REQUIRED SUMMER READING (Two Books):

**Book #1. The Scarlet Letter** by Nathaniel Hawthorne.

**Book #2. How to Read Literature Like a Professor** by Thomas C. Foster

Choose any editions, but you must read both books at least once to effectively complete the assignments.

*The Scarlet Letter* has appeared on the AP Literature test over thirteen times. It is a very challenging, albeit amazing, novel. I urge you to start early to ensure you have ample time to complete the reading and the attached writing assignments. All assignments should be typed (12 pt. font, Times New Roman, double-spaced), printed, and handed in. No electronic submissions will be accepted.

Assignment One –
Due on Wednesday, August 8, 2018

Read and annotate *The Scarlet Letter* by Nathaniel Hawthorne. Skillful annotators have their own system, usually combining underlining, highlighting, and writing notes in the margins. When you are working with a literary text, certain elements deserve close reading. Look for the use of plot structure and development, conflict, setting, theme, point of view, and characterization.

1. From your annotations, find and record examples of the literary devices below. Use the following websites if they are needed: [http://literary-devices.com/](http://literary-devices.com/) & [https://literarydevices.net/](https://literarydevices.net/).

   - allusion
   - symbolism
   - imagery
   - tone
   - zeugma
   - chiasmus
   - metonymy
   - synecdoche
   - metaphor
   - simile
   - hyperbole
   - personification
   - sound devices (alliteration, assonance, consonance, onomatopoeia, rhyme, etc.)
   - connotation/denotation
2. Skillful annotators find connections between what they are reading and other texts or real-world issues. Find and record at least two text-to-text connections and two text-to-world connections.

3. Skillful annotators also note new or challenging vocabulary inside the front and back covers. Make a list of ten words you learned while reading this book. Include the part of speech and the definition.

4. They might also use sticky notes to hold questions for class discussions. Have at least two questions ready for discussion on August 8th.

Assignment Two –
Due on Wednesday, August 8, 2018

As you read, consider the following topics to guide you. Choose passages from The Scarlet Letter that address each of the following five topics (5 passages total):

1. Civilization vs. Wilderness
2. Night vs. Day
3. Sin, Knowledge, and the Human Condition
4. Identity and Society
5. Women/Femininity

1. For each passage you choose, write two to three sentences explaining how the language of the passage illustrates the topic with which you have identified the excerpt. You may want to allude to fragments of the larger passage as you analyze its language.

2. For four of the five passages you have chosen, make a connection between it and another artwork in a different genre. Each topic should be connected to a genre; all four genres must be represented (see below). You are given a free pass on one of the five topics. In two to three sentences, explain your rationale for connecting the topic that you have chosen to the artwork you have selected. You must include a copy of the poem, either a link to, or embedded photographs of, the visual artwork, and a link to the song. A sample is on page four of this packet.

The following are the four art forms that you should connect to the passage:

i. Art (2D)
ii. Art (3D)
iii. Music
iv. Poetry

3. Passages should be cited in MLA format; e.g., (Hawthorne 100).
Assignment Three –
Due on Wednesday, August 8, 2018

After you have read and annotated the novel, answer the following six questions. Focus on the noted chapters below from *How to Read Literature like a Professor* (this does not mean information from other chapters will not be discussed throughout the year) and use details from *The Scarlet Letter* as your textual example to answer the given questions. Your responses should present a thorough discussion of the message Foster expresses in his text and the message that Hawthorne expresses in his novel. You should cite examples from the text (MLA Style) in your responses.

(The chapter numbers may be different in the edition you have purchased; the chapter titles should be the same.)

1. Chapter 1 – Every Trip is a Quest – “The real reason for a quest is always self-knowledge” (Foster 3). In the novel, what is the quest? Choose a character and explain how he/she gains self-knowledge.

2. Chapter 9 – It’s More than Just Rain or Snow – “It’s never just rain” (Foster 75). Choose a scene where weather or the environment is more than what it seems and explain its significance.

3. Chapter 11 - ...more than It’s Gonna Hurt You: Concerning Violence – “...in literature, though, while it is literal, it is usually also something else” (Foster 88). Choose a scene from *The Scarlet Letter* that depicts an act of violence, paying special attention to the details. Why does Hawthorne choose this particular form of violence? Explain what it could mean in the larger meaning of the book – thematically, symbolically, or contextually.

4. Chapter 19 – Geography Matters – “Geography in literature...can be revelatory of virtually any element in the work. Theme? Sure. Symbol? No Problem. Plot? Without a doubt” (Foster 166). Pay special attention to the geography in the novel and explain its importance to the story, the characters, and the message the author is sending to his readers.

5. Chapter 21 - Marked for Greatness – “How many stories do you know in which the hero is different from everyone else in some way...” (Foster 195). Who is the hero in this novel? How do you know he/she is the hero? Is there a visible, physical different between the hero and other characters? Why would this be important?

6. Chapter 24 – Don’t Read with Your Eyes – “...take the works as they were intended to be taken” (Foster 228). Choose a quote from *The Scarlet Letter* that reflects the overall meaning of the work. Explain why you have chosen this quotation and how it applies in some way to Foster’s words in Chapter 24 of his book.
Assignment Two Example (Follow this format for all four passage/genre connections.)

This example is for the novel Invisible Man by Ralph Ellison and is for illustrative purposes only.

Topic: Invisibility.
Quote: “Before that I lived in the darkness into which I was chased, but now I see. I’ve illuminated the blackness of my invisibility—and vice versa. And so I play the invisible music of my isolation. The last statement doesn’t seem just right, does it? But it is; you hear this music simply because music is heard and seldom seen, except by musicians. Could this compulsion to put invisibility down in black and white be thus an urge to make music of invisibility?” (Ellison 13-14).

Explanation: In this passage, Ellison’s narrator discusses a particular part of his invisibility, its blackness. By asserting that his invisibility stems from being black, not just from a literal darkness, the narrator makes it clear that there is a racial reason why he is not seen by the larger white culture. Instead of bemoaning his invisibility, however, the narrator equates it with music, which is “heard and seldom seen.” The similarity between his experience and music suggests that he might be noticed through putting his story down “in black and white,” an ironic twist of the idiom that usually describes print or newspapers but that here also alludes to race.

Art connection: Music
Piece: Charles Mingus plays bass on “Duke Ellington’s Sound of Love” (https://www.youtube.com/watch?v=xaFNHjqqWnc)

Explanation: I chose this piece because it was performed by a musician who was a contemporary of Ralph Ellison’s, but also because the mood of the piece – slow, slightly mournful – matches the mood of the Invisible Man during the prologue when he plays with the idea of both blackness and invisibility as he sits in his lit hole, listening to Louis Armstrong’s “(What Did I Do to Be So) Black and Blue.” There are flourishes in it that suggest some of the Narrator’s mania, and like most jazz pieces, motifs and refrains circle back through the tune, just as the notion of invisibility recurs throughout the novel. The other interesting part of this song is its title: “the sound of love.” Just as the Invisible Man toys with the notions of music being heard and not seen, with blackness being heard and not seen, and with the power of the written word to make the invisible seen, the idea that love could have a sound is similarly paradoxical.
Summer Reading Assignment Rationale

1. **Books**: *How to Read Literature Like a Professor* and *The Scarlet Letter*

2. **Purpose of assignment**: The purpose is for students to begin engaging with a text in multiple ways, allowing them to start thinking about how they arrive at the understanding they get from a text. This helps them work through the text and gives a framework for how to read and analyze texts. Another purpose is for students to have a good understanding and background knowledge of the allusions that are prevalent in various types of literature.

3. **Standards**: The assignment develops the reading standards primarily, but eventually leads to development of writing standards as well.

**AP STANDARDS:**

**STANDARD 1: Comprehension of Words, Sentences, and Components of Texts**

- Objectives
  - R1.1 Student comprehends the meaning of words and sentences.
  - R1.2 Student comprehends elements of literary texts.
  - R1.3 Student comprehends organizational patterns, textual features, graphical representations, and ideas in informational and literary texts.

**STANDARD 2: Using Prior Knowledge, Context, and Understanding of Language to Comprehend and Elaborate the Meaning of Texts**

- Objectives
  - R2.1 Student uses prior knowledge to comprehend and elaborate the meaning of texts.
  - R2.2 Student uses context to comprehend and elaborate the meaning of texts.
  - R2.3 Student uses knowledge of the evolution, diversity, and effects of language to comprehend and elaborate the meaning of texts.

**STANDARD 3: Author’s Purpose, Audience, and Craft**

- Objectives
  - R3.1 Student rhetorically analyzes author’s purpose, intended audience, and goals.
  - R3.2 Student interprets, analyzes, and critiques author’s use of literary and rhetorical devices, language, and style.

**STANDARD 4: Using Strategies to Comprehend Texts**

- Objectives
  - R4.1 Student uses strategies to prepare to read.
  - R4.2 Student uses strategies to interpret the meaning of words, sentences, and ideas in texts.
  - R4.3 Student uses strategies to go beyond the text.
  - R4.4 Student uses strategies to organize, restructure, and synthesize text content.
  - R4.5 Student monitors comprehension and reading strategies throughout the reading process.