*Pride and Prejudice* Letters Project - LASA Senior English

**The purpose** of this project is multi-faceted. First, we want to see your understanding of the perspectives of Jane Austen’s characters in *Pride and Prejudice* and how you can represent those in writing. Secondly, we want to see how effectively you can communicate that characterization with other students in the class. Finally, we hope the creativity you bring to the work can be entertaining for yourself, your classmates, and your teacher.

**Task:** Each student in your group (ideally 12-ish students) will choose one character from the novel. Each student will write a total of 3 letters (each 200-250 words long), one due at the end of each assigned reading section. Each letter will take place within the chronology of the assigned reading section for that week. The first two letters must be written to two different characters. The third letter must respond to someone who has written to you. A checklist of who everyone is writing to will be posted in the room. I will check in with the class before the first letter is due to make sure everyone is being written to (so they have a response to write for the last section). Also, everyone likes to get letters, right?

Post each letter on Blend/turnitin.com. Also put a hard copy of each letter in an envelope (if you don’t have envelopes, you can obtain one from me to seal the letters in before class starts) to be delivered to the classmates whose characters you are writing to. This means you can personalize the style with your choice of fonts and salutations (in other words, you don’t need the usual class header as I’m grading the letters on Blend, not in hard copy). This is a major grade evaluation of your understanding of *Pride and Prejudice* in a more creative format. Timeliness is crucial for your grade but also because students cannot respond until they receive your letter.

**If you want credit for that portion of the assignment, be sure to finish each letter by its due date.**

**Writing style:** Make sure that your characterization is accurate and in-depth, that you are speaking to the recipient of your letter in a realistic manner true to your relationship, and that you understand the web of social connections going on within the plot. We are also looking for creativity - this is essentially fan fiction in an epistolary format. Be inventive with what your character is doing off-stage. What kinds of things does Mr. Collins like doing in his spare time? Or Jane? What do they have to say that we don’t get to see in the book? It’s fine to note plot points to include your character’s insight, but make sure that you *respond* to the events of the plot and add details that Austen didn’t have time to include rather than simply recounting what happens in the book; we’re looking for understanding of character, not plot. Finally, have fun creating your character’s voice! Look at scenes in the novel where they are present to best represent the tone, interests, style, and relationships of the character. Top points go to those who portray the character most fully and realistically.

**Possible characters:**

Elizabeth Bennet Jane Bennet Lydia Bennet Catherine Bennet Mary Bennet

Mr. Bennet Mrs. Bennet Mr. Collins Mr. Darcy Caroline Bingley Mr. Bingley Lady Catherine de Bourgh Mr. Wickham Charlotte Lucas Louisa Hurst

Letter 1: before class Jan. 23(B)/Jan. 24(A) on Chapters 1-23

Depth of character A B C F

development

Textually-based A B C F

character interpretation

Clarity and sophistication A B C F

of writing/expression

Creativity/artistic A B C F

merit. What’s happening offstage?

 Letter One overall grade: \_\_\_\_\_\_\_\_\_\_\_

Letter 2: before class Jan. 31(B)/Feb. 3(A) on Chapters 24-38

Depth of character A B C F

development

Textually-based A B C F

character interpretation

Clarity and sophistication A B C F

of writing/expression

Creativity/artistic A B C F

merit. What’s happening offstage?

 Letter Two overall grade: \_\_\_\_\_\_\_\_\_\_\_

Letter 3 (MUST BE A REPLY): Feb. 10(A)/11(B) on Chapters 39-end

Depth of character A B C F

development

Textually-based A B C F

character interpretation

Clarity and sophistication A B C F

of writing/expression

Creativity/artistic A B C F

merit. What’s happening offstage?

 Letter Three overall grade: \_\_\_\_\_\_\_\_\_\_\_

 OVERALL GRADE FOR PROJECT: \_\_\_\_\_\_\_\_\_\_

 Notes: