# Unit Overview

**Sense and Sensibility**

*By Jane Austen*

*Pocket Books Enriched Classics (New York: 2004)*

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Introduction</th>
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| ・ Anticipation guide (statements about personal feelings related to themes in the novel)  
・ Introduction of sense vs. sensibility: define reason and passion  
・ Action/Reaction Discussion  
・ Post-it note assignment: Tracking characters’ actions—sense (reason) vs. sensibility (passion)  
・ Reading schedule: Begin reading chapter 1, assign chapters 1-5 |

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<tr>
<th>Day 2</th>
<th>Early Impressions</th>
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| ・ Writing Prompt: Choose a character and discuss initial reactions  
・ During Reading—Thinking Activity worksheet: Discuss personally, in small groups, and as a class  
・ Discuss Elinor and Marianne: Work on making inferences about characters based on descriptions, events, dialogue, etc.  
・ Reading schedule: Begin reading chapter 6, assign chapters 6-10 |

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<th>Day 3</th>
<th>How to Read Austen</th>
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| ・ Think Aloud Strategy: Teach students how to read Austen—what to think, what to remember and note, what to take away from it  
・ Reader’s Theatre: Ask for volunteers to take parts and read chapter 11 stopping students to note important parts  
・ Reading schedule: Read chapter 11, assign chapters 11-15 |

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<th>Day 4</th>
<th>Romantic and Neo-Classic Elements</th>
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| ・ *Sense and Sensibility and Sea Monsters* clip: Discuss “normal” elements  
・ Presentation on Romantic and Neo-Classic movements: Show pictures of art, architecture, literature models, etc., students take notes  
・ Find elements of Romanticism and Neo-Classicism in small groups  
・ Post-it note assignment: Tracking Romanticism and Neo-Classicism in text  
・ Reading schedule: Begin reading chapter 16, assign chapters 16-20 |

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<th>Day 5</th>
<th>Looking at Austen’s Writing</th>
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| ・ Vocabulary Challenge Strategy: Students find words in groups, write down definitions, create sentences, share, complete worksheet  
・ Talk about how Austen uses punctuation (colons): Show examples, model, sentence imitation  
・ Reading schedule: Begin reading chapter 21, assign chapters 21-25 |

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<th>Day 6</th>
<th>Expectations and Reality</th>
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<td>・ Writing Prompt: Using 3 new vocabulary words from yesterday, write a summary of the love situation with Lucy, Edward, and Elinor, then write how</td>
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- Discuss the expectations and reality of main characters
- Reevaluate opinions made about characters on the DR-TA worksheet and record new thoughts
- Watch the party scene in *Sense and Sensibility* the movie
- Reading schedule: Begin reading chapter 26, assign chapters 26-30

**Day 7  The Individual and Society**

- Reading Quiz: Find post-it notes about sense vs. sensibility and write about the theme concerning Marianne and Willoughby’s encounter at the party
- Discussion: How the individual is expected to fit in this society vs. the reality of their fit with each of the main characters
- Homework: Select a character and select three quotes describing that person’s persuasion toward passion or reason. Prepare to present the ideas as the character.
- Reading schedule: Begin reading chapter 31, assign chapters 31-35

**Day 8  Character Debate**

- Character Debate: Place students in groups with one character in each group, students must discuss/debate the character’s view with the other students (participation and preparation points checked)
- Reading schedule: Begin reading chapter 36, assign chapters 36-40

**Day 9  Personal Comparison**

- Discussion about McArthur, Mandela, Gandhi, etc.
- Fishbowl Discussion about personal actions and tendencies vs. MA, M, G
- Reading schedule: Begin reading chapter 41, assign chapters 41-45

**Day 10  Teaching Each Other**

- Teaching Each Other activity: Compare and contrast the use of reason and passion today and Austen’s time
- Reading schedule: Begin reading chapter 46, assign chapters 46-50

**Day 11  Arrangements**

- Writing Prompt: Were you surprised at the arrangement of love of each of the characters at the end of the book?
- Select character for Final Assessment and begin focusing on finding quotes
- Introduce final assessment: Show models and grading rubric
- Assign storyboard of movie project, give instruction on finding images and music
- Go to lab and start looking for images and rough storyboards

**Day 12  Using Moviemaker**

- Give instruction on importing pictures, ordering images, creating text/title sections
- Lab time to work on project: Check off storyboards and image collections

**Day 13  More Moviemaker**

- Give instruction on how to import audio, set timing of slides, transitions
- Discuss write-up of the companion piece to the project (justifying and explaining choices made in the movie)
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<th>Day 14</th>
<th>Finalizing the Project</th>
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<td>- More lab time to work on project</td>
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<td>- Check off progress, give points for completing as much as possible</td>
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<td>- Peer review of movie project: watch movie and read draft of companion piece, give feedback (each student needs at least two reviews)</td>
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