

## *The Scarlet Letter Unit Outline*

Grade: 11

### Driving Questions:

What are the implications that the characters face from the choices they make throughout *The Scarlet Letter*? Can these implications and decisions be applied to our lives today? Are the themes and issues in the novel still relevant today?

### Standards:

#### [CCSS.ELA-LITERACY.RL.11-12.1](#)

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain

#### [CCSS.ELA-LITERACY.RL.11-12.3](#)

Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

#### [CCSS.ELA-LITERACY.RL.11-12.4](#)

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.

#### [CCSS.ELA-LITERACY.RL.11-12.5](#)

Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

[SL.6](#) Adapt verbal and nonverbal communication to a variety of contexts, audiences, and tasks, demonstrating fluency and poise, and a command of formal English when indicated or appropriate.

[SL.4](#) Organize, develop, and present claims, information, findings, and supporting evidence, using communication techniques appropriate to purpose and audience in a range of formal and informal tasks.

[L.3](#) Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

## Objectives:

Students should be able to:

- Understand the actions and consequences characters make and be able to defend their opinions/position.
- Know important vocabulary words scattered throughout the text and be able to understand their meanings through context clues and prior knowledge
- Be able to make logical predictions and arguments based on evidence from the text and support their predictions
- Recognize the significance of the title of the book
- Make connections between Hester's scarlet letter and its importance for her, and a letter that applies to themselves in their own life
- Make connections between themes and issues present both in the novel and our world today
- Understand the implications that the novel still has in our current society

(Day before official day 1 of unit): Student Presentation on Hawthorne

\*There will not be a lesson plan for this day; the entire class will consist of handing out permission slips and listening to our student presenter followed by questions from the audience.\*

- Before student presentation is given, pass out parent permission slips for Easy A trailer [Easy A Permission Slip.docx](#)
- Student pair will give their presentation on Nathaniel Hawthorne to the class with follow up questions from their classmates
- Classmates will write down one question they have about the presentation's content while listening to it and will hand it in after class; some volunteers will also ask their questions to the presenters.
- Students will be graded based on rubric: [Student Presentation Rubric.docx](#)
- Homework: Read chapters 1-4 and excerpt from chapter 3 (excerpt will be discussed further in class tomorrow)

Day 1: (Ch. 1-3) [Day 1 lesson plan.docx](#)

- A passage from chapter 3 will be assigned as homework yesterday (along with the rest of chapters 1-3) so the students will be prepared to talk about it today. [Day 1 passage.docx](#)
- We will begin class with a small game of kahoot to get the students involved in some of the themes or problems within *The Scarlet Letter*.  
<https://create.kahoot.it/details/puritans/6b22c832-9b80-41d8-950f-d2b191e2d636>
- After kahoot, we will have a small lecture/notes session to give the students the necessary information regarding the time frame, setting, and themes of the novel. [Day 1 Powerpoint.pptx](#)
- After notes, I will have the students take out the passage assigned for homework last night and ask them what similarities they see within the notes I just gave them and the

passage from the book. They will do a pair and share and then I will ask for volunteer pairs to share their answers.

- Homework: Read chapters 4-6

Day 2: (Ch. 4-6) [Day 2 lesson plan.docx](#)

- I will be showing the students two movie trailers for film adaptations of *The Scarlet Letter*. The first one will be the 1995 film adaptation starring Demi Moore. The second will be Easy A starring Emma Stone.
- The students will write on a piece of paper what differences they noticed within the trailers (aside from the obvious time difference). Do you notice any similarities/differences between one of the trailers and the Puritan lifestyle we discussed last class? What is the similarity/difference? Why is it similar/different?
  - The papers they write on will be turned in and graded for participation.
- After everyone has a chance to write their thoughts, we will have a small discussion of what they thought. I will let students turn and talk to their partner what they wrote down, and then I will have each pair share with the class.
- Homework: Read chapters 7-9

Day 3: (Ch. 7-9) Character Analysis Activity [Day 3 lesson plan.docx](#)

- We will be doing a character analysis worksheet in class today; the worksheet goes over characteristics, motivations, and predictions. The students will work in pairs to finish the worksheet before class is over. [Day 3-character analysis wkst.docx](#)
- Homework: chapters 10-11

Day 4: (Ch. 10-11) Current Event [Day 4 lesson plan.docx](#)

- The students will be using their laptops/computers to look up a current event related to the themes and ideas we have seen in *The Scarlet Letter* thus far. Example: ostracization, punishments, public humiliation (through social media perhaps?)
- I will write on the board to guide their thinking: What is the event? Why is it comparable to the Scarlet Letter? What theme/problem/idea does it replicate? What does this say about our world today?
  - They will write the answers to these questions on a piece of paper
- After everyone finds an event, they will share their findings with a small group. I will then take a few volunteers to share with the whole class.
- After sharing, I will tell the students that they will be writing a short essay tomorrow and tell them to familiarize themselves with the scaffold scene at the beginning of the novel.
- Homework: chapters 12-13

Day 5: (Ch. 12-13) In-class writing assignment [Day 5 lesson plan.docx](#)

- Today, the students will be writing a short essay (5 paragraphs) regarding the scaffold scene in chapter 12.
- I will display the prompt up on the board and leave it up as the students are writing.

- Prompt: In chapter twelve we see events in the novel return to the scaffold—the very same scaffold where we first met Hester in chapters two and three. In a short (5 paragraph) essay, compare and contrast these two scaffold scenes.
  - Character Motivation: What are Hester and Dimmesdale thinking or feeling during their respective time on the scaffold? What motivates each to stand there?
  - Setting: Yes, they are both at the scaffold, but what time of the year? What time of day? What is the weather in each event? Setting is so much more than place.
  - Theme: We have mentioned the idea of revealed versus secret sin; how does that factor into these scenes? Is Dimmesdale’s action a true penance or a “the mockery of penitence” (153)?
  - Symbolism: This can come from theme, from setting, or from the different manifestations of the letter “A.” Take into account things like the weather, day versus night, and character motivation.
- Students will be graded based on the following rubric: [Day 5 Essay Rubric \(compare contrast\).docx](#)
- Homework: chapters 14-15

Day 6: (Ch. 14-15) [Day 6 lesson plan.docx](#)

- Chapters 14-15 will have been assigned as homework thne previous class period
- Vocab activity (prior knowledge/context clues) [Day 6 vocab.docx](#)
- After everyone is done, I will let them share their ideas with the class, and then give them the actual definitions to jot down in the vocab section of their binder
- Homework: Chapters 16-17

Day 7: (Ch. 16-17) [Day 7 lesson plan.docx](#)

- Letter/symbol individual project
- In this chapter, it is clear how much the scarlet A means for Hester’s persona; her own daughter does not recognize her without it on.
- What letter is associated most with you, and what does it stand for? (Be appropriate). What symbols can you attach or include on the letter that correspond to yourself as an individual?
- Graded according to rubric [Day 7 Rubric.docx](#)
- Homework: Chapters 18-19, finish project if needed

Day 8: (Ch. 18-19) QUOTE IDENTIFICATION QUIZ [Day 8 lesson plan.docx](#)

- Quotes will come from chapters 16-19, so there will be quotes from the day’s homework assignment on the quiz.
- [Day 8 Quote ID Quiz.docx](#)
- Homework: Read chapters 20-22

Day 9: (Ch. 20-22) GROUP DISCUSSION DAY!! [Day 9 lesson plan.docx](#)

- “Should Hester and Dimmesdale run away? Why or why not?”

- Students will go to the corresponding side of the classroom in which they agree; depending on how many students are in the two groups, they may be split in half again
- Students will discuss the question amongst their group. A volunteer from each group will then share their findings with the whole class.
  - Students will be graded in accordance to the rubric [Day 9 rubric.docx](#)
- Homework: Chapters 23-24

Day 10: (Ch. 23-24) CONCLUSION TO *THE SCARLET LETTER* [Day 10 lesson plan.docx](#)

- “What happened to Pearl?” activity [Day 10 activity.docx](#)
- Final discussion of the novel
- If time allows, I will ask them to take out their (now returned) assignment from day 2 regarding the differences between the two movie trailers I showed them.
- Now that we have finished the book, which movie do you think more accurately depicts the novel? Write it down and hand them in.