Concept/Vocabulary Analysis of *Pride and Prejudice*

**Organizational patterns**
There are many framing devices in the book namely: party scenes, girls’ talents (i.e. piano skills, singing, etc.), and country side walks from one stately manor house to another. The description is very detailed and highly effective to help us get a sense of what is going on-especially since the time it took place is so distant and the customs and norms of that era are foreign to our day. There are many scenes with dialogue and this is how we are carried through the action; in other words, the words really carry the story as opposed to hints or actions we may find in other novels.

**Issues related to the study of literature**

**Themes:**
1) Prejudice—what one sees on the outside may not be and, in this book, is almost always, not true. Elizabeth, the main character, encounters two potential husbands and ends up finding Mr. Darcy, whom she judged harshly, to be one of a kind, giving and of a desirable nature; and the other one, Mr. Wickham, whom she had prejudged as being a gentleman, to be nothing of the sort.
2) Pride—many times our own pride stops us from seeing what really is. In other words, pride is a beast that can hurt the innocent and make way for the vicious. The novel helps us see the danger of allowing our own desires and judgments to rule supreme instead of doing a little more research.
3) Being “well accomplished” does not always mean that one is of high class. Sometimes the ones with the most talents or skills do not always come with the greatest or classiest manners. Treating people well is more important than how many piano songs you can play.
4) Chasing after what the world would deem as acceptable will not always make one happy. Those who choose husbands based on what the world tells them is wise and a “good” choice or a good match, sacrifice something greater—their happiness, or what they could have had had they waited or just listened closer to their own hearts rather than the ever-changing world.

**Setting:**
The story takes place in England during the Georgian era. Most of the action occurs inside one of the characters’ homes-almost entirely within the gentile walls.

**Point of View:**
The reader follows the mind and character of Elizabeth Bennett, the main character throughout the story, so we see all the events and happenings through her eyes and through her mind although it is not in first person.

**Irony:**
The irony is that the things that at first seem to be, are not really how they come out to be. As mentioned above, the two men whom Elizabeth considers as a potential to be her mate, she judges incorrectly and treats them with the erroneous idea, until near the end everything unfolds itself and we find out the opposite is in fact true.
Affective issues related to the work: Students will be able to come to understand how important it is to not “judge a book by its cover” and get to know people first before judging them. The students may have had an experience with either side of the issue-being judged wrongly or doing the judging and then having to deal with the embarrassment or shame that comes with the mistaken opinion. In high school a lot of prejudging goes on and many “clicks” or social groups are formed, so this book can help us identify how even today we make the same errors as Elizabeth Bennett.

Vocabulary issues: The work takes place in England, so Americans, or anyone else not of English blood, may have a hard time understanding the word usage or style employed by Jane Austen. The vocabulary could present itself as a challenge to the students, so the vocabulary section will be used here to increase understanding of the words and expand their vocabulary.

Concepts: The concepts to be studied are found under the themes and affective issues.

Background knowledge: The customs and traditions of the gentile society are important to know so that when we come to situations like Mr. Darcy’s aunt trying to impose or use her authority to intimidate and ruin Elizabeth’s union with Mr. Darcy, we can understand that at that time, influence and social circles were of major influence. The social side of life was of top priority and could really advance someone in life by knowing or being related to the right person. As a result, the teacher really needs to activate schema about England during this time period.

Implications of the work for student diversity: Students of almost all backgrounds will just about be in the same boat because the customs they follow are so different than what we see today. All races will have a struggle at first to understand the reasons or rationale behind the actions of some of the characters that one knowing the English culture at that time would know and understand. There may be readability issues here, but through the vocabulary strategies and group work, the students should be able to do fine, however, the teacher may offer for any students to come before or after class for any additional help or to read with a partner.

Gender issues: Men would have a hard time following this book because of the emphasis on relationships and focus on marriage-topics that generally do not interest boys in the slightest. By emphasizing the pride and prejudice themes in the book and helping them see how these issues are found in our day, this will help the boys see more relevance to them.

Things I want the students to remember about reading the work: 1) The importance of not letting pride get in the way of potential friendships.
2) To be aware of our prejudices-people deserve a chance before they are tossed aside without a just chance.
3) To be aware of what the world and/or everyone else around them may tell them about a certain thing or person who they say is acceptable (or not). They must use their own heart and judgment to dictate and rule over their own being, appetites and desires.

Central question/enduring issue: In what forms do pride and prejudice show themselves and how do we counter this enduring trend?
Research issues/project ideas that fit this literary work: 1) Compare and contrast the traditions and customs of the time and how the society reacted to them to the traditions and customs of our own society and how we react to them. Are they different? the same? Is there a solution to any bad reactions?
2) Find an event in history where something or someone was prejudged incorrectly and the consequences of that action. If it was a person, write a letter to them and explain the consequences of their action as well as the solution. If it was an event, write a newspaper article. If it was a government official or law, write up an amendment to the law.

Informational/functional texts to support the reader during the study of this literary work: The Sisterhood of the Traveling Pants has some instances where people prejudged and were wrong. In America-the slaves were prejudged to be “not as good” as the whites or not fit to mix with them, so something on slavery in America. Their own journals may be a good place for them to turn if they have kept one to go back and see places where they may have held prejudice or allowed their pride to take control over. If they were a psychologist, what kind of diagnosis would they give themselves to “cure” the pride and prejudice problem.