



**Hope Christian Schools**  
8005 Louisiana Blvd., NE  
Albuquerque, NM 87109

## *11<sup>th</sup> Grade Summer Reading*

### SUMMER READING JUNIOR ENGLISH

All students (Regular English and AP students) will read The Scarlet Letter by Nathaniel Hawthorne, and will complete the written assignment for it. See below for instructions.

AP Students will select a second book from the following list and complete the assignment for it.

#### **Biography/Autobiography**

Franklin, Benjamin	<u>The Autobiography</u>
Keller, Helen	<u>The Story of My Life</u>
Fisher, Antwone	<u>Finding Fish: A memoir</u>
McCourt, Frank	<u>Angela's Ashes</u>

#### **Science Fiction**

Crichton, Michael	<u>Timeline</u>
Huxley, Aldous	<u>Brave New World</u>
Orwell, George	<u>1984</u>

#### **Adventure/War**

Hemingway, Ernest	<u>For Whom the Bells Tolls</u>
	<u>A Farewell to Arms</u>
	<u>The Sun Also Rises</u>
Melville, Herman	<u>Moby Dick</u>

#### **Cultural/Regional Fiction**

Dorris, Michael	<u>A Yellow Raft in Blue Water</u>
Wright, Richard	<u>A Black Boy</u>
Chopin, Kate	<u>The Awakening</u>

#### **History**

Chang, Jung Mao	<u>The Unknown Story</u>
Egan, Timothy	<u>The Worst Hard time: The Untold Story of Those Who Survived the Great American Dust Bowl</u>
Herf, Jeffery	<u>The Jewish Enemy: Nazi Propaganda During WWII and the Holocaust</u>

#### **Non-Fiction**

Bauby, Jean Dominique	<u>The Diving Bell and the Butterfly</u>
Crowin, Miles	<u>And Still We Rise</u>
Kozol, Jonathan	<u>The Shame of the Nation</u>
Rodriguez, Deborah	<u>The Kabul Beauty School</u>
Runyon, Brent	<u>The Burn Journals</u>

# 11<sup>th</sup> Grade Summer Reading Questions for The Scarlet Letter

Directions: Answer the following questions fully:

## Elements of a Novel

1. Setting: the time and place of the story
  - A. Geographical Location \_\_\_\_\_ Page \_\_\_\_\_
  - B. City and State \_\_\_\_\_ Page \_\_\_\_\_
  - C. Historical Period and Decade \_\_\_\_\_ Page \_\_\_\_\_
  
2. Plot: the series of events that tell the story. List key events from the novel.
  - A. \_\_\_\_\_
  - B. \_\_\_\_\_
  - C. \_\_\_\_\_
  - D. \_\_\_\_\_
  - E. \_\_\_\_\_
  - F. \_\_\_\_\_

Use your list to identify the plot elements below.

Major conflict/Problem \_\_\_\_\_  
\_\_\_\_\_

Turning point/climax \_\_\_\_\_  
\_\_\_\_\_

Resolution \_\_\_\_\_  
\_\_\_\_\_

3. Protagonist: the main character or hero of the story.  
Name the protagonist: \_\_\_\_\_
  
4. Antagonist: the person or thing working against the protagonist  
Name the antagonist: \_\_\_\_\_
  
5. Point of View: the perspective from which the story is told...First person point of view, Third person point of view, Omniscient Point of View.  
Point of View: \_\_\_\_\_
  
6. Theme: The Life Lesson or moral that the story teaches.  
Describe the theme: \_\_\_\_\_  
\_\_\_\_\_

7. Irony: Irony involves a contrast between what would normally be expected and what actually happens.

Verbal Irony – when someone says one thing, but really means something else.

Example: “Pious Master Dimmesdale!” – Chillingworth to Dimmesdale the evening the minister vigils.

Explain the real feelings of Chillingworth toward Dimmesdale that make this passage ironic.

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Dramatic Irony – When a character thinks one thing is true, and the audience or readers know better.

Example: Dimmesdale’s plea to Hester in Chapter III to name her fellow sinner.

Explain, with information you now have as a reader, the irony of this passage.

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Situational Irony – when there is a discrepancy between what is expected to happen, or what is appropriate to happen, and what really does happen.

Example: The relationship of Chillingworth and Dimmesdale when Hester encounters them at the Governor’s Hall (Chapter VII)

Explain the discrepancy between the expected relationship of these two and what has actually occurred.

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Find another example in the novel of one of the three types of irony.

Explain what makes it ironic.

Example: \_\_\_\_\_

Explanation: \_\_\_\_\_

\_\_\_\_\_

8. Why and how do the townspeople come to interpret the scarlet letter differently over time?

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9. Briefly explain the symbolism of weeds and poisonous plants in the novel and with whom they are associated.

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10. What is the significance of the tapestries on the walls of Dimmesdale’s room?

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## Symbols

Hester's sentence of a lifetime of wearing the scarlet letter is testimony to the power of symbolism. Hawthorne is liberal with his use of symbols.

The left side of the chart below contains symbols used in the novel. In the right side of the chart, state the possible meaning of each symbol and an example of its use in the text.

Symbol	Explanation and Example
Rose	
Weeds	
Sunshine	
Shadow	
Scaffold	
Red Zenith in the Sky	
Brook	

Which of the symbols do you think is the most effective? Why? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

How does the shadow symbolism communicate the theme of sin and its effects?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## **Instructions for Oral Book Report (AP English only)**

The oral book report will include a creative summary of the story and an explanation of an important theme. Visual aids of some sort must be used in the presentation.

Length: The presentation should be between five and ten minutes in length.

Creative Summary: The student should give a complete summary of the story which includes setting, main characters, conflicts, rising action, climax and resolution. If the book is non-fiction, the student should find a way to do this that is creative and visual rather than reading notes.

Explanation of an important theme: The student should explain to the class what one of the important themes in the story is and how that theme is demonstrated throughout the story. The student's explanation of what the theme is should be clear as should their explanation of how it is evident in the story. If the book is non-fiction, the student should discuss what they felt was the most important idea or point in the book. They should explain why this was important and what implications it has had or will have on thought, the world, or them as a reader.

Visual aids: The student must use visual aids in both the summary and the theme portions of their presentation. Visual aids should help to demonstrate or make clear specific parts of the presentation.