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- first page of the Study Question Answer Key
- first page of the Multiple Choice Quiz Section
- first Vocabulary Worksheet
- first few pages of the Daily Lessons
- a Writing Assignment
- first page of the Extra Discussion Questions
- first page of the Unit Test Section

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TEACHER'S PET PUBLICATIONS

LITPLAN TEACHER PACK™

for

Jane Eyre

based on the book by
Charlotte Brontë

Written by
Mary B. Collins

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A FEW NOTES ABOUT THE AUTHOR CHARLOTTE BRONTE

BRONTE FAMILY. The bleak, lonely moors of Yorkshire in England were the setting for two great novels of the 19th century. These were Charlotte Brontë's 'Jane Eyre' and Emily Brontë's 'Wuthering Heights'. Readers today are still enthralled by their tragic, romantic stories and by the sense of brooding mystery that shrouds the tales. The youngest sister, Anne, was also a talented novelist, and her books have the same haunting quality.

Their father was Patrick Brontë, a Church of England priest. Irish-born, he had changed his name from the more commonplace Brunty. After serving in several parishes he moved with his wife, Maria Branwell Brontë, and their six small children to Haworth in Yorkshire in 1820. Soon after, Mrs. Brontë, and the two eldest children died, leaving the father to care for the remaining three girls and a boy.

Charlotte, the eldest, was born in 1816. Emily was born in 1818 and Anne in 1820. Their brother Branwell was born in 1817. Left to themselves, the children wrote and told stories and walked over the desolate moors. They grew up largely self-educated. Branwell showed some talent for drawing. The girls determined to earn money for his art education. They took positions as teachers and governesses, but they were unhappy at being separated and away from Haworth.

To keep the family together, Charlotte planned to keep a school for girls at Haworth. She and Emily went to Brussels to learn foreign languages and school management. In 1844, using a small inheritance from an aunt, they prepared to open classes. Although they advertised, they received no pupils.

The failure of their venture left all the children at home. Branwell was unemployed. Temperamental and erratic, he turned to alcohol and opium. Charlotte again sought a way to help the family. She had found some of Emily's poems, written secretly, and realized their merit. She convinced her sisters they should publish a joint book of poems.

In 1846 the girls brought out at their own expense 'Poems by Currer, Ellis, and Acton Bell'. They chose masculine pen names but retained their own initials. Although critics liked the poems, only two volumes were sold. As children they had all written many stories. Charlotte, as a young girl, alone filled 22 volumes, each with 60 to 100 pages of minute handwriting. Again they turned to writing as a source of income.

'Jane Eyre' was immediately successful; the other two did not fare so well. Critics were hostile to 'Wuthering Heights'. They said it was too wild, too animallike. But silent, reserved Emily had put all her deep feelings into the book, and gradually it came to be considered one of the finest novels in the English language. Emily lived only a short while after the publication of her book, and Anne died in 1849.

Charlotte published 'Shirley' in 1849, and 'Villette' in 1853. She was acclaimed by London literary society, especially by William Makepeace Thackeray. In 1854 she married her father's curate, Arthur Bell Nicholls. But only a year later, she died of tuberculosis as her sisters had.

INTRODUCTION

This unit has been designed to develop students' reading, writing, thinking, and language skills through exercises and activities related to *Jane Eyre* by Charlotte Bronte. It includes twenty lessons, supported by extra resource materials.

Following the **introductory activity**, students are given a transition to explain how the activity relates to the book they are about to read. Following the transition, students are given the materials they will be using during the unit. At the end of the lesson, students begin the pre-reading work for the first reading assignment.

The **reading assignments** are approximately thirty pages each; some are a little shorter while others are a little longer. Students have approximately 15 minutes of pre-reading work to do prior to each reading assignment. This pre-reading work involves reviewing the study questions for the assignment and doing some vocabulary work for 8 to 10 vocabulary words they will encounter in their reading.

The **study guide questions** are fact-based questions; students can find the answers to these questions right in the text. These questions come in two formats: short answer or multiple choice. The best use of these materials is probably to use the short answer version of the questions as study guides for students (since answers will be more complete), and to use the multiple choice version for occasional quizzes. If your school has the appropriate equipment, it might be a good idea to make transparencies of your answer keys for the overhead projector.

The **vocabulary work** is intended to enrich students' vocabularies as well as to aid in the students' understanding of the book. Prior to each reading assignment, students will complete a two-part worksheet for approximately 8 to 10 vocabulary words in the upcoming reading assignment. Part I focuses on students' use of general knowledge and contextual clues by giving the sentence in which the word appears in the text. Students are then to write down what they think the words mean based on the words' usage. Part II nails down the definitions of the words by giving students dictionary definitions of the words and having students match the words to the correct definitions based on the words' contextual usage. Students should then have a thorough understanding of the words when they meet them in the text.

After each reading assignment, students will go back and formulate answers for the study guide questions. Discussion of these questions serves as a **review** of the most important events and ideas presented in the reading assignments.

After students complete reading the work, there is a lesson devoted to the **extra discussion questions/writing assignments**. These questions focus on interpretation, critical analysis and personal response, employing a variety of thinking skills and adding to the students' understanding of the novel.

Following the discussion questions, there is a **vocabulary review** lesson which pulls together all of the fragmented vocabulary lists for the reading assignments and gives students a review of all of the words they have studied.

The **group activity** which follows the vocabulary lesson has students working in small groups to discuss some of the novel's themes and ideas. Using the information they have acquired so far through individual work and class discussions, students get together to further examine the text and to brainstorm ideas relating to the themes of the novel.

The group activity is followed by a **reports and discussion** session in which the groups share their ideas about the themes with the entire class; thus, the entire class is exposed to information about all of the themes and the entire class can discuss each theme based on the nucleus of information brought forth by each of the groups.

There are three **writing assignments** in this unit, each with the purpose of informing, persuading, or having students express personal opinions. The first assignment is to express personal opinions: students give their own opinions about one of the main characters in the book (Rochester or Jane). The second assignment is to inform: students write a composition based on the information their group found in the group activity. The third assignment is to persuade: students write a persuasive argument defending their choice as the most important character in the book (other than Jane).

In addition, there is a **nonfiction reading assignment**. Students are required to read a piece of nonfiction related in some way to *Jane Eyre*. After reading their nonfiction pieces, students will fill out a worksheet on which they answer questions regarding facts, interpretation, criticism, and personal opinions. During one class period, students make **oral presentations** about the nonfiction pieces they have read. This not only exposes all students to a wealth of information, it also gives students the opportunity to practice **public speaking**.

The **review lesson** pulls together all of the aspects of the unit. The teacher is given four or five choices of activities or games to use which all serve the same basic function of reviewing all of the information presented in the unit.

The **unit test** comes in two formats: multiple choice or short answer. As a convenience, two different tests for each format have been included.

There are additional **support materials** included with this unit. The **extra activities section** includes suggestions for an in-class library, crossword and word search puzzles related to the novel, and extra vocabulary worksheets. There is a list of **bulletin board ideas** which gives the teacher suggestions for bulletin boards to go along with this unit. In addition, there is a list of **extra class activities** the teacher could choose from to enhance the unit or as a substitution for an exercise the teacher might feel is inappropriate for his/her class. **Answer keys** are located directly after the **reproducible student materials** throughout the unit. The student materials may be reproduced for use in the teacher's classroom without infringement of copyrights. No other portion of this unit may be reproduced without the written consent of Teacher's Pet Publications, Inc.

UNIT OBJECTIVES - *Jane Eyre*

1. Through reading *Jane Eyre*, students will study the themes of supernatural/dreams/visions, religion, education, and crime and punishment.
2. Students will study imagery and narrative techniques.
3. Students will compare and contrast characters to gain a better understanding of Charlotte Bronte's portraits of human nature.
4. Students will demonstrate their understanding of the text on four levels: factual, interpretive, critical and personal.
5. Students will be given the opportunity to practice reading aloud and silently to improve their skills in each area.
6. Students will answer questions to demonstrate their knowledge and understanding of the main events and characters in *Jane Eyre* as they relate to the author's theme development.
7. Students will enrich their vocabularies and improve their understanding of the novel through the vocabulary lessons prepared for use in conjunction with the novel.
8. The writing assignments in this unit are geared to several purposes:
 - a. To have students demonstrate their abilities to inform, to persuade, or to express their own personal ideas
Note: Students will demonstrate ability to write effectively to inform by developing and organizing facts to convey information. Students will demonstrate the ability to write effectively to persuade by selecting and organizing relevant information, establishing an argumentative purpose, and by designing an appropriate strategy for an identified audience. Students will demonstrate the ability to write effectively to express personal ideas by selecting a form and its appropriate elements.
 - b. To check the students' reading comprehension
 - c. To make students think about the ideas presented by the novel
 - d. To encourage logical thinking
 - e. To provide an opportunity to practice good grammar and improve students' use of the English language.
9. Students will read aloud, report, and participate in large and small group discussions to improve their public speaking and personal interaction skills.

READING ASSIGNMENT SHEET - *Jane Eyre*

Date Assigned	Chapters Assigned	Completion Date
	1-6	
	7-11	
	12-16	
	17-19	
	20-23	
	24-26	
	27-29	
	30-33	
	34-38	

UNIT OUTLINE - *Jane Eyre*

1	2	3	4	5
Introduction PVR 1-6	Study ?s 1-6 PVR 7-11	Study ?s 7-11 PVR 12-16	Study ?s 12-16 PVR 17-19	Study?s 17-19 PVR 20-23 PVR 24-26
6	7	8	9	10
Writing Assignment 1	Quiz/?s 20-26 PVR 27-29	Library	Study ?s 27-29 PVR 30-33	Study ?s 30-33 Nonfiction Reports PVR 34-38
11	12	13	14	15
Study ?s 34-38 Extra ?s	Vocabulary	Group Activity	Discussion	Writing Assignment 2
16	17	18	19	20
Film	Film	Writing Assignment 3	Review	Test

Key: P = Preview Study Questions V = Prereading Vocabulary Work R = Read

LESSON ONE

Objectives

1. To introduce the *Jane Eyre* unit
2. To distribute books and other related materials--study guides, reading assignments, etc.
3. To preview the study questions for chapters 1-6
4. To familiarize students with the vocabulary for chapters 1-6
5. To read chapters 1-6

Activity #1

The introductory activity introduces the theme of individuality. Jane had her own values and her own goals, which made her a special person.

Have a guest speaker come in to discuss the importance of individuality--of having your own values and goals and how to find them if you don't have them.

Activity #2

Distribute the materials students will use in this unit. Explain in detail how students are to use these materials.

Study Guides Students should read the study guide questions for each reading assignment prior to beginning the reading assignment to get a feeling for what events and ideas are important in the section they are about to read. After reading the section, students will (as a class or individually) answer the questions to review the important events and ideas from that section of the book. Students should keep the study guides as study materials for the unit test.

Vocabulary Prior to reading a reading assignment, students will do vocabulary work related to the section of the book they are about to read. Following the completion of the reading of the book, there will be a vocabulary review of all the words used in the vocabulary assignments. Students should keep their vocabulary work as study materials for the unit test.

Reading Assignment Sheet You need to fill in the reading assignment sheet to let students know by when their reading has to be completed. You can either write the assignment sheet up on a side blackboard or bulletin board and leave it there for students to see each day, or you can "ditto" copies for each student to have. In either case, you should advise students to become very familiar with the reading assignments so they know what is expected of them.

Extra Activities Center The Extra Activities section of this unit contains suggestions for an extra library of related books and articles in your classroom as well as crossword and word search puzzles. Make an extra activities center in your room where you will keep these materials for students to use. (Bring the books and articles in from the library and keep several copies of the puzzles on hand.) Explain to students that these materials are available for students to use when they finish reading assignments or other class work early.

WRITING ASSIGNMENT #1 - *Jane Eyre*

PROMPT

Jane is an unusual young woman, and Mr. Rochester is an unusual man. Your assignment is to choose to write about either Jane or Mr. Rochester and give your opinions about him or her so far in the novel. What do you think of her or him as a person?

PREWRITING

One way to begin is to decide whether you would rather write about Jane or Mr. Rochester. Then stop and think about his/her actions in the story. How does he or she relate to the other characters? What kind of a person is he or she? Jot down notes about your thoughts.

Look over your notes. If you could make only one statement about her or him to sum up what you think of his or her character, what would you say? Write it down in one sentence. This will be your thesis, the main idea of your paper.

What made you say that about the character? What were the reasons you said that? Write them down. Each reason will be the topic sentence for a paragraph supporting your thesis.

DRAFTING

Write an introductory paragraph in which you introduce your main idea, your thesis.

In the body of your composition, write one paragraph for each of the reasons/ideas you jotted down in the prewriting stage, using examples from the story to illustrate your point(s) to fill out your paragraphs.

Write a concluding paragraph in which you give your final thoughts and sum up your ideas.

PROMPT

When you finish the rough draft of your paper, ask a student who sits near you to read it. After reading your rough draft, he/she should tell you what he/she liked best about your work, which parts were difficult to understand, and ways in which your work could be improved. Reread your paper considering your critic's comments and make the corrections you think are necessary.

PROOFREADING

Do a final proofreading of your paper double-checking your grammar, spelling, organization, and the clarity of your ideas.