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## Pride and Prejudice UbD [9th grade]

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## ***Pride and Prejudice* Unit**

<b>Stage 1 – Desired Results</b>		
<p><b>Established Goals</b> (e.g., standards) <b>St. John Paul II CHS standards, which are based on NCTE standards and TEKS.</b></p> <p>1. Students read extensively and intensively for different purposes from various genres. [NCTE 1,2] D. Analyze the author’s purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support this understanding.</p> <p>2. Students read critically to evaluate texts and analyze literary elements for their contributions to meaning. [NCTE 3] E. Explain and compare different roles and functions that characters play in a narrative (e.g., antagonist, protagonist, hero) and describe how characters change in response to events in the plot. F. Explain how connections among setting, character traits, character development, and plot suggest story-level themes.</p> <p>5. Students write expository, narrative,</p>	<b>Transfer</b>	
	<p><i>Students will independently use their learning to...</i></p> <ol style="list-style-type: none"> <li>1. Evaluate their own first impressions.</li> <li>2. Recognize personal agendas in writing in connection with an author’s purpose.</li> <li>3. Research and analyze a variety of texts in order to recognize themes and use those to create an informed opinion.</li> <li>4. Write a sophisticated literary analysis in which they defend their opinion using strong and appropriate evidence.</li> </ol>	
	<b>Meaning</b>	
	<p><b>Understandings</b> <i>Students will understand that...</i></p> <ol style="list-style-type: none"> <li>1. Authors use their craft to convey their own personal agendas.</li> <li>2. Authors use characters and character traits to reveal theme.</li> <li>3. Judgments based on first impressions can be inaccurate; humility is required to change those initial judgments.</li> <li>4. We can use written language to analyze literature by writing a suitable thesis, providing textual evidence to support the thesis, and by constructing sophisticated sentences/paragraphs.</li> </ol>	<p><b>Essential Questions</b></p> <ol style="list-style-type: none"> <li>1. How does an author reveal personal agendas in his/her writing and is it acceptable?</li> <li>2. How can character traits reveal a novel’s theme and/or an author’s purpose?</li> <li>3. When is it acceptable to change your opinion about someone, and what drives you to change your opinion?</li> <li>4. How can we best use written language to successfully analyze literature?</li> </ol>

descriptive, and argumentative essays. [NCTE 4,5] B. Write an analytical response to an expository or a literary text that extends beyond a summary, provides evidence from the text using embedded quotations, and that analyzes the aesthetic effects of an author's use of rhetorical devices.	<b>Acquisition</b>	
	<b>Knowledge</b> <i>Students will know...</i> <ol style="list-style-type: none"> <li>1. How to identify character traits.</li> <li>2. The definitions and application of the literary terms conflict, dynamic character, epiphany, setting, theme, and characterization.</li> <li>3. The historical context of Jane Austen's <i>Pride and Prejudice</i>.</li> <li>4. The setting, plot, characters, and theme of <i>Pride and Prejudice</i>.</li> <li>5. The writing process (prewriting, drafting, revising).</li> <li>6. Definitions and applications of ADVSC, PrPP, and ADJSC.</li> <li>7. Definition of a thesis statement and blending quotes.</li> </ol>	<b>Skills</b> <i>Students will be able to...</i> <ol style="list-style-type: none"> <li>1. Read actively through annotations and note-taking.</li> <li>2. Analyze characterization and identify key character traits.</li> <li>3. Find a theme of a novel.</li> <li>4. Analyze the time period in which Jane Austen wrote <i>Pride and Prejudice</i>.</li> <li>5. Analyze setting, theme, and characterization of <i>Pride and Prejudice</i>.</li> <li>6. Define epiphanies of Elizabeth and Darcy and how they contribute to theme.</li> <li>7. Write a thesis.</li> <li>8. Write topic sentences and support with evidence from the text, blending and citing using MLA format.</li> <li>9. Research and paraphrase using MLA format.</li> <li>10. Write sophisticated/higher level sentences using ADVSC, PrPP, and ADJSC.</li> <li>11. Revise writing for content, style, and mechanics.</li> </ol>

**Stage 2 – Evidence**

CODE (M or T)	Evaluative Criteria (for rubric)	
M, T	<ol style="list-style-type: none"> <li>1. Research/ Sources/ Works Cited</li> <li>2. Analysis of Candidate</li> <li>3. Assertion: First/Final Impression</li> <li>4. Grammar/ Usage/ Mechanics</li> <li>5. Presentation</li> </ol>	<p><b>Performance Task(s)</b> <i>Students will demonstrate meaning-making and transfer by...</i></p> <p>Completing the following individual project:</p> <p>After forming an initial opinion and deciding whether or not to vote for a candidate running for office, research that candidate and then decide if you would still vote for him/her. Is he/she still worthy of your vote? Defend your choice and explain if your first impression changed.</p>
M, T	<p>-----</p> <ol style="list-style-type: none"> <li>1. Content</li> <li>2. Organization</li> <li>3. Style</li> <li>4. Format/ Grammar/ Usage/ Mechanics</li> </ol>	<p>-----</p> <p><b>Other Evidence (e.g., formative)</b></p> <p>Compose a well-written literary analysis on <i>one</i> of the following prompts:</p> <p>*Choose one character from <i>Pride and Prejudice</i> and show how that character reveals one of the themes from the novel.</p> <p>*Explain how Jane Austen’s hidden agenda is revealed through the characters in <i>Pride and Prejudice</i>.</p>

**Stage 3 – Learning Plan**

CODE (A, M, T)	<p><b>Pre-Assessment</b> <i>How will you check students’ prior knowledge, skill levels, and potential misconceptions?</i></p> <p>Hand out “The Story of an Hour” and the <u><i>Pride and Prejudice Pre-Assessment</i></u>. Students should use the story to answer the questions to the best of their ability. Let the students know this is not a grade, but will be used to see their prior level of knowledge and skills.</p>	
A, M	<p><b>Learning Activities</b> (Attached documents are <u>underlined</u>.)</p> <p>Day 1: Hand out the novel and <u>Reading Guide Volume I</u>; students begin reading and completing questions and journaling for homework due on assigned dates. Have students</p>	<p><b>Progress Monitoring (e.g., formative data)</b></p> <p><u><i>Pride and Prejudice Pre-Assessment</i></u></p>

<p>A, M</p>	<p>complete the <i>Pride and Prejudice</i> Pre-Assessment and Pre-Reading Activity; discuss as a class afterwards.</p> <p>Day 2: Students complete “The Age of Revolutions” Jigsaw to introduce the Romantic Period: <u>Romantic Period Literature, Romantic Period Art, Romantic Period Industrial Revolution, Romantic Period French Revolution.</u> Quiz Day 3 based on student presentations.</p>	<p>(check for their level of knowledge and skills, not for a grade)</p>
<p>M, A</p>	<p>Day 3: Quiz from the Jigsaw. Then watch <i>The Real Jane Austen</i>: <a href="https://www.youtube.com/watch?v=GEWNA3jPTvc">https://www.youtube.com/watch?v=GEWNA3jPTvc</a> As students watch, they complete a 3-2-1 on their own paper: they write 3 facts they learned about Jane Austen’s writing, 2 initial opinions they have about Jane Austen as a writer based on those facts, and their 1 first impression of the book <i>Pride and Prejudice</i>.</p>	<p>3-2-1, Quiz from Jigsaw</p>
<p>A, M</p>	<p>Day 4: Vol. I, Ch. 1-6 reading and <u>Reading Guide Volume I</u> due. Vocabulary in Context Lesson: Warm up by handing out a sticky note to each student and using the <u>Pride and Prejudice Presentation</u> to put only the word <i>adept</i> on the board; make sure to freeze the screen. Have students write down a guess for the definition of the word and then stick it on the board by the word. As students do this, read the definitions and choose 3 to add to the correct definition on the powerpoint slide. When finished, unfreeze the screen and post the possible definitions. Have students guess the correct answer and tell you why. Then ask students what makes it hard to know the right answer (they should get to the fact that it is just a word with no sentence or context). Then post the sentence and have students read it carefully and guess the definition again. Have them explain why they chose the definition now – what clues helped them to figure out the word from the sentence? Finally tell them or affirm the correct definition and go through the context clues together. Give students the <u>Vocabulary Comprehension Strategies</u> handout and explain. Put students into groups and give them the practice in groups excerpt from Day 4 found in the <u>Pride and Prejudice Excerpts</u> document. Students work in groups to choose 3 words and come up with definitions for them without looking them up; they should also give a reason for their definition. Students share out and you go over definitions for their words, looking at context clues if they are struggling. Then give students the independent practice excerpt for Day 4 found in the <u>Pride and Prejudice Excerpts</u>. Students work</p>	<p>Vol. I, Ch. 1-6 <u>Reading Guide Volume I</u></p>

M	<p>independently to choose three words and write down definitions for the words, including a reason for each based on the strategies in their handout; this is due Day 5. Finally, point out that in the <u>Reading Guides (all volumes)</u> they have a vocabulary section, and they should use these strategies to help them before they try and look up the word.</p>	
M	<p>Day 5: Journal Check-In #1 – found in the <u>Reading Guide Volume I</u> (Choose one character – Elizabeth, Darcy, Jane, or Bingley – to track throughout the novel. Reflect on the personality of that character. What is your first impression of that character and why? Include and explain one piece of evidence to show how you came to your first impression of this character.) Students get into character groups of 4-5 with others who have chosen the same character. Each shares their first impression and what led them to that first impression.</p>	<p>Independent Practice from Vocabulary in Context (quick check), Journal Check-In #1 from the <u>Reading Guide Volume I</u></p>
A	<p>Day 6: Continue the discussion from yesterday – groups choose one person to present their ideas to the class. Groups share out to the whole class so everyone can see different first impressions of all of the characters. Then do The Grid activity found in the <u>Pride and Prejudice Presentation</u> as an extension (from <i>Speaking Volumes: How to Get Students Discussing Books—And Much More</i> by Barry Gilmore): print and post the Grid Signs (Prideful and Prejudiced, Prideful but Not Prejudiced, Not Prideful but Prejudiced, Not Prideful and Not Prejudiced) in the four corners of the room. Reveal the character names one by one and have students move to the corner they feel accurately describes their first impression of that character. Take a comment from one or more people in each quadrant, or have students discuss and elect a speaker to share the group’s thoughts for each quadrant. If no one is present in a quadrant, ask students to comment on that as well.</p>	
A, M	<p>Day 7: Vol. I, Ch. 7-14 reading and <u>Reading Guide Volume I</u> due. Lecture (Vol. I, Ch. 1-6): focus on Elizabeth and Darcy’s first impressions of each other</p> <p>Day 8: Dialogue Day: Warm up with the slide from <u>Pride and Prejudice Presentation</u> which has the Jeffrey Eugenides excerpt on it. (In the Word document <u>Jeffrey Eugenides Excerpt</u> there is the text with the correct formatting and</p>	<p>Vol. I, Ch. 7-14 <u>Reading Guide Volume I</u></p> <p>Informal check of students as</p>

M	<p>without formatting for the teacher only.) Post the excerpt and have the students read it to themselves. Then post the question “What is wrong with the format of excerpt?” Based on prior skills, kids should see that it is dialogue and needs to be reformatted. If they do not, then lead them through questioning to that conclusion. Once students recognize that the text is dialogue, post the question “How can we change the formatting to make sense as dialogue?” Have students raise their hands and give you instructions to change the formatting, splitting up the sentences where different characters would say things, and adding quotation marks. Make students tell you why they would make that change. Point out the strategies as students explain their reasoning: looking at the direct clues to identify a speaker like he said, she said, I, you, names, etc; identifying how many speakers there are and matching specific statements with a specific speaker; looking at the tone and voice of different speakers and matching specific statements with those speakers, making notes on the text to help yourself remember who is speaking. Once it is correct, change to the next slide and remind students that they should be using these strategies with all text they read; leave this slide up for the practices. Hand out the practice in groups excerpt from Day 8 of the <u>Pride and Prejudice Excerpts</u> document and put students into groups. They should read the excerpt and use the strategies to identify the speaker for each of the dialogue parts in the excerpt. Students should mark the speaker for each piece of dialogue directly on the text. Go over this with students, then have students practice individually with the independent practice excerpt from the <u>Pride and Prejudice Excerpts</u> document. Walk around to check that students are applying the strategies successfully, and go over these together once students are done.</p>	they practice identifying speakers of dialogue
A, M		
A	<p>Day 9:</p> <p>Project Day 1 – First Impressions: Hand out <u>You Choose</u> worksheet. Students choose one of the six candidates to vote for based on the limited information on the page. On the back, students respond to the prompt and explain what made them choose that candidate.</p>	<p><u>You Choose</u> (keep and hand back on Project Day 2 – Day 15)</p>
A, M	<p>Day 10:</p> <p>Adjective Subordinate Clauses (ADJSC) Lesson and practice (from <i>Crafting Expository Argument</i> by Degen p. 134, exercise on p.163</p>	<p>ADJSC Exercise (check and give feedback, but</p>

<p>A</p> <p>M</p> <p>M, T</p> <p>M, T</p> <p>A, M</p>	<p>Day 11: Lecture (Vol. I, Ch. 7-14): focus on Elizabeth and Darcy's ideas on societal norms for women</p> <p>Day 12: Vol. I, Ch. 15-23 reading and <u>Reading Guide Volume I</u> due. Personal Agendas Lesson: Show the Cheerios commercial link in the <u>Pride and Prejudice Presentation</u> and ask students what the purpose of the commercial is (to sell Cheerios by showing they are healthy). Then ask them if there are any other messages shown through the commercial. Show students the news interview from the link and then show them the hidden agenda, and discuss how writers too have personal agendas that they include in their writing. Then move to the next slide, pass out sticky notes, and read <i>The Lorax</i> by Dr. Seuss while students write possible personal agendas they hear. This is the website teachers can look at to get ideas: <a href="http://huskiesinwonderland.wordpress.com/2013/02/21/dr-seuss-the-truth-behind-his-books-melanie-mazzei/">http://huskiesinwonderland.wordpress.com/2013/02/21/dr-seuss-the-truth-behind-his-books-melanie-mazzei/</a>. Stop when students have some up with something (the book is quite long so there will not be time to read it all) and discuss possibilities as a class. Ask students how they can see personal agendas, and then talk with students about how personal agendas can be seen through characters traits, character actions, dialogue, narration, mood, tone, theme, and purpose – show that slide. Ask students what personal agendas of Jane Austen they have seen in <i>Pride and Prejudice</i> so far, if any, and discuss. Tell students to be looking for evidence of Austen's personal agendas as they continue reading.</p> <p>Day 13: Lecture (Vol. I, Ch. 15-23): focus on Elizabeth being blinded by pride and prejudice</p> <p>Day 14: <u>Volume I Quiz</u></p> <p>Day 15: Project Day 2: Hand out <u>You Decide Project</u> and <u>You Decide Rubric</u> and explain the project and how it will be assessed. Hand back the <u>You Choose</u> worksheet from Day 9 so students have it to work with. Students begin research on their chosen candidate and begin choosing sources.</p>	<p>don't grade)</p> <p>Vol. I, Ch. 15-23 <u>Reading Guide Volume I</u></p> <p><u>Volume I Quiz</u></p> <p>Vol. II, Ch. 1-5</p>
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M	<p>Day 16: Vol. II, Ch. 1-5 reading and <u>Reading Guide Volume II</u> due. Project Day 3: Students continue research on their chosen candidate, choose their sources, and create their Works Cited using MLA format. Typed Works Cited is due Day 17.</p>	<p><u>Reading Guide Volume II</u></p>
A	<p>Day 17: Theme Lesson Guided Practice: Read aloud “<u>The Story of an Hour</u>” by Kate Chopin (the same story from Day 1). In triads, look through the story and identify (highlight/underline) at least 5 main and recurring topics (main ideas). Groups share to create a class list of topics. Each group choose one topic and then work together to write a statement that shows the message the author is trying to convey about that topic. Groups write their topic and theme on the board and we go through each one as a class and discuss how successful they were, and what can be done to make them true themes if they are not.</p>	<p>You Decide Project Works Cited</p>
M	<p>Day 18: Theme Lesson Independent Practice: On your own paper, individually look through <i>Pride and Prejudice</i> and write down at least 5 main and recurring topics (main ideas). Where did you find these (in dialogue—what characters say/what characters say about other characters, narration, action—what characters do, etc)? Write down a quote that inspired your topic choice with the page number. Share to create a class list of topics. Choose 3 topics and then write a statement for each that shows the message the author is trying to convey about that topic.</p>	<p>Theme Lesson Independent Practice</p>
A	<p>Share and discuss which ones are the most important and why.</p>	
M, T	<p>Day 19: Lecture (Volume II, Ch. 1-5): focus on characterization, and on societal norms for men and women and how they go both ways!</p>	<p>Vol. II, Ch. 6-12 <u>Reading Guide Volume II</u></p>
M	<p>Day 20: Vol. II, Ch. 6-12 reading and <u>Reading Guide Volume II</u> due. Students work on ADJSC/ADVSC Sentence Writing Exercise (from <i>Crafting Expository Argument</i>, Degen p.163) due Day 21.</p>	<p>Sentence Writing Exercise</p>
M	<p>Day 21: Lecture (Volume II, Ch. 6-12): focus on characterization and how not to propose.</p>	
A, M	<p>Day 22: Project Day 4: Begin writing Argument and Assertion using</p>	<p>Vol. II, Ch. 13-19 <u>Reading Guide</u></p>

<p>M</p>	<p>previously chosen or new/improved sources.</p> <p>Day 23: Vol. II, Ch. 13-19 reading and <u>Reading Guide Volume II</u> due. Journal Check-in #2 – found in the <u>Reading Guide Volume II</u> (How has your chosen character evolved as the story has progressed? Has your opinion of your character changed at all? How/why has your impression changed or not as the story has progressed? Do you have any prejudice or bias about your character?); discussion after journal writing in character groups which then share out with the class.</p> <p>Day 24: Lecture (Volume II, Ch. 13-19): focus on Elizabeth’s First Epiphany – that she has been prideful and prejudiced</p> <p>Day 25: <u>Volume II Quiz</u></p>	<p><u>Volume II;</u> <u>Journal Check-in #2 from the Reading Guide Volume II</u></p> <p><u>Volume II Quiz</u></p>
<p>M, T</p>	<p>Day 26: Author’s Purpose Lesson (Concept Attainment and Guided Practice): Use the concept attainment power point slide to introduce author’s purpose. Hand out <u>Author’s Purpose</u> and remind students that purpose must be specified not just chosen from the list. Discuss and generate a class list of how an author reveals his/her purpose (through narration, etc); have students write it down. In groups, have students practice choosing and explaining purpose with <u>“The Story of an Hour”</u> by Kate Chopin (from Day 1/Day 17). Share/discuss how they determined this.</p>	
<p>M, T</p>		
<p>A</p>		<p>Vol. III, Ch. 1-5 <u>Reading Guide Volume III,</u> Author’s Purpose Lesson Independent Practice</p>
<p>T</p>	<p>Day 27: Vol. III, Ch. 1-5 reading and <u>Reading Guide Volume III</u> due. Author’s Purpose Lesson (Finish Guided and Independent Practice): Complete Guided Practice if not finished. Have students practice independently with the excerpt from <u>Pride and Prejudice Excerpts</u> by writing what they believe the purpose of the excerpt is, and explaining their choice. Students then share out with the whole class in a discussion. Students then answer the final question in writing: At this point in the book, what is one of the author’s overall purposes in writing this novel (it must be different than the purpose of the excerpt). Support your answer with textual evidence.</p>	
<p>T</p>	<p>Day 28: Project Day 5: Complete Argument and Assertion writing and prepare for project presentation on Days 31 and 32.</p>	
<p>A</p>		
<p>M</p>		

A	<p>Day 29: Students complete <u>Review PrPP/ADVSC/ADJSC</u> worksheet due Day 30.</p>	<p><u>Review PrPP/ADVSC/ADJSC</u></p>
M	<p>Day 30: Lecture (Vol. III, Ch. 1-5): focus on characterization and society's double-standard.</p>	<p>Vol. III, Ch. 6-12 <u>Reading Guide Volume III</u>; You Decide Project</p>
M	<p>Day 31: Vol. III, Ch. 6-12 reading and <u>Reading Guide Volume III</u> due. Project Presentations</p> <p>Day 32: Project Presentations</p>	<p>You Decide Project</p>
M, T	<p>Day 33: Lecture (Vol. III, Ch. 6-12): focus on characterization and Elizabeth's Second Epiphany – that she has feelings for Darcy.</p>	<p>Vol. III, Ch. 13-19 <u>Reading Guide Volume III</u>; Journal Check-In #3</p>
M, T	<p>Day 34: Vol. III, Ch. 13-19 reading and <u>Reading Guide Volume III</u> due. Journal Check-In #3 – found in the <u>Reading Guide Volume III</u> (What is your final assessment of your character? Explain. How does your character reveal a theme or purpose of the novel?); discussion after journal writing in character groups which then share out with the class.</p>	<p>from the <u>Reading Guide Volume III</u></p>
T	<p>Day 35: Final Lecture (Vol. III, Ch. 13-19): focus on Darcy's Epiphany and Austen's ideas on equality and how to be a wife</p>	<p><u>Volume III Quiz</u></p>
	<p>Day 36: <u>Volume III Quiz</u></p>	<p>Check and give feedback on Thesis Statement and Plan for Body Paragraphs (don't grade)</p>
	<p>Day 37: Essay Day 1: Hand out <u>Pride and Prejudice Essay</u> and <u>SJPII Essay Grading Rubric</u>, discuss prompts with students, review making a good thesis, and review essay organization. Students write their thesis and make a plan for the body paragraphs, due at the end of the period.</p> <p>Day 38: Essay Day 2: Review blending quotations; students begin first draft; students complete first draft for homework, due Day 39.</p> <p>Day 39:</p>	

	<p><b>Essay Day 3: Students complete <u>Peer Evaluation</u> for revising and editing in groups of 4 or more.</b></p> <p><b>Day 40:</b> <b>Essay Day 4: Finish final draft due the next day.</b></p>	<p><b>Pride and Prejudice Essay: Prompt, Thesis, Plan, First Draft, <u>Peer Evaluation</u>, and Final Draft</b></p>
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