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- Table of Contents
- Introduction to the *LitPlan Teacher Pack™*
- first page of the Study Questions
- 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

Pride and Prejudice

based on the book by

Jane Austen

Written by

Mary B. Collins

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## A FEW NOTES ABOUT THE AUTHOR

Jane Austen

AUSTEN, Jane (1775-1817). Through her portrayals of ordinary people in everyday life Jane Austen gave the genre of the novel its modern character. She began writing at an early age. At 15 she was writing plays and sketches for the amusement of her family, and by the time she was 21 she had begun to write novels that are among the finest in English literature.

Jane Austen was born on Dec. 16, 1775, in the parsonage of Steventon, a village in Hampshire, England. She had six brothers and one sister. Her father, the Rev. George Austen, was a rector of the village. Although she and her sister briefly attended several different schools, Jane was educated mainly by her father, who taught his own children and several pupils who boarded with the family.

Her father retired when Jane was 25. By that time her brothers, two of whom later became admirals, had careers and families of their own. Jane, her sister Cassandra, and their parents went to live in Bath. After the father's death in 1805, the family lived temporarily in Southampton before finally settling in Chawton.

All of Jane Austen's novels are love stories. However, neither Jane nor her sister ever married. There are hints of two or three romances in Jane's life, but little is known about them, for Cassandra destroyed all letters of a personal nature after Jane's death. The brothers had large families, and Jane was a favorite with her nephews and nieces.

Jane Austen wrote two novels before she was 22. These she later revised and published as 'Sense and Sensibility' (1811) and 'Pride and Prejudice' (1813). She completed her third novel, 'Northanger Abbey', when she was 27 or 28, but it did not appear in print until after her death. She wrote three more novels in her late 30's: 'Mansfield Park' (1814), 'Emma' (1816), and 'Persuasion' (published together with 'Northanger Abbey' in 1818).

She wrote of the world she knew. Her novels portray the lives of the gentry and clergy of rural England, and they take place in the country villages and neighborhoods, with an occasional visit to Bath and London. Her world was small, but she saw it clearly and portrayed it with wit and detachment. She described her writing as "the little bit (two inches wide) of ivory on which I work with so fine a brush, as produces little effect after much labor."

She died on July 18, 1817, after a long illness. She spent the last weeks of her life in Winchester, near her physician, and is buried in the cathedral there.

## INTRODUCTION

This unit has been designed to develop students' reading, writing, thinking, and language skills through exercises and activities related to *Pride and Prejudice* by Jane Austen. It includes nineteen lessons, supported by extra resource materials.

The **introductory lesson** introduces students to the themes of pride and prejudice through a bulletin board activity. 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. 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 an 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 plan the wedding of Elizabeth and Darcy.

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 explain what they believe makes a successful relationship. The second assignment is to inform: following the group activity, students write a newspaper account of the wedding of Darcy and Elizabeth. The third assignment is to persuade: students think of a character or a real person who is prejudiced in some way and write a composition in which they persuade that person not to be prejudiced anymore.

In addition, there is a **nonfiction reading assignment**. Students are required to read a piece of nonfiction related in some way to *Pride and Prejudice*. 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 - *Pride and Prejudice*

1. Through reading *Pride and Prejudice*, students will study the various facets of the trait of prejudice.
2. Students will study etiquette of a past era regarding courtship and marriage.
3. Students will compare and contrast characters to gain a better understanding of Jane Austen's portraits of human nature and to consider what characteristics are important to being a good person.
4. Students will demonstrate their understanding of the text on four levels: factual, interpretive, critical, and personal.
5. Students will define their own viewpoints on the aforementioned themes.
6. Students will be given the opportunity to practice reading aloud and silently to improve their skills in each area.
7. Students will answer questions to demonstrate their knowledge and understanding of the main events and characters in *Pride and Prejudice* as they relate to the author's theme development.
8. Students will enrich their vocabularies and improve their understanding of the novel through the vocabulary lessons prepared for use in conjunction with the novel.
9. 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 their 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.

READING ASSIGNMENT SHEET - *Pride and Prejudice*

Date Assigned	Chapters Assigned	Completion Date
	I: 1-9	
	I: 10-16	
	I: 17-23	
	II: 1-8	
	II: 9-13	
	II: 14-19	
	III: 1-5	
	III: 6-10	
	III: 11-19	



UNIT OUTLINE - *Pride and Prejudice*

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Introduction PVR I:1-9	Study ?s I:1-9 PVR I:10-16	Study ?s I:10-16 PVR I:17-23	Study ?s I:17-23 PVR II:1-8	Study?s II:1-8 PVR II:9-13 PVR II:14-19
<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
Writing Assignment 1	Quiz/?s II:9-19 PVR III:1-5	Library	Study ?s III:1-5 PVR III:6-10	Study ?s III:6-10 Nonfiction Reports PVR III:11-19
<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>
Study ?s III:11-19 Extra ?s	Vocabulary	Group Activity	Group Activity	Writing Assignment 2
<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b>	
Guest Speaker	Writing Assignment #3	Review	Test	

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

## LESSON ONE

### Objectives

1. To introduce the *Pride and Prejudice* unit.
2. To distribute books and other related materials
3. To preview the study questions for I:1-9
4. To familiarize students with the vocabulary for I:1-9
5. To read I:1-9

- NOTES:
1. The volume number is in Roman numerals followed by the chapters, so I:1-9 would be Volume I, Chapters 1-9.
  2. Prior to this lesson you need to have told students to bring in pictures (or anything that can be attached to the bulletin board) of things that show either pride or prejudice.

### Activity #1

Have students each explain their pictures--how they relate to pride or prejudice--and let them post their pictures on the bulletin board.

Explain to the class that the novel they are about to read is a story of pride and prejudice, and alert students to be looking for examples and references to those themes as they read.

### 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.

## WRITING ASSIGNMENT #1 - *Pride and Prejudice*

### PROMPT

Mrs. Bennet is determined to get those girls married off! Finding suitable suitors, though, and getting everyone together *properly* turns out to be quite a challenge.

Your assignment is to write a composition in which you explain what it takes to make a successful relationship with another person.

### PREWRITING

Make a list of all the ingredients you think are necessary in a successful relationship. Then go back and number your ingredients in order of importance. Next to each ingredient, jot down a few notes explaining what the ingredient is and a few examples of the ingredient.

### DRAFTING

Write an introductory paragraph in which you introduce the idea that certain things are necessary to create a successful relationship.

Write one paragraph for each of the ingredients you have chosen. In each paragraph, state what the ingredient is, explain what you mean, and give a few examples.

Write a paragraph in which you give your final thoughts on the topic and bring your composition to a close.

### 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.