

## CLASS OF 2021 SUMMER READING PROJECT

Welcome to your Junior year at Sheridan Technical High School! As preparation for the year ahead, you are required read Nathaniel Hawthorne’s novel *The Scarlet Letter* and do the following project. There are two components to your summer reading. The first will focus on your writing and how you construct a response to a prompt through critical thinking and textual evidence. The second is a visual/symbolic response. All of the information you need to do this project will be in D2L in the “Class of 2021” Course. Both you and your parents will be emailed this document, also.

If you have any questions, please email Ms. McAfee at [bethany.mcafee@browardschools.com](mailto:bethany.mcafee@browardschools.com). I will be checking my email over the summer and will respond to your messages accordingly. Have a great summer! See you in August.

Respectfully,

Mrs. McAfee

### SUMMER READING INFO

**WHO: ALL CLASS OF 2021 STUDENTS**—ALL rising juniors, regardless of which English class they will take (Honors or Dual Enrollment)

**WHAT: 3 ASSIGNMENTS**—Read the entire book *The Scarlet Letter*, write a 1-2 page essay, and make a visual representation

**WHEN: DUE DATE: AUGUST 23, 2019**—It does not matter when you take English during the year (Term 1 or Term 2), it will be due for every junior on August 23, 2019 in the “Class of 2021” Course in D2L.

**WHERE: “CLASS OF 2021” D2L COURSE**—The assignment sheet and rubrics will be in D2L. You will submit your projects (both components) to the “Class of 2021” Course in D2L. Students who do a tangible visual representation should take a picture of their artwork and submit it to D2L as well as bring it to school.

**WHY:** The summer reading work is a preview of the course ahead- reading critically, writing thoughtfully, and speaking/listening purposefully. According to the State Library of Iowa, research shows that people in general learn more slowly during the summer, so it is good to “exercise our brains” more. Furthermore, some students not only slow down in learning but actually regress and lose most of the reading skills they gained during the school year (“Importance of Summer Reading” para. 1).

**HOW:** Your essay should be typed and meet the following requirements: Times New Roman, 12 point font, double spaced, 1 inch margins. 1-2 pages (single sided). The visual component can be made by hand or by the computer. Submit both the essay and the visual component to D2L. If you make your visual representation by hand, take a picture of it and submit it to D2L, but also bring it to school as well.

# CLASS OF 2021 SUMMER READING PROJECT

## Written Component Essay (PART I) Nathaniel Hawthorne's *The Scarlet Letter*

### Part I

Essay prompt selections: choose **ONE** of the prompts below to write an essay. Each essay should be 1-2 pages long, written in Times New Roman, and 12-point font, one inch margins, and double spaced. Do not put extra spaces and start your essay midway down the paper. Start typing at the top of your essay. Be sure to utilize textual evidence from various parts of the novel to support your response with proper in-text citations. **Your project will be checked through plagiarism platforms. Per school policy, essays that come up with plagiarized material will receive an automatic "0," phone call home, detention, and referral to guidance.**

**Example of strong thesis statement:** In Nathaniel Hawthorne's *The Scarlet Letter*, black imagery appears throughout the text. The black flower and the black background reinforce the theme of sin.

**Example of a strong topic sentence:** The black flower is the first way Hawthorne represents the idea of sin and guilt.

**Example of an in-text citation:** To do an in-text citation, you write the author's name (NOT the character's name) and the page number you found the quote on. For example, "She had not known the weight until she felt the freedom" (Hawthorne 149).

**Prompt 1:** Some claim that Hester Prynne can be seen as the first great modern heroine in American literature. Typically a hero is a main character in a text, has courage, and has a special achievement in an area. Do you agree that Hester Prynne is heroic? Create a strong thesis statement, have topic sentences based on the features of a heroine, and provide your rationale for whether or not Hester Prynne meets these criteria. You must include textual support with 2-3 quotes that are cited. To do an in-text citation, you write the author's name (NOT the character's name) and the page number you found the quote on. For example, "She had not known the weight until she felt the freedom" (Hawthorne 149).

**Prompt 2:** Critics have sometimes disagreed about whether Hawthorne encourages or discourages the adultery of Hester and Dimmesdale in the novel. Pick a side and argue with specific examples whether cheating is condoned or condemned. Create a strong thesis statement and have topic sentences based on specific things that either encourage or discourage adultery in the novel. You must include textual support with 2-3 quotes that are cited. To do an in-text citation, you write the author's name (NOT the character's name) and the page number you found the quote on. For example, "She had not known the weight until she felt the freedom" (Hawthorne 149).

**Prompt 3:** How does Hawthorne present Puritan culture in the novel? Pick 3-4 adjectives to describe Puritan culture that Hawthorne creates. Have those adjectives be the main points in your thesis statement as well as your topic sentences. You must include textual support with 2-3 quotes that are cited. To do an in-text citation, you write the author's name (NOT the character's name) and the page number you found the quote on. For example, "She had not known the weight until she felt the freedom" (Hawthorne 149).

**Prompt 4:** Do you consider *The Scarlet Letter* to be a work of feminist literature? Why or why not. Typically, the goal of feminist literature is to address political issues, attitudes about women in society, or to break down gender-specific stereotypes. Create a strong thesis statement, with clear topic sentences, and provide your rationale for whether or not this is a text that upholds feminist ideology. You must include textual support with 2-3 quotes that are cited. To do an in-text citation, you write the author's name (NOT the character's name) and the page number you found the quote on. For example, "She had not known the weight until she felt the freedom" (Hawthorne 149).

**Prompt 5:** Create a comparison between Reverend Dimmesdale and a contemporary political or religious leader. Identify 3-4 commonalities between this fictional character and a real-life person. Have a strong thesis statement and have your topic sentences based on the similarities. You must include textual support with 2-3 quotes that are cited. To do an in-text citation, you write the author's name (NOT the character's name) and the page number you found the quote on. For example, "She had not known the weight until she felt the freedom" (Hawthorne 149).

# CLASS OF 2021 SUMMER READING PROJECT

## Visual Component (PART II) Nathaniel Hawthorne's *The Scarlet Letter*

### Part II

*"What does the A stand for?" – Rick Rogers, circa 1975*

*The Scarlet Letter* is one of the most widely read and recognized texts in American literature. It has entertained, mystified, and, yes, tormented high school students for generations. For your summer assignment, it is not expected for you to decipher all the layers of meaning in Hawthorne's text, but you should be able to look at a letter as a literary device that works to develop character and theme. You will see that the Scarlet Letter, "A," has a multidimensional meaning for the novel's protagonist, Hester Prynne. You will prepare a small visual (8 ½ x 11) response to the text.

Requirements for this assignment:

1. Select a letter from the alphabet that has a double meaning for an important character in the novel. Think of **TWO** or more **adjectives** or **nouns** that begin with this letter and apply to the character. These words must convey a sense of duality, or opposition (though they need not be direct antonyms).
2. Prepare a visual with the character's name and letter in the center and your choice of significant words with **SUPPORTING PASSAGES/EVIDENCE** on either side and below. You must cite the quote you use with a parenthesis, the author's last name, and the page number the quote is found on. For example (Hawthorne 29). See the sample for arrangement guidelines. You may use the letter "A," but you may not use the words "adultery/adulterer" or "angelic" with Hester Prynne.
3. **Along with the piece of textual evidence, you need to provide a brief rationale in your own words as to why this word best fits the description of the character.**
4. This can be completed by hand or on the computer. If you do this by hand, take a picture of it and submit it to the Dropbox in "Class of 2021." Also, bring the hard copy to school.

Overall you must have:

- Choose 1 letter
- 2 or more words for a character
- Textual evidence from the novel supporting the word/character
- A brief rationale in your own words explaining why the word describes the character

## Hester Prynne



### Angelical

“The scarlet letter had the effect of the cross on a nun's bosom. It imparted to the wearer a kind of sacredness which enabled her to walk securely amid all peril”(Hawthorne 157).

### Adulterer

“The magistrates are God-fearing Gentlemen, but merciful overmuch,— that is a truth. . .At the very least, they should have put the brand of a hot iron on Hester Prynne’s forehead” (Hawthorne 49).

### Aesthetic

“On the breast of her gown, in fine red cloth, surrounded with an elaborate embroidery and fantastic flourishes of gold-thread, appeared the letter A. It was so artistically done, and with so much fertility and gorgeous luxuriance of fancy, that it had all the effect of a last and fitting decoration to the apparel which she wore. . .” (Hawthorne 50).

**REMINDER:** Make sure to include a rationale of why you chose each noun/adjective and relate it back to the character. So, you will have the textual evidence with citation, plus a defense for choosing each word. You can type your rationale at the bottom of the page or on a separate page.

## Rubric- Writing (Component I)—60 points

Categories	4 points-Excellent	3 points-Good	2 points-Fair	1 point-Poor
<b>Introduction and Conclusion</b>	Well-developed intro with AGD, background info Thesis statement is clearly stated Conclusion effectively wraps up and readdressed the importance of the thesis	Introduction adequately explains the background, but lacks details Thesis statement is evident, but not clearly stated Conclusion summarizes the topic	Introduction adequately explains the background, but lacks details Thesis statement states the topic, but key elements are missing Conclusion summarizes, but does not effectively bring the topic together	Does not answer the prompt Background details are random and unclear Thesis is vague and unclear Conclusion is not effective and does not summarize main points
<b>Main Points (Body Paragraphs)</b>	Well-developed main points/topic sentences that relate directly to the thesis Supporting examples are concrete and from various spots in the text (not just the beginning.) Analysis is developed with an effective point of view	Main points relate to the thesis but some may lack details/ supporting evidence The analysis shows events from the author's point of view, but could use more descriptive language	Some points are present, but lacks details Little descriptive language used Lacks supporting evidence from the text	Minimal ideas are explained and/or they are poorly developed No supporting evidence from the text
<b>Organization (Structure &amp; Transition)</b>	Logical progression of ideas with a clear structure that enhances the thesis. Transitions are effective and vary throughout the paragraph, not just in the topic sentence	Logical progression of ideas is present. Transitions are used appropriately and throughout essay, but lacks variety.	Organization is clear, transitions are present at times, but there is very little variety.	Writing is not organized. The transitions between ideas are unclear or nonexistent.
<b>Style (Sentence flow, Variety, Diction)</b>	Writing is smooth, skillful, and coherent. Sentences are strong and expressive with varied structure. Diction is consistent and words are well chosen.	Writing is clear and sentences have varied structure, diction is consistent.	Writing could use more sentence variety to make the writing more interesting	Writing is confusing and difficult to follow. Contains fragments and/or run-on sentences
<b>Mechanics (Spelling, Punctuation, Capitalization)</b>	Punctuation, spelling, and capitalization are all correct. No errors	Punctuation, spelling and capitalization are generally correct with few errors	Repeated error in punctuation, spelling, and capitalization	Distracting errors in punctuation, spelling, and capitalization

Final Score X 3= \_\_\_\_\_

## Rubric- Visual Representation (Component II) —40 points

Categories	4 points-Excellent	3 points-Good	2 points-Fair	1 point-Poor
<b>Letter with words</b>	Adjectives or nouns fit perfectly and represent duality  EX: Angel vs Adulterer  You cannot use “Angel, Adulterer, or Aesthetic” as your words	Adjectives or nouns work well and represent duality	Adjectives or nouns do not represent duality	Adjectives or nouns do not fit the character well or do not represent duality
<b>Supporting Passage/Evidence</b>	Supporting Passage/Evidence perfectly connects to the word and character.	Supporting Passage/Evidence directly connects to the word chosen and character.	Supporting Passage/Evidence somewhat connects to the word chosen and character.	Supporting Passage/Evidence does not connect to the word chosen and character.
<b>In-text Citation</b>	Supporting Passage/Evidence is cited properly  Example: “ “ (Hawthorne 35).	Information is cited properly but punctuation before/after the citation is incorrect.	Information is incorrectly cited	Citation missing
<b>Brief Summary/Rationale</b>	Rationale for adjectives/nouns is clear and logical. All words are defended.	Rationale for adjectives/nouns is good but could be elaborated on. All words are defended.	Rationale for adjectives/nouns is confusing or not done for every chosen word.	Rationale for adjectives/nouns is missing.
<b>Mechanics (Spelling, Punctuation, Capitalization)</b>	Punctuation, spelling, and capitalization are all correct. No errors	Punctuation, spelling and capitalization are generally correct with few errors	Repeated error in punctuation, spelling, and capitalization	Distracting errors in punctuation, spelling, and capitalization

Score X 2= \_\_\_\_\_