

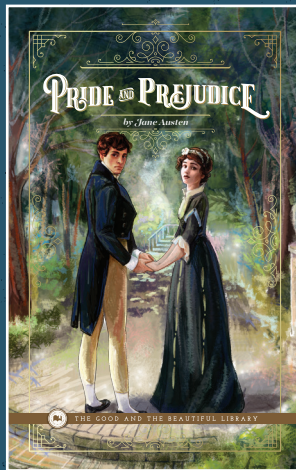


HIGH SCHOOL HONORS

# BOOK & STUDY

## • PRIDE AND PREJUDICE •

*by Jane Austen*



• THE GOOD AND THE BEAUTIFUL •

## ABOUT THE BOOK STUDY

### What are Honors Book Studies?

The Good and the Beautiful Honors Book Studies are student-directed consumable booklets that accompany select books from The Good and the Beautiful Library. Each Honors Book Study is designed to help students explore the book's themes and messages, appreciate the literary value of the book, and learn new vocabulary and writing skills that correlate with the book. To complete an Honors Book Study, the student simply reads and follows the instructions in the booklet while reading the corresponding book. The Honors Book Studies are intended to be completed independently, or they can be completed in a group, class, or book club setting.

### What are the goals of the Honors Book Studies?

There are three main goals of the Honors Book Studies: to help the student learn to **analyze**, **appreciate**, and **gain inspiration** from good and beautiful literature.

### How many Honors Book Studies should be completed?

Students can complete as few or as many of the Honors Book Studies as desired. Honors Book Studies are not designed to take the place of the High School Language Arts courses; they are designed to be used in addition to the courses for those students who work at a faster pace and can use more challenging work. The reading books for the Honors Book Studies are more challenging than the required reading books for the High School Language Arts courses. Honors Book Studies can be completed in any order.

### What materials are needed?

To complete this book study, you will need the following items:

- This book study booklet
- *Pride and Prejudice* by Jane Austen, available through The Good and the Beautiful Library
- A computer or laptop with a basic word processing program, such as Word or Google Docs
- A pencil or pen and a journal or notebook

## AT-A-GLANCE

### Author Study

- Biography of Jane Austen

### Vocabulary

- Challenging vocabulary words in *Pride and Prejudice* (see pages 4–6)

### Literary Analysis

- Study the themes and messages in *Pride and Prejudice*
- Analyze the literary value of *Pride and Prejudice*

### Writing

- Reading and analyzing a response paper
- Writing a response paper
- Reading and analyzing an analysis paper
- Writing an analysis paper
- General writing instruction and practice

## Author Study

### WHO WAS JANE AUSTEN?

Jane Austen was born on December 16, 1775, in Steventon, Hampshire, England, where her father was the rector of the parish. The second youngest of eight children, Austen had only one sister, Cassandra, with whom she enjoyed a close and loving relationship throughout her life. Besides a few years at boarding schools, Austen received her education at home. She had complete access to her father's extensive home library, and he provided her and her sister with paper and writing materials, which were not cheap or easy to come by in those days.

From an early age, Austen wrote poems, plays, and stories to amuse herself and her family. She loved to laugh at herself and at the people around her. As such, her early works were often silly and overly dramatic, similar to the comedic plays her family would perform together in their barn. As early as age 18, however, Austen's frivolous scribbles began evolving into more serious, full-length novels. By 1799, at the age of 24, she had completed manuscripts for *Pride and Prejudice*, *Sense and Sensibility*, and *Northanger Abbey*.

*"I think I may boast myself to be, with all possible vanity, the most unlearned and uninformed female who ever dared to be an authoress."*

—Jane Austen

Unfortunately, Austen did not enjoy literary success for very long. Her first book was not published until 1811 (*Sense and Sensibility*), six years before she died, and none of her books bore her name in her lifetime. They were "By a Lady" or "By the author of *Sense and Sensibility*." She made a respectable profit from most of her books, however, and since she never married, her income helped run the meager household she shared with her mother and sister.

More than 50 years after her death, Austen's nephew James Edward Austen-Leigh published her first biography—*A Memoir of Jane Austen*. The book created a renewed interest in Austen and contributed to the increased sales of her novels, an interest which continues to this day.

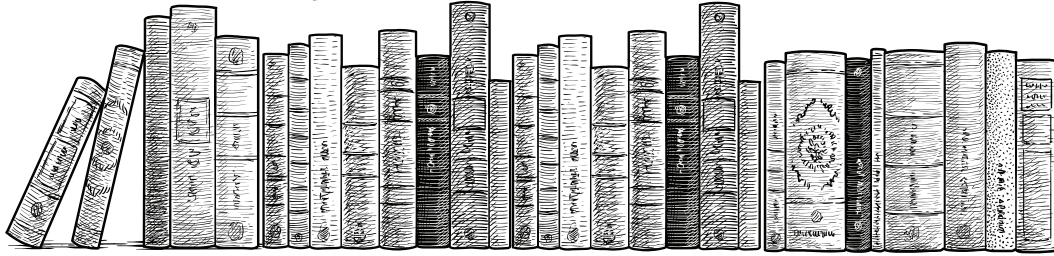


In the first chapter, Austen-Leigh writes a moving tribute to his aunt that confirms generations of readers' suspicions that Jane really was as funny and delightful as she seems in her books. He says, "Of events her life was singularly barren: few changes and no great crisis ever broke the smooth current of its course. Even her fame may be said to have been posthumous: it did not attain to any vigorous life till she had ceased to exist. Her talents did not introduce her to the notice of other writers, or connect her with the literary world, or in any degree pierce through the obscurity of her domestic retirement. I have therefore scarcely any materials for a detailed life of my aunt; but I have a distinct recollection of her person and character; and perhaps many may take an interest in a delineation, if any such can be drawn, of that prolific mind whence sprung the Dashwoods and Bennets, the Bertrams and Woodhouses, the Thorpes and Musgroves, who have been admitted as familiar guests to the firesides of so many families, and are known there as individually and intimately as if they were living neighbours. Many may care to know whether the moral rectitude, the correct taste, and the warm affections with which she invested her ideal characters, were really existing in the native source whence those ideas flowed, and were actually exhibited



## VOCABULARY WORDS

*“Words do two major things: They provide food for the mind and create light for understanding and awareness.” —Jim Rohn*



**abode** [a - BODE]: a habitation or home

*My uncle welcomed us to his abode when we pulled into the driveway.*

**acquiescence** [ak - we - ES - ence]: a passive and seemingly content submission

*Peter gave his acquiescence, but I still felt nervous borrowing his new car.*

**amiable** [AY - mee - uh - bul]: having or displaying friendly, sociable, or good-natured qualities

*She is the most amiable woman; she makes friends wherever she goes!*

**avarice** [AV - uh - ris]: an extreme desire of gaining and possessing wealth; greediness

*Years of avarice turned Ebenezer Scrooge into a rich but lonely old man.*

**benevolent** [be - NEV - uh - lent]: having a tendency to do good or kind acts; well-meaning

*Scrooge learns to be benevolent and generous to those around him.*

**candor** [CAN - dor] (British spelling is “candour”): the quality of being open and honest; frankness; sincerity

*Anne displays great candor, but sometimes she hurts others’ feelings by being too blunt.*

**caprice** [kuh - PREES]: a sudden change of opinion or mood; a whim

*When the wedding march began to play, an unexpected caprice seized the bride, and she ran out of the church.*

**censure** [SEN - shur]: the act of blaming or finding fault and condemning as wrong

*The newspapers strongly censured the senator who had lied under oath.*

**condescend** [con - duh - SEND]: to descend from the privileges of superior rank or dignity, to do some act to an inferior

*The queen condescended to get out of her carriage and talk to the commoners.*

**conjecture** [con - JEK - shur]: to guess or form an opinion on slight evidence

*I conjecture that we will have clear skies for our picnic tomorrow.*

**countenance** [COUNT - uh - nance]: the appearance of the face

*She could see goodness shining out of the kind man’s countenance.*

**deign** [DANE]: to do something reluctantly that one considers to be beneath one’s dignity; to stoop

*The king did not deign to address the public, sending all messages through his advisors.*

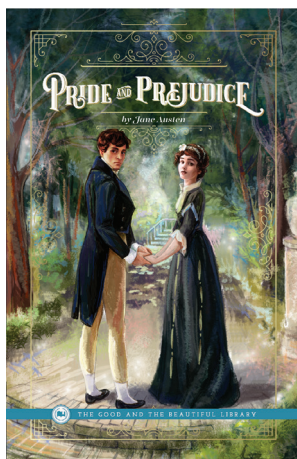


# SECTION 1

## Chapters 1–12

### Introduction

Welcome to the *Pride and Prejudice* Honors Book Study! You will use this book study as a guide while you read *Pride and Prejudice*, a story full of sly humor and loving, though sometimes frustrating, family relationships.



The goal of The Good and the Beautiful Book Studies is to strengthen both your mind and your heart. This book study is broken into six sections. Complete each section as you read the corresponding chapters in the book. Using the book study as a guide will give you a greater appreciation for the rich language, meaningful messages, and well-developed characters in the story.

Mark off the Section 1 activities below as you complete each one **in order**. When all four are completed, you are ready to begin Section 2.

- ☐ Complete the Vocabulary activity in this section.
- ☐ Read “Why Great Literature Endures” (pages 9–10).
- ☐ Read chapters 1 through 12 of *Pride and Prejudice*.
- ☐ Complete the Short Answer Questions in this section.

### Vocabulary

Write the correct word in the blank using the word bank on the following page. Use the vocabulary key on pages 4–6 when needed.

1. The actress would not \_\_\_\_\_ to get out of her limo and speak to the adoring crowd.

2. I lost my purse in the \_\_\_\_\_ of everyone leaving after the concert.
3. Parents like to \_\_\_\_\_ about what their children will be when they grow up.
4. The teacher’s stern \_\_\_\_\_ kept his students in line.
5. The woman’s easy and pleasant \_\_\_\_\_ made everyone like her.
6. George is an \_\_\_\_\_ man who is kind to everyone he meets.
7. The nicely dressed man was too \_\_\_\_\_ to sit on the ground at the picnic with everyone else.
8. Lily is so \_\_\_\_\_ that she actually told a perfect stranger that he needed a haircut!
9. It is \_\_\_\_\_ of you to always correct your friends’ grammar in conversation.
10. I’m sorry, what did you say? I was lost in a \_\_\_\_\_.
11. She was too \_\_\_\_\_ to bother doing the dishes.
12. Do you think the author will \_\_\_\_\_ to attend our book club?
13. Albert Einstein was the most \_\_\_\_\_ physicist of the twentieth century.
14. This \_\_\_\_\_ young woman saved my life today!
15. It is your \_\_\_\_\_ responsibility to obey your parents’ wishes.

## Literary Analysis



Analyzing literature can be an eye-opening experience, especially as you compare widely popular books of low literary value with “good and beautiful” books. As you learned in the last section, too often books are chosen by entertainment value alone, but with good analytical skills, you will be able to draw conclusions for yourself on whether a book is worth reading.

There are several categories to consider when analyzing a book:

- *entertainment value*
- *moral value*
- *educational value*
- *literary value*

It is very common for *entertainment value* to be placed high on the list of importance. However, being entertained is not the greatest purpose for literature. It’s also important to recognize that a book can be entertaining in many different ways. There is the instantly gratifying, constantly thrilling type of entertainment, more like a video game; then there is entertainment that makes you work for it, diving deep into beautiful descriptions, complex characters, and profound insights, more like taking a long walk in the woods while looking for a rare type of flower. When you are not used to the latter type of entertainment, it may take some time and persistence to come to fully appreciate and enjoy it. If you persist, your mind and heart will become more cultivated to a deeper, more fulfilling type of entertainment.

In Section 1, you read about *moral value* of literature. The importance of the moral value in books cannot be exaggerated. List some of the moral messages you have already discovered in *Pride and Prejudice*:

---



---



---



---



---

*Educational value* is how much the reader learns from the book. Historical fiction, for example, is frequently used to educate the reader on a certain time, geographical area, person, and/or event through a story. Not all historical fiction is equally educational, though. Accuracy and detail play a big part in the educational value of a book.

Finally, the *literary value* is determined by how well-written a book is. This can be analyzed by paying attention to the sentence structures, literary devices, descriptive writing, and the author’s ability to create believable characters and engage the reader in the story.

Jane Austen’s works have tremendous literary value. The way she subtly wields her extensive vocabulary; her use of irony, humor, and other literary devices; and her ability to engage the reader in a complicated social environment with multifaceted characters all combine to create masterpieces.

One important rule in good writing is “Show, Don’t Tell,” which means you should try to immerse your audience in the world of your writing through descriptive language and compelling scenes instead of just giving a list of facts. For example, Austen doesn’t just tell us that Caroline Bingley is a self-centered, tedious person who loves to hear herself talk. Instead, she gives us multiple scenes wherein Caroline taunts Mr. Darcy about his admiration for Elizabeth:

*He listened to her with perfect indifference while she chose to entertain herself in this manner; and as his composure convinced her that all was safe, her wit flowed long.*

That simple phrase, “her wit flowed long,” says so much about Caroline Bingley in so few words. As Shakespeare wrote, “Brevity is the soul of wit,” so any wit that flows long isn’t really wit at all; it’s just a lot of hot air.

Let’s analyze other examples of “Show, Don’t Tell” in *Pride and Prejudice*:

### Pages 1–3:

Think back to the very first scene of the book: the conversation between Mr. and Mrs. Bennet about the Bingleys’ arrival at Netherfield Park. It is full of quick, clever quips on Mr. Bennet’s side:

*“I will send a few lines by you to assure him of my hearty consent to his marrying whichever he chooses of the girls;”*

and lengthy, fretful exhortations on Mrs. Bennet’s side:

*“Mr. Bennet, how can you abuse your own children*

*in such a way? You take delight in vexing me. You have no compassion for my poor nerves."*

We learn so much about who Mr. and Mrs. Bennet are from this brief conversation and get a feel for their personalities and motivations, far more than if Austen had spent time describing what they looked like and how they were dressed. What impressions do you get about Mr. and Mrs. Bennet's marriage from this first conversation?

---

---

---

**Page 71:**

*[T]he agreeable manner in which he immediately fell into conversation, though it was only on its being a wet night, made her feel that the commonest, dullest, most threadbare topic might be rendered interesting by the skill of the speaker.*

What do we learn about Mr. Wickham from this first encounter? What do we learn about Elizabeth's feelings toward him? Austen could have written, "Mr. Wickham was an interesting speaker, and Elizabeth enjoyed listening to him," telling us instead of showing. Why is it better to "show" like Austen does, instead of just "tell"?

---

---

---

**Page 92:**

*She concluded with many good wishes that Lady Lucas might soon be equally fortunate, though evidently and triumphantly believing there was no chance of it.*

What do we learn about Mrs. Bennet's character from this quote? How could Austen have written a similar line, but in a way that was "telling" instead of "showing"?

---

---

---

Wordy, redundant, or overly flowery writing is not good, but using a variety of sentence lengths and a variety of the following sentence structures helps avoid choppy and predictability. However, using more complex sentence structures exercises your brain, giving reading the benefits of increased memory, focus, and attention span.

- **Simple Sentence:** consists of only one clause
- **Compound Sentence:** consists of two or more independent clauses
- **Complex Sentence:** has at least one independent clause, plus at least one dependent clause
- **Compound-Complex Sentence:** contains more than one independent clause and at least one dependent clause



## Themes and Messages

Consider what Elizabeth says to her sister Jane on page 329: “If you were to give me forty such men, I never could be so happy as you. Till I have your disposition, your goodness, I never can have your happiness.”

It should be clear, now that you have finished *Pride and Prejudice*, that Austen cares a lot about character, about our inner qualities. In the above quote and throughout the book, she teaches us that true happiness comes from being a good person and doing what is right. As we finish this book study, something must be said of the unhappy fate of Lydia and Mr. Wickham.

You learned in Section 2 about why marriage is such a prominent theme in Austen’s books: marriage affected every aspect of a woman’s life in Austen’s time. It is also true of Austen’s time that families were much more closely connected in their fates—if one member was dishonored,

the whole family would feel the effects of the shame. By running away with Wickham and living with him before their marriage, Lydia throws shame on her whole family and significantly decreases her sisters’ chances of marrying well and achieving financial security later in life.



Ponder the following questions and, if possible, discuss them with a parent, teacher, or group.

1. On page 291, Elizabeth reflects on “how little of permanent happiness could belong to a couple who were only brought together because their passions were stronger than their virtue.” Do Lydia and Wickham get “punished” for their wrong behavior? In what way?
2. What does Lydia’s elopement reveal about Mr. and Mrs. Bennet? Do you think either of them are permanently changed by the event?
3. “He owed a good deal in town, but his debts of honour were still more formidable.” What do we learn about Regency-Era society from this quote? What else does the book have to say on the subject of “honour”?

## Writing an Analysis Paper

Now that you have read and analyzed an analysis paper on *Pride and Prejudice*, it’s your turn to write one.

Choose one of the following topics for your paper, or choose your own topic:

- Jane Austen originally titled this book *First Impressions*. What are some of the “first impressions” that happen in the book, and how do those impressions change over the course of the novel?
- What does *Pride and Prejudice* teach us about marriage in the Regency Era specifically and in general? Do you think Austen had a positive or a negative view of marriage?
- Evaluate the literary or moral value of *Pride and Prejudice*. Use examples that you have highlighted throughout the book.

Use the example analysis paper and the following checklist to make sure your paper contains all of the necessary elements of an analysis paper:



- ☐ There is an attention-grabbing opening.
- ☐ Title and author are listed in the opening paragraph.
- ☐ Your thesis statement is in the opening paragraph.
- ☐ There are at least three body paragraphs.
- ☐ Each body paragraph has a topic sentence and sticks to the main idea of the topic sentence.
- ☐ Transitions are used between paragraphs and topics.
- ☐ The concluding paragraph wraps up the text without repeating exactly what has already been stated.
- ☐ The final word count is at least 750 words.