

**AMERICAN LITERATURE with Thelma English
SCHEDULE**

SESSION 1 INTRODUCTION TO LIT CIRCLE

CLASSROOM- Overview of class; Writing samples

READING: from Syllabus (see below)

SYLLABUS - read Glossary; read Timetable; read Changing Worldviews; read Writing Papers for Mrs. E. p. 373; read pp. 1 - 32

WRITING- none

OPTIONAL ONLINE: J.I. Packer: History of the Theology of the Puritans lectures 1 - 12

SESSION 2 INTRO TO THEISM: ANNE BRADSTREET

CLASSROOM: **Quiz** on pages 1-32 to check reading proficiency; Begin Puritan structured notes

READING: Anne Bradstreet handout booklets

SYLLABUS: sample Explication Sheet p. 370-371

WRITING: Explication Sheet due next week (see sample in Syllabus, pp. 370 - 371) **OR**
Write a poem in the style of Anne Bradstreet

OPTIONAL ONLINE: J.I. Packer: History of the Theology of the Puritans lectures 1 – 12

SESSION 3 CONT. THEISM: MARY ROWLANDSON

CLASSROOM: **Turn in Explication sheet:** Cont. Puritan structured notes

READING: Captivity Narrative of Mary Rowlandson (in Syllabus pp. 49 - 65)

SYLLABUS: pp. 33 – 48 & 66 - 70

WRITING: Explication Sheet due next week (see sample in Syllabus, pp. 370 - 371)

OPTIONAL ONLINE: J.I. Packer: History of the Theology of the Puritans lectures 1 - 12

SESSION 4 CONT. THEISM: EARLY PURITAN LIFE

CLASSROOM: **Turn in Explication sheet:** **Quiz** on Rowlandson narrative plot elements

READING: Mayflower Compact (in syllabus), Baxter: Directions for Hating Sin, How to Spend the Day with God

SYLLABUS: pp. 374-383

WRITING: Examining the Mayflower Compact (5-question assignment p.376): due Session 5 and
Write your own 'How to Spend the Day with God,' using 5/7/9 (minimum) of Baxter's categories

OPTIONAL ONLINE: J.I. Packer: History of the Theology of the Puritans lectures 1 - 12

SESSION 5 THEISM-DEISM: JONATHAN EDWARDS AND THOMAS PAINE

CLASSROOM: **Turn in Mayflower Compact: 5 Answers;** also **Turn in 'How to Spend a Day with God';** Begin Common Sense.

READING: Common Sense, by Thomas Paine (24-page handout)

SYLLABUS: begin reading Edwards' Narrative if writing about Edwards

WRITING: Grades 7/8 minimum 100 word (excludes any quotes) Biography of Jonathan Edwards
(see Supplement pp. 17, 21, 23-25) due Session 7

Grades 9/10 minimum 200 word (excludes any quotes) Biography of Jonathan Edwards (see Supplement pp. 17, 21, 23-25) due Session 7

Grades 11/12 minimum 300 word Theme Study (excludes any quotes) for Common Sense (see Supplement pp. 17, 18, 23-25) due Session 7

OPTIONAL ONLINE: read-aloud of Common Sense by Mrs. E. (not sure how many pages I will read)
America's Christian History
America's Social Engineers
American Gospel: God

SESSION 6 CONT. JONATHAN EDWARDS AND THOMAS PAINE

CLASSROOM: **Quiz** on Common Sense.

READING: Library research on the life of Jonathan Edwards or Common Sense research for Theme Study.

SYLLABUS: pp. 71 – 96 (Jonathan Edward's Personal Narrative)

WRITING: Finish paper (see above)

OPTIONAL ONLINE: Benjamin Franklin: 12 lectures

Bring Franklin's Autobiography next week!

SESSION 7 THEISM TO DEISM AND THE ENLIGHTENMENT: BENJAMIN FRANKLIN

CLASSROOM: Quiz on Edwards' Narrative; Turn in Edwards/Paine paper. Cont. From Puritan to Yankee structured notes.

READING: Franklin's Autobiography - pp. 1 - 80

SYLLABUS: pp. 97 - 99

WRITING: Write a character study or theme study based on the Franklin Autobiography text. Include text quotes (with page numbers) to back up your study. Outside sources may also be used.

Grades 7 & 8 prepare a Character Study of Benjamin Franklin (300-word min) due Session 9:

Grades 9 & 10 prepare a Character Study (450 word min) or a Theme Study (300-word min) due Session 9.

Grades 11 & 12 prepare a Character Study (550 word min) or a Theme Study (400 word min) due Session 9.

OPTIONAL ONLINE: Benjamin Franklin: 12 lectures

SESSION 8 CONT. FRANKLIN

CLASSROOM: Quiz on Franklin pp. 1-80; Exam prep

READING: Autobiography - pp. 80 – 136 (finish)

SYLLABUS: none

WRITING: Finish paper due Session 9

OPTIONAL ONLINE: Benjamin Franklin: 12 lectures

SESSION 9 1ST QRTR EXAM FOUNDING DOCUMENTS: DECLARATION AND CONSTITUTION

CLASSROOM: Turn in Franklin papers; Quiz on Franklin pp.80-136; Exam

READING: Syllabus

SYLLABUS: Constitution, pp. 100 - 143

WRITING: History of Declaration and Constitution (dates and events) due Session 11.

Grades 7/8 minimum 250 words (excludes quotes)

Grades 9/10 minimum 400 words (excludes quotes)

Grades 11/12 minimum 550 words (excludes quotes)

OPTIONAL ONLINE: Daniel Webster's Plymouth Oration

END OF 1ST QUARTER No late work accepted

SESSION 10 CONT. FOUNDING DOCUMENTS: DECLARATION AND CONSTITUTION

CLASSROOM: Constitutional Game: Preamble Scramble: The Founding Documents today.

READING: Longfellow handouts

SYLLABUS: pp. 144-157 (American Poets)

WRITING: Finish working on History Of Declaration & Constitution paper due Session 11.

OPTIONAL ONLINE: What's Right with America

Why America is Great

Why American History Texts are Unreliable

Bring Ralph Waldo Emerson next week!

SESSION 11 ROMANTICISM & TRANSCENDENTALISM

CLASSROOM: Turn in History Of Decl. & Const. paper: Intro Theology of the Heart

READING: Self Reliance, Emerson (Dover edition, pp. 19-38); 101 Great Amer Poems, p. 4, 29-32

SYLLABUS: pp. 175-177

WRITING: Prepare a short essay to explain the changes in thought and worldview from Puritan to Romantic and/or Transcendental. How is Emerson different from the Puritans in his worldview? Use text quotes to support your ideas. Due Session 14

Grades 7/8 minimum 100 words (excludes quotes)

Grades 9/10 minimum 130 words (excludes quotes)

Grades 11/12 minimum 160 words (excludes quotes)

OPTIONAL ONLINE: Mrs. E. read-aloud Self-Reliance

NO CLASSES NOV. 25TH & 26TH THANKSGIVING WEEK

SESSION 12 **TRANSCENDENTALISM: EMERSON**

CLASSROOM: Quiz on Self-Reliance; Reading Nature (in syllabus)

READING: Complete reading Nature, by Ralph Waldo Emerson, in syllabus pp. 169-174

SYLLABUS: see above

WRITING: Cont. Puritan to Romantic paper and/or Transcendental due Session 14

Bring Thoreau texts (Walden & Civil Disobedience) next week!

SESSION 13 **THOREAU: CIVIL DISOBEDIENCE**

CLASSROOM: Christian Civil Disobedience: Biblical Examples

READING: Civil Disobedience in Dover text

SYLLABUS: Syllabus pp. 158 - 168

WRITING: Finish Puritan to Romantic/Trans. Paper

NO CLASSES DEC. 16TH/17TH, DEC. 23RD/24TH, OR DEC. 30TH/31ST FOR CHRISTMAS BREAK!

BRING **Walden** after Christmas break!

SESSION 14 **CONT. THOREAU: WALDEN**

CLASSROOM: Turn in Puritan to Romantic/Trans. Paper; Quiz on Civil Disobedience

READING: Walden, 25/35/50 pages, you select

SYLLABUS: none

WRITING: 7/8, 9/10, 11/12 Read 25/35/50 pages from "Walden." Identify the pages you read. Expect to use 250/450/650 words to narrate or journal the story of what you read. For this assignment you may use an outline format, Journal, or notes. Alternate assignment: write your own Walden-style journal! No essay format is required.

Bring Frederick Douglass' **Narrative of the Life of Frederick Douglass** to class next session!

SESSION 15 **FREDERICK DOUGLASS NARRATIVE**

CLASSROOM: Turn in Walden narrative journal: Intro Slavery in USA

READING: Read pp. 1 - 35 in Frederick Douglass Narrative

SYLLABUS: pp. pp. 190 -210 (UTC - Stowe)

WRITING: Biography of Emerson, Thoreau, or Frederick Douglass (300/400/500 minimum) due SESSION 17.

END OF 2nd QUARTER No late work accepted

SESSION 16 **CONT. FREDERICK DOUGLASS NARRATIVE**

CLASSROOM: Frederick Douglass Narrative Quiz: Overview of Worldviews: Exam Review

READING: Read pp. 36 - 70 in Frederick Douglass Narrative

WRITING: Continue working on Biography: SESSION 17.

Bring **Uncle Tom's Cabin** to class next session!

SESSION 17 **UNCLE TOM'S CABIN (5 weeks) 2nd QRTR EXAM**

CLASSROOM: Turn in Emerson, Thoreau, or Douglass Biography

READING: Read UTC chapters 1-9.

WRITING: assignment due Session 22: Writing assignment is your choice:

Character Analysis (400/500/600), Theme Analysis (400/500/600), or Plot (600/750/900)

SESSION 18 **CONT. UNCLE TOM'S CABIN: ROMANTICISM TO REALISM**

CLASSROOM: Quiz on chapters 1-9. Romanticism to Realism structured notes

READING: Read UTC chapters 10 - 18

WRITING: Continue *Uncle Tom's Cabin*, continue chosen assignment.

SESSION 19 **CONT. UNCLE TOM'S CABIN**

CLASSROOM: Quiz on chapters 10 - 18

READING: Students read chapters 19 - 27

WRITING: Continue *Uncle Tom's Cabin*, continue chosen assignment.

SESSION 20 **CONT. UNCLE TOM'S CABIN**

CLASSROOM: **Quiz** on chapters 19 - 27: Finish Romanticism to Realism structured notes

READING: Students read UTC chapters 28 - 36

SYLLABUS: pp. 242 - 248 (Twain)

WRITING: Continue *Uncle Tom's Cabin*, continue chosen assignment.

SESSION 21 **CONT. UNCLE TOM'S CABIN**

CLASSROOM: **Quiz** UTC chapters 28 - 36: Abolitionists and the Constitution

READING: Students read chapters 37 - 45 (finish)

WRITING: Continue *Uncle Tom's Cabin*, chosen assignment: Paper DUE NEXT WEEK!

SESSION 22 **INTRO TO REALISM: HUCKLEBERRY FINN - (3 weeks)**

CLASSROOM: Turn in UTC paper: **Quiz** UTC chapters 37 - 45: Structured Huck Finn Notes: Twain and God.

READING: Huckleberry Finn, read chapters 1 - 18 (pp. 1-88)

WRITING: Character Study 400/500/600, Theme Study 400/500/600, Plot Study 600/750/900: **Due Session 25**

SESSION 23 **CONT. HUCK FINN**

CLASSROOM: **Quiz** Huck Finn chapters 1 -18: Exam prep

READING: Huck Finn chapters 19 - 31 (pp. 89-164)

SYLLABUS: none

WRITING: Cont. Huck Finn paper due Session 25

SESSION 24 **3rd QRTR EXAM CONT. HUCK FINN**

CLASSROOM: Cont. Huck Finn: **Quiz** ch 19 -31:

READING: Finish Huck Finn ch 32 -42 (pp. 165 - 220)

SYLLABUS: none

WRITING: Finish paper - quote text (and cite!) **DUE NEXT WEEK!**

Char Study 500/600/700 minimums (five or more quotes from text) or

Plot Study 600/750/900 minimum (five or more quotes from text) or

Theme Study 500/600/700 minimum (five or more quotes from text)

Bring Great American Short Stories book to class Session 25 + a pen or highlighter!

SESSION 25 **CONT. ROMANTICISM TO REALISM**

CLASSROOM: Turn in Huck Finn paper: **Quiz** Huck Finn ch 32 - 42

READING: Great American Short Stories: Hawthorne (pub 1835), *Young Goodman Brown*, pp. 1-12; Edgar Allan Poe (pub 1843), *Tell-Tale Heart*, pp. 13-17); 101 Great American Poems ; Whitman, *O Captain! My Captain!*, p. 25; Emily Dickinson, *Stop for Death*, p.29; Poe's, *The Raven*, p. 16.

SYLLABUS: pp. 178 - 189 (Hawthorne); 144 - 153 (various); 222 -228 (Whitman)

WRITING: Vocabulary lists: Define words (as used in story context). Due Session 26

MARCH 20TH END OF 3RD QUARTER No late work accepted **ENJOY SPRING BREAK MARCH 23 – 27th !**

SESSION 26 **INTRO TO NATURALISM**

CLASSROOM: **Quiz** on Session 25 readings; **Open Book Quiz:** #1 What is Romanticism? #2 What is Realism? #3 What is Naturalism?

READING: Great American Short Stories: Bret Harte (pub 1870), *Luck of Roaring Camp*, pp. 49-57; Stephen Crane (pub 1878), *The Bride Comes to Yellow Sky*, pp. 58-67; Mark Twain: Humorous Stories and Sketches (pub 1870s-90s), pp. 1-74. Louisa May Alcott: Short Stories (1863): Alcott, *A Night*, pp. 9-22; Alcott, *My Contraband*, pp. 23-39.

SYLLABUS: pp. 175 - 177 (Alcott); pp. 229-232 (westerns); pp. 211-221 (Melville)

WRITING: Vocabulary lists: Define words (as used in story context): Due Session 27

SESSION 27 INTRO TO MODERNISM: MELVILLE & STEINBECK

CLASSROOM: Turn in [Vocab lists](#); **Quiz:** short story details (from session 26 reading) + realism + naturalism (this part is open book); Structured [Realism/Naturalism/Determinism](#) Notes: Melville & God in, *Bartleby*; Steinbeck: *Red Pony*: Nobel Prize speech (p. 317): In-class reading of both stories: bring book + pen or highlighter.

READING: [Great American Short Stories](#): Melville (pub 1856), *Bartleby*, pp. 18-48;

SYLLABUS: John Steinbeck: "Red Pony" pp. 319 - 333; "Grapes of Wrath" synopsis pp. 316 - 318; Scopes Trial pp. 265 - 276.

WRITING: Explain naturalism in Steinbeck's "Red Pony" story: 175/225/275 word minimum before quotes (2/3/4). Utilize syllabus pp. 289, 315, 362 - 368. Due Session 28

SESSION 28 MODERNISM & NATURALISM IN CRANE'S OPEN BOAT

CLASSROOM: Turn in '[Naturalism in Steinbeck's "Red Pony" paper](#)'; **Quiz:** Open notebook (syllabus): Explain romanticism, Realism, and Naturalism; Modernism cont. "Open Boat" in class: Intro to Marx, Freud, Nietzsche, and Darwin influence on American authors.

READING: [Great American Short Stories](#): Fitzgerald (pub 1920): *Bernice Bobs her Hair*, pp. 209-230; Hemingway (pub 1927): *The Killers*, pp. 240-248; London (pub 1908): *To Build a Fire*, pp. 157-170; Stephen Crane: "War is Kind," p.40, [101 Great American Poems](#).

SYLLABUS: Stephen Crane (pub 1897) "Open Boat," pp. 233 - 241; Hemingway Bio, pp. 263-264; Jack London Bio, pp. 249 - 250; pp. 277-283, "Biology is Destiny: Charles Darwin (from [7 Men Who Rule the World from the Grave](#), chapter 1); pp. 284-288, "Shouting Heresy in the Temple of Darwin," ([Christianity Today](#) magazine 10/24/1994).

WRITING: Explain the naturalistic elements of one of the short stories by Hemingway or London (150/200/250 word minimum) with quotes from the text (2/3/4). Utilize syllabus pages 289, 315, and 362-68 for elements of naturalism. Due Session 30

OR (alternate assignment) Contrast theistic literary elements with realist or naturalist: (300/350/475 word minimum): text quotes required (3/4/5).

SESSION 29 INTRO TO POSTMODERNISM & CHRISTIAN AUTHORS

CLASSROOM: **Quiz:** Story elements from last week's short stories. [The Wasteland](#), [Journey of the Magi](#), T. S. Eliot: O' Henry's humor

READING: O'Henry (pub 1906): pages 1 - 22 & 46-89 from O' Henry text.

WRITING: Finish '[Naturalist Elements/Biography/Contrast paper](#) Due Session 30.

SESSION 30 POSTMODERN: THE ABSURD

CLASSROOM: Turn in '[Naturalist Elements/Contrast Essay](#)

SYLLABUS: (pp. 342-44) The Beat Movement, who were they?; (pp. 345-48) New Age Movement, what is it?; (pp. 295-296) Animal Rights PETA ([People for Ethical Treatment of Animals](#)) *Not People Eating Tasty Animals!*; (p. 341) Star Trek: What was their agenda? Gene Rodenberry; (pp. 351-355) Gay 'Marriage' - is it possible?; (p. 357-360, a Presidential Inauguration speech) Should America be a 'city on a hill'?; (pp. 294 & 361) Extreme Environmentalism - Do we need it?; (p. 349) A Postmodern scandal - Can political figures separate their personal and civic lives or duties?; (p. 297) Population Explosion - Do we need to control it?; (pp. Supplement 46-50) What does it mean to be Human?

WRITING: PoMo topic paper Due Session 32 (our last class). (300/350/475 word minimum): text quotes required (3/4/5). No late papers will be accepted.

SESSION 31 OVERVIEW: EXAM PREP

CLASSROOM: Final Exam prep today - review progression of American Literary Worldviews: Talk about PoMo papers

READING: none

WRITING: Cont. PoMo topic from the list above (300/350/475): Due Session 32

SYLLABUS: Review PoMo topic pages (or finish reading!)

SESSION 32 FINAL EXAM

CLASSROOM: Turn in [PoMo papers](#) (print double-sided, no cover sheet – keep it lightweight if you want it back)