

ENRICHED
CLASSICS

**Simon & Schuster Classroom Activities
for the Enriched Classic edition of
Emma by Jane Austen
1-4165-0028-6 • \$4.95 / \$6.95 Can.**

Activities created by Katie Gideon

Each of the three activities includes:

- NCTE standards covered
- An estimate of the time needed
- A complete list of materials needed
- Step-by-step instructions
- Questions to help you evaluate the results

Curriculum guides and classroom activities for many other Enriched Classics and Folger Shakespeare Library editions are available on our website, www.SimonSaysTeach.com.

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- A concise introduction that gives readers important background information
- A chronology of the author's life and career
- A timeline of significant events that provide the book's historical context
- An outline of key themes and plot points to help readers form their own interpretations
- Detailed explanatory notes
- Critical analysis, including contemporary and modern perspectives on the work
- Discussion questions to promote lively classroom and book group interaction
- A list of recommended books and films to broaden the reader's experience

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Lesson Plan #1

The Ladies of Highbury
(A Lesson in Character Analysis)

As a woman of wealth and rank, Emma Woodhouse confines her association to a small group of appropriate people. Her father's valetudinarian nature further limits the family's social sphere for, when Mr. Woodhouse wishes to enjoy society, he commands the attendance of "his own little circle" who will "visit him on his own terms."

In this lesson, students will examine the female characters introduced in the first three chapters to better understand the gender expectations and class issues at play in Austen's novel. Through textual analysis, students will define and discuss the narrow range of female roles acceptable in Regency England. Finally, they will compare issues of gender and status in *Emma* to what they see in their own community.

This activity will initially take one fifty-minute class period. The analysis may then be completed as later chapters introduce new characters.

NCTE Standards Covered:

3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.

What To Do:

1. Have students respond in journals to a prompt regarding gender constructs in their own community. Possible prompts include: Who are some female role models in our society, and why do we look up to them? In your culture, are there different expectations for females and males? If so, what are they? Ask a few students to share their responses with the class.
2. Explain that students will be comparing the gender expectations of their own community to the expectations portrayed by Austen. Pass out the character analysis worksheet (Handout #1) and review key character passages in chapter 1. Read aloud the description of Miss Taylor as governess (pp. 3-5) as well as Knightley's defense of Miss Taylor's marriage (pp. 8-9). Have students fill out the Miss Taylor entry on their chart. They should support their observations with brief passages from the text, as illustrated in the handout's example entry. To further assist them, provide the following guidelines:

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- **Situation/Activities:** How does this character spend her time? Is she employed or married? Who provides her with a home?
- **Wealth/Class:** What is the character's social status? Does she have a large fortune? Is her family known by the community and well respected?
- **Admirable Traits:** What admirable traits or qualities does this character possess?

3. Have students read chapter 3. Place the students into pairs or small groups to finish the chart for characters appearing in chapters 1 through 3.

4. Next, give the students 15-20 minutes to redesign their chart so that the ladies they investigated are listed by social rank. They should consider the following questions as they create a graphic organizer to depict social rank: Who has the power to affect someone else's social status? What character traits are most appealing to others? Which are least important to others? How would a woman move up in status? Why would she move down? Students should write a brief rationale on the back of their graphic organizer, explaining how they ranked the ladies. Ask a few students to share their finished product with the class.

5. Discuss the students' findings. How important are wealth and family position in determining social success? What role do personal character traits play? How do the options for respectable females compare to the options for respectable males?

6. For homework, have students compare their *Emma* social ranking to gender and status hierarchies in their school. What are the similarities? How do the codes differ? What might account for these differences? As they explain these differences, students should enumerate the traits necessary for an adolescent female to achieve respect and popularity.

What You Need:

A copy of the Enriched Classic edition of *Emma* (1416500286) for each student

Copies of Handout #1

How Did It Go?

Did students learn something about gender roles in Austen's time period? Were students able to distinguish between characters of different classes? Could they read the text for clues? Could they synthesize what they learned into a coherent graphic organizer? Could they explain their reasoning in a brief, written rationale? Did they make connections to their own community?

Lesson Plan #2

“handsome, clever, and rich”
(A Lesson in Compare and Contrast)

After students have finished reading the novel, they may find it both amusing and beneficial to watch the teen comedy *Clueless*. Giving the students an updated and adapted version of the story will not only aid in their comparison skills; it will give them another means of checking their comprehension of the original text. This may be especially helpful to any students who struggled with Austen’s prose. As such, it’s a valuable activity to include before assigning a final essay.

The movie you will be watching lasts 97 minutes. You will need a half hour of class to set up your expectations for the compare and contrast viewing guide, and you will need one more class period to discuss students’ thoughts on the two.

NCTE Standards Covered:

1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.

3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

9. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.

10. Students whose first language is not English make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum.

12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

What To Do:

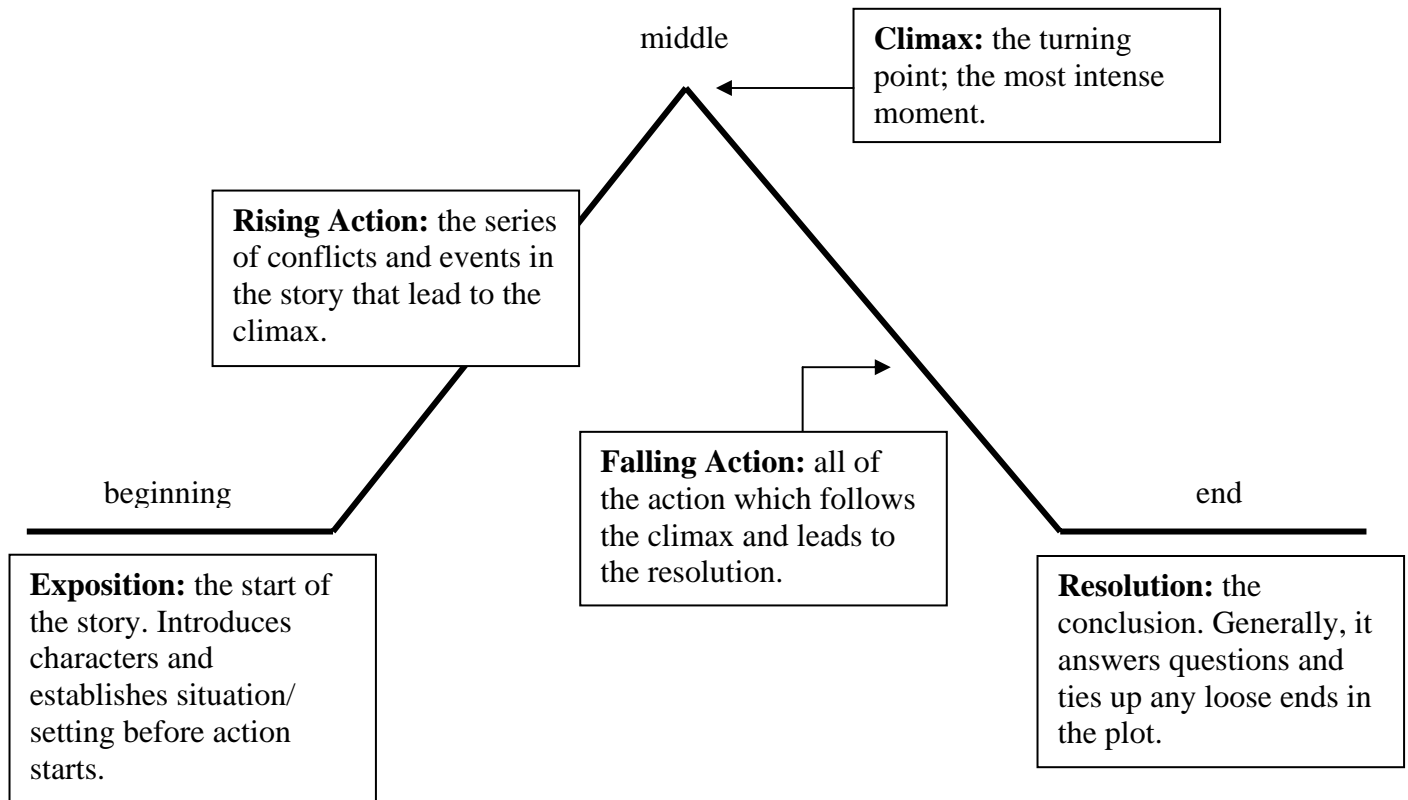
1. Introduce the film *Clueless* with the relevant questions asked on page 518 of the Enriched Classics edition of *Emma*. Pay special attention to the idea of Austen’s class- and status-obsessed characters translating to a contemporary Beverly Hills high school. Ask what students might expect to see in the adaptation.

2. Next, pass out Handout #2. Explain to students that this viewing guide will help them keep track of the similarities and differences between *Clueless* and *Emma*. Students will be watching the film for the express purpose of comparing its plot structure and characterization to that of

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Emma. With that in mind, give students several minutes to work with a partner and fill out the *Emma* portion of the character chart. (Students may wish to consult the character summaries, to be found on pages 500 to 503.)

3. Next, review with students the standard elements of a plot. It may help to draw a diagram on the board, and have students take notes. Be sure to go over any definitions that they don't understand.



4. Give students time to fill out the plot chart for *Emma*, on the back of Handout #2. Discuss it briefly; make sure that everyone agrees regarding the climax, etc.

5. As students watch the movie *Clueless*, you may wish to pause occasionally and invite them to take notes on a parallel you've just noticed. The first time we meet Tai, for instance, might be a wonderful time for pausing the film and discussing (a) the similarities between Tai and Harriet and/or (b) the differences between Mrs. Weston and Dionne. Students should fill out their notes on *Clueless* as they watch the film.

6. The day after students have finished the film, facilitate a discussion comparing Austen's story to that of the film. How are the characters in both stories similar? How are they different? How did the plot change, and how did it remain the same? Why does the movie contain differences—are the differences merely a function of switching settings, or do they change our perception of the story? Original themes for *Emma* include the importance of marriage, morals and self-discovery, and money/manners/class/class mobility. To what extent does *Clueless* discuss these original themes? Are there any new themes introduced in the movie? Which version did students

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like better, and why? Finally (with an eye towards your next lesson), how might viewing *Clueless* enable students to write a better character analysis essay of Emma Woodhouse?

What You Need:

A copy of the Enriched Classic edition of *Emma* (1416500286) for each student

Double-sided copies of Handout #2 (one for each student)

A copy of the movie *Clueless*, and a TV and VCR or DVD player to show it

How Did It Go?

Were students able to compare Jane Austen's book to Amy Heckerling's movie? Did they successfully identify similarities and differences in character portrayal? Did they successfully identify similarities and differences in plot? Could they discuss why the movie script contains such differences—analyze the overall effect that such differences have on the audience? Could they address the discussion question on page 518 regarding the rationale for creating *Clueless*, and the likelihood of setting *Emma* in their own high school?

Lesson Plan #3

“Her change was equal”
(A Lesson in Character Analysis)

The following assessment activity is designed to develop students’ confidence and effectiveness as they write literary analysis. In this lesson, students will use close-reading, critical thinking, and revision skills to discuss the portrayal of Emma Woodhouse in Jane Austen’s novel.

This activity takes two fifty-minute class periods to complete and also includes a final essay as homework. The lesson assumes that students have finished the novel.

NCTE Standards Covered:

3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.
12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

What To Do:

1. Facilitate a brief class discussion regarding the comparative merits and shortcomings of Emma Woodhouse’s character. Use the first two discussion questions, on page 517 of the Enriched Classics text, to help guide the conversation.
2. At the end of the discussion, break the students into groups. Hand each group one of the following two thesis statements on a scrap piece of paper:
 - Emma’s actions and attitudes reveal her as a coldhearted snob.
 - Though a somewhat spoiled young woman, Emma remains warm, caring, and capable of humanity.

Give groups the rest of the class period to come up with 10 pieces of evidence from the text to support the thesis statement they have been given. Groups that do not complete the work may do so for homework; they will need it completed for the next day’s activity.

3. The next day, conduct a brief mini-lesson explaining to your students (a) the difference between paraphrasing the text and quoting it directly and (b) the necessity of citing the text in either situation. Explain that direct quotes should be used when students want to draw attention

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to an author's diction or syntax; paraphrase is more effective when students wish to describe an event. As an example, point students' attention to the incident on pages 213-214, when Emma praises Mr. Knightley for taking his carriage to a social event. How might students paraphrase the incident if they wished to describe the event in general? If students were to choose one small quote from the incident to reference specifically, what sentence or phrase might they choose?

4. Now that students understand the difference between paraphrasing and quoting, give the groups 10 minutes to look over their evidence from the text. Should any of the quotes be turned into paraphrases, or vice versa?

5. After the groups have finished editing their evidence, have each group post its thesis statement and evidence on the wall. Invite students to complete a gallery walk of the evidence groupings. What incidents are mentioned repeatedly? Are there any events that appear under "Emma is a coldhearted snob" as well as "Emma remains warm, caring, and capable of humanity"? Conduct a brief discussion of how important it will be for students to interpret their evidence through providing context and analysis.

6. Explain that students will be writing an analytical essay defending one of the thesis statements from Step #2. Pass out copies of Handout #3. Remind students that successful writers carefully read all of the information provided for an assignment before they commence work. Encourage them to underline key words and phrases as you read the rubric out loud.

7. Students can write the essay analyzing Emma Woodhouse from their personal perspective on her character, or you may insist that they continue to hold to the positions you gave them for the original activity. Regardless, encourage the students to consider whether or not the thesis statements you initially passed out are still adequate in light of the passages they chose and the analysis that they did throughout the writing of their essays. If not, students should revise them accordingly.

8. Students should turn in their final essay with Handout #3 attached.

What You Need:

A copy of the Enriched Classic edition of *Emma* (1416500286) for each student

Copies of Handout #3 (one for each student)

How Did It Go?

Were students able to take a strong position on the portrayal of Emma's character? Did they make connections between different passages? Could they formulate and support a coherent argument? Could they synthesize what they learned into an organized essay? Did their essays fully address the prompt? Was the evidence successfully embedded within the analysis? Did they successfully employ both paraphrases and direct quotes?

The Ladies of Highbury

	Situation/Activities	Wealth/Class	Admirable Traits
Emma Woodhouse (Ch.1)	Youngest daughter. Mistress of the house. Takes care of her valetudinarian father. Enjoys matchmaking.	In the village, “the Woodhouses were first in consequence.” They are wealthy, and all “looked up to them.” (p. 5)	“handsome, clever, and rich, with a comfortable home and happy disposition.” (p. 3)
Miss Taylor/ Mrs. Weston (Ch.1)			
Miss Bates (Ch.3)			
Mrs. Goddard (Ch.3)			
Harriet Smith (Ch.3)			
Jane Fairfax (Ch. 20)			
Augusta Hawkins/ Mrs. Elton (Ch.22)			

Handout #2 (side one)

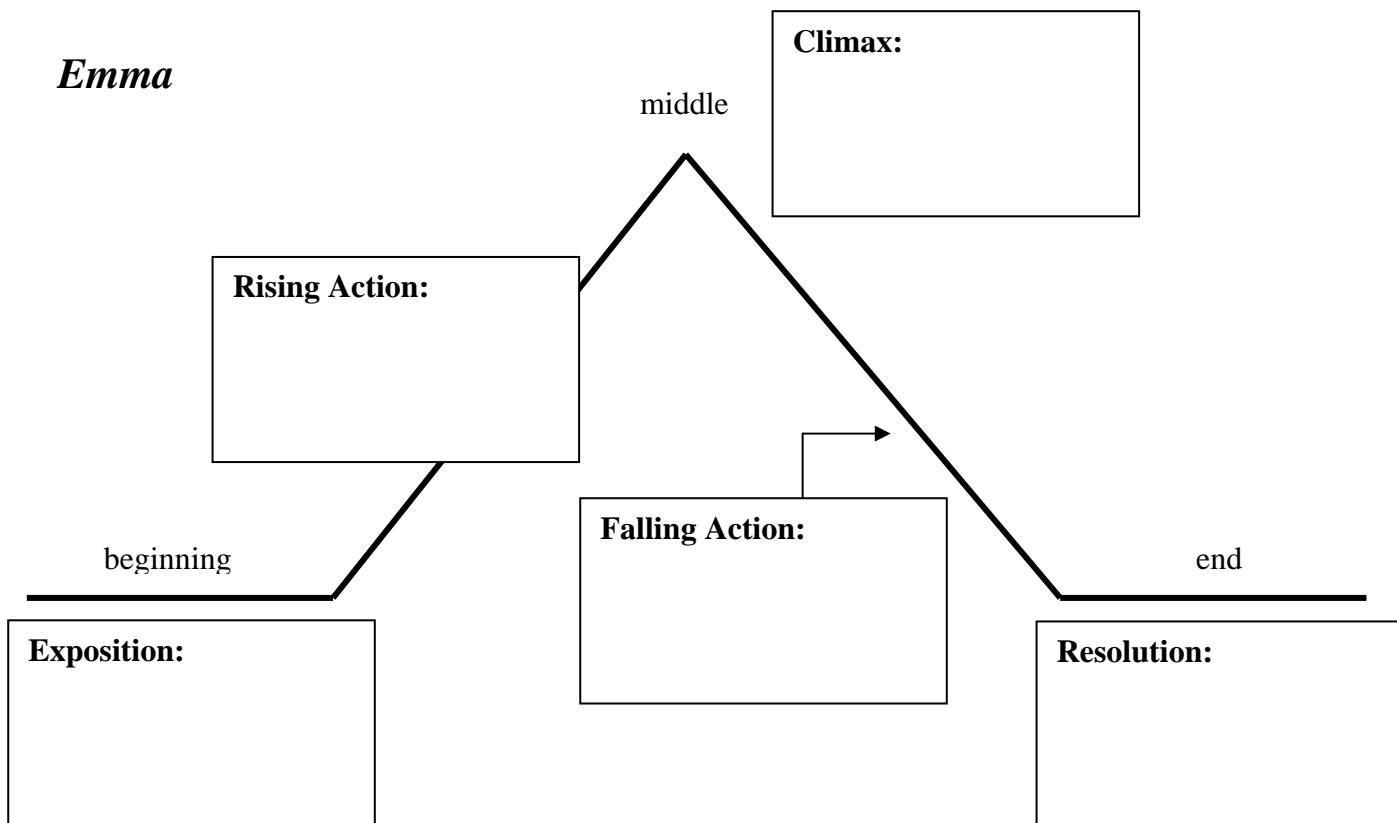
Clueless and Emma: Compare and Contrast CHARACTERS

Characters in <i>Emma</i>	Characters in <i>Clueless</i>
<i>Emma Woodhouse</i>	<i>Cher Horowitz</i>
<i>Mr. Henry Woodhouse (father)</i>	
<i>Mr. George Knightley</i>	
<i>Mrs. Weston/Miss Taylor</i>	
<i>Captain Weston</i>	
<i>Frank Churchill</i>	
<i>Harriet Smith</i>	
<i>Robert Martin</i>	
<i>Miss Bates</i>	
<i>Jane Fairfax</i>	
<i>Mr. Elton</i>	
<i>Mrs. Elton</i>	

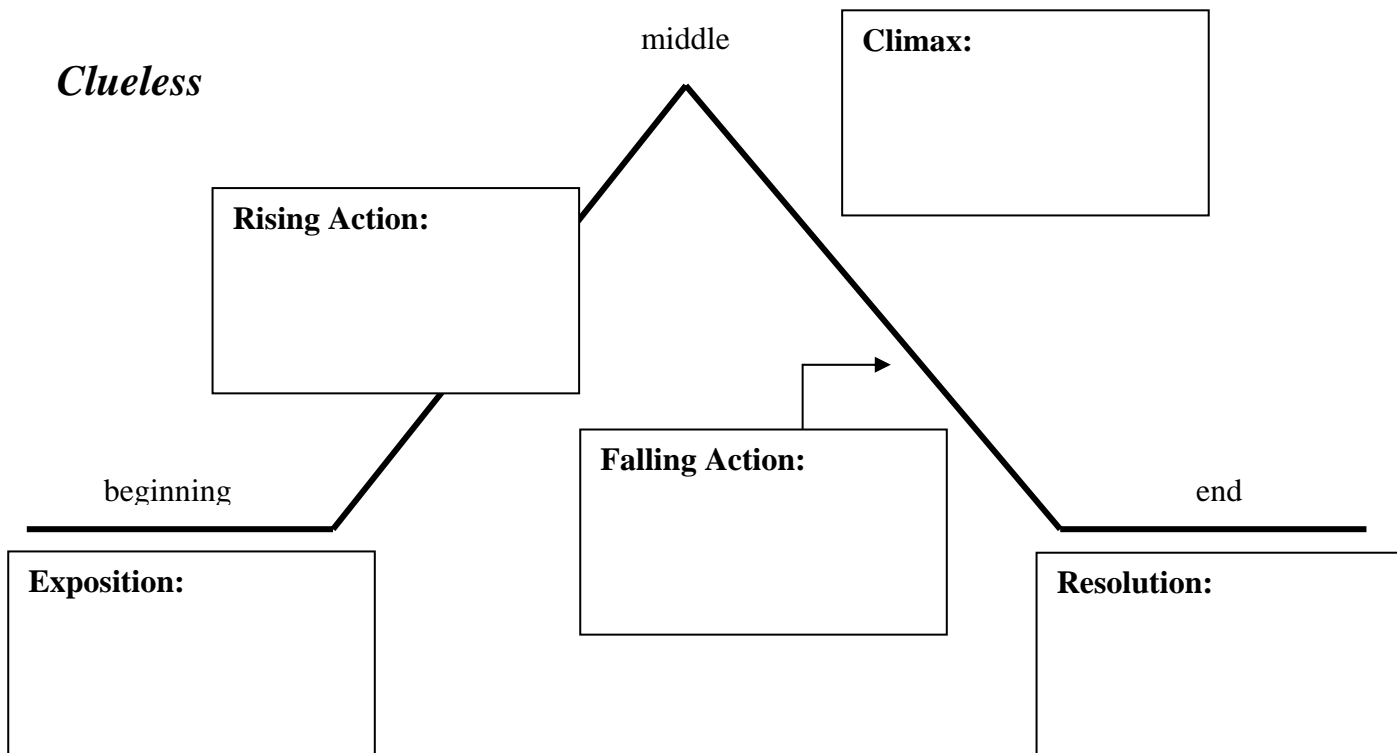
Handout #2 (side two)

Clueless and *Emma*: Compare and Contrast PLOT

Emma



Clueless



Develops a Point of View

Essay begins with a clear point of view (thesis) that:

- provides reader with a central subject and opinion for your paper.
- requires significant evidence to support it (not so specific that you're done in a paragraph)
- can be adequately addressed in the page/word-count length
- addresses the prompt in an original and provocative manner (your specific spin on the text makes readers think--this isn't just a summary of the text!)
- is clear, precise, and sharply focused (easy to understand, and not so general that it can't be proved in a short paper)

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|------------------------------------|
| 5 – Communicates Eloquently |
| 4 – Communicates Well |
| 3 – Adequately Communicates |
| 2 – Approaching Adequacy |
| 1 – Inadequate |

Demonstrates Critical Thinking

- Analysis clearly relates back to thesis statement and/or topic sentence of body paragraph
- Analysis relates specifically to the evidence--it is firmly rooted in the text.
- Analysis shows sophisticated understanding of the text and "goes to the place of interest"
- Analysis and evidence are layered, not formulaically listed--in other words, there's flow as you build towards proving your claim!
- The writer avoids ideas that are shallow, cliché, and/or pointedly obvious
- The writer avoids claims that are or overly grandiose
- The writer avoids summarizing/restating the text
- The writer avoids misreading of text
- Ideas are well-defended and cannot be easily refuted.
- The writer avoids "I" and "you".
- The writer correctly uses academic vocabulary.

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|------------------------------------|
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| 3 – Adequately Communicates |
| 2 – Approaching Adequacy |
| 1 – Inadequate |

Uses Examples, Reasons, and Other Evidence to Support Position

- The writer provides enough evidence to support every claim
- The writer uses paraphrasing and direct quotation effectively
- Sequencing is logical and effective
- The evidence is cited sufficiently
- Quotes are represented correctly (no typos or word changes!)
- The writer avoids selective quoting (doesn't misrepresent a text)
- The quote is embedded within the argument

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| 1 – Inadequate |

Organized and Clearly Focused

- Main ideas are road-mapped in the introduction, then made clear in topic sentences at the start of each body paragraph.
- Evidence presented in a logical sequential order.
- Transitions used skillfully to show the relationship between evidence and analysis
- Essay does not wander – all writing relates to thesis and main ideas.
- Essay has a multi-sentence conclusion.

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|------------------------------------|
| 5 – Communicates Eloquently |
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| 1 – Inadequate |

Raw Score _____ **x 4:** _____ / 100