

Name: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_\_

SCORE/GRADE:

### ANNOTATED BIBLIOGRAPHY: *The Scarlet Letter*

On the lines below, create a bibliographic entry for the following resource, making sure that all punctuation and formatting conforms to the rules set down in the style manual used by your class:

***(insert resource type and specific situation here – journal entry, novel, play, article, second edition, multiple authors, web address, etc)***

Sample Exercise:

Article in an anthology

“Nathaniel Hawthorne *The Scarlet Letter* 1850”

Author: Roger Lundin

Anthology: *Invitation to the Classics*

Editors Louise Cowan and Os Guinness

Publisher: Baker Books

Copyright: 1998

Pages of selection: 237-240

\*Student produces the following:

Lundin, Roger. “Nathaniel Hawthorne *The Scarlet Letter* 1850.” *Invitation to the Classics*, edited by Louise Cowan and Os Guinness, Baker Books, 1998, pp. 237-240.

Mr. Lundin surveys Hawthorne’s themes of law and guilt, grace and liberty as they occur in *The Scarlet Letter*. He speaks to the author’s skillful portrayal of not only the nature of man, but also the Puritan project. Simultaneously, he traces Hawthorne’s exploration of the effects of public shame, hidden sin, and bitter unforgiveness.

\*This exercise is best assigned **after** students have written thematic essays on the work in question using only the original source document for reference. Once students have developed and written their own understanding of the work, it is useful for

them to read what other scholars have written on the subject. This broadens their understanding of the novel and makes them aware of ambiguities and possible points of interpretive disagreement concerning the work.

In order for the student to create an annotated entry for this assignment, it will be necessary to make the article available to them in its entirety. A word of caution here: Much that is available in the form of critical research today is based on deconstruction. Feminist interpretations in particular tend to be very sexual in their content. To control the subject matter and content of these resources and ensure their relevance and age appropriateness, teachers may wish either to pre-select a group of essays for the students' use in this assignment or to create a "journal" from the students' primary source thematic essays on the subject, complete with editor and publication information (mocked up, of course, with the teacher as editor). The latter will make the task of reading critical essays more personal and interesting to the students as well as afford opportunity for the students to share their work with their peers.

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