

Dear my-soon-to-be students,

Hello! I want to welcome you to IB junior English--even though it's a little bit early. Normally I would have a day where I would invite you to my room during lunch so those of you who wanted to could stop by, see who I am (it's nice to put a face to a name, I know), ask questions about next year, etc. Alas, that is not going to be an option this year.

So, this will have to do as an introduction. I am looking forward to getting to know you all next year. I have been teaching IB junior English for a little while now, and I have to say I look forward every year to the journey I get to go on--and this year I get to go on it with you! Junior year is American Literature, so we'll be taking a tour through the development of America's identity through literature. We'll be taking a look at the various literary "isms" that characterize literature and how each new era was a reaction to the one that came before. It's sort of like one generation rebelling against the previous generation. We'll look at the development of the character of the nation through the lens of the authors' perspectives. C.S. Lewis once said, "Literature adds to reality, it does not simply describe it." We'll be looking at how the authors we study add to and shape the reality of their time, and in what ways they influence how later generations view a particular period.

A quick overview of IB English. It is divided into four parts. At North Canyon, Parts Two and Four are taught junior year and Parts One and Three are taught senior year. The assessment for Part Two is an Internal Assessment, the Individual Oral Commentary. The Part Four assessment is another IA, the Individual Oral Presentation. More on those once the school year begins. So don't think about that now.

For those of you interested, here's a quick overview of the works we'll read next year:

Hamlet by William Shakespeare (the only American lit outlier)

The Scarlet Letter by Nathaniel Hawthorne (summer read)

The Crucible by Arthur Miller

"Self-Reliance" and other Transcendentalist works by Emerson and Thoreau

Anti-Transcendentalist works by Poe and Hawthorne

The Adventures of Huckleberry Finn by Mark Twain

The Great Gatsby by F. Scott Fitzgerald

A Raisin in the Sun by Lorraine Hansberry

Invisible Man by Ralph Ellison (time permitting)

Now, on to the "dreaded" summer read. The fabulous journey that is your junior English class begins with Puritanism and Nathaniel Hawthorne's novel *The Scarlet Letter*. Whoooooo! (applause! applause!)

The novel is set in Boston, Massachusetts, in the late 1600's, and centers around one woman and the moral, spiritual and physical consequences—to herself and to others—of a choice she has made. Those of you that have seen the movie "Easy A" might be familiar with the basic plot of the novel, and after reading the novel, some of those allusions in the movie might make

a little more sense. Alas, however, your assignment is not just to read. There is a writing portion to go along with it, and that assignment is explained on the following pages.

Before we get to the assignment, though, I want to make it clear that I do not expect you to get started on the book right away (either reading a hardcopy or online--I have provided links if you wish to read it digitally). Even though you haven't been physically going to school, you have still been doing work this past month and a half, and I know it's been challenging. You need some time without homework. However, I do expect you to read the novel in its entirety and not wait until the week before we come back to skim over someone else's summary (that you may find on the internet) of what *they* think is important. Trust me, there is no substitute for the actual words of the author. Robert Louis Stevenson said, "The difficulty of literature is not to write, but to write what you mean; not to affect your reader, but to affect him precisely as you wish." Let ALL the authors we read this year affect you. Allow yourself the joy of figuring out what they were trying to say, what they want the reader to learn, and what you yourself can take away from the work. For the past two years, you've been developing, refining and perfecting skills, which you will continue to do for the next two years. The goal when you leave here is that you will head off in the direction of your choice, taking the lessons learned here and using them to move on to bigger, better, and more brilliant things. Don't short-change yourself by cutting corners and not putting forth your best effort. That goes for all classes, not just mine...okay, but maybe especially mine. :-)

I am looking forward to being a part of your four-year journey, to our time together next year, and all the amazing things we will learn! If you have any questions, my e-mail address is below.

In addition, I would like to make the following offer. You will be doing a dialectical journal for characters and symbols in *The Scarlet Letter*. Since this is a relatively high-value assignment (but not particularly difficult, though), and I don't want you to feel stressed and wonder if you're "doing it right," if you would like to send me the first 2-3 chapters' worth of quotes/analysis for me to look at, so you can see if you're on the right track, feel free to do so. My email address is below, and I will be checking my email over the summer.

Best wishes for a safe, healthy, and relaxing summer,

Ms. Brown

kbrown@pvschools.net

The Scarlet Letter

Summer Reading Assignment – IB 5-6

****You do NOT need to read the introductory chapter “The Custom House,” nor does this assignment apply to that introduction.

Dialectical Journal – Due Friday, August 14th

Part One:

You will find **one** quote per chapter that relates to character development/characterization. You can choose any combination of characters to analyze throughout the novel, but as you are reading, you may find yourself drawn to a particular character. However, each character does not appear in all chapters, so you will probably have examples for at least two characters. You will need to identify the quote (with the speaker) and explain how that quote is characterizing one of the characters (keep in mind the quote might not be about the speaker, but rather about another character and that’s fine). Each entry should provide evidence of an understanding of the character and/or your understanding of the novel as a whole. The book has an omniscient narrator, so if it is not a character speaking, use the narrator as the speaker.

Character Options:

Hester

Dimmesdale

Chillingworth

Pearl

Here are some questions to consider in your analysis (you are not answering all of the questions for each quote--choose what you want to focus on depending on the quote and why you chose it): What opinion do we form of the character based on what is said or done? What does this tell us about the speaker or the character being referenced? Does this provide insight on the character, or the character’s motivation? Does this show character development from a previous chapter? How is a character depicted? Is this depiction consistent throughout the book? Is there anything jarring about the character’s clothes, walk, actions, dialogue, reactions of others? Does the character change? If so, at what moment in the text does the character change? How is a character related to the setting? How do other characters provide understanding of the main characters? You get the idea.

Part Two:

You will find **one** quote per chapter that relates to a symbolic thing or concept and discuss the purpose/effect/meaning of that symbol.

Symbols options:

The scaffold

The forest/wilderness

Weeds and flowers

Anything else that you find symbolic

The scarlet letter

Light/sun and dark/shade

Water and reflections

(something else you think important)

Your analysis of the example can address the following questions (you are not answering all of the questions for each quote--choose what you want to focus on depending on the quote and why you chose it): Does the symbol mean something different to different characters? Does the meaning associated with the symbol change over the course of the novel? How does the item relate to the deeper meaning it conveys (meaning, why is it an appropriate symbol for the idea/concept/emotion that it is representing)? Does the symbol occur at specific, timely moments? Does the meaning still have the same connotation today? Does the symbol occur at specific moments? Again, you get the idea.

Note: This assignment is prep work for seminars and for the final writing assignment, so you might want to choose characters that you think you would like to formally address in an essay. Also, the characters and the symbol **do not** need to be related, but certainly can be if that is easier for you.

My suggestion would be as you read, jot down elements of the book that you notice--scenes, details, bits of dialogue, etc. and page numbers. You might want to, as you read, underline or highlight passages in your copy of the book--maybe add some margin notes--and perhaps flag them with a sticky note, and then at the end of each chapter, look back at your notes and transfer some of the more interesting moments into your dialectical journal.

Requirements:

1. You must have 24 entries that relate to the characters of your choice and 24 entries that relate to the symbol set(s), for a total of 48 entries. You will create 2-column notes for each Part.

2. For each entry, record the chapter and page number as well as the direct quotation from the novel. If it is a long quote, feel free to use ellipses, but make sure that the part of the quote you write down is the part that contains the character development or the symbol.

Please have one chart for characters and one chart for symbols. Please format your charts as show below:

Chapter (page), Speaker: Quote	Analysis

4. The assignment must be typed. It does not need to be double-spaced. **You must have one chart for the symbols and one chart for the characters.**

Point Value:

Total - 200 points

96 points for character analysis = 24 entries, 2 point for quote (1 for chapter, page, speaker, 1 for quote),

2 points for ***thorough*** analysis

96 points for symbol analysis = 24 entries, 2 point for quote (1 for chapter, page, speaker, 1 for quote),

2 points for ***thorough*** analysis

8 points for overall proofreading

Eventually you will be writing a lit analysis essay, but we will talk about that in person when we're back in school. You will need a hard copy of the novel for class discussions, however, I know that it may be hard now to order a copy from Barnes and Noble or Amazon. So, I have provided links to several sites that have the full text. Feel free to use those for the dialectical journal; indicate at the beginning of the assignment that you read the novel digitally and therefore might not have page numbers (some of the sites do have them). When we're back in school, you can check a hard copy out of the bookstore and use that for discussions and for the essay, because you will need citations for that.

Here are links to the full text if you would like to read it digitally

These have links you can click on to go directly to each chapter

<https://www.gutenberg.org/files/25344/25344-h/25344-h.htm#/>

<http://www.literatureproject.com/scarlet-letter/>

https://www.pagebypagebooks.com/Nathaniel_Hawthorne/The_Scarlet_Letter/

This one doesn't have links (you'll have to scroll each time) but it has background information, defines vocabulary in the chapters, and has questions to consider as you read to use as a comprehension check

<http://www.emcp.com/previews/AccessEditions/ACCESS%20EDITIONS/The%20Scarlet%20Letter.pdf>

This one has links to each chapter, and an audio option

<https://etc.usf.edu/lit2go/127/the-scarlet-letter/>