

Miscommunication: Then and Now

A Pride and Prejudice Inspired Unit



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11/10/2010

*Picture borrowed from Pemberly.com, citation in bibliography

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Materials List

- * Index cards
- * Warm-up journals
- * Projector for daily warm-ups
- * The Daily Spark Warm-ups book
- * Children's books : Amelia Bedelia, What Small Rabbit Heard, Listen, Buddy, and Mr. Peek and the Misunderstanding at the Zoo
- * Poster boards (5)
- * Markers
- * Film: Noises Off!
- * highlighters

Goals and Objectives

Unit Goals:

Examine how misunderstandings take place.

Examine the moments in which misunderstanding is resolved.

Students will be able to (SWBAT):

- (a) Read the novel Pride and Prejudice and analyze the theme of miscommunication throughout the novel through character interactions and create a research project on Gogster website .
- (b) Examine the theme of pride within the novel of Pride and Prejudice and blog about how pride affects our understanding or misunderstandings of others.
- (c) Read one act and watch clips from "Noises Off" and developing a character map of the many misunderstandings within the single scene.
- (d) Read Children's books and recreate the misunderstanding for the class in Reader's theater.
- (e) Play the children's game Telephone and create a "timeline" of where each misunderstanding happened.

Common Core Standards met:

ELA Reading: Literature

- 1. 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.
- 2. 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.
- 3. 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).

- 7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
- 10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

ELA Writing

- 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

Provide a concluding statement or section that follows from and supports the argument presented.

- 2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

- 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
- 6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- 7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation
- 8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and

overreliance on any one source and following a standard format for citation.

- 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes

Rationale

This unit is aimed at exploring how our society, in Jane Austen's world, and now have handled miscommunication. For high school students everywhere, communication is a major hurdle, being understood seems nearly impossible. Students are craving for their voice to be heard, but what happens when it finally does get voiced and it is not accepted correctly? But miscommunication is a major feat for more than just teenagers. Throughout time, people have struggled to communicate effectively. Exploring how people in Austen's classic novel Pride and Prejudice, as well as examining several children's books, and reading and viewing a portion of the strait play Noises Off we will be focusing on the miscommunication and misunderstandings that take place and what elements aided in there development within the text.

This unit is targeting eleventh grade standard English students. As young adults, having a grasp on the types of miscommunication and focusing on where our language fails us as a form of communication is an important theme for these students, one that they can all relate to. These adolescents are looking toward their future, beginning to prepare for ACT/SAT assessments and applying to college. In Adolescent Literacy (2007), Jim Burke discusses how the always changing world and work fields are always developing with the times. As teachers we should prepare our students for this world; "they are all workers who

must continue to learn as their field evolve and who must , consequently, be highly literate” (p150). Having the knowledge of this classic text, as well as some contemporary secondary texts mixed in with some technology and visuals will aid in their advancement towards adulthood.

To touch on the fact that these students are preparing for college placement exams, each class day will begin with a warm-up from The Daily Spark; SAT English Test Prep (2006). These short starter assignments will discuss reading comprehension as well as sentence errors and improving paragraphs. These warm-ups not only get the students thinking about their ACT/SAT exams, but set the mindset for the class period. Students will be expected to practice these reading and writing strategies throughout the semester within daily class work and assignment.

The primary text for this unit, Jane Austen's novel Pride and Prejudice will provide as a backbone for examining this complicated theme. The many misunderstandings between the families, prospective spouses, and friends act as discussion points. Students will have the opportunity to read a classic text as a group and detail the complicated relationships among the characters. By studying a classic text, the students will be challenged and pushed. As Carol Jago explains, “in our determination to provide students with literature they ‘relate to’ we end up teaching works that students actually don’t need much help with” (p.8). Pride and Prejudice is a text that is not simple or

straightforward. The theme for this unit is misunderstandings and works well in looking at that within this text because it is a text that can be easily misunderstood by adolescents. The language and character web can be confusing, therefore many scaffolded assignments will be embedded into the instruction in order to provide these students with some relief to that struggle, and Jago agrees, “the study of literature requires a subtle interplay of classroom tasks that scaffold difficult texts” (p. 70).

As daily reading begins, students will also begin individual blogs. These blogs will be used primarily as a student/teacher response mechanism. Students will post to their blog in response to questions posed by the teacher as a way to see how their understanding of the novel is coming. If students are struggling with a particular section, we will revisit this area. These blogs are also a way to give students a free writing outlet. They will be able to write their own thoughts and questions to the teacher here. According to Will Richardson, author of Blogs, Wikis, Podcasts and Other Powerful Webtools for the Classrooms (2009), blogs can really expand the classroom, becoming an extension in to the students' homes. Not only do they provide students with access to school work from any computer, the material is content bases; “Through the unique process of blogging... students are learning to read more critically, think about that reading more analytically, and write more clearly” (p.20).

The majority of the reading will be done in class because I believe students learn best when they can bounce information off of other students as well as the teacher. Literature circles will act as the primary means of reading. Students will be engaged with the text as well with each other in discussion and in understanding the miscommunication between characters.

The supplementary texts will provide a wider view of misunderstanding and miscommunication. Looking first at children's novels, the meaning of the text will be clear and easy to read. This will provide the basic essential questions for the students. Additionally, students will examine Michael Frayn's strait play Noises Off! This play overdramatizes the miscommunication between a small group of people within a very comedic setting.

Several forms of assessment will be taken throughout the unit, including reading quizzes, the blog assignments, and a final research project that focuses on a miscommunication that happened within Pride and Prejudice and how it would relate in today's society. The students will work as partners to create a Glogster online poster presentation that will be shown to the class. By incorporating several assessments into the unit, students have a variety of traditional and nontraditional ways to show their understanding and grasp of the theme and its related topics.

Daily Lessons

(Daily lessons are designed to be taught in 50 minute class periods)

Week One

Day one (Monday):

- * 5-7min. - Students arrive to class, take seats and begin Warm-up (in warm-up journals) which is on the board. Day 1 in The Daily Spark, go over with class
- * 20-25 min. – Pass an index card out to each student. Students get into circle around the room. Students will be playing a version of the game Telephone. The teacher will begin by writing a single phrase on her index card. She will then whisper that phrase into the ear of the first student. That student will first write what they hear on the index card, and then whisper the phrase into the ear of the next person. This continues until it makes it back to the teacher. The final student says the phrase out loud. Teacher collects index cards. The point of writing down what was heard is so that the teacher can now read the index cards back to the class, noticing where the lines of communication became blurred.
- * 15-17 min. – Teacher ask students essential questions: Have they ever been misunderstood? Have you ever been the person NOT understanding? What is that moment of realization like? Student spend the remainder of the writing a response to the questions. Teacher collects responses as exit slip from students.
- * Homework: n/a

Day two (Tuesday):

- * 5-7min. - Students arrive to class, take seats and begin Warm-up (in warm-up journals) which is on the board. Day 2 in The Daily Spark, go over with class
- * 40 min. – Students go to computer lab and follow teacher instructions to set up a blog using Blogger.com. Teacher passes back responses from previous day. Students transfer responses into first blog assignment. Teacher distributes blog response criteria (see Appendix B), and assigns next blog topic: “What in today’s society causes the most misunderstandings between teenagers?”
- * Homework: work on next blog assignment, Due Thursday

Day three (Wednesday):

- * 5-7min. - Students arrive to class, take seats and begin Warm-up (in warm-up journals) which is on the board. Day 3 in The Daily Spark, go over with class
- * 15-20 min. – Divide students into four groups (for class of 25: 3 groups of 6 and 1 group of 7). Assign each group one of the following children's books: Amelia Bedelia, What Small Rabbit Heard, Listen, Buddy, and Mr. Peek and the Misunderstanding at the Zoo. Groups are to read book together, decide on the miscommunication that took place, and develop a way to demonstrate this to the class, Reader's theater.
- * 15-20 min. – Groups “perform” their short story to the class and explain what the misunderstanding was and how it was resolved.
- * Homework: Blog 2 due tomorrow by 5 pm

Day four (Thursday):

- * 5-7min. - Students arrive to class, take seats and begin Warm-up (in warm-up journals) which is on the board. Day 4 in The Daily Spark, go over with class
- * 3 min. – Divide students into Lit. Circles groups, groups of 4. Hand out Roles handout (appendix A). Students choose role to take on throughout reading novel. Pass out individual job handouts.
- * 25-30 min. – Teacher passes out Pride and Prejudice novels. Students read Vol. 1 ch. 1-4 in lit. circles together
- * 5-10 min. – students discuss and fill out first round of worksheets.
- * Homework: continue reading P&P; finish through ch. 4 by tomorrow, Blog 3 due Mon. by 5pm: “So far, who is your favorite character and why? Who do you want to learn more about? Any questions so far about the text?”

Day five (Friday):

- * 5-7min. - Students arrive to class, take seats and begin Warm-up (in warm-up journals) which is on the board. Day 5 in The Daily Spark, go over with class
- * 40 min. – Lit circles meet, discuss first chapters, continue reading, each student takes a turn reading aloud.
- * Homework: Blog 3 due Mon. by 5 pm, Read through ch. 9 by Mon.

Week Two

Day six (Monday):

- * 5-7min. - Students arrive to class, take seats and begin Warm-up (in warm-up journals) which is on the board. Day 6 in The Daily Spark go over with class
- * 2-3 min. – Each student takes out scrap paper and writes one discussion question. Teacher collects.
- * 20-25 min. – Class discussion, teacher led using student questions as prompts. Focus on any misunderstandings within the text so far.
- * 10-15 min. – Lit circles meet, read together/fill out handout for current section.
- * Homework: read through ch. 12 for tomorrow, blog 4 due Thursday: “What have the conversations been like between Darcy and Elizabeth? Who do you like better and why?”

Day seven (Tuesday):

- * 5-7min. - Students arrive to class, take seats and begin Warm-up (in warm-up journals) which is on the board. Day 7 in The Daily Spark, go over with class
- * 20-25 min. – Individual reading/ catch up. Students read silently to themselves.
- * 10-15 min. – Teacher Read aloud, Chapter 21
- * Homework: read through ch. 20 for tomorrow. Blog 4 due Thursday

Day eight (Wednesday):

- * 5-7min. - Students arrive to class, take seats and begin Warm-up (in warm-up journals) which is on the board. Day 8 in The Daily Spark, go over with class
- * 7-10 min. – Reading Quiz (appendix A). Students take quiz quietly and individually.
- * 15-20 min. – Lit. circles meet, read last part of Volume 1. Discuss text, go over lit circle worksheets.
- * 10-15 min. – Class discussion of finishing volume one. Teacher led, asking how students are like the novel, who is the most difficult to understand?
- * Homework: begin Vol. 2 ch 1-4, Blog 4 due tomorrow by 5 pm.

Day nine (Thursday):

- * 5-7min. - Students arrive to class, take seats and begin Warm-up (in warm-up journals) which is on the board. Day 9 in The Daily Spark, go over with class
- * 20-25 min. – Students break into lit. circles groups, draw character names from a hat (appendix A), create FACEBOOK profiles for their character on poster board with markers. Profiles should include: name, picture, information, favorite quotes, wall posts, status updates
- * 10-15 min. – each group presents their “Facebook” page to the class.
- * Homework: read through Vol. 2 ch. 4, tomorrow Lit. circles folders collected, Blog 5 due Monday: “What misunderstanding do you understand the best? Have we seen pride at all so far? Does pride have anything to do with communication?”

Day 10 (Friday):

- * 5-7min. - Students arrive to class, take seats and begin Warm-up (in warm-up journals) which is on the board. Day 10 in The Daily Spark, go over with class
- * 10-15 min. – lit. circles meet, finish last days worksheets and compile volume 1's pages into folder, turn in.
- * 20-25 min. – Individual reading, finish through Vol. 2 ch. 9
- * Homework: read vol. 2 ch. 10-13, blog 5 due Monday by 5 pm

Week Three

Day 11 (Monday):

- * 5-7min. - Students arrive to class, take seats and begin Warm-up (in warm-up journals) which is on the board. Day 11 in The Daily Spark, go over with class
- * 2-3 min. – Each student takes out scrap paper and writes one discussion question. Teacher collects.
- * 20-25 min. – Class discussion, teacher led using student questions as prompts. Focus on any misunderstandings within the text so far.
- * 10-15 min. – Lit circles meet, read together/fill out handout for current section.
- * Homework: read vol. 2 ch. 14-16, Blog 6 due Thursday: “Elizabeth gets along better with her father, do you have a parent who you get along better, you understand better or they understand you better?”

Day 12 (Tuesday):

- * 5-7min. - Students arrive to class, take seats and begin Warm-up (in warm-up journals) which is on the board. Day 12 in The Daily Spark, go over with class
- * 7-10 min. – Reading Quiz (appendix A). Students take quiz quietly and individually.
- * 10-15 min. – Lit. circles meet. Discuss most recently read text, go over lit circle worksheets.
- * 10-15 min. – Class discussion of volume 2 so far. Teacher led, students answer questions and pose other questions.
- * Homework: read vol. 2 ch. 16-19, Blog 6 due Thursday by 5 pm

Day 13 (Wednesday):

- * 5-7min. - Students arrive to class, take seats and begin Warm-up (in warm-up journals) which is on the board. Day 13 in The Daily Spark, go over with class
- * 40 min. – In class reading day. Students read individually or in small groups. Everyone should be finished with Volume 2 by end of class.
- * Homework: Begin Volume 3, blog 6 due Thursday by 5 pm

Day 14 (Thursday):

- * 5-7min. - Students arrive to class, take seats and begin Warm-up (in warm-up journals) which is on the board. Day 14 in The Daily Spark, go over with class
- * 20-25 min. – Lit circles meet, discuss the end of Volume 2 and beginning of Volume 3, fill out handouts
- * 10-15 min. – Class discussion, focus on where each character is located, how has Elizabeth misunderstood Darcy? How has Darcy misunderstood Elizabeth? How have Jane and Bingley miscommunicated?
- * Homework: Read Vol. 3 ch. 1-4, blog 7 due Monday: “Did you think it was such a big deal Lydia did what she did? Why did this look bad within society?”

Day 15 (Friday):

- * 5-7min. - Students arrive to class, take seats and begin Warm-up (in warm-up journals) which is on the board. Day 15 in The Daily Spark, go over with class
- * 10-15 min. – Lit circles meet, collect organize second grouping of lit circles worksheets, discuss latest reading, turn in lit. circles folder.
- * 20-25 min. – Lit circles group reading Vol. 3 ch. 5-9.
- * Homework: Read through ch. 9, Blog 7 due Monday by 5 pm

Week Four

Day 16 (Monday):

- * 5-7min. - Students arrive to class, take seats and begin Warm-up (in warm-up journals) which is on the board. Day 16 in The Daily Spark, go over with class
- * 10 min. – Ask students to list as many miscommunications they can think of within the text. This could be between any characters!, next go back and highlight the name/s of the people involved.
- * 10-15 min. – Partner with a neighbor and compare your lists. Write a short response about who you think is the most misunderstood or confused character.
- * 10-15 min. – Class discussion, have several students share their responses. Discuss if everyone agrees.
- * Homework: read vol. 3 ch. 10-15, blog 8 due Thursday by 5 pm: “What thoughts must have gone through Elizabeth’s mind when she found out Darcy was at Lydia’s wedding?”

Day 17 (Tuesday):

- * 5-7min. - Students arrive to class, take seats and begin Warm-up (in warm-up journals) which is on the board. Day 17 in The Daily Spark, go over with class
- * 15-20 min. – Lit circles meet, discuss ch. 10-15, answer lit. circles worksheets
- * 10-15 min. – Individual reading time, finish novel: ch 16-19
- * Homework: blog 8 due Thursday by 5 pm, finish novel

Day 18 (Wednesday):

- * 5-7min. - Students arrive to class, take seats and begin Warm-up (in warm-up journals) which is on the board. Day 18 in The Daily Spark, go over with class
- * 15-20 min. – Students write discussion question on scratch paper, teacher collects and has class discussion on the end of the novel using class questions as guide.
- * 10-15 min. – Begin watching Pride and Prejudice film
- * Homework: blog 8 due tomorrow, Lit journals final folder turn in due tomorrow.

Day 19 (Thursday):

- * 5-7min. - Students arrive to class, take seats and begin Warm-up (in warm-up journals) which is on the board. Day 19 in The Daily Spark, go over with class. lit circles meet for one minute to collect last worksheet, turn in in folder.
- * 40 min. – Watch P&P film
- * Homework: Blog 9 due Monday by 5 pm: “What different type of miscommunication can be seen on the film version but not in the novel?”

Day 20 (Friday):

- * 5-7min. - Students arrive to class, take seats and begin Warm-up (in warm-up journals) which is on the board. Day 20 in The Daily Spark, go over with class.
- * 40 min. – Watch P&P film
- * Homework: Blog 9 due Monday by 5 pm

Week Five

Day 21 (Monday):

- * 5-7min. - Students arrive to class, take seats and begin Warm-up (in warm-up journals) which is on the board. Day 21 in The Daily Spark, go over with class.
- * 3-5 min. – Divide class into two groups, each member of each group is assigned a role from Noises off! Each group reads Act 3 of the play together, each person reading the lines of their character.
- * 30-35 min. – Read noises off in two groups.
- * Homework: Blog 10 due by Thursday by 5 pm: “What is the “ah ha” moment usually like? At the characters relieved or still confused in both P&P and Noises off!?”

Day 22 (Tuesday):

- * 5-7min. - Students arrive to class, take seats and begin Warm-up (in warm-up journals) which is on the board. Day 22 in The Daily Spark, go over with class.
- * 30 min. – Finish reading 3rd act of Noises off! In two groups.
- * 5 min. - Write short response to Noises Off! as exit slip. What was the most complicated miscommunication?

Day 23 (Wednesday):

- * 5-7min. - Students arrive to class, take seats and begin Warm-up (in warm-up journals) which is on the board. Day 23 in The Daily Spark, go over with class.
- * 10-15 min. – Watch clips from the film Noises Off!
- * 15-20 min. – Assign research project (appendix a), and partners for project, go over rubric (appendix B) and assignment. With any remaining time, partners can begin looking for scenes to use within the texts.
- * Homework: blog 10 due tomorrow! Research project due on Monday!

Day 24 (Thursday)

- * 5-7min. - Students arrive to class, take seats and begin Warm-up (in warm-up journals) which is on the board. Day 24 in The Daily Spark, go over with class.

- * 40 min. – Media center/library research for projects
- * Homework: Research project presentations Monday

Day 25 (Friday):

- * 5-7min. - Students arrive to class, take seats and begin Warm-up (in warm-up journals) which is on the board. Day 25 in The Daily Spark, go over with class.
- * 40 min. – Media center/library research for projects
- * Homework: research presentations on Monday

Week Six

Day 26-28 (Monday- Wednesday):

- * Partner Presentations on Research Gogster Project

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Appendix A: Activities/Handouts/Quizzes

Day Two:

Bi-Weekly Blog Assignment

- Email me the URL link to your blog: **Miller11thEng@flhigh.edu**
- Blogs must be between 200-250 words
- Blogs must be clear and in response to the prompt; the latest prompt will always be posted on the classroom Twitter: **Miller11thEng**
- Blogs are due every Monday and Thursday by 5pm
- You will be allotted two “freebie” blogs, meaning if you forget to post a blog there is NO make-up or late blogs, to receive full credit on participation points you must post at least 8 of the 10 blogs.

Days 4-19:

literature circles roles handout-

http://www.readwritethink.org/files/resources/lesson_images/lesson19/lit-circle-roles.pdf

Literature circles individual jobs:

discussion director-

http://www.readwritethink.org/files/resources/lesson_images/lesson19/RWTa11-2.pdf

Vocabulary enricher-

http://www.readwritethink.org/files/resources/lesson_images/lesson19/RWTa11-4.pdf

Literary Luminary-

http://www.readwritethink.org/files/resources/lesson_images/lesson19/RWTa11-3.pdf

Checker-

http://www.readwritethink.org/files/resources/lesson_images/lesson19/RWTa11-1.pdf

Day 8:

Reading Quiz 1

1. Which of Elizabeth's sisters is she closest with?
2. Who is the man Elizabeth's mom wants Jane to marry?
3. Describe Caroline Bingley.
4. What Happens to Jane at Netherfield Park?
5. Who is Mr. Collins?

Day 9:

Facebook pages/ names to be drawn from a hat:

Elizabeth

Jane

Darcy

Bingley

Mrs. Bennet

Day 12:

Reading Quiz 2

1. Who did Elizabeth Travel with?
2. Where did they go?
3. Where did Jane go?
4. Where did Lydia go?
5. What did Darcy give Elizabeth?

Day 23:

Partner Research Project

- You and a partner are to develop a Glog using Gloster.com to demonstrate a misunderstanding that happened in P&P. This can be ANY miscommunication between characters. Then show how this

miscommunication would be handled in today's society. Use pictures, words, music, etc. to demonstrate how you see this misunderstanding play out within the novel as well as in 2010.

- You need **at least three details (picture, quote, song, etc)** on the glog about the P&P misunderstanding as well as **at least three details** that relay it to today's society.
- The actual Glog is worth 20 points, and the presentation worth 15 points, a combined score of 35 points.

Appendix B: Rubric

Glog rubric:

Research Report : Miscommunication Glogster

Teacher Name: **Hayley Miller**

Student Name: _____

CATEGORY	4	3	2	1
Amount of Information	All topics are addressed and all questions answered with at least 3 details about each.	All topics are addressed and most questions answered with at least 3 details about each.	All topics are addressed, and most questions answered with at least 1 detail about each.	One or more topics were not addressed.
Sources	All sources (information and graphics) are accurately documented in the desired format.	All sources (information and graphics) are accurately documented, but a few are not in the desired format.	All sources (information and graphics) are accurately documented, but many are not in the desired format.	Some sources are not accurately documented.
Quality of Information	Information clearly relates to the main topic. It includes several supporting details and/or examples.	Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples.	Information clearly relates to the main topic. No details and/or examples are given.	Information has little or nothing to do with the main topic.
Diagrams & Illustrations	Diagrams and illustrations are neat, accurate and add to the viewer's understanding of the topic.	Diagrams and illustrations are accurate and add to the viewer's understanding of the topic.	Diagrams and illustrations are neat and accurate and sometimes add to the viewer's understanding of the topic.	Diagrams and illustrations are not accurate OR do not add to the viewer's understanding of the topic.

Mechanics	No grammatical, spelling or punctuation errors.	Almost no grammatical, spelling or punctuation errors	A few grammatical spelling, or punctuation errors.	Many grammatical, spelling, or punctuation errors.
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Presentation Checklist:

Spoke loud and clear _____/1 pts

Discussed and pointed out P&P misunderstanding on glog _____/4 pts

Discussed how that relayed to today's society _____/5pts

Both partners took turns presenting _____/4pts

Pointed out works cited _____/1pt

Total presentation _____/15pts

Appendix C: Grade Breakdown

Daily participation- 1 point per day x 25 days = 25

8 Blog assignments- 2 points per blog x 8 = 16

Lit. Circles worksheets: 1 point per day x 14 = 14

Quiz 1- 5 points

Quiz 2 – 5 points

Glog project – 20 points

Presentation- 15 points

Total: 100 points

90-100= A

80-89 = B

70-79 = C

60- 69 = D

59 or less = F