

Manga Classics™

The Scarlet Letter Teacher's Guide

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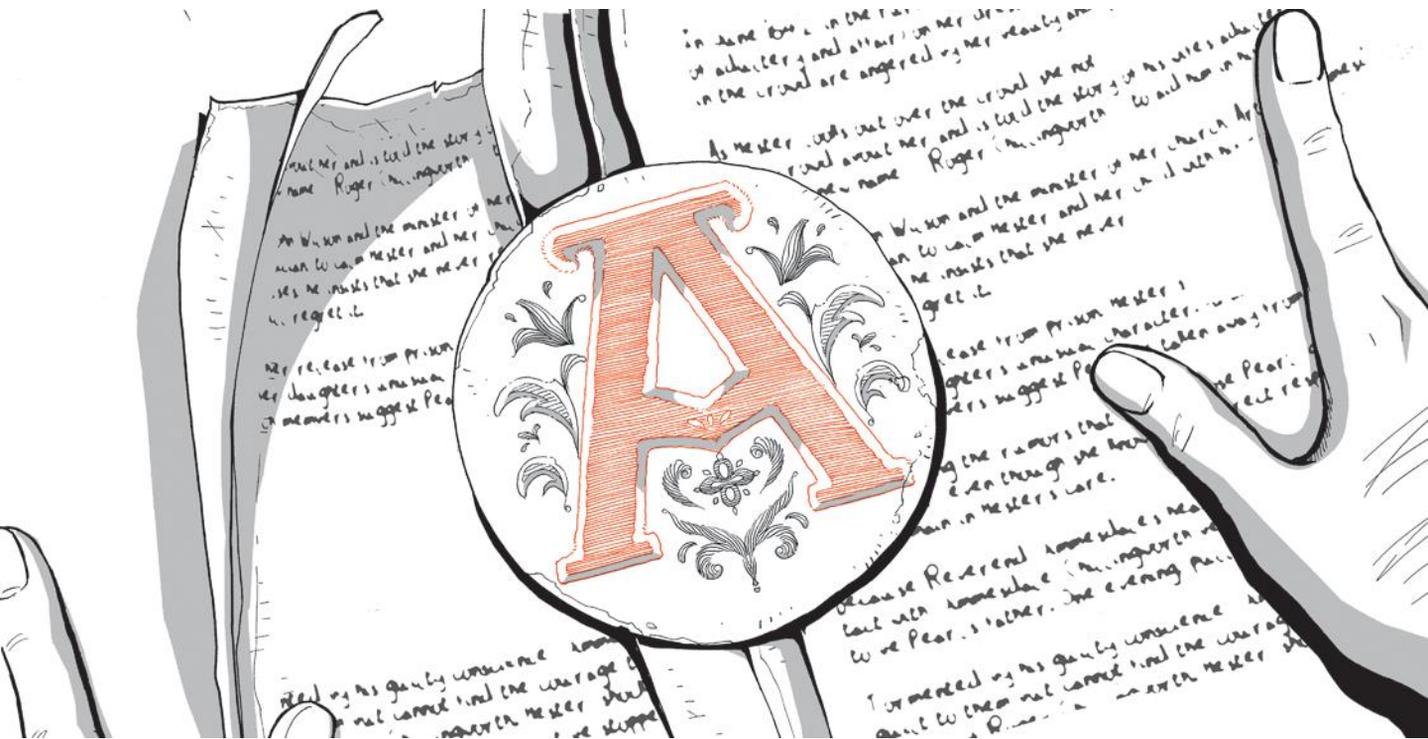


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I | Introduction

The Scarlet Letter was written by Nathaniel Hawthorne over 150 years ago. One challenge that today's 21st Century educators may face is how to make historic works relevant and accessible to contemporary readers in the classroom.

Manga Classics adaptations can help to address the diverse learning styles and needs of students when used as a complementary tool in the classroom. The use of vibrant illustrations to portray complex characters, themes and symbols allows students to access information in a way that is relevant and meaningful to them. Manga Classics adaptations have the unique power to arouse intense feelings of sympathy, anger, sadness and disgust in the manga reader that are experienced quite differently than by reading the original work alone. Both artistic interpretations of a text can work in congruence to foster a deeper level of reader comprehension and engagement.

The **Manga Classics Complementary Approach** to teaching literature seeks to enhance the original work every step of the way by:

- Supporting deeper understanding of complex text structures & elements through a diverse format that appeals to visual learning styles
- Fostering cultural literacy with its portrayal of relatable characters & events
- Evoking emotive response in reader, increasing empathy & connection to the original work
- Engaging the reader through appealing alternative artistic formats & styles
- And **helping to create better 21st Century readers** who are more critical, engaged, analytical, inquisitive & confident!

This Teacher's Guide presents an innovative and creative approach to teaching *The Scarlet Letter* that is aligned to the Common Core State Standards for English and Language Arts. The lessons developed for this Manga Classics Adaptation of *The Scarlet Letter* are recommended for grades 11-12.

II | Common Core State Standards (ELA)

Building on the best of existing state standards, the Common Core State Standards provide clear and consistent learning goals to help prepare students for college, career, and life. The standards clearly demonstrate what students are expected to learn at each grade level, so that every parent and teacher can understand and support their learning.

The Standard are:

- Research and evidence based
- Clear, understandable, and consistent
- Aligned with college and career expectations
- Based on rigorous content and the application of knowledge through higher-order thinking skills
- Built upon the strengths and lessons of current state standards
- Informed by other top-performing countries to prepare
- all students for success in our global economy and society

The skills and knowledge captured in the ELA/literacy standards are designed to prepare students for life outside the classroom. They include critical-thinking skills and the ability to closely and attentively read texts in a way that will help them understand and enjoy complex works of literature. Students will learn to use cogent reasoning and evidence collection skills that are essential for success in college, career, and life. The standards also lay out a vision of what it means to be a literate person who is prepared for success in the 21st century.

Source: <http://www.corestandards.org>

The lessons included in this Manga Classics Teacher's Guide will reflect the following standards:

Craft and Structure

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. (Include Shakespeare as well as other authors.)

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.

RL.11-12.6

Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

Integration of Knowledge and Ideas

RL.11-12.7

Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

RL.11-12.9

Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

Range of Reading and Level of Text Complexity

RL.11-12.10

By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.

III | Getting Started

Prior to introducing the Manga Classics Adaptation into the lesson, it may be helpful to provide some background information to provide a context for high school readers. General Reference information is provided below.

General Reference

Full Title	<i>The Scarlet Letter</i>
Author	<i>Nathaniel Hawthorne</i>
Type of Work	<i>Novel</i>
Genre(s)	<i>Symbolic; Semi-allegorical; Historical fiction; Romance</i>
Time & Place Written	<i>Late 1840s; Salem and Concord; Massachusetts</i>
Date of First Publication	<i>1850</i>
Publisher	<i>Ticknor, Reed, and Fields</i>

Literary Elements

Narrator The narrator is an unnamed customhouse surveyor who writes some two hundred years after the events he describes took place. He has much in common with Hawthorne but should not be taken as a direct mouthpiece for the author's opinions.

Point of view The narrator is omniscient, because he analyzes the characters and tells the story in a way that shows that he knows more about the characters than they know about themselves. Yet, he is also a subjective narrator, because he voices his own interpretations and opinions of things. He is clearly sympathetic to Hester and Dimmesdale.

Tone Varies—contemplative and somewhat bitter in the introduction; thoughtful, straightforward, yet occasionally tinged with irony in the body of the narrative

Tense The narrator employs the past tense to recount events that happened some two hundred years before his time, but he occasionally uses the present tense when he addresses his audience.

**Setting
(Time/Place)** Middle of the seventeenth century / Boston,
Massachusetts

Protagonist Hester Prynne

**Major
Conflict** Her husband having inexplicably failed to join her in Boston following their emigration from Europe, Hester Prynne engages in an extramarital affair with Arthur Dimmesdale. When she gives birth to a child, Hester invokes the condemnation of her community—a condemnation they manifest by forcing her to wear a letter “A” for “adulterer”—as well as the vengeful wrath of her husband, who has appeared just in time to witness her public shaming.

**Rising
Action** Dimmesdale stands by in silence as Hester suffers for the “sin” he helped to commit, though his conscience plagues him and affects his health. Hester’s husband, Chillingworth, hides his true identity and, posing as a doctor to the ailing minister, tests his suspicions that Dimmesdale is the father of his wife’s child, effectively exacerbating Dimmesdale’s feelings of shame and thus reaping revenge.

Climax There are at least two points in *The Scarlet Letter* that could be identified as the book's "climax." The first is in Chapter 12, at the exact center of the book. As Dimmesdale watches a meteor trace a letter "A" in the sky, he confronts his role in Hester's sin and realizes that he can no longer deny his deed and its consequences. The key characters confront one another when Hester and Pearl join Dimmesdale in an "electric chain" as he holds his vigil on the marketplace scaffold, the location of Hester's original public shaming. Chillingworth appears in this scene as well. The other climactic scene occurs in Chapter 23, at the end of the book. Here, the characters' secrets are publicly exposed and their fates sealed. Dimmesdale, Hester, and Chillingworth not only acknowledge their secrets to themselves and to each other; they push these revelations to such extremes that they all must leave the community in one way or another.

Falling Action Depending on one's interpretation of which scene constitutes the book's "climax," the falling action is either the course of events that follow Chapter 12 or the final reports on Hester's and Pearl's lives after the deaths of Dimmesdale and Chillingworth.

Themes Sin, experience, and the human condition; the nature of evil; identity and society

Motifs Civilization versus the wilderness; night versus day; evocative names

Symbols The scarlet letter; the town scaffold; the meteor; Pearl; the rosebush next to the prison door

Fore-shadowing Foreshadowing is minimal, because the symbols tend to coincide temporally with events, enriching their meaning rather than anticipating their occurrence.

Sources <http://www.sparknotes.com/lit/scarlet/facts.html>

IV | Methodology

Manga Classics Curriculum provides a combination of **Pre-reading Warm Up Activities, Guided Reading & Discussion, and Critical Thinking Questions & Prompts** to achieve specified Student Learning Outcomes (SLO) aligned to the Common Core State Standards (CCSS) for English Language Arts (ELA). Assessment tools are also provided.

Manga Classics Lessons are organized into 3 major components:

- a) Pre-reading Warm Up Activity
- b) Guided Reading & Discussion Prompts
- c) Critical Thinking Questions & Exercises

Student Learning Outcome (SLO)	Assessment Tool
Students will be able to explore attitudes, values, or feelings related to the central themes in the novel.	Pre-reading Warm-up Free-write & Activity
Students will be able to define key literary elements including setting,	Guided Reading & Discussion Identify Key Elements
Students will be able to describe the 6 elements of a plot and trace them in <i>The Scarlet Letter</i> .	Guided Reading & Discussion Identify Key Elements Use Appendix B : Plot Structure Diagram
Students will be able to recognize text structure and explain how it can affect meaning and impact.	Critical Thinking Question & Exercises
Students will be able to interpret how a character is revealed through speech, appearance, thoughts, actions and relationships with other characters.	Guided Reading & Discussion Identify Key Elements Use Appendix A : Characterization Chart
Students will be able to recognize literary devices including sarcasm and irony.	Critical Thinking Question & Exercises
Students will be able to identify key themes and symbols in the novel and reference them in the text.	Critical Thinking Question & Exercises
Students will be able to develop a clearly articulated argument to support a view and cite evidence from the text to justify one or more conclusions.	Assessment Tool Argumentative Essay Assignment

V | Pre-Reading Warm Up Activity

This section provides ideas for fostering student engagement with the text by making the subject matter relevant. Because reading *The Scarlet Letter* can be challenging for many high school students, it is suggested to not focus too much on aspects beyond their comprehension at the very beginning.

Students who can relate to some aspect of *The Scarlet Letter* are more apt to experience a deeper understanding and appreciation for the concepts presented in the novel. The suggestions offered here are intended to enhance the student's overall enjoyment and engagement with the text.

To ease students into the world of *The Scarlet Letter*, give them 5-10 minutes to do a free-write in response to one or more of the following open-ended questions.

Objective: To prompt students to explore attitudes, values, or feelings related to the central

Free-Write Warm Up Questions

1. Have you ever felt lonely or left out? What made you feel this way? How did you deal with the situation?
2. Have you ever broken a rule? Why did you do it? What was the result? Looking back, would you have handled the situation differently?
3. What is the difference between breaking a rule and committing a sin? Can you list examples of each? Which is worse in your opinion? Why?

Select one or more of the follow-up activities to assess each student's readiness for the study of *The Scarlet Letter*.

Follow Up Activities

1. Students share their responses in a journal format to teacher; teacher responds in writing.
2. Students share responses out loud with a partner or in small groups.
3. Students share their responses in a whole class discussion.
4. Students share their responses through an online discussion forum. All students are required to respond to another student's comment.

VI | Guided Reading & Discussion

To foster better understanding of “The Custom House” Introductory to *The Scarlet Letter*, direct students to p. 5-9 of the Manga Classics Adaptation. By previewing the text in this visual format, the student is provided with a historically accurate visual context that is both concrete and easy to understand. The manga’s presentation of the 19th Century “Custom House” time period followed by the flashback sequence to 17th Century Salem, Massachusetts is much easier to follow and will prompt students to start thinking about how time line and plot structure play a role in the novel.

Introducing Key Elements

Use the following page* to introduce Key Literary Elements to the class. As students begin to read the novel, ask them to identify specific key elements as they arise. Students can refer to the Manga Classics version if they have trouble identifying specific key elements in the original work.

*To download the complete “Using Manga to Teach CCSS” PowerPoint slides, visit the **Manga Classics Educational Resources** Web page.

Visually Identify Key Elements



Setting

Mid 17th Century
Boston,
Massachusetts

Characters

Hester Prynne,
R.Chillingworth,
A.Dimmesdale, Pearl

Themes

Sin, Experience,
Human Condition,
Nature of Evil,
Identity & Society

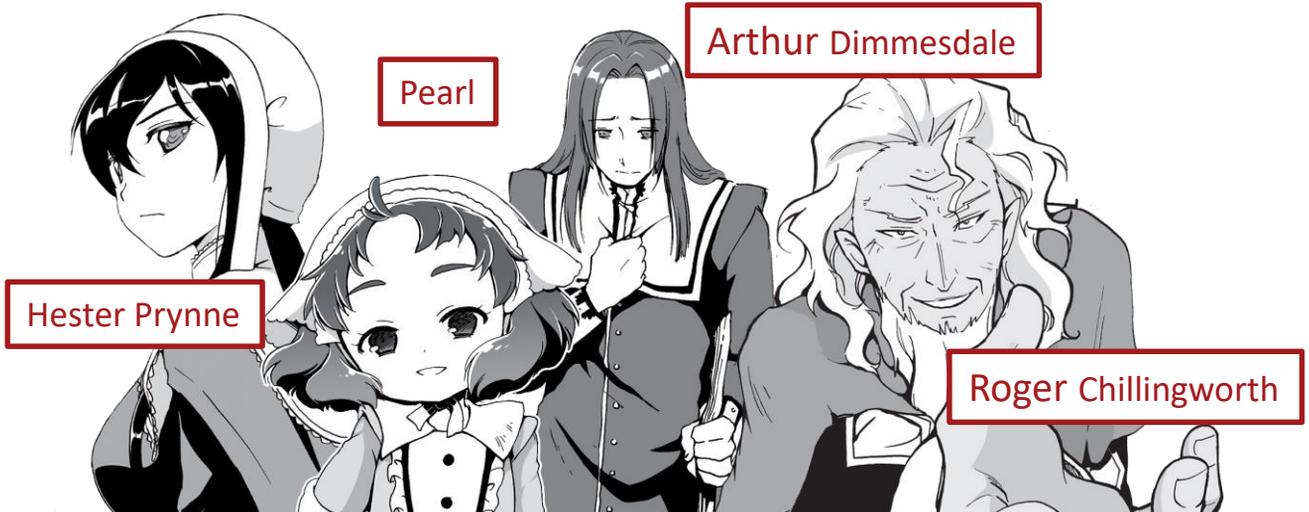
Symbols

Scarlet Letter, Town
Scaffold, Meteor,
Pearl & Rosebush

Understanding Characters

Identify in the **Manga Classics** adaptation one image for each character that best represents the character's complex nature, motivation and relationship with other characters.

Cite evidence from the original text to support the image that you chose for each of the following characters:



Theme

Comparing Visual Adaptations

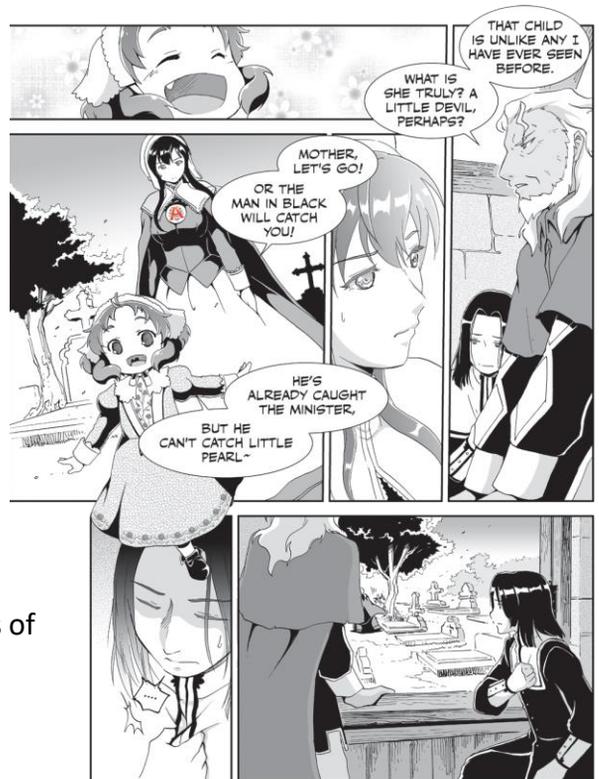
Define and identify one or more themes from the original text

(Refer to p.141 in *Manga Classics* adaptation)

 Aligned with:

[CCSS.ELA-LITERACY.RL.11-12.2](#)

Determine two or more themes or central ideas of a text and analyze their development over the course of the text



Symbolism

Comparing Visual Adaptations

Define and identify one or more symbols from the original text

(Refer to p.33 in *Manga Classics* adaptation)

 Aligned with:

[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



Analyzing Plot Structure

What is a Plot?

The plot is an organized pattern or sequence of events that make up a story. Every plot is made up of a series of incidents that are related to one another.

Why use a Plot Structure Diagram?

Plot Diagrams are helpful in building literary comprehension by allowing students to visually pick out major events in the text and trace changes to major characters over the course of the narrative. This tool is helpful in identifying and understanding the central theme(s) in a literary work.

Introduce the 6 elements of plot. As students continue to read the novel, instruct them to fill out the **Plot Structure Diagram** [Refer to Appendix B – Structure Diagram].

Identify 6 Elements of Plot

Elements	Description
Exposition	This usually occurs at the beginning of a short story. Here the characters are introduced. We also learn about the setting of the story.
Conflict	The conflict or main problem is usually introduced in the beginning of the story.
Rising Action	This part of the story begins to develop the conflict(s). A building of interest or suspense occurs.
Climax	This is the turning point of the story. Usually the main character comes face to face with a conflict. The main character will change in some way.
Falling Action	All loose ends of the plot are tied up. The conflict(s) and climax are taken care of
Resolution	The story comes to a reasonable ending.

VII | Critical Thinking Questions and Exercises

The Critical Thinking questions and exercises presented are aligned to the Common Core State Standards for ELA. These strategies promote a deeper understanding of the original work, especially when compared to the alternate manga version that visually portrays Hawthorne's use of language and style. Use the following **Critical Thinking** slides to strengthen critical reading and analysis skills as students read through the original work. Use the Manga Classics Adaptation visual illustrations to support their understanding of abstract concepts.

Text Structure → Meaning & Impact

Guided In-Class Reading Discussion

Define the function of the past in this novel. The narrator tells a 200 year old story that is taken from a 100 year old manuscript.

Why does Hawthorne use a framing story for this novel rather than simply telling the story?

(Refer to p.5-11 in *The Scarlet Letter* – Opening in 19th)

Why are the events set in such distant history?

(Refer to p.12-32 in *The Scarlet Letter* – Flashback to 17th)

How does the Manga Classics adaptation's approach yield a different result?

(Refer to p.285-295 in *The Scarlet Letter* – Tragic end in 17th)

(Refer to p.296-298 in *The Scarlet Letter* – Uplifting end in 19th)



Aligned with: [CCSS.ELA-LITERACY.RL.11-12.5](https://www.coreknowledge.org/standards/aligned/CCSS/ELA-Literacy/Reading/Literature/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.

Character Analysis

Students may find the major characters and relationships in *The Scarlet Letter* a bit difficult to understand (as presented by Hawthorne). One suggestion is to have students identify in the Manga Classics adaptation one image for each character that best represents that character's complex nature, motivation, and relationship with other characters. Have students cite evidence from the original work to support the image that they chose using the **Characterization Chart** provided. [Refer to Appendix A – Characterization Chart]

Literary Devices

Literary Devices are used by writers to convey their messages in a simple manner to the readers. When employed properly, the different literary devices help readers to appreciate, interpret and analyze a literary work. Hawthorne uses a variety of Literary Devices to develop characters in the novel.

SARCASM – the use of irony to mock or convey contempt

VERBAL IRONY - when words express something contrary to truth or someone says the opposite of what they really feel or mean. Verbal irony is often sarcastic.

Use the following slides to introduce these two literary devices and show how they are used to develop characters in the novel like Roger Chillingworth and Arthur Dimmsdale.

Determine Theme → Supporting Analysis

The Nature of Evil → Revealed through Sarcasm & Irony

Guided In-Class Reading Discussion

Describe Chillingworth's "revenge."

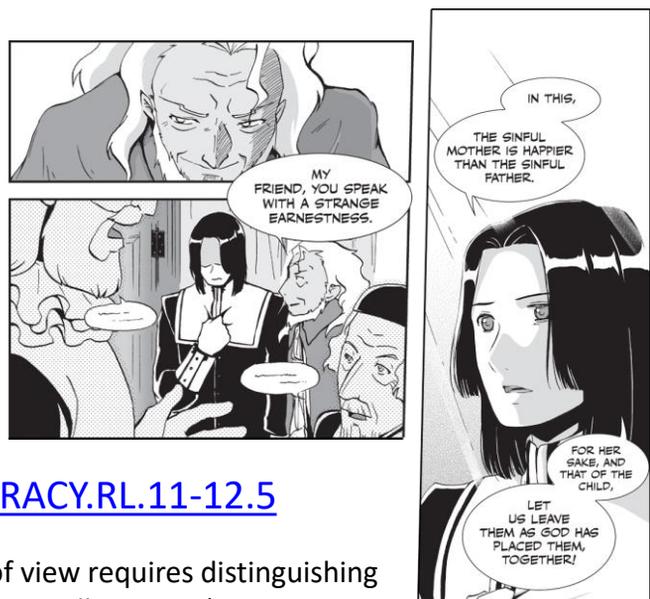
Cite examples of sarcasm & verbal irony from the text.
How does the manga adaptation help to reveal Roger Chillingworth's true nature?

(Refer to p.128 in *The Scarlet Letter*)



Why does he choose to torture Arthur Dimmesdale and Hester Prynne when he could simply reveal that he is her husband?

(Refer to p.139 in *The Scarlet Letter*)



Aligned with: [CCSS.ELA-LITERACY.RL.11-12.5](https://www.coreknowledge.org/standards/aligned/CCSS/ELA-LITERACY/RL/11-12/5/)

Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

Theme

Theme is the main idea or an underlying meaning of a literary work that may be stated directly or indirectly. A writer may express a theme through thoughts and conversations of different characters. Usually, the experiences of the main character in the course of a literary work give us an idea about its theme. In addition, the actions and events taking place in a narrative are consequential in determining its theme.

Analyzing Key Theme in The Novel

- **Alienation**
Identify who is alienated in the novel? Provide examples of alienation from the text.
- **Appearance vs. Reality**
Who is not who they appear to be in the novel? Cite examples in the novel where characters are not who they appear to be.
- **Breaking Society's Rules**
What is the Puritan rule regarding sexual relationships and marriage? What happens when these rules are broken?

Symbolism

Symbolism is the practice or art of using an object or a word to represent an abstract idea. An action, person, place, word, or object can all have a symbolic meaning. When an author wants to suggest a certain mood or emotion, he can also use symbolism to hint at it, rather than just blatantly saying it.

Symbols in The Novel

- The scarlet letter
- The town scaffold
- The meteor
- Pearl
- The rosebush next to the prison door
- The serpent

Symbolism is often used by writers to enhance their writing. Symbolism can give a literary work more richness and color and can make the meaning of the work deeper.

Critical Thinking Exercise – Instruct students to identify a list of symbols from the novel using the Manga Classic adaptation to help them. Have students define what each symbol means using the Manga illustrations as a guide.

Text Connection – Now, take it one step further. Ask students to write down quotes from the original novel to support their analysis.

Manga Classics Adaptation

Analyzing Multiple Interpretations

Compare the original text to the Manga Classics adaptation of *The Scarlet Letter* focusing on specific symbols.

What elements of the artwork bring a strong understanding of the symbol and what it represents on the page that textual description alone could not?

(Cite specific example to support your analysis)



 Aligned with: [CCSS.ELA-LITERACY.RL.11-12.7](#)

Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.

VIII | Critical Writing Assignment

Now that students have learned how to critically read and analyze a complex text (utilizing the Manga Classics adaption as a complementary tool to deepen understanding), they can demonstrate mastery of these learning outcomes through a critical writing assignment (argumentative essay).

Writing an argumentative essay in response to a piece of literature requires that students understand the concept or subject in question by writing down their thoughts on the topic. Their responses must be engaging, well-informed, and analytic. They must have a claim or an argument that refutes or accepts a topic, and further refines its key points by highlighting its strengths and weaknesses.

How to Write an Argumentative Essay

1. Introduction

- Begin with a brief summary of your topic
- Review the main arguments and the supporting premises of the author
- Be sure to include title of the text

2. Support

- In your introduction, follow your summary with your claim or argument
- Include your primary justifications for your thesis
- *For example, if you agree with some or all of the arguments, cite the main reasons why. If you do not agree, also state your reasons.*
- Begin your succeeding paragraphs with each primary justification
- Follow each of your primary justification with your supporting arguments
- Be sure to refer to your text in pointing out strengths or weaknesses (Cite supporting evidence from text when appropriate)

3. Conclusion

- End your essay with a concluding paragraph where you will restate your thesis statement and your primary justifications for your position
- Avoid adding any new information that does not relate to body paragraphs
- Reinforce the strengths and clarify the weaknesses

Have students choose from one of the following prompts and reply to it with a formal 5-paragraph argumentative essay. The essay should incorporate their knowledge of relevant literary elements and devices identified during the course of their critical analysis of *The Scarlet Letter*.

Argumentative Essay Topics

- Do you consider Hester to be a strong female character? Is *The Scarlet Letter* a feminist novel? Provide key examples from the text to support your claim.
- Although Pearl at first appears to be a secondary character in the novel, she figures significantly into many of the novel's key narrative events. What is Pearl's significance in the novel as a whole? What does she represent? Cite examples from the text to support your analysis of Pearl.

- How does Hawthorne describe the scarlet letter itself and in what different forms does it appear in the novel? Cite evidence from the text to support your analysis.
- What role does Chillingworth play in the novel? Do you think he is morally more degenerate than Hester and her lover, or do you have sympathy for his campaign of revenge? Do you think he redeems himself at all with his bequest to Pearl at the end of the story? Cite evidence from the text to support your claim.

Argumentative Essay Evaluation Resources:

- **Sample Student-Friendly Rubric**
<http://www.readwritethink.org/files/resources/printouts/Essay%20Rubric.pdf>
- **Common Core Standards-Aligned Rubrics**
http://www.schoolimprovement.com/docs/Common%20Core%20Rubrics_Gr11-12.pdf
- **Common Core Rubric Creation Tool**
<http://www.essaytagger.com/commoncore>

Appendix A – Characterization Chart Sample

Visit [Manga Classics Educational Resources](#) web page to quickly download a copy. Simply print and you're ready to go!

Character Name: Roger Chillingworth

Ways character is revealed	Example from Manga Classic (list page # and brief description)	What you learned about character from this example	Cite supporting quotes from original novel
Character's Speech	<i>p. 69 "Fear not for him! I will not betray him to the law, nor will I harm his life or his good name. Nonetheless, he will be mine."</i>	<i>Chillingworth wants revenge.</i>	<i>p. 45 Hester: "Hast thou enticed me into a bond that will prove the ruin of my soul?" Roger: "Not thy soul,...No, not thine!"*</i>
Character's Appearance	<i>p. 36 Chillingworth is appears as a snake to Hester as she holds Pearl</i>	<i>The image of the snake gives him an evil, sinister appearance.</i>	<i>p. 45 Hester: "Hast thou enticed me into a bond that will prove the ruin of my soul?" Roger: "Not thy soul,...No, not thine!"</i>
Character's Private Thoughts	<i>p. 144-6 "He always hides his chest from me, even during examinations...the wonder! The horror! At last! At last!! Haha!</i>	<i>Chillingworth experiences a twisted sense of joy when he discovers the mark on Arthur's chest.</i>	<i>p.78 "To make himself the one trusted friend, to whom should be confided all the fear, remorse, the agony, the ineffectual repentance, the backward rush of sinful thoughts, expelled in vain...to be revealed to him, the Pitiless – to him, the Unforgiving!"</i>
How other characters feel about the character and react to him or her	<i>p. 36 Hester appears to have a fearful reaction to the presence of her husband.</i>	<i>Her reactions reveal that she fears and distrusts her husband.</i>	<i>p. 42 Hester: "Wouldst thou avenge thyself on the innocent babe?" whispered she. "He...looked into her eyes-a gaze that made her heart shrink and shudde,...so familiar, and yet so strange and cold..."</i>
Character's Actions	<i>p. 148 "Dr.Chillingworth used their friendship to add to the reverend's sorrows and pain in subtle, terrible ways, always bent on vengeance."</i>	<i>Chillingworth is evil in that he pretends to befriend and care for Arthur when his true motivation is to mentally torture Arthur with his knowing remarks about guilt and sin.</i>	<i>p.44 Roger: "I shall seek this man...I shall see him tremble. I shall feel myself shudder, suddenly and unawares. Sooner or later, he must needs be mine."</i>

*page numbers correspond to *The Scarlet Letter* published by Millenium Publications 2015)

Appendix B – Plot Structure Diagram

Visit [Manga Classics Educational Resources](#) web page to quickly download a copy. Simply print and you're ready to go!



Plot Structure

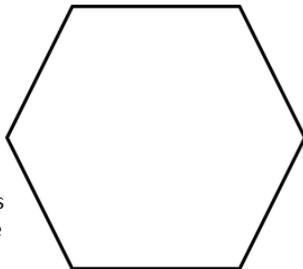
Title: _____

Exposition (Introduction)

Setting:
Character:

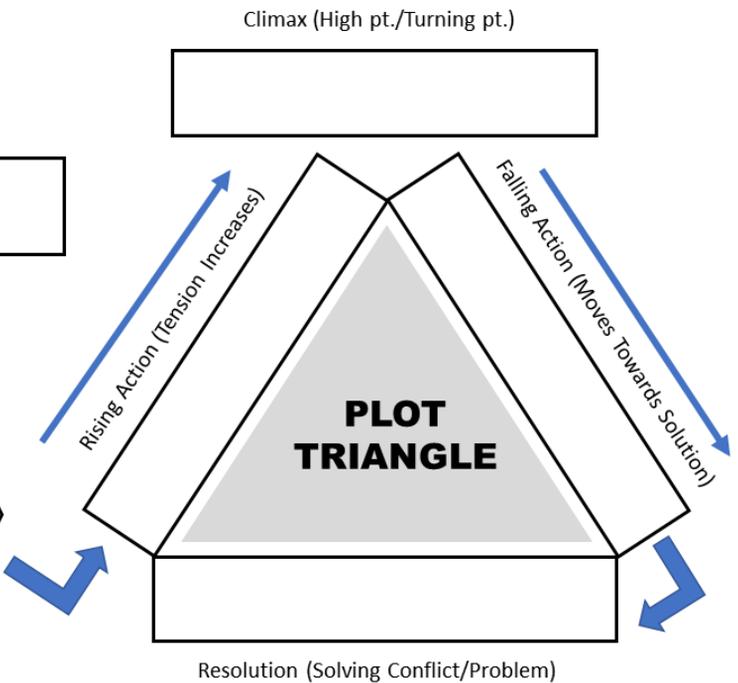


Conflict (Problems)



Directions

Use the Manga Classics adaptation to fill in the the diagram.



Teacher's Corner

Visit **Manga Classics** website @ www.mangaclassics.com

Find this icon on the front page:



A bunch of useful teaching tools for download:

■ **Teacher's Guide**

Comprehensive Curriculum Guides for teaching specific titles which are aligned to Common Core State Standards

■ **Characterization Charts**

■ **Plot Structure Diagrams**

■ **Book Report Assignments**