wedding news story about Charlotte Lucas and Mr. Collins. Their stories can include the traditional information—site of the nuptials, the names and careers of the parents of the bride and of the groom, a list of wedding attendants, and a description of what the bride and groom wore—as well as fictionalized quotations and anecdotes about the courtship by others in the novel. They can also enhance the story by including their “new Bennet” sibling.
○ They will be urged to keep in mind the customs of marriage during Jane Austen’s
time and the ideas they learned earlier about the things they wanted people to
remember about their wedding.
○ This is a creative piece, so they are encouraged to add unique and original ideas.
○ The students will also be encouraged to use descriptive word choice based on the
previous day’s grammar lesson.
○ It will be required to be typed, 12 point, Times New Roman, 2-3 pages, and
double spaced, using the same format as the article. (Class time will be given the
next day to type up their document)
○ The students will also receive a checklist that will be used to grade their write up
in order to use while writing their piece.

Closure (3 min.): Students will be able to share their write-ups with their classmates in order to
receive feedback. Any remaining time can be used to add to the write-up.

Reading Homework: Chapters 25 and 26

Week 2, Day 5

• Big Ideas: By typing their own Wedding Write-Ups, the students will further dive into
what aspects are necessary to report about a wedding. Most weddings aren’t just for the
bride and groom, but family and friends weigh into many parts of a wedding much like
the Bennet family.
• Rationale: Reading and vocabulary quizzes are necessary for measuring reading
comprehension and student responsibility especially at the AP level.
• Day EQ: How does the institution of marriage affect the way a wedding

Anticipatory Set: The students started writing their Wedding Write-Ups the day before. They
were given a rubric with the guidelines for the assignment. They were also given two
vocabulary words on day one that would be included in the quiz today. They have read up to
Chapter 26 for today, and Chapters 15 though 24 were all covered this week.

Bell Work (5 min.): Journal prompt- Using the two vocabulary words for the week, write three
sentences (per word) using the word correctly. Then, the students will turn to a neighbor and
define both words.

Quiz (20 min.): The students will take a fifteen question quiz.
• The first question will consist of a very simple sentence which the students will need to
elaborate using unique and interesting word choice to make the sentence more
interesting. Then, they will need to write a sentence or two explaining the meaning they
were trying to convey with their word choice. (This will test the student’s creativity and grasp on word choice.)

- The second two questions will each have one of the two vocabulary words the students chose earlier in the week. The students will need to define each word.
- The last twelve remaining questions will be multiple choice questions about the reading for Chapters 15-26.

**Lesson Progression (22 min.):**
The students will then move to a computer lab or utilize a lap top cart (if available). The next 22 minutes will be dedicated to typing up the Wedding Write-Ups.

**Closure (3 min.):** Students will return to classroom or put away laptops. The teacher will survey the class in order to determine how much of their write-ups the students have typed up so far. (If necessary, some of the class time the next day will be dedicated to completing typing if necessary)

**Reading Homework:** Chapters 27, 28, and 29

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“Week of Chapters XXXII-XVI”

Preceding Homework: Students read Chapters XXXII-XXXIV

**Week 3, Day 1:**

- **Big Idea:** Pride; Prejudices; Class structure in the novel

- **Rationale:** Day 1 serves as a bridging day from the previous week. Students had been looking at change and pride and prejudices with regards to family, roles, etc. Now, students are to begin to see how other factors have impacts on people’s pride and prejudices, and they should begin to determine if Austen is calling for a change or just merely pointing out problems exist. This day is meant for students to critically analyze the pride and prejudices presented within the male characters’ proposals and how class is represented within. They should make compare/contrasts within the novel and also begin to critically think about how why these changes previously discussed have occurred.

**Anticipatory Set:**
How does class status impact one’s pride and prejudices?
- Students will look at Mr. Collins’ and Darcy’s proposals. Through discussion, they should more clearly make these connections. The teacher should prompt them into thinking about if Austen is actually calling for change or just pointing out that it exists. *This question will be addressed again later throughout week.
What causes change in our perceptions over time?
-Students should specifically in *Pride and Prejudice* look out at how the characters’ views begin to change?

**Vocab:** [10 mins]
-Teacher gives students vocab pre-test. Have students discuss the definitions and remind them that they need to pick 2 vocab words from the 8 words. They will have a quiz on the fifth day.

**Lesson Progression:**
•Teacher hands out “Comparing and Contrasting Proposals and Rejections” worksheet and explains it to students. [5 mins]
  *This worksheet is meant to have students compare and contrast through the use of finding quotations. Once they find the quotations, they are supposed to explain the quotation. This worksheet is also meant to have students think critically about the quotes and to do a close reading of the proposals. The proposal of Mr. Collins has already been discussed in previous days, but the juxtaposition of Mr. Collins and Mr. Darcy’s proposals should further students’ understanding of the characters. It also is meant to pull out customs of Regency England that will later be juxtaposed with modern day society and further the discussion about societal change. Lastly, the goal of the worksheet is to lead into a discussion about pride and prejudice, since Darcy is openly proud and exemplifies prejudice in his proposal—similarly, with Elizabeth rejecting him on similar measures.*

•Students do worksheet (in pairs). [15 mins]
  *Teacher should walk from group to group assisting students if they have any questions. For example, students may ask for help with the pride and prejudice aspect of the worksheet. Teacher should scaffold by prompting students with questions from previous days discussion and then lead into the chapters for the day—(how did Darcy act proud and prejudiced in earlier discussions?; how did Elizabeth respond to his pride?; how does Darcy start his proposal?; how does he end it?; how does Elizabeth react? How has class been affecting the characters so far?; how does class play into Darcy and Collins’ proposals)
  *If needed, further prompting would require teacher to ask students to find certain quotes from the proposal that they liked and teacher should build on that (depending on response) in order to help students reach understanding of how class status affects the characters’ pride and prejudices.*

•Discuss as a class [15 mins]
  *The worksheet should guide the discussion. Students should share their quotes and responses for each area. The goal is for the teacher to prompt students into thinking critically*
and ethically about class status and the impact it had on the characters being proud and prejudiced. If no group has found this following quote, teacher should have students turn their attention to it: “Could you expect me to rejoice in the inferiority of your connections” (199). Teacher should ask students what the inferiority is. Why does social class affect the pride and prejudice Darcy displays?

**Closure: [5 mins]**

- Pose the question for the students to think about as they read on: Is Austen calling for a change, or is she just simply showing that class differences exist? *This question will be further scaffolded throughout the week, but students should be introduced to it now. Do we need change in society today for certain things? Tell students they will be looking at these questions over the next couple of days.

  *This closure serves as a segue from discussing change with regards to pride and prejudice, and it gets students thinking what these aspects look like today. It also challenges them to think critically about the comparisons of Regency England and today in order for them to begin to form opinions about social change and societal views.

**Homework:** Leave students with the following question to think about overnight. Tell them they will write about it the next day: What else does class determine in society besides (perhaps) who we marry? Have students think about their own lives—does it decide our friends? Where we go to high school/college? If we go to college? What our job is? etc.

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**Week 3, Day 2:**

- **Big Idea:** Pride; Prejudices; Class and Today
- **Rationale:** Day 2 bridges from Day 1 because it begins to show students how class impacts their lives today. Students are to ethically and critically think about class with regards to their own lives and how class divides have a negative impact. Is the NY Times article calling for change? How is that similar to Austen’s call change? They are to continue to think about pride and prejudices and if and how we judge people based on how much money they make. Students should begin to think about the ethicality of judging people based off of their social status.

**Bell Work: [5 mins]**

- Students free write about: What else does class determine in society besides (perhaps) who we marry? Have students think about their own lives—does it decide our friends? Where we go to high school/college? If we go to college? Our job? etc.
Teacher should use the bell work as a means to remind students what they have been looking at over the course of the unit with regards to “change.” Students should begin seeing by now that roles in society naturally change over time, but oftentimes it is society’s views on those roles that change (not the actual roles themselves). The lesson builds from the previous day by looking at modern day examples and making more comparisons with Regency England. Students now move into specifically looking at classism and change.

Anticipatory Set:
- What are society’s views on class today and in Regency England?
  - Students should look at how these views have changed, which requires finding textual evidence; but most importantly, they should critically think about why they have changed.
- What are the ethical implications of judging someone off of money?
  - The NY Times article challenges students to think ethically about the structure of social class and how people in society are affected when we judge them off of their class.
- Is there such thing as social ranks today? Are people judged (prejudices that come about) by their jobs, income, family, etc. as they are in Pride and Prejudice? Have these views changed? If not, what does social ranks look like today?
  - Teacher should have students think about why does it appear that class is fading as a force in American life?

Lesson Progression:

• Share bell work/discuss [8 mins]
Teacher should ask students to share their examples/what they wrote from bell work. Teacher should ask students to think of any recent incidences where classism has occurred in the media/politics as well (if not already addressed from students’ writing).
  *If needed, teacher should scaffold this by prompting students if they have heard about recent events (as of 2011/2012—Occupation Wall Street; Obama Health Care). The teacher should then ask the students questions about how class fits into these events. Do prejudices cause these events? Does pride become evident there too? If so, how? Does class cause pride (of the oppressor) and prejudices (towards the suppressed) in these examples?

• Read NY Times article [10 mins]
Teacher hands out and reads sections of NY Times Article “Shadowy Lines that Still Divide.” Teacher should ask students to pay close attention to when pride and prejudice are mentioned and the effects social class has on these aspects in America today (according to the article). Students should underline any instances where pride and/or prejudice are mentioned as teacher reads. Students should highlight/mark any sentences they think are interesting with regards to social class.
•Discuss as a class: [22 mins]

-Students should share what they marked in the article. What is this article saying about social class and society? What about social class and pride/prejudices? How do these all tie together?

-This discussion should be connected to Pride and Prejudice?

-What do social ranks look like today? Are people judged (prejudices that come about) by their jobs, income, family, etc. as they are in Pride and Prejudice? How and why these views changed since Regency England? Do they still need to change based off of the NY Times’ argument?

-Teacher should have students think about the attitudes of social class in the article. What similarities/differences are there in the way classism is presented in the article versus Pride and Prejudice. Use students highlighted and marked area to guide discussion. Teacher should have students think about what types of quotes they have written in their double entry journals as well in order to connect the article with the novel. Do some of these quotes connect with class status? If so, why is it evident that class status is a big issue in Regency England? What is the NY Times article arguing for with regards to how status is represented in America? Is it just as big of a problem in America as it was in Regency England even if it is not necessarily as visible?

**Closure: [5 mins]:**

•Discuss: Students should discuss if the class lines are blurred today, why do they exist? -Do the rich have the power? What evidence do you see of power structure in Pride and Prejudice? Is the same true for today? Have students think about Occupy Wall Street—the top 1%. Can class be eliminated? Should it be eliminated? Does it cause inequalities? Again, have students think about the Occupy Wall Street example.

**Homework:** Read Chapters XXXV-XXXVI. Students should record any areas where pride and/or prejudice is/are shown. How is class distinctions/prejudices represented in Darcy’s letter to Elizabeth?

Tell students there will be a reading check in on the following day over chapters XXXV-XXXVI. Tell students to pay close attention as they read to the pride and prejudices in Darcy’s letter and especially how Elizabeth responds/begins to feel about Darcy. Also, tell students to pay close attention to the way class is presented. Students should be prepared to give specific examples.
Week 3, Day 3:

- **Big Idea:** Communicating—Then and Now
- **Rationale:** Day 3 ties the students’ understanding of Day 1 and Day 2 together, and students are supposed to determine how communicating these pride and prejudices are done/have been done (in real life and within the novel). Day 3 also serves as a multi-dimensional piece in the sense that students work with grammar to critically determine how syntax affects one’s communication (specifically through prepositional phrases) and what it does to one’s writing (through artful, communicative, and purposeful means). Day 3 also serves to scaffold students’ understanding of how we can make a call for change against prejudices in our lives (on a broad basis, not just from social class prejudices). Thus, connections from previous weeks become evident.

**Anticipatory Set:**
Now that students have looked at some overarching views of class and pride and prejudices in both *Pride and Prejudice* and in society today, they should begin to zone in on specific examples from the novel and in society where change occurs/a call for change. Students should have acquired basis schemas, but now the rest of the week should add multi-dimensions to their schemas.

- What are specific examples in Darcy’s letter where he exemplifies pride and prejudice based off of class?
- How do we communicate our perceptions to people?
- This question comes from why Darcy wrote Elizabeth a letter while being openly prejudiced/proud.
- How can we enrich our writing with adjectival and adverbial prepositions?

**Bell Work:** Reading Check in [10 mins]

**Lesson Progression:**

- Discuss: [10 mins]

Discuss questions from the reading check in. Have students answer questions like: What is an example of the way Darcy acts proud in the letter he writes to Elizabeth; What is an example of the way Darcy is prejudiced in the letter he writes to Elizabeth; Why did Darcy break up Bingley and Jane?; Previously, Mr. Wickham had told Elizabeth that the reason he and Darcy do not get along is because Darcy would not help him financially after Darcy’s father’s death. *But, what
does Darcy say actually happened between Darcy and Wickham?; In what way does Elizabeth start to change her feelings about Darcy after reading the letter? Be sure to provide evidence.

*Note: some of these questions are plot specific because this is to form a foundation for students’ understanding at a critical point in the book where plot knowledge is extra crucial.

-Ask students to predict what they think will happen if Elizabeth is starting to change feelings for Darcy?

**Discuss [5 mins]:**
What is interesting about Darcy’s form of communication (why does he incorporate prejudices on Elizabeth’s class status in his letter)? Why didn’t he just tell Elizabeth in person? Ask students to tell the forms of communication they use today. Teacher should write these on the board. Which of these communication methods were available to Austen and to her characters? What is the students’ primary means of communication? What do they gain or lose by using this method? In what way was the communication of Austen’s day more “personal?” How might the people of the day have been affected by the lapse of time between writing and reading letters?

**In-context grammar introduction [5 mins]**
Teacher should tell students that they are going to be doing a grammar lesson on prepositional phrases because when they are used effectively, they can enrich writing. Teacher should let students know we use prepositions every day in our writing whether that is Facebooking or Tweeting, but we may not always be conscious of it. Ask students what they know about adjectives, adverbs, and prepositions—with regards to how it works within a sentence. AP students should be familiar with these terms; if not, the teacher should prompt students into thinking about the differences.

- Have students review the list of prepositions. Then show students an object (like a fifty dollar bill) and have them describe it with a preposition. Why is saying a “fifty dollar bill with withered edges” more vivid than saying a “fifty dollar bill.”

- Next do some type of action for the students, such as jump or dance. Have the students describe the action with a prepositional phrase. Have the students discuss why saying something like “danced with artful elegance” is more vivid than just saying “danced.”

**Discuss: [10 mins]**
Have students look at Darcy’s letter to Elizabeth and other passages from the novel. How do the prepositions Darcy uses create a clearer picture for the reader? *Students should be looking specifically at the artfulness of the prepositions.

--Teacher should give students passages from the letter. Have them mark prepositions they think act as a good descriptors of the noun (adjective) or the verb (adverb). *Note: students will not
have to distinguish if the preposition is working as an adjective or adverb. Why are they good modifiers though?

*He [Bingley] had before believed her to return his affection with sincere, if not with equal regard. But Bingley has great natural modesty, with a stronger dependence on my judgment than on his own.*

*And by her connivance and aid, he so far recommended himself to Georgiana, whose affectionate heart retained a strong impression of his kindness to her as a child, that she was persuaded to believe herself in love, and to consent to an elopement.*

*Two inferences, however, were plainly deduced from the whole: one, that Elizabeth was the real cause of all the mischief; and the other that she herself had been barbarously used by them all: and on these two points she principally dwelt during the rest of the day.*

*Indeed, Mr. Darcy, it is very ungenerous in you to mention all that you knew to my disadvantage in Hertfordshire—and, give me leave to say, very impolitic too—for it is provoking me to retaliate, and such things may come out as will shock your relations to hear. You shall hear then—but prepare yourself for something very dreadful.*

-Teacher should scaffold students by asking them if they notice that Austen does not necessarily need to write with an adjective followed directly by a noun approach always or an adverb followed by a verb (for example: why does saying “his affection with sincere, if not with equal regard” do for artfulness of writing instead of just saying “his sincere and equal regarding affection”?) What does this do to the artfulness of her writing? Does the different structures relay different meanings? Is one way better than the other?

*To prepare AP students for college, they should be able to use diverse structures in their sentences; thus, the use of prepositional phrases allow for creativity and expansion of sentences in diverse ways. Also, these prompting questions require students to think critically about the way they structure sentences and to make them more conscious of adding diversity when writing.*

**Partner work: [10 mins]**

Students will begin practicing “artful” prepositional phrases on their own. On the board, the teacher should write nouns (such as school mascot, odor from a trashcan, iPod, Mr. Darcy, Elizabeth, etc.) and verbs (such as sprint, drive, spoke, etc.)

*NOTE: Although adverbial prepositional phrases can modify an adjective, an adverb, or a verb, students should not be focusing on labeling what prepositional phrases modify what word; thus, it is not necessary to confuse students by asking them to use prepositional phrases to modify adverbs or adjectives. Only focus on having students write prepositional phrases off of
nouns (adjectival) and verbs (adverbial). *However, if students ask about if a prepositional phrase can modify an adverb or adjective, the teacher should be prepared with helping the students create sentences where adverbial prepositional phrases modify the adjective or adverb. In this is the case, *again, only if the students ask,* it would be necessary to share with students an important grammatical rule: A prepositional phrase modifies one of two words in a sentence: the word it comes after or the verb.

Each group should write their two best sentences on the board (one that was describing a noun and one that was describing a verb). Students should discuss the sentences and what works about the sentences. Are the prepositional phrases effectively used? Do they add to the complexity of the writing? Do they add to the artfulness of the writing?

**Teacher should let students know that they will be working on using these prepositional phrases again in the next two days.**

**Closure:**

- Teacher describes paragraph homework assignment and checks for clarity.

**Homework:**
- Read Chapters XXXVII-XXXVIII
- Write a paragraph (5-7 sentences) where students describe a time when they thought they were judged based off of money, class, race, gender, age, etc. Students are required to use two prepositional phrases that modify a noun and two prepositional phrases that modify a verb. Students should be encouraged to use their two vocab words (if it is applicable), but it is not necessary to do so (since they may not be applicable).

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**Week 3, Day 4:**

- **Big Idea:** Pride; Prejudices; Class and Media
- **Rationale:** Day 4 is meant to continue students’ understanding of how pride and prejudices impact their lives. Class reappears in this day, but it is also meant to tie in previous weeks; therefore, students look at how the media calls for a need for change based on social class, gender roles, and in a broad sense from pride and prejudices. This day builds from the previous days in the sense that students are to critically analyze the call for change in Pride and Prejudice, but also how this relates to students’ lives (the media today). Although students already read the NY Times article, the article was meant
to allow students to see how class does impact their lives on a general basis; day 4 shows specific examples of what this (what the NY Times article depicts) looks like in their lives. Students should be able to critically think about other specific instances where class impacts their lives. This day also serves as a scaffolding means for Day 5 since students are going to write a letter for change, and these questions asked with regards to media are the questions students will be asked to answer on Day 5 within their letter.

**Anticipatory Set:**
- How do media’s views/communicate perceptions of society?
- How can we as citizens recognize the need for change and express that need for change?

This day is meant for students to look at class through pride and prejudices in today’s media. So far, the week has progressed from a broad view of these concepts, and now students begin to really key in on these ideas and what they really look. They need to be able to use critical skills to analyze the media presented to them and make connections with Pride and Prejudice.

**Bell work: [5 mins]**
Have students share their paragraphs with a partner/turn paragraphs in for a completion grade

**Lesson Progression:**

Elizabeth’s affectionate feelings for Darcy begin to increase after he writes her the letter. He slowly begins to not be so proud and he is less prejudiced; as does Elizabeth. Day 4 serves as a means of showing students specific examples of why society changes perceptions. This day is also meant to emphasize how the media views the need for change in society today while connecting it back to Austen’s call for change in Pride and Prejudice. Students will be explicitly returning to the question from first day of this week: Is Austen calling for a change, or is she just simply showing that class differences exist?

•“Boss Hogs” clip [5 mins]

Students watch the “Boss Hogs” clip from the Ed Show; have them pay close attention to the questions on the board (see next part) [http://www.youtube.com/watch?v=omOojQ3KOvU](http://www.youtube.com/watch?v=omOojQ3KOvU)

•Discuss these questions from the board: [10 mins]
  - What is the problem presented (in this clip)?
  - What prejudices are presented (by the oppressor)?
  - Who seems to be having the pride/who seems to be the oppressor?
  - Why is it a problem on society as a whole?
-Why does the speaker think it should be changed? (Why is there a call for change?)
-How does this relate to Pride and Prejudice?

*Note: Not all of these answered are answered explicitly, so students will need to use critical thinking skills to induce an answer. Teacher may need to scaffold and have students think back to specific instances in the video that perhaps could speak to the question.

*Teacher should have students look for specific examples/quotes in Pride and Prejudice where they think a similar need for change is exemplified. What specific areas do students think need to be changed in Pride and Prejudice in order for Elizabeth and Mr. Darcy to get together? Is Austen calling for a need for change for society based on class system/hierarchy? Or is she just pointing out that the problem exists?

-Is this why the lines are blurred as the NY Times article said from the other day since 99% of Americans fall under the million dollars a year income line? Is this equality?

•Students listen to “Run the World” by Beyonce [5 mins]
•Discuss the questions from the board [10 mins]:
  -What is the problem presented (for this song)?
  -Who seems to be having the pride/who seems to be the oppressor?
  -What prejudices are presented by the oppressor?
  -Why this a problem on society as a whole?
  -Why does the speaker think it should be changed? (Why is there a call for change?)
  -How does this relate to Pride and Prejudice?

Teacher should have students look for specific examples in Pride and Prejudice where they think a similar need for change is exemplified. Is Austen actually calling for a need for change for gender roles? Or is she just merely pointing out the problems exist?

•Students listen to another choice song [5 mins]
Perhaps, the teacher should let the students choose from a list. Otherwise, depending on students’ preference in music (teacher should poll the class and ask what the majority’s favorite genre is), they should listen to one song from the 21st century (and have the lyrics in front of them):

Some potential examples include:

-“Changes”—Tupac (Calling for a change from all prejudices; challenges people to look beyond their pride)
-“What It’s Like”—Everlast (Questions equality; also calls for a change)
-“Bittersweet World”—Ashlee Simpson (Calling for a change from all prejudices; promotes equality and challenges people to look beyond their pride)
• Discuss the questions from the board [5 mins]:
  - What is the problem presented (for this song)?
  - Who seems to be having the pride/who seems to be the oppressor?
  - What prejudices are presented by the oppressor?
  - Why this a problem on society as a whole?
  - Why should it be changed? (Why is there a call for change?)
  - How does this relate to *Pride and Prejudice*?

Teacher should have students look for specific examples in *Pride and Prejudice* where they think a similar need for change is exemplified. What specific areas do students think need to be changed in *Pride and Prejudice*? Is Austen actually calling for a need to move away from pride and prejudices on a more general basis in Regency England? Or is she just merely pointing out the problems exist?

**Closure: [5 mins]**
Discuss: Based off of what students saw today, is Austen calling for these different types of changes? How is it different than how media is calling for a change today?

Have students think about what prepositional phrases are used in the songs or video that enriches the language or makes the argument stronger?

**Homework:** Students brainstorm what needs to be changed in society based off of discussions so far (prejudices, equality, roles of women, roles of men, social class, etc.)

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**Week 3, Day 5:**

- **Big Idea:** Letter for Change
- **Rationale:** Day 5 is meant to tie everything together students have learned so far while being able to compare/contrast a need for change with *Pride and Prejudice*. This day also serves as a scaffolding means for the final project. Students are asked to make a call for change in a low-stakes, informal way. This letter will be able to allow teachers to assess students’ understanding so far and gives students an opportunity to articulate connections they have seen between their own lives and *Pride and Prejudice*. Students should begin to see that although changes have occurred, problems of equality still exist.

**Anticipatory Set:**
-How can we make an argument for a need for social change?
-How can we make connections with *Pride and Prejudice* with regards to social change and our own views on something that needs to be changed in society?

**Bellwork: [10 mins]**

Vocab Quiz

**Lesson Progression:**
Students go to computer lab and teacher introduces assignment. Students should think back to communication conversation they had on Day 4 (of this week). Students will be writing a letter (or a Facebook message/email) that calls for a need of change. What is something in America that needs to be changed—prejudices, equality, roles of women, roles of men, social class, etc.)

*This activity will informally be an introduction to the final assessment. The teacher could let the students know a persuasive essay will be approaching. The teacher should assure the students that what they do for this letter does not have to be what they do for their final essay (although they could most certainly draw from this letter on their final essay). This letter is meant to get students thinking about change and pride and prejudices in society. It serves as a transference means—they have looked at prejudices/pride and social change in Regency England as well as a call for change in media/articles from today, but now they must be able to support their views in writing. This letter also serves as a scaffolding means for the later essay.*

Students should write the letter to whomever they want (a friend, family member, a government leader, etc.) In their letter, they should address all of the following questions (the same questions from the previous day with regards to the media perceptions of change):

-What is a social problem in society today that needs to be changed? (How do you know it’s a problem—provide evidence and cite it) OR what is a social problem in *Pride and Prejudice* that needs to be changed (How do you know it’s a problem—provide evidence and cite it)
  -What prejudices are presented with this problem?
  -Who seems to be having the pride/who seems to be the oppressor?
  -Why is it a problem on society as a whole?
  -Why should it be changed? (Why is there a call for change?)
  -How does this relate to *Pride and Prejudice*? Provide evidence.

*Students should also use two prepositional phrases that modify nouns and two prepositional phrases that modify verbs. Teacher should recap briefly if needed.*
The teacher should let students know this letter is low-stakes and fairly informal (even though there are grammar/usage requirements). Students are encouraged to use creative liberties, but the students are required (as stated in the requirements) to write the sentences in complete sentence form—Subject, Predicate.

*Teacher should provide students with a model letter. Tell them to think about the previous day and how the songs/video clips they looked at were calling for change. Teacher should have students look at how teacher addressed each question within the model letter.

• Students type out their letters [30–40 mins].

If students finish within time period, teacher should have students share messages with partner (otherwise this will be bell work for following day).

• Discuss: What does adding prepositions do to the description? How would the message been relayed differently if they chose a different means of writing (ex. a telephone call, texting, etc.). What made students choose their means of writing (whether it was email message or Facebook message).

- How are pride and prejudice conveyed in Mr. Darcy’s letter compared to the student’s letter?
- Does the partner agree/disagree with the presented problem? *remind students to be respectful of each other’s opinions. Is the argument well supported?

**Homework:** Read Chapters XXXIX-XLI

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**Week 4: Chapters 46-55:**

**Week 4, Day 1: “Love After Marriage”**

**Rationale:**
Students are living in a world where the meaning of the words “love” and “relationship” have several different connotations. Because the historical shift is so great from the novel to the present day, it would make sense to introduce the ideas discussed in P&P and how they can be implemented to fit into modern day society. As Allen Carey-Webb notes in Literature and Lives, “[We must] be conscious of how our positions in the present shape our views of the past and ways in which understandings of literature and history change over time” (83). With perceptions changing over time, it seems necessary to bring to light the ideas of relationships/love/marriage in a historical novel and present them in a modern context.

**Essential Questions:**
1. How do we define relationships/love/marriage?
2. What values do we seek in relationships?
3. What are the expectations that we have or that have changed throughout history when it comes to relationships/love/marriage?

Objectives:
1. To critically analyze the article “Married as a Child” through developing comparisons between characters from the novel and the article.
2. Have students demonstrate the understanding of multiple perspectives through the analysis of an example that may not share their viewpoint.
3. Students will begin to think critically about their own opinions on relationships and love and how those opinions are formed.

Intro/Anticipatory Set:
Where have we been?
- What have we learned so far about marriage in the 19th century in England? How do we know these things? How do we feel about them?

Where are we going?
- What elements are important in a relationship/marriage? Why do we feel that they are important? Do other opinions play into our decision?

How will we get there?
- Through reading this article and questioning what relationships mean to us as individuals we can start to develop a sound reasoning for why we value what we do in relationships.

What do we aim to learn/accomplish?
- To have students recognize the different types of relationships there are and what their feelings are towards each one. This will also serve them well should they choose to write about marriage/relationships in their persuasive essay.

Procedure:
Bell Work: 10 minutes: Journal. Prompt: Think of a time when your initial opinion of a person or an idea changed once you became more familiar with him/her/it. Your opinion could have changed from positive to negative or from negative to positive. What factors played into your first impression? What made your views change?

5 minutes: Discuss vocabulary words for the week. Give students a handout with the vocabulary words as well as their definitions. Each word will have a blank space for students to fill in their own sentence using the word. Students will be required to pick two words to master before their quiz on Friday.

5 minutes: Pair discussions. Students turn to the people behind them and discuss what they wrote in their journals. Students will also discuss their perceptions of the novel. Questions to consider include:
1. What was your initial feeling towards the novel?
2. Has that opinion changed? Why or why not?
3. What was your initial perception of Elizabeth and Mr. Darcy? Have those perceptions changed? How?
25 minutes: Number off into groups of five. Students will get into groups and read the article “Married as a Child” from Jerk Magazine. Along with reading the article, students will also answer the following questions:

2. How do perceptions change throughout the article? Do we see this perception shift in the novel yet?
3. What aspects of relationships and marriage from the novel are prevalent in the article? Are there any aspects that are different?
4. What is your personal belief on arranged marriage? Can you understand the beliefs of the opposition to your stance?
5. What specific things are required of males and females in this story? What specific things are expected of males and females in P&P?

5 minutes: Students will go back to their seats and, as a class, we will discuss their findings and opinions about reading the article.

Closure:

The end of the day will be for students to collectively discuss what they found interesting or important about the article. They have had the chance to work with each other in small groups, but now they will have the opportunity to discuss other perspectives or find other classmates who share the same perspectives as them. Having this sort of dialogue is also a great time for students to understand the value of seeing the other opinion rather than the person with the other opinion.

Assessment:

Students will turn in their group responses to the questions they were assigned. This will be a simply assessment. If students engaged in their answers and showed cognitive thinking with answers that articulate their independent opinions, they will receive a “+” and if they hand in a paper that shows little to no engagement with the group or activity they will receive a “-“ for the assignment.

Homework: P&P read 362-378. In response to the Jerk Magazine article, students will be assigned a “character response.” In this character response, students will act as if they are posting a reader comment on the bottom of the article. Students will pick one of the characters in the novel and will respond to one of the characters in the article. The response will be one-page, double-spaced. Students will also need to come up with a list of 5-10 questions about relationships for our guest speakers the following day. Questions need to revolve around gender roles, relationships, and marriage.

Week 4, Day 2: “Changing Gender Roles”

Rationale:
Similar to day one, students will be transferring the knowledge they have acquired about marriage/relationships/gender expectations and moving it into the guest speakers that are coming to class. The guest speakers are used as another way to help create a sense of realism with the idea of gender roles and expectations we see in P&P and how they have evolved throughout history. This is also an opportunity for students who may not understand or "get" why males and females have different expectations in different cultures to understand. In Loose Canons: Notes on the Culture Wars, Henry Louis Gates Jr. writes that by learning both sides of an argument students can start to “respect both difference and commonalities through education that seeks to comprehend diversity of human culture” (15).

**Essential Questions:**
1. What does it mean to be a male or female in a relationship? How would it be defined?
2. How do our relationships with others affect our worth? What are our expectations?

**Objectives:**
1. To have students critically think about their own opinions and beliefs when looking at relationships/love/marriage.
2. To have students see the correlation between the text and how it is applicable to their lives (or the people they know).
3. To have students develop caring and understanding for others who have different beliefs or who practiced different beliefs.

**Intro/Anticipatory Set:**
Where have we been?
- We just finished looking at marriage in the 19th century and how certain aspects of those expectations can be found in modern day marriage. We have begun to think critically about our opinions on love/marriage/relationships.

Where are we going?
- Moving forward we want to be looking for ways to develop our own thinking whether it be moving from one perspective to another or finding validation and reasoning for the opinions we already hold.

How will we get there?
- By remembering that we can disagree with the idea but we must still keep an open mind when listening to the person who is holding the differing opinion.

What do we aim to learn/accomplish?
- By hearing real-life examples, we will hopefully be able to develop a better understanding of why events took place in the book and why there are some expectations we value and others that we look down upon.

**Procedure:**
Bell Work: 5 minutes: Journal. Prompt: Why is Lydia and Wickham’s eloping considered “scandalous” in the novel? In your opinion, would their actions be considered appropriate? Why or why not?

40 minutes: Students will be engaging with guest speakers. Speakers will be parents, grandparents, and great grandparents who have arranged to speak prior to the lesson. The guest
speakers will be talking about how their marriages, relationships, gender roles played a part in their lives when they were in their late teens and early 20s. Students will get the opportunity to ask the questions that they have previously prepared for the event. Students will be taking double-entry notes that will coincide with their homework assignment for the evening.

Note: The double-entry journal will be scaffolded. Students will fold a piece of paper hot dog style. On the top of the left-hand side, students will write QUOTES FROM GUEST SPEAKERS and on the top of the right-hand side student will write MY THOUGHTS AND OPINIONS. During the guest speaking event, students will only be required to write notes on the left-hand side of their page.

5 minutes: As a class, we will discuss ways that some of the ideas of P&P came through in our guest speakers lives.

Closure:
Students will be taking notes throughout the class on the left-hand side of their double entry journal. Students will be taking home their double-entry journal to complete the right-hand side which is where they will critically think about what they have heard and how they understand or view what was said in class.

Assessment:
Students will be graded on their double-entry journals and their one-page paper.
10 points=Student has 5 quotes and well-thought responses that convey an opinion
8 points=Student has 4 quotes and well-thought responses that convey an opinion
6 points=Student has 3 quotes and well-thought responses that convey an opinion
4 points=Student has 2 quotes and well-thought responses that convey an opinion
2 points=Student has 1 quotes and well-thought responses that convey an opinion

Note: If students have simple one or two word responses, they will drop 5 points.

Homework: P&P read 379-397. Students will also fill out the right-hand side of their double-entry journal discussing their thoughts and opinions on what the guest speakers had talked about. They will then type a one-page paper on one of the topics that they felt particularly interested in or found to be intriguing.

Week 4, Day 3: “Changing Perceptions”

Rationale:
Students will be using critical literacy skills to fully engage with the novel and discover and understand how our perceptions of others can change over time. We will be analyzing portions of the text from the beginning of the novel and comparing them to the end to see how the characters may have changed their views towards one another. At this point, the students will start to look at their own perceptions and consider how their thinking may sometimes change. By
moving from critical literacy to critical thinking skills, students will hopefully see the correlation between what they are reading and how it compares to their everyday lives.

**Essential Questions:**
1. How do our perceptions change over time?
2. How do we decide what side to choose when faced with an argument?
3. What steps are necessary to change someone’s mind?

**Objectives:**
1. Students will engage with the text to recognize examples of changing perceptions.
2. Students will begin to consider their own perceptions and opinions about gender equality, social class, independence and how their opinions were formed.

**Intro/Anticipatory Set:**
Where have we been?
- Throughout the unit, we have looked at relationships, gender expectations, social class, and independence. We have used critical thinking skills to determine how we feel about each of these.

Where are we going?
- We will now be looking at the end result of why we are using critical thinking and analyzing our opinions. We will discuss the end result of a persuasive essay.

How will we get there?
- We will look at the handout with specifications for what our persuasive essay must consist of. Then we will begin to decide what topic from the novel we feel strongly about and would like to argue.

What do we aim to learn/accomplish?
- The accomplishment for the day is to have students recognize the theme that they feel most strongly about. We would also like for each student to fully understand the concept of the persuasive essay.

**Procedure:**
Bell Work: 5 minutes: Students will sign “thank you” cards for the guest speakers who came the previous day.

10 minutes: Students get a “Now, Then” handout with quotations from the novel that show the characters changing perceptions through the advancement of the novel. Students will annotate the handout looking for specific places the opinions of the characters change. To make sure students fully understand what they are supposed to be doing, this process will be scaffolded with an example done together on the board.

15 minutes: Lobster toss (Students will put their desks into a large circle and have a stuffed animal to toss to each other. No one can speak except for the person who is holding the stuffed animal). Discuss changes we see in perception. Looking at the previous day’s speakers, and what has happened in the novel up to this point, students will consider some of the following questions:
1. How do our perceptions get changed? What has to happen for us to change our minds about something or someone?
2. Looking specifically at gender roles –starting with the novel, moving into our parents/grandparents/great grandparents, and looking at our present opinions –how do we see gender roles change throughout history?
3. Was there anything that was discussed or said by a guest speaker that made you start to change your opinion or understand the opposition of your belief?

10 minutes: Give students a handout about the persuasive essay that they will be writing at the end of the unit. We will discuss what the essay will entail and students will be given the chance to ask questions or receive clarification on anything that may be unclear.

10 minutes: Students will also consider a theme of the book (gender roles, social class, relationships) that they find interesting or feel strongly about. As a class we will also produce an example of a persuasive essay “beginning outline.” The outline will answer the following five ideas:
   1. Present the issue/situation/problem.
   3. Support your claim drawing on all that you know about the subject: what you’ve experienced, read, or observed – generally AVOID personal anecdotes and too many pop culture/celebrity references.
   4. Acknowledge real or possible opposing views.
   5. Make your final comment or summary of the evidence, extending it to the “real world.”

Closure:
Students will most likely still be adjusting to understanding the final project requirements. For this reason, we will be looking over the concept of the “beginning outline” and making sure everyone understands so they can complete their own outline later.

Assessment:
Students will be given a check mark on their paper if it lists the five elements of the “beginning outline.” If not, they will get no credit for the assignment.

Homework: P&P read 398-414. Students will also work on a “beginning outline” like the one we did in class on one of the three themes of the novel that they feel strongly about.

Week 4, Day 4: “Does Gender Matter?”

Rationale:
We will continue our exploration of gender roles and expectations, but first, we will explore a grammar element that is used in the novel by Austen. This in-text grammar lesson will serve as an opportunity for students to recognize an element of writing within the text as well as ways that they can strengthen their own pieces of writing. After we have worked on our grammar lesson, we will look into gender again and how gender plays a role in the way we live our lives.
It is important for students to recognize ways that gender influences their lives even if it is done subconsciously.

**Essential Questions:**
1. Does gender matter anymore or are males and females treated equally?
2. What are ways that gender may play a role in our lives that we may be unaware of?

**Objectives:**
1. To have students recognize a new grammar element that Austen uses in her writing.
2. To have students critically think about the ways that gender does or does not factor into their lives.

**Intro/Anticipatory Set:**
Where have we been?
- We have looked at gender in relationships and gender in our relationships

Where are we going?
- We would like to take a deeper look at gender to create more well-informed justifications for our opinions on gender equality.

How will we get there?
- We will analyze certain things that we say or do everyday that could possibly play a part in the way that we perceive males and females.

What do we aim to learn/accomplish?
- Ways to assess the outside world critically and consider the way gender fits into our lives.

**Procedure:**
Bell Work: 10 minutes: Journal. Prompt: Looking back at the very first line of the novel, if you were to rewrite this line to fit into modern day society, or your life specifically, what would it say? Why would it say that?

“It is a truth universally acknowledged, that a single man in possession of a good fortune must be in want of a wife.”

15 minutes: Implement grammar lesson rhetorical devices. Discuss sentential adverbs. A sentence or phrase from the book will be written on the board and we will openly discuss, as a class, what we notice about the way the sentence/phrase is written. What are we familiar with in the paragraph? What looks different? Once students have started the discussion, the teacher will ask if anyone knows what a sentential adverb is. The teacher will then explain what the sentential adverb is and how it is used in a sentence. Students will then identify the device the model sentence. The teacher will also give attention to the punctuation that is used around the device as well. The teacher and students will look at another example together. Once they have gone over the example as a class, students will turn to the person behind them and will look for an example of a sentential adverb with their partner. After everyone has found an example, the class will look at the examples together. This way, if someone does not understand, they will have several other examples to look at.
Note: This would also be a place to discuss conjunctions in sentences as well to help students to distinguish between different grammar elements like sentential adverbs and coordinating conjunctions.

5 minutes: Students will write two sentences with an example of a sentential adverb and hand them in.

10 minutes: As a class, we will look at 2-3 sentences that have gender roles clearly defined in them. Quotes will look at what it means to be an “accomplished” woman in society, why it is necessary to get married, etc. We will discuss what these quotes are implying about gender roles during the time the novel was written. We will then discuss how gender roles have changed and what it means to be “accomplished” today or to be married.

10 minutes: As a class, we will look at the web application Jailbreak the Patriarchy which is an application that is devoted to gender swapping terms and pronouns found in texts. We will analyze the sentences we have previously looked at from the book and see if the meaning of what is written changes when we change the gender. We will also use other examples from more modern day texts to see how our perceptions might change if the gender is swapped. Along with this discussion students can be answering questions such as:

1. How, if any, does your perception change when you look these sentences with a gender change in words?
2. What times in life do you think it would be perceived differently if gender swapping existed? In other texts? In songs? In real-life situations?
3. Why is there so much attention focused on gender in societies?

Closure:
Students will leave class considering the above mentioned questions. There will be no other requirements other than individual critical thinking that will take place during this day.

Assessment:
Group discussion will be the assessment for the day. Students will simply be asked to engage in the conversation, but no one will be docked points if they feel uncomfortable or do not contribute.

Homework: P&P read 415-434. Look for sources for 2-3 sources for each of your points in your persuasive “beginning outline.”

**Week 4, Day 5: “Mapping the Outline”**

Rationale:
Our final project for this unit will be a persuasive essay that argues one of the main themes found within the novel. Because we are nearing the end of the text, we will begin to look at our persuasive essays and start form our outlines as a way to begin the drafting process. Prior to working on the outlines, students will be given a quiz to ensure that they are understanding the
vocabulary found in the novel as well as proper ways to use the grammar element that was taught during the in-context grammar lesson.

**Essential Questions:**
1. What is my opinion?
2. How did I form this opinion?
3. How can I justify my opinion?

**Objectives:**
1. Students will show that they understand the vocabulary and grammar that were discussed throughout the week.
2. Students will finish a basic outline of their persuasive essay.

**Intro/Anticipatory Set:**
Where have we been?
- Specifically this week, we have looked at gender and relationships more in depth to develop justified opinions on how we feel about each. Over the course of the unit we have also looked at social class and ways our perceptions can change.

Where are we going?
- We are going to start to learn to write a persuasive essay on a well-formulated opinion that we have that relates to the novel.

How will we get there?
- We will start to put together an effective outline.

What do we aim to learn/accomplish?
- We will learn how to successfully put together a persuasive essay outline.

**Procedure:**
Bell Work: 10 minutes: Vocabulary and grammar quiz. Students will write the two words they chose to master from the beginning of the week. They will also have two examples of sentential adverbs. In both examples, students will label the sentential adverbs as well as define what the rhetorical device is used for. Students will also create two sentences of their own using their vocabulary words and the rhetorical device.

35 minutes: Students will be in the computer lab using the PERSUASION MAP site online to develop their persuasive essay outline. They will also be researching supporting evidence if they have not already found enough.

_Technical Note:_ If there is time at the end of class, show students “The Lizzie Bennet Diaries” videos on youtube. They do not relate to the outline assignment but if would be a fun example of a modern twist on P&P, and since it is Friday, it would be a fun way to end off the week and let students have a little bit of fun. Each video is roughly 3 minutes long and there are 4 of them. All do not need to be shown to understand the concept.

**Closure:**
If there is time at the end of class, students will watch the youtube videos listed above that serve two purposes: as comic relief on a Friday, and to give students a visual example of a
modern-day adaptation of parts of the novel. This will hopefully also help them with the writing of their outlines.

**Assessment:**

Students will submit their outlines to the teacher. If the outlines have sufficient information, the students will be checked off of the list. If the outlines are incomplete or do not have sufficient information, students will be given a zero for the assignment.

Homework: P&P read 435-460.
Part H: Texts for non-student audiences
Letter One--GUEST SPEAKER INVITATION

Dear Ms. Julia Altson:

The Advanced Placement literature class at Lincoln High School is currently studying the classic novel Pride & Prejudice by Jane Austen. Throughout the course of the unit, we have been analyzing certain themes that continue to appear within the text. As you are aware, one of the themes we see repeatedly in the novel is courtship, marriage, and relationships. With your extensive background in the study of this particular area, we would like to invite you to come to our class and discuss your findings and perspectives on this particular topic.

Our class schedule allows for approximately 45 minutes of presentation/discussion time. With these time constraints in mind, it would be wonderful if you could prepare a brief 25 minute presentation which compares/contrasts the views and beliefs of the novel with your modern-day knowledge of the agreed upon topic.

Upon coming to class, students will be required to bring a list of questions they have prepared after reading your brief biography. Students will also be responsible for taking notes throughout your entire presentation. The last 20 minutes of class will be reserved for a question and answer section where the students may ask you questions specifically relating to your presentation, or questions that they have previously prepared.

Our class begins at 9:30 a.m. and ends at 10:20 a.m. To begin your presentation in a quick and efficient manner, we ask that you arrive to class around 9:15 a.m. to prepare your presentation. This way we can properly assist you with any media or materials that you may need.

Thank you in advance for agreeing to visit with our class and further educate the students with your knowledge on the history of courtship and marriage. This is an excellent opportunity for our students to relate the novel to the present day. We cannot wait to hear your perspective and interpret your understanding of this topic.

Sincerely,

Sam Schmidt
Lincoln High School
Lincoln, NE 68555
(456) 789-0123
Letter Two--LETTER TO PARENTS EXPLAINING UNIT

Dear Parents & Guardians:

The second semester of advanced placement senior English involves the teaching of the 19th century British text *Pride & Prejudice* by Jane Austen. Through the use of this classic text, students will be studying the idea of change. The main focus of this unit will be to have students use the novel as a tool to discuss the idea of change throughout history.

The overarching theme of the *Pride & Prejudice* unit will be to help students effectively recognize, accept, and promote change. Students will be looking at several different subthemes that we see as prevalent in the novel as well as in the present day. We will be focusing our attention on these three areas specifically:

- Pride, prejudice, and first impressions
- Courtship, marriage, and relationships
- Civility, manners, and social class

To help students understand and comprehend the different perspectives that come with each of these subthemes, we will be looking at modern-day texts, inviting in speakers who are well informed on the above-mentioned topics, and also implementing one or two different field trips. I have tried to find as many different avenues as possible to expose students to multiple perspectives.

While the novel does not have any areas that should warrant concern, as always, I do want to inform you of our progress and plans for the upcoming unit. Should you have any questions or concerns about your student reading this text or participating in any of the activities, please feel free to contact me by phone or email and we can set up a time to meet and discuss other alternatives for your student.

As always, I appreciate the time and support you put into your student’s education.

Sincerely,

Emily Korth
Lincoln High School
Lincoln, NE 68555
(456) 789-0123
Letter Three--CONSENT REQUEST FOR FIELD TRIP

Dear Parents & Guardians:

As you know already know the students have been reading the classic novel Pride & Prejudice by Jane Austen. To establish a visual context for the life in Regency England, the class will be traveling to Omaha to visit the Joslyn Art Museum. The purpose of this trip will be to form an understanding of the time period of the novel by critically analyzing European paintings from the 19th century.

The field trip to the Joslyn Art Museum will take place next Wednesday, March 14, 2012. We will leave from Lincoln High School at 9:00 a.m. and will be returning back to the school by 3:00 p.m.

Admission to the Joslyn Art Museum is $4.00 per student. Students can bring their admission fee to me at any time during the next two weeks. I also that your student bring a sack lunch the day of the field trip because we will be gone throughout the day. If you have any questions or concerns regarding the meal plan or admission for this trip, please feel free to contact me and we can discuss them further.

Should your student be unable to miss an entire day of school, as an alternative he/she will stay behind for the day and will be reading an article on 19th century European paintings. Your student will then complete a worksheet to ensure that he/she understands the idea of Regency England and how the paintings help to provide additional understanding.

The Joslyn Art Museum also has a chaperone policy stating that for every ten students who enter the museum, there must be one adult chaperone. With a class of 31 students, we will also need two additional chaperones to assist. The chaperones do not have to pay to enter the museum. If you can be a chaperone for this trip, please contact me as soon as possible.

Please fill out the attached consent form and have your student return the form no later than Tuesday, March 13, 2012. As always, I appreciate the time and support you put into your student's education.

Sincerely,

Hannah Thompson
Lincoln High School
Lincoln, NE 68555
(456) 789-0123
Letter Four--CONSENT REQUEST FOR FIELD TRIP CONTINUED

Dear Parent or Guardian:
Your child is going on a field trip. Please read the information at the top of this form, then sign and return the permission slip at the bottom of this form by March 13, 2012.

Field Trip Information:
Date: Wednesday, March 14, 2012
Location: Omaha’s Joslyn Art Museum
Purpose: Study 19th century British paintings
Cost: $4.00, cash or check payable to: Miss Brandi Benson

Means of Transportation: Lincoln Public Schools bus
Leave school: 9:30 a.m.
Arrive back at school: 3:00 p.m.

Special Instructions from your child’s teacher:

_________________________________________________

_________________________________________________

_________________________________________________

Save this part of the form for future reference.
CONSENT REQUEST FOR FIELD TRIP CONTINUED--Page 2

Sign this part of the form and return it to your child's teacher.

_____________________________________________________ has permission to attend a

field trip to__________________________________________

on________________________________________________

from______________________________________________

to_______________________________________________.

Enclosed, please find cash/check in the amount of ________________ to cover the cost of the trip.

I give my permission for ____________________________________ to receive emergency medical

treatment. In an emergency, please contact:

Name: ______________________________________________

Phone: _____________________________________________

Parent/Guardian Signature: ________________________________

Date: _________________________

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Letter Five--THANK YOU FOR GUEST SPEAKER

Dear Ms. Julia Altson:

On behalf of the Advanced Placement senior English class at Lincoln High School, I would like to thank you for taking the time to educate and visit with our students about the history of courtship and marriage. Your presentation was an exceptionally beneficial tool to help our students with their learning and understanding of the text *Pride & Prejudice*.

As a class, we had a discussion following your presentation and the students were extremely excited to compare and contrast the various aspects of your research with the novel. It was interesting to listen to the generated discussions involving courtship and expectations of marriage. The information that you provided gave students a better understanding of why the characters had these expectations and how those expectations have been continued or altered to fit into new expectations that we find in courtship and marriage today.

I would love to invite you back next year to present on this topic once again. You did such a wonderful job of explaining your ideas to the students and had them fully engaged in your presentation and question and answer session at the end of the class.

Once again, thank you so much for taking the time out of your busy schedule to help in the education of my students!

Sincerely,

Brandi Benson
Lincoln High School
Lincoln, NE 68555
(456) 789-0123
Part I: A “to do” list

Week One

Day 0--
- Obtain a class set of Pride & Prejudice by Jane Austen
- Make sure every student has appropriate note taking tools for use throughout the unit (notebook, pencil/pen)
- Find and print pictures for "First Impressions" activity, including Jenna Talackova, Chaz Bono, a young Michael Jackson, Susan Boyle, Ben Nelson, Bill Gates, and a photograph of Morgan Freeman posing as a homeless man in Bruce Almighty.
- Print copies of the graphic organizer for "First Impressions" activity
- Prepare notes for introduction to Jane Austen/Pride & Prejudice lecture

Day 1--
- Provide copies of Pride & Prejudice for every student for use throughout the unit
- Print copies of the vocab pretest for Week 1
- Prepare notes for lecture on 19th century England social norms
- Facilitate technology needs for watching the Pride & Prejudice (1995) DVD
- Prepare Pride & Prejudice (1995) DVD for short viewing of clip (00:00-11:40)
- Read Pride & Prejudice chapters 1-3 for Day 2

Day 2--
- Prepare work for journal prompt
- Prepare notes for lecture on 19th century economic situation
- Prepare necessary information for estimating the cost of living for a hypothetical Lincoln family
- Facilitate technology needs for viewing of the British National Archives currency converter
- Read chapters 4-5 for Day 3

Day 3--
- Provide index cards (2 per student) for the Vocab Search Game
- Prepare necessary information for various activities on marriage (celebrity data, census data, 19th century marriage information)
- Print copies of the assignment sheet for "Double Entry Journal"
- Facilitate the finding of textual references for the scaffolded "Double Entry Journal" activity
- Read chapters 6-7 for Day 4

Day 4--
- Provide a copy of the classic WWII Rosie the Riveter poster and accompanying journal prompt
- Prepare notes for lecture on the class structure of 19th century England
- Facilitate technology needs for watching the Pride & Prejudice (2005) DVD [~20:00-23:20]
- Prepare Pride & Prejudice (2005) DVD for short viewing of clip
- Read chapters 8-9 for Day 5
Day 5--
- Print copies of vocab/reading quiz
- Print copies of the assignment sheet for “Artful Dialogue” activity
- Read chapters 10-13 for the following lesson

Week Two
Day 1--
1. Students will have read Chapters 15-16
2. Make sure students have their journals
3. Have Markers for Marker Board
4. PRINT:
   - Vocabulary Pretest with eight vocab. words
   - Character Analysis Charts (one overhead projection page)

Day 2--
1. Prepare YouTube Clip- (http://www.youtube.com/watch?v=VSMKvHRbHC8) - showing the relationships within the Bennet family.
2. Make overhead sheet - Things to Consider when creating their “New Bennet”
3. Bring Blank Paper in case students need some (bring journals)

Day 3--
1. Have quote written on the board while students are doing their bell work: “Like the sun in the sky—can accomplish many things: comfort or sunburn, thirst or relaxation. The words you choose to include in your writing have profound impact on your reader.” - High School English Teacher
2. Have Markers for Marker Board
3. Make sure students have their Journals
4. Bring Blank Paper in case students need some

Day 4--
1. Have Markers for marker board
2. PRINT:
   - Wedding Article
   - Wedding Write Up Checklist

Day 5--
1. Have Computer Access available for students (reserve computer lab)
2. PRINT:
   - Quiz
**Week Three**

- **Print off:**
  - “Comparison and Contrasts of Proposals and Rejections”
  - *NY Times* article “Shadowy Lines that Still Divide.”
  - Vocab pre-tests
  - Vocab tests
  - Reading Check Ins
  - “Letter for Change” requirements/model/rubric
  - Persuasive Essay guidelines
  - Song lyrics of Beyonce’s “Run the World” and choice song

- **Prepare**
  - Song choices; put songs on computer or make C.D.
  - Video Clips/YouTube Clips:
    - “The Real Jane Austen.” This clip depicts Austen’s life in Regency England—who she was as a writer and how her views were different than those of the time. [http://www.youtube.com/watch?v=RgNy-UQIMgw&feature=relmfu](http://www.youtube.com/watch?v=RgNy-UQIMgw&feature=relmfu)
    - “Boss Hogs.” This clip is from the *Ed Show* and depicts the 1% debate. [http://www.youtube.com/watch?v=omOojQ3KOvU](http://www.youtube.com/watch?v=omOojQ3KOvU)

**Week Four**

**Day 1:**

**Print:**

- *Jerk* Magazine article “Married as a Child”
- Prepare and print worksheet for article discussion
- Vocabulary words/quiz for week four

**Materials:**

- Dry erase markers
- ELMO
- Highlighters

**Day 2:**

**Materials:**

- Extra chairs
- Bottles/glass of water
- Dry erase markers

**Day 3:**

**Print:**

- Persuasive essay requirements/rubric
- Now/Then worksheet
- Beginning outline handout

**Materials:**

- ELMO
○ Dry erase markers
○ Highlighters
○ Stuffed animal

Day 4:
Print:
○ Grammar lesson worksheet week four
○ Gender quote example worksheet

Materials:
○ Computer
○ ELMO
○ Internet
○ Dry erase markers

Day 5:
Print:
○ Grammar/Vocab quiz week four

Materials:
○ Internet
○ Computer lab
○ Library
Appendix/Ancillary Material

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- 19th Century Social Classes Chart 89

*Week Two Worksheets:*
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Lesson Ideas for remaining weeks of the *Pride & Prejudice* unit:

*Stand and Deliver*
Mr. Collins often expresses his views about marriage in the novel. Ask students to write and deliver a sermon on marriage, playing the role of Mr. Collins delivering the sermon to his congregation. Have students decide, before writing the sermon, on the context in which the sermon is to be delivered (for example, after his own marriage, during Lydia's disappearance, or around the time of Elizabeth's marriage to Darcy).

*Social Satire*
Students can create cartoons satirizing the fashions, social attitudes, or characters in *Pride and Prejudice*. Set up a classroom gallery to display the finished cartoons.

*Updating Pride and Prejudice*
Have students select a scene from *P&P* and update it to the 21st Century with dialogue/word use, actions, clothing, scene, etc. Show a scene from *Bridget Jones’ Diary* (loosely based on *P&P*) to model an Austen classic revamped for modern audiences.

*Texting*
Use ifaketext.com to create a texting conversation between two characters.

*Yet Another Bennet Daughter*
Make students insert themselves into the novel. For example, pretend that the Bennets' have yet another daughter/son very close in age with Jane and Lizzy. Students must write of their experiences at the ball or other events, as well as their feelings about the action that occurs in the novel.

*Etiquette alive and well in Pride & Prejudice*
Students will analyze how a given character views marriage. Students will write a 1 page single-spaced analysis of ONE of the following:
- Mr. Bennet
- Elizabeth
- Lydia
- Mr. Bingley
- Mr. Darcy

Using quotes from the novel, information from Regency Era England discussions in class on etiquette, social customs, and courtship rituals, and information gained from outside research, students will analyze:
1) The character’s attitude towards marriage
2) The financial situation that the character will experience with a marriage
3) The financial situation that the character will experience without a marriage
In class, the teacher will model an etiquette analysis of Mrs. Bennet. Review with students how Mrs. Bennet is baffled and angered by the entailment of her husband's estate/the state of her affairs without marriage (after Mr. Bennet’s death), how determined she is to find suitable marriages for her five daughters. Teacher will also model aspects of a good analysis to help scaffold the assignment.

As this is a moderately large assignment, students will only begin the stages of development today. For homework, students will need to compile quotes from the novel and supporting details from notes taken in class or research outside of class, to be turned in the following day. Students will continue working on this assignment in subsequent days with teacher scaffolding for analytical writing, workshopping days, and time for both peer and teacher feedback as well as revisions. Ultimately they will hand in a final draft of their etiquette analysis.

A novel idea

In groups of two, students will pick out quotations from the novel Pride and Prejudice. These quotations must fit under the following categories: visiting, meals, customs and practices at parties, leisure activities, or engagement and marriage customs. Understanding each of these categories will provide the students with a more in-depth understanding of the novel, and will better enable them to identify the novel's major themes

A. Identification--Get the students to skim the book and look for quotations which fit into their categories. Tell them to write down each quotation, and its page number.

B. Analysis--Once the students have identified the quotations, have them analyze each quotation in the context of the novel. Tell them to look at who said it, to whom he or she said it, and the situation in which the person said it.

C. Synthesis--Each group presents their findings to the class and the class has a discussion on how each of these categories relates one another and to the overall meaning of the novel.
# Pride & Prejudice Unit 81

## March 2012

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<td>Day 0: Begin introducing the novel, the time period, the big ideas, themes, essential questions, etc.</td>
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<tr>
<td>HW: Ch 1-3</td>
<td>HW: Ch 4-5</td>
<td>HW: Ch 6-7; DE Journal</td>
<td>HW: Ch 8-9</td>
<td>HW: Ch 10-13</td>
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<td>Day 6: Dialogue Workshop day</td>
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<td>Day 7: Look more specifically at the word “prejudice”</td>
<td>Day 8: Field Trip to Joselyn Art Museum</td>
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<td>HW: Excerpts from An Assembly Such as This.</td>
<td>HW: Excerpts from An Assembly Such as This.</td>
<td>HW: Excerpts from An Assembly Such as This.</td>
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<td>HW: Ch 17-19</td>
<td>HW: Ch 20-21</td>
<td>HW: Ch 22-24</td>
<td>HW: Ch 25-26</td>
<td>HW: Ch 27-29</td>
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<td>Day 16: Discuss writing styles and “Rejecting Jane”</td>
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<td>HW: Ch 30-31</td>
<td>Day 17: THESE DAYS WOULD NOT EXIST. WE ONLY HAVE 3 CHAPTERS IN BETWEEN SO WE WOULD ONLY NEED ONE ADDITIONAL DAY.</td>
<td>Day 18: THESE DAYS WOULD NOT EXIST. WE ONLY HAVE 3 CHAPTERS IN BETWEEN SO WE WOULD ONLY NEED ONE ADDITIONAL DAY.</td>
<td>Day 19: THESE DAYS WOULD NOT EXIST. WE ONLY HAVE 3 CHAPTERS IN BETWEEN SO WE WOULD ONLY NEED ONE ADDITIONAL DAY.</td>
<td>Day 20: THESE DAYS WOULD NOT EXIST. WE ONLY HAVE 3 CHAPTERS IN BETWEEN SO WE WOULD ONLY NEED ONE ADDITIONAL DAY.</td>
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## April 2012

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<tr>
<td><strong>Day 21:</strong> Proposals &amp; Rejection</td>
<td><strong>Day 22:</strong> Linking to Today-Class NY Times article</td>
<td><strong>Day 23:</strong> Reading Check/In-context Grammar</td>
<td><strong>Day 24:</strong> Connecting to Boss hogs media/music</td>
<td><strong>Day 25:</strong> Letter for Change Vocab quiz Write letter in computer lab</td>
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<td>HW: Ch 32-34</td>
<td>HW: Ch 35-36</td>
<td>HW: Ch 37-38; Paragraph HW: none</td>
<td>HW: Ch 39-41</td>
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<tr>
<td><strong>Day 26:</strong> Discuss spoken persuasion and written persuasion</td>
<td><strong>Day 27:</strong> Look at different aspects of civility and manners.</td>
<td><strong>Day 28:</strong> THESE DAYS WOULD NOT EXIST. WE ONLY HAVE 5 CHAPTERS IN BETWEEN SO WE WOULD ONLY NEED TWO ADDITIONAL DAYS.</td>
<td><strong>Day 29:</strong> THESE DAYS WOULD NOT EXIST. WE ONLY HAVE 5 CHAPTERS IN BETWEEN SO WE WOULD ONLY NEED TWO ADDITIONAL DAYS.</td>
<td><strong>Day 30:</strong> HW: Ch 46-48</td>
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<td>HW: Ch 42-43</td>
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<td><strong>Day 31:</strong> Love after Marriage Pre-vocab test Article analysis &amp; discussion</td>
<td><strong>Day 32:</strong> Changing Gender Roles Guest speakers discussing gender roles/expectations</td>
<td><strong>Day 33:</strong> Changing Perceptions Worksheet/Introduce persuasive essay</td>
<td><strong>Day 34:</strong> Does Gender Matter? Analyze gender in texts/ in-text grammar lesson</td>
<td><strong>Day 35:</strong> Mapping the Outline Computer lab outlines/gathering sources</td>
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<td>HW: Ch 49-50</td>
<td>HW: Ch 51-52</td>
<td>HW: Ch 53-54; outline HW: Ch 55-56: sec. source</td>
<td>HW: Ch 57-59</td>
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<td><strong>Day 36:</strong> Start analyzing persuasive writing techniques</td>
<td><strong>Day 37:</strong> Discuss ending of book Likes/dislikes. Discuss paper topics</td>
<td><strong>Day 38:</strong> Continue developing writing Start new novel/txts</td>
<td><strong>Day 39:</strong> Discuss sentence structure. Paragraph structure.</td>
<td><strong>Day 40:</strong> Continue working on persuasive essays and new text</td>
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<tr>
<td>HW: 60-61</td>
<td>HW: first draft due</td>
<td>HW: add imagery to draft</td>
<td>HW: second draft due</td>
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<td><strong>Day 41:</strong> Workshop day. Students help edit each other’s writing. HW: work on draft</td>
<td><strong>Day 42:</strong> Continue working on persuasive essays and new text</td>
<td><strong>Day 43:</strong> TURN IN FINAL PERSUASIVE ESSAY</td>
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<td>HW: work on draft</td>
<td>HW: final draft due</td>
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**First Impressions**

In this activity, we will be analyzing various judgments that we make based on the appearance of gender, economic status, and other social standards. You will each be handed a picture of a person. Take a look at what you see in the picture; what do you notice about this person? What do you think about him/her? What judgments do you make about him/her? What type of job do you think he/she has? How much money do you think he/she has? What would you think of him/her if you met on the street? Write the first words that come to mind in the column provided. Then pass the pictures to the person on your left.

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_Pride & Prejudice_ Vocab Pretest
Week 1

Match the following words to their definitions in the right-hand column. Place the letter of the correct definition by the word in the left-hand column.

1. Candor _______ a. A state of being pleasantly lost in one's thoughts; a daydream.
2. Ostentation _______ b. Very attentive to and concerned about accuracy and detail
3. Vexation _______ c. The state of being annoyed, frustrated, or worried; something that causes annoyance, frustration, or worry
4. Reverie _______ d. Extremely unpleasant; repulsive
5. Fastidious _______ e. Swiftness of movement.
6. Decorum _______ f. The quality of being open and honest in expression; frankness
7. Odious _______ g. Behavior in keeping with good taste and propriety; etiquette.
8. Celerity _______ h. Vulgar display, esp. of wealth, to impress.

Choose two words to learn and internalize throughout the week. There will be a quiz over the two words you choose on [Day, Month Date]. Tear off the bottom of this sheet for your reference within your notes.

**Word One:** ________________________________

Part of Speech: _______________________________

Definition: __________________________________________________________________________

Use it in a sentence: __________________________________________________________________

**Word Two:** ________________________________

Part of Speech: _______________________________

Definition: __________________________________________________________________________

Use it in a sentence: __________________________________________________________________
Name: ______________________________

Lesson Plan: Double-Entry Journal

Week 1

Essential Questions:

1. How does *Pride & Prejudice* reflect economic, personal, and social situations today?
2. How can we use modern day connections to help us understand the novel?

Rationale:

Students will be utilizing double-entry journals throughout the reading of *Pride and Prejudice*. Rationalization: The double-entry journal format is an essential way for students to track important quotes in the novel and critically relating the quote’s meaning to the text, themselves, and other world connections. By using this metacognitive approach, students will be able to track and analyze their own thinking process while simultaneously retaining more textual information.

Objectives/Enabling Knowledge and Skills:

1. To read *Pride & Prejudice* for the purpose of challenging critical thinking skills.
2. To make connections between the text and other course material/outside resources.
3. To engage in written discourse for the purpose of metacognitive reflection.

Procedures:

1. Review information about modern marriages and relationships discussed in class. Do the same for notes taken from 19th century courtship and marriage rituals.

2. Dig into the text to find examples in the character’s lives that reflect what we’ve learned. Independently, find three (3) quotes that demonstrate the interactions between men and women of the period, the rituals of courtship in the 19th century, or the attitudes towards marriage at the time.

3. Using these quotes, create a Double-Entry Journal. If you’ve never done one before, you can use the chart on the following page to start.

4. For this Double-Entry Journal, we’ll be working through several quotes from *Pride & Prejudice* together in class. As we reflect on the meaning of the quote on the left-hand side of the page, record the page number and the speaker to any quotes you find relevant, interesting, or important.

5. Add any comments or connections you see—to the novel, to your life, to pop culture, to other novels/authors/films/poems/songs/etc.—in the right-hand column. We’ll do three together in class together.

6. **Before tomorrow’s class**, find two more in tonight’s reading for a total of **five**. Continue recording the important quote/passage in the left-hand column and your critical reflections in the right-hand column.

7. **By the end of the week**, find **five** more quotes to add to your Double-Entry Journal. You will need a total of **TEN** entries in your Double-Entry Journal in order to receive full credit for your work.
The Double-Entry Journal will be graded **weekly** as follows:

**A=** Journal contains 10 or more entries, makes prudent use of chosen quotations, and presents reflections to content both in and outside of class material. (10 pts)

**B=** Journal contains 8 or more entries, contains quotations that are relevant to the novel, and makes some connection to content both in and outside of class material. (8 pts)

**C=** Journal contains 6 or more entries, lacks organization, is missing important or relevant quotes, and makes few connections to content both in and outside of class material. (6 pts)

**D=** Journal contains 5 or fewer entries, has no apparent organization, does not incorporate important or meaningful quotes, and shows visible signs of lacking comprehension. (5 pts)
Lesson Plan: Artful Dialogue
Week 1

Essential Questions:

1. How can we use a dialogue study to help us understand Austen’s novel?
2. How can we use Austen’s writing to help us better understand artful dialogue writing?
3. How can we use Austen’s writing as a model to help us improve our own writing?

Rationale:
The style of Austen’s writing is certainly elevated and rich, but her use of dialogue is particularly noteworthy for her unique method of delivery. The exchanges between her characters often remain very formal and public yet are simultaneously charged with passion and personal feeling. These conversations showcase the power of Austen’s text within historical and literary contexts. In addition, her distinctive and deliberate non-use of typical features of dialogue, including tags, also presents an interesting opportunity for students to use Austen’s writing as a model to play with creativity and style.

Objectives/Enabling Knowledge and Skills:

1. To study dialogue for the purpose of understanding *Pride & Prejudice*.
2. To use Austen’s novel as a mentor text to study artful dialogue and unique sentence structure.
3. To use Austen’s novel as a model to help us improve our own writing.
4. To develop a short fiction piece using dialogue using the concepts learned in Week 1 of our unit

Procedures:

1. Review what we know about dialogue. What are some common features? What makes dialogue interesting?
2. Look through the novel and examine Austen’s use of dialogue. What do you notice about the exchanges between the characters? Do you see many tags in Austen’s writing? What are they? Write a few that you see below:


4. Thinking specifically of the dialogue, how can we create sentences like Austen’s? How can we reword sentences to “absorb” the tags (including the information either in the dialogue or in the sentences preceding/following the dialogue)?

5. To explore Austen’s model for dialogue, create a 1-page fictional dialogue exchange between characters from *Pride & Prejudice*. The subject of the dialogue can be on gender and relationships, economic circumstances, or social class variations. Students may pick any two or more characters. Using information gained from class notes and discussions over the past week, students will create a dialogue between characters with insightful word choice that is in line with the customs and rituals of 19th century England that we have been studying. Keep in mind how Austen’s dialogue was formal and public and yet also charged with passion and feeling. You must use examples of at least 7 absorbed tags within your dialogue.
Week 1 Additional Resources:

Jane Austen income chart

<table>
<thead>
<tr>
<th>1810 Sum</th>
<th>Source of Income/For Whom</th>
<th>Est. Spending Power 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>£10</td>
<td>Jane Austen's annual budget for gifts, charities, and entertainments*</td>
<td>£339.60</td>
</tr>
<tr>
<td>£40</td>
<td>Jane Austen's annual clothes and personal items allowance.* Lizzy's annual dowry income</td>
<td>£1,358.40</td>
</tr>
<tr>
<td>£50</td>
<td>Sums donated by Jane Austen's brothers towards Jane's, Cassandra's, and Mrs. Austen's income; Sum of Jane's personal allowance per year*</td>
<td>£1,698.00</td>
</tr>
<tr>
<td>£140</td>
<td>Jane Austen's income from Sense &amp; Sensibility***</td>
<td>£4,754.40</td>
</tr>
<tr>
<td>£200</td>
<td>Annual income Mrs. Bennet and her five daughters would receive from her marriage portion after Mr. Bennet's death</td>
<td>£6,792.00</td>
</tr>
<tr>
<td>£210</td>
<td>Mrs. Austen's and Cassandra's yearly income**</td>
<td>£7,131.60</td>
</tr>
<tr>
<td>£450</td>
<td>Jane, Cassandra's, and Mrs. Austen's combined income**</td>
<td>£15,282.00</td>
</tr>
<tr>
<td>£500</td>
<td>Total income for Mrs. Dashwood and the three Misses Dashwoods in Sense &amp; Sensibility</td>
<td>£16,980.00</td>
</tr>
<tr>
<td>£684 13s</td>
<td>Total income Jane Austen netted from her four books during her lifetime***</td>
<td>£23,250.71</td>
</tr>
<tr>
<td>£1,000</td>
<td>Lizzy Bennet's settlement after her mother's death</td>
<td>£33,960.00</td>
</tr>
<tr>
<td>£2,000</td>
<td>Mr. Bennet's yearly income for a family of seven</td>
<td>£67,920.00</td>
</tr>
<tr>
<td>£4,000</td>
<td>Mr. Bingley's yearly income</td>
<td>£135,840.00</td>
</tr>
<tr>
<td>£5,000</td>
<td>Mrs. Bennet's total marriage portion, which she will live off after Mr. Bennet's death</td>
<td>£169,800.00</td>
</tr>
<tr>
<td>£10,000</td>
<td>Mr. Darcy's yearly income</td>
<td>£339,600.00</td>
</tr>
<tr>
<td>£30,000</td>
<td>Miss Georgianna Darcy's marriage portion</td>
<td>£1,018,800.00</td>
</tr>
<tr>
<td>£100,000</td>
<td>Mr. Bingley's total fortune</td>
<td>£3,396,000.00</td>
</tr>
</tbody>
</table>

Please attribute to: Jane Austen's World, http://janeaustensworld.wordpress.com/ 2/8/08

Currency Converter: http://www.nationalarchives.gov.uk/currency/results.asp#mid
Map of English society in 1814
“Another Bennet” Rewrite
(Overhead Projection)

Some items to keep in mind when creating your new Bennet:

- the new Bennet's name
- age
- appearance (ex. more beautiful than Jane, or the ugliest Bennet)
- their attitudes about marriage
- their opinions of the Bingleys, Mr. Collins, Mr. Darcy, etc.
- how they walk
- his/her intelligence (ex. Witty and smart like Elizabeth or ditzy like Lydia and Kitty)
- siblings they are close with/don’t get along with
- any other strong opinions or ideas they might have
- which parent they are closer too
- personality traits (kind, creative, ambitions, arrogant, etc.)
**Wedding Write Up Checklist**

**Includes:**
- site of the nuptials
- the names and careers of the parents of the bride and of the groom
- a list of wedding attendants
- a description of what the bride and groom wore
- fictionalized quotations and anecdotes about the courtship by others in the novel
- (Optional) enhance the story by including your “new Bennet” sibling

**Consider:**
- Keep in mind the customs of marriage during Jane Austen’s time and the ideas you learned earlier about the things to remember about a wedding.
- This is a creative piece, so you are encouraged to add unique and original ideas.
- You will also need to use descriptive word choice and imagery.
- It will be required to be typed, 12 point, Times New Roman, 2-3 pages, and double spaced, using the same format as the article.
<table>
<thead>
<tr>
<th>Character</th>
<th>Desirable Characteristics</th>
<th>Undesirable Characteristics</th>
<th>Predictions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr. Darcy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mr. Bingley</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mr. Collins</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mr. Wickham</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
http://www.nytimes.com/2010/03/21/fashion/weddings/21VOWS.html?_r=1

THE relationship between Anne-Marie Hess and Dr. David Rabkin has always been poetry in progress.

They met at an Upper West Side restaurant in December 2002, striking up a conversation as she waited for a group of friends; he was awaiting pals of his own.

Dr. Rabkin thought Ms. Hess was pretty and asked her on a date to the American Museum of Natural History, to see an Albert Einstein exhibition and one featuring live butterflies. They both learned they had an affection for poetry, and the butterflies would soon provide their inspiration.

After several dates they began writing their poem together through e-mail exchanges.

He contributed a stanza:

And just when he thought it was too beautiful for one space-time confluence

A cloud of butterflies dancing in bluegreen splendor rounded the corner

To which she added:

And he, sincere and with an air of ceaseless wonder

Asked how they came to navigate their careful course

Yet their lives at that point were not well positioned for sustained romance. She was young, 24 to his 32. Like those colorful, restless creatures, neither was quite ready to land, and they soon fluttered away from each other.

Ms. Hess, who grew up in Houston, was heading to Berlin that June to start a six-month fellowship in filmmaking. Dr. Rabkin, a New York native, was intensely focused on his surgical residency at NewYork-Presbyterian/Columbia Medical Center.

They broke up before she left.
“I definitely felt like he was the one that got away, but I was busy chasing my own dreams,” said Ms. Hess, now 32 and a freelance video and film editor, most recently for “The Biggest Loser” and other reality shows.

Dr. Rabkin, now 40 and an assistant professor of surgery at the University of Washington Medical Center in Seattle, said: “We were headed in different directions, and I wasn’t ready to settle down at that time. I think she sensed that.”

They soon found themselves with other people and in other places. Her return from Germany was followed by a move to Los Angeles; he began a fellowship in Salt Lake City and continued his training in Auckland, New Zealand.

Through the years they fondly recalled their time together, and kept in touch by e-mail and on occasional visits. Twice, each of them suggested giving their relationship another try, but both times the other person was involved with someone else.

“Each time I saw him I had this nagging feeling that he was the man I was supposed to be with,” Ms. Hess said. “This went on for years, but our timing was off.”

Then two years ago, when each was commitment-free, Dr. Rabkin flew from Auckland to interview for a fellowship in heart and lung transplants at the University of California, Los Angeles, and to see Ms. Hess. It proved to be the catalyst that made them seriously rethink their relationship.

He took the fellowship, and they reunited as soon as he arrived in May 2008.

But it was not until about a year ago, when Dr. Rabkin was interviewing for jobs and began including her in his plans, that Ms. Hess realized the relationship had become a long-term one.

“You can really picture yourself with somebody that respects you and wants you to be involved with decisions and wants to build a life together,” she said.

Dr. Rabkin, noting her sense of humor, thoughtfulness, intelligence and family, said: “I liked everything about her. She just seemed to me to be such a perfect fit.”

In June 2009, Dr. Rabkin, who had a job interview in Monterey, Calif., planned to propose to Ms. Hess along the Pacific Coast Highway. But they left late and wound up taking a drab inland road.
“There was nothing out there,” Dr. Rabkin said. Halfway to their destination they stopped to eat lunch under a shade tree, where he made his proposal.

Ms. Hess, who now lives with Dr. Rabkin in Seattle and commutes to Los Angeles, said she recalled his every word: “I love you more than anything in the world. And keep in mind, I wanted to take the scenic route, but I want to spend the rest of my life with you. Will you marry me?”

Their wedding was held March 13 at La Colombe d’Or, a historic hotel in Houston, amid the ballroom’s soaring Rococo oak panels, which once adorned the country estate of a French nobleman and were later obtained by a Texas oil baron. The bridegroom’s father, Dr. Richard Rabkin, a New York psychiatrist who was ordained online through the Ministerial Seminary of America, officiated in front of about 100 people.

Before the wedding, Ms. Hess reflected on the poetry project they never finished. She said, “In a way, we’re continuing our poem through our marriage and joining our lives together.” The bride added that her husband’s dream proposal has also come full circle. She said, “The rest of our lives will be the scenic route.”
Prepositional Phrase Paragraph Informal Assessment

Informal Assessment (Completion Grade): 5 points

☐ Student handed in paragraph on timely manner.
☐ Student’s paragraph contains at least 5 to 7 sentences (as instructed to do so).
☐ Student paragraph contains at least 2 examples of prepositional phrases that modify a noun. Understanding is evident based on syntax of sentence.
☐ Student’s paragraph contains at least 2 examples of prepositional phrases that modify a verb. Understanding is evident based on syntax of sentence.
Name_____________________

Chapters XXXII-XVI Vocab Pre-Quiz

Draw a line from each definition on the left with its coordinating word on the right.

<table>
<thead>
<tr>
<th>Definition</th>
<th>Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>To attribute or ascribe</td>
<td>a. bestow</td>
</tr>
<tr>
<td>Strong distaste or objection</td>
<td>b. caprice</td>
</tr>
<tr>
<td>Highly distressing agitation of mind or feeling</td>
<td>c. degradation</td>
</tr>
<tr>
<td>Present as a gift; to put to some use</td>
<td>d. disapprobation</td>
</tr>
<tr>
<td>Disapproval; condemnation</td>
<td>e. disdain</td>
</tr>
<tr>
<td>The act of lowering in character or quality</td>
<td>f. impute</td>
</tr>
<tr>
<td>A tendency to change one’s mind without apparent motive</td>
<td>g. repugnance</td>
</tr>
<tr>
<td>To look upon or treat with contempt; despise; scorn</td>
<td>h. tumult</td>
</tr>
</tbody>
</table>
Vocab for Chapters XXXII-XVI:

1. disdain (v)—to look upon or treat with contempt; despise; scorn

“Neither could anything be urged against my father, who, though with some peculiarities, has abilities which Mr. Darcy himself need not disdain, and respectability which he will probably never reach” (193)

2. degradation (n)—the act of lowering in character or quality

“His sense of her inferiority—of its being a degradation—of the family obstacles which judgment has always opposed to inclination, were dwelt on with a warmth which seemed due to the consequence he was wounding, but was very unlikely to recommend his suit” (195)

3. caprice (n)—a sudden, unpredictable change, as of one’s mind; a tendency to change one’s mind without apparent motive

“You are not, you cannot deny that you have been the principal, if not the only means of diving them from each other—of exposing one to the censure of the world for caprice and instability, the other to its derision for disappointed hopes, and involved them both in misery of the acutest kind” (197).

4. bestow (v)—present as a gift; to put in some use

“But I cannot—I have never desire your good opinion, and you have certainly bestowed it most unwillingly” (196)

5. disapprobation (n)—disapproval; condemnation

“I may almost say—of my acquaintance with you, your manners, impressing me with the fullest belief of your arrogance, your conceit, and your selfish disdain of the feelings of others, were such as to form that groundwork of disapprobation on which succeeding events have built so immovable a dislike; and I had not known you a month before I felt that you were the last man in the world whom I could ever be prevailed on to marry.” (204)

6. tumult (n)—highly distressing agitation of mind or feeling; turbulent mental or emotional disturbance; violent and noisy commotion or disturbance of a crowd or mob

“The tumult of her mind was not painfully great. She knew not how to support herself, and from actual weakness sat down and cried for half-an-hour” (200)

7. repugnance (n)—strong distaste, aversion, or objection

“But there were other causes of repugnance;—causes which, though still existing, and existing to an equal degree in both instances, I had myself endeavored to forget, because they were not immediately before me” (204).

8. impute (v)—to attribute or ascribe

“In a hurried manner he immediately began an inquiry after her health, imputing his visit to wish of hearing that she were better” (195)
Vocab Quiz
Pride and Prejudice Chapters XXXII-XVI

A. Choose 2 of the following words and write them down on the lines provided below. Also, define both of the words on the lines provided below.

bestow
icaprice
degradation
disapprobation
disdain
impute
repugnance
tumult

1. Word_____________________ Definition_________________________________________

2. Word_____________________ Definition_________________________________________

B. Write one sentence for each of your words. *Make sure to include a prepositional phrase in each of your sentences (*NOTE: You may choose to do one adjectival and one adverbial prepositional phrases, or two adverbial prepositional phrases, or two adjectival prepositional phrases…The choice is yours!)

1.____________________________________________________________________________
____________________________________________________________________________

2.____________________________________________________________________________
____________________________________________________________________________

C. Reflect

Answer the following question: What do you believe are the benefits of using prepositional phrases in one’s writing?
“Comparing and Contrasting Proposals and Rejections”

Mr. Collins and Mr. Darcy’s proposals are important in *Pride and Prejudice* because they tell a lot about the characters involved. Four events are listed below. Under the heading “Quotes from the book (why event happened)” record 2 to 3 quotes from the chapters we have read so far that show why each of these events happened. Then, under the heading “Explanation of quote/your reasoning for the event,” use your own words to explain EACH quote and why you think the event happened. Part of the first one is done for you. NOTE: *Remember our talk about how pride and prejudice have been affecting characters’ decisions. You should include an example for both pride AND prejudice for at least one area where they are exemplified through quotes.

<table>
<thead>
<tr>
<th>Event</th>
<th>Quotes from book (Why event Happened)</th>
<th>Explanation of EACH quote/ your reasoning for the event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr. Collins’s proposal</td>
<td>-“But the fact is, that being, as I am, to inherit this estate after the death of your honoured father, (who, however, may live many years longer,) I could not satisfy myself without resolving to chuse a wife from among his daughters” (147)</td>
<td>-One reason Mr. Collins proposed is because he is to inherit Mr. Bennet’s money/property when Bennet dies. He claims to guilty that he is taking the inheritance from Mr. Bennet’s five daughters who will receive nothing upon Mr. Bennet’s death. Thus, Collins is not really marrying for love.</td>
</tr>
<tr>
<td>Elizabeth’s rejection of Collins</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mr. Darcy’s proposal to Elizabeth</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elizabeth’s rejection of Darcy</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Pride and Prejudice Facebook/Email Message**

“Letter Calling for Change”

Week 3

Today in the lab, type a Facebook message or email message to someone (a friend, a family member, government leader, teacher, etc.) that addresses one of the following prompts:

**What is a problem in society today that needs to be changed? (How do you know it’s a problem—provide evidence and cite it)**

**What is a problem in *Pride and Prejudice* that needs to be changed (How do you know it’s a problem—provide evidence and cite it)**

After you identity the problem, make sure you answer these following questions in your letter:

- What prejudices are presented with this problem?
- Who seems to be having the pride/ who seems to be the oppressor?
- Why is it a problem on society as a whole?
- Why should it be changed? (Why do you think there should be a call for change?)
- How does this relate to *Pride and Prejudice*? Provide evidence.

**Grammar Requirements:**

1. Although Facebook message/email messages are not formal, you are expected to write this letter in complete sentences—that means you need to include subject and verb. You are allowed to use creative liberties—just make sure you use complete sentences.

2. You are required to use two prepositional phrases that modify a noun.

3. You are required to use two prepositional phrases that modify a verb.

**Citing Requirements:**

1. You are required to use at least one quote from *Pride and Prejudice*.

2. You are required to cite at least two other sources besides *Pride and Prejudice*.

3. Make sure you have a works cited page that includes your 3 resources and that is properly cited.
As you write your letter for social change, think about a creative means you could take—such as through poetry, Facebook message, email message, etc. As the Industrial Revolution (generally between 1750-1850) began to take off, factories became a major source of production. However, children, women, and men were all subjected to harsh working conditions in these factories. William Blake, a Romantic poet, wrote about the hardships and called for a need for change. Reading these poems by William Blake may help you generate some ideas about a need for change and also how you can be creative in the way you call for change.

The Chimney Sweeper (Songs of Innocence), 1789  -William Blake
When my mother died I was very young,
And my father sold me while yet my tongue
Could scarcely cry "weep! 'weep! 'weep! 'weep!"
So your chimneys I sweep & in soot I sleep.
There's little Tom Dacre, who cried when his head,
That curl'd like a lamb's back, was shav'd: so I said
"Hush. Tom! never mind it, for when your head's bare
You know that the soot cannot spoil your white hair."
And so he was quiet & that very night,
As Tom was a-sleeping, he had such a sight!
That thousands of sweepers, Dick, Joe, Ned or Jack.
Were all of them lock'd up in coffins of black.
And by came an Angel who had a bright key,
And he open'd the coffins & set them all free;
Then down a green plain leaping, laughing, they run,
And wash in a river. and shine in the Sun.
Then naked & white, all their bags left behind,
They rise upon clouds and sport in the wind;
And the Angel told Tom, if he'd be a good boy,
He'd have God for his father & never want joy.
And so Tom awoke; and we rose in the dark.
Tho' the morning was cold, Tom was happy & warm;
So if all do their duty they need not fear harm.

The Chimney Sweeper (Songs of Experience), 1794
A little black thing among the snow:
Crying weep, weep, in notes of woe!
Where are thy father & mother! say!
They are both gone up to the church to pray.
Because I was happy upon the heath,
And smil'd among the winters snow:
They clothed me in the clothes of death,
And taught me to sing the notes of woe.
And because I am happy, & dance & sing,
They think they have done me no injury:
And are gone to praise God & his Priest & King
Who make up a heaven of our misery.
Teacher Model for Letter Writing

Pride & Prejudice

Longley, Robert. "Women SHALL MAKE LESS Than Men." OC GOV 2."W.

Websites

Many external factors influence earnings in the workforce. Consider that even when women's income is equal to or higher than their male counterparts, they still face challenges such as the gender pay gap. The gender pay gap refers to the difference in earnings between men and women for similar occupations. Women often earn less than men in the same job, and this disparity is often attributed to factors such as discrimination, gender bias, and lack of opportunities.

In the United States, the gender pay gap is a significant issue. According to the Bureau of Labor Statistics, women in 2020 earned 82 cents for every dollar earned by men. This gap is not only a financial issue but also impacts career advancement and opportunities. Women who earn less than men may face limitations in terms of job promotions, access to training programs, and leadership positions.

In order to address this gender pay gap, several strategies can be implemented. One approach is for companies to conduct regular salary audits to ensure that employees are paid fairly based on their qualifications and contributions. Additionally, training programs and mentorship opportunities can help women develop the skills needed for leadership roles.

It is important to recognize the role of gender bias in the workplace. Policies that support equal opportunities for all employees can help bridge the gender pay gap. By creating a more inclusive and equitable environment, organizations can attract and retain the best talent from all genders.

In conclusion, the gender pay gap is a complex issue that requires a multi-faceted approach. Addressing this challenge will not only benefit women but also lead to a more diverse and productive workforce. Through policy changes, company initiatives, and individual efforts, we can work towards a future where gender does not determine earnings potential.
<table>
<thead>
<tr>
<th>Assessment of Facebook/Email Call for Change Letter</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Poor (0-2)</strong></td>
</tr>
<tr>
<td>Mechanics/grammar</td>
</tr>
<tr>
<td>Content/Letter Addresses Prompt</td>
</tr>
<tr>
<td>Creativity</td>
</tr>
<tr>
<td>Evidence</td>
</tr>
<tr>
<td>Works Cited page</td>
</tr>
</tbody>
</table>

**Total score:**

____ /25
Reading Check In
Week 3

*Pride and Prejudice* (Chapters XXXVI-XXXVIII)

1. What is an example of the way Darcy acts proud in the letter he writes to Elizabeth?

2. What is an example of the way Darcy is prejudiced in the letter he writes to Elizabeth?

3. Why did Darcy break up Bingley and Jane?

4. Previously, Mr. Wickham had told Elizabeth that the reason he and Darcy do not get along is because Darcy would not help him financially after Darcy’s father’s death. *But, what does Darcy say actually happened between Darcy and Wickham?*

5. In what way does Elizabeth start to *change* her feelings about Darcy after reading the letter? Be sure to provide evidence.
Timeline of Jane Austen’s Life

Dec 16, 1775: Jane Austen Born
Jane Austen is born in Steventon, England. She is the seventh of eight children born to William and Cassandra Austen, and one of only two daughters. Throughout her life, her older sister, also named Cassandra after her mother, is her closest friend.

1783: First Schooling
Cassandra and Jane Austen are sent to Oxford, England to be educated by a private tutor named Ann Cawley. Both girls contract typhoid fever during an outbreak and return home to Steventon.

1785: Boarding School
Austen enrolls in boarding school at Abbey School in Reading.

1786: Home School
The family's money runs out and Austen returns to Steventon from boarding school. The rest of her education is completed at home from her father's voluminous library. Austen lives with her parents and sister for the rest of her life.

1793: Lady Susan
Austen begins Lady Susan, a novella told in the form of a series of letters. She works on it for two years.

Nov 1795: Austen's First "Love"
Austen meets Tom LeFroy, an Irish law student who is the nephew of her neighbor. Austen and LeFroy spend time together during his month-long visit to Steventon. He leaves in January 1796 and soon becomes engaged to someone else, ending whatever relationship they had. Austen writes affectionately of LeFroy to her sister, prompting later speculation that he is the real-life inspiration for her male characters.

Jul 1797: First Novel Attempt
Austen completes the first draft of First Impressions, the novel that later becomes Pride and Prejudice.

1801: Austen Family Moves to Bath
Austen moves with her parents to the resort town of Bath, England, after her father's retirement from clergy.

Dec 2, 1802: An Indecent Proposal
Just before her 27th birthday, Jane Austen receives her only marriage proposal. A recent Oxford grad named Harris Bigg-Wither proposes to Austen while she is visiting his sisters. Realizing that the marriage would be good for her family's circumstances, Austen accepts.
next morning, however, she changes her mind and withdraws her acceptance. Bigg-Wither marries two years later; Austen never does.

Jan 21, 1805: Austen Falls on Hard Times
Jane's father William George Austen dies, leaving his wife and sisters financially dependent on his sons. The Austen women first rent a house in Bath, then move in with Jane's brother Frank and his wife.

Jul 7, 1809: Chawton Cottage
Jane and Cassandra Austen and their mother move into Chawton Cottage, a home on an estate owned by their brother Edward.

Sep 1811: Sense and Sensibility
Austen publishes Sense and Sensibility, whose author is identified on the cover only as "a Lady." Austen's name is not attached to any of the novels she publishes during her lifetime.

Dec 1813: Pride and Prejudice
Pride and Prejudice is published.

Apr 1814: Mansfield Park
Mansfield Park is published.

Oct 1815: An Awkward Request
The librarian of the Prince Regent (later King George IV), a big fan of Austen's work, invites her to the prince's London home and suggests that she dedicate her soon-to-be-published book to him. Austen is not a fan of the prince, but is unable to say no. Emma is published the next month with a dedication to the prince. It is the last novel published in her lifetime.

1816: Austen Falls Ill
Austen begins to feel the first signs of a long, progressive illness that saps her energy. She continues to work on two novels, Persuasion and Northanger Abbey, but is delayed by her illness and by financial troubles caused by the failure of her brother Henry's bank.

Jul 18, 1817: Jane Austen Dies
Jane Austen dies at the age of 41. She is buried in Winchester Cathedral.
There was a time when Americans thought they understood class. The upper crust vacationed in Europe and worshiped an Episcopal God. The middle class drove Ford Fairlanes, settled the San Fernando Valley and enlisted as company men. The working class belonged to the A.F.L.-C.I.O., voted Democratic and did not take cruises to the Caribbean.

Today, the country has gone a long way toward an appearance of classlessness. Americans of all sorts are awash in luxuries that would have dazzled their grandparents. Social diversity has erased many of the old markers. It has become harder to read people's status in the clothes they wear, the cars they drive, the votes they cast, the god they worship, the color of their skin. The contours of class have blurred; some say they have disappeared.

But class is still a powerful force in American life. Over the past three decades, it has come to play a greater, not lesser, role in important ways. At a time when education matters more than ever, success in school remains linked tightly to class. At a time when the country is increasingly integrated racially, the rich are isolating themselves more and more. At a time of extraordinary advances in medicine, class differences in health and lifespan are wide and appear to be widening.

And new research on mobility, the movement of families up and down the economic ladder, shows there is far less of it than economists once thought and less than most people believe. [Click here for more information on income mobility. ] In fact, mobility, which once buoyed the working lives of Americans as it rose in the decades after World War II, has lately flattened out or possibly even declined, many researchers say.

Mobility is the promise that lies at the heart of the American dream. It is supposed to take the sting out of the widening gulf between the have-mores and the have-nots. There are poor and rich in the United States, of course, the argument goes; but as long as one can become the other, as long as there is something close to equality of opportunity, the differences between them do not add up to class barriers.

Over the next three weeks, The Times will publish a series of articles on class in America, a dimension of the national experience that tends to go unexamined, if acknowledged at all. With class now seeming more elusive than ever, the articles take stock of its influence in the lives of individuals: a lawyer who rose out of an impoverished Kentucky hollow; an unemployed metal worker in Spokane, Wash., regretting his decision to skip college; a multimillionaire in Nantucket, Mass., musing over the cachet of his 200-foot yacht.

The series does not purport to be all-inclusive or the last word on class. It offers no nifty formulas for pigeonholing people or decoding folkways and manners. Instead, it represents an inquiry into class as Americans encounter it: indistinct, ambiguous, the half-seen hand that upon closer examination holds some Americans down while giving others a boost.
The trends are broad and seemingly contradictory: the blurring of the landscape of class and the simultaneous hardening of certain class lines; the rise in standards of living while most people remain moored in their relative places.

Even as mobility seems to have stagnated, the ranks of the elite are opening. Today, anyone may have a shot at becoming a United States Supreme Court justice or a C.E.O., and there are more and more self-made billionaires. Only 37 members of last year's Forbes 400, a list of the richest Americans, inherited their wealth, down from almost 200 in the mid-1980's.

So it appears that while it is easier for a few high achievers to scale the summits of wealth, for many others it has become harder to move up from one economic class to another. Americans are arguably more likely than they were 30 years ago to end up in the class into which they were born.

A paradox lies at the heart of this new American meritocracy. Merit has replaced the old system of inherited privilege, in which parents to the manner born handed down the manor to their children. But merit, it turns out, is at least partly class-based. Parents with money, education and connections cultivate in their children the habits that the meritocracy rewards. When their children then succeed, their success is seen as earned.

The scramble to scoop up a house in the best school district, channel a child into the right preschool program or land the best medical specialist are all part of a quiet contest among social groups that the affluent and educated are winning in a rout.

"The old system of hereditary barriers and clubby barriers has pretty much vanished," said Eric Wanner, president of the Russell Sage Foundation, a social science research group in New York City that recently published a series of studies on the social effects of economic inequality.

In place of the old system, Dr. Wanner said, have arisen "new ways of transmitting advantage that are beginning to assert themselves."

**Faith in the System**

Most Americans remain upbeat about their prospects for getting ahead. A recent New York Times poll on class found that 40 percent of Americans believed that the chance of moving up from one class to another had risen over the last 30 years, a period in which the new research shows that it has not. Thirty-five percent said it had not changed, and only 23 percent said it had dropped.

More Americans than 20 years ago believe it possible to start out poor, work hard and become rich. They say hard work and a good education are more important to getting ahead than connections or a wealthy background.

"I think the system is as fair as you can make it," Ernie Frazier, a 65-year-old real estate investor in Houston, said in an interview after participating in the poll. "I don't think life is necessarily fair. But if you persevere, you can overcome adversity. It has to do with a person's willingness to work hard, and I think it's always been that way."
Most say their standard of living is better than their parents' and imagine that their children will do better still. Even families making less than $30,000 a year subscribe to the American dream; more than half say they have achieved it or will do so.

But most do not see a level playing field. They say the very rich have too much power, and they favor the idea of class-based affirmative action to help those at the bottom. Even so, most say they oppose the government's taxing the assets a person leaves at death.

"They call it the land of opportunity, and I don't think that's changed much," said Diana Lackey, a 60-year-old homemaker and wife of a retired contractor in Fulton, N.Y., near Syracuse. "Times are much, much harder with all the downsizing, but we're still a wonderful country."

The Attributes of Class

One difficulty in talking about class is that the word means different things to different people. Class is rank, it is tribe, it is culture and taste. It is attitudes and assumptions, a source of identity, a system of exclusion. To some, it is just money. It is an accident of birth that can influence the outcome of a life. Some Americans barely notice it; others feel its weight in powerful ways.

At its most basic, class is one way societies sort themselves out. Even societies built on the idea of eliminating class have had stark differences in rank. Classes are groups of people of similar economic and social position; people who, for that reason, may share political attitudes, lifestyles, consumption patterns, cultural interests and opportunities to get ahead. Put 10 people in a room and a pecking order soon emerges.

When societies were simpler, the class landscape was easier to read. Marx divided 19th-century societies into just two classes; Max Weber added a few more. As societies grew increasingly complex, the old classes became more heterogeneous. As some sociologists and marketing consultants see it, the commonly accepted big three - the upper, middle and working classes - have broken down into dozens of microclasses, defined by occupations or lifestyles.

A few sociologists go so far as to say that social complexity has made the concept of class meaningless. Conventional big classes have become so diverse - in income, lifestyle, political views - that they have ceased to be classes at all, said Paul W. Kingston, a professor of sociology at the University of Virginia. To him, American society is a "ladder with lots and lots of rungs."

"There is not one decisive break saying that the people below this all have this common experience," Professor Kingston said. "Each step is equal-sized. Sure, for the people higher up this ladder, their kids are more apt to get more education, better health insurance. But that doesn't mean there are classes."

Many other researchers disagree. "Class awareness and the class language is receding at the very moment that class has reorganized American society," said Michael Hout, a professor of sociology at the University of California, Berkeley. "I find these 'end of class' discussions naïve and ironic, because we are at a time of booming inequality
and this massive reorganization of where we live and how we feel, even in the dynamics of our politics. Yet people say, 'Well, the era of class is over.'

One way to think of a person's position in society is to imagine a hand of cards. Everyone is dealt four cards, one from each suit: education, income, occupation and wealth, the four commonly used criteria for gauging class. [Click here to see where you fit in the American population.] Face cards in a few categories may land a player in the upper middle class. At first, a person's class is his parents' class. Later, he may pick up a new hand of his own; it is likely to resemble that of his parents, but not always.

Bill Clinton traded in a hand of low cards with the help of a college education and a Rhodes scholarship and emerged decades later with four face cards. Bill Gates, who started off squarely in the upper middle class, made a fortune without finishing college, drawing three aces.

Many Americans say that they too have moved up the nation's class ladder. In the Times poll, 45 percent of respondents said they were in a higher class than when they grew up, while just 16 percent said they were in a lower one. Over all, 1 percent described themselves as upper class, 15 percent as upper middle class, 42 percent as middle, 35 percent as working and 7 percent as lower.

"I grew up very poor and so did my husband," said Wanda Brown, the 58-year-old wife of a retired planner for the Puget Sound Naval Shipyard who lives in Puyallup, Wash., near Tacoma. "We're not rich but we are comfortable and we are middle class and our son is better off than we are."

The American Ideal

The original exemplar of American social mobility was almost certainly Benjamin Franklin, one of 17 children of a candle maker. About 20 years ago, when researchers first began to study mobility in a rigorous way, Franklin seemed representative of a truly fluid society, in which the rags-to-riches trajectory was the readily achievable ideal, just as the nation's self-image promised.

In a 1987 speech, Gary S. Becker, a University of Chicago economist who would later win a Nobel Prize, summed up the research by saying that mobility in the United States was so high that very little advantage was passed down from one generation to the next. In fact, researchers seemed to agree that the grandchildren of privilege and of poverty would be on nearly equal footing.

If that had been the case, the rise in income inequality beginning in the mid-1970's should not have been all that worrisome. The wealthy might have looked as if they were pulling way ahead, but if families were moving in and out of poverty and prosperity all the time, how much did the gap between the top and bottom matter?

But the initial mobility studies were flawed, economists now say. Some studies relied on children's fuzzy recollections of their parents' income. Others compared single years of income, which fluctuate considerably. Still others misread the normal progress people make as they advance in their careers, like from young lawyer to senior partner, as social mobility.
The new studies of mobility, which methodically track peoples' earnings over decades, have found far less movement. The economic advantage once believed to last only two or three generations is now believed to last closer to five. Mobility happens, just not as rapidly as was once thought.

"We all know stories of poor families in which the next generation did much better," said Gary Solon, a University of Michigan economist who is a leading mobility researcher. "It isn't that poor families have no chance."

But in the past, Professor Solon added, "people would say, 'Don't worry about inequality. The offspring of the poor have chances as good as the chances of the offspring of the rich.' Well, that's not true. It's not respectable in scholarly circles anymore to make that argument."

One study, by the Federal Reserve Bank of Boston, found that fewer families moved from one quintile, or fifth, of the income ladder to another during the 1980's than during the 1970's and that still fewer moved in the 90's than in the 80's. A study by the Bureau of Labor Statistics also found that mobility declined from the 80's to the 90's.

The incomes of brothers born around 1960 have followed a more similar path than the incomes of brothers born in the late 1940's, researchers at the Chicago Federal Reserve and the University of California, Berkeley, have found. Whatever children inherit from their parents - habits, skills, genes, contacts, money - seems to matter more today.

Studies on mobility over generations are notoriously difficult, because they require researchers to match the earnings records of parents with those of their children. Some economists consider the findings of the new studies murky; it cannot be definitively shown that mobility has fallen during the last generation, they say, only that it has not risen. The data will probably not be conclusive for years.

Nor do people agree on the implications. Liberals say the findings are evidence of the need for better early-education and antipoverty programs to try to redress an imbalance in opportunities. Conservatives tend to assert that mobility remains quite high, even if it has tailed off a little.

But there is broad consensus about what an optimal range of mobility is. It should be high enough for fluid movement between economic levels but not so high that success is barely tied to achievement and seemingly random, economists on both the right and left say.

As Phillip Swagel, a resident scholar at the American Enterprise Institute, put it, "We want to give people all the opportunities they want. We want to remove the barriers to upward mobility."

Yet there should remain an incentive for parents to cultivate their children. "Most people are working very hard to transmit their advantages to their children," said David I. Levine, a Berkeley economist and mobility researcher. "And that's quite a good thing."

One surprising finding about mobility is that it is not higher in the United States than in Britain or France. It is lower here than in Canada and some Scandinavian countries but not as low as in developing countries like Brazil, where escape from poverty is so difficult that the lower class is all but frozen in place.
Those comparisons may seem hard to believe. Britain and France had hereditary nobilities; Britain still has a queen. The founding document of the United States proclaims all men to be created equal. The American economy has also grown more quickly than Europe's in recent decades, leaving an impression of boundless opportunity.

But the United States differs from Europe in ways that can gum up the mobility machine. Because income inequality is greater here, there is a wider disparity between what rich and poor parents can invest in their children. Perhaps as a result, a child's economic background is a better predictor of school performance in the United States than in Denmark, the Netherlands or France, one recent study found.

"Being born in the elite in the U.S. gives you a constellation of privileges that very few people in the world have ever experienced," Professor Levine said. "Being born poor in the U.S. gives you disadvantages unlike anything in Western Europe and Japan and Canada."

**Blurring the Landscape**

Why does it appear that class is fading as a force in American life?

For one thing, it is harder to read position in possessions. Factories in China and elsewhere churn out picture-taking cellphones and other luxuries that are now affordable to almost everyone. Federal deregulation has done the same for plane tickets and long-distance phone calls. Banks, more confident about measuring risk, now extend credit to low-income families, so that owning a home or driving a new car is no longer evidence that someone is middle class.

The economic changes making material goods cheaper have forced businesses to seek out new opportunities so that they now market to groups they once ignored. Cruise ships, years ago a symbol of the high life, have become the ocean-going equivalent of the Jersey Shore. BMW produces a cheaper model with the same insignia. Martha Stewart sells chenille jacquard drapery and scallop-embossed ceramic dinnerware at Kmart.

"The level of material comfort in this country is numbing," said Paul Bellew, executive director for market and industry analysis at General Motors. "You can make a case that the upper half lives as well as the upper 5 percent did 50 years ago."

Like consumption patterns, class alignments in politics have become jumbled. In the 1950's, professionals were reliably Republican; today they lean Democratic. Meanwhile, skilled labor has gone from being heavily Democratic to almost evenly split.

People in both parties have attributed the shift to the rise of social issues, like gun control and same-sex marriage, which have tilted many working-class voters rightward and upper income voters toward the left. But increasing affluence plays an important role, too. When there is not only a chicken, but an organic, free-range chicken, in every pot, the traditional economic appeal to the working class can sound off key.
Religious affiliation, too, is no longer the reliable class marker it once was. The growing economic power of the South has helped lift evangelical Christians into the middle and upper middle classes, just as earlier generations of Roman Catholics moved up in the mid-20th century. It is no longer necessary to switch one's church membership to Episcopal or Presbyterian as proof that one has arrived.

"You go to Charlotte, N.C., and the Baptists are the establishment," said Mark A. Chaves, a sociologist at the University of Arizona. "To imagine that for reasons of respectability, if you lived in North Carolina, you would want to be a Presbyterian rather than a Baptist doesn't play anymore."

The once tight connection between race and class has weakened, too, as many African-Americans have moved into the middle and upper middle classes. Diversity of all sorts - racial, ethnic and gender - has complicated the class picture. And high rates of immigration and immigrant success stories seem to hammer home the point: The rules of advancement have changed.

The American elite, too, is more diverse than it was. The number of corporate chief executives who went to Ivy League colleges has dropped over the past 15 years. There are many more Catholics, Jews and Mormons in the Senate than there were a generation or two ago. Because of the economic earthquakes of the last few decades, a small but growing number of people have shot to the top.

"Anything that creates turbulence creates the opportunity for people to get rich," said Christopher S. Jencks, a professor of social policy at Harvard. "But that isn't necessarily a big influence on the 99 percent of people who are not entrepreneurs."

These success stories reinforce perceptions of mobility, as does cultural myth-making in the form of television programs like "American Idol" and "The Apprentice."

But beneath all that murkiness and flux, some of the same forces have deepened the hidden divisions of class. Globalization and technological change have shuttered factories, killing jobs that were once stepping-stones to the middle class. Now that manual labor can be done in developing countries for $2 a day, skills and education have become more essential than ever.

This has helped produce the extraordinary jump in income inequality. The after-tax income of the top 1 percent of American households jumped 139 percent, to more than $700,000, from 1979 to 2001, according to the Congressional Budget Office, which adjusted its numbers to account for inflation. The income of the middle fifth rose by just 17 percent, to $43,700, and the income of the poorest fifth rose only 9 percent.

For most workers, the only time in the last three decades when the rise in hourly pay beat inflation was during the speculative bubble of the 90's. Reduced pensions have made retirement less secure.

Clearly, a degree from a four-year college makes even more difference than it once did. More people are getting those degrees than did a generation ago, but class still plays a big role in determining who does or does not. At 250
of the most selective colleges in the country, the proportion of students from upper-income families has grown, not shrunk.

Some colleges, worried about the trend, are adopting programs to enroll more lower-income students. One is Amherst, whose president, Anthony W. Marx, explained: "If economic mobility continues to shut down, not only will we be losing the talent and leadership we need, but we will face a risk of a society of alienation and unhappiness. Even the most privileged among us will suffer the consequences of people not believing in the American dream."

Class differences in health, too, are widening, recent research shows. Life expectancy has increased over all; but upper-middle-class Americans live longer and in better health than middle-class Americans, who live longer and in better health than those at the bottom.

Class plays an increased role, too, in determining where and with whom affluent Americans live. More than in the past, they tend to live apart from everyone else, cocooned in their exurban chateaus. Researchers who have studied data from the 1980, 1990 and 2000 censuses say the isolation of the affluent has increased.

Family structure, too, differs increasingly along class lines. The educated and affluent are more likely than others to have their children while married. They have fewer children and have them later, when their earning power is high. On average, according to one study, college-educated women have their first child at 30, up from 25 in the early 1970's. The average age among women who have never gone to college has stayed at about 22.

Those widening differences have left the educated and affluent in a superior position when it comes to investing in their children. "There is no reason to doubt the old saw that the most important decision you make is choosing your parents," said Professor Levine, the Berkeley economist and mobility researcher. "While it's always been important, it's probably a little more important now."

The benefits of the new meritocracy do come at a price. It once seemed that people worked hard and got rich in order to relax, but a new class marker in upper-income families is having at least one parent who works extremely long hours (and often boasts about it). In 1973, one study found, the highest-paid tenth of the country worked fewer hours than the bottom tenth. Today, those at the top work more.

In downtown Manhattan, black cars line up outside Goldman Sachs's headquarters every weeknight around 9. Employees who work that late get a free ride home, and there are plenty of them. Until 1976, a limousine waited at 4:30 p.m. to ferry partners to Grand Central Terminal. But a new management team eliminated the late-afternoon limo to send a message: 4:30 is the middle of the workday, not the end.

A Rags-to-Riches Faith

Will the trends that have reinforced class lines while papering over the distinctions persist?
The economic forces that caused jobs to migrate to low-wage countries are still active. The gaps in pay, education and health have not become a major political issue. The slicing of society's pie is more unequal than it used to be, but most Americans have a bigger piece than they or their parents once did. They appear to accept the tradeoffs.

Faith in mobility, after all, has been consciously woven into the national self-image. Horatio Alger's books have made his name synonymous with rags-to-riches success, but that was not his personal story. He was a second-generation Harvard man, who became a writer only after losing his Unitarian ministry because of allegations of sexual misconduct. Ben Franklin's autobiography was punched up after his death to underscore his rise from obscurity.

The idea of fixed class positions, on the other hand, rubs many the wrong way. Americans have never been comfortable with the notion of a pecking order based on anything other than talent and hard work. Class contradicts their assumptions about the American dream, equal opportunity and the reasons for their own successes and even failures. Americans, constitutionally optimistic, are disinclined to see themselves as stuck.

Blind optimism has its pitfalls. If opportunity is taken for granted, as something that will be there no matter what, then the country is less likely to do the hard work to make it happen. But defiant optimism has its strengths. Without confidence in the possibility of moving up, there would almost certainly be fewer success stories.
“Run the World”—Beyonce

Girls, we run this (yeah!) x4
GIRLS!

Who run the world? Girls! x4
Who run this? Girls! x4
Who run the world? Girls! x4

[Verse 1]
Some of them men think they freak this like we do
But no they don't
Make your checks come at they neck,
Disrespect us no, they won't

Boy don't even try to touch this
Boy this beat is crazy
This is how they made me
Houston, Texas baby
This goes out to all my girls
That's in the club rocking the latest
Who will buy it for themselves and get more money later

I think I need a barber
None of these can fade me
I'm so good with this,
I remind you I'm so hood with this

Boy I'm just playing, come here baby
Hope you still like me, pay me
My persuasion can build a nation
Endless power, our love we can devour
You'll do anything for me

[Chorus]
Who run the world? Girls! x4
Who run this? Girls! x4
Who run the world? Girls! x4

[Verse 2]
It's hot up in here
DJ don't be scared to run this, run this back
I'm repping for the girls who taking over the world
Have me raise a glass for the college grads
Anyone rolling I'll let you know what time it is
You can't hold me
I broke my 9 to 5 and copped my check
This goes out to all the women getting it in,
Get on your grind
To the other men that respect what I do
Please accept my shine

Boy you know you love it
How we're smart enough to make these millions
Strong enough to bare the children
Then get back to business
See, you better not play me
Don't come here baby
Hope you still like me
pay me!
[Bridge]
My persuasion can build a nation
Endless power
Our love we can devour
You'll do anything for me
[Chorus]
Who run the world? Girls! x4
Who run this? Girls! x4
Who run the world? Girls! x4

Who are we?
What we run?
The world!
(Who run this?)
Who are we?
What we run?
The world!
(Who run this?)

Who are we?
What do we run?
We run the world!
(Who run this?)
Who are we?
What we run?
We run the world!
Who run the world? Girls!
Chapters 45-50 Vocab Pre-Quiz

Draw a line from each definition on the left with its coordinating word on the right.

Harmful to living things         a. reprehensible
To enlarge or increase           b. composure
Of a quantity not able to fill a need or requirement c. frivolous
Deserving of blame or strong criticism d. injurious
Have as a logical consequence e. entail
Relating to or involving money    f. augment
Not serious in content or attitude or behavior g. pecuniary
The steadiness of mind under stress h. insufficient
1. Write your two vocabulary words and define them.

   1.

   2.

2. What is the sentential adverb in this sentence? How is a sentential adverb used in this quotation? What does it do?

   “All truth is not, indeed, of equal importance; but if little violations are allowed, every violation will in time be thought little.” --Samuel Johnson

3. Choose one of your words and write a sentence using a sentential adverb.

4. Choose one of your words and write a sentence using a coordinating conjunction.
**Now...**

50 (13) *[Really in love at last, IMO! - Line]*

**ON:** The wish of procuring her regard, which *[Elizabeth]* had assured herself of *[Darcy’s]* feeling in Derbyshire, could not in rational expectation survive such a blow as this. She was humbled, she was grieved; she repented, though she hardly knew of what. She became jealous of his esteem, when she could no longer hope to be benefited by it. She wanted to hear of him, when there seemed the least chance of gaining intelligence. She was convinced that she could have been happy with him, when it was no longer likely they should meet.

---

**Before...**

5 (18) "His pride," said Miss *[Charlotte]* Lucas, "does not offend *me* so much as pride often does, because there is an excuse for it. One cannot wonder that so very fine a young man, with family, fortune, everything in his favour, should think highly of himself. If I may so express it, he has a *right* to be proud."

5 (19) "That is very true," replied Elizabeth, "and I could easily forgive *his* pride, if he had had not mortified *mine.*"

---

50 (15) **ON:** *[Elizabeth]* began now to comprehend that *[Darcy]* was exactly the man who, in disposition and talents, would most suit her. His understanding and temper, though unlike her own, would have answered all her wishes.

---

3 (13) *Darcy:* “She is tolerable, but not handsome enough to tempt *me.*”

---

52 (17) **ON:** The contents of *[Mrs. Gardiner’s]* letter threw Elizabeth into a flutter of spirits, in which it was difficult to determine whether pleasure or pain bore the greatest share...Oh! How heartily did she grieve over every ungracious sensation she had ever encouraged, every saucy speech she had ever directed towards *[Darcy]*. For herself, she was humbled; but she was proud of him. Proud that in a cause of compassion and honour he had been able to get the better of himself. She read over her aunt's commendation of him again and again. It was hardly enough; but it pleased her. She was even sensible of some pleasure, though mixed with regret, on finding how steadfastly both she and her uncle had been persuaded that affection and confidence subsisted between Mr. Darcy and herself.

---

6 (38) *Sir William Lucas:* "My dear Miss Eliza, why are not you dancing? -- Mr. Darcy, you must allow me to present this young lady to you as a very desirable partner. You cannot refuse to dance, I am sure, when so much beauty is is before you." And, taking her hand, he would have given it to Mr. Darcy, who, though extremely surprised, was not unwilling to receive it, when she instantly drew back, and said with some discomposure to Sir William—

6 (39) *Elizabeth:* "Indeed, sir, I have not the least intention of dancing. I entreat you not not to suppose that I moved this way in order to beg for a partner."
Name ______________________

Jerk Magazine
“Married as a Child”
Discussion Sheet

How do the characters in P&P come through in the article? Do any of the people in the article show characteristics of anyone in the book? Who? How?

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

How do perceptions change throughout the article? Do we see this perception shift in the novel yet?

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________
What aspects of relationships and marriage from the novel are prevalent in the article? Are there any aspects that are different?

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

What is your personal belief on arranged marriage? Can you understand the beliefs of the opposition to your stance?

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

What specific things are required of males and females in this story? What specific things are expected of males and females in P&P?

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
Persuasive Essay Basic Instructions

Planning

1. Develop a unique argument that you can successfully write on/provide evidence for—in other words, an argument that makes sense. This argument must question and evaluate, rather than summarize, the arguments in Pride and Prejudice.
2. Find evidence in Pride and Prejudice and secondary sources that demonstrate your argument. Make sure you are focusing on what the text is arguing rather than how the text is arguing. The more evidence—the better.
3. Create a thesis sentences that embodies your argument. This sentence must be simple to understand yet represent the culmination of your ideas. Try to develop three main points that support your overall argument.
4. Map your paper’s argument on scrap paper. Creating an outline or flow chart of your ideas and the evidence you found to back them up helps you organize your thoughts and ensure that you have sufficient evidence.

Writing

1. Create an introduction that explains why the topic is important, states your thesis, and outlines your argument. Try to come up with an intriguing opening to your introduction. The introduction serves to spark reader’ interest in your paper and shows them what to expect from your argument.
2. Connect the evidence you have found in Pride and Prejudice to the argument you make in your body paragraphs. This is also where you will implement your secondary sources to support your argument. Here your main task is to clearly explain your argument and show how your evidence back it. You must explain why you interpret the evidence the way you do.
3. Each in-text citation you use needs to have an explanation following it. Answer the question “So what?” Why is the piece you are including important and what does it mean?

Requirements

1. Your persuasive essay needs to have a clear argument. You must pick one of the discussed topics from the novel and decide which one you would like to argue.
2. Each persuasive essay needs to have a minimum of five sources (including the novel Pride and Prejudice). Your secondary sources must have at least one print source you have found from a book, magazine, encyclopedia, etc.
3. The essay must be a minimum of five pages, double-spaced, with 1’ margins and 12-point Times New Roman font.
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exemplary 4</th>
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Pride & Prejudice Unit 126


