**Direct Instruction**

**Author: Kara Buchanan**

**Date Created:** February 1, 2012

**Subject(s):** English III

**Topic or Unit of Study (Title):**  Analyzing Nathaniel Hawthorne’s Romanic Novel The Scarlett Letter Through Author’s Point of View and Character Traits

**Grade Level:** 11

***Materials:*** The Scarlett Letter by Nathaniel Hawthorne

**Summary (*and Rationale*):** After reading Nathaniel Hawthorne’s The Scarlet Letter, students will explore how author’s point of view and character traits affect the plot of the story. In doing so, students will have a deeper understanding of the meaning behind the novel through a literary analysis of point of view and character traits in the context of the text.

**I. Focus and Review (Establish Prior Knowledge):** [15] Students will recall Hawthorne’s point of view in the previously read short story “The Minister’s Black Veil”.

**II. Statement of Instructional Objective(s) *and Assessments*:**

|  |  |
| --- | --- |
| **Objectives** | **Assessments** |
| *Objective 1: After reading Nathaniel Hawthorne’s novel The Scarlet Letter students will explore and determine how character traits affect the plot of the story by listing a minimum of 4 character traits for each character in the story and making a connection to how those traits affect the plot.*  | Students will be given a chart of each significant character in the novel and will individually fill in a minimum of four character traits for each character. Students will then complete the chart by making a connection between an event or significant detail in the plot and the character traits of each character to show how the author uses character traits to affect the plot of The Scarlet Letter. A class discussion will be conducted following the assignment for students to share their observations and analysis of the characters in the novel. |
| *Objective 2: Students will analyze and state Hawthorne’s point of view and how point of view and character traits can be used to identify the ambiguity of words and phrases in the text by finding a minimum of 5 words or phrases in the text and identifying their meaning in the context of the novel.*  | Students will first work with individual examples of ambiguous phrases and determining what the “most likely” meaning is of different phrases in a group setting. Students will then analyze ambiguity within the novel by first determining the author’s point of view followed by analyzing the affect it has on the interpretation and understanding of the novel. Upon identifying the author’s point of view and taking into account the character’s traits, students will individually examine the literary ambiguity within the novel by pulling at least one example from a minimum of five different chapters in the novel that are clear examples of words or phrases with ambiguous meanings. |

State the objective: [3-5]

Assessment: [30]

**III. Teacher Input (Present tasks, information and guidance):**  [10]

* Students will be given a chart of each significant character in the novel and will individually fill in a minimum of four character traits for each character.
* Students will then complete the chart by making a connection between an event or significant detail in the plot and the character traits of each character
* A class discussion will be conducted following the assignment for students to share their observations and analysis of the characters in the novel –Discussion based around the question: “How does Hawthorne use character traits to help build the plot of the novel?”, students will share the specific examples they pulled from the text.

Character Traits- Students will fill out Character Traits graphic organizers

<http://www.educationoasis.com/curriculum/GO/GO_pdf/Character_traits.pdf>

“Exploring Ambiguity” Instruction:

* First, students will divide into small groups (of their choice, 3-4 per group) where they will be given the following ambiguous phrases. They will then determine what the “most likely” meaning is of different phrases in their group setting.

More Practice with Ambiguity

1. Drunk Gets Nine Months in Violin Case

2. Iraqi Head Seeks Arms

3. Prostitutes Appeal to Pope

4. Kids Make Nutritious Snacks

5. New Vaccine May Contain Rabies

6. New Study of Obesity Looks for Larger Test Group

7. Include your Children when Baking Cookies

8. Police Begin Campaign to Run Down Jaywalkers

9. Red Tape Holds Up New Bridge

10. Local High School Dropouts Cut in Half

11. "Lee asked Kim to tell Toby to leave on Saturday."

12. I saw the woman with long blond hair.

13. I drank a glass of port.

14. I saw her duck.

15. He seems older now.

* Students will then exit the group setting and work individually to analyze ambiguity within the novel by determining the author’s point of view followed by analyzing the affect it has on the interpretation and understanding of the novel. Students will pull at least one example from a minimum of five different chapters in the novel that are clear examples of words or phrases with ambiguous meanings

**IV. Guided Practice (Elicit performance):** [20] Character Traits Activity (individual), Ambiguity Activity (group), Ambiguity within the novel (individual)

***V.* Closure (Plan for maintenance):** [5] Review correct answers from guided practice questions

***VI.* Independent Practice: [5, homework]** Students will individually examine the literary ambiguity within the novel by pulling at least one example from a minimum of five different chapters in the novel that are clear examples of words or phrases with ambiguous meanings.

**STANDARDS:**

**RL 3:** *Analyze the impact of author’s choices regarding how to develop and relate elements such as how the characters are introduced and developed*

**RL 4***: Determining the meaning of words or phrases as they are used in the text*

**RL 6:** *Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant*

**Plans for Individual Differences:**

\*Differentiation: Compacting: For those who are already familiar with and understand the meaning of ambiguity, they will pull 8 examples from the text while others work on the identifying ambiguity activity and are asked to pull only five from the text.

During group exercise, struggling readers and students who have trouble analyzing literary work will be placed in groups with proficient readers and students who are familiar with analyzing literary work.

Students who are behind in their reading (to the point that it affects class work and class discussion) will spend the Independent Practice portion of class reading rather than beginning their homework

**References (APA style):**

Ambiguity examples taken from- “The Scarlet Letter Unit Plan” (Section Days 2-5)

[home.surewest.net/einstein/12grade/Docs/Scarlet%20Letter%20Unit.doc](http://home.surewest.net/einstein/12grade/Docs/Scarlet%20Letter%20Unit.doc)

Character Traits Graphic Organizer

<http://www.educationoasis.com/curriculum/GO/GO_pdf/Character_traits.pdf>