



Bridgewater State University

Virtual Commons - Bridgewater State University

Honors Program Theses and Projects

Undergraduate Honors Program

12-19-2022

Teaching Pride and Prejudice by Jane Austen through a Series of Lesson Plans in the 21st Century

Patricia Diaz Fernandez
Bridgewater State University

Follow this and additional works at: https://vc.bridgew.edu/honors_proj

Recommended Citation

Diaz Fernandez, Patricia. (2022). Teaching Pride and Prejudice by Jane Austen through a Series of Lesson Plans in the 21st Century. In *BSU Honors Program Theses and Projects*. Item 576. Available at: https://vc.bridgew.edu/honors_proj/576
Copyright © 2022 Patricia Diaz Fernandez

This item is available as part of Virtual Commons, the open-access institutional repository of Bridgewater State University, Bridgewater, Massachusetts.

Teaching *Pride and Prejudice* by Jane Austen through a Series of Lesson Plans in the 21st
Century

Patricia Diaz Fernandez

Submitted in Partial Completion of the
Requirements for Commonwealth Interdisciplinary Honors in
English and Secondary Education

Bridgewater State University

December 19, 2022

Dr. Melissa Tobey LaBelle, Thesis Advisor

Date: 12/19/2022

Dr. Halina Adams, Thesis Advisor

Date: 12/19/2022

Dr. Emily D. Field, Committee Member

Date: 12/19/2022

Dr. Melissa Winchell, Committee Member

Date: 12/19/2022

Using the Universal Design for Learning to Teach Jane Austen

This project encompasses a series of seventeen lesson plans covering a 3-week period of classroom teaching on *Pride and Prejudice* by Jane Austen. These lesson plans are designed to be taught in a span of fifty minutes. They were also created for an 11th grade College Preparatory (CP) class in which both native English speakers and multilingual students, who have a high World-Class Instructional Design and Assessment (WIDA) level can be found. These students are at a WIDA Level 5, which means they have advanced listening, writing, speaking, and reading skills. Although these multilingual students find themselves at the highest WIDA Level, they recently got out of the ESL program and might still need support navigating the challenges of a mainstream English classroom. The student population is as follows: 25 students in total—10 Hispanic students from Ecuador, El Salvador, and Puerto Rico, 3 Vietnamese students, and the rest are native English speakers.

Following the Universal Design for Learning (UDL) this unit plan was created with a series of formative assessments leading to a final assessment. Because the UDL model emphasizes making learning equitable and accessible for all students, it was chosen to meet better the needs of this student population. For the final assessment, the option is given to students of whether they want to write a paper or create a PowerPoint presentation—both of which have specific guidelines and criteria assigned to them. In addition, the formative assessments created ranged from being low stakes, such as writing prompts, to a higher-level ones, such as a Burning Book project, in order to ensure that students had a chance to succeed and be challenged.

When planning how to teach the culture and the context necessary to understand Austen's novel, a challenge faced was how to bring a novel that was written in 1813 to life in the 21st century. Although the novel presents ideas and struggles that still resonate with many people,

such as love and the need for companionship, the language present as well as certain cultural context might be hard for students to comprehend. Due to this, one of the main goals when creating the lesson plans was making them “relatable.” By illustrating the connection between issues and ideas in the text and our current world, I sought to both make the book feel “real” to students and help them grapple with complex concepts and language.

However, despite the challenge this novel imposes on multilingual students, there is a reason it was chosen as the core text for this unit. My passion sparked from a conversation that I had years ago with an ESL teacher in which she disclosed to me that although Austen is her favorite author, she would never teach it to her emergent bilingual students because “they just wouldn’t get it.” Being a fan of *Pride and Prejudice* myself since the first time I read it and passionate about ESL students due to being part of the program before, I decided to take on the opportunity to make the text that I love the most accessible for an ESL student population.

The Pedagogy Behind Teaching Austen in the 21st Century

My approach to these lesson plans was informed by scholarship on Austen and pedagogy. For example, in an article titled “Teaching Jane Austen in the Twenty-First Century,” Michael Gamer and Katrina O’Loughlin explore the idea of how to make Austen’s novels relatable to learners. When thinking about the power of relatability, the scholars share that “Identification with characters and scenes became a central criterion of value, sometimes the only form of value students would recognise in fiction” (499). This highlights the importance for ensuring that students see the characters not only as fictional characters, but as people who have struggles and dreams just like them. This is why throughout my lessons I dedicate a lot of time asking students to analyze each character, respond to moral questions and provide their impressions about them.

When students take a few minutes to reflect on every character, they are able to explore what makes these characters human and find connections between the characters and themselves.

Finding connections between two different domains can help students understand better a specific concept. Gamer and O'Loughlin suggest that teaching Jane Austen effectively requires “both foregrounding these differences and recognising the power of analogical thinking to create points of entry and overlap” (500). While the term “analogical thinking” in the passage highlights the power and importance of finding commonalities between two different domains, the word “differences” demonstrates the importance of recognizing how sometimes concepts might not overlap. In other words, acknowledging the difference between the modern world and Austen's era is as important as finding connections between the two to help students understand better the text. This is why throughout the lesson plans, a lot of time was dedicated, especially during the background lessons prior to reading the novel, to find points of connection as well points of difference. The goal was to ensure that current examples were provided to not only demonstrate how certain aspects present in the story have changed, but also for students to understand how these aspects appeared in Austen's world.

Preliminary work is key to ensuring students' engagement with the text. When thinking about strategies to help students engage more with the text, an annotating worksheet was created with the intention for students to write down different aspects, such as questions that they have about the reading, words they didn't understand, and important quotes. Since an important component of UDL is providing multiple means of presenting, understanding, and decoding information, all three elements of the preliminary worksheet help students navigate these principles. This annotating worksheet activity also resonates with Gamer and O'Loughlin's idea of assigning preliminary work to students. They express that even having students “jot down ‘three things you

noticed and a question, or something you found yourself wondering about'. The latter, in particular, gives students time for reflection at the beginning of class, a chance to write, and an opportunity to refer to those notes while discussing their impressions" (502). Similar to the idea of using this activity as a way to have students explore the text and open discussions, the annotating worksheet serves as guidance for students to start a conversation in the classroom.

The conversations in class provided in the lesson plans almost always begin by asking students their thoughts on the reading assigned. According to Gamer and O'Loughlin, "asking students for their first impressions in fact authorises them to have first impressions, and to speak to them. More profoundly, it licences readers to notice details: to voice unformed (and as yet uninformed) opinions; to wonder about things; and to have questions" (502). Having the desire for students to find their voice in their classroom and become active learners, many of the class discussion questions have students wondering about the characters that they were just introduced to. One of the goals in this unit is for them to compare how a character has evolved throughout the novel. Particularly, in this novel, characters are not who they seem to be. This is why asking students what they think about the characters at different points of the novel can help them create a meaningful analysis of them.

Another aspect that was challenging to navigate was Austen's prose. Although her prose is absolutely vivid and beautifully written, sometimes the length of it might confuse modern readers who are trying to make meaning of the text. Because of this, I tried exploring different ways to present the content. One of those ways is through videos: movie clips from the *Pride and Prejudice* (2005) movie are included in the lesson to present students with a visual of key scenes. Since my student body is comprised of multilingual learners, one of the ways to provide accommodations is through close captioning when watching videos in class—an useful UDL

strategy to present information—since sometimes it can be easier for students to understand a concept once they have seen a scene.

The use of a *Pride and Prejudice* graphic novel adaptation by Ian Edginton was introduced in the unit to make learning more accessible for students. In an article titled “Austen’s Audience(s) and the Perils of Adaptation,” scholar Leigh Anne Howard explores how certain people react to Nancy Butler’s graphic novel adaptation of *Pride and Prejudice*. She collected data both from people who have read the novel and those who haven’t about their opinions when reading the adaptation. One of the opinions that captured the scope of the research was how “Those familiar with the novels saw the graphic narrative as complete and interesting, but they also said that the graphic novel provided an outline that filled in the gaps they faced when reading the novel” (138-9). On the other hand, the knowing audience “missed the satire, subplots, and minor characters not included in the graphic novel” (139). These passages demonstrate how although the prose of a graphic novel can differ from the original one, a graphic novel can still help readers understand certain plot aspects they could not understand in the original one. In this unit, I decided to focus on exploring Austen’s prose through her novel while using the graphic novel adaptation on certain occasions, such as when I wanted students to explore more the language of the text or when I felt the original prose was long enough to confuse students, so the gap between literature and understanding could have been filled.

A more suitable way found to help learners understand the 1800s is through a modern movie adaptation. After finishing the novel, students are asked to watch certain clips from a Bollywood adaptation of *Pride and Prejudice* titled *Bride and Prejudice*. Although the movie focuses on the cultural aspect of India, according to Sarah Sackle in her article “Globalizing Jane Austen: An Analysis of Gurrinder Chadha’s *Pride and Prejudice* Adaptation *Bride and Prejudice*,” the “ideas

and ideals promoted in this film are, as in Austen's novel, love and mutual respect. This time, however, love, and mutual respect not only help to overcome class barriers, but cultural prejudices as well" (262). This is why I devoted some time to finding key scenes between Darcy and Lalita (Elizabeth in Austen's novel) that demonstrated their struggle and love, just as in the original, for students to analyze and compare both stories.


Developing lesson plans about Austen's novel for ESL students pushed me to confront key aspects of her text in new ways. In many ways, her novel is suited for the student population selected in these lessons. The novel still shows relevant issues present in today's society, such as misunderstandings, perceptions of others, and navigating a world where status is important—challenges that many teenagers and adults might resonate with. Furthermore, as the existing scholarship suggests, the best way to face these issues in reading Austen is by finding connections and pointing out differences through adaptations. These lesson plans reflect not only a way of making Austen accessible to students, but also follow the very themes and ideas that she introduces in her novel by making a worldwide connection to them.

Note for Readers

While this unit is intended to be taught within 3 weeks, the activities and lessons included might get pushed or placed somewhere else more fitting depending on different factors, such as students' engagement with the material, students' reading comprehension difficulties, and more

Pride and Prejudice Lesson Plan 1 (Monday)

Content Area	ELA.	Grade Level and Cultural Background	<ul style="list-style-type: none"> 11th Grade CPA level. 25 students (5 Hispanic students, 3 Vietnamese students, and 17 Native English Speakers).
Topic	Marriage during the Regency Era.	Duration	50 minutes.
CCRS&E			Essential Questions
SL.1.11-12: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.			○ How are marriage expectations from the Regency Era different and/or similar from modern expectations?
L.4.11-12: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.			
Language and Content Objectives <i>Students will be able to...</i>		Assessment <i>Students will demonstrate mastery of the objective by...</i>	
1. Content Objective: SWBAT identify how marriage and courtship worked during the Regency Era by watching a video and looking at images and comparing the royal family.		1. Responding to the comprehension questions after watching the video.	
2. Content Objective: SWBAT distinguish how courtship during the Regency Era is different from 21 century expectations by reflecting on their own cultural expectations and the royal family		2. Opener and closer.	
3. Language Objectives: Students at WIDA Level 5 will define vocabulary words relevant to this lesson by writing the definition of the terms and answering questions to the courtship worksheet.		3.Courtship Worksheet.	
4. Language Objective: Students at WIDA Level 5 will identify how courtship played a role during The Regency Era by sharing their thoughts aloud based on the video presented in class.			

Materials	-PPT with information with pictures to support the context. -Video. -Courtship Worksheet.
<i>authentic, meaningful, and relevant to the objectives</i>	
Instruction	Opener (5 minutes)
<p><i>How will I go about teaching this lesson?</i></p> <p><i>What instructional methods and engaging activities will lead students to mastery of the objectives?</i></p>	<p>Explanation: students will have 3 minutes to write and 2 to share aloud with the class.</p> <p>Quick Thinking: Take a look at this photo from Meghan Markle and Prince Harry's wedding in 2018 and describe what you observe. How are the bride and the groom dressed? What type of attire are the guests wearing? What does this say about The Royal Family's wedding expectations?</p>  <p>Major Points to Discuss with students:</p> <ul style="list-style-type: none"> • Bride is expected to dress modest (dress has to have sleeves and not show cleavage). • Groom is expected to dress in Military regalia. • Royal women are expected to wear hats and dress modestly. <p><i>*Connection with Jane Austen's World (The Regency Era) *</i></p> <p>Time Period Context/Background Context (10 minutes)</p> <p>1) Regency Period</p> <p>-Definition: Period that occurred after American Revolution from 1811 to 1820. -The Regency Era is also associated with a period of social and cultural development and many of the customs that the <u>Royal Family have are similar in some sense to these old customs.</u></p> <p><i>*An example of the similarity can be seen in the idea of marriage*</i></p>

2) Marriage

- Around this time, the British culture became focused on the accumulation and concentration of wealth within the family.
- Many women were able to inherit money, but many issues focused on the acquisition of property, more specifically land.
- Many middle-class women were not encouraged to work, so they had to marry for support. Those who did work would usually have to give money to their parents or husbands.

Did you know that Queen Elizabeth has to approve the first 6 in line to the throne in order for them to get married? Without her approval Harry, who is number 6 in succession to the throne, would not have been able to marry Meghan. Similarly, parents in the Regency Era had to approve the marriage between parties

3) Courtship

- Courtship is very different from today's general idea of dating.
- Courtship definition:** A period during with a couple develop a romantic relationship, especially with a view to marriage.
- Familial aspirations, coupled with women's increased dependence on marriage for financial survival, made courtship a central focus of women's lives.

***How will this be taught?** All of these terms will be projected in a PPT. Students will be encouraged to write these terms and listen while the instructor presents*

*Let's observe how **courtship** played a role in society*

Video (2 minutes) Daphne & Simon Romantic Moment at The Park. Bridgerton Season 1 Eps 3 (<https://www.youtube.com/watch?v=dYgLU8Lt8JM>)

Students will be encouraged to take down some notes that they observe about the video and about how Daphne and the Duke are interacting with one another

Video Discussion (Class discussion) (15 minutes)

Explanation: After the video, we will have a class discussion in which students will share their thoughts. In this class discussion, students will be asked to pair with someone else and share the answers to these questions. Once each person has shared their thoughts, they will need to find another pair and exchange their ideas. The instructor in the meantime will go around to check in on students.

- What did you notice about the video? (clothes/way they spoke/mannerisms)
- How was courtship being displayed in the video? (-setting (public place) and company (them not being alone).
- What does it mean when Simon says that "marriage is a battlefield"?
- Daphne describes marriage as the possibility of being "intangible" and "physical," what do they mean by that?
- How does this contrast in marriage opinion highlight the way people used to view marriage as during the Regency Era?
- Are there any similarities between the clothes/gestures that the royal family tend to wear or do? (think about the picture we discussed in class and the videos that you have seen on social media.

	<p>Think, Pair, and Share Activity (13 minutes)</p> <p>Explanation: Students will be paired with a peer in order to answer questions to a worksheet regarding courtship. They will work independently to answer each question and then share their thoughts with their partner, though they can use each other as resources.</p> <p>Closer (5 minutes)</p> <p>What expectations about marriage from The Regency Era seem most interesting to you and why? How are they different from modern views? Why do you think our society has moved on from those principles?</p> <p><u>Vocabulary taught in this lesson:</u></p> <ol style="list-style-type: none"> 1. Courtship: A period during which a couple develops a romantic relationship, especially with a view to marriage. 2. Regency era: Time period after the American Revolution between 1811 to 1820.
Accommodations	<i>What accommodations will you provide your students with?</i>
	<p>-Visuals will be provided for students to understand the background concept and the definition of vocabulary words.</p> <p>-Closed caption will be provided while watching the video and if possible, a transcript of what the video says in case close captioning does not work.</p> <p>-Students can be pre-paired with other students who are more proficient than they are for extra support.</p>
Home Study	<i>What activity will reinforce the objectives?</i>
	Homework: If you were not able to finish your Courtship Worksheet, make sure you finish it and turn it in tomorrow for credit.
Rationale	<i>Why did I construct the lesson this way?</i>
	I constructed the lesson this way because I am a firm believer that before teaching any book, background context should be given to students, so they understand what the book will be about, and they are more familiar with the themes present in it. This lesson purposely has plenty of visuals, such as pictures and videos, in order for students to have extra support when it comes to understanding the concepts and vocabulary word definitions. By the end of this lesson, my hope is for students to be more familiar with about certain aspects of the Regency Era, such as courtship, and marriage by using modern examples that they might be able to relate to.

Courtship Worksheet

Name:

Date:

Class Period:

Take a look at these couple of pictures that display courtship and answer the following questions based on your observations and what you learned about the topic today.



- 1) What do you observe from these pictures? *(Be as detailed as you can. Think about clothes, environment, what each person is doing, the background, race, and more).*
- 2) How is **courtship** being demonstrated in each picture?
- 3) What setting are they in? What do you think is the significance of setting?

Pride and Prejudice Lesson Plan 2 (Tuesday)

Content Area	ELA.	Grade Level	<ul style="list-style-type: none"> 11th Grade CPA level. 25 students (5 Hispanic students, 3 Vietnamese students, and 17 Native English Speakers).
Topic	Social class during the Regency Era and its impact on marriage.	Duration	50 minutes.
CCRS AE			Essential Questions
RL.1.11-12: Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text.			○ How does a person's social class dictate who they can marry?
SL.1.11-12: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and			

teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.		
L.4.11-12: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.		
Language and Content Objectives <i>Students will be able to...</i>	Assessment <i>Students will demonstrate mastery of the objective by...</i>	
1. Content Objective: SWBAT Explain the different levels of social class hierarchy during The Regency Era.	1. Opener and closer.	
2. Content Objective: SWBAT explain how social class has an impact on marriage.	2. Close reading comprehension questions.	
3. Language Objective: Students at WIDA Level 5 will define vocabulary words by writing their definitions and looking at visuals.	3. Flashcard Activity.	
4. Language Objective: Students at WIDA Level 5 will explain the different social class levels in England during The Regency Era by engaging in conversations with their peers and completing a character placement flashcard activity.		
Materials	-Video. -Flashcard. -Monopoly Set. -PPT with information.	
<i>authentic, meaningful, and relevant to the objectives</i>		
Instruction	Opener (8 minutes) Video: Princess Diary 2—Choosing a Husband (1:28 minutes) https://www.youtube.com/watch?v=HaDTZGH3B5Y Quick Thought: After watching the video, what are some qualifications Mia is looking for in a husband? What do you think they mean by someone’s “ title ”? Why is it important for her to marry someone with a good title? Explanation: After watching the video, students will have 5 minutes to respond in their journal to this prompt. Once those 5 minutes are up, we will share their thoughts as a whole class. *Connection: Title refers to a person’s social status and it turns out that just like in this movie, it played an important part during The Regency Era, and it still plays a big part in today’s society, whether that is in The Royal Family or other independent families in society*	
<i>How will I go about teaching this lesson?</i> <i>What instructional methods and engaging activities will lead students to mastery of the objectives?</i>		

Picking Students' Brain (2 minutes): Just as a curiosity, does a person's social status (rich or poor) matter to you and why?

Transitioning to past thinking

Social Class Hierarchy Context During The Regency Era (10 minutes):

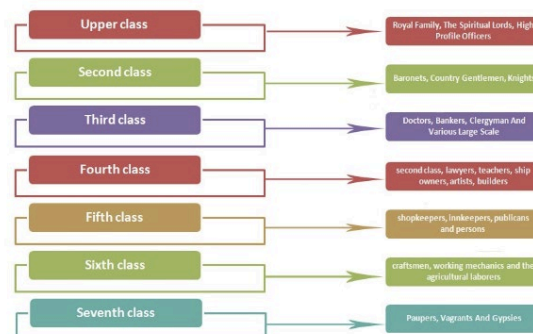
-What is a Social Hierarchy? A classification of people based on factors, such as economy, social class, race, and more.

-As you observe the following images, you will observe how during The Regency Era, the members who are above or considered upper class are property owners. The more property you owned, the more you could make investments and use the resources of the land to your benefit.

-During this era, it was not ideal for someone to marry outside of their social status.

-For instance, while nowadays, some people might not be bothered at how Prince Harry married someone from a different social status than him, back then, it would have been problematic.

Map of English Society in 1814 (From Patrick Colquhoun's <i>A Treatise on the Wealth, Power, and Resources of the British Empire</i> , 1814)		
Class	Heads of Families	Total Family Members
HIGHEST ORDERS: royal family, lords spiritual and temporal, great officers of state, peers above the degree of a baronet	576	2,330
SECOND CLASS: baronets, knights, country gentlemen, others with large incomes	46,861	234,305
THIRD CLASS: clergy, doctors, merchants and manufacturers on a large scale, bankers	61,000	112,200
FOURTH CLASS: lesser clergy, doctors, lawyers, teachers, ship owners, merchants and manufacturers of the second class, shopkeepers, artists, builders, mechanics, persons of moderate income	233,630	1,168,250
FIFTH CLASS: lesser freeholders, shopkeepers, innkeepers, publicans, persons in miscellaneous occupations	564,799	2,798,475
SIXTH CLASS: working mechanics, artists, craftsmen, agricultural laborers	2,126,095	8,792,800
SEVENTH CLASS: paupers, vagrants, gypsies, idle persons supported by criminal activity	3,371,231	16,165,803
ARMY AND NAVY: officers, including half pay noncommissioned officers, soldiers, seamen, marines, pensioners	120,000	69,000



-Highest members of society would go from royal family, gentlemen, knights, Dukes, and other officers. A modern example would be Prince Harry.

-Middle Upper Class: Professionals. A modern example would be doctors and lawyers.

-Middle Lower Class: Landed Gentry with less property and estate. A modern example would be a pastor at a church.

	<p>-Lower Class: Workers. A modern example would be marines, maids, and servants.</p> <p>*How will this be taught? All of these terms will be projected in a PPT. Students will be encouraged to write these terms and listen while the instructor presents*</p> <p>Think, Pair and Share Activity (12 minutes)</p> <p>Think Portion:</p> <p>Instructions: On a flashcard, please write numbers 1-5. You will be presented with a list of people and your task will have to write whether you think this member of society is part of the upper class, middle upper or lower class or just lower class based on The Regency Era.</p> <p>Members of Society List:</p> <ol style="list-style-type: none"> 1) Prince Harry of Wales (upper) 2) Military soldier (lower) 3) Church Ministers (middle upper) 4) Farmers (lower) 5) Doctors (middle upper) 6) Viscount Bridgerton (upper) <p>Pair Portion: Discuss with a partner the reasoning behind your choices and why you picked that location for each character.</p> <p>Share Portion: Let's discuss as a whole class what you and your partner talked about and the placements you picked for each character.</p> <p>Monopoly Game Illusion and Comparison (5 minutes)</p> <p>Explanation: Instructor will bring a monopoly board game and explain how just in like a monopoly game, all characters start at the same level, then the more money they have, the more they can buy property and do more things. Instructor will also highlight how in this game it is also possible for certain characters to start with more money/property making them ahead of others. Following this thinking, the instructor will help students see how the Regency Era society and even our society nowadays still operate dividing people between social status.</p> <p>Discussion Questions:</p> <ol style="list-style-type: none"> 1) Has anyone played Monopoly before? If so, who can tell me how the game works? <p>*How will this be taught? The instructor will ask students these questions aloud and have them raise their hands and share their thoughts with the whole class*</p> <p>Character worksheet explanation and theme/annotating worksheet explanation (5 minutes)</p> <p>-Explanation: students will be given a worksheet with the names of characters present in the novel where they can write descriptions of them as the novel progresses. They will also be given an annotating worksheet where they can track a theme present in the novel and add their concerns/questions about the novel.</p>
--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p>Closer (5 minutes): Why do you think it is not ideal to marry someone outside of your social status?</p> <p><i>*Make sure students have a copy of Pride and Prejudice and reiterate to them that they will need to read both chapters 1 and 2 by tomorrow*</i></p> <p><u>Vocabulary Words Taught:</u></p> <p>Title: refers to a person's social status Social Hierarchy: A classification of people based on factors, such as economy, social class, race, and more.</p>
Accommodations:	<p><i>What opportunities will students have to use language skills in authentic contexts?</i></p> <p>-Visuals will be provided for students to understand the background concept and the definition of vocabulary words. -Closed caption will be provided while watching the video and if possible, a transcript of what the video says in case close captioning does not work. - Students can be pre-paired with other students who are more proficient than they are for extra support.</p>
Home Study	<p><i>What activity will reinforce the objectives?</i></p> <p>Read chapters 1 and 2 of <i>Pride and Prejudice</i> by Jane Austen and complete annotating worksheet. In addition, add to the character description as you read along.</p>
Rationale:	<p><i>Why did I decide to construct the lesson this way?</i></p> <p>I decided to create this lesson because I believe it is crucial for students to understand the impact on social class and how it affects marriage. By providing modern examples, especially in Disney movies, I try for students to relate more to the content and to understand why it is still essential. By the end of this lesson, I hope students can be more familiarized with social class during The Regency Era and are aware of its continuing impact on people.</p>

Character List Anchor Chart:

Pride and Prejudice introduces rich characters throughout the novel who navigate issues that are still important in today's society. In order to help you keep track of them, I have compiled this list of characters. **I will pick two random days in which I will check the process of the list, so make sure you are staying on track.** Completing the chart will serve as extra credit that will go towards your participation grade. While this is for you to keep, ensuring that you are completing the list is for your own benefit!

Characters	Relationship (<i>Who are they and who are they related to?</i>)	How are they described? (<i>Feel free to insert quotes with page number</i>)	How do they change throughout the novel? (<i>Insert actions and/or people's perceptions of them</i>)

Elizabeth			
Jane:			
Mr. Bennet:			
Mrs. Bennet:			
Mary:			
Kitty:			
Lydia:			
Bingley:			
Darcy:			
Caroline Bingley:			
Charlotte Lucas:			
Mr. Collins:			
Mr. Wickham:			
Additional Characters that you think are useful to keep track of:			

Annotating Worksheet

In order to help you think about concepts for your final assessment, I have created this worksheet. Make sure to be specific and provide page numbers.

Questions

Write three questions that you have about the reading.

- 1.
- 2.
- 3.

Comments, Ideas, Reactions

Provide three comments, reactions, or ideas. Please don't summarize. Instead, respond. *One way to think about this is how a certain action/passage made you feel?*

- 1.
- 2.
- 3.

Quotations

List three quotations that you think are important to understand a character or the novel and would be good to spend time discussing in class. Please add their page numbers.

- 1.
- 2.
- 3.

Vocabulary

List any unknown words to you with their definition and an example of how they are used. *There should be at least 1.*

- 1.
- 2.
- 3.

Notes on Theme

Check the theme handout for a full description of them. Your goal in this section is to pick one of those themes and to track it throughout the chapters by looking at quotes that present that theme and explaining what about them highlight that theme. You may change the theme you track at any point.

Theme #:

Interpretive question or brief description:

Page	Quotation and/or Summary	Thoughts on Significance
------	--------------------------	--------------------------

--	--	--

Theme Handout

Pride and Prejudice is a novel rich in themes that are still relevant to this day. I have compiled a list of themes that we will be discussing throughout this unit that you can use in the annotating worksheet.

Social Class: The idea of marrying someone in your same social class or in a higher social class that you are in is present in the story through the eyes of different characters. As you read the novel, please consider the following questions: how is social class present in the novel? Why is it not ideal to marry someone outside of your social class? How does Darcy defy these expectations? Which characters are big in separating people based on their social class? Which characters do not really care about social class? What does that say about them? *Some key words that may help you find information about this theme are property and money.*

Gender Roles: The idea of gender roles and the expectations that come with it are present in the novel in a variety of different ways. As you read the novel, please consider the following questions: how are expectations of women different from the expectations of men? What is the ideal man supposed to be like? What is the ideal woman supposed to be like? How does Elizabeth defy these expectations? *Some key words that may help you find information about this theme are clothes, women, men, and professions.*

Pride and Prejudice: As the title hints, pride is one of those characteristics that may affect the way people perceive others. As you read the novel, please consider the following questions: how does a person's pride affects the way that not only people perceive them but the way that they perceive others? Is pride a bad quality to have? Can a person be perceived from the outside to be proud, but the inside actually be the opposite? *Some key words that may help you find information about this theme are proud, prejudiced and their present verb tense form.*

Your own theme: It is hard to cover everything in this novel! You may notice a theme in it that because of the purposes of time, we can't cover in class. However, you can always track it and write about in your final paper/presentation **as long as you consult with me about the idea first.** Come and see me and we can chat about it.

Pride and Prejudice Lesson Plan 3 (Wednesday)

Content Area	ELA.	Grade Level	<ul style="list-style-type: none"> 11th Grade CPA level. 25 students (5 Hispanic students, 3 Vietnamese students, and 17 Native English Speakers).
Topic	Introduction to the novel and reinforcement of the past two themes—social class & marriage.	Duration	50 minutes.
CCRS AE			Essential Questions
SL.1.11-12: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.			○ How does social class impact marriage?
L.4.11-12: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12			

reading and content, choosing flexibly from a range of strategies.			
Language and Content Objectives <i>Students will be able to...</i>		Assessment <i>Students will demonstrate mastery of the objective by...</i>	
1. Content Objective: SWBAT explain how social class has an impact on marriage by watching a video of Cinderella III and comparing the mother’s wishes to that of Mrs. Bennet.		1. Opener and closer.	
2. Language Objective: Students at WIDA Level 5 will define vocabulary words by writing the definitions and looking at context clues to identify the meaning.		2.Partner Discussion Questions.	
4. Language Objective: Students at WIDA Level 5 will explain the impact that social class has on marriage by engaging in conversations with their peers and completing a worksheet on 2 short clips using complete sentences.			
Materials	-Videos. -Novel. -Cinderella Worksheet.		
<i>authentic, meaningful, and relevant to the objectives</i>			
Instruction	Opener (5 minutes) Explanation: Students will have 3 minutes to respond in their journal to this prompt. Once those 3 minutes are up, we will share their thoughts as a whole class.		
<i>How will I go about teaching this lesson?</i>	Prompt: Chapter 1 of <i>Pride and Prejudice</i> opens up with the iconic line “It is a truth universally acknowledged, that a single man in possession of a good fortune, must be in want of a wife” (1). Why would a rich man be in search of a wife? (<i>think about what the purpose of that might be</i>). How does this statement conflict with modern views of marriage? (<i>think about whether everyone wants or has the ability to get married</i>).		
	Check in (2 minutes)		
	Explanation: Check in to see first impressions of the book.		
<i>What instructional methods and engaging activities will lead students to mastery of the objectives?</i>	<u>Possible questions:</u>		
	1) What was your impression of the first couple of chapters of the book? 2) Was the language hard to comprehend? 3) What would you like me to do to help you feel supported in this process?		
	How will this be taught? The instructor will ask the questions aloud and encourage students to raise their hand and participate. If the same students seem to be participating, the instructor will increase wait time or resort to using a sticky note activity where students can share their thoughts		

Character Discussion (10 minutes)

- 1) What characters were we able to meet in the chapters?
- 2) What did you think about Mr. and Mrs. Bennet? How is their marriage like? (*think about what you wrote for them in your character list notes*).

As instructor asks students the questions above, they will write on the board the names of the characters and under each one key terms/characteristics that represent them

Going back to the text and close reading key chapters describing these characters

Passage close reading and Characters (15 minutes)

Explanation: Instructor will go over 3 passages that are key to understanding these two characters and the themes of social class and marriage.

First one: Mrs. Bennet to Mr. Bennet when she tries to convince him to go meet Mr. Bingley “But consider your daughters. Only think what an **establishment** it would be for one of them...if you do not” (2).

Second one: Mr. Bennet to Mrs. Bennet when she told him that Lizzy was not the better daughter out of the 5, “They are all silly and ignorant like other girls; but Lizzy has something more of **quickness** than her sisters” (3).

Third one: Mrs. Bennet to her daughters when he told them that he arranged for all of them to go meet Mr. Bingley, “At our time of life it is not so pleasant, I can tell you, to be making new **acquaintance** every day, but for your sakes...anything” (5).

Discussion Questions based on Close Reading:

- 1)What does she mean by the word “establishment” in this context?
- 2)What can you infer about the social class of the Bennets? *Think about the probable reason Mrs. Bennet needs one of her daughters to marry wealthy.*
- 3)What can you infer about the social class of Mr. Bingley? *Think about why Mrs. Bennet want one of her daughters to marry him.*
- 4)What does it mean if someone is described to have “quickness” in them? *Think about what the word ‘quick’ mean and what does it mean to do things quickly.*
- 3)What does the word “acquaintance” mean? Why does this statement demonstrate hypocrisy?

Videos (4 minutes)

Cinderella III: A Twist in Time - The Wand (2:22 minutes)

<https://www.youtube.com/watch?v=auAV7SSGRw8&t=6s>

Cinderella III: A Twist in Time - The Time Travel Spell (1:52 minutes)

<https://www.youtube.com/watch?v=cyQSFCYPiUQ&t=3s>

Partner Discussion and class discussion (10 minutes)

A worksheet will be accompanying this work

	<p><u>Discussion and Worksheet Questions:</u></p> <p>1) What can you infer as being the social class of Cinderella's half-sisters? 2) What can you infer about their social class? (<i>think about what the sister wearing the green dress was doing at the beginning and where they are currently living</i>) 3) Why do you think she wants one of them to marry the Prince? (<i>think about her daughters' social class compared to the social class of the prince</i>) 4) How does Mrs. Bennet exert similarities to the mother?</p> <p>*Students will be given 5 minutes to talk to a partner about what they observed in these films. Once they exchange ideas, a classroom discussion will take place sharing everyone's thoughts aloud*</p> <p>Closer (4 minutes): Think about how Mrs. Bennet takes on the task to look for potential husbands to her daughters. If you were in the same position, would you feel comfortable with your mother picking a potential romantic partner with you? <u>Explain your reasoning.</u></p> <p>*As students leave, instructor will remind them to read pages 6-45 (chapters 3-10) as well as to keep filling out the character sheet and annotating sheet*</p> <p>Vocabulary taught in this lesson through context clues/examples:</p> <p>1)Quickness: A quality a person has to learn, think, and understand in a fast manner 2)Establishment: Business in this case (courtship) 3)Acquaintance: Friend.</p>
Accommodations	<p><i>What opportunities will students have to use language skills in authentic contexts?</i></p> <p>-Visuals will be provided for students to understand the background concept and the definition of vocabulary words. -Closed caption will be provided while watching the video and if possible, a transcript of what the video says in case close captioning does not work. - Students can be pre-paired with other students who are more proficient than they are for extra support.</p>
Home Study	<p><i>What activity will reinforce the objectives?</i></p> <p>-Read chapters 3-10 (pages 6-45) and complete annotating sheet on Google Classroom. -Keep filling out the character list as necessary. -Vocabulary Quiz next Monday (make sure you are practicing and understanding the vocabulary).</p>
Rationale	<p><i>Why did I decide to construct the lesson this way?</i></p> <p>I decided to create the lesson this way because I wanted to start slow. I wanted to see how they would react to the novel and the language presented in it. This lesson has a lot of discussion and close reading emphasis to ensure that students are wrestling with and understanding the language as presented. This lesson also contains visuals, such as videos, to create modern connections that may help students make connections between characters. My hope by the end of the lesson is for students to have a clear understanding of social class and its impact on marriage and how the characters in this novel seem to gravitate toward both.</p>

Cinderella in *The Pride and Prejudice* Universe

Name: Date: Class Period:

Pay attention to the two short clips that we will be watching in class. After watching them, please answer the following questions below in complete sentences. **Make sure to use evidence/explain your reasoning.**

1)What can you infer as being the social class of Cinderella’s half-sisters?

2)Why do you think she wants one of them to marry the Prince?

3)How does Mrs. Bennet exhibit similarities to Cinderella’s stepmother?

Pride and Prejudice Lesson Plan 4 (Thursday)

Content Area	ELA.	Grade Level	<ul style="list-style-type: none">11th Grade CP level 25 students.25 students (5 Hispanic students, 3 Vietnamese students, and 17 Native English Speakers).
--------------	------	-------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Topic	Pride and concealment.	Duration	50 minutes.
CCRS AE			Essential Questions
RL.1.11-12: Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text.		<input type="radio"/> How does a person’s pride affect the way that they perceive other people?	
SL.1.11-12: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.		<input type="radio"/> How does a person’s pride affect the way other people perceive them?	
L.4.11-12: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.			
Language and Content Objectives <i>Students will be able to...</i>		Assessment <i>Students will demonstrate mastery of the objective by...</i>	
1. Content Objective: SWBAT explain how pride affects a person perspective on others by reading key passages and engaging in key conversation as a class.		1.Opener and Closer.	
2. Language Objective: Students at WIDA Level 5 will define vocabulary words by reading key passages and understanding how the word is used in that specific context through context clues.		2.Comprehension Worksheet.	
3.Language Objective: Students at WIDA Level 5 will write analyze how pride affects how a person is perceived by watching videos, engaging in conversations with their peers, reading key passages, and answering questions in complete sentences in a worksheet.			
Materials	-Book. -Worksheet. -Video.		
authentic, meaningful, and relevant to the objectives			
Instruction	Opener (4 minutes)		

<p><i>How will I go about teaching this lesson?</i></p> <p><i>What instructional methods and engaging activities will lead students to mastery of the objectives?</i></p>	<p>Explanation: Students will watch a quick clip while making notes about certain important aspects. We will then have a class discussion about it.</p> <p>Video (the first 1:34 minutes):</p> <p>*context about what a Quinceañera celebration will be provided for students who are unaware of it*</p> <p>Quinceañera Entrance to the Ball—A thousand-year song https://www.youtube.com/watch?v=FvvT67tjH4s</p> <p>Pay attention to the following video, as you watch the video, make note of these 3 things:</p> <ol style="list-style-type: none"> 1) How are the quinceañera and the people at the ball dressed? (<i>highlight the pressure of looking elegant & formal</i>). 2) What is the setting of the ball? (<i>ballroom/venue</i>) 3) What impact do you think the quinceañera made on people when she entered the party? (<i>how did you think people reacted?</i>) <p>*After students share their thoughts, instructor will turn to close reading a few key passages to compare the quinceañera party to the Netherfield Ball*</p> <p>Passage Close Reading (10 minutes)</p> <p>Passage 1: Mr. Darcy was “looked at with great admiration for about half the evening, till his manners gave a disgust which turned the tide of his popularity; for he was discovered to be proud; to be above his company, and above being pleased” (7).</p> <p>Passage 2: Mr. Bingley was “lively and unreserved, danced every dance, was angry that the ball closed so early, and talked of giving himself one at Netherfield” (7).</p> <p>Discussion Questions:</p> <ol style="list-style-type: none"> 1) Similarly to the quinceañera celebration, what have we learned from the text about balls during the Regency era? (<i>They were held in a ballroom, people dressed formally, and they would dance throughout the night and be surrounded by family members and make acquaintance of others</i>) 2) How did people react when they saw Bingley and Darcy? Why they quickly changed their mind about Darcy? 3) What does it mean to be proud in this context? 4) What does it mean when it says Darcy felt above his company? (<i>think about his placement in society</i>). 5) Mr. Darcy and Mr. Bingley are best friends even though they have very different personalities. Why do you think they complement each other? 6) Who was one of the ladies that Bingley danced with? (<i>connect this one about how she was invited later on to his place and got ill because she travelled by horse</i>). 7) How would you describe Jane? <p>*If students have a hard time describing her, turn to page 11 where you can close read this passage: *</p> <p>Passage of a conversation between Elizabeth and Jane: Elizabeth expressed, “You never see a fault in anybody. All the world are good and agreeable in your eyes. I never heard you speak ill of a human being in my life” (11).</p>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

While students respond to these questions, instructor will be writing the names “Bingley, Darcy, Jane, and Elizabeth on the wall and writing key terms based on students’ answers*

Relationship between Darcy and Elizabeth video clip and Graphic Novel discussion (10 minutes)

“Not handsome enough to tempt me”

https://www.youtube.com/watch?v=dsRvYQH_JdY (1:32 minutes)

Discussion Questions:

- 1) Imagine that you are Elizabeth in this instance, and you overhear how a man like Darcy says that about you, how would you feel? Would you forgive him?
- 2) Take a look at this graphic novel panel from page 15 where Elizabeth’s thoughts are presented after she overheard Darcy’s conversation with Mr. Bingley. Why do you think Elizabeth’s pride was hurt by hearing that?



Connection to another important scene: Darcy and Elizabeth’s relationship did not start off well, and as the chapters progress, we realize how their relationship keeps growing apart and how tensions are rising. Another scene that shows us this is the Netherfield scene when Mr. Darcy talks about accomplished women

***How will this be taught?** The instructor will ask students to form in groups of three to share their thoughts about the questions*

Pride and Prejudice Movie Clips (3:26 minutes)

*Students will be shown another movie clip from the movie *Pride and Prejudice* (2005). Instructor will provide students with a worksheet in which they will have to answer questions about the movie*

“Accomplished Woman”

<https://www.youtube.com/watch?v=MdIJukdTWSw&t=1s> (3:26 minutes)

Group Work (20 minutes)

	<p><u>Explanation:</u> Students will be paired in groups of 4 to complete a worksheet based on the videos that they have watched and the discussions that we have had as a class*</p> <p>*The instructor will be walking around checking in on students*</p> <p>Closer (3 minutes)</p> <p>Imagine that you are Elizabeth coming to Netherfield in order to check in on your sister who has been ill when all of a sudden, you eavesdrop on someone like Ms. Bingley speaking about you behind your back. What would you do?</p> <p><u>Vocabulary Words:</u></p> <p>1) Accomplished: Someone who is gifted/skilled at a specific or multiple things. 2) Proud: A person who has pride/thinks they are better than anyone.</p>
Accommodations	<p><i>What accommodations will you provide?</i></p> <p>-Visuals will be provided for students to understand the background concept and the definition of vocabulary words. -Closed caption will be provided while watching the video and if possible, a transcript of what the video says in case close captioning does not work.</p>
Home Study	<p><i>What activity will reinforce the objectives?</i></p> <p>-Read pages 45-95 (chapters 11-19) and complete annotation worksheet on Google Classroom as well as the character list accordingly.</p> <p>-Reminder: Review vocabulary terms (There is a Vocabulary Quiz on Monday)!</p>
Rationale	<p><i>Why did I construct the lesson that way</i></p> <p>I constructed the lesson this way because I wanted to create more opportunities for students to engage in more conversations about the text with their peers. Since we just started talking about the book, I think it's good to focus on the main characters of the story and dive into the important themes that are central to the novel. In addition, one of my goals was to have students engage in some comparative cross-cultural work where they could find connections between different contexts. My hope is that by the end of this lesson, students will know about the dangers behind pride in this novel and how the main characters in this novel are perceived.</p>

Accomplished and Tempting Women

Part I: Please respond to the questions below in complete sentences and with as much detail as you can provide. Please insert evidence from the text to explain your reasoning.

1) Why did Mrs. Bennet force Jane to take a horse ride instead of a carriage to Netherfield? Does that make her a bad mother?

2) What does the term “accomplished woman” mean to you?

3) How does Darcy/Ms. Bingley define an “accomplished woman”?

4) How does Elizabeth defy or meet this expectation?

Part II: Take a look at the quotations below and answer the following questions.

The narrator explaining what Ms. Bingley thought of Elizabeth: “Her manners were pronounced to be very bad indeed, a mixture of pride and impertinence; she had no conversation, no style, no taste, no beauty” (29).

Ms. Bingley to Mr. Darcy: “*You* observed it, Darcy...you would not wish to see *your sister* make such an exhibition” (29)

Questions:

1) Why do you think Ms. Bingley thinks this way about Elizabeth?

2) Although Ms. Bingley makes these remarks, Darcy refuses to make a comment agreeing with her views. Why do you think that he refrained from doing that?

Pride and Prejudice Lesson Plan 5 (Friday)

Content Area	ELA.	Grade Level	<ul style="list-style-type: none"> 11th Grade CP level 25 students. 25 students (5 Hispanic students, 3 Vietnamese students, and 17 Native English Speakers).
Topic	Social class and marriage.	Duration	50 minutes.
CCRS&E			Essential Questions
RL.1.11-12: Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text.			○ How does social class dictate who should a person marry and why they should get married?
SL.1.11-12: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.			○ How can a person's pride lead them to conceal their emotions for someone?
L.4.11-12: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.			
Language and Content Objectives <i>Students will be able to...</i>		Assessment <i>Students will demonstrate mastery of the objective by...</i>	
1. Content Objective: SWBAT understand the themes of marriage and social class as provided in the book by completing the picture that person exercise and writing a letter, email, or text to a character.		1.Opener and closer.	
2. Content Objective: SWBAT analyze how pride can conceal a person's emotions by participating in a 4 corners activity.		2.Chatting with a characters worksheet.	

	<p>Explanation: Students will have the opportunity to review the vocabulary words for the quiz they have tomorrow by picking 3 words and attributing it to a person in their lives.</p> <p>Closer (2 minutes)</p> <p>Why do you think Mr. Wickham did not show up to the Netherfield Ball if Darcy wasn't hosting the ball?</p> <p><u>Vocabulary words:</u></p> <p>Prejudice: a bias or preconceived opinion that is not based on reason or actual experience.</p>
Accommodations:	<i>What accommodations will you provide?</i>
	<ul style="list-style-type: none"> -Students will be given examples that can help guide them write the letter to a character. -Students will have the character list at their disposal to keep taking notes on characters. -Students will be provided with a sentence starter to guide them in the "chatting with your character" exercise.
Home Study	<i>What activity will reinforce the objectives?</i>
	<p>-Read pages 95-130 (chapters 20-26) and complete annotating worksheet and submit me to Google Classroom. Side note: <u>Keep filling out character list as necessary.</u></p> <p>-Finish the Chatting with a Character and Picture that Person worksheets and turn them in on Monday if you didn't finish.</p> <p>Study Vocabulary words for quiz on Monday including the word "prejudice" that we covered today. (Good Luck!) ☺</p>
Rationale	<i>Why did I construct the lesson this way?</i>
	<p>I designed the lesson this way because I wanted to give students an opportunity to engage more with the content in a creative way that will help them express their opinions about the characters and certain events in the novel. I allowed for an opportunity to discuss the text after the activity because I wanted to ensure that students were caught on with the reading and were on the same page about the events that happened in these chapters. My hope is that by the end of this lesson, students have more knowledge on the themes present in the text and how certain characters in the novel are displaying that.</p>

Chatting with a Character!

Name:

Date:

Date:

Now that you have a general overview of some of the main characters in the story, your task will be to write either an email, letter, or text conversation to one of them. **Think about a theme we have talked about, an issue addressing the theme, and some advice for the character on how to solve the issue.**

Ex:

Theme: Social class

Character: Darcy

Issue: Him repressing his feelings for Elizabeth because she isn't part of his same social class.

Solution: Have some courage and tell her. Make sure to apologize in the process!

Choice: Letter

Dear Mr. Darcy,

....

You may choose to write your email, letter or text in the back or type it in your computer and post it on Google Classroom.

Your choice of activity starts here...

Picture that Person Activity!

For this activity, your task will be to pick 3 vocabulary words from the ones below and attribute them to an important person in your life. You can draw a picture of them or just write their name. Once you have done this task, you need to write a sentence containing both the person and the vocabulary word.

For instance,

Word: Prejudice

Person: My neighbor

Sentence: My neighbor's prejudice against cats does not allow her to see how cute they can be.

Vocabulary Words: Social Hierarchy, The Regency Era, Courtship, title, quickness, establishment, acquaintance, accomplished person, proud, & prejudice.

Word:

Person:

Sentence:

Word:**Person:****Sentence:****Word:****Person:****Sentence:**

Pride and Prejudice Lesson Plan 6 (Week 2 Monday)

Content Area	ELA.	Grade Level	<ul style="list-style-type: none"> 11th Grade CP level 25 students. 25 students (5 Hispanic students, 3 Vietnamese students, and 17 Native English Speakers).
Topic	Social class and prejudice.	Duration	50 minutes.
CCRS&E			Essential Questions
RL.1.11-12: Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text.			○ How can prejudice result from differences in social classes?
SL.1.11-12: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.			○ How does social class dictate who a person should marry?
L.4.11-12: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.			

Language and Content Objectives <i>Students will be able to...</i>		Assessment <i>Students will demonstrate mastery of the objective by...</i>
1- Content Objective: SWBAT analyze how social class can create prejudice between people from different social classes.		1. Opener and closer.
2- Content Objective: SWBAT explain how social class can impact marriage.		2.Venn Diagram Characters Dilemma.
3- Language Objective: Students at WIDA Level 5 will be able to analyze how social class can create prejudice between people from different social classes by reading key passages and completing a social class pyramid for the characters.		3.Pyramid Social Class.
4- Language Objective: Students at WIDA Level 5 will be able to explain how social class can impact marriage by having conversations with their peers and writing character descriptions in their Venn Diagram Characters Dilemma worksheet.		
Materials	-Book. -Quizzes. -Character Venn Diagram Worksheets.	
<i>authentic, meaningful, and relevant to the objectives</i>		
Instruction	Opener (3 minutes) In chapter 21, Jane expresses to Elizabeth the following dilemma: “But, my dear sister, can I be happy, even supposing the best, in accepting a man whose sisters and friends are all wishing him to marry elsewhere?” (104). What are your thoughts about this case? Would you marry someone knowing that their family members do not agree with the match? Vocabulary Quiz (15 minutes) Explanation: students will be taking a quiz about the vocabulary terms that we have covered so far. The goal for this test is for me to assess if they know how to use properly the vocabulary words. <i>*If students need more time, more time will be given to students subtracting the rest of the time for the other activities*</i> Love Conflicts (13 minutes): Explanation: in this part, we will be talking about 3 different romances: Jane & Mr. Bingley, Elizabeth & Mr. Wickham, and Charlotte & Mr. Collins. As a class, we will go over key passages that represent why these relationships are not ideal based on the characters’ social status. Couples: 1)Jane and Mr. Bingley:	
<i>How will I go about teaching this lesson?</i> <i>What instructional methods and engaging activities will lead students to mastery of the objectives?</i>		

Elizabeth expressed to Jane, “But the case is this. We are not rich enough, or grand enough for them; and she is more anxious to get Miss Darcy for her brother, from the notion that when there has been *one* intermarriage, she may have less trouble achieving a second” (104).

2)Charlotte and Mr. Collins:

Charlotte expressed to Lizzy, “I am not romantic, and considering Mr. Collins’s character, connections, and situation in life, I am convinced that my chance of happiness with him is as fair as most people can boast on entering the marriage state” (109).

3)Elizabeth and Mr. Wickham:

Mrs. Gardiner expressed to Elizabeth, “Do not involve yourself, or endeavor to involve him in affection which the want of fortune would make so very imprudent. I have nothing to say *against him*; he is a most interesting young man; and if he had the fortune he ought to have, I should think you could not do better” (124).

Class Discussion Questions:

- 1)What are Ms. Bingley’s intentions according to Elizabeth?
- 2)How are her decisions prejudiced by Jane’s social class and her own aspirations?
- 3)Why did Charlotte marry Mr. Collins?
- 4)Why does Mrs. Gardner not consider it appropriate for Mr. Wickham and Elizabeth to be a match?
- 5)How does Elizabeth’s father defy this notion and why do you think he doesn’t share the same views as Mrs. Gardner? (*think about his opinion on Wickham and his love for Lizzy*)

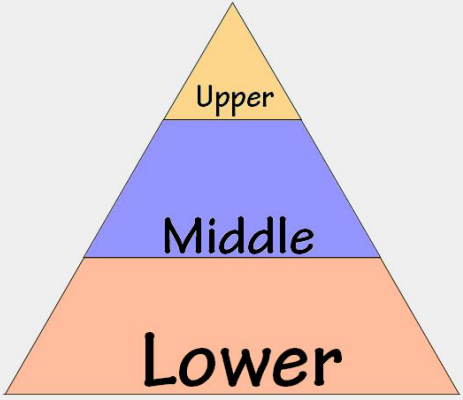
***How will this be taught?** The instructor will ask for three students to volunteer. Each student will read a passage. At the end of each passage, the instructor will pause to ask questions. The task of students will be to respond to the question and share with a partner their thoughts*

Pyramid Social Class Exercise

Explanation: As a whole class, we will decipher where each character is supposed to belong in the pyramid. I will draw this pyramid and have students come to the board to share where they think each character belongs.

Characters:

The Bennets (BE), The Lucasses (L), Mr. and Ms. Bingley (BI), Mr. Darcy (D) & Mr. Collins (C).

	<div data-bbox="479 199 1068 640">  </div> <div data-bbox="1117 220 1339 577"> <p>D, B, I</p> <p>B, E, L, C</p> <p>W</p> </div> <p>*How will this be taught? The instructor will project this image on the board and ask students to work in groups of 3-4 to decipher the placement of each couple in the pyramid and then, volunteer (at least one from each team) to come to the board and write one of the answers. Then, as a whole class, we will talk about why the placements are correct or incorrect.</p> <p>Once the students have finished placing the characters in their respective places, the instructor will ask students the following reflective questions aloud:</p> <ol style="list-style-type: none"> 1-How did it feel placing people in different places? 2-How would you feel if you were to be at the bottom of the pyramid? 3-How would you feel if your family was at different places in the pyramid? <p><i>*Students will be expected to raise their hands and answer the questions*</i></p> <p>Character Venn Diagram (15 minutes)</p> <p>Explanation: students will work in pairs to create a Venn Diagram comparing 2 characters touching on some themes we have discussed: social class, marriage, and pride/prejudice.</p> <p>Closer (3 minutes):</p> <p>When Mrs. Gardner told Elizabeth that Mr. Wickham's focus turned to another woman who has a fortune of 10,000 pounds, why do you think Elizabeth provided excuses for that instead of condemning it like she did when Charlotte married to Collins for money? Has your opinion about Mr. Wickham changed after hearing this?</p>
Accommodations	<i>What accommodations will you provide?</i>
-Students can be pre-paired with someone who is more proficient in the language than them for extra support. -Visuals will be provided for students to understand the different social levels in which the characters are located.	
Home Study	<i>What activity will reinforce the objectives?</i>

-Please read pages 130-174 (chapters 27-35) and complete annotating worksheet in Google Classroom. Keep completing character list as necessary.

Rationale	<i>Why was the lesson constructed this way?</i>
I decided to design the lesson this way because I wanted students to have a clear understanding about the social class of the characters and why it can affect marriage views and create prejudice. I wanted students to also work with their peers and engage in meaningful conversations while reflecting on their own views about certain topics and the characters. My hope is that by the end of this lesson, students feel more comfortable about the themes of social class, pride, and prejudice.	

Vocabulary Quiz

Name:

Class:

Period:

The following quiz contains 3 different parts. A fill in the blanks, true and false & sentence creation section. Make sure that you complete all parts for full credit.

<p>Word Bank: Social Hierarchy, The Regency Era, Courtship, title, quickness, establishment, acquaintance, accomplished person, proud, & prejudice.</p>

Part I: Fill in the Blank

- 1)Annie has been described by many as (...) She thinks she is above everyone and doesn't bother getting to know anyone.
- 2)A modern form of (...) is that nowadays some people rather go on in person dates or in dating apps.
- 3)Jane Austen wrote many of her novels during (...). This was period characterized by courtship, different social class, and marriage standards.
- 4)If I were to compare myself to Hannah, I am in the lowest level according to the (...). I am paid less than she, who defends people in court.
- 5)Marcus's (...) as a doctor positions him in a good social class.

Part II: True or False

- 1)Acquaintance means someone who is a high member of society.
- 2)Quickness can be described as the ability to both learn and think fast.

Part III: Sentence Creation

For this section of the test, please create a sentence including this term to demonstrate your knowledge on these terms and their correct use.

Terms:

1)Prejudice:

2)Establishment:

3)Accomplished person:

4)Acquaintance:

Good luck! 😊

Teacher Quiz Grading Criteria:

Part I: Each question is worth 2 pts for a total of 10 pts.

Part II: Each question is worth 5 for a total of 10pts.

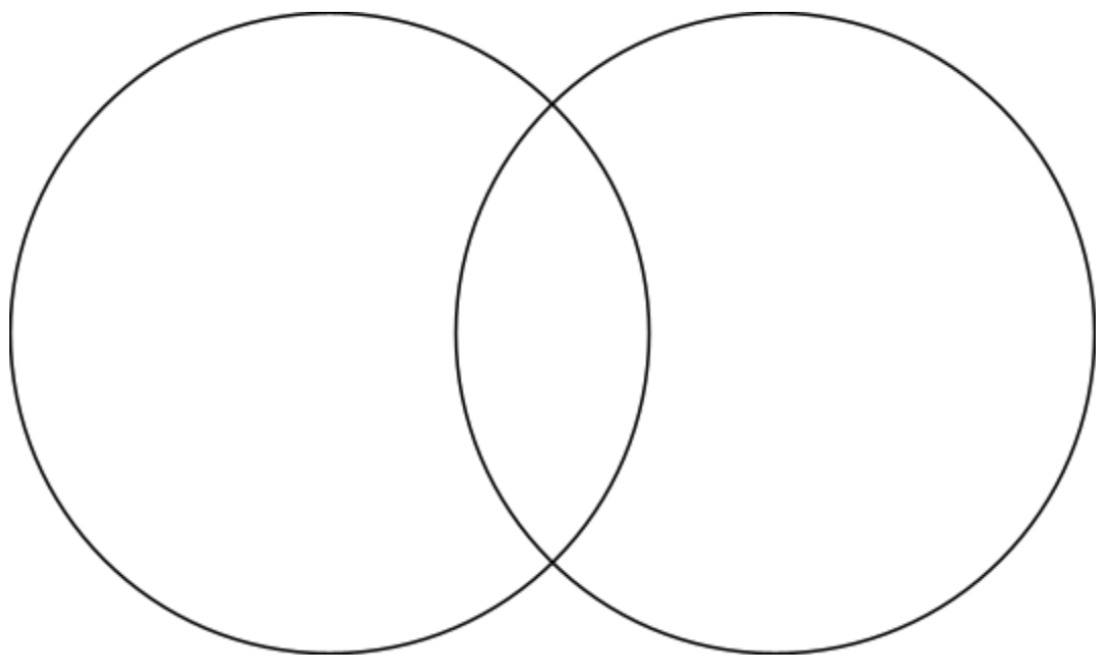
Part III: Each question is worth 10 pts for a total of 40 pts.

Total: 60 pts

Venn Diagram Character Dilemma

Name: _____ Class: _____ Period: _____

So far, we have talked about many important characters in the novel. Your task will be to compare and contrast 2 characters in the novel—you can talk about their social status, their views on a certain topic, how they wrestle with ideas of pride/prejudice, marriage, and more.



Pride and Prejudice Lesson Plan 7 (Week 2 Tuesday)

Content Area	ELA.	Grade Level	<ul style="list-style-type: none">11th Grade CP level 25 students.25 students (5 Hispanic students,
--------------	------	-------------	----------------------------------------------------------------------------------------------------------------------------------------

			3 Vietnamese students, and 17 Native English Speakers).
Topic	Social class, gender and prejudice.	Duration	50 minutes.
CCRS&E			Essential Questions
RL.1.11-12: Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text.			<input type="radio"/> What societal expectations are placed on people based on their sex and class society?
SL.1.11-12: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.			<input type="radio"/> How can being an introvert be confused with pride?
L.4.11-12: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.			
Language and Content Objectives <i>Students will be able to...</i>		Assessment <i>Students will demonstrate mastery of the objective by...</i>	
1- Content Objective: SWBAT analyze how pride and introversion overlap based on social class.		1.Opener and closer.	
2-Content Objective: SWBAT explain how social expectations are placed on people based on their sex and social class.		2.Character Expectations Group Work.	
3-Language Objective: Students at WIDA Level 5 will be able to analyze how pride and introversion overlap based on social class by reading key passages and participating in class discussions.		3.Discussion Questions.	
4- Language Objective: Students at WIDA Level 5 will be able to explain how social expectations are placed on people based on their sex and social class by completing a character expectations worksheet in a group of 3 as well as reading key passages.			
Materials	-Book. -Markers for students to come to the board and write answers.		
authentic, meaningful, and relevant to the objectives			

Instruction	
<p><i>How will I go about teaching this lesson?</i></p> <p><i>What instructional methods and engaging activities will lead students to mastery of the objectives?</i></p>	<p>Opener (5 minutes)</p> <p>Societal expectations as well as familial expectations are still pretty predominant in everyone's lives and in today's society. <u>Spend some time jotting down the type of expectations that are placed on you (whether that is because of your culture or your sex).</u></p> <p>Pair and Share Activity (20 minutes)</p> <p>Explanation: For this activity, students will be paired in groups of 3 (one group having 4 students) to discuss their answers as well as to think about the expectations placed on certain characters in the novel. Each group will be given a character and their job is to think about the society expectations placed on them. Once they have discussed as a team, they can share their response on Padlet with the code that the instructor shares with them.</p> <p><u>Characters and Group Number:</u></p> <p>Group 1: Darcy Group 2: Elizabeth Group 3: Jane Group 4: Mr. Wickham Group 5: Mrs. Bennet Group 6: Charlotte Group 7: Mr. Collins Group 8: Mr. Bingley</p> <p><i>*This activity will help students reflect on how the issues that the characters are facing are still relevant in today's society*</i></p> <p><i>*While students work in pairs, the teacher will be checking students' character list worksheet*</i></p> <p>Close Reading (20 minutes)</p> <p>Explanation: This close reading will focus on two important conversations: the conversation between Lady Catherine and Miss Elizabeth Bennet when they were dining at Rosings and the conversation between Darcy, Colonel Fitzwilliam, and Elizabeth when they visited their Aunt at Rosings.</p> <p><i>*Students will be asked to be readers for a higher engagement level*</i></p> <p><u>Key Passages/Quotes to mention:</u></p> <p>Lady Catherine and Elizabeth's Conversation:</p> <p>1)The narrator described Lady Catherine as: "A tall, large woman, with strongly-marked features, which might have once been handsome. Her air was not conciliating, nor was her manner of receiving them, such as to make her forget their inferior rank...whatever she said was spoken in so authoritative tone as marked her self-importance" (140).</p> <p>2)</p> <p>LC: Do you draw?"</p> <p>E: "No, not at all."</p> <p>L: "What, none of you?"</p> <p>E: "Not one."</p> <p>L: "That is very strange. But I suppose you had no opportunity. Your mother should have taken you to town every spring for the benefit of masters."</p> <p>E: "My mother would have had no objection, but my father hates London."</p> <p>L: "Has your governess left you?"</p>

E: “We never had any governess.”

L: “No governess! How was that possible? Five daughters brought up at home without a governess! I never heard of such a thing. Your mother must have been quite a slave to your education.”

Elizabeth could hardly help smiling as she assured her that had not been the case.

L: “Then, who taught you? who attended to you? Without a governess, you must have been neglected.”

E: “Compared with some families, I believe we were; but such of us as wished to learn never wanted the means. We were always encouraged to read and had all the masters that were necessary. Those who chose to be idle, certainly might.”

L: “Aye, no doubt; but that is what a governess will prevent, and if I had known your mother, I should have advised her most strenuously to engage one. I always say that nothing is to be done in education without steady and regular instruction, and nobody but a governess can give it. It is wonderful how many families I have been the means of supplying in that way” (142).

Discussion Questions:

1) What do you think it means when it says that her “air was not conciliating”? What does conciliating means? (*think about her tone*).

2) What type of person is the narrator trying to paint Lady Catherine as when it is expressed that “she wouldn’t make people forget of their inferior rank”?

3) How does Lady Catherine describes her idea of “an accomplished woman”? (*is it similar or different from Darcy’s based on the questions that she asks?*)

4) What does this conversation help you see about the expectations that are placed in Elizabeth as a woman?

5) What is the difference between a master and a governess? Why is Lady Catherine so shocked that Elizabeth didn’t have the latter one? (*think about how disconnected she seems to be from other people’s monetary struggles*)

6) During this conversation, Mr. and Mrs. Collins are hearing the whole thing while Lady Catherine shames Elizabeth for her circumstances, how do you think Elizabeth felt? Why didn’t the Collinses say anything to help her? What would you have done?

***How will this be taught?** Students will work in groups of 4 and be given a discussion question to answer by the instructor. Once they have discussed this question, 2 people from each group will rotate to a different group and a new question will be given to the groups*

Darcy, Colonel Fitzwilliam, and Elizabeth’s Conversation:

Key Passages:

E: “You shall hear then—but prepare yourself for something very dreadful. The first time of my ever seeing him in Hertfordshire, you must know, was at a ball—and at this ball, what do you think he did? He danced only four dances, though gentlemen were scarce; and, to my certain knowledge, more than one young lady was sitting down in want of a partner. Mr. Darcy, you cannot deny the fact.”

D: “I had not at that time the honour of knowing any lady in the assembly beyond my own party.”

E: “True; and nobody can ever be introduced in a ball-room. Well, Colonel Fitzwilliam, what do I play next? My fingers wait your orders.”

D: “Perhaps,” said Darcy, “I should have judged better, had I sought an introduction; but I am ill-qualified to recommend myself to strangers.”

	<p>E: “Shall we ask your cousin the reason of this?” said Elizabeth, still addressing Colonel Fitzwilliam. “Shall we ask him why a man of sense and education, and who has lived in the world, is ill qualified to recommend himself to strangers?”</p> <p>C: “I can answer your question,” said Fitzwilliam, “without applying to him. It is because he will not give himself the trouble.”</p> <p>D: “I certainly have not the talent which some people possess,” said Darcy, “of conversing easily with those I have never seen before. I cannot catch their tone of conversation, or appear interested in their concerns, as I often see done” (150-1).</p> <p>Discussion Questions:</p> <p>1) Throughout the whole novel, Darcy has been described as proud for not wanting to have conversations or dance with many people. However, he claims that he is not good at speaking with strangers. What do you make of it? How can pride be confused with being an introvert? <i>(think about the society in which he is part of, and the expectations placed on him).</i></p> <p>*How will this be taught? The instructor will ask the questions aloud and encourage students to raise their hand and participate. If the same students seem to be participating, the instructor will increase wait time*</p> <p>Closer (5 minutes) When talking about Elizabeth and how she offered her to practice piano more often, Lady Catherine expressed, “Mrs. Collins has no instrument, she is very welcome, as I have often told her, to come to Rosings everyday and play on the pianoforte in Mrs. Jenkinson’s room. She would be in nobody’s way, you know, in that part of the house” (149).</p> <p>The narrator then tells us that “Darcy looked a little ashamed of his aunt’s ill breeding and made no answer” (149).</p> <p>2) What does this say about Darcy’s character? Both Lady Catherine and Darcy are part of the same social class group, but it seems that they treat people differently. What is the difference between being upper class and acting well?</p> <p>Vocabulary Words:</p> <p>1)Conciliating: Stopping someone from being discontented; not angry.</p> <p>2)Master: Teacher/tutor</p> <p>3)Governess: A woman employed in a private household to educate pupils (usually girls) in a range of accomplishments ranging from reading to drawing.</p> <p>4)Ill-breeding: Lack of manners; rude.</p> <p>*For these vocabulary words, the instructor will create a word wall in which the sentences and their definitions will be written to give students more chances to be more engaged with their words*</p>
Accommodations	<i>What accommodations will you provide?</i>
<p>-Students will be pre-paired if needed with someone more proficient than them so they can gain extra support.</p> <p>-Read aloud will be provided for students to hear aloud phrases/words key in this era.</p>	

Home Study	<i>What activity will reinforce the objectives?</i>
<p>-Please read chapters 36-43 (p. 175-220) and complete annotating worksheet on Google Classroom as well as character list as necessary.</p> <p>*We will be having a Vocabulary Quiz next Tuesday. Keep reviewing the vocabulary terms for this week as needed* 😊</p>	
Rationale	<i>Why was the lesson constructed this way?</i>
<p>I decided to construct the lesson focusing on these two conversations because it shows a contrast to students that despite both Darcy and Lady Catherine being in the same social class, they are both different as people. I also decided to focus on these conversations in the hope that students can see how Darcy can also be misunderstood and how Elizabeth is victim of prejudice by people from a higher social status than hers. My hope is that by the end of this lesson, students will be able to differentiate between how Darcy really is versus what he pretends to be in the eyes of other people.</p>	

Pride and Prejudice Lesson Plan 8 (Week 2 Wednesday)

Content Area	ELA.	Grade Level	<ul style="list-style-type: none"> 11th Grade CP level 25 students. 25 students (5 Hispanic students, 3 Vietnamese students, and 17 Native English Speakers).
Topic	Pride, social class, and the prejudices they cause.	Duration	50 minutes.
CCRS&E			Essential Questions
RL.1.11-12: Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text.			○ How can a person's prejudice be formed if their pride is hurt?
SL.1.11-12: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.			○ How does social class influence who a person can marry?
L.4.11-12: Determine or clarify the meaning of unknown and multiple-meaning			

words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.			
Language and Content Objectives <i>Students will be able to...</i>		Assessment <i>Students will demonstrate mastery of the objective by...</i>	
1- Content Objective: SWBAT analyze how a person’s prejudice over another can be formed if their pride is hurt.		1.Opener and closer.	
2- Content Objective: SWBAT explain how social class influence who a person can marry.		2.Worksheet.	
3- Language Objective: Students at WIDA Level 5 will be able to analyze how a person’s prejudice over another can be formed if their pride is hurt by watching a video and completing a worksheet afterward.			
4- Language Objective: Students at WIDA Level 5 will be able to explain how social class influence who a person can marry by watching a video, completing a worksheet, and comparing the language used both in the original book and the graphic novel.			
Materials	<ul style="list-style-type: none">-Book.-Video.-Worksheet.-Graphic novel scenes.		
<i>authentic, meaningful, and relevant to the objectives</i>			
Instruction	Opener (4 minutes) When Mrs. Gardiner told Elizabeth that Wickham was seeking to elope with a young girl named Ms. King, who had inherited 10, 000 pounds, Elizabeth kept making excuses as to why he was seeking this arrangement. Why do you think this is the case? If you were in Elizabeth’s shoes, interested in Wickham and recently learned that he was interested in someone else for monetary reasons, how would you feel? Would you excuse his character? Explanation: Students will have a couple of minutes to jot down their thoughts. Once those minutes have passed, students will be asked to share aloud their thoughts.		
<i>How will I go about teaching this lesson?</i> <i>What instructional methods and engaging activities will lead students to mastery of the objectives?</i>	Video Watching Proposal (4:01 minutes) https://www.youtube.com/watch?v=yBqyLoWtYg8 Explanation: Students will have a chance of watching this adaptation of Mr. Darcy’s proposal to Elizabeth. The students will have the task to take some notes while watching the video and write main takeaways.		
	Group Work (25 minutes) Explanation: Students will be pair in groups of 3, one group containing 4, to answer a worksheet with questions regarding Darcy’s proposal and letter.		

	<p><i>*The instructor will be checking in with students around this time to see how they are doing with the worksheet*</i></p> <p>Final Project Introduction (14 minutes)</p> <p>Explanation: The instructor will introduce the final project options to students. They will explain the requirements, how they will have time in class to work on it and will open it up to questions at the end.</p> <p>Closer (3 minutes): Given that the final project was introduced today, what questions or concerns do you have about it? What topic comes to your mind that you think you would like to talk about or a preference between paper or presentation?</p>
Accommodations	<i>What accommodations will you provide?</i>
	<p>-Students will be pre-paired, if necessary, with someone who is more proficient than them for extra support.</p> <p>-Video will be shown with closed captioning so students are able to follow along.</p>
Home Study	<i>What activity will reinforce the objectives?</i>
	<p>-Please read chapters 44-49 (p.220-262) and complete annotating worksheet on Google Classroom.</p> <p><i>*Don't forget to keep reviewing the vocabulary words for our quiz next Tuesday* ☺</i></p>
Rationale	<i>Why was the lesson constructed this way?</i>
	<p>I decided to execute the lesson this way because I wanted students to have a visual of how the scene of the proposal went down. Sometimes when reading a scene, it is hard to capture the emotion of the characters and hopefully by watching the scene, students can have a clear image of the tension between Darcy and Elizabeth. In addition, this lesson focused on group work to engage in discussions and answer questions about the letter and the graphic novel. I designed it this way because the language in the original book can be intimidating. I figured that maybe if students were to read the graphic novel version, they might be able to understand better things that they couldn't grasp before. My hope is that by the end of this lesson, students understand better the tensions between Darcy and Elizabeth as well as be introduced with the requirements for their last assessment.</p>

Mr. Darcy's Proposal Worksheet

The proposal scene from *Pride and Prejudice* not only is considered as one of the most beloved scenes from British Literature, but also as the turning point in Darcy and Elizabeth's relationship. As you watch the video, please answer the following questions:

1) Setting tends to be an important element in literature. While the setting of the proposal in the book differs from the one in the movie, consider how each one affects the reader (*in other words, what effects do both settings (book and movie) have on you as a reader? Is there one you prefer over the other? Make sure to compare both settings*).

2)What objections does Elizabeth have to Darcy?

3)Both in the clip and in the book, Darcy expresses to Elizabeth, “Perhaps these offences might have been overlooked had your pride not been hurt.” Do you agree with this statement? Do you think a person’s character, especially Darcy’s, could have been ignored if the interaction between the two at the beginning (when he said she wasn’t handsome enough to tempt him) had not happened?

4)Although Darcy’s accusations regarding Elizabeth’s social class and her family might have seemed rude, he was still honest about her circumstances. Does honesty prevail against pride or might dishonesty have been better to help his case?

5)Why was this fight necessary? (*think about its purpose*).

...Back Page...

Darcy’s Letter

For this exercise, please look at the handout provided of Darcy’s letter adapted from a graphic novel. As you read the letter, please answer the following questions comparing it to the original written in the book:

1)The graphic novel opens up with the same lines than the original letter. “Be not alarmed, madam, on receiving this letter, ...your justice.” Why do you think the graphic novel kept the same opening lines? What effect does that have on you as a reader?

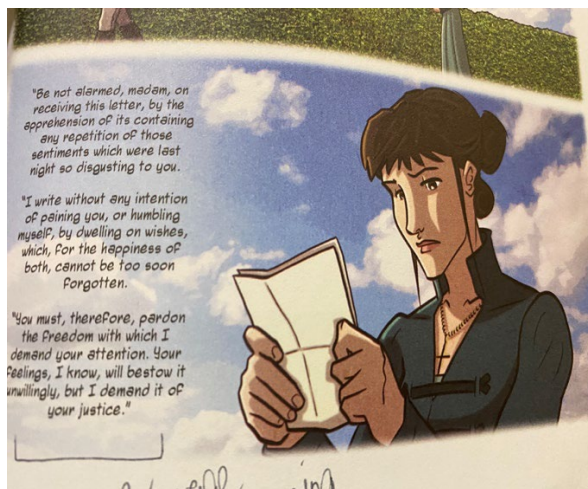
2)How does Darcy respond to Elizabeth’s objection regarding her sister Jane?

3)How does Darcy respond to Elizabeth's objections regarding Wickham?

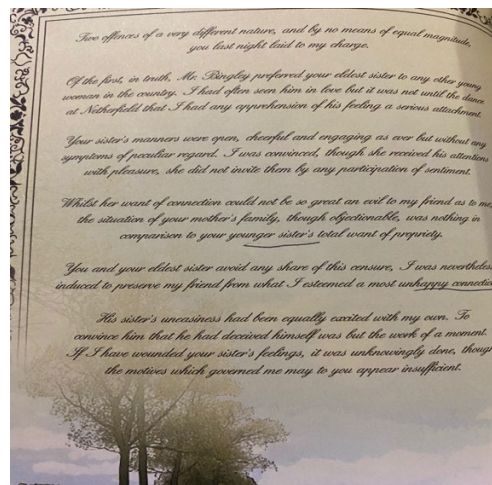
4)How do you describe Darcy's tone throughout the letter? Does it change or stay the same?

5)The graphic novel condenses Darcy's defense points. Is there anything that you were able to understand better after reading the graphic novel version? Was the graphic novel able to preserve the language of the original and if so, in what ways?

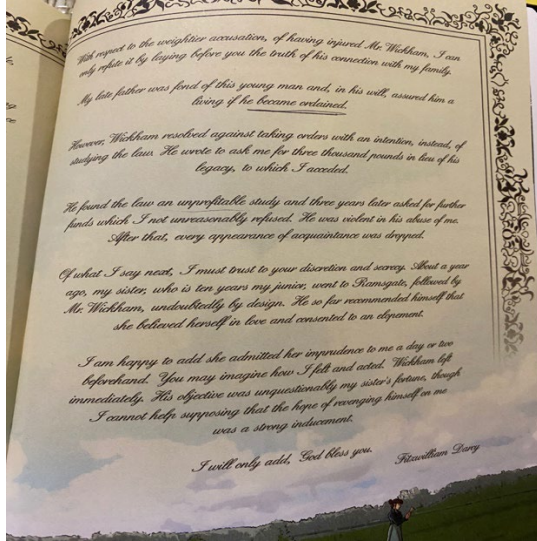
Graphic Novel Handouts



Scene 1



Scene 2



Scene 3

These handouts are from pages 97-99 of the graphic novel adaptation by Ian Edginton

Final Project Assessment

We have spent the last couple of weeks talking about themes present in *Pride and Prejudice* and how certain characters display these themes or change throughout the novel. For your final assessment, I am asking you to pick a theme from the ones that we have been talking about or one of your own after consulting with me (**check the theme worksheet that was passed out the first week**) and write an argument about it.

Part I: You have two options for this assessment: a PowerPoint Presentation or an essay.

1) If you pick a PowerPoint Presentation, here are your requirements:

- Have an introductory slide containing a thesis statement (*in other words, pick a theme and make an argument about it*).
- Have pictures accompanying your slides and make it as engaging as you can by adding motions or asking questions to your audience members.
- Do not have a lot of information per slide. **Make sure you highlight the most important information** (*think about it in bullet points. If you were to add bullet points, what would you say?*)
- Evidence proving your thesis (think about some of your slides as the body paragraphs of your paper. They need to introduce the main idea, cite evidence, and provide an explanation of why it matters).
- Include a conclusion summarizing your thesis (argument) as well as reflection of what you think the author is trying to say to people about the topic.
- Have an MLA works cited page (of the book and the pictures that you find online).
- Present to the class or record your voice explaining each slide.

-Have at least 12 content slides (13 counting the introductory slide with your name and project and 14 with the reference page).

***If you pick a PPT presentation, you have the option of presenting in front of the class or recording an audio for each slide* We will talk accordingly to plan the process.**

2)If you pick a paper, here are your requirements:

-Have an introduction containing hook, background info, and thesis (*in other words, pick a theme and make an argument about it*).

-Body paragraphs with topic sentences, clear cited examples to prove your evidence and an explanation of why they matter (*how does it relate to the thesis*).

-A conclusion that contains a summary of the thesis as well as a reflection of what you think the author is trying to say about that theme.

-At least 3 full pages, double spaced, following MLA format.

-Have a works cited page (*book*).

Please submit your PPT or Paper to Google Classroom

Terrified by the requirements?

Do not fear! We will work in class to brainstorm, outline the process, have peer workshops and conversations. You will also receive feedback from me that will help you improve your assignment 😊

Part II: Everyone will be required to write a reflection about their work. We will do this in class on the day that the final assessment is due. Details will be given on that same day, so please come to class!

This is my grading criteria:

In order to earn an A:

-You must complete the requirements outlined in Part I.

-Participate in the in-class Peer Workshop process (providing feedback to a peer).

-Revise your paper based on your peer and/or my comments.

-Complete the reflection worksheet.

-Turn in the assessment (including the reflection) on time the day it's due. Emergencies can be excused if discussed with me.

In order to earn a B:

-You must complete some of the requirements outlined in Part I.

- Participate in the in-class Peer Workshop process (providing feedback to a peer).

-Revise your paper based on your peer and/or my comments.

-Complete the reflection worksheet.

-Turn in the assessment (including the reflection) on time the day it's due. Emergencies can be excused if discussed with me.

In order to earn a C:

- Complete 3-4 of the requirements outlined in Part I.
- Revise some of your paper based on your peer and/or my comments.
- Complete the reflection worksheet.
- Turn in some of the assessments parts late. Emergencies can be excused if discussed with me.

In order to earn a D:

- Complete less than 3 of the requirements outlined in Part I.
- Turn in both the assignment (PPT or paper) and reflection late. Emergencies can be excused if discussed with me.

***All papers can be revised for a better grade. You got this, scholar! ***

Pride and Prejudice Lesson Plan 9 (Week 2 Thursday)

Content Area	ELA.	Grade Level	<ul style="list-style-type: none"> • 11th Grade CP level 25 students. • 25 students (5 Hispanic students, 3 Vietnamese students, and 17 Native English Speakers).
Topic	The mask people wear (outside vs. inside).	Duration	50 minutes.
CCRS AE			Essential Question
RL.1.11-12: Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text.			○ How can a person be perceived a certain way by people, but be completely different inside?
SL.1.11-12: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.			

L.4.11-12: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.		
Language and Content Objectives <i>Students will be able to...</i>		Assessment <i>Students will demonstrate mastery of the objective by...</i>
1- Content Objective: SWBAT analyze how a person can be perceived differently by someone else but be completely different inside.		1.Opener and Closer.
Language Objective: Students at WIDA Level 5 will be able to analyze how a person can be perceived differently by someone else but be completely different inside by engaging in discussions with their peers, reading key passages, and completing a burn book on a character in the novel.		2.Burn Book.
		3. Class Discussion.
Materials	-Book. -Construction paper, markers, pencil colors & magazines.	
<i>authentic, meaningful, and relevant to the objectives</i>		
Instruction	Opener (5 minutes)	
<i>How will I go about teaching this lesson?</i> <i>What instructional methods and engaging activities will lead students to mastery of the objectives?</i>	In these few chapters, Elizabeth’s opinion on Mr. Darcy has seemed to change after seeing his point of view. If you were to compose a letter to Mr. Darcy after understanding where he came from, what would you say to him in this letter?	
	Close Reading (15 minutes) Explanation: This close reading will focus on 2 different key moments in the novel. The first one is Elizabeth recognizing that she was prejudiced against Mr. Darcy. The second one is the housekeeper’s opinion on Mr. Darcy since it helped to reveal how he truly was.	
	<u>Key Passages Regarding First Point:</u> Elizabeth remembered that Wickham “boasted of having no fear of seeing Mr. Darcy yet he avoided the Netherfield ball the very next week” (177). In addition, his “attentions to Miss King were now the consequence of views solely and hatefully mercenary, and the mediocrity of her fortune proved...his eagerness to grasp at anything” (178).	

When thinking about Jane and Bingley, Elizabeth “Could not help remembering what Charlotte’s opinion had always been” (179).

**Bring them back to page 16 when Charlotte was warning Eliza on her sister being “too guarded” **

When it got to the part of the letter talking about her family, “her sense of shame was severe...the circumstances to which he alluded to...could not have made a stronger impression on his mind than on hers” (179).

How did Elizabeth feel overall before finishing the letter and after reading it?

At first, she felt astonishment; she wanted to discredit it for he expressed no regret for what he did (175). After reading it, “she grew ashamed of herself. Of neither Darcy nor Wickham could she think without feeling that she had been blind, partial, prejudiced, absurd” (178).

Discussion Questions:

- 1) What was Elizabeth able to learn after thinking how Charlotte shared the same opinion as Darcy? *(think about point of view and how it affects people).*
- 2) What does the word “mercenary” means in this context and how does it help us decipher Wickham’s character?
- 3) If Lydia doesn’t have money, why do you think Wickham ran away with her? *(think about both Lydia and his character and how it would benefit him).*
- 4) The words “blind, partial, prejudiced, and absurd” are strong words. How does each word help us understand how she feels about each man (both Darcy and Wickham)?

**How will this be taught? The instructor will read key quotes from the text and pause to check for student understanding. Once the instructor thinks that students understand the passages they read, questions will be asked to students regarding these passages. They will need to pair with a pair and exchange ideas and once they finish, they will have to post their answers on Padlet (the instructor will provide the link/code) **

Key Passages Regarding Second Point:

Mrs. Reynolds to Mr. Gardiner: “he was always the sweetest-tempered, most generous-hearted boy in the world” (210).

“He is the best landlord, and the best master,” said she, “that ever lived; not like the wild young men nowadays, who think of nothing but themselves. There is not one of his tenants or servants but will give him a good name. Some people call him proud; but I am sure I never saw anything of it. To my fancy, it is only because he does not rattle away like other young men” (211)

There was certainly at this moment, in Elizabeth’s mind, a more gentle sensation towards the original than she had ever felt at the height of their acquaintance. The commendation bestowed on him by Mrs. Reynolds was of no trifling nature. What praise is more valuable than the praise of an intelligent servant? (212)

Discussion Question:

- 1) Why do you think Mrs. Reynolds’ opinion on Mr. Darcy weighted so much for Elizabeth?

	<p>*How will this be taught? The instructor will ask the questions aloud and encourage students to raise their hand and participate. If the same students seem to be participating, the instructor will increase wait time or resort to using a sticky note activity where students can share their thoughts*</p> <p>Burn Book Activity (25 minutes)</p> <p>Explanation: Students will be paired with another student in order to create their own burn book. They will each pick a character and write about them. For the first half, they will write about how other people perceive the character and for the other half, they will write about how they truly are.</p> <p>*The instructor will provide an example for students to be guided and will provide materials to students, such as construction paper, glue, color pencils, markers, scissors, and magazines. Students will have time in class tomorrow to work on this*</p> <p>*The goal of this activity is for students to realize how people are not what they seem to appear in the outside. People can be different once you get to know them both in novels and in real life*</p> <p>Closer (3 minutes)</p> <p>The more we get to know these characters, the more we realize how they are different from what people seem to think they are. What about you? Have people had certain impressions of you? Is there something you wish people would know about you that from the outside they would never know unless they ask?</p> <p><u>Vocabulary Words:</u></p> <p>1)Mercenary: A person concerned with making money at the expense of ethics.</p> <p>*This word will be included to the wall word*</p>
Accommodations	<p><i>What accommodations will you provide?</i></p> <p>-Students can be pre-paired with other students for extra support. -Examples with images will be given so students can follow along the assignment.</p>
Home Study	<p><i>What activity will reinforce the objectives?</i></p> <p>Please read chapters 50-56 (p. 262-308) and complete annotating worksheet on Google classroom. -Work on Burn Book if you choose to do so! (we will be working on it in class tomorrow). Review Vocabulary terms for our quiz next Tuesday!</p>
Rationale	<p><i>Why was the lesson constructed this way?</i></p> <p>This lesson is designed this way because I wanted to give students something to help them connect what they know about characters to something that they have probably watched or heard about—Mean Girls. This assignment will give them a way to explore the characters and analyze how not only people perceive them, but how they truly are. My hope is that by the end of this lesson, students have a better understanding of the mask characters are wearing in this society.</p>

Burn that Character Instructions!

Good character? Bad character? We will write it all on the burn book! For this activity, you and your partner will pick a **character each**. Once you have your character in mind, follow these 6 step instructions:

- 1) Grab two pieces of pink construction paper and fold them in half together.
- 2) Staple the sheets of paper on the edges so they don't fall.
- 3) That first Page will be your title page. Here is an image to follow:



You can cut out letters from the magazines in the front of the room or draw your own Burn Book Letters.

- 4) On the next page, **title the page with your character name**. Underneath your character's name, **please draw a picture of them** to the best of your abilities (they don't have to be perfect. Just try your best!)

- 5) Next, write a paragraph (4-5 sentences) burning your character. In other words, write a paragraph demonstrating what other people think of your character. **Please use appropriate language.**

Ex:

Kim Kardashian



You are the most selfish person I have ever met. You do not care for anyone not even your siblings. All you think about is to look good in front of a camera and what next to wear. I could never be your friend!

5) Write 2-3 sentences underneath that paragraph describing how your character truly is! No one is how they appear to be outside. People can be very different inside.

Ex:

Kim, people don't know this about you, but you are a very hard-working person and good mother. You work hard for your company and for what you desire. No one truly sees the effort that you make ensuring that your kids always receive as much love as possible.

6) Write your name at the end so you can get credit for your work!

Ex:

With love,

Gossip Girl

Pride and Prejudice Lesson Plan 10 (Week 2 Friday)

Content Area	ELA.	Grade Level	<ul style="list-style-type: none"> 11th Grade CP level 25 students. 25 students (5 Hispanic students, 3 Vietnamese students, and 17 Native English Speakers).
Topic	Social class and the pollution of the inferior one.	Duration	50 minutes.
CCRS&E			Essential Questions
RL.1.11-12: Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text.			○ How does social class dictate who a person should marry?
SL.1.11-12: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.			○ How does social class become a vehicle for prejudice against others who are not part of our own circle?
L.4.11-12: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.			
Language and Content Objectives <i>Students will be able to...</i>		Assessment <i>Students will demonstrate mastery of the objective by...</i>	
1- Content Objective: SWBAT analyze how social class dictates who should a person marry.		1.Opener and closer.	
2- Content Objective: SWBAT explain how social class becomes a vehicle of prejudice against others who do not share people's same social circle.		2.Burn Book continuation.	
3- Language Objective: Students at WIDA Level 5 will be able to analyze how social class dictates who should a person marry by reading key passages and watching a video.		3.Class discussion.	
4- Language Objective: Students at WIDA Level 5 will be able to explain how social class becomes a			

vehicle of prejudice against others who do not share people's same social circle by reading key passages and watching a video.	
Materials <i>authentic, meaningful, and relevant to the objectives</i>	-Book. -Video. -Burn Book.
Instruction <i>How will I go about teaching this lesson?</i> <i>What instructional methods and engaging activities will lead students to mastery of the objectives?</i>	<p>Opener (5 minutes): Imagine that you are in your house, when all of a sudden, the mother of your crush comes to your house and insults you saying that you are not good enough to be dating her child. What would you do?</p> <p>Explanation: Students will have a couple of minutes to jot down their thoughts. Once those minutes are up, they will have a chance to share with the whole class.</p> <p>Class Discussion (15 minutes)</p> <ol style="list-style-type: none"> 1) Why has Lady Catherine come to see Elizabeth? 2) Who does she claim Darcy is engaged to? 3) Lady Catherine mentions that Elizabeth is of "inferior birth" and of "no importance in the world" (305). What claim does social class have on people based on her opinion? 4) Why does she opposes Darcy and Elizabeth's marriage? What does she claim would happen if Elizabeth were to marry Darcy on page 305? <p style="text-align: center;"><u>Take a look at these passages:</u></p> <p>Passage 1:</p> <p>Elizabeth tells Lady Catherine, "In marrying your nephew, I should not consider myself as quitting that sphere. He is a gentleman; I am a gentleman's daughter; so far we are equal" (304)</p> <p>To which Lady Catherine replies, "True. You are a gentleman's daughter. But who was your mother? Who are your uncles and aunts? Do not imagine me ignorant of their condition" (304)</p> <p>If Darcy and Mr. Bennet belong to the same social class, what is Lady Catherine's objection? How does the title differ from the actual social class?</p> <p>Passage 2:</p> <p>After talking about Lydia's situation, Lady Catherine expresses, "Are the shades of Pemberley to be thus polluted?" when referring to Elizabeth and her family circumstances.</p> <p>1)What reference is she making to Elizabeth and her family? (<i>take a look at the word "polluted"</i>)</p> <p>*How will this be taught? The instructor will ask the questions aloud and encourage students to raise their hand and participate. If the same students seem to be participating, the instructor will increase wait time or resort to using a sticky note activity where students can share their thoughts*</p>

	<p>Lady Catherine's Interrogation video (3:23 minutes) https://www.youtube.com/watch?v=ONaPfzjl8qc</p> <p>Think, Pair & Share activity (5 minutes)</p> <p>Explanation: students will have a chance to discuss the following questions with a partner:</p> <p>1) When we read conversations between people in novels, we don't get people's reactions unless the narrator lets us know. After seeing each character perform, what was different both as a reader and as a watcher? Did one have more impact on you than the other?</p> <p>2) In the novel, they have the conversation while walking in the garden, while in the movie, they have it at nighttime inside of the house. What do you think is the impact of each?</p> <p>Burn Book Activity (20 minutes)</p> <p>Explanation: students will have some time to work on their burn book assignment.</p> <p>Closer (2 minutes):</p> <p>Sometimes, it is hard to deal with rumors and with insults. How do you usually manage with rumors? How do you not let them affect you?</p>
Accommodations	<i>What accommodations will you provide?</i>
	<p>-Closed captioning will be provided with the video for students to follow along.</p> <p>-Students will work with a partner for some activities for extra support.</p>
Home Study	<i>What activity will reinforce the objectives?</i>
	<p>-Please read chapters 57-61 (p. 309-334) and complete the final annotating worksheet. WOW! ☺</p> <p>-Work on <u>Burn Book</u> (it's due on Tuesday, however, we will not be working more on it during class time).</p> <p>Remember we have a vocabulary Quiz next Tuesday!</p> <p>Enjoy your weekend! ☺</p>
Rationale	<i>Why was the lesson constructed this way?</i>
	<p>I designed the lesson with the intention of having students focus on certain key words and passages that resonate with some of the themes that we have been talking about so far, such as social class. I also wanted students to have a chance seeing how Lady Catherine's interrogation was adapted into a clip because that could have helped students understand better how authoritative and rude she was to Elizabeth. In this lesson, concludes the final burn book work during class time. I wanted students to keep having a chance working on it with their partner in class because it is hard to know what they each go through at home that would impede them from completing it with the rest amount of work. My hope is that by the end of this lesson, students have more an understanding on social class and the prejudices it can create.</p>

Pride and Prejudice Lesson Plan 11 (Week 3 Monday)

Content Area	ELA.	Grade Level	<ul style="list-style-type: none"> 11th Grade CP level 25 students. 25 students (5 Hispanic students, 3 Vietnamese students, and 17 Native English Speakers).
Topic	Ending of the novel/debunking actions and consequences.	Duration	50 minutes.
CCRS&E			Essential Question
RL.1.11-12: Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text.	W.5.11-12: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	○ How are consequences influenced by a person's actions?	
SL.1.11-12: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.			
L.4.11-12: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.			
Language and Content Objectives <i>Students will be able to...</i>		Assessment <i>Students will demonstrate mastery of the objective by...</i>	
1- Content Objective: SWBAT analyze how a person's actions result in some consequences that they will have to live on for the rest of their lives.		1.Opener and Closer.	
2- Content Objective: SWBAT brainstorm the type of assessment they would like to do, presentation or paper, as well as the theme they will work on.		2.Class Discussion.	

<p>3-Language Objective: Students at WIDA Level 5 will be able to analyze how a person's actions result in some consequences that they will have to live on for the rest of their lives by reading key passages and responding to critical thinking questions imposed by the educator.</p>	
<p>4- Language Objective: Students at WIDA Level 5 will be able to brainstorm the type of assessment they would like to do, presentation or paper, as well as the theme they will work on by using their theme worksheet as well as the assessment one to help them decide between choices.</p>	
<p>Materials</p> <p><i>authentic, meaningful, and relevant to the objectives</i></p>	<p>-Book. -Video.</p>
<p>Instruction</p> <p><i>How will I go about teaching this lesson?</i></p> <p><i>What instructional methods and engaging activities will lead students to mastery of the objectives?</i></p>	<p>Opener (7 minutes): After reading this quote, respond the following questions:</p> <p>When Elizabeth was asking Darcy the reason why he fell in love with her, she told him, "You may as well call it impertinence at once... The fact is that you were sick of civility, of deference, of officious women. You were disgusted with women who were always speaking and looking and thinking for your approbation alone. I roused, and interested you, because I was so unlike <i>them</i>" (327).</p> <p>1) What does "impertinence" mean? Can you think of a person that has been "impertinent" to you? (<i>Please state who and why</i>) 2) What is Elizabeth trying to say in this quote? (<i>look at the key words: deference/officious</i>) 3) Darcy aside, do you think that people are usually attracted to people who are not only different from them, but are unlike the others?</p> <p>Explanation: students will have 5 minutes to answer the questions. Once these 5 minutes are up, we will share as a whole class.</p> <p>Final chapters/end of the book check-in (5 minutes)</p> <p>Discussion Questions: 1)What did you all think about the ending of the novel? 2)Was there something that left you unsatisfied? Was there anything unanswered?</p> <p><i>*More questions will be asked depending on students' responses*</i></p> <p>*How will this be taught? The instructor will ask the questions aloud and encourage students to raise their hand and participate. If the same students seem to be participating, the instructor will increase wait time or resort to using a sticky note activity where students can share their thoughts*</p> <p>Final Proposal Video (3:00 minutes): https://www.youtube.com/watch?v=bFsgLhx9dxg</p>

Acknowledge the difference between the movie adaptation and the novel, but the similarity also between the two, especially the words used

While students watch this video, they will be asked to take down notes about it highlighting what is happening, the tone and gestures of the characters, and more

Class Discussion (15 minutes)

1) Why did he propose again? *(in the novel we learned why he decided to do that again)*

***How will this be taught?** The instructor will ask the questions aloud and encourage students to raise their hand and participate. If the same students seem to be participating, the instructor will increase wait time or resort to using a sticky note activity where students can share their thoughts*

Key Passage:

Darcy tells Elizabeth that knowing about the conversation they had, “taught [him] to hope...as [he] scarcely ever allowed [himself] to hope before. [he] knew enough of [her] disposition to be certain that, had [she] been absolutely, irrevocably decided against [him], [she] would have acknowledged it to Lady Catherine, frankly and openly” (315).

2) What can you remember from Elizabeth’s conversation to Lady Catherine that might have given Darcy hope? In other words, were there instances that you can remember in which she refused to be open with her or dismissed liking him? *(think about the way she responded when Lady Catherine asked her to swear that she would never marry Darcy)*

3) How did other people react to their engagement? (Mr. Bennet, Jane, or Mrs. Bennet).

Key Passage for Mr. Bennet:

“I admire all three of my sons-in-law highly...Wickham, perhaps, is my favorite one: but I think I shall like your husband quite as well as Jane’s” (326).

4) Why does he like Wickham the most? Shouldn’t he dislike him more? *(think of his sarcastic personality)*

5) What are the consequences Darcy has to live with by going against social class standards in choosing Elizabeth? *(think about how it affected his relationships with other people, especially Lady Catherine).*

6) How is Lydia and Wickham’s relationship? Does it seem like a romantic and beneficial relationship? What consequences will Lydia have to deal with for the rest of her life by being reckless and marrying Wickham?

Hopefully students see from these two instances that by going against norms, these characters will have to face consequences just like real people do when they make choices

	<p>*How will this be taught? The instructor will read these two passages to students. The instructor will also have 6 sheets taped on different places in the classroom. The task of students will be to go around to each section, read the question, grab a sticky note, and respond to each one. Once they finish writing their thoughts, they can tape their sticky notes in the designated section*</p> <p>Brainstorming (15 minutes)</p> <p>Explanation: The instructor will ask students to look back at their final assessment for the class and consider which 2 options they would like to do and start thinking about what they would like to write/present about.</p> <p><u>Instruction to Students:</u></p> <p>1) Read the final assessment for the class that was handed out last week.</p> <p>2) Select one option between paper or PPT presentation. <u>If you pick the PPT, do you want to record the slides or present to the class?</u> Let me know your decision for the latter one.</p> <p>3) Look at the theme page that was handed out 2 weeks ago and pick a theme that you would like to work on. If you want to pick your own, please raise your hand and talk to me about it. <u>You need my permission first!</u></p> <p>*The instructor will be walking around to check in on students and see if they have any questions, concerns, and to see what they want to work on for the final project*</p> <p>*The instructor will also walk around to check students' finalized character list*</p> <p>Closer (5 minutes): Please tell me which theme you are planning on writing/presenting about and which option you are planning on working on. In addition, please let me know what questions or concerns you have about the assignment. <u>I'll try to address them anonymously in class tomorrow.</u></p> <p><u>Vocabulary Words:</u></p> <p>1)Impertinence: Lack of respect; rude.</p> <p>*This vocabulary word will be added to the word wall*</p>
Accommodations	<i>What accommodations will you provide?</i>
	<p>-Closed captioning will be included for students to receive extra support as needed.</p> <p>-The students will have with them all the worksheets they have used so far to be guided through the brainstorming process.</p>
Home Study	<i>What activity will reinforce the objectives?</i>
	<p>1)Please study for the vocabulary quiz that we have tomorrow! ☺ (include the word “impertinence from today in your study session). Good luck!</p> <p>2)Now that you have picked a theme for your paper/presentation, please think about 3 examples from the novel (events) that relate to your theme and write them down in Google Classroom. <u>We will work with them tomorrow in class!</u></p>

Side Note: Final Assessment is due next Tuesday!**Rationale***Why was the lesson constructed this way?*

I designed the lesson in backwards way—instead of showing the video after reading key passages, I wanted to look at the end result and ask students how Darcy and Elizabeth got to that point. I think it helps them think about all those instances in which they interacted, and it helps them relate certain key events to this one. In this lesson, I had the intention for them to start working on their final paper/presentation, so if there were any questions, I could answer them in person.

Pride and Prejudice Lesson Plan 12 (Week 3 Tuesday)

Content Area	ELA.	Grade Level	<ul style="list-style-type: none"> 11th Grade CP level 25 students. 25 students (5 Hispanic students, 3 Vietnamese students, and 17 Native English Speakers).
Topic	Writing Thesis Arguments.	Duration	50 minutes.
CCRS&E			Essential Questions
RL.1.11-12: Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text.	W.5.11-12: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.		○ How can a person write a strong and detailed thesis argument?
SL.1.11-12: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	W.1.11-12: Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.		
L.4.11-12: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12			

reading and content, choosing flexibly from a range of strategies.			
Language and Content Objectives <i>Students will be able to...</i>		Assessment <i>Students will demonstrate mastery of the objective by...</i>	
2- Content Objective: SWBAT analyze the components of a strong thesis statement.		1.Opener and Closer.	
3- Language Objective: Students at WIDA Level 5 will be able to analyze the components of a strong thesis statement by watching a video and practices through modeling and exercises how to write strong ones.		2.Class Discussion on Thesis Examples.	
		3.Thesis Worksheet.	
Materials	-Thesis video/ Examples.		
<i>authentic, meaningful, and relevant to the objectives</i>			
Instruction	Opener (7 minutes): Please watch the following video. Once you have watched the video, please write down 3 takeaways from it. Explanation: We will watch the video as a whole class. Then, students will have an opportunity to share 3 takeaways from the video with the class. Discussion Questions: 1)What three takeaways did you write? 2)According to the video, what does a good thesis have? *the instructor will be writing the steps to write a good thesis statement on the board for students to see as presented in the video* Vocabulary Quiz (15 minutes) Thesis Examples (12 minutes) Explanation: students will be asked to read these 2 thesis examples (and ask students to identify these 3 features: 1)Theme (topic being argued). 2)Writer position. 3)Evidence summarized to support argument. *The instructor will read the first one aloud and as a whole class, identify those three features. Then, for the second one, students will have to do it independently and then, everyone will discuss as a whole class their findings* <u>These are the two examples:</u>		
<i>How will I go about teaching this lesson?</i> <i>What instructional methods and engaging activities will lead students to mastery of the objectives?</i>			

	<p>1) In <i>Their Eyes Were Watching God</i>, hair symbolizes how a person's identity can be oppressed with the influence of others. This can be demonstrated by the way Janie's hair is used as a catalyst to symbolize the different identities that she underwent until she was finally able to own her own through her relationship with Tea Cake.</p> <p>2) In <i>To Kill a Mockingbird</i>, ignorance and racism leads to injustice toward Tom Robinson. In Maycomb, the community showed ignorance and racism towards the black community, which led to the injustice present in court.</p> <p>Thesis Worksheet (14 minutes)</p> <p>Explanation: students will be given a worksheet where they can start writing down examples that highlight their theme. Once they look at those examples, they can draft a thesis statement that can lead their argument.</p> <p>*Tell students that you would be providing them feedback based on this worksheet*</p> <p>*Check in with the students who want to do a PPT presentation in front of the whole class to give them the date they are presenting*</p> <p>Closer (2 minutes): Take a look at this thesis statement, and highlight the following:</p> <p>1)Theme (topic being argued).</p> <p>2)Writer position.</p> <p>3)Evidence summarized to support argument.</p> <p>In <i>To Kill a Mockingbird</i>, Harper Lee uses the elements of racism and ignorance to express how they can lead to losing innocence. This is accomplished by presenting different racial instances in Maycomb with an innocent eye and how she changes her opinion of the world once she hears about Tom Robinson's sentence.</p>
Accommodations	<p><i>What accommodations will you provide?</i></p> <p>-Closed captioning will be provided for extra support.</p> <p>-Students can be paired with someone else if instructor notices that they are struggling.</p>
Home Study	<p><i>What activity will reinforce the objectives?</i></p> <p>-Please finish completing the Thesis Worksheet (both the examples column and the thesis statement draft) and submit it on Google Classroom.</p> <p><u>Side Note: Final Assessment is due next Tuesday!</u></p>
Rationale	<p><i>Why was the lesson constructed this way?</i></p> <p>I decided to construct the lesson this way because now that we are in the final stage of the unit, they need to start working on how they would draft their presentation/paper. A good way to help them practice is through modeling, especially when it comes to thesis statements since many students tend to struggle with those. I wanted to give them an opportunity to identify good thesis statements as well as drafting their own.</p>

Vocabulary Quiz #2

Name:

Class:

Date:

Part I) Choose the correct answer by circling the letter for each multiple-choice question:

1)Mrs. Azure considering employing (...) to teach her 2 daughters how to play the pianoforte and draw.

- A) Master
- B) Governess
- C) Mercenary

2)Mr. Payne's (...) knows no boundaries. He showed up to my house late at night inquiring why I didn't show to work and closed the door on me when I didn't give him a favorable answer.

- A) Impertinence
- B) Master
- C) Conciliating

3)Fitzwilliam is a man who doesn't care what he has to do to get to the top. He only cares about money even if he has to get his hands dirty in the process. What type of man is Fitzwilliam?

- A) Mercenary
- B) Conciliating.
- C) Ill-breeding.

Part II) Please write a sentence containing the vocabulary word.

1)Ill-breeding:

2)Master:

3)Conciliating:

Good luck! 😊

Teacher Grading Criteria: The quiz is worth 18/18. Each multiple-choice question is worth 2 points. For the second part, they get 4.

Thesis Worksheet

Part I: Write what theme you would like to explore and any specific question you have about that theme that you want to write about.

Ex: Pride

Did Elizabeth's pride lead her to make wrong choices?

Part II: Write down any examples that highlight this theme/question reference.

Page Number	Quote	Thoughts/ Questions/Interpretation
Ex: 179	"Vanity, not love, has been my folly. Pleased with the preference of one, and offended by the neglect of the other"	Because Darcy had offended Elizabeth's pride, she thought ill of him without giving him a chance to show her his true character.

Part III: Based on the examples and the thoughts that they raised, please **draft** a thesis statement.

Make sure you include the following:

- 1) Theme (topic being argued).
- 2) Writer's position.
- 3) Evidence being used to support argument.

Pride and Prejudice Lesson Plan 13 (Week 3 Wednesday)

Content Area	ELA.	Grade Level	<ul style="list-style-type: none"> 11th Grade CP level 25 students. 25 students (5 Hispanic students, 3 Vietnamese students, and 17 Native English Speakers).
Topic	Analyzing Cross-Media Adaptations and Close Reading the Text.	Duration	50 minutes.
CCRS&E			Essential Questions
RL.1.11-12: Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text.	W.5.11-12: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	<input type="radio"/> How can movie adaptations help a person to understand the context through modern eyes?	
SL.1.11-12: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.		<input type="radio"/> How can close reading help a person to decipher the meaning of a text?	
W.1.11-12: Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.			
Language and Content Objectives <i>Students will be able to...</i>		Assessment <i>Students will demonstrate mastery of the objective by...</i>	
1. Content Objective: SWBAT analyze how a modern adaptation can help to understand an old context better through modern eyes.		1.Opener and Closer.	
2. Content Objective: SWBAT analyze the meaning of a text by practicing the art of close reading.		2.Class Discussion.	
3. Language Objective: Students at WIDA Level 5 will be able to analyze the meaning of a text by practicing the art of close reading, reading key scenes, and engaging in classroom discussions about it.		3. <i>Bride and Prejudice</i> Worksheet.	

4. Language Objective: Students at WIDA Level 5 will be able to analyze how a modern adaptation can help to understand an old context better through modern eyes by watching short clips and answering questions in complete sentences in a worksheet.	4.Close Reading Independent Work.
Materials <i>authentic, meaningful, and relevant to the objectives</i>	-Videos. -Bride and Prejudice Worksheet.
Instruction <i>How will I go about teaching this lesson?</i> <i>What instructional methods and engaging activities will lead students to mastery of the objectives?</i>	<p>Opener (5 minutes): If <i>Pride and Prejudice</i> was written in today's world/society, what do you think would be different? Are there things that would remain the same?</p> <p>Explanation: Students will have a few minutes to write down their answers. Once they are done, they will have an option to share it with the whole class.</p> <p>Bride and Prejudice Movie Clips (12 minutes)</p> <p>1) Bride and Prejudice (1/10) Movie CLIP - The Indian MC Hammer (2004) (2:42 minutes) https://www.youtube.com/watch?v=AoWdk9CB-mU</p> <p>2) Bride and Prejudice-Lalita and Darcy Arguing (2:50 minutes): https://www.youtube.com/watch?v=oTOMgLMI7Qs</p> <p>*How will this be taught? The instructor will encourage students to take some notes while watching the following videos*</p> <p><u>Context for Students to Understand:</u></p> <ol style="list-style-type: none"> 1) The movie is an adaptation from the novel. It was filmed in 2004. 2) It is a Bollywood movie, which is very similar to what we call musicals (dance, singing, showing Indian tradition). 3) Elizabeth in this adaptation is called Lalita while Darcy's name remains the same. 4) It talks about the idea of "colonization," especially the way in which someone from America wants to change Indian landmarks. <p>Explanation: Students will be given context about this adaptation. The instructor will also let students know that they will be watching these clips to see how important key moments from the novel were put into modern context. As they watch the clips between today and tomorrow, they can write down answers to a short worksheet that will accompany the exercise.</p> <p>Close Reading and Paragraph Structure (15 minutes)</p> <p>Discussion Question:</p> <p>1) What is close reading? (Everything we have been doing. Looking at a passage, seeing key words/ terms)</p> <p>*How will this be taught? The instructor will ask the questions aloud and encourage students to raise their hand and participate. If the same students seem to be participating, the instructor will increase wait time*</p>

	<p><u>Modeling close reading:</u></p> <p>When talking about Charlotte's reason as to accept Mr. Collins's hand, the narrator notes that "marriage had always been her object; it was the only honourable provision for well-educated young woman of small fortune...at the age of twenty-seven, without ever being handsome, she felt all the good luck of it (107).</p> <p>2) What is the text trying to say about Charlotte? What theme does it speak about? 3) What key words can you notice from the quote? What are those key words trying to say?</p> <p>*This example will serve to highlight the importance at paying close attention to quotes. The instructor will remind them that once they have deciphered what the quote is trying to say, in their paper/presentation they need to follow these steps:</p> <p>1) Write a topic sentence beforehand 2) Introduce the quote and perform close reading 3) How it connects to thesis/why this quote matters*</p> <p>*How will this be taught? The instructor will ask the questions aloud and encourage students to raise their hand and participate*</p> <p>Independent Close Reading (15 minutes)</p> <p>Explanation: Students will have a chance to practice how to do close reading on one of the examples they picked for their paper/presentation. The instructor will be going around trying to check in on students and see how they are doing.</p> <p>Closer (3 minutes): If you were to create your own retell of Pride and Prejudice for the two scenes that we watched today (ball and Darcy and Elizabeth's conversation), what would you do? What would you and your Darcy/Elizabeth be arguing about? What music would be playing at the party?</p>
Accommodations	<i>What accommodations will you provide?</i>
	<p>-Closed captioning will be provided for extra support. -Students can be paired with someone else if instructor notices that they are struggling.</p>
Home Study	<i>What activity will reinforce the objectives?</i>
	<p>-Please submit on Google Classroom an outline of your paper/presentation on word containing the following:</p> <p>1)A full introduction containing a <u>hook, background information (context), and a thesis</u>. You may exclude the background context if you are planning on presenting.</p> <p>2)<u>Topic sentences for each body paragraph and the quotes that you will be including in them</u>. Also <u>tell me why the evidence matters (how does it relate to your thesis?)</u></p> <p>3)For the conclusion (just tell me generally what you are planning to do. For instance, I will insert thesis and a <u>reflection</u>).</p>

4) A works cited page on a separate sheet of paper containing the publication of the book (you can find it on Google Classroom under assignments). If you are doing a PPT, don't worry about the citations for your pictures. Just make sure that you have the book one.

Everyone, no matter whether they are writing a paper or doing a PPT presentation, needs to write this on a Word Document

I am not looking for full paragraphs. Bullet points will suffice, but make sure you have the topic sentences

Side Note: Final Assessment is due next Tuesday!

Rationale	<i>Why was the lesson constructed this way?</i>
I designed the lesson this way because I wanted students to know why studying <i>Pride and Prejudice</i> matters—it is still relevant in today's society although it may look different. I also wanted to give them a chance starting writing their paragraphs. My hope is that by the end of this lesson, students will have learned about modernizing old stories and have made progress in their paper.	

Bride and Prejudice Worksheet

Now that you have read *Pride and Prejudice* and watched clips from the 2005 adaptation, we will be spending the next 2 days exploring an amazing modern Bollywood retelling titled *Bride and Prejudice*. As you watch the clips, please answer the following questions about them:

1) *Pride and Prejudice* deals with a very different conflict than *Bride and Prejudice*, how do the two differ?

2) The setting of *Pride and Prejudice* is very different from the one in *Bride and Prejudice*. How does setting affect both stories?

3) How are Lalita's objections to Darcy's character different from Elizabeth's?

4) Darcy's idea of an accomplished woman is similar in both movies. What is the idea of an accomplished woman for Darcy in *Bride and Prejudice*? Are they different from the ideals of Darcy from the 1813 version?

5)How does this adaptation help us understand the story better? (*are there parts that you didn't understand before than now you seem to understand better?*)

Pride and Prejudice Lesson Plan 14 (Week 3 Thursday)

Content Area	ELA.	Grade Level	<ul style="list-style-type: none"> 11th Grade CP level 25 students. 25 students (5 Hispanic students, 3 Vietnamese students, and 17 Native English Speakers).
Topic	Analyzing cross-media adaptations and drafting text.	Duration	50 minutes.
CCRS&E			Essential Questions
RL.1.11-12: Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text.	W.5.11-12: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.		○ How can movie adaptations help a person to understand the context through modern eyes?
SL.1.11-12: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.			○ How can outlining and drafting stage paper/presentation help a person in the writing process?
W.1.11-12: Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.			

Language and Content Objectives <i>Students will be able to...</i>		Assessment <i>Students will demonstrate mastery of the objective by...</i>	
1. Content Objective: SWBAT analyze how a modern adaptation can help to understand an old context better through modern eyes.		1.Opener and Closer.	
2. Content Objective: SWBAT brainstorm their assessment.		2.Class Discussion.	
3. Language Objective: Students at WIDA Level 5 will be able to brainstorm by reading key passages, obtaining feedback, and editing their papers		3. <i>Bride and Prejudice</i> Worksheet.	
4. Language Objective: Students at WIDA Level 5 will be able to analyze how a modern adaptation can help to understand an old context better through modern eyes by watching short clips and answering questions in complete sentences in a worksheet.			
Materials	-Videos. - <i>Bride and Prejudice</i> Worksheet. -Book.		
<i>authentic, meaningful, and relevant to the objectives</i>			
Instruction	Opener (5 minutes): How was creating an outline for your assignment? What were your strengths/weaknesses? What do you wish you can get more help with?		
<i>How will I go about teaching this lesson?</i> <i>What instructional methods and engaging activities will lead students to mastery of the objectives?</i>	Explanation: Students will have a couple of minutes to write down their answers. Once they are done, they will have an option to share it with the whole class.		
	<i>Bride and Prejudice</i> Movie Clips (20 minutes)		
	1) Bride and Prejudice (2/10) Movie CLIP - Lalita and Darcy Butt Heads (2:41 minutes): https://www.youtube.com/watch?v=7b9sNVUPFyM		
	2) Bride and Prejudice (7/10) Movie CLIP - Mr. Kohli's Proposal (2:41 minutes) https://www.youtube.com/watch?v=_nqoPInNcvo&t=30s		
	How will this be taught? The instructor will encourage students to take some notes while watching the following videos		
	<u>Context for Students to Understand:</u> 1)These two clips are going to be from the accomplished woman scene, which in this one will be in a pool and Mr. Collins’s (in this case Mr. Kohli’s) proposal. Explanation: Students will be given context about this adaptation. The instructor will also let students know that they will be watching these clips to see how important key moments from the novel were put into modern context. As they watch the last two clips, they can write down answers to a short worksheet that will accompany the exercise.		

	<p>*students will be encouraged to talk to a peer and work to answer and finish the worksheet*</p> <p>*calm music will be played to create a chill environment and students will be encouraged to play music on their headphones if that helps them to focus*</p> <p>Draft (20 minutes)</p> <p>Explanation: Students will have 20 minutes to work on their papers/PowerPoints presentations. They will be encouraged to go on their Chromebooks and read the outline they turned in to keep working on their paper.</p> <p>*As students work on their projects, the instructor will be walking around to give students feedback and see where they are at in the process. If they notice that some students had not turned in the outline or thesis assignment or if they notice that maybe the thesis of certain students or evidence need to be revised, they will address those students at this time*</p> <p>*Check in with the students who want to do a PPT presentation in front of the whole class to give them the date they are presenting*</p> <p>Closer (3 minutes): Imagine that a person like Mr. Kohli proposes to you with the same intentions/objectives that he has. What would be your objections? Would you accept their proposal?</p>
Accommodations	<i>What accommodations will you provide?</i>
<p>-Closed captioning will be provided for extra support.</p> <p>-Students can be paired with someone else if instructor notices that they are struggling.</p>	
Home Study	<i>What activity will reinforce the objectives?</i>
<p>-Please write a full draft for your paper/presentation. Yes, full 3 pages/12 PPT slides with pictures and citations and submit it to Google Classroom <u>so I can give you feedback over the weekend.</u></p> <p><u>*Please also print a copy and bring it to class*</u></p> <p><u>*I am not looking perfection! Just try your best. Writing is never complete without the revision stage*</u></p> <p><u>Side Note: Final Assessment is due next Tuesday!</u></p>	
Rationale	<i>Why was the lesson constructed this way?</i>
<p>I designed the lesson this way because I wanted students to know why studying <i>Pride and Prejudice</i> is necessary—it is still relevant in today's society although it may look different. I also wanted to give them a chance starting writing their paragraphs. My hope is that by the end of this lesson, students have learn about modernizing old stories and have made progress in their paper.</p>	

Pride and Prejudice Lesson Plan 15 (Week 3 Friday)

Content Area	ELA.	Grade Level	<ul style="list-style-type: none">• 11th Grade CP level 25 students.• 25 students (5 Hispanic students, 3 Vietnamese students, and 17 Native English Speakers).
Topic	Peer-Review Feedback.	Duration	50 minutes.
CCRS&E			Essential Questions
W.5.11-12: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.			<input type="radio"/> How can peer-review help a person effectively in the writing process?
SL.1.11-12: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.			
Language and Content Objectives <i>Students will be able to ...</i>		Assessment <i>Students will demonstrate mastery of the objective by...</i>	
1. Content Objective: SWBAT analyze their peer’s essay or PPT presentation and provide feedback to them.		1.Opener and Closer.	
2. Language Objective: Students at WIDA Level 5 will be able to analyze their peer’s essay or PPT presentation and provide feedback to them by looking at the peer review checklist provided by the instructor.		2.Peer Review Checklist.	
Materials	-Peer-Review Checklist.		

<i>authentic, meaningful, and relevant to the objectives</i>	
Instruction	<p>Opener (5 minutes): At this part of the process, how do you feel about your assignment (paper/presentation?) What do you think you are going to be needing the most feedback on? What do you feel the proudest of?</p> <p>Explanation: Students will have a couple of minutes to write down their answers. Once they are done, they will have an option to share it with the whole class.</p> <p>Peer-Review Checklist Explanation (10 minutes)</p> <p>Explanation: Instructor will spend a few moments going over the peer-review checklist and ask students if they have any questions about it. Once the instructor is done, they will pair students (3 students will be paired; a group will end up having 4) based on proficiency—who can help who the best.</p> <p>Peer Review Time (25 minutes)</p> <p>Explanation: The goal for this time is for everyone in the group to receive feedback. Students will read each other's work and will check the checklist to make sure that they meet each requirement.</p> <p>*calm music will be played to create a chill environment*</p> <p>*Instructor will go around checking in on every group and student, especially those who have not turned in work or seem lost*</p> <p>Brain Break (5 minutes)</p> <p>Explanation: Students can have these few minutes to talk to each other, to go to the bathroom or move around since they have been sitting and reading for a while.</p> <p>Closer (5 minutes): How are you feeling right now with this assignment? If you could give me a number from 1-10 (10 being feeling awesome), what number would you give me? What can I help you with?</p>
<i>How will I go about teaching this lesson?</i>	
<i>What instructional methods and engaging activities will lead students to mastery of the objectives?</i>	
Accommodations	<i>What accommodations will you provide?</i>
	<p>-Students can be paired with someone else if instructor notices that they are struggling.</p> <p>-A checklist will be provided for each student to assess their work.</p>
Home Study	<i>What activity will reinforce the objectives?</i>
	<p>-Keep working on your assignment and rest!</p> <p><u>Final Assessment is due next Tuesday!</u></p>

Rationale	<i>Why was the lesson constructed this way?</i>
	I designed the lesson this way because I wanted to give students a chance to assess their own work through their peers. I know many people are not fans of peer-reviews, but you give students a template to follow, I think good things can come from it, especially encouragement. Students sometimes need someone to tell them that they are doing well and who better to provide them with that encouragement than their own peers.

Peer Review Checklist

Name of person giving the feedback:

Name of person who wrote the essay:

As you read through your peers' assignments, please check for each of these elements:

1) Has the student chosen an option between paper or PPT? (yes/no)

If student is writing an essay, please follow these guidelines:

Introduction:

- 1) Does it contain a hook? (yes/no)
- 2) Does it contain background context about theme/book? (yes/no)
- 3) Does it contain a strong arguable thesis (theme, position, and evidence summarized)? (yes/no/some). If some, which one is missing?
- 4) Is the name of the author (Jane Austen) found somewhere in the thesis? (yes/no)
- 5) Is the name of the book (*Pride and Prejudice*) found anywhere in the thesis? (yes/no)

Body Paragraphs:

- 1) Do they provide a topic sentence? (yes/no/some). If some, which paragraph needs more work?
- 2) Do they provide evidence (quotes) with page numbers? (yes/no/some). If some, which paragraph needs more work?
- 3) Do they explain what the quote is trying to say (key words/relevance)? (yes/no/some). If some, which paragraph needs more work?
- 4) Do they provide an overall statement of how the evidence supports the thesis? (yes/no/some). If some, which paragraph needs more work?

Conclusion:

- 1) Does it restate the thesis? (yes/no)
- 2) Does it provide a reflection (author's personal reflection on the work based on theme that they thought author was trying to say?) (yes/no)

Works Cited Page:

- 1) Is there a works cited page? (yes/no)
- 2) Did they cite the book/novel? (yes/no)
- 3) Did they cite it correctly? (take a look at Google Classroom for the correct citation). (yes/no)

Format:

- 1) Is it Times new Romans? (yes/no)
- 2) Size 12 pt. font? (yes/no)
- 3) 1-inch margins? (yes/no)
- 4) Does the paper contain a title for the paper in the middle before the introduction? (yes/no)
- 5) Does it contain page numbers and a header (stating name of the person writing the paper, teacher's name, class, and date?) (yes/no)
- 6) Is it at least 3 full pages? (yes/no)

If student is doing a PPT presentation, please follow these guidelines:

1st Slide:

- 1) Does the student have an introductory slide containing their name/title of their presentation? (yes/no)

2nd slide:

- 1) Does it contain a hook? (yes/no)
- 2) Does it contain a strong arguable thesis (theme, position, and evidence summarized)? (yes/no/some). If some, which one is missing?
- 3) Is the name of the author (Jane Austen) found somewhere in the thesis? (yes/no)
- 4) Is the name of the book (*Pride and Prejudice*) found anywhere in the thesis? (yes/no)

Other slides:

- 1) Do they provide a topic sentence? (yes/no/some). If some, which paragraph needs more work?
- 2) Do they provide evidence (quotes) with page numbers? (yes/no/some). If some, which paragraph needs more work?
- 3) Do they explain what the quote is trying to say (key words/relevance)? (yes/no/some). If some, which paragraph needs more work?
- 4) Do they provide an overall statement of how the evidence supports the thesis? (yes/no/some). If some, which paragraph needs more work?

Conclusion:

- 1) Does it restate the thesis? (yes/no)
- 2) Does it provide a reflection (author's personal reflection on the work based on theme that they thought author was trying to say?) (yes/no)

Works Cited Page:

- 1) Is there a works cited page? (yes/no)
- 2) Did they cite the book/novel? (yes/no)
- 3) Did they cite it correctly? (take a look at Google Classroom for the correct citation). (yes/no)
- 4) Did they cite all the images they included? (yes/no)

Format:

- 1) Is at least 12 slides of content? (13 counting the introductory slide and 14 with the works cited page) (yes/no)

2)Is it engaging? (at least an image in each slide/special effects/questions for the audience?)

(yes/no)

3)Does the author include the sufficient amount of information? (just relevant things. They don't have the whole slide with information or more than 2 paragraphs, 3-4 sentences each).

(yes/no/some).

Presentation Piece:

Has the student decided whether they will present to the class or record an audio for each slide?

(yes/no)

Has the student met with me about when to present if they chose to present to the class? (yes/no)

check with student

Open Question:

1)What was your favorite part about this person's assessment?

Pride and Prejudice Lesson Plan 16 (Week 4 Monday)

Content Area	ELA.	Grade Level	<ul style="list-style-type: none"> 11th Grade CP level 25 students. 25 students (5 Hispanic students, 3 Vietnamese students, and 17 Native English Speakers).
Topic	1-1 conferences/revision process.	Duration	50 minutes.
CCRS AE			Essential Questions
SL.1.11-12: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.			<input type="radio"/> How can 1:1 conferences help a person effectively in the writing process?
W.5.11-12: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach,			

focusing on addressing what is most significant for a specific purpose and audience.			
Language and Content Objectives <i>Students will be able to ...</i>		Assessment <i>Students will demonstrate mastery of the objective by...</i>	
1. Content Objective: SWBAT analyze their essay or PPT presentation.		1. Opener and Closer.	
2. Language Objective: Students at WIDA Level 5 will be able to analyze their essay or PPT presentation by looking at the feedback sheet their peers gave them and at the feedback that they received from their instructor over the weekend.		2. 1:1 Conferences.	
Materials	-Students’ drafts.		
<i>authentic, meaningful, and relevant to the objectives</i>			
Instruction	Opener (2 minutes): During our 1:1 conference, what questions/elements about the assignment do you want us to focus on?		
<i>How will I go about teaching this lesson?</i> <i>What instructional methods and engaging activities will lead students to mastery of the objectives?</i>	Explanation: Students will have a couple of minutes to write down their answers. The answers will be kept privately until I meet with students.		
	Assessment Work Time/1:1 conference (45 minutes)		
	Explanation: students will have an opportunity to work on their final assignment. They will be encouraged to look at my feedback provided over the weekend.		
	calm music will be played to create a chill environment		
	*Instructor will go around to check on each individual student and having a conversation with them about their assignment (how the paper/ppt is looking/my comments over the weekend/how it is looking overall, etc.) *		
	Closer (3 minutes): Read the following quote and answer the following question about it: “Optimism is the faith that leads to achievement. Nothing can be done without hope and confidence” -Helen Keller. How does this quote resonate with your life?		

Accommodations	<i>What accommodations will you provide?</i>
-Students can be paired with someone else if instructor notices that they are struggling. -Students can work with their instructor during the 1:1 conference in case they need	
Home Study	<i>What activity will reinforce the objectives?</i>
-Keep working on your assignment and rest! <u>Final Assessment is due tomorrow. Please submit to Google Classroom! If you are presenting, we can't wait to see your presentations!</u>	
Rationale	<i>Why was the lesson constructed this way?</i>
I designed the lesson this way because I wanted students to have an opportunity to have 1:1 conference with the instructor. Teachers can offer feedback as professionals which can help students improve their writing skills. In addition, they are students' number 1 support role in school. Words of encouragement from a teacher as well as validation that they are doing a good job and putting effort goes a long way to students.	

Pride and Prejudice Lesson Plan 17 (Week 4 Tuesday)

Content Area	ELA.	Grade Level	<ul style="list-style-type: none"> 11th Grade CP level 25 students. 25 students (5 Hispanic students, 3 Vietnamese students, and 17 Native English Speakers).
Topic	Reflecting on Work.	Duration	50 minutes.
CCRS AE			Essential Questions
SL.1.11-12: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.		<input type="radio"/> How does reflecting on their own work help people to adjust their practice in the future and to grow as learners?	
Language and Content Objectives <i>Students will be able to...</i>		Assessment <i>Students will demonstrate mastery of the objective by...</i>	

1. Content Objective: SWBAT reflect on their essay or PPT presentation.	1.Opener and Closer.
2. Language Objective: Students at WIDA Level 5 will be able to reflect on their essay or PPT presentation by thinking about the content and structure of it and responding to critical thinking questions.	2. Reflection Work.
Materials	-Reflection worksheet.
<i>authentic, meaningful, and relevant to the objectives</i>	
Instruction	Opener (5 minutes): read the following quote and then answer the following question:
<p><i>How will I go about teaching this lesson?</i></p> <p><i>What instructional methods and engaging activities will lead students to mastery of the objectives?</i></p>	<p>“Feel what you need to feel and then, let it go. Do not let it consume you” -Dhiman.</p> <p>1) What do you think the quote is trying to say?</p> <p>2) How does this relate to your own life? Is it easy for you to let go?</p>
	<p>Explanation: Students will have a few of minutes to write down their answers. Once those minutes are up, they can share with the whole class their answers.</p>
	<p><i>*The hope is that after reading this quote, students can relate it to their own lives, especially the assignment that they turned in. The hope is that they understand that the assignment was turned in and that there is no point in stressing over it. All is left is to reflect on how to do better, be proud of their accomplishment, and move on*</i></p>
	<p>Reflection Assignment (15 minutes)</p>
	<p>Explanation: students will have a chance to work on the second part of their assignment—the reflection piece—where they will answer a few questions.</p> <p><i>*Reflections will be collected. Reflections will be done before presentations because the closer can serve as its own reflection for the day*</i></p>
	<p>Presentations (25 minutes)</p>
	<p>Explanation: if there were students who wanted to present in front of the class, this is where they would have an opportunity to present. Depending on the number, it would get split between 2 days. If no student decided to present, then a new topic would be introduced today.</p>
	<p>Closer (5 minutes)</p>

5) Did you enjoy the novel? What did you like/dislike about it? Would you recommend it to anyone?

Good job! 😊

Works Cited

- “Bride and Prejudice (2/10) Movie CLIP - Lalita and Darcy Butt Heads (2004) HD.” *YouTube*, 6 Oct. 2011.
- “Bride and Prejudice (7/10) Movie CLIP – Mr. Kohli’s Proposal (2004) HD.” *YouTube*, 6 Oct. 2011.
- “Cinderella III: A Twist in Time - the Wand.” *YouTube*, 30 Dec. 2021.
- “Maslow's hierarchy of Needs Motivation Psychology Project, Pyramids, Template, Angle, Text png.” *pngwing.com*.
- “Regency Period Social Hierarchy.” *Hierarchystructure.com*, 2022.
- “You Have Bewitched Me- Pride and Prejudice (10/10) Movie CLIP (2005) HD.” *YouTube*, 16 June 2011.
- Austen, Jane. *Pride and Prejudice*, Bantam Classics, 1981.
- Charmaine5227. “Bride and Prejudice-Lalita and Darcy Arguing.” *YouTube*, 1 Feb. 2010
- CrunchSweetie98. “Simon and Daphne (Bridgerton) - " You Do Touch Yourself?"” *YouTube*, 6 Jan. 2021.
- Edginton, Ian. *Pride and Prejudice a Graphic Novel*. SelfMadeHero, 17 March, 2015.
- Engelman, Nicole. “Everything Written in Ariana Grande’s Burn Book in ‘Thank U, Next’ Video.” *Billboard.com*, 30 Nov. 2018.
- Filmy Channel. “Pride and Prejudice: Mr Darcy Proposing Elizabeth.” *YouTube*, 25 Mar. 2017.
- Gamer, Michael Katrina O’Loughlin. “Teaching Jane Austen in the Twenty-first Century | the Routledge Compa.” *Taylor & Francis*, 13 Oct. 2021, pp. 499-508.
- Howard, Leigh Anne. “Austen’s Audience(S) and the Perils of Adaptation | 11 | Performativit.” *Taylor & Francis*, 11 Sept. 2019, pp.131-151.

Julianny Favinha Donda. “‘Barely Tolerable’ Pride and Prejudice Scene.” *YouTube*, 29 June 2017.

Kirkpatrick, Emily. “Kim Kardashian Will Pay \$1.26 Million to SEC for Promoting Crypto on Instagram.” *VanityFair.com*, 3 Oct. 2022.

KittyLover Aaliyah 2. “Cinderella III: A Twist in Time - the Time Travel Spell.” *YouTube*, 30 Dec. 2021.

Lindsay Sharp. “Princess Diaries 2 - Choosing Husband.” *YouTube*, 16 March, 2022.

Mistress of Pemberley. “An Accomplished Woman - Pride and Prejudice (2005).” *YouTube*, 20 May 2021.

Movieclips. “Bride and Prejudice (1/10) Movie CLIP - the Indian MC Hammer (2004) HD.” *YouTube*, 6 Oct. 2011.

Movieclips. “Pride and Prejudice (9/10) Movie CLIP - Lady Catherine’s Interrogation (2005) HD.” *YouTube*, 16 June 2011.

Paloma Jacobo. “QUINCEANERA ENTRANCE TO PARTY | Quinceanera Entrance With a Thousand Years Song.” *YouTube*, 15 July 2020.

Säckel, Sarah. “Globalizing Jane Austen | 20 | an Analysis of Gurinder Chadha’s *Pride*.” *Taylor & Francis*, 11 Jan. 2013, pp. 249-264.

Shaffer, Ginamarie. “Companionate Marriage: Doomed to Fail.” *VitaFamiliae.com*, 3 April 2014.

Taylor, Elise. “See the Official Royal Wedding Portraits.” *Vogue.com*, 21 May 2018.

Vic. “Love, Courtship, and Marriage in the Regency Era.” *Janeaustensworld.com*, 14 February 2019.

Vic. “Social Classes in England, 1814.” *Janeaustensworld.com*, 20 January 2008.