## The Scarlet Letter
### Complete Literature Guide

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About This Literature Guide

Secondary Solutions is the endeavor of a high school English teacher who could not seem to find appropriate materials to help her students master the necessary concepts at the secondary level. She grew tired of spending countless hours researching, creating, writing, and revising lesson plans, worksheets, quizzes, tests and extension activities to motivate and inspire her students, and at the same time, address those ominous content standards! Materials that were available were either juvenile in nature, skimpy in content, or were moderately engaging activities that did not come close to meeting the content standards on which her students were being tested. Frustrated and tired of trying to get by with inappropriate, inane lessons, she finally decided that if the right materials were going to be available to her and other teachers, she was going to have to make them herself! Mrs. Bowers set to work to create one of the most comprehensive and innovative Literature Guide sets on the market. Joined by a middle school teacher with 21 years of secondary school experience, Secondary Solutions began, and has since matured into a specialized team of intermediate and secondary teachers who have developed for you a set of materials unsurpassed by all others.

Before the innovation of Secondary Solutions, materials that could be purchased offered a reproducible student workbook and a separate set of teacher materials at an additional cost. Other units provided the teacher with student materials only, and very often, the content standards were ignored. Secondary Solutions provides all of the necessary materials for complete coverage of the literature units of study, including author biographies, pre-reading activities, numerous and varied vocabulary and comprehension activities, study-guide questions, graphic organizers, literary analysis and critical thinking activities, essay-writing ideas, extension activities, quizzes, unit tests, alternative assessment, and much, much more. Each Guide is designed to address the unique learning styles and comprehension levels of every student in your classroom. All materials are written and presented at the grade level of the learner, and include extensive coverage of the content standards. As an added bonus, all teacher materials are included.

As a busy teacher, you don’t have time to waste reinventing the wheel. You want to get down to the business of teaching! With our professionally developed teacher-written Literature Guides, Secondary Solutions has provided you with the answer to your time management problems while saving you hours of tedious and exhausting work. Our Guides will allow you to focus on the most important aspects of teaching—the personal, one-on-one, hands-on instruction you enjoy most—the reason you became a teacher in the first place.
How to Use Our Literature Guides

Our Literature Guides are based upon the National Council of the Teachers of English and the International Readers Association’s national English/Language Arts Curriculum and Content Area Standards. The materials we offer allow you to teach the love and full enjoyment of literature, while still addressing the concepts upon which your students are assessed.

These Guides are designed to be used in their sequential entirety, or may be divided into separate parts. Not all activities must be used, but to achieve full comprehension and mastery of the skills involved, it is recommended that you utilize everything each Guide has to offer. Most importantly, you now have a variety of valuable materials to choose from, and you are not forced into extra work!

There are several distinct categories within each Literature Guide:

- **Exploring Expository Writing**—Worksheets designed to address the exploration and analysis of functional and/or informational materials. For example:
  - Author Biography
  - Biographies of non-fiction characters
  - Relevant news and magazine articles, etc.
  - Articles on historical context
- **Comprehension Check**—Similar to Exploring Expository Writing, but designed for comprehension of narrative text—study questions designed to guide students as they read the text.
- **Standards Focus**—Worksheets and activities that directly address the content standards and allow students extensive practice in literary skills and analysis. Standards Focus activities are found within every chapter or section. Some examples:
  - Figurative Language
  - Irony
  - Flashback
- **Assessment Preparation**—Vocabulary activities which emulate the types of vocabulary/grammar proficiency on which students are tested in state and national assessments. Assessment Preparation activities are found within every chapter or section. Some examples:
  - Context Clues
  - Connotation/Denotation
  - Word Roots
- **Quizzes and Tests**—Quizzes are included for each chapter or designated section; final tests as well as alternative assessment are available at the end of each Guide. These include:
  - Multiple Choice
  - Matching
  - Short Response
- **Pre-Reading, Post-Reading Activities, Essay/Writing Ideas plus Sample Rubrics**—Each Guide also has its own unique pre-reading, post-reading, essay/writing ideas, and alternative assessment activities.

Each Guide contains handouts and activities with varied levels of difficulty. We know that not all students are alike—nor are all teachers. We hope you can effectively utilize every aspect our Literature Guides have to offer—we want to make things easier on you! If you need additional assistance, please email us at info@4secondarysolutions.com. For specific information on how our Guides are directly correlated to your state’s content standards, please send us an email, including the name of your state, to: contentstandards@4secondarysolutions.com. Thank you for choosing Secondary Solutions®.
Sample Agenda

Our Literature Guides are designed to be used in their sequential entirety, or may be divided into separate parts. Not all activities must be used, but to achieve full comprehension and mastery of the skills involved, it is recommended that you utilize everything each Guide has to offer. Below is a sample unit plan integrating all aspects of this *The Scarlet Letter Literature Guide*. This agenda assumes students have the time to read together as a class. It will need to be modified if you intend to have your students read on their own at home or have them complete a combination of reading in class and at home.

**Week One: Introduction**

**Day 1:** Start by asking students what they have heard or what they know or think this story might be about. Have a discussion about the themes and style of *The Scarlet Letter* so that they are prepared when they turn to the first page. To help with this, use pages 8, 9 and 16 to introduce the elements of the novel as well as some of the archaic language of the text. Have students complete the *History of the Novel* activity (pg. 9) in class. Discuss the differences between novels they have already read that may fall into the category of a romantic or gothic novel. Have students complete the *Author Biography* and questions (pgs. 10-11) for homework.

**Day 2:** Go over the *Author Biography*, moving into the historical context of the novel. Have students read and do the questions for *Historical Context* (pgs. 12-15) and have a class discussion about the Puritans and what they learned about them. Have them finish any unfinished reading/work on *Historical Context* for homework.

**Day 3:** Have students complete the *Prior Knowledge Assessment* activity on pgs. 23-24. Allow students to self-test without their articles on historical context at first, then use the articles for help filling in the rest of the answers. Pass out the full vocabulary list with or without definitions (your choice—pg. 22 or 111-112). Discuss the use of *Allusions and Terminology* (pgs. 17-21) to give them a reference or help with unfamiliar allusions or terms. At this time (or earlier, if you prefer) have students complete one of the pre-reading activities (pg. 104). You can introduce each day with a quote, or have students do more involved pre-reading activities.

**Day 4:** Discuss as a class Hawthorne’s style and introduce *The Custom House Introductory* in the novel. Since this Introductory is quite detailed and a little more difficult to read than the rest of the novel, you may want to read this introductory in class, having students finish at home, also completing the activity (pg. 26).

**Day 5:** Discuss *The Custom House Introductory*, including problems, confusion, etc. Introduce the *Active Reading Guide* (pg. 25) and explain its purpose and use. Begin reading the first chapter as a class so that students hear the tone and style of the novel, and have them take notes in their *Active Reading Guide* (pg. 27) as they read. It may take a while for students to get used to the archaic language, so you may want to give them more time for the first few chapters. Have them complete the *Comprehension Check* questions for Chapter One (pg. 28) as they finish reading the chapter.

**Week Two: Reading**

**Days 6-7:** Have students continue reading Chapters 2 and 3, completing the *Active Reading Guide* (pg. 27) and *Comprehension Check* questions (pg. 28) as they read.

**Day 8:** Once students have finished Chapters 1-3, introduce them to *Standards Focus: Allusions* (pg. 29) and *Assessment Preparation: Definitions* (pgs. 30-31) for Chapters 1-3.

**Day 9:** Give Quiz: Chapters 1-3 (pgs. 75-76). Begin reading Chapters 4-6, having students complete the new *Active Reading Guide* (pg. 32) and *Comprehension Check* questions (pg. 33) as they read.

**Day 10:** Have students continue reading Chapters 4-6, completing the *Active Reading Guide* (pg. 32) and *Comprehension Check* questions (pg. 33) as they read.

**Week Three: Reading**

**Day 11:** Have students continue reading Chapters 4-6, completing the *Active Reading Guide* (pg. 32) and *Comprehension Check* questions (pg. 33) as they read.

**Day 12:** Once students have finished Chapters 4-6, introduce them to *Standards Focus: Characterization* (pgs. 34-35) and *Assessment Preparation: Word Origins* (pgs. 36-37) for Chapters 4-6.

**Day 13:** Give Quiz: Chapters 4-6 (pgs. 77-78). Begin reading Chapters 7-9, having students complete the new *Active Reading Guide* (pg. 38) and *Comprehension Check* questions (pg. 39) as they read.

**Days 14-15:** Have students continue reading Chapters 7-9, completing the *Active Reading Guide* (pg. 38) and *Comprehension Check* questions (pg. 39) as they read.

**Week Four: Reading**

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Day 16: Once students have finished Chapters 7-9, introduce them to Standards Focus: Conflict (pgs. 40-42) and Assessment Preparation: Word Parts (pgs. 43-44) for Chapters 7-9.

Day 17: Give Quiz: Chapters 7-9 (pgs. 79-80). Begin reading Chapters 10-12, having students complete the new Active Reading Guide (pg. 45) and Comprehension Check questions (pg. 46) as they read.

Days 18-19: Have students continue reading Chapters 10-12, completing the Active Reading Guide (pg. 45) and Comprehension Check questions (pg. 46) as they read.

Day 20: Once students have finished Chapters 10-12, introduce them to Standards Focus: Motif (pg. 47) and Assessment Preparation: Connotation and Denotation (pgs. 48-50) for Chapters 10-12.

Week Five: Reading

Day 21: Give Quiz: Chapters 10-12 (pgs. 81-82). Begin reading Chapters 13-15, having students complete the new Active Reading Guide (pg. 51) and Comprehension Check questions (pg. 52) as they read.

Days 22-23: Have students continue reading Chapters 13-15, completing the Active Reading Guide (pg. 51) and Comprehension Check questions (pg. 52) as they read.

Day 24: Once students have finished Chapters 13-15, introduce them to Standards Focus: Setting (pgs. 53-54) and Assessment Preparation: Definitions (pgs. 55-56) for Chapters 13-15.

Day 25: Give Quiz: Chapters 13-15 (pgs. 83-84). Begin reading Chapters 16-18, having students complete the new Active Reading Guide (pg. 57) and Comprehension Check questions (pg. 58) as they read.

Week Six: Reading

Day 26: Have students continue reading Chapters 16-18, completing the Active Reading Guide (pg. 57) and Comprehension Check questions (pg. 58) as they read.

Day 27: Once students have finished Chapters 16-18, introduce them to Standards Focus: Symbolism (pgs. 59-60) and Assessment Preparation: Word Origins (pgs. 61-62) for Chapters 16-18.

Day 28: Give Quiz: Chapters 16-18 (pgs. 85-86). Begin reading Chapters 19-21, having students complete the new Active Reading Guide (pg. 63) and Comprehension Check questions (pg. 64) as they read.

Days 29-30: Have students continue reading Chapters 19-21, completing the Active Reading Guide (pg. 63) and Comprehension Check questions (pg. 64) as they read.

Week Seven: Reading

Day 31: Once students have finished Chapters 19-21, introduce them to Standards Focus: Plot (pgs. 65-66) and Assessment Preparation: Word Parts (pgs. 67-68) for Chapters 19-21.

Day 32: Give Quiz: Chapters 19-21 (pg. 87). Begin reading Chapters 22-24, having students complete the new Active Reading Guide (pg. 69) and Comprehension Check questions (pg. 70) as they read.

Days 33-34: Have students continue reading Chapters 22-24, completing the Active Reading Guide (pg. 69) and Comprehension Check questions (pg. 70) as they read.

Day 35: Once students have finished Chapters 22-24, introduce them to Standards Focus: Theme (pg. 71) and Assessment Preparation: Connotation and Denotation (pgs. 72-74) for Chapters 22-24.

Week Eight: Conclusion

Day 36: Give Quiz: Chapters 22-24 (pg. 88-89). Now that you have finished the entire novel you can start reviewing for the final exam. Take this time to let the students ask any questions about any of the worksheets or any notes they took. Use the rest of the day to talk about anything and everything in the novel so that they feel prepared for the test.

Day 37: Give either version of the exam and/or allow the students to write an essay or complete the section with any of the activities from the Post-Reading Activities (pg. 105) or Essay and Writing Ideas (pg. 106).

Day 38: Assign students any of the Post-Reading Activities or Essay/Writing Ideas so that they can come full circle in their understanding of The Scarlet Letter. It is helpful to create a list of teacher-approved projects/writing assignments and let your students choose the project or writing assignment that best suits their individual style or skill level. Rubrics can be found on pages 107-110.

Days 39-40: If the students are working on projects or in groups, give them one or two days of class time to work together. Allow the students to present their projects in front of the entire class and then proudly display the projects in your classroom.