



May 2019

Dear Parents and Students,

In an effort to enhance reading, Cabrini High School requires that all students complete Summer Reading. Before the new school year begins, you are to read the following book on your own:

### **Honors English 10 – *The Scarlet Letter* by Nathaniel Hawthorn**

On the first full day of class you will be given a reading assessment. The assessment could include trigger words, theme statements, character snapshots, quotations and/or multiple choice or true/false plot questions. This will count as the first grade in your English class.

While reading, it is recommended that you take notes about the following content:

1. **Setting:** Record a description of both place and time. As you read chapter to chapter the setting will change - record the changes.
2. **Characterization:** As you read, pause to write down each new character introduced and note the character's appearance, personality, and connection to the plot.
3. **Symbolism:** A symbol is a concrete object that reveals a more significant insight. Write down all objects that possibly have a symbolic meaning and are important.
4. **Conflict:** There are many conflicts, both internal (within the character) and external (between characters) within the story, so as you read, track the conflicts.
5. **Theme:** A theme in literature is discussed after reading the text. The theme is the universal lesson of the novel. What is the main theme(s) of this novel?

These notes **cannot** be used on the test nor will they be collected; they are for you to use to study/prepare for the test.

Following test day, your teacher will lead further discussion and activities, so please be prepared to discuss the novel.

On the first full day of class your Bloom Literary Analysis Ball is due. Follow all directions on the handouts to earn full credit and be ready to discuss the novel. If you have questions about the project over the summer, you may email me at [keith@cabrinicatholicschools.com](mailto:keith@cabrinicatholicschools.com)

Mrs. Keith

## ***The Scarlet Letter* Bloom Analysis Ball**

For this project, you will be creating a bloom ball to represent various literary elements of *The Scarlet Letter*. You will need to have this completed on the first full day of school so that you will be able to participate in class discussions pertaining to the text. Do not assemble your dodecahedrons (twelve-sided polygon), we will assemble it in class after it has been graded and shared with your peers.

### **Directions:**

1. Get circle patterns for the ball from the teacher. (You will need 12 circles total.)
2. Do not write or draw on the edges outside the lines. They will be folded and used to connect your ball.
3. Follow the directions below for each circle. Write or type information NEATLY in each circle. Be sure to write in complete sentences and check your spelling! Number your pages in the bottom right corner of each page.
4. Illustrations must be colored. I want colorful balls!
5. When you are finished writing and coloring, cut out the circles and assemble your ball by stapling the folded edges together (I will show you how to assemble them).

**Circle #1 TITLE & SETTING:** Write the title and author of the book in the circle. Include the setting of the text underneath the title. Arrange the lettering to use up the entire space. Be creative! Include your first and last name at the bottom.

**Circle #2 THEMES:** A few major themes in the text include: The effects of Guilt, isolation and alienation from self and society, intolerance and non-forgiveness, obsession for revenge; and suffering, punishment and redemption. Choose THREE of these themes and write a detailed account of how these themes impact the work as a whole. Choose your words wisely because you have only a small space in which to write. Be sure to include what the author is trying to teach the reader about life. Illustrate whenever possible.

**Circle #3 WORD JAR:** Hawthorne and other Romantics use unique words from the time period (mid 1800's). What new words have you learned while reading *The Scarlet Letter*? List at least eight new words and their definition. Then, use the words in a new sentence that shows understanding of meaning.

**Circle #4 CHARACTERS:** Describe the MAJOR characters of the story using circles 4 & 5. For Circle 4, list the following: Hester Prynne, Reverend Mr. Dimmesdale, Mr. Chillingworth and Pearl. Include both physical and personality characteristics in your description. Write a minimum of three well written and detailed sentences for each character. Illustrate whenever possible. Circle 4 will focus on the major characters during chapters 1-12.

**Circle #5 CHARACTERS:** Describe the MAJOR characters of the story using circles 4 & 5. For Circle 5, list the following: Hester Prynne, Reverend Mr. Dimmesdale, Mr. Chillingworth and Pearl. Include both physical and personality characteristics in your description. Write a minimum of three well written and detailed sentences for each character. Illustrate whenever possible. Circle 5 will focus on the major characters during chapters 13-24.

**Circle #6 MINOR CHARACTERS:** Describe the MINOR characters of the story. For circle 6, list the following: Mistress Hibbins, Reverend Mr. Wilson, and Governor Billingham. Include both physical and personality characteristics in your description. Why are they included? How do they support the theme? Write a minimum of 4 sentences for each character. Illustrate whenever possible.

**Circle #7 IMAGERY:** Vivid imagery is used in *The Scarlet Letter* to describe situations, people, and behaviors. Using three examples of imagery, provide a quotation, explain who/what the image refers to, why it is being used, and how it reveals greater depth to the character/situation within the text. Illustrate whenever possible.

**Circle #8 MOTIFS/SYMBOLS:** The scaffolding and forest are two important symbols in *The Scarlet Letter*, and the colors gold and scarlet are important motifs in the story. Explain the significance of these three items in the text. The scaffolding appears 3 times in the novel (beginning, middle and end), the forest is focused on toward the end of the novel and the motif of colors is used throughout the text. This needs to be detailed with references to the text. Illustrate whenever possible.

**Circle #9 FOILS:** A foil is a character that possesses traits that emphasize, by contrast or comparison, the distinctive characteristics and qualities of another character. The ideas or behavior of the foil highlights the weaknesses or strengths of the other character. Choose two characters and explain how one is a foil for the other. Explain how the foil serves to highlight a strength or weakness of the other character. Illustrate whenever possible.

**Circle #10 CONFLICTS:** Search the novel to review conflicts or problems that occur. Choose two conflicts from the story. Who is involved? What causes the problems? What are the effects of the conflicts? “Cause” and “Effect” - Describe each of the two conflicts that happened and the effect each had on the characters. At the bottom, choose one of the conflicts and explain a different way to handle the conflict that might have produced different results. These do not necessarily have to only involve the major characters.

**Circle #11 CLIMAX:** Now that you have finished the text, you can determine the climax of the story. Explain where the climax of the story takes place. What led up to the climax? Who was involved? What changed the outcome of the story? Include an illustration whenever possible.

**Circle #12 FALLING ACTION/RESOLUTION/DENOUEMENT:** There were many changes that occurred to some characters, relationships, and events at the conclusion of the story. On this circle, explain 2 events that happened after the climax that had changed from the beginning of the story to the end. Determine two events that help draw the strands of the plot together so that matters in the play are explained or resolved. Illustrate whenever possible.

**GRADING:**

This bloom ball project is worth 130 points: 10 points per circle and its contents, and 10 points for coloring and creativity. It is due on the first full of day of school.

