

Directions:

Pre-seminar – (prepare and bring to class) 20 points

1. Read and annotate the assigned chapters of the text.
2. Answer all SS questions. Answer in complete sentences **using textual support to back up your answer** (2-3 pages). You should have specific, detailed answers with textual support to receive full credit.
3. Come up with 2-3 additional questions from the assigned chapters to use as needed during the discussion. You do not need to answer your additional questions – just remember to ask them during the seminar!
4. **Your final document should be 3-4 pages typed, in MLA formatting.**

During-seminar – (engage as both a participant and a coach) 20 points

The Participants:

- Must support their opinions with evidence from the text
- May speak at any time during the seminar with respect for the other participants
- May refer to other works the class has read if applicable to the text
- May ask relevant questions of other participants

The Coaches:

- Must evaluate the participant's performance during the seminar
- Must provide oral and written feedback to the participant after the seminar
- May not speak to their participants during the seminar
- May not speak to other participants or coaches during the seminar

In Class Guidelines:

- ✓ Come prepared with your annotated text and your prep work
- ✓ Be an active listener and speaker. Contribute to the discussion
 - No side discussions
 - No talking over each other
 - Monitor your own “air time” (aka don’t dominate the discussion)
 - One Voice - only one person can speak at one time
- ✓ Be respectful (even if you do not agree)
- ✓ Use evidence or examples from your reading
 - You must back up statements with textual evidence (with specific page numbers)
 - Explain your answers - a simple yes or no is not acceptable you must explain
- ✓ Address each other by name and use “I” phrases
 - I agree with _____ because _____
 - I disagree with _____ because _____
- ✓ No raising hands
- ✓ Anyone may ask questions of the group at any time. Talk to the group, not to the teacher

Levels of Participation:

Level A

- Participant offers enough solid analysis, without prompting, to move the conversation forward
- Participant, through her comments, demonstrates a deep knowledge of the text and the question
- Participant has come to the seminar prepared, with notes and a marked/annotated text
- Participant, through her comments, shows that she is actively listening to other participants
- Participant offers clarification and/or follow-up that extends the conversation
- Participant's remarks often refer back to specific parts of the text.

Level B

- Participant offers solid analysis with- out prompting
- Through comments, participant demonstrates a good knowledge of the text and the question
- Participant has come to the seminar prepared, with notes or a marked/ annotated text
- Participant shows that he is actively listening to others and offers clarification and/or follow up

Level C

- Participant offers some analysis, but needs prompting from the seminar leader
- Through comments, participant demonstrates a general knowledge of the text and question
- Participant is less prepared, with few notes and no marked/annotated text
- Participant is actively listening to others, but does not offer clarification and/or follow-up to others' comments
- Participant relies more upon his or her opinion, and less on the text to drive her comments

Level D/F

- Participant offers little commentary
- Participant comes to the seminar ill-prepared with little understanding of the text and question
- Participant does not listen to others, offers no commentary to further the discussion
Participant distracts the group by interrupting other speakers or by offering off topic questions and comments

Questions:

1. In what way do the Puritan characters (or Puritan society) exemplify hypocrisy? How do certain characters' actions or the narrator's commentary reveal both individual and societal hypocrisy?
2. Each of the three main adult characters has a different kind of guilt, and each handles his or her guilt differently. Discuss.
3. Discuss the role of lightness/darkness in these chapters and the novel thus far.
4. The Puritans viewed nature as frightening and mysterious. It was where the devil resided. The Romantics, on the other hand, regarded civilization and its products as evil and corrupt, and wanted to get back to the innocence and simplicity of nature. Trace references to nature and civilization in *The Scarlet Letter*. How do you think Hawthorne felt about Nature v. Civilization?

5. A person who knowingly seeks revenge (Chillingworth) with the intent to maliciously harm the person who has wronged him/her is less evil and hateful than the original person (Hester/Dimmesdale) who knowingly wronged or hurt him/her in the first place.
6. Is *The Scarlet Letter* still relevant or is it tied to a specific time or place? In what ways is it specific to Puritan New England and irrelevant to our own time and place? In what ways is the story universal and not tied to any one time or place?
7. Consider the major symbols of the novels (see PPT or back cover). How do these symbols tie together the novel's plot and the themes?