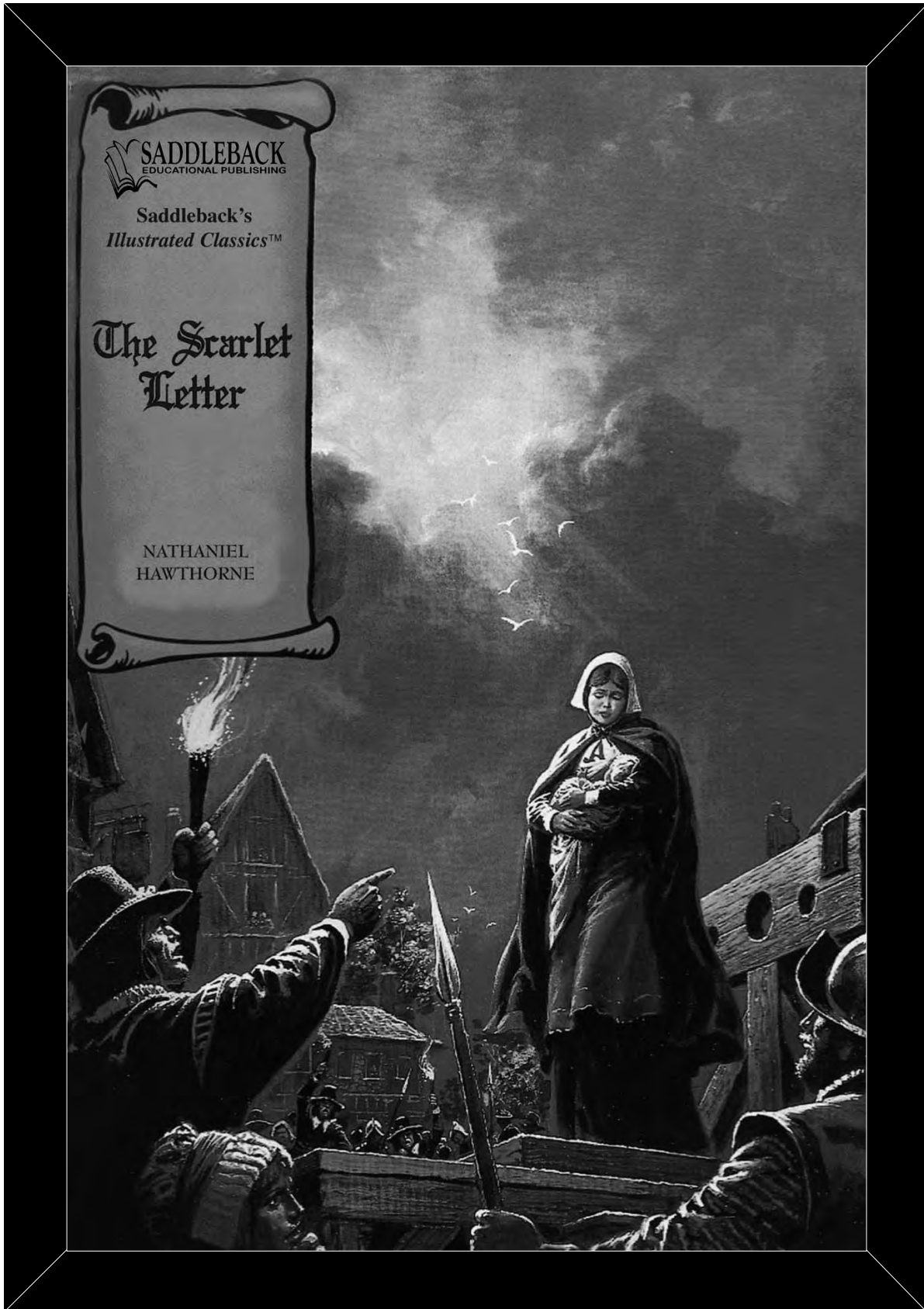


STUDY GUIDE



Saddleback's *Illustrated Classics*[™]
THE SCARLET LETTER
CONTENTS

Notes to the Teacher	3	7 Word Study: Synonyms and Antonyms	12
Answer Key	5	8 Skills Focus: Compound Words	13
Exercises:		9 Sequence of Events	14
1 Previewing the Story	6	10 Language Study: Homographs and Homophones	15
2 About the Author	7	11 Improving Your Reading Skills	16
3 Interpreting Visual Clues	8		
4 Vocabulary	9		
5 Character Study	10		
6 Comprehension Check	11		

NOTES TO THE TEACHER

SADDLEBACK'S ILLUSTRATED CLASSICS[™] SERIES

What better way could there be to motivate struggling readers? Here are 45 of the world's all-time greatest stories—in the form of full-color graphic novels, no less! (Check the copyright page in this guide for a complete list of titles.)

THE REPRODUCIBLE EXERCISES

The eleven reproducible exercises that support each Illustrated Classics title are ideal for use in the academically diverse classroom. All written at a sub-5.0 reading level, they are designed to be “moderately challenging” for all learners—be they on-level recreational readers, older, struggling readers in need of skills reinforcement, or native speakers of other languages who are working to improve their command of language structure.

As a whole, the exercises focus on developing the traditional skillsets that underpin reading competence. The overall goal is to reinforce and extend basic reading comprehension while using the text as a springboard for acquisition of important language arts competencies. Specific skills and concepts targeted in the exercises include: following directions, vocabulary development, recall, cause and effect, recognizing details, generalization, inference, interpreting figurative language, understanding idioms and multiple-meaning words, etc.

All students—regardless of their range of exceptionalities and markedly different experiential backgrounds—can benefit from, and even enjoy, the experience of successfully “showing what they know” via the reproducible exercises.

DIFFERENTIATING INSTRUCTION: OPTIONS AND OPPORTUNITIES

Responsive teachers have always used a variety of methods and strategies to tailor instruction to the needs of specific students. To this end, the reproducible exercises lend themselves to a variety of presentation modes. Following are some suggestions for varying your approach:

- ▶ **Pre-reading:** Before students begin to read the story, hand out copies of the *Previewing the Story* and *About the Author* exercises. You, or student volunteers, might read them aloud before eliciting answers from the class. The *Interpreting Visual Clues* exercise also lends itself to introducing the story through class discussion.
- ▶ **Assign reading buddies or small reading groups.** Students not yet able to work independently can be paired off as reading buddies who consult with and reinforce each other as they answer questions or solve the puzzles. Small groups can also be formed to cooperatively complete the exercises. If appropriate, groups can compete as teams. (“Winners” might finish first or have the most correct answers.)
- ▶ **When possible, give your students a choice of response modes.** As an alternative to working independently, allowing students to respond orally to the exercise questions may give some students a better chance to demonstrate their grasp of the material. Many students can greatly benefit by “listening to how other people think” as they explain their answers. Choice also increases the struggling student’s sense of autonomy and engagement—which in turn enhances his or her sense of competence and self-esteem.
- ▶ **Native speakers of other languages** will especially benefit from the combination of the pictorial representations in the book and the follow-up printed matter in the exercises. While maintaining different performance expectations for students at different levels, use the vocabulary exercises to help these students add to their stock of English words and phrases. Students at the intermediate to advanced levels are ideal candidates for the *Word Study* and *Language Study* exercises that deal with idioms, figures of speech, and multiple-meaning words.
- ▶ **Suggestions for lesson extensions:**
 - Write a paragraph about your favorite character.
 - Do Internet research on the author or the story’s setting.
 - Write a three-paragraph book report.
 - Use the vocabulary words as the basis for a spelling test.
 - Have students rewrite lines of dialogue in their own words.
 - Ask students to write a new title for the book.



THE SCARLET LETTER
PREVIEWING THE STORY

1

What's the story about? Read the summary before answering the questions.
Hint: There are no right or wrong answers. Use your imagination!



In 1642, Boston, Massachusetts, was a small town that had been settled by the Puritans. This very strict religious group frowned on most things that modern people think of as fun. *The Scarlet Letter* is a story about a young Puritan woman who sinned against the community's religious beliefs. Because she had a child by a man who was not her husband, Hester Prynne and her daughter Pearl live as outcasts—and Hester is forced to wear a scarlet letter pinned to her dress. As you read you will discover how Hester overcomes hardship and goes on to help the very people who scorned her.

1. Do you think a community should have the right to publicly shame a person who does wrong? Explain why or why not.

2. In the story, Hester is under a lot of pressure to reveal the name of the baby's father. To protect his reputation in the community, she refuses to do so. In your opinion, is a good reputation as important today as it was more than 350 years ago? Explain your reasoning.

3. Have you ever known or read about anyone who overcame great hardship without becoming embittered? Who was it and what difficulty did that person have to deal with?

4. Both Hester and her daughter were objects of vicious gossip and ridicule. What do you think motivates some people to be so mean and judgmental of others? Give two or three ideas.

5. Even though Puritans no longer exist as such, do you think some modern people have pretty much the same ideas? If so, give an example of something you've read about or seen on the news that supports your opinion.



THE SCARLET LETTER
ABOUT THE AUTHOR

2

A. Read about the author's life on the page before the story starts. After reviewing what you have read, study the statements below. Then write **T** for *true*, **F** for *false*, or **NM** for *not mentioned* next to each statement.

1. _____ Nathaniel Hawthorne's lively imagination made his stories especially exciting and adventurous.
2. _____ Hawthorne was a close friend of Herman Melville, the author of *Moby Dick*.
3. _____ When *The Scarlet Letter* was published, Hawthorne was 45 years old.
4. _____ "Romance" fiction deals less with common life than it does with strange or mysterious circumstances.
5. _____ The events in *The Scarlet Letter* take place in 16th century New England.
6. _____ Hawthorne helped his friend, Franklin Pierce, be elected President of the United States.
7. _____ Hawthorne attended Bowdoin College in the state of Maine.
8. _____ Hawthorne died at the age of 60 as the result of an accident.
9. _____ Hawthorne's first literary success was a novel called *The House of Seven Gables*.
10. _____ Hawthorne was honored by his peers for his excellent craftsmanship.

B. Circle a letter to show the meaning of the **boldface** word in each sentence.

- | | |
|---|---|
| 1. Work that can be described as distinguished is always | 3. A writer with ethical concerns is |
| a. controversial. | a. interested in moral behavior. |
| b. complicated. | b. afraid of being cheated. |
| c. outstanding. | c. critical of all religions. |
| 2. One who feels " alienation from the world" feels | 4. A person who lives in solitude is often |
| a. disgusted with other people. | a. more successful than others. |
| b. cut off from ordinary life. | b. a boring party guest. |
| c. unloved and unwanted. | c. isolated and lonely. |



THE SCARLET LETTER
INTERPRETING VISUAL CLUES

3

The stories in illustrated novels are told with pictures as well as with words. The details in drawings, for example, can show you how and when the characters lived.

In your book, turn to the referenced page and look closely at the picture. Then circle a letter to answer the question or complete the sentence.

1. **Page 9—top lefthand side.**
The expression on the Puritan woman's face makes it very clear that she is
 - a. eager to get attention.
 - b. angry about something.
 - c. lying to her companion.
2. **Page 8—top of page.**
Because of the clothing worn by everyone in the illustration, you know that this story takes place
 - a. in a foreign country.
 - b. about 1900.
 - c. in colonial times.
3. **Page 24—bottom of page.**
This illustration of Hester Prynne's home in Boston indicates that she
 - a. must be very wealthy.
 - b. has no close neighbors.
 - c. probably owns a boat.
4. **Page 28—bottom of page.**
By studying this series of drawings you can tell that Hester's daughter Pearl is
 - a. not afraid of the Puritan children.
 - b. a favorite of the other children.
 - c. bigger and stronger than her peers.
5. **Page 38.**
The collage of drawings on this page shows that before the invention of the lightbulb, people who needed light at night had to use
 - a. sparks from a bonfire.
 - b. candles and lanterns.
 - c. moonbeams and starlight.
6. **Page 51—bottom righthand side.**
You can tell that the crowd of people walking down the middle of the street are marching in a parade because they are
 - a. laughing cheerfully.
 - b. being led by musicians.
 - c. throwing confetti.
7. **Page 53—bottom lefthand side.**
The fact that Rev. Dimmesdale is about to collapse is made clear by the
 - a. two men reaching out for him.
 - b. clothes he is wearing.
 - c. position of his feet.