

## English 10 Honors Summer Assignment

Your summer assignment this year is to annotate the text *The Scarlet Letter*. Your annotations will be graded for your summer assignment, and they will also be used to help you prepare for class activities, discussions, assignments, and projects that will be completed once you return to school in September. Since your annotations are the only thing that will be graded for summer work, be sure to complete them thoroughly and accurately.

Throughout your time in English 10 Honors you will be expected to annotate every major text assigned. Accordingly, below are two separate annotation guides. The first is a general guide you should be familiar with which is intended to communicate what is expected when you are required to complete annotations for any text. The second is an annotation guide specific to *The Scarlet Letter*. You must include a variety of types of annotations from each guide as you complete your summer work.

### General Annotation Guide

To annotate a text means to furnish it with critical/explanatory notes and comments. In other words, annotations are written notes that you take, thoughts that you have, and research that you complete while reading a text.

These notes range from definitions of words to personal connections and deep analysis of the text. The following are suggestions of types of annotations you can make as you annotate. You may not have one of every type of annotation, but you should include a variety of different types.

- Define words or slang
- Explore why the author would have used a particular word or phrase over another possibility
- Decide if one definition of the word fits the context better than another
- Make connections to other parts of the text. These can be comparisons, contradictions, thematic connections, connections between characters' words and actions, connections or comparison between settings, tone, mood, etc.
- Make connections to other texts you have read or seen
- Draw a picture to make a visual connection
- Re-write, paraphrase, or summarize a particularly difficult passage or scene
- Make meaningful connections to events in your own life, history, and/or the world
- Describe a new perspective you may have
- Describe a new perspective that a character in the novel seems to have
- Explain the historical context or traditions/social customs that are used in the passage
- Offer analysis or interpretation of what is happening in the text
- Point out and discuss literary techniques that the author is using
- Point out and discuss a change in writing style or tone that the author uses
- Identify the type of narration used
- Note changes in narration
- Identify meanings of chapter titles, character names, setting names
- Identify and explain repetitive phrases, words, adages
- Write down questions you have or things that you wonder about
- Look for recurring themes in relation to the novel as a whole
- Identify character motivation
- Make connections to the time period during which the work was written or the time it is set
- Note stylistic and grammatical conventions

### Scarlet Letter Annotation Guide

In addition to general annotations, you should look for the following items specific to *The Scarlet Letter* as you read this summer. Be sure to include both general annotations (from the list above) as well as a variety of annotations from the list below.

- Figurative language, especially metaphors, similes, hyperboles and personification
- References to the historical context of the novel and the practices of individuals in the town as a result, this includes Puritanism and its influence
- The symbolic importance of places: the forest, the town / marketplace, the prison, the scaffold
- Light and dark imagery
- Nature Imagery
- The way Hawthorne creates characterization
- Examples of character foils
- Narration and changes in narration including instances of exposition interrupting the plot of the story (how and why is it included where it is?)
- The role of ministers and town leaders
- Women's roles
- Men's roles
- The way the Justice system works in the town
- Instances of the supernatural
- Sin and its effects on individuals
- Inner versus outer turmoil
- The effects of revenge and the desire for revenge
- The symbolic meaning of the letter A
- Hester's appearance and attitude and the way it contrasts with the rest of the town
- Pearl's appearance and attitude and the way it contrasts with the rest of the town
- The significance of Colors
- Meanings of chapter titles, place names and symbolic names of characters
- Changes in tone and/or writing style
- Changes in mood
- Identify repetitive phrases
- Questions about confusing parts of the novel
- Identify recurring themes
- Identify character motivation

SAMPLE ANNOTATION PAGE

**The Prison-Door**

interesting chapter title - Prison is important in this society

dark mood

A THRONG of bearded men, in sad-colored garments and gray, steeple-crowned hats, intermixed with women, some wearing hoods, and others bareheaded, was assembled in front of a wooden edifice, the door of which was heavily timbered with oak, and studded with iron spikes.

strong

intended to be perfect world

The founders of a new colony, whatever Utopia of human virtue and happiness they might originally project, have invariably recognized it among their earliest practical necessities to allot a portion of the virgin soil as a cemetery, and another portion as the site of a prison. In accordance with this rule, it may safely be assumed that the forefathers of Boston had built the first prison-house, somewhere in the vicinity of Cornhill, almost as seasonably as they marked out the first burial-ground, on Isaac Johnson's lot, and round about his grave, which subsequently became the nucleus of all the congregated sepulchers in the old church-yard of King's Chapel. Certain it is, that, some fifteen or twenty years after the settlement of the town, the wooden jail was already marked with weather-stains and other indications of age, which gave a yet darker aspect to its beetle-browed and gloomy front. The rust on the ponderous iron-work of its oaken door looked more antique than anything else in the new world. Like all that pertains to crime, it seemed never to have known a youthful era. Before this ugly edifice and between it and the wheel-track of the street, was a grass-plot, much overgrown with burdock, pig-weed, apple-peru, and such unsightly vegetation, which evidently found something congenial in the soil that had so early borne the black flower of civilized society, a prison. But, on one side of the portal, and rooted almost at the threshold, was a wild rose-bush, covered, in this month of June, with its delicate gems, which might be imagined to offer their fragrance and fragile beauty to the prisoner as he went in, and to the condemned criminal as he came forth to his doom, in token that the deep heart of Nature could pity and be kind to him.

Death + punishment = central to town

Religion also central

dark mood

Prison has been used a lot

narrator calls building ugly

contrast of rest description

Black flower = Prison

symbol - fragility of flower emphasized

setting = summer

personification of Nature

## SUMMER READING ANNOTATION RUBRIC

SCORE	EXPLANATION
20-19	The entire text is saturated with marks and marginal comments. A great variety of textual features--phrases, words, parts of words, punctuation marks etc. and literary devices—irony, imagery, etc.--are marked. Many patterns of similarity, contrasts, and anomalies are marked. Marginal comments accomplish a great variety of purposes (including but not limited to questions, reactions and explanations) and provide rich, in-depth response to the text. A variety of general annotations as well as annotations from <i>The Scarlet Letter</i> annotation guide are included.
18-17	Many marks and many marginal comments are present throughout most of the text. A variety of textual features--phrases, words, parts of words, punctuation marks, etc. and literary devices—irony, imagery, etc.--are marked. Some patterns of similarity, contrasts, and anomalies are marked. Marginal comments accomplish a variety of purposes (including but not limited to questions, reactions and explanations) and provide good responses to the text. General annotations as well as annotations from <i>The Scarlet Letter</i> annotation guide are included.
16-14	Marks and marginal comments are present, but one or both are sparse. Some chapters or sections of text unmarked. Textual features--phrases, words, parts of words, punctuation marks, etc.--are marked, but they reflect little variety. Few patterns of similarity, contrasts, and anomalies are marked. Marginal comments accomplish only a few different purposes and provide only limited response to the text. Most comments are general or show little attention to having reviewed they types of annotations assignment sheet.
13-12	Marks and marginal comments are sparse, and not of honors quality. There is an absence of textual features--phrases, words, parts of words, punctuation marks, and literary devices—irony, imagery, etc.--or they reflect little to no variety. Very few patterns of similarity, contrasts, and anomalies are marked. Marginal comments are limited and lack efficacy. Lacks honors level quality.
11-0	Very few or no annotations