

World Lit., English 10  
Summer Project  
Mr. Broderick

**I.) Project Description:** This summer, students are required to read two American classics: *The Crucible* by Arthur Miller, and *The Scarlet Letter* by Nathaniel Hawthorne. Published in 1953 and 1850 respectively, both texts explore themes prevalent to Puritan society in Massachusetts during the seventeenth century. Your task is to read both texts in their entirety, complete the Reading For Understanding questions for each text, and prepare for an in-class writing assignment to be given during the beginning of your sophomore year.

**a.) Purpose:** Reading over the summer is essential for students to retain and improve on skills that have been developed during the academic year. Research indicates that phenomena coined the 'summer slide' can lead to upwards of a twenty percent decline in reading fluency, comprehension, phonetics, and vocabulary. As such, it is important that we keep our students intellectually curious.

**b.) Books:** It is a requirement that students acquire the paperback copies of both texts as opposed to a PDF or eBook. Studies show that there are a multitude of benefits to reading a physical book as opposed to using a computer screen: minimized distractions, eye health, mental mapping of content, but predominantly, increased retention and comprehension. A great resource for acquiring both texts is your local library; if inclined, the Penguin Classics editions can be purchased online through vendors such as Amazon and Blackwell's.

**II.) Reading For Understanding:** In conjunction with reading both texts thoroughly, students need to complete a series of questions tailored to guide their comprehension of the text. It is recommended that students use resources such as SparkNotes to further aid their comprehension of both texts. Students may use their answers on their Reading For Understanding notes packet while completing their in-class writing assignment. Lastly, the Reading For Understanding packet will be handed-in alongside your in-class writing assignment.

**a.) Academic Integrity:** Notes that you take for *The Crucible* and *The Scarlet Letter* should not be taken from any Artificial Intelligence resources or websites, these notes must be your own and tailored to your personal understanding of the texts. Students may only use their copies of the texts and what they have hand-written in their Reading for Understanding packet during the in-class writing assignment.

**b.) Time Management:** It is advised that students utilize the entirety of the summer to complete both readings, as well as to properly reflect on the content of the texts. Students should come equipped with relevant quotes and citations written in their Reading for Understanding packet so that they can properly formulate their answers in a timely manner during the in-class writing assignment.

**III.) Guiding Questions:** In conjunction with completing the Reading For Understanding packet, students should also keep a few content-based considerations in mind as they read both texts.

**a.) Genre:** *The Crucible* and *The Scarlet Letter* both reflect upon similar themes. However, they both have a key difference: literary genre. How might concepts related to both texts differ due to their respective formats?

**b.) Vocabulary:** *The Crucible* and *The Scarlet Letter* both contain language that is dated and no longer used. Do you understand the vocabulary used? How does diction influence both stories?

**c.) Context:** The Puritan world is far different from our day-to-day experiences. This might pose a challenge, as students need to become familiar with this older lifestyle to ensure a robust understanding of the texts. Do you understand the historical context of Puritanism? What makes Puritanism different from today's Christian life?

**d.) Religion:** Both texts contain rather significant themes pertaining to the place of religion in society. Do the Puritans take their beliefs too far? Should religion be a societal pact?

*Please sign and return this Summer Project sheet by Wednesday, September 10th. Welcome to World Literature!*

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Parent Signature: \_\_\_\_\_

Date: \_\_\_\_\_

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Score: \_\_\_\_\_

3.) Identify and describe the main character(s) of the book? Describe the character’s traits and main attributes. Think about what the character looks like and how he/she behaved in the story. Consider how the character’s choices or attitudes might have changed during the story. Use specific details and examples from the story to describe the main character.

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4.) Identify and describe the kinds of conflicts the main character(s) faced in the story.

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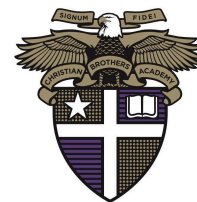
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Reading for Understanding  
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*The Scarlet Letter* by Nathaniel Hawthorne

1.) What was the main theme or message of the book? What message or lesson do you think the author was trying to convey to readers? (Support your ideas with details from the story.)

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2.) Identify and describe the setting of the story. Where and when did the story take place?

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

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