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| **Unit Title** | *Pride and Prejudice,* Jane Austen | | | **Length of Unit** | 4 weeks, 12 class periods |
| **Unit Description and Rationale** | Students read and interact in depth with Jane Austen’s novel *Pride and Prejudice.* First published in 1813, Austen’s most famous “novel of manners” has become an enduring cultural and literary landmark, not simply for its entertaining depiction of 19th-century British society but for its probing exploration of human virtues and vices, relationships and conflicts, desires and ambitions. Reasons for studying *Pride and Prejudice*: itscontribution to the development of the novel, its aesthetic excellence and literary craft, its historical insights and cultural commentary, the questions of virtue it raises and explores. | | | | |
| **Unit Generalization: *By the end of this unit, my students will understand…*** | | | | | |
| Although *Pride and Prejudice* is (on the surface) a highly entertaining historical romance, full of everything one might expect from the genre—refined courtship rituals, witty dialogue, sprawling country estates, and lustrous ballrooms—it is also a piercing exploration of human nature, both historically particular and universal. | | | | | |
| **Critical Vocabulary:** *includes the academic and technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.* | | | | | |
| novel of manners, Regency period, domestic comedy, romance, satire | | | | | |
| **Critical Content: My students will KNOW…** | | | **Key Skills: My students will be able to (DO)…** | | |
| 1. The historical context and impact of *Pride and Prejudice* as a novel:    * *P&P* exemplifies and reinforces the interest in everyday, middle-class life that characterizes the novel as a genre.    * Writing toward the end of the Romantic period, Austen largely abandons the tropes of Romantic-era fiction (dark, brooding characters; tumultuous relationships; sentimentality and emotional extremism; Gothic fantasy, horror, and supernaturalism) in favor of a social and psychological realism that anticipates the modern novel (*Invitation to the Classics* 204).    * In *P&P*, as with most of her novels, Austen uses the genre of the domestic comedy to discuss the social issues of her day, particularly as they concern the status of women.    * As a “novel of manners,” *P&P* is interested in both the personal relationships and activities of its characters and the larger social structures in which these relationships and activities take place. In the novel, Austen portrays and critiques the conventions of 19th-century British society regarding courtship, marriage, property, and community. 2. The major plot lines, characters, and themes of *Pride and Prejudice*. | | | 1. Outline the historical context of *Pride and Prejudice*—both its setting and publication—including relevant connections to Jane Austen’s life. 2. Describe and discuss *P&P* as a *novel of manners.* 3. Identify the major characters of *P&P* and trace their development throughout the narrative. 4. Analyze, evaluate, and discuss the major themes and thematic clusters of *P&P*: romance, courtship and marriage; familial, communal, and individual relationships; personal character, virtue, and values; femininity and masculinity; wealth, property, and class. 5. Respond personally to the novel in writing (reading journal) and in class discussion. 6. Compose a literary analysis—an interpretation of a particular element of the novel, based on close, attentive, and informed reading. | | |
| **Performance Assessment:** *The capstone/summative assessment for this unit.* | | | | | |
| **Claims:**  (Key content and skills to be mastered and demonstrated through the capstone assessment) | | Students will be able to trace a particular plot point, character, theme, symbol, or motif through the novel, explaining it in a way that enhances and deepens our understanding of the novel as whole. | | | |
| **Product/Evidence:**  (Expected product from students) | | Literary Analysis Essay | | | |
| **Differentiation:**  (Multiple modes for student expression) | | Oral or Audio-Visual Presentation | | | |
| **Supporting Texts & Materials** | | | | | |
| **Primary**  *(Fiction, Poetry, Drama, Creative Nonfiction, Historical Documents)* | | | **Secondary**  *(Information, Academic Research, Literary Criticism)* | | |
| *Pride and Prejudice* by Jane Austen (Signet Classics Edition) | | | “Jane Austen: *Pride and Prejudice*, 1813” by Henrietta Ten Harmsel (in *Invitation to the Classics*, Baker Books, 1998, pp. 203-206)  *Jane Austen’s World*: <https://janeaustensworld.com/>  “Who Was the Real Jane Austen | Behind Closed Doors | Timeline,” Timeline – World History Documentaries (BBC): <https://youtu.be/tSW4u6uA8Cw>.  *Jane Austen Society of North America (JASNA)*: <https://jasna.org/>  “Writing a Literary Analysis Paper,” Germanna Community College. PDF (available online)  “A Teacher’s Guide to the Signet Classics Edition of Jane Austen’s *Pride and Prejudice*” by Nancy Posey. PDF.  *Jane and Jesus* Podcast - <https://podcasts.apple.com/us/podcast/jane-and-jesus/id1585218251> | | |

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| **Learning Experience #1** | |
| **Date:** |  |
| **Time:** |  |
| **Description/Overview:** |  |
| **Materials:** |  |
| **Critical Content (KNOW):** |  |
| **Key Skills (DO):** |  |
| **Assessment:** |  |
| *Lesson Plan and Instructor Notes* | |
| Preview |  |
| Prepare |  |
| Model |  |
| Discuss |  |
| Other |  |
| Assign |  |
| Close |  |