

# Archetypal Response

*by* Dean Gladish

---

**Submission date:** 18-Nov-2014 11:45PM (UTC-0600)

**Submission ID:** 479740385

**File name:** ARCHETYPAL\_CRITICISM.docx (14.87K)

**Word count:** 333

**Character count:** 1673

Dean Gladish

### Penitence through Sunlight

In his novel *The Scarlet Letter*, Hawthorne effectively uses the archetype of light to symbolize both guiltless purity and the shameful revelation of dark truth. Thus, Hawthorne portrays Pearl as a tempered and sinless being, who the sun fully illuminates in a good way. When Mr. Wilson sees her at the governor's house, he remarks that she shines like the sunlight in the stained-glass windows with colors of gold and crimson (Hawthorne 98). This image contrasts with the way in which sunlight shrinks from Hester in the forest, revealing shame and sin. For example, when she wears the scarlet letter, her radiance departs "like fading sunshine" (Hawthorne 194). Hawthorne also uses this archetype to emphasize her impurity and shame on the scaffold, where in the daytime, she cannot hide her sins. Hester's realization that meeting her former husband would be even worse with the "hot, mid-day sun burning down upon her face, and lighting up its shame", helps to show her fear of God's purity and judgment (Hawthorne 57).

Hawthorne also uses the absence of light, or darkness, to emphasize the novel's themes of purity and sin. Thus, Dimmesdale performs his vigils on the scaffold at midnight, when the witches congregate and the sun is furthest from its zenith. Hawthorne shows that his malady and illness cannot be purified as long as he conceals himself from the light. Dimmesdale remains impure and guilty because he has not repented his sins before God, and he likens his nightly vigils on the weathered scaffold to a "mockery of penitence" (Hawthorne 134). He fears the morning sunlight's approach, which would illuminate his sins to the townspeople and expose the dark truth. Dimmesdale only repents under the light upon realizing that he has become a shadow of himself and that he will only be saved by admission of the truth. This truth is revealed by the sunlight, which Hawthorne uses as a powerful symbol of holy revelation before God in his novel.

# Archetypal Response

---

## GRADEMARK REPORT

---

FINAL GRADE

GENERAL COMMENTS

Instructor

30/30

---

PAGE 1

---



**Comment 1**

italicize



**Comment 2**

pass



**Comment 3**

excellent sentence

**EXPOSITION (20%)**

0 / 5

The text sets up a story by introducing the event/conflict, characters and setting.

EXCEPTIONAL (5)	The text creatively engages the reader by setting out a well-developed conflict, situation, or observation. The text establishes one or multiple points of view and introduces a narrator and/or complex characters.
SKILLED (4)	The text engages and orients the reader by setting out a conflict, situation, or observation. It establishes one or multiple points of view and introduces a narrator and/or well-developed characters.
PROFICIENT (3)	The text orients the reader by setting out a conflict, situation, or observation. It establishes one point of view and introduces a narrator and/or developed characters.
DEVELOPING (2)	The text provides a setting with a vague conflict, situation, or observation with an unclear point of view. It introduces a narrator and/or underdeveloped characters.
INADEQUATE (1)	The text provides a setting that is unclear with a vague conflict, situation, or observation. It has an unclear point of view and underdeveloped narrator and/or characters.

**DEVELOPMENT (20%)**

0 / 5

The story is developed using dialogue, pacing, description, reflection and multiple plot lines.

EXCEPTIONAL (5)	The text demonstrates sophisticated narrative techniques, such as engaging dialogue, artistic pacing, vivid description, complex reflection, and multiple plot lines to develop experiences, events, and/or characters.
SKILLED (4)	The text demonstrates deliberate use of narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to develop experiences, events, and/or characters.
PROFICIENT (3)	The text uses narrative techniques, such as dialogue, description, reflection, that illustrate events and/or characters.
DEVELOPING (2)	The text uses some narrative techniques, such as dialogue or description that merely retells events and/or experiences.
INADEQUATE (1)	The text lacks narrative techniques and merely retells events and/or experiences.

**ORGANIZATION (20%)**

0 / 5

The text follows a logical sequence of events.

EXCEPTIONAL (5)	The text creates a seamless progression of experiences or events using multiple techniques--such as chronology, flashback, foreshadowing, suspense, etc.--to sequence events so that they build on one another to create a coherent whole.
--------------------	--

SKILLED (4)	The text creates a smooth progression of experiences or events using a variety of techniques--such as chronology, flashback, foreshadowing, suspense, etc.--to sequence events so that they build on one another to create a coherent whole.
PROFICIENT (3)	The text creates a logical progression of experiences or events using some techniques--such as chronology, flashback, foreshadowing, suspense, etc.--to sequence events so that they build on one another to create a coherent whole.
DEVELOPING (2)	The text creates a sequence or progression of experiences or events.
INADEQUATE (1)	The text lacks a sequence or progression of experiences or events or presents an illogical sequence of events.

#### STYLE (20%)

0 / 5

The text uses sensory language and details to create a vivid picture of the events, setting, and characters.

---

EXCEPTIONAL (5)	The text uses eloquent words and phrases, showing details and rich sensory language and mood to convey a realistic picture of the experiences, events, setting, and/or characters.
SKILLED (4)	The text uses precise words and phrases, showing details and controlled sensory language and mood to convey a realistic picture of the experiences, events, setting, and/or characters.
PROFICIENT (3)	The text uses words and phrases, telling details and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
DEVELOPING (2)	The text uses words and phrases and telling details to convey experiences, events, settings, and/or characters.
INADEQUATE (1)	The text merely tells about experiences, events, settings, and/or characters.

#### CONCLUSION (20%)

0 / 5

The text provides a conclusion that follows from the course of the narrative. The conclusion provides a reflection on or resolution of the events.

---

EXCEPTIONAL (5)	The text moves to a conclusion that artfully follows from and thoughtfully reflects on what is experienced, observed, or resolved over the course of the narrative.
SKILLED (4)	The text builds to a conclusion that logically follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
PROFICIENT (3)	The text provides a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
DEVELOPING (2)	The text provides a conclusion that follows from what is experienced, observed, or resolved over the course of the narrative.
INADEQUATE	The text may provide a conclusion to the events of the narrative.

