

## Sample Week Lesson Plan

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This 4 week unit covers Jane Austen's *Pride and Prejudice* and is designed to take students through the process of reading a novel, analyzing the novel and its elements, and introduces the incorporation of secondary textual material. This unit is designed for high school juniors and/or seniors and would be undertaken in the second or third term of the course. The particular week below is the first week of the unit and is focused on familiarizing the students with the voice of the text/author and giving them opportunities to begin identifying the various ways in which language shapes how we understand the characters in a narrative.

### Week 1: Reading the Text and Baseline Tools of Literary Analysis

Date	Standard(s)	Procedures	Materials Needed/Notes
Monday	CCSS.ELA-Literacy.RL.11-12.6  Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	In class:  Warm Up: What would be the top three qualities of a good life partner? Why? How would you imagine your parents or grandparents would answer this question?  Whole class:  Listen to Volume I, Chapter 1 (audiobook).  Lesson: Point of View (solicit from class--on board); listen to Chapter One again and identify in text (DOK 2)	Audiobook of Chapter 1: <a href="https://librivox.org/search?q=pride%20and%20prejudice&amp;search_form=advanced">https://librivox.org/search?q=pride%20and%20prejudice&amp;search_form=advanced</a>

		<p>Whole Class: review figurative language in preparation for homework (DOK 1)</p> <p>Homework: Read V1, Chapters 2-6 (20 pgs); identify two examples of figurative language in each chapter in preparation for tomorrow's discussion. (DOK 1)</p>	
Tuesday	<p>CCSS.ELA-Literacy.RL.11-12.4</p> <p>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</p>	<p>In Class:</p> <p>Warm up: Difficulty Journal: Identify a sentence that seems challenging; copy that sentence at the top of the page in your notebook and then discuss what makes it difficult. (DOK 3)</p> <p>Whole class:</p> <p>Difficulty Discussion: what was difficult? what challenges does the text offer? Where does language use add to the complexity? (DOK 3)</p> <p>Figurative Language Activity:</p> <p>Model: In google doc, annotate first chapter with examples of figurative language.</p> <p>Divide class into groups/pairs by chapter.</p>	<p>Note about homework:</p> <p>By this point, the students will be very familiar with difficulty passages/journals and curiosity questions as part of their warmup and homework.</p>

		<p>Small groups/pairs: Using your identified language examples from your homework, add in your group annotations to the class document for your assigned chapter. (DOK 3)</p> <p>Homework: V1C 7-12 (25 pgs); Note two difficult passages and write three curiosity questions.</p>	
<p>Wednes day</p>	<p>CCSS.ELA-Literacy.RL.11-12.1</p> <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>	<p>In Class:</p> <p>Warm up writing: Select one of your difficulty passages. Identify one phrase or image that is challenging, then use the surrounding text to help you explain its meaning. (DOK 3)</p> <p>Whole class:</p> <p>Theme &amp; Evidence:</p> <p>Solicit initial thoughts on theme/message of the novel thus far. Use one or two of these ideas as topic to model using textual evidence to support and develop that idea: select a representative passage that seems to engage one of the themes, then walk through identifying evidence in support of the theme.</p>	

		<p>In pairs--take another theme/message and find textual evidence from reading thus far; each student writes up their version of the pair's work (CFU--turn in as leave class). (DOK 4)</p> <p>Homework: V1C 13-18; Given what you've read so far, construct a relationship map (like a genealogy chart) that you feel represents the way the characters would like things to end. (DOK 4)</p>	
<p>Thursday</p>	<p>CCSS.ELA-Literacy.RL.11-12.3</p> <p>Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p>	<p>In class:</p> <p>Warm Up: Select one of the relationships on your map. Write a paragraph detailing how you anticipate that relationship coming to your desired end--what events would have to happen for it to come about? (4)</p> <p>Whole Class:</p> <p>Divide into X groups; Each group has one of the conversations leading to the ball (Party at Mr. Lucas's, The Netherfield Visit, part 1; The Netherfield Visit, part 2); The Arrival of Mr. Collins; Lizzie talks with Wickam)</p>	

		<p>Have students read and reenact some of the conversations leading up to and at the ball; maybe map out the way that Austen builds the tension surrounding the relationships at this point (Jane/Bingley, Lizzie/Mr. Darcy, Lizzie/Mr. Collins, Lizzie/Mr. Wickham) (DOK 3)</p> <p>Homework: V1 C 19-23</p>	
Friday	<p>CCSS.ELA-Literacy.RL.11-12.2</p> <p>Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p>	<p>In Class:</p> <p>Warm Up: At this point (first volume of three complete), what themes/ideas seem to be emerging?</p> <p>Group Activity: Thematic Timelines</p> <p>In small group and using themes identified in warm up activity, map out a thematic timeline thus far for two of the themes your group has identified; at each node of the timeline, include a significant quote from the novel that supports the theme and cite its page. Timelines go onto the wall when completed. (DOK 3)</p> <p>Timeline additions:</p>	<p>Telegraph Article: <a href="https://www.telegraph.co.uk/culture/books/11063670/Could-Mr-Darcy-afford-a-stately-home-today.html">https://www.telegraph.co.uk/culture/books/11063670/Could-Mr-Darcy-afford-a-stately-home-today.html</a></p> <p>Materials:</p> <p>Butcher paper and markers for timelines; post-it notes for commentary.</p>

Students are invited to visit the timelines and add post it note commentary. (DOK 3)

Whole class:

Discussion of Timelines and development of themes in the novel (which seem most prominent/viable? Which ones seem interesting but don't feel developed?)

Closing/CFU: I Wonder, I Predict...

Using your post-it notes, write one curiosity question about the next volume of the novel and one prediction; post them on the appropriate part of the board before you leave class.

Homework: VII, C 1-8; read the handout from The Telegraph regarding the financial realities of Austen's time vs our own.