

CP English 11 Assignments

(Page numbers refer to *The Language of Literature* textbook unless otherwise noted.)

UNIT 3

UNIQUE VOICES: NINETEENTH CENTURY LITERATURE

Week 10

The Scarlet Letter

For the next five weeks, you will be reading a great American novel. *The Scarlet Letter* (1850) tells the tale of Hester Prynne and her daughter, Pearl. *The Scarlet Letter* is one of the greatest works of American literature in the Romantic period. Hawthorne's novels are marked by his obsession with his Puritan ancestors and with the issue of guilt. His famous novel features elements of the Romantic and the Gothic styles. Students who object to *The Scarlet Letter* are urged to choose another American novel from the Romantic Period. Assignments, etc. for alternate choices will be at the discretion of the teacher.

Recommended titles:

Moby Dick by Herman Melville

The Last of the Mohicans by James Fenimore Cooper

The Deerslayer by James Fenimore Cooper

Uncle Tom's Cabin by Harriet Beecher Stowe

The House of Seven Gables by Nathaniel Hawthorne

P.S. None of these are any easier!! 😊

Objectives:

- Identify symbols and structure by analyzing and using textual evidence
- Connect themes and issues to contemporary, real world situations in a variety of ways
- Demonstrate an understanding of the character's point of view and why they make the choices they do
- Trace the historical background and Puritan culture context and connect its portrayal and issues with previous readings

Do Complete the following questionnaire on a separate piece of paper.

The Scarlet Letter Pre-Reading Questionnaire

Directions: The following questionnaire is a pre-reading tool that will help you to think about the subject matter of the novel. Read each question and write a brief answer to each. Be prepared to share your answers with the class.

1.) What, if anything, have you heard about the novel *The Scarlet Letter*, by Nathaniel Hawthorne?

2.) How would you react if someone you knew had a child without being married to the father? Is it okay? Not okay? Acceptable at a certain age or under certain conditions? Why? What about your background, upbringing, or family values leads you to believe as you do?

3.) Rank the following actions in terms of their degree of wrongfulness or sinfulness (1 for most wrong and 4 for least wrong):

___ committing adultery (sexual relationship outside of marriage)

___ allowing another person to accept blame for a crime you committed

- ___ obsessively seeking revenge for wrongs committed against you
 ___ condemning among others the wrongs that you yourself have committed
- Discuss Responses to questionnaire with group/class. Based on your answers, how would you define our society’s moral code system? What conclusions can you draw?
 - Read **“The New Scarlet Letter: Student Perceptions of the Accounting Profession After Enron.”** With a highlighter or colored pen, underline portions of the text that best answer the following questions:
 - What direct references to *The Scarlet Letter* and its heroine Hester Prynne does the article make?
 - What caused the “accounting scandal”?
 - Who or what is at fault for the accounting profession’s tarnished reputation?
 - What is necessary to restore a positive perception of the accounting profession to the public?
 - How do college students feel about the accounting profession after the scandal of Enron?
 - What implications does the scandal have on the recruiting of future students for accounting programs?
 - What is the overall conclusion of the authors?
 - Discuss Reading and responses with the group/class. Answer this question: how is the concept of Hester Prynne’s letter “A” still relevant today?
 - Do **Modern-day Shunning of Public Figures Research Activity.** Below is a list of individuals who have been alienated or ostracized from the community for committing some sort of moral crime. If you are in a class/group, divide the public figures among everyone so that all are covered. Students may work in pairs if needed. If you are an independent study student, choose 3 public figures to research.

Public Figure	Role Within the Public Eye	Scandal?	Moral Code Broken
Jesse James			
Tiger Woods			
LeAnne Rimes			
Bristol Palin			
Michael Jackson			
Chris Brown			
Lance Armstrong			
John Edwards			
Arnold Schwarzenegger			

Record enough information on a separate piece of paper to be able to share about your individual(s) with the class/group.

- Do **Quickwrite**
What common moral codes are being broken? Why do you think this is the case? What happens to people who do not meet society's expectations?

Week 11

The Scarlet Letter

- Read "Meet Nathaniel Hawthorne" & "Introducing the Novel"
 Read Chapters 1-8
 Do All corresponding assignments in the workbook (skip "Extending Your Response")

Week 12

The Scarlet Letter, continued

- Read Chapters 9-15
 Do All corresponding assignments in the workbook (skip "Extending Your Response")

Week 13

The Scarlet Letter, continued

- Read Chapters 16-24
 Do All corresponding assignments in the workbook (you may do "Extending Your Response: Learning for Life" for extra credit)

Week 14

The Scarlet Letter, continued

- View The 1860 oil painting "**The Scarlet Letter**" by **T.H. Matteson** (easily accessed online)

What do you imagine Hester Prynne and her daughter look like?

The painting *The Scarlet Letter* has an interesting history. Nathaniel Hawthorne gave the artist, T.H. Matteson, advice on how he thought the characters should look. Matteson used a variety of techniques to illustrate

the symbolism in Hawthorne's work. By alternating the directions of his brush strokes between coats, Matteson made the "A" in the sky seem as if it is floating in and out of the clouds. Interestingly, the artist set the scene in the 1850's, when readers would have first encountered the book, rather than in the 1650's, when the story is set.

Do

Write answers to the following questions on a separate piece of paper.

1. Identify the scene from the novel portrayed by the painting. What do you think of Matteson's portrayal of the characters? Is this how you pictured them when you were reading the novel?
2. What is each character in the painting looking at? How might this signify what is on that character's mind?
3. How does the artist's distribution of light and dark colors affect the overall mood of the painting?
4. In your opinion, has the artist accomplished an effective portrayal of this particular scene from *The Scarlet Letter*? Why or why not? If you had painted the picture, what would you have done differently?

Do

Pearl's Diary Writing Assignment

In Hawthorne's *The Scarlet Letter*, Pearl is subjected to alienation and shunning from her community because she was conceived through adultery. While the author provides a third person omniscient point of view for the main characters of the novel, Pearl's inner most thought and feelings are not revealed to the reader. Even without this information, however, it is not difficult to imagine how Pearl must feel.

Despite a lack of Pearl's thoughts, the reader can imagine what the little girl must feel when being ostracized from her community. Gather evidence from the novel to support how Pearl might feel as a result of being alienated. Organize your evidence by page number in a list.

Create a diary from Pearl's perspective (in the first person) that reflects how she feels about how she is treated in her community. There should be 2-3 diary entries, each between ½ to 1 page in length. The diary entries must reflect different time periods or events in the novel. Be creative but stay true to the characterization provided by the author and to the Puritan culture.

Take

Scarlet Letter Test

Week 15

Performance Task

Every student will be scheduled to spend 1.5 to 2 hours on site as a class or with a group of students arranged by the teacher. The performance task will be a combination of a thematically connected group learning activity together with an individual written activity to be completed on the computer. You will be asked to apply your knowledge and learning from the novel to a complex problem and demonstrate your depth of understanding and writing skills. The product of the performance task will be scored as an assessment by a rubric, which you will preview before beginning the task.

Week 16

Transcendentalism

The Transcendentalists stood at the heart of the American Renaissance--the flowering of our nation's thought in literature, poetry, painting, sculpture, architecture, and music in the period roughly designated from 1835-1880. Transcendentalism, which eventually evolved from the Romantic movement, stressed "the all in each" (Emerson). Its philosophy emphasized respect for the individual and the intuitive pursuit of a greater truth. The first literature that was distinctively American came from the Transcendentalists. It should come as no surprise, then, that Transcendentalism as a movement is rooted in the American past. To Puritanism it owes its focus on morality and the "doctrine of divine light." To Romanticism it owes the concept of nature as a living mystery and not a clockwork universe, which is fixed and permanent. Creative minds were drawn to its practicable messages of confident self-identity, spiritual progress and social justice, and also to its aesthetics, which celebrated, in landscape and mindscape, the immense grandeur of the American soul. If you learn and remember anything about American literature, let it be the legacy of the Transcendentalists!

Objectives:

- Analyze author's philosophical assumptions and beliefs
- Understand and appreciate a transcendentalist essay
- Appreciate author's use of aphorisms
- Use summarizing to understand an essay
- Understand and appreciate a persuasive essay
- Use strategies for reading essays
- Choose appropriate language for purpose and audience
- Recognize nouns used as adjectives

- p. 363 Read "Connect to Your Life," "Build Background" and "Focus Your Reading;" preview "Words to Know," then
- Read "*from* Self-Reliance"
- p. 367 Write answers to "Thinking through the Literature" Questions 1 & 3-7
- Do [Active Reading Skillbuilder](#) "Summarizing" ([Answers](#))
- Do [Literary Analysis Skillbuilder](#) "Aphorism" ([Answers](#))
- Do [Words to Know Skillbuilder](#) ([Answers](#))
- p. 368 Choose one: Writing Option #2: Update of Emerson OR Inquiry and Research: History (present findings in 1-2 type-written pages; cite sources).
- p. 369 Read "Connect to Your Life," "Build Background" and "Focus Your Reading;" preview "Words to Know," then

- Read “*from* Civil Disobedience” and “On Civil Disobedience”
- Do As you read, complete [Active Reading Skillbuilder](#) ([Answers](#))
- p. 378 Write answers to “Thinking through the Literature” Questions 1 - 5, 7 & 8. Your answer to question #3 must be a constructed response using ACE IT!
- Do [Literary Analysis Skillbuilder](#) ([Answers](#))
- Do [Nouns Used As Adjectives](#) ([Answers](#))
- p. 380 Do “Vocabulary in Action” Exercise A & B
- Do [Levels of Language](#) Writing Transparencies p.12 10 min. [Answers](#)

Week 17

Transcendentalism, continued

Walden, the record of Thoreau’s two years in a small cabin by Walden Pond spent writing and studying nature, is a mixture of philosophy, autobiography and meditation upon nature. In many ways, this book founded the tradition of nature writing. It remains a monumental work in the tradition of American literature. Thoreau’s writings would influence many leaders and reformers in the future, including President John F. Kennedy, Martin Luther King, Jr., John Muir and countless American and international writers. Additionally, transcendentalist poet Walt Whitman had a revolutionary approach to poetic form and content and is today known as the great master of free verse in American poetry.

Objectives:

- Understand and appreciate a classic example of nature writing
- Evaluate the author’s observations in an essay
- Identify and understand free verse and the poetic devices for creating rhythm
- Apply strategies for reading free verse
- Recognize and use compound adjectives effectively

- p. 381 Read “Connect to Your Life.” Write about three experiences that you look forward to in a one-page journal entry.
- p. 381 Read “Build Background” and “Focus Your Reading;” preview “Words to Know,” then
- Read “*from* Walden”
- p. 392 Write answers to “Thinking through the Literature” Questions 1-4, 6 & 7
- Do [Active Reading Skillbuilder](#) “Evaluating Author’s Observations” ([Answers](#))
- Do [Modifiers: Good and Well](#) ([Answers](#))
- Do [Words to Know Skillbuilder](#) ([Answers](#))
- Do [Compound Adjectives](#) ([Answers](#))
- p. 393 Writing Options: Choose #1, #2 or #3.
- pp. 394-5 Read “Learning the Language of Literature: Form in Poetry”
- p. 396 Read “Connect to Your Life,” “Build Background” and “Focus Your Reading.” Then
- Do As you read Whitman’s poems, complete [Active Reading Skillbuilder](#) “Strategies for Reading Free Verse” ([Answers](#))

- Read “I Hear America Singing”
- p. 398 Write answers to “Thinking through the Literature” Questions 1-3
- Read “I Sit and Look Out”
- p. 399 Write answers to “Thinking through the Literature” Questions 1-3
- Read *from* “Song of Myself”
- p. 404 Write answers to “Thinking through the Literature” Questions 1-6. The answer to question #5 must be a constructed response using ACE IT!
- Do [Literary Analysis Skillbuilder](#) “Free Verse” ([Answers](#))
- pp. 438-42 [Writing Workshop: Reflective Essay](#). Read one time through in its entirety.
- p. 438 Re-read the Writing Prompt carefully. A reflective essay does not just tell WHAT HAPPENED to you but, more importantly, WHAT YOU LEARNED FROM IT. Check out the graphic representation of a reflective essay in “Basics in a Box.” Keep this model in mind as you plan and draft your essay.
- pp. 439-40 Re-read Student Model slowly and carefully. Pay attention to the “Rubric in Action” on the right.
- pp. 441-2 Use the handouts provided to guide you through the steps of [Prewriting](#), Drafting and Elaboration, Peer Response, Revising & Editing & Proofreading, and to examine student models that are strong, average, and weak. Don’t forget to read and follow the steps in the textbook, too! Very important guidance is presented there!
- p. 443 Before printing your final draft, do the “Assessment Practice: Revising & Editing.” See if you can learn anything from this exercise that you can apply to your last revision and/or edit of your essay.
- Check:
 - 3-4 word-processed pages
 - Size 12 common font (such as Times New Roman, Arial or Helvetica)
 - 1 inch margins top and bottom
 - Name, class and date in the upper right hand corner
 - Title at the top, with one space between title and body of essay