

Unfaithful: Exploring the Balancing Act of Adaptation Using Pride and Prejudice

Adaptation, Pride and Prejudice

Bethany Farley, Shayna Pond, Polly Base
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Grade Level 12th Grade

Essential Question

Why do we adapt established texts and media? What makes an adaptation good? What do we gain and lose when a text is adapted? How do we stay true to an original text while adapting it to new scenarios?

Summary

Nothing brings out the opinions of someone who loves a text like an adaptation. “The book was better!” (Or was it?) In this lesson, students will explore the idea of adaptation using Pride and Prejudice by Jane Austen and some of the various adaptations made from it. Students will contemplate what makes adaptations good/successful and what adaptations have to say about the world they are adapted from and adapted into. Students will adapt a scene from Pride and Prejudice in groups, focusing on the characters and their motivations.

Snapshot

Engage

Students brainstorm and define what makes a good adaptation and what elements need to be considered when adapting a text, especially to a different medium.

Explore

Students familiarize themselves with Jane Austen and the plot and characters of *Pride and Prejudice* then deep dive in small groups into an assigned chapter of the novel.

Explain

As a class, students analyze a chapter of the novel with a focus on characters, their motivations, and how those things affect the scene. Students then evaluate various adaptations of the same chapter of the novel.

Extend

Students work with their group to adapt the chapter assigned to them in the Explore section in a manner of their choosing, focusing on balancing the original characters’ personalities and motivations with the new scenarios of their adaptations.

Evaluate

Students present their adaptation to their classmates and reflect on the choices their group made.

Standards

Oklahoma Academic Standards: English Language Arts (Grade 12)

12.1.S.1: Work effectively and respectfully in diverse groups by showing willingness to make necessary compromises to accomplish a goal, sharing responsibility for collaborative work, and recognizing individual contributions
12.3.R.1: Analyze the extent to which historical, cultural, and/or global perspectives affect authors' stylistic choices in grade-level literary and informational texts.
12.3.R.2: Evaluate authors' perspectives and explain how those perspectives contribute to the meanings of texts.
12.3.W.1: Compose narratives reflecting real or imagined experiences that:

- include engaging plots involving well-developed, complex characters resolving conflicts
- establish narrator(s) that enhance(s) the narrative
- are intentionally sequenced in a way to achieve a specific effect (e.g., create suspense, establish mood, reflect theme)
- provide clear descriptions, using precise language, sensory details, and dialogue
- include varied syntax to enhance readability
- emulate literary elements and/or literary devices from mentor texts

12.7.R: Analyze and evaluate the techniques used in a variety of multimodal content and how they contribute to meaning.
12.7.W: Create engaging multimodal content that intentionally enhances understanding of findings, reasoning, and evidence for diverse audiences.

Attachments

- Adaptation Planning Guide—Unfaithful - Spanish.docx
- Adaptation Planning Guide—Unfaithful - Spanish.pdf
- Adaptation Planning Guide—Unfaithful.docx
- Adaptation Planning Guide—Unfaithful.pdf
- Character Sheet—Unfaithful - Spanish.docx
- Character Sheet—Unfaithful - Spanish.pdf
- Character Sheet—Unfaithful.docx
- Character Sheet—Unfaithful.pdf
- Lesson Slides—Unfaithful.pptx
- Mirror, Microscope, Binoculars—Unfaithful - Spanish.docx
- Mirror, Microscope, Binoculars—Unfaithful - Spanish.pdf
- Mirror, Microscope, Binoculars—Unfaithful.docx
- Mirror, Microscope, Binoculars—Unfaithful.pdf
- Plot Summary and Character Relationships—Unfaithful - Spanish.docx
- Plot Summary and Character Relationships—Unfaithful - Spanish.pdf
- Plot Summary and Character Relationships—Unfaithful.docx
- Plot Summary and Character Relationships—Unfaithful.pdf
- Pride and Prejudice Chapter 01—Unfaithful.docx
- Pride and Prejudice Chapter 01—Unfaithful.pdf
- Pride and Prejudice Chapter 07—Unfaithful.docx
- Pride and Prejudice Chapter 07—Unfaithful.pdf
- Pride and Prejudice Chapter 10—Unfaithful.docx
- Pride and Prejudice Chapter 10—Unfaithful.pdf
- Pride and Prejudice Chapter 11—Unfaithful.docx
- Pride and Prejudice Chapter 11—Unfaithful.pdf
- Pride and Prejudice Chapter 14—Unfaithful.docx
- Pride and Prejudice Chapter 14—Unfaithful.pdf
- Pride and Prejudice Chapter 15—Unfaithful.docx

- Pride and Prejudice Chapter 15—Unfaithful.pdf
- Pride and Prejudice Chapter 19—Unfaithful.docx
- Pride and Prejudice Chapter 19—Unfaithful.pdf
- Pride and Prejudice Chapter 34—Unfaithful.docx
- Pride and Prejudice Chapter 34—Unfaithful.pdf
- Pride and Prejudice Chapter 43—Unfaithful.docx
- Pride and Prejudice Chapter 43—Unfaithful.pdf
- Pride and Prejudice Chapter 51—Unfaithful.docx
- Pride and Prejudice Chapter 51—Unfaithful.pdf
- Pride and Prejudice Chapter 56—Unfaithful.docx
- Pride and Prejudice Chapter 56—Unfaithful.pdf
- Pride and Prejudice Chapter 58—Unfaithful.docx
- Pride and Prejudice Chapter 58—Unfaithful.pdf
- Video Reflection—Unfaithful - Spanish.docx
- Video Reflection—Unfaithful - Spanish.pdf
- Video Reflection—Unfaithful.docx
- Video Reflection—Unfaithful.pdf

Materials

- Lesson Slides (attached)
- Novel Chapter Handouts (attached; one per student)
- Character Sheet (attached; one per student)
- Video Reflection (attached; one per student)
- Adaptation Planning Guide (attached; one per group)
- Mirror, Microscope, Binoculars (attached; one per student)
- Plot Summary and Character Relationships (attached; one per student; optional)
- Art Supplies (depending on how adaptations are made)
- Multiple colors of highlighters (enough for each character in one chapter to have their own color)
- Laptops or Chromebooks
- Access to YouTube

20 minutes

Engage

Teacher's Note

This lesson is built around the novel *Pride and Prejudice* but can be customized to work with any novel of your choice that has a lot of adaptation options to explore with the students.

Use the attached **Lesson Slides** to facilitate the lesson. Begin by displaying **slides 1-3** to present the title, essential questions, and the learning objectives in as much detail as needed.

Display **slide 4.** Discuss the meaning of "adaptation" with the students.

Optional Tech Implementation

Slide 4 could be a Word Cloud activity if you want to make sure every student participates. You can use one of the various word cloud resources, such as Mentimeter, for this purpose.

Have students think for a minute and recall any adaptations they have seen and what they liked and/or disliked about them. Then, have them share for a minute or two with an Elbow Partner. This will prepare them to engage in the 8-up strategy.

Display **slide 5** to show the questions "What makes a good adaptation?" and "What things need to be considered when adapting a text to a different medium?" for students to see. Lead students in a discussion of these questions, asking them to generate a list of ideas before having them synthesize these ideas into an answer using the 8-Up strategy.

Teacher's Note

In class discussion, you should introduce the idea that some adaptations are "based on" and others are "inspired by" the original text. You will explore this idea in the Explain section.

This activity could be done as a whole group instead of in small groups, depending on the time you have to spend.

Use **slides 6-8** to guide students through the 8-up activity. Divide students into eight (8) groups. Have them decide on the top three things necessary for a good adaptation. Ask them to be specific as they make their initial three definitions. As the groups are joined and the definition whittled down, it should become more generalized. Have the groups put any culled pieces of their definition in a central location (such as written on a whiteboard or typed in a shared document displayed for all to see). At the end of the activity, there should be a generally agreed-upon definition of what makes a good adaptation with an additional list of considerations for making the adaptation (created from the culled pieces of the groups).

Display **slide 9** with the link to the “hand flex” scene from the 2005 *Pride and Prejudice* movie. Show memes that feature this scene on **slide 10**. Talk about how some adaptations take on a life of their own, using this short video as an example of an adaptation becoming iconic for something not in the original text. This introduces the novel for the rest of the lesson.

35 minutes

Explore

Introduce the plot of *Pride and Prejudice* to students on **slide 11**. You can use the attached **Plot Summary and Character Relationships** handout and/or show one of the many summaries of *Pride and Prejudice* that can be found on YouTube. Use the one that works for your purposes. If time allows, the book could be read in its entirety.

Distribute the attached **Pride and Prejudice Chapter 34** (also Volume II, Chapter XI) handout to all students. Display **slide 12** and introduce the Categorical Highlighting strategy to students. Assign different colors to the various characters in their chapter. Read the chapter as a class, highlighting each character to keep track of their dialogue and movement throughout the chapter.

Then show the two video clips of different adaptation of scenes from this chapter on **slides 13 and 14.**

Move to slide 15. Discuss the characters and have students fill out the **Character Sheets** (attached). After reading the chapter, lead students in watching scenes from movies and shows that were inspired by and/or based on *Pride and Prejudice*.

Divide the students into small groups (group sizes will vary depending on your class needs, but it is recommended not to have more than four students per group). Assign a different adaptation of chapter 34 from the list below to each group.

- **Zombies:** Pride and prejudice and zombies // Elizabeth and Mr. Darcy fight scene
- **The Lizzie Bennet Diaries:** Are You Kidding Me! - Ep: 60
- **Bride & Prejudice:** Bride and Prejudice (9/10) Movie CLIP - I Was Right About You (2004) HD
- **Bridget Jones' Diary:** I Like You Just The Way You Are - Bridget Jones' Diary | RomComs
- **1980:** Pride & Prejudice (1980) - First Proposal
- **Wishbone:** Wishbone: Furst Impressions Part 2 (proposal scene at 8:08)
- **1940:** Pride & Prejudice (1940) - First Proposal

They should take notes in their **Video Reflection** handout (attached) and discuss how the adaptation stays true to and differs from the chapter. Have students respond to the following questions (shown on **slide 16**):

- Which adaptation did you watch?
- Do the characters remain true enough to the original that it is believable they are based on the original characters?
- Do the characters act in ways the original character would if they lived in the world established by the adaptation?
- Explain how so and how not.

Have each group share with the whole class a summary of their group's discussion and the reasoning behind their answers for the adaptation they watched.

Teacher's Note

This activity could be adapted to any scene in the book (or indeed to any text).

40 minutes

Explain

Assign and distribute the attached **Pride and Prejudice Chapters** (one per student; group members have the same chapter, but each group has a different chapter) and attached **Character Sheets** to all students. Return to the Categorical Highlighting strategy on **slide 17** and instruct them to go through this chapter as a group in the same way the whole class went through Chapter 34 together.

After students have read and highlighted their chapter, have them discuss it within their group and complete the character sheets together. Students may already have filled out a character sheet for these characters in their previous activity. They should make additions/revisions if they feel new information has surfaced in this chapter. As a group, they should agree on one thing from their character sheet that is the most defining characteristic of each of the characters.

45 minutes

Extend

Display **slide 18** and have groups move to the chapter they were assigned in the Explain. Working together, they will decide how to adapt the chapter. Students should establish the rules of the world of their adaptation. If it is based in reality, their rules should be accurate or broken for a reason they can articulate and defend. Provide each group with the **Adaptation Planning** handout (attached) and have students in each group respond to the provided questions as they develop the concept for their adaptation:

- **KEEP:** What elements of your chapter will be kept intact so your adaptation still feels like *Pride and Prejudice*?
- **CHANGE:** How will you deviate from the original? (place, time, perspective, genre, etc.)
- **RATIONALE:** Explain why you took this approach to adapting the chapter. What theme or message is emphasized by your changes?

Projects should incorporate a multimodal element. Options include:

- **LINGUISTIC/ALPHABETIC:** written and spoken words
- **VISUAL:** images (video, photos, artwork)
- **AURAL:** sound, music
- **GESTURAL:** movement, expression, body language
- **SPATIAL:** position, physical arrangement, proximity

60 minutes

Evaluate

Students present their adaptation to the class, focusing on the Keep, Change, Rationale they generated in their Adaptation Planning handout.

After all groups have presented, display **slide 20** for a final reflection on the whole lesson.

Using the Mirror, Microscope, and Binoculars strategy, have students reflect on the process of adapting a text with the attached **Mirror, Microscope, and Binoculars** handout.

- **Mirror:** How has this lesson changed or expanded your thinking about adaptations?
- **Microscope:** What part of the activity was difficult or unexpected? Were you able to be true to the source material and the world of the adaptation?
- **Binoculars:** How do you think modern adaptations of *Pride and Prejudice* are impacted by what is going on in the world?

Resources

- Austen, J. (2003). *Pride and Prejudice* (V. Jones, Ed.). Penguin Classics.
- Austen, J. (1813). *Pride and Prejudice*. Project Gutenberg. [PDF] https://www.gutenberg.org/files/1342/old/pandp12p.pdf
- K20 Center. (n.d.). 8-up. Strategies. https://learn.k20center.ou.edu/strategy/2494
- K20 Center. (n.d.). Categorical highlighting. Strategies. https://learn.k20center.ou.edu/strategy/192
- K20 Center. (n.d.). Mirror, microscope, binoculars. Strategies. https://learn.k20center.ou.edu/strategy/3020
- Screen Bites. (n.d.). Elizabeth Rejects Mr. Darcy [Video]. YouTube. https://www.youtube.com/watch?v=WeCBoYbixEk&t=52s
- Pride and Prejudice Hand Flex Scene. (n.d.) [Video]. YouTube. https://www.youtube.com/watch?v=b2Z_LEa5TsE
- Pride and Prejudice – Mr Darcy Proposes (n.d.) [Video]. https://www.youtube.com/watch?v=9K_9vpUnxh0