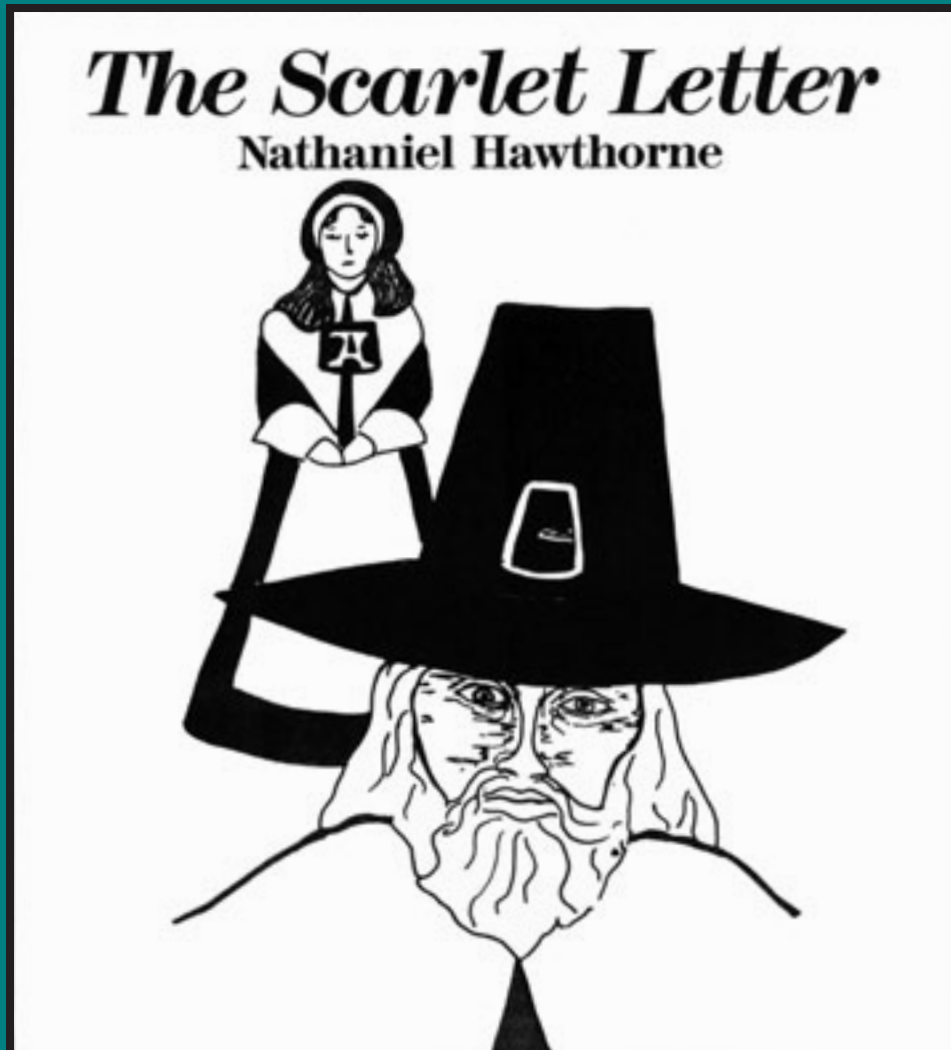


Novel•Ties



A Study Guide

Written By Henry Chupak, Ph.D. and Kathleen M. Fischer

Edited by Joyce Friedland and Rikki Kessler

LEARNING LINKS

P.O. Box 326 • Cranbury • New Jersey 08512

TABLE OF CONTENTS

Synopsis	1
Background Information	2 - 3
Glossary	4
Pre-Reading Activities	5 - 6
The Custom House - Introductory	7 - 8
Chapters 1 - 5	9 - 11
Chapters 6 - 10	12 - 14
Chapters 11 - 15	15 - 16
Chapters 16 - 20	17 - 18
Chapter 21 - 24	19 - 21
Cloze Activity	22
Post-Reading Activities	23 - 24
Suggestions For Further Reading	25
Answer Key	26 - 27

Novel-Ties® are printed on recycled paper.

The purchase of this study guide entitles an individual teacher to reproduce pages for use in a classroom. Reproduction for use in an entire school or school system or for commercial use is prohibited. Beyond the classroom use by an individual teacher, reproduction, transmittal or retrieval of this work is prohibited without written permission from the publisher.

For the Teacher

This reproducible study guide to use in conjunction with a specific novel consists of instructional material for guided reading. Written in chapter-by-chapter format, the guide contains a synopsis, pre-reading activities, vocabulary and comprehension exercises, as well as extension activities to be used as follow-up to the novel.

NOVEL-TIES are either for whole class instruction using a single title or for group instruction where each group uses a different novel appropriate to its reading level. Depending upon the amount of time allotted to it in the classroom, each novel, with its guide and accompanying lessons, may be completed in two to four weeks.

The first step in using NOVEL-TIES is to distribute to each student a copy of the novel and a folder containing all of the duplicated worksheets. Begin instruction by selecting several pre-reading activities in order to set the stage for the reading ahead. Vocabulary exercises for each chapter always precede the reading so that new words will be reinforced in the context of the book. Use the questions on the chapter worksheets for class discussion or as written exercises.

The benefits of using NOVEL-TIES are numerous. Students read good literature in the original, rather than in abridged or edited form. The good reading habits formed by practice in focusing on interpretive comprehension and literary techniques will be transferred to the books students read independently. Passive readers become active, avid readers.

Background Information (cont.)

Puritanism

Puritanism had its beginnings in the religious upheaval initiated by Martin Luther's condemnation of the corruption, and hypocrisy of the Catholic Church in the early 1500s. In 1534 Henry VIII broke with the Catholic Church and founded the Church of England. In the later 1500s the term "puritan" was used to identify those who felt that the Church of England was not sufficiently purified in its doctrines and rites.

Puritan doctrine was not concerned solely with the purification of church ceremonies; it was far more deeply concerned with the purification of human lives. The foremost exponent of Puritanism was John Calvin, who formulated these basic tenets of Puritan ideology:

- Because of Adam's fall, recorded in the Bible, people, born in original sin, were naturally depraved; they could do nothing to save themselves.
- God, in his absolute sovereignty, saves some people and damns the rest to Hell; this is known as the doctrine of unconditional election.
- God has chosen the elected (saved) from the very beginning of time; this is known as predestination.
- Only by living righteously were people able to think that they had been elected to eternal life; this is referred to as the perseverance of the saints.
- People cannot earn saving grace nor can they refuse it; this is known as the doctrine of irresistible grace.
- Accepting grace and consequent rebirth is called regeneration, or sanctification.

This theological system justified the strict moral code practiced by the Puritans in the Massachusetts Colony. It was under these precepts that the characters in *The Scarlet Letter* lived.

PRE-READING ACTIVITIES AND DISCUSSION QUESTIONS

1. Boston, Salem, and Plymouth were the towns that dominated Massachusetts in the 1600s. Locate them on a map of the thirteen colonies and note their isolation. Imagine what it would have been like to live on the outskirts of the tiny settlement of Boston surrounded by a forest.
2. Read the Background Information about Hawthorne on page two of this study guide. Why do you think Hawthorne, writing in 1850, chose to set a novel in Puritan New England?
3. Read the Background Information about Puritanism on page three of this study guide and do some additional research on the subject. Notice that the concept of sin and the consequent need for punishment was one of its major tenets. Why do you think Puritanism died out? Are there any individuals, groups, or religions that hold a similar set of beliefs today?
4. Do some research to learn how Puritanism differed from the other major religions in seventeenth-century England—Anglicanism and Catholicism. Compare the Puritan way of life with the way Americans live today. To what extent does religion affect the way we live?
5. Symbolism is the use of an object or an idea to represent a single idea or an entire system of ideas. *The Scarlet Letter* contains many examples of symbolism. We are familiar with everyday symbols, such as the flag, which represents patriotism. Prepare a list of symbols with which you are familiar and indicate what each symbolizes for you. As you read the *The Scarlet Letter*, look for examples of symbolism in the book.
6. Define “hypocrisy.” Is hypocrisy always easy to recognize? What kinds of hypocrisy would have been especially abhorrent to the Puritans? Have you ever noticed any evidence of hypocrisy in the lives of people you know?
7. Some critics believe that the punishment Puritans meted out to sinners was too cruel. They maintain that since we are all sinners from birth, it is not our fault that we sin—it is ingrained in our character. Do you agree or disagree and why? For what actions should one be held accountable?